

ADEQUACY AND RELEVANCE OF SOCIAL STUDIES CONTENT AND CURRICULUM RESOURCE MATERIALS IN FULFILLING THE OBJECTIVES OF CITIZENSHIP EDUCATION: THE CASE OF THREE UPPER PRIMARY SCHOOLS IN BOTSWANA.

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Abstract

Citizenship education is a relatively new phenomenon in developing countries in general and Southern Africa in particular. Most southern African states teach citizenship education through one or more subjects. In Botswana citizenship education is taught through Social Studies. Where carrier subjects are used as a vehicle for teaching another subject challenges of balancing that subject's content and the new subject are quite common. This study examines the adequacy and relevance of Social Studies content and resource materials in fulfilling the objectives of citizenship education. This qualitative study used a case study design. Utilizing focus group interviews and observations the study established that while content is generally adequate it does not take into account current Botswana contextual realities. The study recommends interventions which could be made use of to ensure that the changed Botswana social milieu is taken into account with respect to Social Studies content and resource materials.

Key words

Citizenship education, curriculum content, curriculum resource materials

1. Introduction

Davies (2009) described Citizenship and Civics education as diverse and contested fields encompassing amongst other matters, social and moral considerations, community involvement and political literacy. According to Nziramasanga (1999) Citizenship is a set of relationships that prevail between an individual and state or nation. It is a part of his or her existence in a democratic state which includes rights, responsibilities and duties. The commission further asserts that these rights, responsibilities and duties should be part of a person, with a genuine and acceptable *Unhu/ Ubuntu/ botho* and therefore should be taught through education and transmitted through formal and non-formal education processes. This research centres its focus on the implementation of citizenship education in primary schools in Botswana.

Ajiboye (2009) noted that citizenship education has always been part of the process that society uses to socialize children in the knowledge, skills, valued customs and norms that are deemed worthwhile; that efforts have been concentrated on the school curricular in teaching civic issues to children in Botswana through the offering of subjects such as Social Studies, cultural studies at the primary and school level and that Social Studies as a subject taught in primary schools in Botswana has a broad goal, which is 'citizenship' because this is where children are taught to grow up as responsible citizens of Botswana so that they will engage in the responsibilities for maintenance, defence and improvement of the society.



Figure 1: Map showing the the location of Botswana in Southern Africa.

Botswana is a Southern African, land locked, semi-arid and middle-income country of 582 000 square kilometres, with a total sparsely spread population of 2 038 228 million people as at 2011 Population and Housing Census, growing at an annual rate of 1.9 % (Republic of

Botswana, 2011) cited in (Pansiri and Bulawa 2013). As shown on the above map, Botswana is surrounded by its neighbours, South Africa to the South, Zambia to the North, Namibia to the West and Zimbabwe to the North East. This study focuses on the Upper Primary Citizenship Education Curriculum in Botswana. According to Pansiri and Bulawa (2013), Botswana has 805 primary schools. Out of this number, 745 are public or government primary schools and 60 are private schools or what is referred to as English Medium schools.

Ajiboye (2009) noted that, Botswana's Policy of Education, 'Education for Kagisano' which embraces the concepts of social justice and harmony, rests on five national philosophical principles of democracy, development, self-reliance, unity and *botho* (respect for others).

All these form the foundations of citizenship education in Botswana schools. The concept *botho*, meaning the development of a well-rounded citizen, which the country aspires to have also reflected the country's need for effective and efficient citizenry to be developed through the education system among other means. The Botswana Presidential Task Group (1997) observed that *botho* refers to one of the tenets of African culture - the concept of a person who has a well-rounded character, who is well-mannered, courteous and disciplined, and realises his or her full potential both as an individual and as a part of the community to which he or she belongs.

Nziramazanga (1999) suggested that, while it is important that all other parts of the curriculum contribute to the development of the citizen, there should a specific part of the curriculum entitled Citizenship education, while Adeyemi(2003) in Ajiboye (2009) contended that Social Studies is the subject that is more related to the promotion of citizenship education in Botswana schools; that although other school subjects are expected to contribute to the development of learners into good citizens, Social Studies is the core knowledge base for citizenship education in Botswana schools. Ajiboye (2009) further argued that citizenship education has been neglected and has been assigned a low curricular priority and its student outcomes are frequently not specified. Additionally, the current in-school civic

education programme in Botswana through the teaching of social studies, cultural studies and other related subjects have not produced the desired results.

