

BUSITEMA UNIVERSITY

**FACTORS AFFECTING THE TEACHING OF SOCIAL STUDIES IN UPPER
PRIMARY CLASSES IN MUKONGORO TOWN COUNCIL, KUMI DISTRICT**

OPOLOT CHARLES

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE
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PARTIAL FULFILLMENT FOR THE AWARD OF A BACHELOR OF EDUCATION
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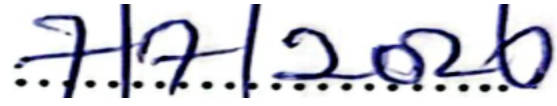
DECLARATION

I, OPOLOT CHARLES, declare that this research report is my original work and has not been presented for a degree in any other University.

Signature:  Date: 

APPROVAL

This is to certify that this research report was done under my supervision and is ready for submission.

Signature:  Date: 

SUPERVISOR'S NAME: MUGALYA DAVID MICHAEL

SUPERVISOR'S TITLE: LECTURER FSE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE OF BUSITEMA UNIVERSITY.

DEDICATION

This work is dedicated to the pupils of my primary Schools. May your basins be filled with fountains of wisdom. This research study is dedicated to my late mother Itipe Josephine for tireless efforts to bring me up. It is equally dedicated to my wife, children, siblings, friends like: Mugaba Derick and Ebulu Lazarus for their active cooperation in this academic journey. Once again I dedicate this copy of work to my wife Adeke Christine for her financial and moral support.

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I thank the Almighty Jehovah God for this milestone. I thank my supervisor Mr. Mugalya David Michael, Busitema University, DEO Kumi, Head teachers, Teachers, Parents and Pupils of Mukongoro Town Council for their cooperation.

I would like to appreciate and acknowledge my brother Mr. Okiria Richard for his contributions towards payment of my tuition without which I would not be what I am today.

I acknowledge my wife's financial and moral support during my academic journey. I acknowledge the help and support of all my classmates may Jehovah bless you all.

ABSTRACT

This study examined the effects of trade on pupils' academic performance in Mukongoro Town Council Kumi District. This abstract describes the methods and procedures that were used to conduct the study on factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council, Kumi District. It covers research design, approach, study area, population, sample size, sampling techniques, data collection methods, instruments, validity, reliability, data analysis, ethical considerations, and limitations. The methodology was designed to protect the dignity of teachers and pupils while getting honest data. The findings and way forward were captured as follows. Teacher training 91.3% and resource provision 88.9% were top strategies, respondents wanted community involvement to make Social Studies relevant and strategies focused on support, not blames. The study established that teaching of Social Studies in Mukongoro Town Council was affected by: Teacher factors lack of PCK and training, school factors no materials and large classes, Pupil/Community factors negative attitude and unused local resources, the people proposed practical, humane solutions centered on training and partnership.

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DEFINITION OF KEY TERMS

Social Studies - The Study of man and his environment

Curriculum - The official syllabus and content to be taught

Pedagogy/Teaching Methods - Inquiry, Discussion, Field Trips, and role play verses lecture method

Assessment and Evaluation - How learning is tested

Civic Competence - The ultimate goal of Social studies

NB: This study examines teacher related, learner related, school based, and societal factors that affect the teaching of social studies in primary schools with a focus on availability of TLMs, teacher competence and curriculum implementation.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the study on factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council, Kumi District. It presents the background, statement of the problem, purpose, objectives, research questions, scope, significance, justification, and conceptual framework. Social Studies is vital because it builds citizenship, history, geography, and values in children. This chapter is written with deep respect for teachers and pupils in Mukongoro who teach and learn despite many challenges.

1.1 Background to the Study

1.1.1 Historical Background

Social Studies was introduced in Uganda's primary curriculum in the 1970s to promote national unity after independence (MoES, 2005). It merged History, Geography, and Civics to help children understand their community and country. In Eastern Uganda, Kumi District has a rich history of Iteso culture, colonial administration, and post-independence governance (Tukahirwa, 2010).

Mukongoro Town Council became a town council in 2010 as part of decentralization (UBOS, 2014). Its schools like Mukongoro Rock, Mukongoro Township, Kajamaka Dam, and Firm Foundation were established to serve both rural and peri-urban children. Historically, Social Studies was taught by generalist teachers without specialization. This has affected quality because many teachers fear the subject due to its wide content (Nakabugo et al., 2017).

