



TEACHER'S OPINIONS REGARDING HISTORY CONTENTS IN 5TH GRADE SOCIAL STUDIES

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ABSTRACT:

Social studies is in the position of an important course that includes topics related to the discipline of social sciences such as geography, economics, sociology and history. History topics among these social science disciplines have a very important place in the social studies curriculum. It seems important to determine the opinions of the social studies teachers, the practitioners of this course, and their suggestions for this problem in order to increase the effectiveness of teaching of history topics in the social studies course. Thus, in the present study, it was aimed to analyze opinions of primary school teachers regarding the teaching of history topics in the 5th grade social studies. At the same time, in order to offer suggestions for teaching history topics effectively, this study is carried out. A survey method was used in this study. In the analysis of the data, descriptive analysis technique was used. Findings of this study indicated that the primary school social studies curriculum was not adequate, sufficient, and relevant. The history topics incorporated in the social studies curriculum were not intensive, the teaching hours were not adequate, the number of learning outcomes was high, and the concepts with which the most of students were not familiar. Accordingly, there was no integrity between the history topics. The topics were disjointed and no link could be established between them; besides, the chronological order was not followed and both teachers and students had difficulty in going through these topics. The number of historical places and museums to which they could take their students were limited and that they could not go to the historical places in the neighboring cities due to negative circumstances such as financial impossibilities, failure to acquire permits and climatic conditions. It was also understood that there were not historical personalities or elderly people accessible to them in their area. The methods that teachers use were not interested to the learner and that the classrooms were over crowded. At the same time assessment, procedures were also not defective from various perspectives.

KEYWORDS:

SOCIAL STUDIES, HISTORY TOPICS, PRIMARY EDUCATION, CURRICULUM, TEACHING.

CONTEXT OF THE STUDY

There is nothing unusual about grouping subjects into fields. The word science indicates such subjects as biology, botany, physics, and chemistry. Mathematics includes arithmetic, algebra, geometry, and trigonometry. Similarly the word English is used to include the study of grammar, composition, history of literature, and the English classics. In a similar manner, the term social studies is used to designate subjects which stress human relationships (**Barr, 1977**). It implies no particular type of organization, social philosophy, or educational theory. It is a useful and practical term, as devoid of emotion and as general in its connotation as the word science or mathematics. It is a convenient, inclusive designation. Throughout the period from about 1850 to about 1910, history, civics, and geography were generally regarded as rather sharply differentiated subjects. No common interest brought them together (**Chinoda, 1981**). Late in the nineteenth century economics won a place in the curriculum, and early in the present century sociology began to appear in school programs. Thus the social elements in the curriculum have constantly increased. The official use of the term social

studies to indicate the whole field of subjects dealing with human relationships dates from 1916. In that year the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association published a report which gave sanction to the use of the term and delimited its meaning. The organization in 1921 of the teachers in this field and the selection of the name, The National Council for the Social Studies, tended to standardize the use of the term. The term social studies is used to include history, economics, sociology, civics, geography, and all modifications or combinations of subjects whose content as well as aim is predominantly social. Whether the term social studies is apt, accurate, or fortunate may be a matter of opinion, but there can be no doubt that it is the term used to designate those school subjects which deal with human activities, achievements, and relationships (**Evans, 2004; Ross, 2000, 2004**).

The term social studies refers primarily to those subjects concerning human relationships which are organized for *instructional* purposes. Whether history at the college or graduate or research level is a social *study*,

a social science, or a humanity may be a matter of debate (**Leming, Ellington & Porter-Magee, 2003**). Regardless of this question, the fact is that the social studies at the elementary and high-school levels do serve instructional purposes. No one expects an elementary textbook in geography or a high-school history to be an original contribution to knowledge; its primary purpose is to disseminate knowledge which has already been ascertained. The social studies are organized primarily for instructional purposes (**Barr, Barth, & Shermis, 1977**). Scholars began to realize that these five subjects-history, geography, civics, economics, and sociology-were closely related (**Cornbleth, 1985**). All of them deal with human relationships. Geography describes man's relations to the earth; civics or government explains society's attempts to control individuals through organized states; economics describes and analyzes man's efforts to make a living; and sociology describes various kinds of group living. *History is the story of whatever man has done, with emphasis upon institutional and group activities* (**Evans, (2004)**). Thus in a sense history is the most inclusive and pervasive of the social studies and partakes of the nature of each of the others when it records activities which fall within their scope. Since all these subjects center their attention upon man and his relationships, it is a matter of convenience to group them under some general term. The over-all term for the subjects of instruction which stress human relationships is *social studies*. The social studies constitute a *field* and not a *subject*, a federation of subjects and not a unified discipline (**Hunt & Metcalf, 1955; McCutcheon, (1995)**).

