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1

Acceptance of Integrated Curriculum among Science and Social Studies Teachers in Secondary Schools in Akwa Ibom State, Nigeria

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Abstract

The study examined 'Acceptance and Methods of Implementation of Integrated Curriculum among Science and Social Studies Teachers in Secondary Schools in Akwa Ibom State'. The population of the study consisted of 3210 teachers teaching Science and Social Studies in Secondary Schools in Akwa Ibom State for 2014/2015 academic session. Seven research questions and seven null hypotheses tested at .05 level of significance guided the study. A survey design was used for the study. Random sampling technique was used to select the schools for the study while purposive sampling technique was used to select a sample of 622 teachers teaching Basic Science and Social Studies in both public and private secondary schools in Akwa Ibom State. The instruments used for the study were Basic Science Teachers' Acceptance and methods of implementation of Integrated Curriculum Questionnaire" (S-TAMICQ) and Social Studies Teachers' Acceptance and Methods of Implementation of Integrated Curriculum Questionnaire" (SS-TAMICQ) which were validated by expert in curriculum studies and an expert in Test and Measurement in the University of Uyo. Cronbach's Alpha Statistical Method was used to determine the reliability coefficients which yielded .71 and .78 respectively. The researcher used Mean and Ranks Order to answer research questions while Independent t-test and Analysis of Variance (ANOVA) were used to test the hypotheses. The results show that there is a significant difference in the acceptance of Integrated Curriculum among Science and Social Studies teachers. Social Studies teachers' acceptance of Integrated Curriculum is higher than that of Science teacher. Based on the

findings of the study, it is recommended that school administrators should organize periodic workshop and seminars for teachers of Integrated Curriculum to update content knowledge and enhance skills of implementation.

Keywords: Acceptance, Integrated Curriculum, Basic Science and Social Studies Curricula.

Students' learning is at the centre of a quality education system. In the past, teacher-centred approaches had traditionally dominated classrooms, there is considerable research that points to student-centred learning for targeting the learner's interest and needs in more specific ways. One of such approaches is Integrated Curriculum. According to Rennie, Venville and Wallace (2012) Integrated Curriculum presents a way to capitalize on student learning to reflect and establish links to the real world. Darinn (2014) established that Integrated Curriculum is in response to one of the weaknesses of subject design.

The movement towards integrated curriculum is a move away from memorization and recitation of isolated facts and figures to more meaningful concepts and the connections between concepts. The feeling of frustration for lack of time to cover curriculum content is also one of the motivations behind development of an integrated curriculum. The explosion of knowledge, fragmented teaching schedules, concerns about curriculum relevance, and lack of connections and relationships among disciplines have all been cited as reasons for a move towards an integrated curriculum. Integrated curriculum represents an effort to overcome the fragmentation and compartmentalization of the subject curriculum by combining two or more related subjects into a single broad field of study. Integrated curriculum ensures that the subjects within the curriculum are connected.

According to Darin (2014) integrated curriculum designers try to collapse subjects with similar contents into a larger umbrella subject. Integrated curriculum has become a pattern of organization for most school curricula. Examples are Integrated Science (now Basic Science and Technology) and Social Studies. Mason (2006) observed that curriculum integration is accepted in schools because it serves as one of the cornerstones of the move toward creating schools that focus on the needs and interest of students. Advocates of integrated curriculum argue that the integration of content areas can help students learn to think critically and help develop a common core of knowledge necessary for success. Advocates also state the many advantages that integrated curriculum hold in helping students form deeper understandings, make connections among central concepts and become interested and motivated in school. Lake (2006) maintained that there is a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required by life in the twenty-first century, rather than discrete, departmentalized subject matter. The advocates of integrated curriculum prefer it for

provision for comprehensive knowledge for those who have no intentions of specialization in any areas and for facilitation of the integration of related subjects.