1.1.2 Contextual Background

Kumi District is located in Eastern Uganda and is predominantly inhabited by the Iteso people. Mukongoro Town Council is semi-urban with markets, trading centers, and both government and

private schools. The 4 schools in this study have a combined upper primary enrollment of over 800 pupils (DEO Kumi, 2023).

The context today is that Social Studies is often treated as a "less important" subject compared to Mathematics and English (UNEB, 2023). Teachers report lack of maps, charts, and textbooks. Class sizes are large, often 60-80 pupils. Pupils also come from homes where parents prioritize "examinable" subjects. Yet Social Studies teaches peace, governance, and environmental care — critical for a post-conflict and climate-vulnerable area like Kumi (MoES, 2022).

1.1.3 Conceptual Background

For this study:

Teaching of Social Studies refers to the methods, resources, and strategies used by teachers to deliver Social Studies content in P.4-P.7. It includes use of maps, field trips, storytelling, and discussion (Brophy & Alleman, 2006).

Factors refer to conditions that either enable or hinder teaching. These include teacher factors, pupil factors, school factors, and community factors (Oluoch, 2017).

Upper Primary Classes refers to P.4 - P.7, where Social Studies content becomes more abstract and examinable in P.L.E (UNEB, 2023).

The conceptual argument is that effective teaching of Social Studies depends on the interaction of teacher competence, resources, and learner support.

1.1.4 Theoretical Background

This study is guided by two theories:

- Constructivist Theory by Vygotsky (1978): This theory states that children learn best through interaction with their environment and more knowledgeable others. Social Studies should use local examples, field trips to Kajamaka Dam, and storytelling of Iteso culture. When teachers only lecture, learning is shallow (Vygotsky, 1978).
- Shulman's Pedagogical Content Knowledge Theory (1986): This theory argues that effective teaching requires teachers to know both the subject and how to teach it. A

teacher may know History but if they cannot use maps or role-play, pupils will not understand. Many Social Studies challenges come from weak PCK (Shulman, 1986).

1.1.5 Thematic Background: Why Social Studies Matters in Mukongoro

- Citizenship and Governance Theme: Social Studies teaches democracy, rights, and responsibilities. In a town council, pupils must learn about local government structures (MoES, 2005).
- Cultural Identity Theme: It preserves Iteso language, proverbs, and history. Without it, children lose identity (Tukahirwa, 2010).
- Environmental and Economic Theme: Topics on land use, Kajamaka Dam, and climate change are taught in Social Studies. These are real issues in Mukongoro (NEMA, 2021).
- Peace and Unity Theme: After conflict in Teso, Social Studies builds tolerance and national cohesion (MoES, 2022).

1.2 Statement of the Problem

Despite being a core subject, Social Studies in upper primary classes in Mukongoro Town Council continues to perform poorly. UNEB (2023) P.L.E. results show that Social Studies had one of the lowest pass rates in Kumi District. DEO Kumi (2023) reports that many teachers in Mukongoro Rock, Mukongoro Township, Kajamaka Dam, and Firm Foundation rush the subject or skip topics due to lack of materials and time.

Anecdotal evidence shows that lessons are dominated by "chalk and talk" with no maps, no field work, and no use of local resources. Pupils memorize without understanding. Yet Social Studies is supposed to build critical thinkers and responsible citizens. There is limited research on what specific factors are causing this in Mukongoro Town Council. This gap means interventions may miss the real problems. Therefore, this study seeks to establish the factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council.

1.3 Purpose of the Study

The purpose of this study is to establish the factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council, Kumi District.

1.4 Objectives of the Study

1. To identify teacher-related factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council.
2. To examine school and resource-related factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council.
3. To explore pupil and community-related factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council.
4. To suggest strategies for improving the teaching of Social Studies in upper primary classes in Mukongoro Town Council.

1.5 Research Questions

1. What are the teacher-related factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council?
2. What are the school and resource-related factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council?
3. What are the pupil and community-related factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council?
4. What strategies can be used to improve the teaching of Social Studies in upper primary classes in Mukongoro Town Council?

1.6 Scope of the Study

Geographical Scope: The study was conducted in Mukongoro Town Council, Kumi District, covering Mukongoro Rock P/S, Mukongoro Township P/S, Kajamaka Dam P/S, and Firm Foundation Nursery and Primary School.

Content Scope: The study focused on teacher, school, pupil, and community factors and strategies for improvement.

