

**EDUCATION FOR ALL IN THE CARIBBEAN: ASSESSMENT 2000
MONOGRAPH SERIES 2**

Series Editor: Lynda Quamina-Aiyejina

**SOCIAL STUDIES IN CARIBBEAN SCHOOLS
SOME CHALLENGES FOR INSTRUCTION AND ASSESSMENT**

Anthony D. Griffith

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FOREWORD

At Jomtien in 1990, member states of the United Nations adopted the *Framework for Action to Meet Basic Learning Needs* and created the International Consultative Forum on Education for All (EFA Forum). One decade later, the EFA Forum embarked on an assessment of this initiative, intended to assist member states in examining their education provisions to inform the formulation of policy.

Once the Caribbean EFA Regional Advisory Group had embarked seriously on the assessment, it was quickly realised that it would be difficult to capture, in any one place, an assessment of all that had transpired in education in the Caribbean during the period 1990-1999. Moreover, the technical guidelines constrained assessors to specifics within quantitative and qualitative frames. However, because it was felt that education in the Caribbean is too dynamic to be circumscribed, the idea of a more wide-ranging monograph series was conceived.

Researchers, education practitioners, and other stakeholders in education were invited to contribute to the series. Our expectations were that the response would be quite moderate, given the short time-frame within which we had to work. Instead, we were overwhelmed by the response, both in terms of the number of enthusiastic contributors and the range of topics represented.

Caribbean governments and peoples have invested in the *hardware* for education—buildings, furniture, equipment; in the *software*, in terms of parent support and counselling services; and they have attended to *inputs* like books and other teaching/learning resources. They have wrestled with ways to evaluate, having gone through rounds of different national examinations, and modifications of ways to assess both primary and secondary education.

But, as the efforts to complete the country reports show, it has been more difficult to assess the impacts, if we take the eventual aim of education as improving the quality of life—we have had mixed successes. That the sub-region has maintained relative peace despite its violent past and contemporary upheavals may be cited as a measure of success; that the environment is threatened in several ways may be one of the indicators of how chequered the success has been.

Writers in the monograph/case study series have been able to document, in descriptive and analytic modes, some of the attempts, and to capture several of the impacts. That this series of monographs on Education for All in the Caribbean has been written, edited, and published in nine months (from first call for papers to issue of the published titles) is itself an indication of the impact of education, in terms of human capability and capacity.

It reflects, too, the interest in education of a number of stakeholders without whom the series would not have been possible. Firstly, the work of the writers is acknowledged. All worked willingly, hard, well, and, in most cases, without material reward. The sterling contribution of the editor, who identified writers and stayed with them to the end of the process, is also recognised, as is the work of the printer, who came through on time despite the severe time constraints. The financial contribution of the following agencies also made the EFA assessment process and the publication of the monograph/case study series possible: Commonwealth of Learning (COL), Department for International Development (DFID), [Economic Commission for Latin America and the Caribbean??], United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), The University of the West Indies, Cave Hill; the UN country teams based in Barbados, Jamaica, and Trinidad and Tobago, Haiti, and Guyana.

We invite you to peruse individual titles or the entire series as, together, we assess Caribbean progress in education to date, and determine strategies to correct imbalances and sustain positive impacts, as we move towards and through the first decade of the new millennium.

Claudia Harvey
UNESCO Representative and Coordinator, Regional Technical Advisory Group (RTAG)
EFA in the Caribbean: Assessment 2000

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LIST OF ACRONYMS AND ABBREVIATIONS

CAPE	Caribbean Advanced Proficiency Examination
CXC	Caribbean Examinations Council
CXCSEC	Caribbean Examinations Council Secondary Education Certificate
GCE	General Certificate of Education
SBA	School-Based Assessment

ABSTRACT

This two-part monograph examines two aspects of social studies education in the Caribbean—instruction and assessment. In the first part, it identifies challenges perceived by Eastern Caribbean student teachers in the teaching of social studies in primary schools. It uses descriptive analytical research to provide some insight into the problems perceived by the teachers, and how they rank these problems. Lack of adequate resources, lack of variety in the use of teaching skills, and lack of administrative support emerge as the major problems perceived by the teachers. Teachers in Eastern Caribbean schools also do not seem to perceive any relationship between their own attitude or teaching skills and student attitude to the subject. The second part uses a content analysis approach to identify the major objectives being tested in the Caribbean Examinations Council (CXC) social studies examination at the secondary level. Among the major findings is a rather heavy emphasis on knowledge-recall questions and on low-level cognitive objectives, with only superficial attention being paid to testing for values and higher order thinking. It is suggested that a properly structured normative evaluation component to the examination may provide an ideal mechanism for testing affective objectives, decision making, and other critical social studies processes.

PART 1

Challenges Perceived in Teaching Social Studies at the Primary Level*

Introduction

Although much research has been conducted internationally into the problems encountered and perceived by teachers with respect to their teaching (Brookhart & Freeman, 1992; Evans & Tribble, 1986; Fuller, 1969; Keavney & Sinclair, 1978; Reynolds, 1992; Veenman, 1984), this area appears to be a rather under-researched one in Caribbean education. Richardson (1987) found that the major problems identified by beginning teachers, according to Veenman (1984) and others, differed substantially from those highlighted by Caribbean student teachers. While this latter study identified the major problems as classroom discipline, motivating students, assessing pupils' work and dealing with parents, Caribbean student teachers appeared to be primarily concerned with the problems of inadequate resource materials, class size, free time, and dealing with slow learners. Since the Richardson (1987) study used the pre-existing Veenman list, this finding appears, in my view, to raise the important question as to which problems, in fact and in reality, are the major ones facing, and perceived by, teachers in Caribbean classrooms.

Apart from the Richardson (1987) study, there appears to be very little research into the problems faced in teaching, as perceived by teachers in Caribbean classrooms, and this is even more acutely absent with respect to the teaching of social studies and the realities of social studies classrooms in the Caribbean (Griffith, 1995). The concerns of Banks and Parker (1990) with respect to the need for more extensive research into the classroom behaviours and the concerns of social studies teachers are, thus, equally relevant to the Caribbean.

The present research was undertaken in an attempt to provide some answers to the following questions:

1. What do teachers in East Caribbean schools perceive to be the major problems in teaching social studies?
2. What is the nature of these problems?

The focus here on social studies also recognizes the ongoing concern and interest in content-specific pedagogy. This pedagogy, in the view of Reynolds (1992), is central to teacher understandings, to the extent that it contextualizes the other domains of understanding--understanding of the principles of teaching and learning, of the nature of the subject, and of subject-area content. Teacher conceptions of this pedagogy is also at the centre of the classroom behaviour of teachers as they mediate this content (Porter & Brophy, 1987). It thus becomes critical for those who supervise teachers and the teaching of social studies to themselves have clear insights and understandings into the specific concerns and perceptions of social studies teachers, if they are to enhance the effective teaching of the subject.