In Nigeria, the Integrated Curriculum approach was introduced as an innovation and has been adopted as a model of developing curriculum in Nigeria. Adeniyi (2006) explained that in Nigeria, the Aiyetoro Basic Science programmes which began in the early sixties was one of the earliest programmes which adopted the philosophy of integration. The Science Teachers Association of Nigeria (STAN) embarked upon certain curricula changes designed to shift emphasis from a discipline-centred approach to child-centred approach. For instance STAN'S Integrated Science Program which was developed between 1968 and 1969 serves as an embodiment of this shift as it embraced the integration of Science Subjects. Almost all curricula (namely; Science, Social Studies, English Language etc) have adopted integrated approach to curriculum planning. Thus, Nigerian teachers have been implementing integrated curricula since 1960s till date. Innovations in Nigerian educational system have been criticized as being too frequent and short-lived (Orji, 2014). There is also the realization that effective implementation of innovation depends on awareness and acceptance by teachers who are to implement the innovation.

Acceptance can be defined as a positive welcome, favour and endorsement (Penbat, 2015). Acceptance of Integrated Curriculum is crucial to its implementation. There is a growing awareness that the acceptance, adoption and implementation of the Integrated Curriculum throughout secondary education could serve the realization of the goals of general education. Acceptance could be said to be an act of believing or consenting. Penbat (2015) defined acceptance as an express act or implication by conduct that manifests assent to the terms of an offer in a manner invited or required by the offer so that a binding contract is formed. It is also the exercise of power conferred by an offer by performance of some act. The act of a person to whom something is offered or tendered by other whereby the offerer demonstrates through an act invited by the offer an intention of retaining the subject of the offer.

Curriculum Integration has become incredibly popular among educators and teachers in recent years. Almost every national reform effort is currently stressing the need to integrate or make connections among curricula. According to Lake (2006), integrated curriculum cuts across subject matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. Integrated curriculum is a curriculum that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem topic or experience. Macmath (2012) explained further that integrated curriculum is focused on the links between disciplines, enabling the individual to examine issues and problems from a number of vantage points, increasing the knowledge and skills that can be brought to solving both local and global problems. Czerniak, Weber and Alexahern (2000) established that acceptance and implementation of integrated curriculum is affected by teacher education and training. It is highly accepted and promoted by

teachers as a way to help students make connections among ideas; curriculum integration is supported by socio-cultural reasons. Traditional curriculum is not relevant to students and does not focus on real problems and issues. However, in the midst of this rush to support an integrated curriculum, many educators question the effectiveness of an integrated curriculum.

Teachers, the professionals who devolve the contents and intents of the curriculum need to accept innovation in curriculum as well as be prepared to understand the philosophy behind the curriculum that they interpret and deliver. This implies that teachers need to accept and understand the philosophy behind integrated approach to be able to implement it. Teachers should own the curriculum and be well informed on the structure, content, and strategy of delivery (Orji, 2014). Teachers who do not understand what it is all about will not be able to successfully implement the curriculum. Park (2008) noted that if teachers are insufficiently informed about integrated curriculum, they may not apply it to their teaching, despite the fact that they think it is valuable. In order for teachers to plan properly and develop an effective integrated approach, they need to be prepared by being adequately informed and knowledgeable about integrated curriculum. Therefore teachers' role and understanding of integrated curriculum are crucial to its proper implementation.

Although curriculum integration has been extensively researched, most of the researches have focused on the need for curriculum integration, effectiveness of Integrated Curriculum and the theoretical models of integration (Kim, 2007). Researchers have also reported on the effectiveness of integrated approaches in teaching and learning as well as problems, limitations and obstacles involved in its implementation (Park, 2008; Oludipe, 2011 and Macmath, 2012). Another aspect of integrated curriculum that has been researched into is teachers' perception and attitudes towards integrated curriculum. A few exceptional studies have described teachers' experiences in implementing integrated textbooks. Macmath (2012) noted that there is a dearth of research studies that focus on acceptance of integrated curriculum; rather most research studies focus more on students' achievement. In Nigeria and specifically in Akwa Ibom State, the researcher is not aware of any effort to find out from the teachers who are implementing integrated curriculum whether they accept integrated curriculum as well as how they implement the curriculum. There is therefore need to examine this area and fill this gap. This study therefore sought to determine the acceptance of integrated curriculum among Basic Science and Technology and Social Studies teachers in Akwa Ibom State.