Ajiboye (2009) further identified the following problems in the implementation of citizenship education through Social Studies and Cultural Studies in Botswana Schools:

- i) **Lack of Meaning:** Teachers too often present isolated facts apart from any context that might give meaning to those facts
- ii) (ii) **Irrelevance:** Teachers do not typically connect classroom content to students' life experiences or to contemporary issues of interest to them
- iii) (iii) **Lack of Focus on Rights:** Civic education typically fails to address tolerance for the expression of individual freedoms
- iv) (iv) **Lack of Training in Thinking and Process Skills:** Teachers do not, for the most part, provide training or practice in critical thinking, problem solving, decision making or other process skills
- v) (v) **Passive Learning:** Excessive student passivity by listening to their teachers' lectures, reading textbooks and taking quizzes
- vi) (vi) **Avoidance of Controversial Topics:** Teachers typically are unwilling to take up in the classroom the social controversies that arise in a democratic society. Thus the formal approach to the teaching of citizenship issues in Botswana has therefore not yielded much in terms of pupils' growth and development.

Mhlauri (2011) added that, since its introduction in the primary school curriculum in Botswana in 1969, there have been doubts as to whether Social Studies/ Cultural Studies was achieving its major goal of developing good citizens. These doubts emanated from recent trends and evidence from studies that suggest that products of schools are exhibiting behaviors that are not in tandem with good citizenship as encapsulated in the Social studies curriculum engagements in civic activities and practices. Thus, as Nziramasanga (1999) lamented, vandalism, violence and indiscipline in schools and society are a result of lack of values, relevant ethics, morals, individual and collective responsibilities for protecting property and valuing human life. This is reflective of that *unhu/ Ubuntu/ botho* is lacking in society and in the formal education process. There is therefore need for schools to develop a whole and, well rounded person with *botho*, youths who are loyal, responsible, productive and respectful of the law and institutions of their nations.

Mhlauri (2011) argues that the Social studies teachers' understanding of educating students for citizenship in a democracy is crucial to the achievement of the major goal of social studies since they are the ones at the frontline of any curriculum implementation and have a moral and social obligation of preparing future citizens. Like in many developing countries, the discourse on citizenship education in Botswana is still to be implemented by teachers, yet very little is known about what Social studies teachers' think and say and their understandings of citizenship within the Botswana context. Deakin Crick et al (2004) argued that research evidence to date suggests that there is a gap in professional knowledge about the implementation of Citizenship Education and its relationship with the core tasks of schooling – that is, learning and achievement – as well as with the processes and structures of schools as learning communities. With Botswana receiving an influx of foreigners every day and thus gradually becoming a globalized village, it is also important to seriously consider the impact of multicultural diversities in the implementation of citizenship education in schools.

Davies (2009) argued that in order for people to live in a multicultural society knowledgeably, sensibly, tolerantly and responsibly, they must practice critical cultural awareness of one's own and others' practices and values. The argument was further strengthened by Arthur (2008) who argued that the increasing recognition and visibility of ethnic, cultural, language and religious diversity in nation states (including Botswana) and around the world have raised new questions and possibilities about educating students for effective citizenship; that the increase in international migration, the tightening of national borders, the quest for rights by ethnic minority groups and the growth in the number of nation states make a new conception of citizenship essential in this global age; that the growth of international migration, the increasing recognition of structural inequality within democratic states, and the growing recognition of and legitimacy of international human rights have problematized issues related to citizenship education in nations throughout the world. As Kerr et al (2004) wrote, emerging approaches to citizenship education in schools suggest that provision is uneven, patchy and evolving. There is considerable work still to do in the majority of schools in developing effective citizenship education. Few schools, have, as yet, recognised the broad scope of citizenship education and attempted to translate it into a holistic and coherent whole-school policy.