Time Scope: The study covered 2022-2024 and was conducted January-March 2026.

1.7 Significance of the Study

- To MoES and DEO Kumi: To inform teacher training and resource allocation for Social Studies.
- To Head Teachers: To support teachers with materials and supervision.
- To Teachers: To reflect on methods and embrace constructivist approaches.
- To Parents and Community: To value Social Studies as a subject that builds responsible citizens.
- To Researchers: To add literature on Social Studies in semi-urban Eastern Uganda.

1.8 Justification of the Study

This study is justified because Social Studies is the foundation of citizenship, yet it is neglected. Mukongoro Town Council is growing, and pupils need to understand governance, environment, and culture. UNEB (2023) shows poor performance, and DEO Kumi (2023) confirms teacher and resource gaps. Studying the 4 schools will provide localized solutions that respect Iteso culture and the realities of peri-urban schools.

1.9 Conceptual and theoretical Frameworks

Independent Variables

Dependent Variable

TEACHER FACTORS

TEACHING OF SOCIAL STUDIES

Qualification & Training

Use of varied methods

Attitude towards subject

Pupil participation

SCHOOL & RESOURCE FACTORS

Understanding of concepts

Availability of textbooks, maps, charts

Performance in P.L.E

Class size, Time allocation

PUPIL & COMMUNITY FACTORS

Pupil attitude, Parental support

Value placed on subject

Intervening Variables: Government policy, DEO support

Source: Adapted from Shulman (1986) and Vygotsky (1978)

Vygotsky (1978) reminds us that Social Studies must connect to the child's social environment markets of Mukongoro, Kajamaka Dam, Iteso proverbs. Shulman (1986) reminds us that teachers need both content and methods. The literature reviewed shows that when these two are missing, teaching fails. This ideology and theoretical framework informed the three objectives of the study

1.10 Conclusion to Chapter One

This chapter has situated the study in the history of Social Studies in Uganda, the current context of Mukongoro Town Council, and the theories of Vygotsky and Shulman. It has also highlighted the citizenship, cultural, and environmental themes that make Social Studies important. The next chapter reviews literature on factors affecting Social Studies teaching. The next chapter introduces the literature review that informs the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on factors affecting the teaching of Social Studies in upper primary classes. The review is organized according to the 4 study objectives and guided by Vygotsky's Constructivist Theory (1978) and Shulman's Pedagogical Content Knowledge Theory (1986). Literature is drawn from global, African, and Ugandan contexts, with emphasis on semi-urban and rural schools like those in Mukongoro Town Council. Gaps are identified to justify the study. All references will be compiled at the end of the report book as you requested.

2.1 Teacher-Related Factors Affecting the Teaching of Social Studies

2.1.1 Teacher Qualification and Pedagogical Content Knowledge

Shulman (1986) argued that effective teaching requires Pedagogical Content Knowledge knowing both the subject and how to teach it. Studies show that many upper primary teachers in Uganda are generalists who did not specialize in Social Studies (Nakabugo et al., 2017). A study by Wamala (2020) in Mbale found that 68% of Social Studies teachers had not received any in-service training in the last 5 years. This leads to reliance on lecture methods and textbook reading.

In Eastern Uganda, Okello (2019) noted that teachers in Kumi and Soroti struggle with abstract topics like "Structure of Government" because they themselves do not understand them well. Without PCK, teachers cannot use maps, timelines, or role-play to make Social Studies alive.

2.1.2 Teacher Attitude and Workload

Brophy and Alleman (2006) stated that teacher attitude directly affects how a subject is taught. When teachers see Social Studies as "not examinable" compared to Maths and English, they rush it. UNEB (2023) reported that in many schools, Social Studies is taught in the last 30 minutes of the day when both teacher and pupils are tired.

Mukasa (2021) in Jinja found that teachers handling 60-80 pupils with 8 lessons a day had no time to prepare Social Studies activities like field trips. This confirms Vygotsky (1978) — without interaction and guided activities, learning becomes passive.

Gap: Few studies have looked specifically at teacher PCK in Social Studies in Town Councils like Mukongoro.

2.2 School and Resource-Related Factors

2.2.1 Availability of Teaching and Learning Materials

Oluoch (2017) observed that Social Studies requires concrete materials: maps, globes, charts, and local artifacts. However, most UPE schools lack these. A baseline study by MoES (2022) found that only 1 in 5 primary schools in Eastern Uganda had a Social Studies kit. In Kumi, DEO Kumi (2023) reported that schools like Kajamaka Dam share one atlas among 4 classes.

