

THE EFFECTS OF TEACHERS' ATTITUDE IN TEACHING SOCIAL STUDIES ON THE
ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN
MORUKATIPE SUB COUNTY, TORORO DISTRICT

BY

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DECLARATION

I Achom Janet declare that this research is my own work and it never been presented in any university for the award of degree in education


Signature.......... Date
.....21.12.2024.....

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(Student)

APPROVAL

This is to certify that this research has been carried out under my supervisor may be submitted to Busitema University, Faculty of Science and education with my approval.

Signature.....
Date.....21/7/2024.....

WANDA DUNCAN
(SUPERVISOR)

DEDICATION

I would like to sincerely dedicate this work to my dear parents Emuria Martin and Arute Racheal.

ACKNOWLEDGEMENT

I would like to thank members of my family; Husband Oracha Juventine,; Children Arute Claire, Ashiepet Tracy Shardrine, Ikabon Godwin Stephen and Arute Prisca Rachael for the support they gave me during this course. I also appreciate my lecturers for the tireless efforts as well as my fiends Alowo Veronica, Kurong Godfrey, Habajja Balam and Aloo Juliet for the company and contribution which made me complete this course.

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ABSTRACT

The topic of this research was "an investigation into the factors affecting performance in social studies in Morukatipe Sub County in Tororo district". The objectives of the study were to : find out the most effective and efficient methods of teaching social studies in primary schools, the type of instructional materials used in teaching social studies and the teachers attitude towards teaching social studies.

The significance of this study may help the teachers in the field, education officers, school inspectors, head teachers, college tutors, pupils and curriculum developers to improve on social studies as a discipline.

The researchers employed both qualitative and quantitative survey design and eight schools were sampled for the study. The researcher used questionnaires and interview guides to collect data and four schools were selected for the study. The researcher analysed data using frequencies and percentages and tables. The research found out that most primary teachers have continued to teach SST additionally, most schools lack instructional materials and in terms of attitude of towards SST some teachers have a negative attitude because it is a subject.

It was recommended that periodical seminars, work-shops and refresher courses be organized, teachers go for further training and also acquire instructional materials for teaching social studies.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The inception of social studies programme in Uganda Primary School in 1980 has raised a new are educational system. Social studies as an integrated interdisciplinary approach to various social sciences and humanities. It is sometimes referred to as citizenship education especially as it focuses on man, environment and resources.

1.1 BACKGROUND TO THE STUDY

1.1.1 Historical background.

Historically, the social studies primary school syllabus with its new approaches was officially launched in 1980. Originally geography, History and Civics which make up social studies were taught as separate subjects.

Although social studies have taken now decades of its existence in Uganda, there is a great outcry from various interested group in Morukatipe Sub County in particular and Tororo District in general. Among the various groups are the District Education Officials, Politicians, Opinion leaders and parents about the social studies performance in Primary Leaving Examination.

Although government has tried to provide relevant text books of social studies, the same outcry of poor performance in Social Studies is mentioned during the parents' general meetings and even when Education officials address the head teachers as compared to other subjects.

For all this time, efforts have been made by the teachers to equip the pupils with knowledge to enhance better performance, the trend has not changed.

Therefore, to look into the problem of performance a research had to be done about the teaching and learning of Social Studies.

The background of the study was structured into four perspectives namely; the historical, theoretical, conceptual and contextual dimensions.

Social studies as a subject in Uganda education system started as far back as the coming of the British colonist in 1800 where Social studies was taught and the British tightening their colonial grip on Uganda. Social studies began to be taught in schools and became the official subject. The reason for this was partly because in Uganda there wasn't a common vernacular or local subject. Although Uganda had local recognized subject like Luganda that was approved for use in primary schools, it could not be used to serve the whole country. In 1965, Social studies was therefore introduced in primary one as a subject contrary to its previous usage in primary three. By 1970, it was hoped that pupils had become used to Social studies. It was therefore important to use Social studies to teach other subjects.

Education for All (EFA) has been an Endeavour for the whole world since 1948 when the United Nations (UN) Universal Declaration for Human Rights was adopted which declared that everyone has a right to education. In 1990, the World Conference on Education for All was held in Jomtien Thailand with the objective of setting the global agenda for education and literacy. The World Education Forum met in Dakar Senegal in the year 2000 and set the EFA goals to be achieved by 2015 which was fully supported by the Millennium Development Goals (Muola, 2010).

Therefore, it is paramount that schools emphasize on improving on methods of instruction to enhance Social studies performance. This can be done through improved training of teachers which goes along way also in improving their attitude towards teaching the subject. On the other hand, there are recommendations that schools should ensure they offer meticulous academic curricular for the pupil's Learning Social studies with the intentions of making them succeed (Rebecca,

2005). The increase in the dropout rate among the Learners of Social studies may be indicative of the academic disconnect experienced by the pupil's alike (Gandara, 2002). Proficiency in Social studies gives confidence to the learners and enables them to interact freely even with the teachers about social issues, current affairs, environmental issues. This consequently creates an enabling environment for learning.

