ABSTRACT

This study attempted to ascertain and evaluate the extent to which teachers of Social Studies were faithfully implementing the instructional strategies. Additionally it sought to determine the perceptions of the teachers regarding the characteristics of the instructional strategies and their report use. Furthermore relationships between teachers' perception and demographic factors were determined.

A sample of twelve (12) schools was drawn from the school types required to utilize this curriculum. This sample was selected through random proportional sampling from the master list of the schools supervised by the Shortwood R.O.S.E. Team. A total number of twenty-five (25) teachers were involved in the research reflecting one hundred percent (100%) of the teachers who teach Social Studies in the twelve schools. Both qualitative and quantitative techniques were utilized in the collection of data.

The findings revealed that seventy percent (70%) of the instructional strategies were perceived as relevant. However difficulty was experienced, as subjects are still unclear about the execution of the strategies. Furthermore a positive moderate relationship existed between teachers perception of relevance and age (r=.47), school type (r=.49) and teaching experience (r=.51) similarly age (r=.67) and experience (r=.40) revealed positive moderate relationships to the teachers' perceptions of complexity. Overall the teachers were not implementing the innovative strategies. Over reliance on question and answer and discussion techniques were evident.

To improve the level of implementation it was recommended that the training workshops should be more interactive. In addition special privileges should be awarded to teachers who use a variety of instructional strategies. Other recommendations include development of a comprehensive network system organized by the professional organization to support the teaching techniques as well as governmental policies initiating and facilitating professional development on a continuous basis.