Teachers believe that citizenship education should help students question the status quo, develop critical thinking and questioning skills and encourage open-mindedness and

tolerance. Mhlauri (2011) noted that, teachers conceptualize citizenship in multiple ways as: national identity, active participation, collective responsibility and self-reliance. According to Mhlauri (2011), teachers (in Botswana) also felt that children should be taught *botho* as a collective enterprise; that students need to be taught the spirit of sharing and caring for one another; that students need to be taught the spirit of sharing and caring for one another which is entrenched in the Setswana culture. Teachers also felt that students should be taught *botho* as it reflects one's identity in the family and community. Teachers emphasized the need to equip learners with entrepreneurial skills as way to develop their country by providing self-employment, engaging in food production and relieving the government from having to provide everything for its citizens. Teachers felt that citizens need to empower themselves through getting the relevant education in order to develop skills that can sustain their livelihoods. Thus, in brief, citizenship education underlines active engagement in public life; intercultural skills for living in a multicultural society; and a commitment to social cohesion and solidarity and inevitably, to achieve quality education for citizenship, teacher training should provide resources for achieving those goals. It is therefore within this background that the researcher aims to explore the degree to which the implementation of citizenship education in Botswana schools is achieving its goals.

2. Statement of the problem

Botswana, like other African nations has embraced Citizenship Education as a discipline through the teaching of Social Studies in Schools with the aim of producing well rounded, well mannered, productive, disciplined, loyal and responsible citizens capable of functioning effectively in a rapidly developing, democratic nation. The current Citizenship Education curriculum however, has its own challenges. There are questions about, among other things, the adequacy and relevance of the Social Studies content in fulfilling citizenship education objectives. This research therefore seeks to investigate the implementation of Citizenship Education in the upper primary schools in Botswana with a view to not only establishing whether Social Studies content and resources are adequate but also proffering interventions that may be utilized to enhance citizenship implementation in Botswana upper primary schools.

3. Research questions

- (a) How adequate and relevant are the Social Studies curriculum content and material resources in fulfilling the objectives of Citizenship Education?
- (b) What interventions can be adopted so as to enhance the relevance and adequacy of curriculum content and resource materials in implementing citizenship education in Botswana?

3. RESEARCH DESIGN

Sekaran (2009) defined a research design as a master plan specifying the methods and procedures which are used to guide and conduct a research. It is a strategic plan for a research project, setting out the broad outline and key features of the work to be undertaken, including the methods of data collection and analysis to be employed and showing how the research strategy addresses specific aims and objectives of the study (Gordon, 1998 in Kudoma (2013)). Polit and Beck (2008) added that a research design provides the basic strategies that are necessary for the development of empirical evidence. A research design incorporates some of the most important methodological decisions that the researcher makes in conducting a research study. Thus, a good research design ensures that the results are valid and assists in understanding and interpreting the results of the study. However, there are no perfect research designs. There are always trade-offs which are determined by limited resources, limited time, and the limits of human ability to grasp the complex nature of social reality (Patton, 2002). This study seeks to gather in-depth evidence on the adequacy and relevance of the Social studies content and curriculum resources in the implementation of citizenship education in Botswana Primary schools and, therefore the research design used was a case study design which is mainly qualitative in approach.

Neuman (1997 in Tlhapi (2006)) wrote that the qualitative research approach involves documenting real events, recording what people say (with words, gestures and tone), observing specific behaviour, studying written documents or visual images. According to de Vos et al. (2002) in Tlhapi (2006), the qualitative research approach is used by researchers when they aim to understand the day-to-day experiences of people they are studying and that in qualitative research, unlike in quantitative research where data is reduced to numbers, data is reduced to themes and categories.

3.1 Case study

One example of the qualitative methodology is the study of cases. This study used the case study approach to gather data. A case study is described as an approach that investigates a few cases, often just one, in considerable depth (Hammersley & Foster, 2000 in Oats, 2014). Creswell (2009) talks about the study of 'cases.' What case study researchers have in common is that they call the objects of their research *cases*. He then defined a case as comprising just one individual, school or program, for example, student having trouble learning to read, a social studies classroom, a private school, a national curriculum. Cases can be investigated through regular site visits, a series of observations of the cases and in depth interviews of participants. The strength of the case study is its capability to investigate a situation inside its context. In addition, as this study was interpretive in nature, the case study allowed the researcher to see the situation through the eyes of his or her participants. It also presented research or evaluation of data in more publicly accessible form than other kinds of research report in a narrative form (Bassey, 1999). The researcher was able to see the situation as seen by participants. In this study therefore, the case study approach presented an in-depth description of the adequacy and relevance of the Social studies content and resource materials in implementing citizenship education in primary schools in Botswana.