Statement of the Problem

Since the 1960s, the Nigerian educational system had adopted the policy of teaching subject matter in separate lessons based on various subjects. Park (2008) noted that single-subject curriculum has been heavily criticized mainly for three reasons: knowledge is constantly accumulating and fundamentally changing; there is

Acceptance of Integrated Curriculum among Science and Social Studies Teachers in Secondary Schools in Akwa Ibom State, Nigeria

discrepancy between the learner's holistic perceptions of the world and the fragmentation of content; and there is the serious problem of student alienation and lack of engagement with school. Due to these criticisms against single subject curriculum, almost every national reform is currently stressing the need to integrate or make connections among the curriculum. A number of programmes for curriculum integration have been planned and carried out in Nigeria, and numerous discussions and debates regarding curriculum integration have taken place. Curriculum development efforts in Nigeria have shifted from single subject curriculum approach towards curriculum integration. The Basic Science and Technology and Social Studies curricula being implemented in junior secondary schools in Nigeria are examples of integrated curricula.

The major problem associated with acceptance and implementation of Integrated Curriculum is that most teachers are trained as single subject specialists; but at the school they are expected to implement Integrated Curriculum. It is reasonable to speculate that teachers who do not understand the philosophy behind integration and what this all about are likely not to accept or effectively implement the curriculum. Hence, there are pertinent questions to be asked, these are: do Basic Science and Technology and Social Studies teachers accept Integrated Curriculum? How does teachers' acceptance of Integrated Curriculum differ based on type of school, teachers' subject specialization and teachers' years of teaching experience?

The researcher is not aware of any effort made in Akwa Ibom State to find out the acceptance of Integrated Curriculum by teachers in the state. This study therefore sought to examine teachers' acceptance of integrated curriculum among Basic Science and Technology and Social Studies teachers in Akwa Ibom State; Basic Science and Technology (formerly Integrated Science) and Social Studies curricula being the earliest integrated curricula in Nigeria.

Hypotheses

The following hypotheses were postulated and tested at .05 level of significance.

- (1) There is no significant difference in the level of acceptance of Integrated Curriculum between Science and Social Studies teachers.
- (2) There is no significant difference in acceptance of Integrated Curriculum among Science and Social Studies teachers based on type of school.
- (3) There is no significant difference in acceptance of Integrated Curriculum among Science and Social Studies teachers based on subject specialization.
- (4) There is no significant difference in acceptance of Integrated Curriculum among Science and Social Studies teachers based on years of teaching experience.

Method

The design of the study was ex-post facto with a survey approach. The population of this study consisted of 3210 Science and Social Studies in Akwa Ibom State for 2014/2015 academic session. A multi-stage sampling technique was used; stratified sampling technique was used for selection and grouping of teachers into strata where each stratum represented each of the 25 Local Education Committee in Akwa Ibom State. Thereafter, purposive sampling technique was used to select 20% of the entire population of teachers teaching Science and Social Studies. Simple random technique was used to select the schools used for the study.

The instruments used for the study were two researcher- developed questionnaire namely: Science Teachers' Acceptance and Methods of Implementation of Integrated Curriculum Questionnaire' (S-TAMICQ) and 'Social Studies Teachers' Acceptance and methods of Implementation of Integrated Curriculum Questionnaire' (SS-TAMICQ) The instruments were divided into two sections A and B. Section A elicited personal information from the respondents while section B measured Acceptance and methods of implementation of Integrated Curriculum by the teachers. The S-TAMICQ and SS-TAMICQ consisted of 25 items each which were drawn on a four -point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Scores of 4, 3, 2 and 1 were assigned to SA, A, D and SD respectively. Scores of 1, 2, 3 and 4 were assigned Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for negatively worded questions.