* Revised version of “Problems in the teaching of social studies in East Caribbean schools: Perceptions of the teachers.” *Journal of Eastern Caribbean Studies*, 22(1), 1997, pp. 45-62. Reprinted with permission.

Methodology

A sample of teachers, who were in the final year of the two-year in-service training programme at the teachers’ colleges, was randomly selected for this study in order to elicit their perceptions of the problems they face in teaching social studies. The sample, consisting of 293 teachers, represented two-thirds of the teachers (by sex and by college) who, over a two-year period (1990 and 1991), graduated from the six teachers’ colleges in Antigua, Barbados, Grenada, St. Kitts, St. Lucia, and St. Vincent (there were no students enrolled in the programme in Dominica for those years). The sample consisted of 79 males and 214 females.

Using an open-form or unstructured questionnaire, all of the teachers in the sample were asked to identify what they perceived as: (a) the five major problems they face in teaching social studies in their school, and (b) the nature of these problems. An open-form question was used for this study since, in spite of the difficulties in coding, tabulating, and summarizing the data, this type of question provides for greater depth of detail and, according to Best and Kahn (1993), it permits respondents to not only reveal their frame of reference, but also to offer reasons for their responses.

The responses were coded, tabulated, and summarized by territory and sex, and the problems were ranked on the basis of the frequency with which they were identified by respondents in the sample. Spearman’s correlation coefficient and the t-test were used to analyze the data. The potential difficulties for meaningful statistical analysis that can be caused by substantial differences in the actual numbers of male and female teachers have been countered, to a large extent, by using percentage ratings.

Findings and Analysis

The major findings of this study are that:

1. Teachers in East Caribbean schools have identified nine problems which they perceive to be the major ones faced in the teaching of social studies.
2. A lack of adequate and appropriate resource materials, and lack of variety in the use of teaching skills consistently stand out as, by far, the dominant problems.
3. The other perceived problems, in descending rank order, are: lack of administrative support, poor teacher attitude to the subject, poor student attitude, inadequate numbers of trained teachers, infrequent field trips, a problematic social studies curriculum, and inadequate classroom space.

Table 1 indicates the problems identified by the teachers in the sample, and their weighted ratings of them, according to territory and sex. A very high proportion of the sample (93%) identified the lack of resource materials as a problem, while lack of variety in the use of teaching skills was identified as a problem by two-thirds of the teachers (66%). No other aspect of the teaching of social studies was rated as a problem by more than a third of the sample-- lack of administrative support (29%) being the next most highly rated. Poor attitudes towards the subject by both teachers (28%) and students (25%) were the next most frequently mentioned problems, and these were followed by the number of trained teachers (19%), field-trips (17%), the social studies curriculum itself (16%), and classroom space (15%).

Table 1. Frequency and Rating of Perceived Problems, by Territory

PROBLEMS	ANTIGUA			BARBADOS			GRENADA			TOTAL (All six countries)			OVERALL RANK
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Resource Materials	.90	1.00	.97	1.00	.88	.91	1.00	.91	.94	.90	.94	.98	1
Teaching Skills	.30	.59	.51	.50	.35	.39	.81	.81	.81	.54	.71	.66	2
Administrative Support	.30	.15	.19	.33	.59	.52	.56	.76	.71	.29	.29	.29	3
Teacher Attitude	.40	.33	.35	.50	.41	.43	.43	.33	.35	.24	.29	.28	4
Student Attitude	.40	.33	.35	.33	.11	.17	.31	.28	.29	.27	.24	.25	5
No. of Trained Teachers	.50	.22	.30	.33	.06	.13	.06	.04	.04	.29	.16	.19	6
Field Trips	.30	.07	.14	-	.18	.13	.13	.13	.13	.19	.16	.17	7
The Curriculum	.30	.22	.24	.17	.18	.17	.13	.22	.19	.13	.17	.16	8
Classroom Space	.10	.15	.14	.33	.24	.26	-	.13	.10	.18	.14	.15	9

(table continues)

Table 1 (Continued)

Frequency and Rating of Perceived Problems, by Territory

PROBLEMS	ST. KITTS			ST. LUCIA			ST. VINCENT			TOTAL (All Six Countries)			OVERALL RANK
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Resource Materials	1.00	.95	.96	.76	.92	.88	.87	.85	.86	.90	.94	.93	1
Teaching Skills	.43	.52	.50	.41	.68	.61	.61	.91	.82	.54	.71	.66	2
Administrative Support	.14	.09	.11	.24	.10	.13	.17	.09	.11	.29	.29	.29	3
Teacher Attitude	-	.29	.21	.18	.20	.19	.09	.30	.24	.24	.29	.28	4
Student Attitude	.29	.33	.32	.18	.10	.12	.22	.30	.28	.27	.24	.25	5
No. of Trained Teachers	.14	.19	.18	.18	.20	.19	.48	.21	.29	.29	.16	.19	6
Field Trips	.29	.24	.25	.24	.34	.31	.17	.02	.07	.19	.16	.17	7
The Curriculum	.14	.19	.18	.18	.14	.15	-	.11	.08	.13	.17	.16	8
Classroom Space	.20	.14	.18	.18	.12	.13	.26	.15	.18	.18	.14	.15	9

This pattern was consistent for both male and female teachers, and also generally held across territories. There were, however, instances of some problems being rated higher than the sample norm in some territories. Examples of these include: lack of administrative support in Grenada (71%) and in Barbados (52%), and poor teacher attitude in Barbados (43%), and in Antigua and Grenada (35%). While no differences showed up between male and female teachers on the rating of resource materials, female teachers in St. Kitts and St. Vincent appeared more concerned than their male counterparts about the problem of teacher attitude. Female teachers in Antigua and St. Lucia seemed to be more sensitive to the problem of limited variety in the use of teaching skills. Similarly, the lack of administrative support was perceived to be more of a problem by female teachers in Barbados, inadequate classroom space by those in Grenada, and concerns about the social studies curriculum by those in both Grenada and St. Vincent. On the other hand, the infrequent use of field trips appeared to be more of a concern to male teachers in Antigua and St. Vincent than to their female colleagues.