Although the term social studies includes primarily history, geography, civics, economics, and sociology, it also deals with materials from other subjects. Thus, some elements of ethics, psychology, philosophy, anthropology, art, literature, and other subjects are included in various courses in the social studies (**Ross, 2000; Parker, 1987**). Even if these subjects are not all taught in the schools under their titles, they make their contributions to the social studies. However, since art and literature are primarily concerned with individuals rather than with groups, while ethics, philosophy, psychology, and anthropology seldom appear in school curriculums, the term social studies usually describes only the subjects listed above (**Thornton, 1994 ; Saxe, 1991**). The social studies field is distinguished from other fields by the fact that its content is focused upon human beings and their interrelationships. All subjects have social utility, but that does not place them within the field of the social studies (**Stanley, & Nelson, 1994**). Arithmetic has social value, but its content is not centered upon human beings. Therefore, the social studies are those subjects in which the *content* as well as the purpose is focused upon human beings. Schools have programs of social studies and teachers are employed to teach social studies, but-in the classroom they teach civics or history or sociology or some topic which draws materials from one or more of the other social studies subjects (**Thornton, 2004**). Very seldom does a teacher try to teach the whole *field* as a single course, but he tries

constantly to show the interrelations of the subjects within the field.

Barta (2010) writes:

The term Social Studies is used to suggest an integrated study of Social Sciences in School education in many countries. The term Social Sciences is reserved exclusively for the use in university education. Social Studies is a integrated study of Social Sciences designed for school education. Social Studies draws its materials from the various disciplines of social sciences, but in doing so it takes into account the very purpose of studying it in the school classes. For this purpose, the needs of the individual children and the society are given due consideration, and the subject materials are organized by following the principles of correlation, functional utility and integration (p. 6).

Similarly, **Wesley and Wronski (1958)** said,

The term social studies indicates materials whose content as well as aim are predominantly social. The Social Studies are the social sciences simplified for pedagogical purposes.

The aforementioned discussion shows that Social Studies is the integrated study of the social sciences and humanities to promote social competence. Within the school programme, Social Studies provides coordinated and systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the Humanities, Mathematics, and Natural Science. The primary purpose of Social Studies is to help children and youth develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

In this context, **Harris (1960)** is of opinion that social studies are those studies that provide understanding of man's ways of living, of the basic needs of man, of the activities in which he engages to meet his needs and of the institutions he has developed. **Harris (1960)** mentioned the definition of Social Studies as follows:

One should not think that Social Studies is mere a combination or arithmetic total of History, Civics and Geography. Of course this subject derives a lot from these but only such events of the past, only those features of earth's surface and those ideas of social organization are taken, which have a clear traceable and remarkable relation with the present and daily life (p.112).

Nepal National Education Planning Commission 1956 included Social Studies as a separate subject in the curriculum of primary education for the first time in Nepal. On the basis of the above recommendations, College of Education included social studies in its curriculum in 1956 for the first time in Nepal. In the same year, Laboratory

School, a school situated in Kathmandu valley, implemented primary level Social Studies on a trial basis. The second education commission of Nepal, All Round National Education Committee (ARNEC) 1961 recommended to include Social Studies in the curriculum of primary education. The government of Nepal also accepted the recommendation of the Committee. Thus, Social Studies was included in the curriculum of the primary education and implemented throughout the country. This is how Social Studies has become one of the subject in the curriculum of primary education in Nepal and till the date, social studies has been teaching as core subject at primary school in Nepal.