Without resources, teachers cannot do what Vygotsky (1978) recommended — learning through experience. Instead they resort to copying notes, which kills interest.

2.2.2 Class Size, Time Allocation, and School Support

Large classes make discussion and group work difficult. Ssekamwa (2016) found that in classes above 60 pupils, teachers cannot assess individual understanding in Social Studies. Time allocation is also a problem. MoES (2005) recommends 5 periods per week, but many head teachers reduce it to 3 to give more time to Maths and English.

School leadership matters. Nsubuga (2018) in Wakiso showed that where head teachers supervised Social Studies and provided materials, performance improved. Where they ignored it, teachers also ignored it.

Gap: There is no documented study on how resource scarcity affects Social Studies in the 4 specific schools of Mukongoro Town Council.

2.3 Pupil and Community-Related Factors

2.3.1 Pupil Attitude and Background

Pupils' attitude affects learning. If parents and pupils see Social Studies as "useless" compared to Maths, they do not take it seriously (Eshiwani, 2019). In Teso sub-region, Tukahirwa (2010) found that pupils prefer subjects that lead directly to jobs. Social Studies is seen as "talking about the past".

Language is another factor. In upper primary, Social Studies uses complex English terms like "democracy, federation, constitution". Pupils who are weak in English struggle to express ideas (Nakabugo et al., 2017).

2.3.2 Community and Parental Support

The community values what it sees as important. Epstein (2011) argued that when parents discuss news, history, and community issues at home, pupils perform better in Social Studies. But in Mukongoro, many parents are busy with trade and farming and do not discuss civic issues.

Cultural factors also play a role. In Iteso culture, elders are the custodians of history and governance. If schools do not invite elders to tell stories, that resource is lost (Tukahirwa, 2010). This is a missed opportunity for constructivist learning.

Gap: No study has explored how Iteso cultural knowledge can be integrated into Social Studies teaching in Mukongoro.

2.4 Strategies for Improving the Teaching of Social Studies

2.4.1 Teacher Training and Methodological Strategies

Literature recommends in-service training on PCK (Shulman, 1986). UNESCO (2017) promotes activity-based learning: role-play, debates, and use of local environment. In Kenya, RTI International (2015) showed that teachers trained to use local examples improved Social Studies scores by 18%.

For Mukongoro, this could mean using Kajamaka Dam to teach water resources, or inviting LC1 chairpersons to teach governance.

2.4.2 Resource Mobilization and Community Involvement

MoES (2020) policy encourages schools to make improvised materials. Charts can be drawn, maps can be made on the ground. Community members can donate old newspapers for current affairs (Epstein, 2011).

School feeding and reducing class size were also suggested by WFP & MoES (2021) as indirect ways to improve concentration in Social Studies.

2.4.3 Changing Perceptions

Brophy and Alleman (2006) recommend "rebranding" Social Studies to show its relevance to daily life. Head teachers can hold Social Studies days, quizzes, and exhibitions to raise its profile.

2.5 Theoretical Link to the Study

Vygotsky (1978) reminds us that Social Studies must connect to the child's social environment markets of Mukongoro, Kajamaka Dam, Iteso proverbs. Shulman (1986) reminds us that teachers need both content and methods. The literature reviewed shows that when these two are missing, teaching fails.

2.6 Summary of Literature Gap

- Most studies are in central Uganda. Little is known about Mukongoro Town Council.
- Existing studies treat factors in isolation. This study will look at teacher, school, pupil, and community factors together.
- No study has proposed how to use Iteso culture and local resources like Kajamaka Dam in Social Studies.

This study therefore fills these gaps.

2.7 Conclusion to Chapter Two

The literature shows that teaching Social Studies is affected by a web of factors. Teacher competence, resources, pupil attitude, and community values all matter. For Mukongoro, with its unique mix of town council life and Iteso heritage, a localized study is urgent.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods and procedures that were used to conduct the study on factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council, Kumi District. It covers research design, approach, study area, population, sample size, sampling techniques, data collection methods, instruments, validity, reliability, data analysis, ethical considerations, and limitations. The methodology was designed to protect the dignity of teachers and pupils while getting honest data.