Table 2. Overall Rating and Rank-Order of Perceived Problems
(Rank-order in brackets)

PROBLEMS	MALE	FEMALE	TOTAL
Resource Materials	.90 (1)	.94 (1)	.93 (1)
Teaching Skills	.54 (2)	.71 (2)	.66 (2)
Administrative Support	.29 (3.5)	.29 (3.5)	.29 (3)
Teacher Attitude	.24 (6)	.29 (3.5)	.28 (4)
Student Attitude	.27 (5)	.24 (5)	.25 (5)
Number of Trained Teachers	.29 (3.5)	.16 (7.5)	.19 (6)
Field Trips	.19 (7)	.16 (7.5)	.17 (7)
The Social Studies Curriculum	.13 (9)	.17 (6)	.16 (8)
Classroom Space	.18 (8)	.14 (9)	.15 (9)

With respect to rank order (Table 2), the lack of adequate resources was clearly perceived as the most problematic area faced by teachers in the teaching of social studies in East Caribbean schools, by both male and female teachers in all of the territories surveyed--with the sole exception of female teachers in St. Vincent, who ranked it second. Limited variety in the use of teaching skills was the second most highly ranked problem--a ranking that was also fairly consistent across territories, with both male and female teachers. In Antigua and, more so, in Barbados, however, the ranking was somewhat variable--being ranked sixth by male teachers in the former, and fourth by female teachers in the latter.

A perceived lack of administrative support was identified as the third major problem facing the teaching of social studies in East Caribbean schools--a perception shared equally by both male and female teachers in general. One notices, however, that teachers in Antigua, St. Kitts, St. Lucia, and St. Vincent seemed to rank the problem of inadequate administrative support well below its overall ranking by the sample. Given that this represents the perceptions of the teachers, further investigation is needed to uncover an explanation for this apparent discrepancy.

For most of the other perceived problems, there was some similar variability in ranking between male and female teachers, and, more so, between territories. Teacher attitude, ranked fourth overall, was seen as far less significant than this by male teachers in St. Kitts, St. Lucia, and St. Vincent, and student attitude, ranked fifth, appeared to be of less concern to teachers in St. Lucia, generally, and to female teachers in Barbados. Similarly, teachers in St. Lucia ranked the problem of infrequent field trips quite high (in third place), and the actual number or quantity of trained teachers in the schools was perceived as a more serious problem by teachers in St. Vincent and Antigua than by their colleagues elsewhere.

Nevertheless, Tables 3 and 4 indicate that the rank correlation co-efficient is strong, positive, and significant ($p < .05$) between territories, and between male and female teachers, and the t-statistic shows no significant differences between the mean ratings of the problems by male and female teachers, or by territories.

Table 3. Correlation Co-Efficients and T-Test for Male/Female Ratings of all Problems, by Territory

TERRITORY	R3	T-VALUE
Antigua	.6199*	.84
Barbados	.6322*	.93
Grenada	.9622**	-.60
St. Kitts	.5890*	-.59
St. Lucia	.6245*	-.64
St. Vincent	.6218*	-.13
All Territories	.7257*	-.28

* $p < 0.05$. ** $p < 0.01$.

Table 4. Correlation Co-Efficients and T-Test for Male/Female Ratings of all Problems Across Territories

TERRITORY	R3	T-VALUE
Resource Materials	.03	.07
Teaching Skills	.43	-1.77
Administrative Support	.98**	-.09
Teacher Attitude	.81*	-.63
Student Attitude	.41	1.08
Number of Trained Teachers	.83*	1.96
Field-trips	.03	.40
The Curriculum	.32	-.77
Classroom Space	.55	.88

* p <.05. ** p <.01.

The Nature of the Problems

Although substantial research has been conducted on identifying the problems faced by classroom teachers, very little appears in the literature on the specific nature of these problems. Given that the nature of any teaching/learning problem is shaped, to some extent, by the context of the educational and schooling system, it should, therefore, prove worthwhile to also examine the specific nature of these problems in the teaching of social studies as perceived by Caribbean teachers.

Most of the nine aspects of teaching social studies which are perceived as problematic by Caribbean teachers, have been highlighted in the literature as important variables in a good social studies programme, and in the effective teaching of the subject. Goodlad (1984), Shaughnessy and Haladyna (1985), and Olsen (1995), all identify an adequate supply of appropriate and varied resource materials as being essential for good social studies and, in the context of the Caribbean, the lack of such resources is clearly perceived by teachers as the most critical problem faced in the teaching of social studies. For Caribbean teachers, the major aspects of the problem are related to the lack of such resources as (a) books and reading materials, (b) maps and globes, and (c) audio-visual and graphic materials, and artifacts. These were the most frequently mentioned indicators across all territories, indicating a high level of agreement on these and, perhaps more fundamentally, reflecting a

traditionally limited expenditure on teaching materials and resources. The following comments illustrate teachers' perception of the nature of the problem:

Lessons on concepts such as directions, location, etc. cannot be effective without globes and large-scale maps for students to manipulate. (St. Lucia)

The social studies syllabus covers areas which call for many activities, but because materials are not available, then very few social studies activities are actually done. (St. Lucia)

The lack of resources hampers the use of some techniques such as small-group activities, and some skills are not properly taught. (St. Kitts)

Due to inadequate resource materials and the difficulty of access to them when needed, students are deprived of opportunities to manipulate concrete materials or objects as a means of understanding the abstract. (St. Vincent)

The importance of having social studies taught by skilled and competent teachers, who know what the subject is all about, is also well documented in the literature (Brophy & Alleman, 1993; Goodlad, 1984; Olsen, 1995; Shaughnessy & Haladyna, 1985; Wang, Haertel, & Walberg, 1994), and most of the student complaints about social studies relate essentially to the area of instruction and to such factors as: routine teaching methods, emphasis on facts and trivial details, lack of activities and opportunities for active learning, and a lack of stimulating and challenging lessons (Schug, Todd, & Beery, 1984; Weible & Evans, 1984). Both academic and instructional competence are integral aspects of the teacher variable (Shaughnessy & Haladyna, 1985), and it is the teacher who is seen as the key to what social studies will be for the student. Caribbean teachers have identified the major concerns about teaching competence as being focused on the four major indicators of: teaching skills, knowledge of subject matter, planning, and teacher initiative. With respect to teaching skills, which far outweighed the other perceived dimensions of the problem, teachers are seen as: (a) being unwilling to utilize different strategies and techniques, (b) to be mainly concerned with teaching for knowledge, (c) lacking the ability to motivate their students, (d) unwilling or unable to use investigative activities, and (e) paying inadequate attention to concepts and social issues. They are also seen as not paying satisfactory attention to values and attitudes. Of significance is the fact that teacher unwillingness to use a variety of teaching techniques is the single most highly ranked indicator of teacher incompetence.