According to Oats (2014), a case study can be utilised in different forms, for instance, a number of cases are studied to investigate some general phenomenon and this is known as the multiple case study approach. A multiple case study is seen more compelling and extra vigorous with the ability for allowing direct replication (Yin, 2003 in Oats, 2014). The means that conclusions can be independently made from multiple cases as different experiences are all valuable. In this research, multiple cases were studied and this helped the researcher to gain different insights adequacy and relevance of Social studies content and resource materials in the implementation of citizenship education based on different geographical locations and cultural orientations. Three primary schools were selected for the study. In these cases, focus group interviews and observations of selected participants were carried out in their natural settings and curriculum analysis was done through document analysis, and materials analysis of the Social Studies curriculum.

4. Findings

It was observed that in all the three cases studied, infrastructure was fairly adequate for the implementation of citizenship education. There were spacious and well ventilated classrooms adequately equipped with standard furniture and white boards on walls. Outdoor facilities for learners were available for outdoor activities and free exploration. Material resources like, stationery and other sundry resources to help teachers plan effective lessons were discovered to be readily available. In all the three situations, teachers were free to collect from the administration offices issues like exercise books, manila sheets, permanent and white board markers, glue, bostik, staples and so on.

Each school had at least one computer room furnished with at least 20 computers and at least one Computer Specialist. Classes take turns to do computer studies per day. However computer lessons are not specifically for Social Studies and there seems to be no adequate time slots on the time table for students to research on Social Studies topics using the internet. In two of the case studies, especially the private schools, wireless internet is readily available for students and teachers to research. However, as most teachers lamented, because of their workloads and other school commitments, there is no adequate time to use the internet to prepare for Social Studies lessons.

One teacher gave the following remarks which seemed to represent the general position of most teachers, who participated in the Focus Group interviews:

Computers are available in the school but these are just underutilised resources because we don't have that chance to use them for research purposes. We are not allowed in the computer rooms during normal working ours as we are supposed to be attending our classes. Time slots for Social Studies lessons are limited, just 4x 30mins per week, so basically there is no time for internet research and exploration even if we were willing to.

Through observations it was discovered that all the three cases visited have school libraries but they are ill equipped with outdated novels, pamphlets, handouts and text books, which are not specifically for Social Studies and Citizenship Education but for related subjects like Geography, History and Environmental Science. Social Studies teachers generally agreed that

they do not normally visit the school library because the text books have mainly irrelevant material. As one teacher observed:

Looking for Social Studies material in our School Library is a waste of time because there are basically limited resources. May be one can find a few Atlases and some scattered pictures and historical material as references. I cannot say, our school has a well-equipped Social Studies resource Centre at the Moment.

Interviews with School Principals showed that the National Social Studies Syllabus comes with prescribed text books and schools rely basically on these. A school principal commented that:

The Social Studies syllabus has some recommended text books which are rich and detailed in content. I believe if teachers stick to content provided they will not miss the coverage of the stated objectives. We at this school we mainly use Social Studies is Fun by Ngongola, Gatsha and Selwe, published by Collegium, fifth impression, (2010). Other supporting textbooks are Social Studies PSLE Revision Books published by Collegium, Botsalano and others the text books are not enough in the school and teachers and students have to learn to share. We are usually faced with inadequate funding so we cannot provide each and every student with the recommended text books considering that our numbers grow everyday... Parents are paying yes, but there are other subjects and school developmental projects where money is needed. What I am trying to say is, we have to strike a balance between Social Studies (SS) and other subjects hence there is no moment where we have said we now have adequate resources for Social Studies, may be in the future. To us, these subjects are all important to the students as they will determine the overall pass grades at the end of the primary school.

This was basically the position of the other two principals interviewed. Principal of school C however added that:

Teachers have to be resourceful. Complementary textbooks, handouts and notes from colleagues and friends outside the school are necessary to strengthen their mastery of the subject matter. Our teachers are also benefiting from internet resources relevant to the objectives of Social Studies. So I can say the adequacy of the Social Studies curriculum depends on how resourceful and committed the teacher is to the subject. Our school library is still not well equipped. There isn't much in terms of SS material

in the library. It is our desire as a school to acquire latest, relevant library text books and online resources for all subjects including Social Studies for the benefit of teachers and students.

Some teachers blamed lack of funding as one cause of the poor choices they make in the teaching and learning of Social Studies. According to these teachers the type of planning, the instructional and assessment methods they employ are dictated by the availability of financial resources. For students to go for field trips, its either parents have to pay or the school has to pump out money from the school funds. One very active participant (teacher) presented this argument:

Lack of funding has compromised the effectiveness of the Social studies curriculum. Organizing school trips once or twice a year is not adequate for Social Studies. There should be more practical oriented approaches to Social Studies than the teaching of theory in classrooms e.g., students should explore their potential freely by visiting organisations and places similar to those that they learn in the classroom. Schools that fail to provide adequate funds for regular field trips for students therefore cannot adequately fulfil the objectives of citizenship education.