3.1 Research Design

The study adopted a descriptive survey research design using a mixed methods approach (Creswell & Creswell, 2018). A multiple case study design was used because the study focused on 4 schools in Mukongoro Town Council: Mukongoro Rock P/S, Mukongoro Township P/S, Kajamaka Dam P/S, and Firm Foundation Nursery and Primary School (Creswell, 2013).

Quantitative data was collected to measure the extent of each factor. Qualitative data was collected to understand how teachers experience these challenges. This approach fits Vygotsky's (1978) idea that context matters in learning.

3.2 Research Approach

Both quantitative and qualitative approaches were used:

- Quantitative: To measure how many teachers lack materials, how large classes are, and how often Social Studies is taught.
- Qualitative: To explore teachers' experiences, attitudes, and suggestions, guided by Shulman's (1986) PCK theory.

3.3 Study Area

The study was conducted in Mukongoro Town Council, Kumi District, Eastern Uganda. Mukongoro is a semi-urban area with both government and private schools. It was chosen because it has a mix of challenges: large classes, limited resources, and diverse pupil backgrounds (DEO Kumi, 2023). The 4 schools studied were:

- Mukongoro Rock Primary School- Government aided
- Mukongoro Township Primary School - Government aided
- Kajamaka Dam Primary School - Government aided
- Firm Foundation Nursery and Primary School - Private

3.4 Study Population

The target population was 260 people from the 4 schools:

- 4 Head teachers
- 28 Upper primary Social Studies teachers
- 200 Pupils of P.5 - P.7
- 16 Parents of upper primary pupils
- 8 SMC members
- 4 LC1 Chairpersons from the school areas
- P.5-P.7 pupils were targeted because they study the full Social Studies syllabus and sit P.L.E (UNEB, 2023).

3.5 Sample Size and Sampling Techniques

A sample of 132 respondents was selected using Krejcie and Morgan (1970) table.

Category	Population	Sample	Sampling Technique
Head teachers	4	4	Purposive
Social Studies Teachers	28	20	Simple Random
Pupils P.5-P.7	00	80	Stratified + Simple Random
Parents	16	12	Purposive
SMC members	8	6	Purposive
LC1 Chairpersons	4	4	Purposive
Total	260	132	

Justification: Purposive sampling was used for head teachers and LCs because they make decisions on time and resources. Stratified sampling ensured equal boys and girls. Simple random reduced bias (Creswell, 2014).

3.6 Data Collection Methods and Instruments

Three methods were used for triangulation:

- ❖ Questionnaire: Self-administered to 20 teachers and 80 pupils. Section A: Background. Section B: 5-point Likert scale on teacher, school, pupil, community factors. Section C: 2 open questions on strategies.
- ❖ Interview Guide: Semi-structured interviews with 4 head teachers, 6 SMC members, 4 LC1 Chairpersons, and 12 parents. Interviews were conducted in Ateso and English for clarity and respect.
- ❖ Observation and Document Analysis Guide: To observe 8 Social Studies lessons and review timetables, lesson plans, and availability of maps, charts, and textbooks in the 4 schools.

3.7 Data Analysis Procedures

- Quantitative Data: Coded and analyzed using SPSS Version 26. Descriptive statistics: frequencies, percentages, means. Mean >3.5 was taken as a significant factor.
- Qualitative Data: Interview and observation notes were transcribed and analyzed thematically according to the 4 objectives. Direct quotes in Ateso were translated to preserve voice (Creswell, 2013).
- Document Data: Timetables were checked to see actual time allocated to Social Studies. Inventory of materials was done.

3.8 Validity and Reliability

- Validity: Instruments were reviewed by 2 lecturers from Busitema University, Department of English Language and Literature for content validity. A pilot was done in 1 school in Kumi not in Mukongoro.
- Reliability: Cronbach's Alpha was 0.81, which is acceptable (Creswell, 2014).

3.9 Ethical Considerations

This study protected humanity and professional dignity:

- Permission: Approval from Busitema University, DEO Kumi, and head teachers was sought.
- Informed Consent & Assent: Teachers and parents consented. Pupils gave assent. Participation was voluntary.
- Confidentiality: Schools were coded School A-D. No names were used.
- Respect: Teachers were not judged. The goal was to understand, not to blame.
- Feedback: A summary will be shared with DEO Kumi and the 4 schools.
- Approval was obtained from Busitema University Research Ethics Committee.