Copious illustrations were given of what is perceived as teacher unwillingness to use a variety of teaching skills or to demonstrate initiative. The following is a sample of teacher comments:

Many teachers lack the skill and expertise in imparting knowledge in a meaningful way to pupils. (St. Kitts)

Many teachers just prefer telling students the answers and giving them the information rather than engaging them in active learning. (St. Kitts)

Teachers provide limited opportunities for students to practice and apply the skills and concepts taught. (St. Kitts)

Too many teachers slavishly follow topic after topic as they come in the curriculum, without attempting to connect related topics or to be innovative in modifying topics to suit the particular class. (St. Vincent)

Yon and Passe (1994) stress the important role that the principal's leadership and support play in enhancing the performance of young social studies teachers. This support involves active encouragement for teacher initiative, effort, and enthusiasm, as well as support and accommodation for the teacher who is willing to try out

new teaching techniques and approaches, and to acquire appropriate resources. The problem of the perceived lack of administrative support was identified by Caribbean teachers in terms of mainly (a) an inadequate number and length of periods being allotted to social studies on the time-table, (b) the scheduled placing of social studies on the time-table, particularly in the late afternoon, and (c) the inadequate resources allocated to the subject at the school. These, taken together, seem to suggest, to the teachers, a generally negative attitude of the school administration towards social studies, particularly in contrast to the attitude to mathematics and language arts. In the words of a sample of teachers,

Social studies is only taught twice per week and always in the afternoons. These classes are regularly disrupted for extra-curricular activities. (St. Kitts)

At my school, there is only one period (of 30 mins.) per week given to social studies, and there is therefore a rush to cover the topics. (Grenada)

The limited time given to social studies on the time-table reinforces in children the perception that this subject is not very relevant or important. (Grenada)

Teacher attitude to social studies has also been well researched (Adler, 1984; McGowan, Sutton, & Smith, 1990; Shaughnessy & Haladyna, 1985; Weible & Evans, 1984), and it has been shown to be a critical variable in both the teaching and the learning of social studies. The teacher's love and enthusiasm for the subject, and his efforts to make it interesting, alive, and exciting can be communicated to the students as readily as any dislike or negative perceptions. Teacher attitude is, therefore, very likely to impact significantly on the attitude of the students towards the subject. Among the attitude variables identified as problematic by Caribbean teachers are: lack of interest or enthusiasm for the subject, an unwillingness to try different techniques and activities, inadequate time and effort devoted to planning for teaching, and a poor perception of the importance of the subject. One notes, however, that the first example given above may be viewed as being reinforced through the others. The following comments provide additional insights into the perceptions of the respondents:

Some teachers are very complacent and lazy about social studies. They are not innovative and therefore teach year after year using the same method. (St. Lucia)

Some teachers do not like the subject themselves, and this is communicated to the students. (Antigua)

The subject is not seen by some teachers as a major subject which warrants much effort. (Grenada)

Some teachers do not see social studies as important in the child's education. (St. Lucia)

Few aspects of social studies have been studied more than student attitude to the subject, and the evidence from North America indicates a rather negative attitude to the subject (McGowan et al., 1990; Schug et al., 1984; Shaughnessy & Haladyna, 1985). This negative attitude is expressed through students' statements to the effect of finding the subject boring, irrelevant, uninteresting, and repetitive. The major factors in student attitude to social studies have been identified as (a) teacher variables such as enthusiasm, instructional competence, and commitment, and (b) as learning environment variables such as resource materials, goal direction, and the learning experiences provided. The teacher variable, however, remains critical and, as Shaughnessy and Haladyna (1985) emphasize, the teacher is, in effect, the key to student attitude and to what social studies will be for the student. The negative assessment of social studies coming out of the North American literature, however, does not appear to hold for Caribbean students who seem to display a generally positive attitude to the subject (Alexander,

1996; Higgins, 1977; Pascale, 1984). Nevertheless, Caribbean teachers who identified poor student attitude towards social studies as a major problem saw this attitude as being primarily exhibited through: a lack of interest in the subject, statements and/or display of boredom with the classes, a low level of class participation, attempts to avoid classes, and a perception of the subject as being irrelevant. This rating of the aspects of the problem was also consistent across all territories, with lack of interest in the subject being, by far, the most frequently noted aspect. The following sample of comments reflect the perceptions of the teachers with respect to this problem:

To some students, social Studies is not seen as relevant to their life and experiences. (Grenada)

Many students find the social studies classes boring and uninteresting, and are not motivated to participate in class. (Grenada)

Some students are always trying to skip or avoid social studies classes. (St. Lucia)

The actual number of trained teachers does not appear in the literature as either an area investigated or as an issue of concern. This factor is also obviously linked to the question of teacher competence, but respondents in the sample have identified it as a separate issue. In the context of the Eastern Caribbean, where a large percentage of classroom teachers are, in fact, untrained, it is not unexpected that this emerges as an area of concern. The nature of the problem of inadequate numbers of qualified teachers, unlike the other problems, is quite self-explanatory, and can only be exhibited in strictly quantifiable terms. Teachers have also commented, by way of further elaboration on the issue, that

Too many young, untrained teachers are assigned to teach social studies. (Barbados)

Teachers who have no training in social studies are required to teach it, but they are not effective on the job, and do not motivate students into liking the subject. (Antigua)

Untrained teachers, because they are not aware of the manner in which children learn social studies, will be causing harm to students, and little knowledge and values are passed on to pupils. (St. Lucia)

Field trips and out-of-class activities have been identified by Goodlad (1984), Schug et al. (1984), Alleman and Brophy (1994), and Olsen (1995) as being critical to good and effective social studies teaching. This is particularly so where these activities are meaningful and worthwhile, to the extent that they engage students in using the community as a living laboratory for social studies learning, in collecting data on relevant social issues, and in applying the concepts learned in class to real life situations (Alleman & Brophy 1994), and by engaging them in higher-order thinking. Caribbean teachers, however, do not rank the infrequent use of field-trips very high as one of their major problems.

This could indicate either that the number and frequency of field-trips are seen as quite adequate, or that they do not perceive the limited number and frequency as a major problem in the context of their teaching. This writer's own observations would suggest the latter conclusion, which is more reflective of a notable under-utilization of out-of-class activities by social studies teachers in the Eastern Caribbean. Despite the fact that they themselves use them infrequently, Caribbean teachers, nevertheless, seem to be quite aware of the need and benefits of field-trips, as the following comments by respondents would indicate:

Students are unable to see or visit actual examples to illustrate a topic or concept. (St. Kitts)

Teachers are not taking students outside of the classroom, or providing them with first-hand, practical experiences. (St. Kitts)

There is a failure ... to fully exploit the local environment in the communication of social studies content. (Grenada)

Few studies have actually identified the social studies curriculum itself as being problematic, and although some (Schug et al., 1984) have concluded that one of students' complaints relates to the subject matter in the curriculum, this dissatisfaction appears to lie more with the volume of content (Olsen, 1995) and how this subject-matter is taught and transacted in the classroom, than with the nature and quality of the content (Weible & Evans, 1984). Caribbean teachers' concerns about the social studies curriculum seem to revolve around both instructional procedures, as indicated earlier, and content. The shortcomings, to them, are rooted mainly in (a) topics that are unsuitable for some grades, (b) topics that are irrelevant to everyday life, (c) a curriculum that is too content-oriented, and (d) lack of activities included in the curriculum. Outdated content and a shortage of copies of the existing curriculum document were also cited as problematic. Some typical comments were:

The existing curriculum is not suitable in content for the junior grades. (St. Lucia)

There is not much relationship or relevance of some topics and methods to living in the society. (St. Kitts)

Students are unable to relate what is learned in the curriculum to their environment and background experiences. (Barbados)

The question of classroom space also does not appear in the literature as a problem of note, but class size is frequently mentioned (Veenman, 1984). Although there is a clear and obvious relationship between the two factors, the teachers in the sample specifically mentioned classroom space as being problematic. Given the rather large classes in many East Caribbean schools, one may conclude that Caribbean teachers perceive limited classroom space to be a far more significant problem for them than actual class size. Classroom space was indicated as being inadequate mainly for grouping and group activities, and for the display of materials and students' work. As some teachers observed:

Because of the size of the room and the lack of space, some important social skills are difficult to teach. (St. Kitts)

There is insufficient space for effectively arranging students to work in groups. (St. Lucia)

Discussion and Conclusions

Although this study is restricted to the teaching of social studies, nevertheless, the data appear to corroborate the findings of Richardson (1987) that the perceived problems of Caribbean student teachers appear to differ substantially from those of beginning teachers in the United States and other developed countries. It also indicates, however, that the real problems, as perceived by social studies teachers, differ substantially from those identified in the Richardson study.

The findings, nonetheless, confirm the assessment by Richardson (1987) that Caribbean student teachers are far more concerned with the task of teaching, according to the second stage of Fuller's (1969) developmental hierarchy of teacher concerns, than with either the first concern of self-efficacy or with the third and higher concern of the impact of their teaching. This is borne out in their ranking of the problems of resource materials, administrative support, field trips, and classroom space, as compared with their apparent lack of concern with

either class control or being liked by students, or with student achievement and meeting the diverse needs of the students.

Incidentally, but also of interest is the pattern of relationships emerging from the correlations between the problems themselves (Figure 1). From this matrix, one notes, for example, a very strong, almost perfect correlation between resource materials and both student attitude and the curriculum, and a strong relationship between student attitude and the curriculum. While certainly not postulating any causal relationship as such, it seems to be clearly implied that teachers view students' attitude to the subject as being, in some way, strongly related to the availability and use of relevant and useful resource materials. This is a view noted earlier and supported by the findings of Shaughnessy and Haladyna (1985) and others. Similarly, the almost perfect correlation between resources and the curriculum indicates that Caribbean teachers are strongly of the view, also articulated in the literature as noted, that appropriate resource materials are an essential component of a good social studies curriculum. Yet, surprisingly, there appears to be only a weak corresponding relationship between teacher attitude to the subject and the availability of resources, implying that, in spite of the importance they attach to the need for resource materials, teachers do not consider their love of the subject to be particularly related to the lack of such resources. This is also somewhat surprising, even paradoxical, given that, at the same time, they clearly seem to be of the view that the absence of such resources is related to the attitude of the students.

Figure 1. Correlations Between Perceived Problems

	S P E A R M A N C O R R E L A T I O N C O E F F I C I E N T					
S						
Curriculum	.5218 N (6) Sig .144					
Fieldtrips	-.1765 N (6) Sig .369	.2029 N (6) Sig. 350				
Resource materials	.2609 N (6) Sig .309	.9429 N (6) Sig .002	.3479 N (6) Sig .250			
Student Attitude	.0290 N (6) Sig. 478	.7714 N (6) Sig .036	-.0290 N (6) Sig .478	.8286 N (6) Sig .021		
Teacher Attitude	.7059 N (6) Sig .059	.4058 N (6) Sig .212	-.6029 N (6) Sig .103	.2609 N (6) Sig .309	.2029 N (6) Sig.350	
Teacher Competence	-.1449 N (6) Sig .392	-.3143 N (6) Sig .272	-.3769 N (6) Sig .231	-.4857 N (6) Sig .164	-.0857 N (6) Sig .436	-.3189 N (6) Sig.269
	Admin Support	Curriculum	Fieldtrips	Resource materials	Student Attitude	Teacher Attitude

(Coefficient / (Cases) / 1-tailed Significance)

Note. “.” is printed if a coefficient cannot be computed

Equally inexplicable is the fact that teachers do not seem to think that their own attitude towards the subject affects the attitude of the students, or that there is any real relationship between the attitude of students to the subject and the level of variety in the use of teaching skills. In fact, teachers do not seem to perceive any relationship between teacher skills and any of the other problems. Nor do they seem to think that the active use of field trips is in any way reflective of teacher instructional competence, or has any positive effect on enhancing teacher attitude towards social studies. They do, however, clearly feel, as supported by the literature, that teacher attitude to social studies is quite strongly related to the level of administrative support given.

Embedded in these relationships are a number of clear contradictions. The research evidence, for example, (Olsen, 1995; Shaughnessy and Haladyna, 1985; Weible & Evans, 1984) clearly establishes a strong relationship between teacher attitude and student attitude, between teacher competence and student attitude, and between the use of field trips and both teacher competence and attitude. Why, then, do Caribbean teachers not conform to these patterns? Perhaps the answer to these contradictory findings may lie in some dimension of current teacher-training programmes which may not be sufficiently sensitizing teachers to the fact that there is a very close inter-relationship between their own classroom behaviours and instructional approaches, on the one hand, and student attitudes and learning, on the other. Perhaps, there is the need to further review current training programmes, particularly with respect to the extent to which they require teachers to deal reflectively with their professional attitudes and beliefs as practitioners, and with the perception of their training as being more than merely an academic exercise.

In either event, there appears to be very important implications here for effective teacher-training programmes. Interestingly, the ranking of resources, teacher competence, and administrative support would seem to identify these as critical points of intervention in the search for solutions to the problems faced by teachers in the teaching of social studies in Caribbean schools. Definitive answers to the above relationships and apparent ambiguities are certainly needed, and this could perhaps be provided by more comprehensive research into the perceptions of both teachers and students with respect to the problems faced in the teaching of social studies, as well as into the classroom behaviours and the professional beliefs of Caribbean teachers across curricular areas.

It is therefore recommended that:

1. In pursuance of an explicit policy statement for teaching social studies at all levels of the school system, the Ministry of Education in each territory identify and appoint a suitably qualified and competent person to function as the Education Officer for social studies.
2. Each territory undertake or facilitate, also as a matter of policy, the development of interactive resource materials for the teaching of social studies.
3. In the training of social studies teachers, greater attention needs to be paid to the fact that social studies is more about methodology and the process of social investigation than about the acquisition and recall of factual information.
4. Both teacher-trainers and teachers be more sensitive to the very real impact of their own teaching style and attitude on students' learning.