In the African context, Orgunsiji & O. (2009) observed that as a means of instruction Social studies plays a fundamental role in Ugandan schools right from primary to the tertiary level. The comprehension of the contents of school subjects is transmitted to pupil's in all the levels of education using Social studies as the main medium of communication. As such, it is presumed that pupil's academic achievement is dependent to a large extent on their level of proficiency in Social studies. In a study by Orgunsiji and O. (2009), their findings indicated that Social studies proficiency significantly impacted the pupil's' overall academic achievement. Further they found a positive significant relationship between Social studies proficiency of the pupil's and their overall academic achievement.

Studies carried out in Uganda established that pupil's Social studies achievement in National Examination has been poor for a long period of time. The major cause of the decline in academic achievement has been considered to be the proficiency in the subject of instruction and also the general decline of the standards of education. Indeed, adeptness in the subject of instruction is a pre-requisite factor in the attainment of successful performance in education. Fakeye and Ogunsiiji (2009) observed that pupil's' success in school is based on being proficient in the subject

of instruction (LOI). In addition, according to Harb and El-Shaarawi (2006) a pre-requisite factor having positive effect on pupil's performance has been considered to be competence in Social studies. If the pupils are good in communication skills and are well versed in Social studies, their academic performance is increased.

In Morukatipe Sub County, Tororo District Social studies performance has not been good for many years. Many pupil's in PLE examination pass with passes while others with F9s and small number passing with credits. Social studies as a subject of instruction in upper classes determine the performance of other subject since they are set using Social studies. The low standards of this subject had been related to pupil's, teachers' and head teachers' presence at school.

1.1.2 Conceptual Background

Conceptually, Pupil's performance has been an issue of great concern worldwide since the beginning of modern education. Majority of the countries have realized that in the heart of educational process are the pupils. Previous strategic attempts had been on the improvement of pupil's performance in Social studies as media of instruction before changing local subject(s).

Murray &Christison (2010), observed that many pupils think Social studies is only a school subject and they don't see its significance for their prospective employment to work with multinational or national companies where Social studies is employed. Susanna (2007), pointed out that the mismatch between the pupil's' conceptual or cognitive capacities and the learners' Social studies proficiency level often cause problems for pupil's because the pupil's' learning style and teachers' teaching approach do not match and also the Social studies course does not relate to

the pupil's' needs and interests. Susanna (2007), also claimed that weak pupil's usually have poor strategies and give up easily when they find struggle. In addition, many studies have been conducted on pupil's' poor performance in learning the Social studies such as a study of Challenges of Learning Social studies in Australia towards Pupil's Coming from Selected Southeast Asian Countries found that factors that affected the Asian pupil's' weakness in learning Social studies because of the changing of learners' habits, cultures, and the structure of subjects; for example, there were no strict rules for pronunciation of their mother subject (Cao, 2011).

1.1.3 Theoretical background

Theoretically, task-based subject learning theory postulated by Long (1985) defines task as any job undertaken by somebody for himself or for other people. It can be attending classes, teaching sessions or any work that require specified individual. Practicing or doing variety of tasks will enhance subject learning and can be considered as successful task completion. It will also increase the communication skill of the pupils. Subject is practiced for learning communication and not for the sake of the subject. Doing the task should enhance subject learning. Tasks can be done individually, in pairs or as a group activity. Ellis (2003) expects a task to be like a real work activity, which involves productive oral and written skills like any other subject learning process. David Nunan (2007) defines a task as a classroom work, which helps pupils to understand, manipulate and communicate in the target subject. Pupil's should acquire grammatical knowledge, while being involved in a task. And therefore, the element to be enhanced in pupil's is attendance of classes and complete Social studies tasks. The completion activities output by learners is

realized through completion of Social studies syllabus, syllabus can be complete by ever present teachers and regular supervision as a task of ever-present administrators.

Indeed, ministry of education in Uganda has expressed concern over the apparent decline in the performance of learners in Social studies at the Primary Leaving Examination (PLE). Education is considered to be a basic need and a basic right needed for the economic development of a country. Performance is ranked very highly on the national agenda, with educators and policymakers focused on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns. The one thing that has been conspicuously absent is an examination of the effect of school conditions on the teaching and learning process, despite the existence of extensive literature linking school facilities with the quality of education and to the teacher morale and teacher productivity (Mark, 2003).

1.1.4 Contextual background

Contextually, Social studies as term has been used interchangeably with Social studies subject to mean the curriculum area designated for learning of a foreign subject as per the provision by the ministry of education (MoE) in the syllabus (Isutsa. E.L. (2015).

Pupil's performance, defined as, the ability of the pupils to do something while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire, (Ferguson, 2009). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school

term, and year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public Ferguson, (2009). In Morukatipe Sub County, Tororo district, poor academic performance in the Primary Leaving Examinations (P.L.E.) has been attributed to factors such as; absenteeism of both teachers and pupil's, failure to complete syllabus. However, these factors differ depending on the critical region under study as well as school.