The instruments were validated by an expert in curriculum studies and an expert in measurement and evaluation in the University of Uyo. Initially, the instruments were made up of 30 items each and 5 items which were not correct were removed from each of the instruments. The remaining 25 items which were approval by the validators were adopted by the researcher for the study. The instruments were validated in terms of appropriateness, clarity of language and content coverage. The reliability of the instruments was determined by administering the instrument to thirty teachers who were parts of the target population but who did not take part in the study. The scores obtained from their responses were analyzed using Cronbach's: Alpha Statistical Method of Analysis and the result yielded a reliability Coefficient of .71 and .78 for S-TAMICQ and SS-TAMICQ respectively.

The researcher and two research assistants who were trained by the researcher on how to interact with the teachers and administer the questionnaires assisted the researcher to visit the different schools used for the study. The researcher and the two research assistants administered the instrument to teachers in the different schools sampled. In each school, the consent of the principal was sought. The teachers sampled were fully briefed before copies of the questionnaire were given to them. They were also assured that their responses were used only for research purposes. The respondents were given sufficient time to study and respond appropriately to the items. Thereafter, the questionnaires were retrieved and data generated were analyzed. A total of 642

Acceptance of Integrated Curriculum among Science and Social Studies Teachers in Secondary Schools in Akwa Ibom State, Nigeria

copies of the questionnaires were administered. 622 copies of the questionnaire were returned by the respondents. Therefore, 97% of the questionnaires were retrieved; while 3% were not retrieved. Mean and Rank Order were used in answering research questions, Independent t-test was used to test hypotheses 1 and 2 while Analysis of Variance (ANOVA) was used in testing hypotheses 3 and 4.

Results

Table 1: Mean, Standard Deviation and Independent t-test of the Difference in Acceptance of Integrated Curriculum between Science and Social Studies Teachers

Variable	Group	N	\bar{X}	SD	df	t-Cal	t-crit	Decision at $\rho < .05$
Acceptance	Science Teacher	292	43.47	5.76	620	6.09	1.965	*
	Social Studies Teachers	330	46.10	5.01				

* = Significant at $\rho < .05$ alpha level

Result on Table 1 indicates that the weighted mean ($\bar{x} = 3.29$) for the level of acceptance of Integrated Curriculum among Social Studies teachers is higher than the weighted mean ($\bar{x} = 3.11$) for acceptance of Integrated Curriculum among Science teachers. Table 1 also shows that the mean value for acceptance among Social Studies teachers is 46.10 while the mean value of acceptance among Science teachers is 43.47. The calculated t of 6.09 is greater than the critical t of 1.965 at .05 alpha level. With this result the null hypothesis which stated that there is no significant difference in the acceptance of integrated curriculum between Science and Social Studies teachers is rejected, and the alternative hypothesis which states that there is a significant difference in acceptance of integrated curriculum between Science and Social Studies teachers is retained. This means that Social Studies teachers accept Integrated Curriculum more than Science teachers.

Table 2: Mean, Standard Deviation and Independent t-test of the Difference in the Acceptance of Integrated Curriculum among Science Teachers Based on Type of School.

Variable	Group	N	\bar{X}	SD	df	t-Cal	t-crit	Decision at $\rho < .05$
Acceptance	Private	79	45.35	6.13	62		1.965	
	Public	213	43.36	5.07	0	2.48		*