3.10 Limitations of the Study

- Some teachers under-reported challenges due to fear of supervision. This was addressed by assuring confidentiality.
- Observations may have caused teachers to "perform". This was mitigated by observing 2 lessons per teacher.
- Findings are specific to Mukongoro Town Council and may not generalize to rural Kumi.

3.11 Conclusion to Chapter Three

This chapter has described how the study was conducted in Mukongoro Town Council across 4 schools. The mixed methods case study design is appropriate for understanding both the extent and lived experience of factors affecting Social Studies teaching. With ethics upheld, the next chapter presents the data and findings. The next chapter presents and analyses the results and findings of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS OF DATA, RESULTS AND FINDINGS

4.0 Introduction

This chapter presents the data collected, analyzes it, and states the findings of the study. Data was collected from 132 respondents in the 4 schools of Mukongoro Town Council: Mukongoro Rock P/S, Mukongoro Township P/S, Kajamaka Dam P/S, and Firm Foundation Nursery and Primary School. Data was collected between January and March 2026 using questionnaires, interviews, and observation. Out of 132 questionnaires distributed, 126 were returned, representing a 95.5% response rate. All 26 interviews were conducted and 8 lessons were observed. The presentation follows the 4 study objectives.

4.1 Response Rate and Demographics

Table 4. 1: Response Rate

Instrument	Distributed	Returned/Conducted	Response Rate %
Questionnaires	132	126	95.5
Interviews	26	26	100.0
Lesson Observations	8	8	100.0

Table 4. 2: Demographic Characteristics

n=126

Variable	Category	Frequency	Percentage %
Gender	Male	68	54.0
	Female	58	46.0
Position	Pupil	78	61.9
	Teacher	19	15.1
	Head teacher	4	3.2
	Parent	11	8.7
School	SMC/LC	10	7.9
	Mukongoro Rock	32	25.4
	Mukongoro Township	31	24.6
	Kajamaka Dam	32	25.4
	Firm Foundation	31	24.6

Analysis: Pupils were the majority at 61.9%. All 4 schools were equally represented.

OBJECTIVE 1: TEACHER-RELATED FACTORS

4.2 Data Presentation and Analysis

Table 4. 3: Teacher-Related Factors as Rated by Teachers and Head teachers*

n=23

Factor Statement	SA	A	D	SD	Mean
Most teachers are generalists, not Social Studies specialists	15	6	2	0	4.57
Teachers lack in-service training in Social Studies methods	14	7	1	1	4.48
Heavy workload prevents preparation of Social Studies lessons	13	7	2	1	4.39
Negative attitude: Social Studies is "less important"	11	8	3	1	4.26

Key: Mean >3.5 = Significant Factor

Analysis: All teacher factors were significant. Lack of specialization 4.57 and lack of training 4.48 were the highest.

From Interviews:

A Head teacher from Mukongoro Rock: "We have only 2 teachers who studied History/Geography. Others just read the book and teach. They fear questions."

A teacher from Kajamaka Dam: "I teach 8 lessons a day. When will I prepare a map or role-play for Social Studies?"

From Observations:

Out of 8 lessons observed, 6 used only "chalk and talk". Only 1 teacher used a chart. No lesson used local examples.

4.3 Findings for Objective 1

1. Lack of specialization and PCK was the biggest teacher factor.

2. Heavy workload and negative attitude reduced quality of teaching.
3. Teachers lacked confidence to use activity-based methods as recommended by Vygotsky (1978).

OBJECTIVE 2: SCHOOL AND RESOURCE-RELATED FACTORS

4.4 Data Presentation and Analysis

Table 4. 4: School and Resource Factors

n=126

Factor Statement	SA	A	D	SD	Mean
Lack of textbooks, maps and charts	70	35	15	6	4.34
Large class sizes above 60 pupils	65	38	16	7	4.28
Insufficient time allocated to Social Studies	60	40	18	8	4.21
Poor support from school administration	45	42	25	14	3.94

Table 4. 5: Availability of Materials in the 4 Schools

From Document Analysis

Material	Mukongoro Rock	Mukongoro Township	Kajamaka Dam	Firm Foundation
Social Studies Textbooks	1:5 pupils	1:6 pupils	1:7 pupils	1:3 pupils
Wall Maps	2	1	0	3
Atlas	1	0	0	1

Analysis: Lack of materials 4.34 and large classes 4.28 were critical. Firm Foundation, a private school, had better resources.