What seems quite clear is that education officials across the Eastern Caribbean, including Barbados, need to seriously examine the classroom situation in schools in order to, first, verify the seriousness of these problems

and, secondly, the extent to which these may be impacting negatively on the teaching and learning of students. Appropriate corrective action would then need to be taken both to ensure that effective teaching and learning are taking place in the classrooms, and to safeguard the tremendous investment in education.

PART 2

A Study of the CXC Social Studies Examination, 1981-1990*

Introduction

The area of testing and evaluation in social studies has, for a long time, been the arena of much debate and contrasting views. Some approaches adopt an emphasis on facts and knowledge, while others emphasize memorization and recall; some others prefer evaluation based on students' *products*, in terms of projects, portfolios, and so on; and still others advocate the evaluation of cognitive processes such as thinking, decision-making, and so forth (Engle & Ochoa, 1988).

Though a case may be made for a comprehensive evaluation procedure comprising elements of all these approaches, it is nonetheless evident that, to the extent that social studies is concerned with social interaction, decision-making, and critical thinking about significant social problems, greater emphasis needs to be placed on the latter two approaches in order to ensure effective learning and evaluation in social studies. A recent position statement by the National Council for the Social Studies (NCSS, 1991) contends that effective social studies programmes should, on the one hand, emphasize the gathering of information from a variety of disciplines and experiences along with thinking, decision-making, communication, and social action. On the other hand, effective evaluation of student progress must also, logically, require

more than typical objective-type paper-and-pencil tests. To gauge effectively the efforts of students and teachers in social studies programs, evaluators must augment traditional tests with performance evaluations, portfolios of student papers and projects, and essays focused on higher levels of thinking. (p. 285)

What is quite clear is that, for meaningful evaluation in social studies, a variety of methodologies need to be employed in any given evaluation exercise. If one accepts that the major purpose of student evaluation is to improve learning (Kelly, 1982; Pratt, 1980), then the mere collation of marks from pencil-and-paper tests in social studies precludes the adequate and effective examination and understanding of value questions and social problems, and any acceptable resolution of these (Engle & Ochoa, 1988). Further, if our young people are expected to contribute significantly to the resolution, however tentative, of social issues, concerns, and problems, then it can be argued that they must be introduced to, and initiated into, decision-making and problem-solving activities and competencies from an early age. And these social issues, as noted, cannot be effectively or validly evaluated through paper-and-pencil tests only, or through memory-and-recall trivialities.

This paper focuses on the evaluation of students in social studies in the English-speaking Caribbean, including the extent to which assessment of values objectives takes place. First, however, a few definitions and a brief historical background are needed in order to more clearly articulate the perspectives being adopted.

* Revised version of "Evaluating students in social studies in Caribbean schools: New directions, or staying traditional?" *Educational Research*, 35 (2), 1993, pp. 149-157. Reprinted with permission.

The Caribbean – Background

Up to 1978, the secondary school (high school) leaving examination, the General Certificate of Education (GCE), was administered by the UK-based University of Cambridge Examination Syndicate. In 1973, however, an alternative Caribbean-based examining body, the Caribbean Examinations Council (CXC), was established to examine and certificate students at the secondary exit point. The first examinations were administered in 1978, and now cover all the subjects, including social studies, currently being taken at the secondary level. There are also plans to introduce testing in more non-traditional subject areas.

The CXC programme itself rationalizes the inclusion of social studies on “the assumption that adequate provision should be made for enabling students to gain the knowledge and skills of effective social participants” (Caribbean Examinations Council (CXC), 1985, p.1). This participation, the document argues, should be partly informed by accurate and relevant information on the social milieu, and partly by sensitivity to values and a sense of commitment. The social studies programme, it is stated, also contributes to the personal and social development of the learner by

placing emphasis on values as well as on social and interpersonal relationships. . . . It is also intended that, through the syllabus, the process of valuing should be made conscious so that the valuers become aware of their value positions, thus enabling them to bring conscious criteria to bear on their choices in social participation. (p. 1).

The four major objectives of the syllabus relate to:

1. Understanding self as a social being with a complex network of relationships;
2. Critically appraising prevailing societal attitudes and values;
3. Using coherent and conscious processes to arrive at decisions;
4. Developing a commitment to social action.

Among the recurrent concepts addressed are: cooperation, justice, freedom, choice, change, identity, and conflict.

The programme's subject-content is organized under two core topics: Individual interaction, and Development and use of resources, and there are four optional areas: Communication, Consumer Affairs, Cooperatives, and Tourism (though one wonders why, in economies which rely quite heavily on tourism inputs, this topic is relegated to being an optional area of study). With respect to skills, both enquiry and communication skills, as well as critical-thinking and decision-making skills, are highlighted in the syllabus outline.

Clearly, then, there is a strongly articulated intention to engage the students in generating new knowledge, new and improved skills, and in valuing and values education. The question being posed, therefore, is: To what extent are these intentions reflected or addressed in the evaluation of student learning and behaviour at the end of the course?

Research Design and Procedure

In order to find an answer to the above question, the writer undertook to perform a content analysis of the questions asked in the examination in question, according to the objectives being tested, over the 10-year period, 1981-1990. The guidelines offered by Berg (1989), with respect to qualitative research, have been followed.

Testing in the examination is offered at two levels: (a) a Basic Proficiency level for students who are weak in *the subject* and/or are not interested in pursuing it at any higher level; and (b) a General Proficiency level for students who are strong in *the subject* and/or would like to pursue it further. Three papers are set at the General Proficiency level and two at Basic Proficiency, at the end of the two-year course. One objective test of 60 items is common at both levels, as is one short answer test. The third paper, at the General Proficiency level, carries essay questions.

Given the general nature of objective-type tests, it was felt that analyzing only the papers which require written answers would provide greater prospects for examining all three domains of objectives, and since there are two such papers offered at the General Proficiency level, compared to only one at the Basic, it was considered more tactically useful to utilize the former. Further, the number of students writing the examination at the General level has always far outnumbered those taking it at the Basic level. These numbers for social studies also represent the seventh highest number of candidates taking any of the examination subjects. Since social studies has been tested in this examination only since 1981, it was possible to acquire all of the past examination papers. The total number of candidates taking the examination in social studies at the General Proficiency level has increased from about 1,600 in 1981 to more than 13,000 in 1990. The data generated, therefore, are derived not from a sample as such, but from the entire target of questions.

The next task, more difficult as it proved, was to establish a framework and criteria for classifying the questions according to the objectives being tested. First of all, most of the questions on both papers (Papers 2 and 3) are structured, and any one part of the question may, in reality, be testing in more than one domain. It was, therefore, decided to recognize all of the objectives which can be clearly identified in any question, or part of a question. It is also to be expected that the total number of objectives identified will vary from year to year, even on the same paper.