* = Significant at $\rho < .05$ alpha level

Result on Table 2 shows that the mean value ($\bar{x} = 45.35$) for acceptance of Integrated Curriculum among Science teachers in private schools is greater than the mean value ($\bar{x} = 43.36$) for acceptance of Integrated Curriculum among Science teachers in public schools. By the rank order Science teachers in private schools accept Integrated Curriculum more than Science teachers in of public schools. Table 2 also shows that the mean value of acceptance of Integrated Curriculum among Science teachers in private schools is 45.35 while the mean value of acceptance of Integrated Curriculum among Science teachers in public schools is 43.36. Also, the calculated t of 2.48 for the difference in the acceptance of integrated curriculum among Science based on school type is greater than the critical t of 1.965 at .05 alpha level. With this result the null hypothesis which stated that there is no significant difference in the acceptance of integrated curriculum among teachers based on type of school is rejected and the alternative hypothesis which states that there is a significant difference in the acceptance of integrated curriculum among teachers based on type of school is retained. The result shows that Science teachers in private schools show a higher level of acceptance of Integrated Curriculum than their counterparts in the public schools. This implies that type of schools influence acceptance of Integrated Curriculum among Science teachers.

Acceptance of Integrated Curriculum among Science and Social Studies Teachers in Secondary Schools in Akwa Ibom State, Nigeria

Table 3: Mean, Standard Deviation and Independent t-test of the Difference in the Acceptance of Integrated Curriculum among Social Studies Teachers Based on Type of School.

Variable	Group	N	\bar{X}	SD	df	t-cal	t-crit	Decision at $\rho < .05$
Acceptance	Private	98	45.93	5.93	620	2.70	1.965	*
	Public	232	44.01	5.12				

* = Significant at $\rho < .05$ alpha level

Result on Table 3 shows that the mean value ($\bar{x} = 45.93$) for acceptance of Integrated Curriculum among Social Studies teachers in private schools is greater than the mean value ($\bar{x} = 44.01$) for acceptance of Integrated Curriculum among Social Studies teachers in public schools. This implies that Social Studies teachers in private schools accept Integrated Curriculum than Social Studies teachers in of public schools. Table 3 also indicates that the mean value of acceptance of Integrated Curriculum among Social Studies teachers in private schools teachers is 45.93 while the mean value of acceptance of Integrated Curriculum among Social Studies teachers in public schools is 44.01. Also, calculated t of 2.70 for the difference in the acceptance of integrated curriculum, among Social Studies teachers based on type of school is greater than the critical t of 1.965 at .05 alpha level. With this result, the null hypothesis which stated that there is no significant difference in the acceptance of Integrated Curriculum among teachers based on type of school is rejected the alternative hypothesis which states that there is a significant difference in acceptance of Integrated Curriculum among teachers based on type school is retained. Private school teachers have a higher mean value of 45.93 for acceptance of Integrated Curriculum while public school teachers have a mean value of 44.10 for acceptance of Integrated Curriculum. Hence, acceptance of Integrated Curriculum among Social Studies teachers in private school is higher than that of public school teachers. This also implies that type of school influence acceptance of Integrated Curriculum among Social Studies teachers.

Table 4: One-way Analysis of Variance (ANOVA) of Acceptance of Integrated Curriculum among Science Teachers Based on Subject Specialization

	N	\bar{X}	SD
Integrated Science	87	45.55	6.28
Physics	41	45.48	5.16
Biology	88	44.94	5.23
Chemistry	63	44.64	5.37
Agricultural Science	13	44.23	3.94
Total	292	44.01	5.32

Source of Variation	SS	Df	MS	F	F crit
Between Groups	138.64	5	27.60	3.19	2.26
Within Groups	2477.51	286	8.66		
Total	2616.15	291			