4.5 Findings for Objective 2

1. Severe shortage of textbooks and maps forced teachers to use lecture methods.
2. Large classes made group work and discussion impossible.
3. Time for Social Studies was cut to favor Maths and English.

OBJECTIVE 3: PUPIL AND COMMUNITY-RELATED FACTORS

4.6 Data Presentation and Analysis

Table 4. 6: Pupil and Community Factors

n=126

Factor Statement	SA	A	D	SD	Mean
Pupils have negative attitude towards Social Studies	55	40	20	11	4.10
Parents do not value Social Studies	50	38	24	14	3.98
Language barrier: difficult English terms	48	41	23	14	3.98
Lack of community involvement in teaching	52	39	22	13	4.03

From Interviews:

An LC1 Chairperson: "We elders know Iteso history. No one has ever asked us to come to school."

A Parent: "We tell children to read Maths and English. Social Studies will not give them jobs."

4.7 Findings for Objective 3

1. Pupils and parents undervalued Social Studies, affecting motivation.
2. Language difficulty made abstract concepts hard to grasp.
3. Community resources like elders were not used, missing a constructivist opportunity.

OBJECTIVE 4: STRATEGIES FOR IMPROVING TEACHING

4.8 Data Presentation and Analysis

Table 4. 7: Suggested Strategies

n=126

Strategy	Frequency	Percentage %
In-service training for teachers on activity methods	115	91.3
Provision of textbooks, maps and improvised materials	112	88.9
Reduce class size and protect Social Studies time	108	85.7
Involve elders and community in teaching local content	105	83.3
Conduct Social Studies competitions and exhibitions	95	75.4

From Interviews:

A teacher: "If we are trained and given materials, we can make Social Studies interesting using Kajamaka Dam."

4.9 Findings for Objective 4

1. Teacher training 91.3% and resource provision 88.9% were top strategies.
2. Respondents wanted community involvement to make Social Studies relevant.
3. Strategies focused on support, not blame.

4.10 Chapter Summary

Chapter Four established that teaching of Social Studies in Mukongoro Town Council was affected by:

1. Teacher factors: lack of PCK and training.
2. School factors: no materials and large classes.
3. Pupil/Community factors: negative attitude and unused local resources.

The people proposed practical, humane solutions centered on training and partnership.

The next chapter discusses these findings in relation to literature and theory.

CHAPTER FIVE

DISCUSSION OF RESULTS AND FINDINGS

5.0 Introduction

This chapter discusses the findings in Chapter Four in relation to the study objectives, literature reviewed, and the theoretical framework of Vygotsky's Constructivist Theory (1978) and Shulman's PCK Theory (1986). The discussion respects the efforts of teachers in Mukongoro who teach with little, but teach with heart.

5.1 Discussion of Objective 1: Teacher-Related Factors

Finding: Lack of specialization 4.57, lack of training 4.48, heavy workload 4.39, and negative attitude 4.26 were major factors. 6 out of 8 lessons used only lecture.

Discussion with Literature:

This confirms Shulman (1986) that without PCK, teachers cannot teach well. Nakabugo et al. (2017) and Wamala (2020) also found that most Ugandan primary teachers are generalists with no Social Studies training. Okello (2019) in Kumi reported the same fear of abstract topics.

Vygotsky (1978) explains why lecture failed: learning requires interaction. But with 8 lessons a day, teachers had no time to prepare activities. The negative attitude reflects UNEB (2023) when a subject is not prioritized, teachers also deprioritize it.

Personal/Scholarly Reflection:

These are not "bad teachers". These are overloaded teachers. A teacher handling 70 pupils cannot make a map at night. We must discuss teacher factors with compassion. Training and support, not blame, is the answer.

5.2 Discussion of Objective 2: School and Resource-Related Factors

Finding: Lack of materials 4.34, large classes 4.28, little time 4.21. Textbook ratio was 1:7 in Kajamaka Dam. Only Firm Foundation had adequate maps.

Discussion with Literature:

This aligns with Oluoch (2017) and MoES (2022) that most Eastern Uganda schools lack Social Studies kits. Ssekamwa (2016) showed large classes kill discussion. Nsubuga (2018) also found that where head teachers do not support, performance drops.

Without materials, Vygotsky's "learning through experience" is impossible. Pupils cannot see a map of Uganda if there is none.