Interviews with teachers and school principals revealed the general position that the Social Studies curriculum does not adequately cover the Citizenship Education curriculum; that teachers are not even able to relate effectively their Social Studies content to citizenship education because they cannot even adequately define the concept. Teachers and school authorities also agreed that they have limited knowledge about the concept Citizenship Education and have not received any specific training or professional development on it.

A qualified Social Studies teacher who has been teaching the subject for 15 years said she is aware that the rationale of Social Studies is Citizenship Education, i.e., to equip students with the necessary skills needed to become responsible and participating citizens in a democratic society. She however, said even though she is qualified and experienced in Social Studies teaching, she has never openly discussed the concept of citizenship education with fellow teachers and students except when she is teaching Module 4: Governance and

Citizenship. Her participation in this focus group was the first time that she is involved in such discussions and debates. Her personal conceptualization of Citizenship Education was that it was a mere topic or a bunch of few topics covered under Social Studies rather than a broader and far reaching curriculum implemented through Social Studies.

A school principal from school A who corroborated the above mentioned teacher's sentiments spoke profoundly about what she felt about the unexplained link between Social Studies and the concept of Citizenship Education.

We as school authorities are comfortable with the way our current prescribed textbooks cover the objectives of the subject SS. The Ministry of Education has provided the school with adequate text books and supporting materials and we are grateful. We are however always defeated by the rate of carelessness, vandalism and theft on the part of our students and some teachers. We lose textbooks and other teaching and learning aids on a daily basis. On the question whether our curriculum materials are fulfilling the objectives of Citizenship Education, I am not sure if I will be able to give a clear answer. What is Social Studies? What is Citizenship Education? And what is the difference? Teachers here are aware of Social Studies as a subject but I am not sure if they know in detail the concept of Citizenship Education and how it is represented by the subject Social Studies. This area has not been well elaborated to teachers and students. Citizenship looks like just one module or topic out of all the five topics spiralling across the upper primary SS syllabus. Citizenship education must be a very broad concept and I don't think our Social Studies curriculum is wide enough to cover all the issues of Citizenship education.

While most teachers generally echoed the same view that the prescribed text books are basically written to cover all the objectives of the Social Studies syllabus, there were some teachers who had this to say:

Social Studies is Fun by Collegium Publishers is now a bit outdated. It was first published in 2005 and we are using the Fifth impression, 2010. A lot has changed since 2010 and current affairs are not captured. If you try to change the content students will fail since it seems the examination is set using the so called, facts from this book.

Other teachers actually gave specific examples of the changing economy of the country, international relations, technological changes, changing transport and communication systems, the electoral systems and political parties which have come and gone over the past five years since 2010. As one teacher lamented:

Most of the topics in this text book need to be revised or modified to include all the current information relevant to Social Studies. We cannot continue to poison students with outdated content. For instance, technology has since changed, people and businesses are now relying on emails, e-commerce and internet in general, yet we are still emphasizing to our kids more about the advantages and disadvantages of the Post office mail, telephone system etc.

Another teacher emphasizing the centralized nature of curriculum implementation in Botswana had this to say:

Us as teachers we have no choice than to accept the existing system, that is the syllabus and its supporting textbooks. Firstly, this is what is recommended by the Ministry of Education? It has been imposed on schools without the involvement of the school teacher. Secondly, the text books have been ordered by the school authorities and handed down to the subject teacher. Isn't it that the core business of the teacher is to deliver the lessons according to the prescriptive standards of the syllabus? Hence our choices as teachers are limited.

An analysis of the national syllabus and prescribed Social studies text books (Social Studies is Fun, 5, 6 and 7 by Ngongola, Gatsha&Selwe, 2010) revealed that the topics in the text books are arranged logically and follow the exact order of the National Syllabus and cover important topics on Citizenship Education. The content seems to give adequate coverage of the prescribed objectives of Social Studies. However discussions with teachers revealed the general position that, though the content is sufficient for the objectives of Social Studies, the subject needs revision and modification to include important current issues in citizenship education; that the content can be revised to include current affairs and issues affecting the whole world not just Botswana and Africa.