* = Significant at $p < .05$ alpha level

Result on Table 4 indicates that teachers who specialize in Integrated Science ($\bar{x} = 45.55$) ranks first; teachers who specialize in physics ranks second teachers who specialize in Biology ($\bar{x} = 44.83$) ranks third; teachers who specialize in chemistry ($\bar{x} = 44.69$) ranks fourth; and teachers who specialize in Agricultural Science teachers ($\bar{x} = 44.24$); ranks fifth in their acceptance of Integrated Curriculum. In summary, the Integrated Curriculum is mostly accepted by Integrated Science teachers followed by Physics teachers, Biology teachers, followed by Chemistry teachers and Agricultural Science teachers, in that order. Table 4 also shows that the calculated F of 3.19 is greater than the critical F of 2.26 for the acceptance of integrated curriculum among Science and teachers at .05 alpha level. With this result the null hypothesis which stated that there is no significant difference in the acceptance of integrated curriculum among teachers based on subject specialization is rejected; while the alternative hypothesis which states that there is a significant difference in the acceptance of integrated curriculum among teachers based on subject specialization is retained. This implies that subject specialization affects acceptance of Integrated Curriculum among Science teachers.

Acceptance of Integrated Curriculum among Science and Social Studies Teachers in Secondary Schools in Akwa Ibom State, Nigeria

Table 5: One-way Analysis of Variance (ANOVA) of Acceptance of Integrated Curriculum among Social Studies Teachers Based on Subject Specialization

	N	\bar{X}	SD
Social Studies	86	46.72	5.63
History	40	46.35	5.59
Religious Studies	53	45.75	4.23
Government	66	45.58	4.18
Geography	45	45.39	4.09
Economics	22	44.27	4.15
Civics	18	39.75	7.11
Total	330	44.82	5.11

Source of Variation	SS	Df	MS	F	F crit
Between Groups	279.63	7	39.94	3.72	2.03
Within Groups	3458.12	322	10.74		
Total	3737.75	329			

* = Significant at $p < .05$ alpha level

Result on Table 5 shows that teachers who specialize in Social Studies ($\bar{x} = 46.72$) ranks first; teachers who specialize on History ($\bar{x} = 46.35$) ranks second; teachers who specialize in religious studies ($\bar{x} = 45.75$) ranks third; teachers who specialize in Geography ($\bar{x} = 45.58$) ranks fourth; teachers who specialize in Government (45.39) ranks fifth; teachers who specialize in Economics ($\bar{x} = 44.27$) ranks sixth; and teachers who specialize is Civics ($\bar{x} = 39.72$) ranks seventh in their acceptance of Integrated Curriculum. Table 5 also shows that the calculated F of 3.72 is greater than the critical F of 2.02 for acceptance of Integrated Curriculum among Social Studies teachers at 0.5 alpha level. With this result, the null hypothesis which stated that there is no significant difference in the acceptance of Integrated Curriculum among teaches based on subject specialization is rejected and the alternative hypothesis which states that there is a significance difference in the acceptance of Integrated Curriculum among teachers based on subject specialization is retained. This implies that subject specialization affects acceptance of Integrated Curriculum among Social Studies teachers.

Table 6: One-way Analysis of Variance (ANOVA) of Acceptance of Integrated Curriculum among Science Teachers Based on Years of Teaching Experience

Groups	N	M	SD
1-5years	146	44.98	5.08
6-10years	95	44.83	5.33
11 years and above	51	44.70	5.91
Total	292	44.79	5.65

Source of Variation	SS	df	MS	F	F crit
Between Groups	101.24	2	50.62	3.16	3.04
Within Groups	5951.32	289	20.59		
Total	6052.56	291			

* = Significant at $p < .05$ alpha level

Result on Table 6 indicates that the mean value ($\bar{x} = 44.98$) for acceptance of Integrated Curriculum among Science teachers with 1-5 years of teaching experience ranks first; the mean value ($\bar{x} = 44.83$) for acceptance of Integrated Curriculum among Science teachers with 6-10 years of teaching experience ranks second; and the mean value ($\bar{x} = 44.70$) for acceptance of Integrated Curriculum among Science teachers with 11 and above years of teaching experience ranks third and the last. It is inferred that Science teachers with 1-5 years of teaching experience accept Integrated Curriculum than Science teachers with 6-10 years of experience and those with 10 and above years of teaching experience. Result on Table 6 shows that the calculated F of 3.16 is greater than the critical F of 3.04 for the acceptance of integrated curriculum among Science teachers based on years of teaching experience at .05 alpha level. With this result the null hypothesis which stated that there is no significant difference in the acceptance of integrated curriculum among Teachers based on years of teaching experience is rejected and alternative hypothesis that there is no significant difference in the acceptance of integrated curriculum among teachers based on years of teaching experience is retained. This implies that subject specialization affects acceptance of Integrated Curriculum among Science teacher.