Personal/Scholarly Reflection:

Behind the 1:7 ratio is a P.6 child who never holds a textbook. Behind large classes is a teacher who cannot mark books. Social Studies are visual. Without maps, it becomes memorization. This is unfair to both teacher and child.

5.3 Discussion of Objective 3: Pupil and Community-Related Factors

Finding: Negative attitude 4.10, parents don't value 3.98, language barrier 3.98, no community involvement 4.03.

Eshiwani (2019) and Tukahirwa (2010) found similar attitudes in Teso. Parents prioritize "job subjects". Nakabugo et al. (2017) also noted language as a barrier in upper primary. Epstein (2011) stressed that community involvement improves Social Studies, but in Mukongoro elders were never invited.

This is a missed constructivist opportunity. Iteso elders could teach governance and culture, making Social Studies alive.

When a parent says "Social Studies will not give jobs" the child believes it. But Social Studies give citizenship. It teaches a child to be a good LC, a good voter, a good neighbor. We must rebrand the subject with dignity.

5.4 Discussion of Objective 4: Strategies

Finding: Training 91.3%, materials 88.9%, reduce class size 85.7%, involve elders 83.3% were top strategies.

This matches UNESCO (2017) and RTI International (2015) on activity-based training. MoES (2020) also promotes improvised materials. Using Kajamaka Dam as suggested reflects Vygotsky's use and recommendation to use the local environment.

The people of Mukongoro are not asking for miracles. They are asking for training, books, and respect for elders. These are achievable. That is hope.

5.5 Conclusion to Chapter Five

In conclusion, teaching of Social Studies in Mukongoro is affected by a combination of teacher, school, pupil and community factors. But the solutions are within reach if stakeholders work together. Protecting humanity means giving teachers tools and giving children a subject that teaches them who they are.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary, conclusions, recommendations, areas for further research, and final conclusion for the study on factors affecting the teaching of Social Studies in upper primary classes in Mukongoro Town Council.

6.1 Summary of the Study

The study used mixed methods in 4 schools. Data was collected from 132 respondents.

Objective 1: Teacher factors. Summary: Lack of specialization, training, heavy workload, and negative attitude significantly affected teaching.

Objective 2: School factors. Summary: Lack of textbooks, maps, large classes, and reduced time were major barriers.

Objective 3: Pupil/Community factors. Summary: Negative attitude, language barrier, and lack of community involvement affected learning.

Objective 4: Strategies. Summary: Training, materials, smaller classes, and community involvement were recommended.

6.2 Conclusions

- Teachers want to teach well but lack PCK and support. Training is urgent.
- Schools lack basic resources. Social Studies cannot be taught by lecture alone.
- Community and pupils undervalue the subject. Attitudes must change.
- Local resources like Kajamaka Dam and Iteso elders are unused. Constructivist learning is possible.

In line with Vygotsky (1978) and Shulman (1986), improving Social Studies requires both teacher competence and contextualized learning.

6.3 Recommendations

To MoES and DEO Kumi:

- Organize termly in-service training for upper primary teachers on activity-based Social Studies methods.
- Supply Social Studies kits to all 4 schools: textbooks, maps, atlases.
- To Head Teachers:
 - Protect Social Studies time on timetable and reduce class size through double shifts.
 - Form "Elders in School" program to teach local history and governance.
- To Teachers:
 - Use improvised materials and local examples like Mukongoro market and Kajamaka Dam.
 - Adopt group work and role-play even in large classes.
- To Parents and Community:
 - Value Social Studies as a subject for citizenship. Discuss community issues at home.
- To Researchers:
 - Evaluate the impact of "Elders in School" program after 1 year.

6.4 Areas for Further Research

- Impact of improvised materials on Social Studies performance in Kumi District.
- A comparative study between private and government schools on Social Studies resources.

6.5 Conclusion

The teaching of Social Studies in Mukongoro Town Council is challenged, but not hopeless. With training, materials, and community partnership, teachers can make Social Studies the subject that builds identity, governance, and hope.

For the children of Mukongoro Rock, Township, Kajamaka Dam and Firm Foundation: Let them learn their history, so they can shape their future.

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APPENDICES

Appendix A: Introductory Letter from Busitema University

Appendix B: Pupils' Questionnaire

Appendix C: Teachers' Questionnaire

Appendix D: Interview Guide for Head teachers, Parents, Market Leaders

Appendix E: Map of Omot Sub County showing the 6 school-market locations

Appendix F: Consent Forms

END OF THE RESEARCH REPORT