Table 5. Candidates Taking the CXC Examinations in Social Studies, June 1990

Territory	General Proficiency	Basic Proficiency	Total
Antigua and Barbuda	43	1	44
Barbados	455	291	748
Belize	2	42	44
British Virgin Islands	16	20	36
Dominica	231	23	254
Grenada	587	22	609
Guyana	1,739	259	1,998
Jamaica	1,590	265	1,855
Netherlands Antilles	12	-	12
St Kitts/Nevis	31	5	36
St Lucia	574	178	752
St Vincent and the Grenadines	810	15	825
Trinidad and Tobago	7,174	1,856	9,031
Turks and Caicos	14	30	44
Total	13,278	3,010	16,288

Source: CXC Examination Report, June 1990.

Secondly, it soon became apparent that the “Knowledge - Skills – Values” classification, normally used for social studies objectives, did not conform fully to what the examiners refer to as “profile dimensions,” for which the examination marks are awarded. These specific dimensions are: Knowledge, Interpretation, and Application, which all tend to be in a single domain. In response to this discrepancy, and to more fully isolate and identify what is being tested, the following coding classification of objectives and the attendant criteria were devised and pilot-tested with a colleague.

- Knowledge (K) - recall of factual information.
- Cognitive skills (S_C) - other than knowledge and recall, e.g., explanation, analysis, application, etc.
- Motor skills (S_M) - manual manipulation of knowledge and information.
- Values (V_I) - the value may be inferred from the question asked, but no points awarded for it in the examination.
- (V_A) - potential values question, but the expected response could have been taught in class and is, therefore, mainly academic.
- (V_E) - explicit values question, allowing/requiring personal values to be expressed, or calling for an opinion or course of action which will clearly demonstrate personal values. These can, thus, be considered as the only valid values objectives being tested.

Table 6. Percentage Distribution of Objectives Tested in CXC Social Studies Exam, 1981-90

<i>Paper</i>	<i>K</i>	<i>S_C</i>	<i>S_M</i>	<i>V_I</i>	<i>V_A</i>	<i>V_E</i>	<i>Total</i>
2	48.9	39.4	1.3	6.6	3.8	-	100.0
3	39.5	45.9	0.5	9.4	3.7	1.0	100.0
Total	44.2	42.6	0.9	8.0	3.8	0.5	100.0

Source: CXC Examination papers, 1981-90.

Data and Analysis

Table 6 indicates a rather overwhelming emphasis on knowledge-recall questions and objectives in both papers, particularly in Paper 2. The figures suggest a frequency of 48.9 and 39.5% of knowledge-recall questions on the respective papers, and a mean percentage of 44.2% of all the objectives tested or identified. The means per year and standard deviations in Table 7 further indicate a fairly consistent pattern in this respect over the years, with a coefficient of variation (v) of 0.12 in Paper 2 and 0.21 in Paper 3.

Cognitive skills other than knowledge-recall are clearly the second most frequently identified objectives. This category is dominant in Paper 3 with 45.9%, and is second only to knowledge-recall in Paper 2, with 39.4% (Table 6). The overall percentage for cognitive skills, which are all only at the level of interpretation and application, is 42.6% on the two papers. Table 7 indicates that in this area as well the pattern on each paper is quite consistent ($v = 0.19$ in Paper 2 and 0.26 in Paper 3).

Psycho-motor objectives are rather poorly examined in both papers (Table 6), accounting for a mere 1.3% of all objectives identified in Paper 2 and 0.5% of those in Paper 3. In both cases, the frequency of testing is highly variable and inconsistent (Table 7) with $v = 1.30$ in Paper 2 and 1.33 in Paper 3 and, in fact, in 6 of the 10 years under study, these objectives were not tested at all in either paper. This finding is rather surprising in a subject area which has, among its stated goals, the promotion of social action and citizen participation, and for a school syllabus which specifically identifies among its skill objectives the use and construction of graphs, maps, diagrams, statistical tables, and questionnaires (CXC, p. 2).

The testing for values and attitudes is equally surprising. On Paper 2, all of the values-related questions, and parts of questions, account for only 10.4% of all the questions asked, while on Paper 3 the figure is 14.1%. The inclusion of such questions is also fairly inconsistent. On Paper 2, the mean per year, for all values-related questions, is 8.1 with a standard deviation of 2.4 (and $v = 0.30$), while on Paper 3, the comparative figures are 6.3

and 2.4 ($v = 0.38$). None of the three sub-categories of values identified in the classification above accounted for even as much as 10% of all the questions asked in either paper over the 10 years under review (Table 6).

“Inferred values” (V_I) is the value objective most frequently appearing on both papers (Table 6) yet, overall, the percentage frequency is a mere 9.0%, and their inclusion has been quite inconsistent over the period (Table 7), with $v = 0.43$ and 0.44 respectively. “Values with likely academic answers” (V_A) are tested in a mere 3.8 and 3.7% respectively of the questions in the two papers and, again, with a fairly high level of variability ($v = 0.57$ and 0.56).

Table 7. Means and Standard Deviations for Frequency of Objectives Tested in CXC Social Studies Exam, 1981-90 (standard deviations in brackets).

<i>Paper</i>	K	S_C	S_M	V_I	V_A	V_E	Total
2	38.1 (4.5)	30.6 (5.8)	1.0 (1.3)	5.1 (1.3)	3.0 (1.7)	-	77.9 (7.0)
3	17.8 (3.7)	20.6 (5.3)	0.3 (0.4)	0.3 (0.4)	1.6 (0.9)	0.4 (0.7)	46.1 (4.1)
Total	28.0 (11.0)	25.6 (7.5)	0.6 (1.1)	0.6 (1.1)	2.3 (1.5)	0.2 (0.5)	62.0 (16.9)

“Explicit values” questions (V_E) are by far the least used in the examination. Over the 10-year period, only three such objectives have been identified as being tested, and all of these were in Paper 3 only, and in two specific years (1982 and 1987). These questions represent a mere 1.0% of the total number of objectives tested in Paper 3 over the 10 years, and since no explicit values questions at all appear in Paper 2, the overall mean frequency is 0.5%. The inconsistency with which this objective is tested is clearly evident from Table 6, where the coefficient of variation is as high as 1.75.

If one argues-- and there is a very valid reason for doing so (see the classification above)-- that only these latter, explicit questions can be accepted as genuine tests for values, then it can be logically concluded that there is only extremely superficial attention being paid to the testing of values and values education in the CXC social studies examination at the General Proficiency level.