PROBLEM

Social studies is in the position of an important course that includes topics related to the discipline of social sciences such as geography, economics, sociology and history. History topics among these social science disciplines have a very important place in the social studies curriculum. Considering the significance of history in the human life, it is quite important that the topics related to this discipline are better recognized, liked and taught. In this context, learning and liking the history contents in the social studies curriculum easily will affect the 5th grade students' in primary level schools. Accordingly, it seems important to determine the opinions of the social studies teachers, the practitioners of this course, and their solution suggestions for this problem in order to increase the effectiveness of teaching of history topics in the social studies course. In this context, it was attempted to come up with a research sample by considering the problem sentence *"What are the opinions of teachers regarding the teaching of history topics in the 5th grade social studies class in primary school?"* In this context, sub-research questions are:

RESEARCH QUESTIONS

- What are the opinions of primary school teachers in the 5th grade social studies class on the teaching of history subject topics?

SUB-RESEARCH QUESTIONS

- Is the 5th grade social studies curriculum adequate in the teaching of history subject topics in social studies course?
- Are the history subject topics in 5th grade social studies curriculum presented within a systematical integrity?
- Do the history subject topics in the 5th grade social studies curriculum correspond to the student's level?
- Do the students show necessary interest in the history subject topics in the 5th grade social studies curriculum?
- Do you find 5th grade social studies textbooks adequate in terms of form and content in the teaching of history subject topics?
- Are the conditions (e.g. classroom sizes,

educational equipment and hardware, etc.) in the school that you are serving at are adequate for teaching history subjects in the social studies curriculum in an effective way?

- What are the methods/techniques that you use in the teaching of history subject topics in the 5th grade social studies curriculum?
- Do you use the environmental facilities (historical artefacts, historical personalities, the elderly, etc.) in the teaching of history subject topics in the 5th grade social studies curriculum?
- What are your suggestions for the teaching of history subject topics in the 5th grade social studies curriculum?

METHODOLOGY

This research study utilized a survey method as described by *Creswell (2005)*. Survey research has evident potential value in helping solve theoretical and applied educational problems. It studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables (*Kerlinger, 1978*). Surveys are generally taken, as in the case of this study, as sample survey. Survey studies are conducted to collect detailed description of existing phenomena with the interest of employing data to justify current conditions and practices or to make more intelligent plans for improving them. Describing about the importance and scope of survey research *Sukhia et. al. (1971)* writes, 'It goes beyond the mere gathering and tabulation of data. It involves interpretation, comparison, measurement, classification, evaluation and generalization—all directed towards a proper understanding and solution of significant educational problem' (*p.180*). A variety of data were collected and efforts were made to obtain information about the existing primary level Social Studies curriculum from different angles. In this sense, it can be termed as a type of descriptive research. Descriptive research is more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation (*Koul, 2002*).

Utilizing a convenient sample methodology, a total of 20 teachers from grade five of primary schools of Dhangadhi, Kailali district participated in this study. Dhangadhi is a suitable district to conduct the present research. The researchers chose to use this district for the study because the results of research can be more easily generalized to other schools in the country. Each teachers was given the survey form (questionnaire) which utilized an open ended response format. After the survey, the researchers read the answer thoroughly and analyzed each response of the student and categorized them accordingly. At last contextual meaning was derived and report was prepared.

RESULTS AND DISCUSSION

In this section of the research, the findings and

comments has been presented. This findings are based on the sequences of the objectives of the study.

ADEQUACY AND SUFFICIENCY OF THE HISTORY CONTENTS IN THE PRIMARY EDUCATION CURRICULUM

The responses and frequency distribution based on the answers given by the teachers to the question "What are your opinions regarding the adequacy and sufficiency of History contents in 5th Grade social studies curriculum?" are presented in Table 1.