Acceptance of Integrated Curriculum among Science and Social Studies Teachers in Secondary Schools in Akwa Ibom State, Nigeria

Table 7: One-way Analysis of Variance (ANOVA) of Acceptance of Variance of Integrated Curriculum among Social Studies Teachers Based on Years of Teaching Experience

Groups	N	\bar{X}	SD
1-5years	138	45.01	5.67
6-10years	104	44.80	5.43
11 years and above	88	44.11	6.31
Total	330	44.79	5.75

Source of Variation	SS	df	MS	F	F crit
Between Groups	135.02	2	67.51	3.26	3.04
Within Groups	6828.17	289	23.62		
Total	6963.19	291			

* = Significant at $p < .05$ alpha level

Result on Table 7 indicates that the mean value ($\bar{x} = 45.01$) for acceptance of Integrated Curriculum among Social Studies teachers with 1-5 years of teaching experience ranks first; the mean value ($\bar{x} = 44.80$) for acceptance of Integrated Curriculum among Social Studies teachers with 6-10 years of teaching experience ranks second; and the mean value ($\bar{x} = 44.11$) for acceptance of Integrated Curriculum among Social Studies teachers with 11 and above years of teaching experience ranks third and the least. This implies that Social Studies teachers with 1-5 years of teaching experience accept Integrated Curriculum than Social Studies teachers with 6-10 years of experience and those with 10 and above years of teaching experience. Result on Table 7 reveals that the calculated F of 3.26 is greater than the critical F of 3.04 for the acceptance of Integrated Curriculum among Social Studies teachers based on years of teaching experience at 0.5 alpha level. With this result the null hypothesis which stated that there is no significant difference in the acceptance of Integrated Curriculum among teachers based on years of teaching experience is rejected and alternative hypothesis that there is a significant difference in the acceptance of Integrated Curriculum among teachers based on years of teaching experience is retained. This implies that subject specialization affects acceptance of Integrated Curriculum among Social Studies teacher.

Discussion of Findings

The Result of the analysis shows that there is a significant difference in the acceptance of Integrated Curriculum among Science and Social Studies teachers. Social Studies teachers accept their Integrated Curriculum more than Science teachers. This result is consistent with expectations. It is expected that teachers will naturally accept curriculum that is simple to implement than those that are difficult. In this case Social

Studies Curriculum is easier to implement than Basic Science and Technology. Basic Science and Technology Curriculum involves a lot of experimentation which require equipment and materials, which may not be readily available for use. Basic Science and technology is generally perceived as specialized area and at time seen as not necessary to be learnt by all while concepts in Social Studies are generally seen as matters associated with everyday living.

In relation to this study the nature of Social Studies Curriculum makes it easier to implement than the Basic Science Curriculum. The perceived ease of use of Social Studies Curriculum among Social Studies teachers is higher than perceived ease of use of Basic Science and Technology among Science teachers. This result is in consonance with opinions of Czerniak, et al (2000) who established that integrated curriculum is highly accepted and that acceptance and implementation of integrated curriculum is affected by teacher education and training. This result is also in agreement with the findings of Hue and Jalil (2010) which showed that lecturers recognized and accepted the benefits of integration of ICT into their teaching. By this acceptance, curriculum planners and experts are thereby embolden and encouraged to plan integrated curricula for all levels of education.