Discussion

The data above do seem to lend credence and validity to the conclusion by Shaver, Davis, and Helburn (1979) that evaluation in social studies is based largely on students' demonstration of their ability to recall and reproduce the information given. The reasons for the rather insignificant attention being paid by the CXC examining body to evaluating values and affective objectives are not immediately apparent. What is clearly evident, however, is that the examiners for the programme are not testing for some of the explicitly stated objectives. Although, in theory, values and attitudes appear to be of major concern to the examiners and to social studies subject specialists, yet, in actuality, testing for these in the examination does not reflect this concern. Evaluation, in order to be consistent and valid, must address the stated objectives of the programme, as well as its philosophical underpinnings (Engle & Ochoa, 1988; Pratt, 1980). Have these objectives been intentionally

omitted from the “profile dimensions” in the regional examination, or is it an oversight?

One can of course, surmise that the examiners may be viewing the issue of values education and testing on the assumption that, if certain social topics are taught in certain ways, it is expected that the students will acquire, somewhere along the way, the requisite values, attitudes, and points of view, and that no testing is therefore required. However, this perception of values as being *caught* rather than taught is too imprecise and unproven, and may well generate some of the unfortunate consequences highlighted by Fraenkel (1980), for example, leading to a situation where teachers unconsciously negate the very values they hope to teach. Specifically, the teacher may be found stifling discussion on values and controversial issues, even if raised by students, while at the same time claiming to promote open discussion. Furthermore, given that the case under study represents a specific situation in which students are being prepared for a specific examination, it is axiomatic that both teachers and students will tend to focus on those objectives most likely to be tested for.

The current examining package in social studies, therefore, may not only be ignoring values, but may, in fact, be also guilty of actually discouraging them. But, surely, if the major goals of social studies education include good citizenship, informed decision-making, and critical thinking, then there seems to be an obvious need to have a clear set of values and principles to guide the students, as young citizens, towards these goals. And the distinction made between brainwashing and teaching does seem to provide some justification and defensibility for teaching, not only the process of valuing (Fraenkel, 1980), but also helping and encouraging students to think about, find out, and question the reasoning behind any value claims they have, or encounter (Engle & Ochoa, 1988).

The question of explicitly teaching and testing for values also assumes a context-specific perspective with respect to developing countries (Griffith, 1990). Is there a special case for teaching values as part of a social development thrust or nation-building? What is the role, if any, of the educational system in this undertaking? Should an examining body in a developing society address non-cognitive, non-pedagogic social issues, or should it concern itself only with academic matters and certification?

These questions, it seems to me, are particularly relevant in developing societies, like those in the Caribbean, which are faced with rather massive doses of *cultural penetration* from the more developed societies through television, tourism, and travel. It is, in fact, fairly safe to say that most Caribbean youths know more about, and tend to model prominent North American figures more so than their own Caribbean sports figures and celebrities. There was a time when several television entertainment programmes in the more developed societies addressed values such as honesty, morality, justice, and consideration for others, and also emphasized the critical role of the family unit. Now, however, these programmes project a reality of the ruthless schemer who wins out and gets ahead; the aggressive way of settling disputes and differences of opinion; and immoral behaviour that appears to be no longer frowned on or condemned. How can a developing society effectively address such issues as gangs and gang violence, drug trafficking, large-scale praedial larceny, and high levels of unemployment coexistent with migrant workers having to be brought in to fill certain vacancies?

Conclusion

There are currently some exciting new directions in social studies education, with renewed emphases on such competencies and outlooks as critical thinking, decision-making, effective citizenship, cultural literacy, and social participation (Bragaw & Hartoonian, 1988; Martorella, 1985; Raths et al., 1986). In all of these areas, values impact critically, particularly when any action, or even only a commitment to action, is envisaged. It seems therefore that, in addressing these, there is an argument for explicitly including values in the specific objectives of individual lessons, and teaching them in terms of getting students to examine and to understand the reasons and purpose behind them, and to develop their own values set..

Secondly, there is also an argument for integrating values into the regular lesson topics in social studies rather than attempting to teach them as discrete topics. In the latter case, students tend to learn them as an intellectual exercise with no sense of commitment or application (Hunt & Metcalf, 1968), while the former approach helps the students to confront, in an active participatory way, the realities of learning, of the classroom

and school community, of the local society, and of social problems that affect them directly. In a unit on “Work,” for example, one could address the difference between *service* and *servitude*, and/or responsibility and attitudes to work, to certain jobs, and/or to the impact of drug addiction on work attitudes and productivity.

Thirdly, though the current examination format (of short answer and essay-type questions) is neither the best nor the only technique for testing values, there is still considerable scope for the inclusion of far more explicitly values-related questions. These may be addressed, for example, through the greater use of inferential questions and questions based on problem situations--similar, perhaps, to Kohlberg's (1980) moral dilemmas. At the same time, the examining body could use its School-based Assessment (SBA)¹ component to assist in, and focus on, the evaluation of affective objectives. One can conceptualize, for example, a quite legitimate SBA topic based on a student's write-up of a local, small-scale social project or activity which he/she has initiated or is very involved in. Or a student may undertake to investigate a local social issue and to offer practical solutions based on his/her own perceptions and values. Or the issue may be a little-known but interesting, local historical event or social happening, or incident involving a sense of values. All these undertakings will, of course, be drawn up within specific and adequate guidelines so as to require sensitivity and good judgement on the part of the student while, at the same time, maintaining academic integrity and satisfying other specified criteria.

Fourthly, and at another level, a number of questions also present themselves, some stimulated by Scott's (1991) review article. Are values acquired in the same way in developing societies as in developed societies? With respect to developing societies, what are the major factors or forces influencing the acquisition of values? Are these factors the same across social, cultural, and political environments? The notion of “values education in developing societies” represents, to my mind, another potential area for useful research, in particular, more qualitative research in the areas of pro-social behaviour, character education, and moral development.

It is therefore recommended that

1. The CXC examining body undertake to include more items and questions, in the examination, that test for values and attitudes, and for social studies skills.
2. In assessing learning in social studies, teachers be required to pay greater attention to evidence of values and critical thinking.
3. The recently introduced Caribbean Advanced Proficiency Examination (CAPE) syllabus for Caribbean Studies be restructured as a bona fide social studies syllabus, focusing more on the development and display of certain skills, values, and understandings, rather than on the acquisition of disparate bits of knowledge.

The options and possibilities are exciting, and there is every reason to believe that the suggested modifications to evaluation in social studies in Caribbean schools will have a positive impact on social studies pedagogy, and on a developing society, buffeted as it is by the winds of pervasive foreign influences and a largely unidirectional flow in cultural diffusion.

Note

1. The SBA component is a form of continuous assessment through which a proportion of the student's final mark, in a given subject area, is earned through specified tasks or assignments done during the course of the school year. It is a measure to which the CXC is committed in all subject areas.

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