TABLE 1

TEACHERS' OPINIONS ON ADEQUACY AND SUFFICIENCY OF THE HISTORY CONTENTS IN THE CURRICULUM

S.N.	Teachers Opinions	f
1	Social studies curriculum is not adequate	16
2.	Teaching hour are not adequate (History contents)	16
3.	History contents are presented in an appropriate manner	14
4.	Too many unfamiliar concepts are used	11
5.	Number of learning outcomes is very high	7

As seen in Table 1, 16 of the teachers stated that the class hours and the programme were inadequate. 14 of the teachers remarked that the history topics were given intensely. 11 of the teachers told that too many concepts (with which the students are not familiar) are given. 7 of the teachers indicated that the learning outcomes are high, 5 said the topics are not suitable for the readiness of the students, they are abstract, do not meet the leaning outcomes, are boring for the students, etc. When the opinions of teachers are examined, it can be concluded that the primary level social studies curriculum is not sufficient. According to the opinions of the teachers, it is

seen that the topics of social studies course are intensive, the class hours are not adequate, the number of learning outcomes is high, and the concepts with which the students are not familiar are too many.

APPROPRIATENESS OF SEQUENCE, CONTINUITY AND CONTINUITY OF THE CONTENTS

The responses and frequency distribution based on the answers given by the teachers to the question "Are the History contents in 5th Grade Social Studies curriculum given in an appropriate manner?" are presented in Table 2.

TABLE 2

TEACHERS OPINIONS ON APPROPRIATENESS OF SEQUENCE, CONTINUITY AND CONTINUITY OF THE CONTENTS

S.N.	Teachers Opinions	f
1	The history contents are not given in an integrated way.	17
2.	The chronological order is not followed while giving the topics	17
3.	The topics are given in a disjointed way and without paying attention to the link between them	10

As shown in Table 2, 17 of the participants said that the subjects were disjointed and that the topics were given without paying attention to the link between them, as well as that the subjects were not given as a whole. 10 teachers stated that while giving the topics, the chronological order was not paid attention. Considering what the teachers who participated in the interviews have told, it is seen that there is no integrity between the history topics in the 5th grade social studies course, that the topics are disjointed and no link can be established between them; besides, the chronological order is not followed and

both teachers and students have difficulty in going through these topics. A minority of the teachers also stated that the topics are correlated and that they do not encounter with problems.

SUITABLE TO THE LEARNERS LEVEL

The responses and frequency distribution based on the answers given by the teachers to the question "What do you think about the appropriateness of the History contents in the 5th Grade Social Studies course to the student's level?" are presented in Table 3.

TABLE 3

TEACHERS OPINIONS ON RELEVANCE OF THE CONTENTS TO THE LEARNER'S LEVEL

S.N.	Teachers Opinions	f
1.	The contents are not appropriate to the student's level.	13
2.	The contents are generally below the student's level.	3
3.	The contents are not appropriate for the student's readiness.	1

4.	The intensity of concepts and topics challenges the students.	11
5.	Contents' being disjointed makes it difficult for the student to understand.	9
6.	Students have difficulty in comprehending as the topics are generally abstract.	4

As seen in Table 3, 13 of the interviewees stated that the subjects did not fit the student's level. 11 of them emphasized that the intensity of concepts and topics challenged the students, 9 indicated that disjointed and fragmented form of the topics makes the topics difficult for students to understand, 4 remarked that the topics remain as abstractions for the students, 3 stated that students have no difficulty in understanding, and 3 underlined that the topics are not appropriate for the student's readiness. 1 teacher also said that the subjects were below the student's level.

Considering the expressions of participating teachers, it is understood that the topics in the 5th grade social studies course are given in a disconnected way, that the topics are abstract and are not proper for the readiness of the students, and as a result, the topics are not fit for the student's level.

INTERESTING CONTENTS TO THE LEARNERS

The responses and frequency distribution based on the answers given by the teachers to the question "What do you think about whether students show necessary interest in the history topics in the 5th Grade Social Studies course?" are presented in Table 4.

TABLE 4

TEACHERS OPINIONS ON INTERESTING CONTENTS TO THE LEARNERS

S.N.	Teachers Opinions	F
1.	Their interest is generally low.	14
2.	Students get bored and lose interest as there is no integrity between the topics.	10
3.	The interest in History topics changes according to the teaching method of the teacher.	17
4.	They lose interest because the topics are rather intense	6
5.	They do not have interest as they do not know what benefit they can obtain from history.	5
6.	The topics prove inadequate for being interesting for being verbal.	5

As Table 4 shows, 16 of the teachers attributed the interest of the students to the teaching method of the teacher. 14 teachers generally stated that students were uninterested, while 10 teachers said that students were bored and that they lost focus due to no connection between the topics. 6 teachers attributed the indifference to the intensiveness of the subjects, while 5 teachers claimed that the students did not know what they would use history for and they were not interested because the subjects were not verbal.