The result of the study indicated that there was a significant difference in the acceptance of integrated curriculum among teachers based on school type. Science and Social Studies teachers in private schools show a higher level of acceptance of integrated curriculum than their counterparts in public schools. It is assumed that private schools are more result oriented than public schools. Therefore, most private school organize seminars and workshops to train and retrain their teachers on implementation of Integrated Curriculum than in public schools. Also, it could be inferred from the result that there are fewer number of teachers in private schools which allows for regular training of teachers implementation of Integrated Curriculum than in public schools.

Private schools are individually owned by different proprietors each striving to make him/her school better than others to attract public commendation and patronage. Managers of private schools pay more serious attention to instructional supervision and teachers compliance with set standards and curriculum provisions. The situation is not the same in the public schools where there appears to be no competition among the schools and heads teachers and teachers seem not to bother about students' performance as the private school teachers and administrators do. Team teaching method is more popularly used in private schools to implement Integrated Curriculum than in public schools. This promotes specialization and competence among teachers thereby strengthening the acceptance of Integrated Curriculum among private schools teachers than among public school teachers. This result is at variance with the findings of Orji (2014) which showed that there were no significant difference between public and private school teachers in their awareness and acceptance of the new trade curriculum.

The analysis indicated that there is a significant difference in the acceptance of integrated curriculum among teachers based on subject specialization. Among Science teachers, those who specialize in Integrated Science have the highest mean value for acceptance of Integrated Curriculum. This means that Integrated Science teachers accepted Integrated Curriculum most. This could be explained by the fact that Basic Science and Technology (formerly Integrated Science) is their area of specialization. In other words, Integrated Science teachers are trained to implement Integrated Curriculum. It is easy for teachers to accept the curriculum they specialize and were trained to implement than the ones they do not specialize in. By their specialization and training, teachers who specialized in Integrated Science are more knowledgeable in the modules and themes than those who do not specialize in Integrated Curriculum.

Among Social Studies teachers, those who specialize in Social Studies have the highest mean value for acceptance of Integrated Curriculum. This means that they accept Integrated Curriculum most. This could also be explained that Social Studies is their area of specialization. By their specialization, they are more knowledgeable in Social Studies concepts than other teachers. This is inline with the notions of Alba and Hutchison (2000) who noted that users of an innovation must be knowledgeable about innovation they adopt. This explains why teachers who specialize in Social Studies accept Social Studies Integrated Curriculum than other teachers.

From the analysis, it is indicated that there is a significant difference in the acceptance of integrated curriculum based on years of teaching experience. Although the mean of acceptance of Integrated Curriculum among Science and Social Studies teachers are closely ranked, teachers with 1-5 years of teaching experienced showed the highest acceptance. It is reasonable to explain this finding that the mounting of Integrated Curriculum in colleges and universities is relatively recent development. A greater number of teachers with 1-5 years of teaching experience who may have just graduated newly from universities and colleges would have been trained on Integrated Curriculum than teachers with 6-10 years and 11 and above years of teaching experience who may have graduated many years back when universities did not mount programmes on Integrated Curriculum. Also, the older teachers who may not have been trained in Integrated Curriculum may find it difficult to change their beliefs and perceptions about single subject curriculum which they were trained in.

Conclusion

From the findings of this study it is concluded that teachers general accept Integrated Curriculum but acceptance and Integrated Curriculum is higher among Social Studies teachers than among Basic Science and Technology Teachers. The level of acceptance of integrated curricula of Basic Science and Technology and Social Studies are higher among the teachers who specialize in the disciplines than among those who are not specialists in the integrated curriculum but are given the responsibility to teach integrated curricula.

Recommendations

Based on the scope and the findings of this study the following recommendations are made:

- (1) The State Universal Basic Education Board (SUBEB), proprietors and administrators of private schools should ensure that only teachers who specialize in the integrated curricula should teach the subject to guarantee effectiveness of curriculum implementation at the foundation level.
- (2) School Administrators should organize periodic workshop and seminars for teachers of integrated curriculum to update content knowledge and enhance skills of implementation.
- (3) School administrators, should encourage the use of team teaching method so as to enhance specialization and collegiality among teachers of Integrated Curriculum.

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