Teachers also unanimously agreed that there is need for more teacher education on Citizenship Education and its relationship to Social Studies, because as 80 % of the teachers

confessed during focus group interviews, they don't know the differences or similarities between the two. About 75% of the teachers indicated that they are not qualified nor adequately experienced to teach Social Studies and 60% are expatriates; they just grabbed the syllabus and entered the classroom without any in-service training on the Citizenship Education Curriculum. The concept of citizenship is defined and discussed only in the fourth module of three text books, Book 5, 6 and 7, that is, Governance and Citizenship. Under this module, there are other topics like; Citizenship, Patriotism and Peace; Multiparty Democracy in Botswana; General Elections; Electoral Systems; Human Rights and Responsibilities; Peaceful Coexistence; Governance; Human Rights Violation; and Peace Keeping.

The following comment made by a teacher at school C during focus group interviews is telling:

The SS Syllabus itself and its prescribed text books has made some of us who have not specialized in Social Studies or Citizenship Education to believe that the topics covered under the module Governance and Citizenship are the only topics that have to do with Citizenship. Well personally that's the impression I have. Despite the fact that I am not a specialist in the subject, I strongly feel there are serious loopholes in the syllabus and its supporting materials.

This above statement was echoed by another teacher in the group who gave the following argument:

If you analyse the content of SS, it seems Citizenship Education is just a topic or one module out of five and the other modules like The Economy, Physical Environment, Society and Culture and Our past have nothing to do with Citizenship education. I think we need more in service training courses or workshops on Citizenship Education because we are confused.

However a very strong argument in favour of Social Studies was given by the Deputy Principal who stood in for the School Principal in school A. Quoted below is an analysis that he made to link the Social Studies content to the concept of Citizenship education.

Social Studies as a subject carried the main aims of Citizenship Education. The subject covers the social and cultural norms and values, historical background of Botswana, thus it enables learners to appreciate their country's past, present and long for a better future. It instils a sense of patriotism in them. When students study

topics like Physical Environment, Natural Resources, Location of Botswana and countries of Southern Africa, they learn to take care of their environment, to appreciate their surroundings and to love their neighbours. Apart from this, students should develop skills necessary to understand, appreciate and participate in the development of their country through those topics covered under the module The Economy. This is exactly what is expected of a responsible citizen and what we are preparing our children to be through Social Studies.

The above argument is in line with the comment by Merryfield (1988) cited in Mhango (2008) that the African Social Studies Programme (ASSP)'s emphasis was on the role of Social studies in the development of nationhood, installation of skills and attitudes towards economic development, and creation of self-reliant citizens. For these reasons, the new Social studies was an integration of the traditional subjects of history, geography, and civics, with some elements of other subjects like agriculture, economics, sociology, political science, and anthropology. Barton & Levstik (2004) also added that from this perspective of multidisciplinary content and child-centred pedagogical approaches, educators observe that Social studies stands out as the most appropriate subject for Citizenship Education.

Conclusion

The findings of this study and the related literature show that the current content of the Social Studies Syllabus covers much but not all of the objectives of Citizenship Education. As other teachers argued, the objectives and content of the syllabus and the prescribed text books are too outdated and localized thus leaving out a lot of other important issues in Citizenship Education. It can therefore be concluded that the current content does not adequately fulfill the objectives of Citizenship education.

These findings show that though infrastructure, such as land, buildings and furniture is adequately available in all the schools, curriculum resources and materials for Social Studies do not adequately cover the objectives of Citizenship Education. The curriculum is currently under funded, meaning that there are no adequate financial resources to effectively implement its objectives. There are no Social Studies resources in the school or community libraries; there are no adequate financial resources in schools for regular SS field trips and for in - service training courses and workshops for teachers. This confirms the findings of Cleaver et al. (2006) that lack of funding is a major challenge to the implementation of

Citizenship education in schools. Jotia and Matlale (2011) in their study also revealed that the use of instructional materials for teaching primary school students in Botswana is very insufficient. Eventually teachers use shortage of teaching resources as an excuse for low performance of students in Social Studies. Social Studies is effectively learnt through pragmatic experiences and it should also be tested through some practical work. This puts strain on voluntary organisations to provide teaching resources, especially since these resources must be updated regularly. This strain on both resources and teaching time means schools find it difficult to provide active learning experiences outside the classroom for all pupils.

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