According to what the teachers who were interviewed state, it is seen that there is generally little interest for the history subjects taken up within the course of social

studies. As for the reasons of this disinterest; the methods that teachers use, the subjects that are unconnected and intense, the fact that students do not know what they would use history for, the problem of readiness and that the classrooms are too populated are observed.

RELEVANCY OF SOCIAL STUDIES TEXTBOOK

The responses and frequency distribution based on the answers given by the teachers to the question "Do you think the 5th grade social studies course books are sufficient in teaching History topics?" are presented in Table 5.

TABLE 5

TEACHERS OPINIONS ON RELEVANCE OF THE SOCIAL STUDIES TEXTBOOKS

S.N.	Teachers Opinions	F
1	I do not find the social studies textbook to be generally sufficient in teaching of history topics.	19
2.	I think the social studies textbook lacks visual elements and maps for teaching history topics.	18
3.	History topics in the social studies textbook are appropriate language and expression-wise	13
4.	History topics in the social studies textbook are unrelated to each other, scrambled and given without chronological order.	10
5.	The design of the social studies textbook (cover, font style, font size, general dimensions) is appropriately made.	6

6.	History topics in the social studies textbook do not provide the necessary proper learning outcome (insufficient content).	5
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As Table 5 shows, 19 of the teachers stated that they found the social studies textbook sufficient in the teaching of history subjects. 18 teachers stated that the social studies textbooks are missing in terms of visual subjects and maps in teaching of history, 13 stated that the social studies textbooks are suitable in terms of language and expression in history, 10 teachers stated that history topics in social studies textbooks are unrelated to each other and given without chronological order, 5 of them stated that the textbooks did not meet the learning outcome in teaching of history topics and 6 teachers expressed that the social studies textbook design (cover, font style, font size, dimensions, etc.) was suitable.

Looking at what the teachers who were interviewed say, it was seen that the 5th grade textbook was not sufficient in teaching the history topics. It has been

observed that the teachers relate the reasons for this to the fact that especially the history maps and visuals are not enough, that the subjects are disconnected and that the chronological order is not established and that the contents cannot meet the proper learning outcome.

SITUATION OF THE TEACHING LEARNING MATERIALS

The responses and frequency distribution based on the answers given by teachers to the question "Are the conditions of the school you serve at (class populations, educational tools and hardware, etc.) adequate for effectively teaching history topics in the course of social studies? What do you think about this particular topic?" are presented in Table 6.

TABLE 6

TEACHERS OPINIONS ON SITUATION OF THE TEACHING LEARNING MATERIALS

S.N.	Teachers Opinions	f
1	Class populations are at normal levels.	17
2.	We find it hard to acquire teaching tools (maps, graphs, samples, models, etc.).	14
3.	Conditions at school are sufficient.	14
4.	Teaching becomes problematic due to over-crowded class populations.	10

17 teachers stated that they had difficulty in finding teaching tools (maps, graphics, samples, models, etc.) that they could use and 14 said that classroom attendance was normal. 10 teachers were satisfied with the conditions, 7 teachers had difficulty in teaching the class because it was over-crowded, and 4 teachers explained that they did not have difficulty in finding teaching tools that they could use. Looking at the table, half of the teachers do not find the conditions in their schools

adequate while half of the teachers find the conditions in the schools adequate.

TEACHING METHODS IN HISTORY

The responses and frequency distribution based on the answers given by teachers to the question "What methods-techniques do you use in teaching of history topics in 5th grade course of Social Studies? Explain briefly," are presented in Table 7.

TABLE 7

TEACHERS OPINIONS ON TEACHING METHODS IN HISTORY

S.N.	Teachers Opinions	f
1	I use plain narrative and question & answer method due to insufficient duration of courses.	19
2.	Sometimes I use different methods and techniques (dramatization, re-enactment, brain storming, etc.)	7
3.	I lack enough materials for different methods.	3
4.	Over-crowded classrooms prevent me from using different methods.	1

Looking at the teachers' opinions in Table 7, it can be seen that 19 teachers stated that they usually use plain narrative and question-answer method because the lesson duration is not sufficient. 7 of them stated that they occasionally use different methods and techniques (dramatization, re-enactment, brain storming, etc.). 3 of the teachers said that the materials to use different methods are lacking.

Looking at what was said by the teachers who were interviewed, it was seen that most of the teachers

used the plain narrative and question-answer method. It was observed that teachers seemed to do this, for example, due to the fact that social studies course duration was inadequate; that they were worried about not being in synchronization with the curriculum and that classes were over-crowded.

AVAILABILITY OF CIRCUMFERENTIAL FACILITIES

The responses and frequency distribution based on the answers given by teachers to the question "What do

you think about the use of circumferential facilities (historical artifacts, historical personalities, elderly people,

etc.) for the teaching of history topics in 5th grade Social Studies course?" are presented in Table 8.

TABLE 8

TEACHERS OPINIONS ON AVAILABILITY OF CIRCUMFERENTIAL FACILITIES

S.N.	Teachers Opinions	F
1	Dhangadhi city center is not rich in historical artifacts, which is why we cannot take advantage of it in the center	20
2.	There are historical artifacts in the sub-provinces but our financial capabilities are not sufficient for field trips	18
3.	There are no historical personalities or elderly people we can take advantage of in the area.	15
4.	We have trouble getting the necessary permits in order to organize field trips to historical places.	8
5.	There are no museums in Dhangadhi	6
6.	Climate conditions prevent us.	2
7.	There is not enough time to take the children there.	2

Looking at Table 8, the entirety of the teachers interviewed, all 20 of them, stated that Dhangadhi city is not rich in historical artifacts and therefore they could not benefit from that in the center. 18 people stated that there are historical artifacts to be visited but the financial means to organize the trip are insufficient. 8 people said that they have experienced difficulties acquiring permissions for arranging trips to historical places. 15 people stated that there are no historical personalities in the area, 6 people expressed that there are no museums to visit, while 2 people have said that climatic conditions prevent them and they do not have enough time. According to the statements of the teachers, it is observed that the number of historical places and museums to which they can take their students are limited, and that they cannot go to the historical places in the sub-provinces or neighboring cities due to negative circumstances such as financial impossibilities, failure to acquire permits and climatic conditions. It is also understood that there are no historical personalities or elderly people accessible to them in their area.

Finally, respondents were asked to provide suggestions to make 5th grade social studies more effective, child centric, functional, and integrated. In this context, most of the participants suggested that more functional, child centric, and life related history topic should be incorporated in the existing primary education curriculum. At the same, they further suggested that sequence, integration, and continuity of history topics were not appropriate and fit to the maturity level of the students. Thus, it should be corrected according to the students need, interest, and aspiration of the learner. They further added that curriculum should be learner centred and more functional.

CONCLUSIONS

Present study carried out in order to the situation of the history topic in the primary level social studies curriculum. Findings of this study reveals that the primary School social studies curriculum is not adequate, sufficient, and relevant. The topics of social studies curriculum are

the students are not familiar are too many. Accordingly, there is no integrity between the history topics in the 5th grade social studies curriculum. The topics are disjointed and no link can be established between them; besides, the chronological order is not followed and both teachers and students have difficulty in going through these topics. At the same time most of the topics are abstract, are not proper for the readiness of the students, and as a result, the topics are not fit for the student's level. There is generally little interest for the history subjects taken up within the curriculum of social studies. The methods that teachers use are not interested to the learner and that the classrooms are over crowded. Teachers who participated in the interview think that the physical conditions and equipment of the schools are not sufficient. Most of the teachers uses the plain narrative and question-answer method. Teachers seem to do this due to the fact that social studies course duration is inadequate; that they are worried about not being in synchronization with the curriculum and that classes are over-crowded. According to the statements of the teachers, the number of historical places and museums to which they can take their students are limited, and that they cannot go to the historical places in the neighboring cities due to negative circumstances such as financial impossibilities, failure to acquire permits and climatic conditions. It is also understood that there are no historical personalities or elderly people accessible to them in their area.

SUGGESTIONS

The following suggestions can be made based on the results of the study:

- Objective and contents of the existing primary education curriculum should be redefined in order to make it more progressive and child centric (*Bloom, 1956*).
- Contents the existing primary education curriculum should be sequenced properly.
- The anomalies between the curriculum and the textbooks; and between the textbooks and the teacher's manuals should be improved in order to fulfill the grade wise intended learning outcomes.

- Most of the contents are divorced from contemporary problems. Thus, contents must be based on the contemporary problems of society and individual.
- Contents and activities should be selected and organized on the basis of the scientific principle of the curriculum development process.
- History topics in the 5th grade social studies course must be given in a coherent and connected manner, while maintaining chronological order and in unity.
- Considering student readiness, topics can be made more appropriate to student level by emphasizing more concrete expressions than what was used for their period of development.
- Teachers can teach the students about what history is, why it is important and what effect it has in our daily lives. A well-built historical awareness may prompt curiosity and interest.
- In order to process the topics covered in the social studies curriculum with richer methods and techniques, and to ensure that the topics are completed on time, the weekly number of social studies course lessons need to be increased. Increasing the number of lessons will provide a more relaxed learning environment for teachers and students.
- Teachers can make teaching of history topics more efficient for students by using advanced methods and techniques instead of monotonous teaching methods in lessons. In order for them to be able to do this, it is necessary to increase the number of social studies course times.
- Decreasing the class populations, simplifying the intense topics, use of different methods and the course.
- Social studies textbook can be enriched in terms of maps and visuals according to the specific topics. The topics should be handled in a manner that will meet the learning outcomes and attention should be paid so that there are no missing details or too much detail.
- If the teachers use the interactive boards that have been installed and went into active use that can make up for the deficiencies of the teaching tools and equipment in an effective way. At the same time, the teachers may be able to eliminate these deficiencies by using different methods and techniques they intended to use before but could not implement because of the reasons mentioned earlier. These can be methods that involve using virtual museums, videos, virtual trips, etc. (**Cohen, Manion, and Morrison 1996**).
- The Ministry or provincial directorates can encourage field trips that would allow students to gain experience first-hand by visiting historical places in nearby areas, by providing them with the necessary permits, vehicles, financing etc.
- More interesting, enjoyable and relevant teaching learning activities should be developed for each intended learning outcomes to make the instruction of the classroom more effective, progressive and child centric (**Pollard, 2006**).
- Teachers' preparation courses should provide room for variety of teaching learning strategies. Varieties of teaching learning methods can be employed such as reflective teaching, cooperative learning, critical listening, integrated strategy instruction, instrumental enrichment, concept attainment, advance organizers, inductive thinking, planning assessment simultaneous, problem based instruction (**Crawford, Saul, Mathews, and Makinster, 2005**).
- Expectations from the teacher to be effective should not be narrated as speech, slogan or wishes. It is essential firstly to conceptualize roles of the teachers in terms of required skills which can be employed at the classroom level and secondly incorporate theses in the teacher preparation program for skills development rather than including these concepts as content matters only (**Udvari-Solner and Kluth (2008)**).
- In order to make the classroom instruction appropriate to the age and cognitive level of the children, the subject teachers should be given training courses on the selection and use of appropriate teaching methods and the development of instructional materials (**Arends, 2001; Ashman, & Conway 1997**).
- Classroom observation shows that teachers were not very much prepared for using teaching aids and related materials. They do not know how to raise children's participation in classroom activities. So the teachers need to be provided training on these aspects (**Joyce and Weil 1980**).
- In order to cater to needs of children/students to maximize their learning, several factors play roles. It is important to identify them and prioritize actions from what is possible now and what should be achieved and how they should be achieved in time bound strategy manner (**Kerry, 2002**).
- Effective student evaluation plans should be included the curriculum. Such types of plan should be developed for each intended learning outcomes.
- Revision work on the primary education curriculum, subjects, weightage and allotment of marks should be continually carried out on the basis of the feedbacks given by the school teachers.
- There should be coordinated efforts, shared vision and action priority in coordinated manner from policy making to teacher preparation to classroom implementation (**Kinsler and Gamble (2001)**).

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