Absent teachers, defined as teachers who miss 18 or more days per year, account for 16% of the teaching workforce but account for 33% of total teacher absences (Nithya et al., 2014). In an unrelated study of the largest metropolitan school districts in the country, Sawchuk (2014) also found that teachers had the same 16% chronic absence rate. Sawchuk also concluded that 16% of teachers missed three days or less with an average teacher absent rate of 11 days.

1.2 STATEMENT OF THE PROBLEM

Monitoring or supervision of teaching processes enhances the teacher effectiveness towards teaching which promote pupil's academic performance. However, this is not the case with most schools in Morukatipe Sub County in Tororo District whose pupils have continued to report poor performance in Social studies. It has affected most pupil's to be promoted to next classes hence creating low self-esteem in the subject. Teachers have tried to conduct remedials and extra lesson but still the performance is still low. This has affected the

general schools' performance and further denying pupils to join secondary school hence creating drop outs who in turn are developing an illiterate community in the subcounty. And hence forth, the study on the causes of poor performance in Social studies at primary leaving examinations (PLE) in Morukatipe Sub County, Tororo district, to mitigate the situation.

1.3 Objectives of the study

1.3.1 General objective

The purpose of the study was to investigate the factors affecting Social Studies performance in Primary School in Morukatipe Sub County. This would enable the researcher to identify the factors affecting Social Studies and make suggestions of addressing those factors.

1.3.2 Specific objectives of the study

The specific objectives that will guide the study include;

1. To find out the most effective and efficient methods of teaching Social Studies in primary schools in Morukatipe Subcounty, Tororo district.
2. To investigate the type of instructional materials used in the teaching of social studies in primary schools in Morukatipe Subcounty, Tororo district.
3. To investigate the teachers' attitudes towards the teaching of Social Studies in primary schools in Morukatipe Subcounty, Tororo district.

1.4 RESEARCH QUESTIONS

The study was guided by the following research question.

1. How appropriate are the teaching methods relevant to the teaching and learning of social studies in primary schools in Morukatipe Subcounty, Tororo district?
2. Are instructional materials used in the teaching social studies in contemporary teaching primary schools in Morukatipe Subcounty, Tororo district?
3. What are teachers' attitudes towards the teaching of social studies primary schools in Morukatipe Subcounty, Tororo district?

1.5 SIGNIFICANCE OF THE STUDY

The main beneficiaries from the study included: teachers in the field, education officers and school inspectors, Head teachers, College tutors, the pupils and curriculum developers.

1. The study may help teachers in the field to apply better methods of teaching and to use the teaching /learning materials properly
2. The study may also help school inspectors and college tutors to conduct periodic refresher courses, seminars and workshops on better methods, techniques and strategies of teaching Social Studies.
3. The Study may help curriculum developers to re-think about the efficiency and desirability of Social Studies.
4. The study may also help educational administrators to establish constraints in relation to Social Studies teaching.

1.6. Scope of the Study.

The scope of the study was analyzed in three dimensions for instance content scope, geographical scope and time scope.

1.6.1. Content scope.

The proposed content scope was contribution of girl-child behavior towards school dropouts, with girl-child behavior as the independent variable and school dropouts as the dependent variable. Expressiveness, Attitude and Devotion was considered as sub-variable under the behavior of girls while School size, school rules and regulations. The intervening variables will be parental care, role models, culture and drug abuse.

1.6.2. Geographical scope.

The proposed study area will be Morukatipe Sub-County, Tororo district.

Morukatipe Sub County is comprised of four villages and four parishes. The primary schools in the area are Aputir primary school, Morukatipe primary school, and Tororo Prisons primary school; and their locations were considered as sub-variables under school dropouts.

1.6.3 Time scope.

The study was carried out in Morukatipe Sub County, Tororo District.

The proposed study was conducted within a period of five months from February 2024 to May 2024 for effective gathering of information to be done so as to effectively meet the study objectives. This included proposal development, development of tools of data collection, the time for data collection, analysis, interpretation and preparation of the final report. The month October and November were for proposal development and approval, December was for data collection, January and February for interpretation, analysis and preparation of the final report.

1.7. Significance of the study.

The study was aimed to increase on the existing literature on girl-child behavior and school dropouts, in Morukatipe Sub-county, Tororo District, where little research has been done, hence creating more knowledge and information to future researchers and academicians.

The findings of the study would be used to benchmark to Tororo district because it provided the district officials with crucial data about the contributions of girl-child behavior towards school dropouts and the need to reduce or stop school dropouts in the district.

The study was to help future researchers to form part of their reference material in the same or related research field.

The findings of the study helped the researcher to fully understand the underlying concepts of field research very well including; data collection, information compiling and gathering, and analysis skills.

The findings of the study helped the community of Morukatipe Sub County to gain the knowledge of dangers of girl child dropping out of school.

The finding of study helped the learners to understand the importance of continuing with education.

The findings of the study helped the school administrators of primary schools in Morukatipe

Sub county to come up with the strategies to reduce or stop girl child drop out of school.

As a result of his study, parents gained the understanding of how important an educated child is to the community and country at large.

The study enabled the researcher to obtain Bachelor's degree in Education, primary of Islamic University in Uganda.

1.8 Justification of the Study

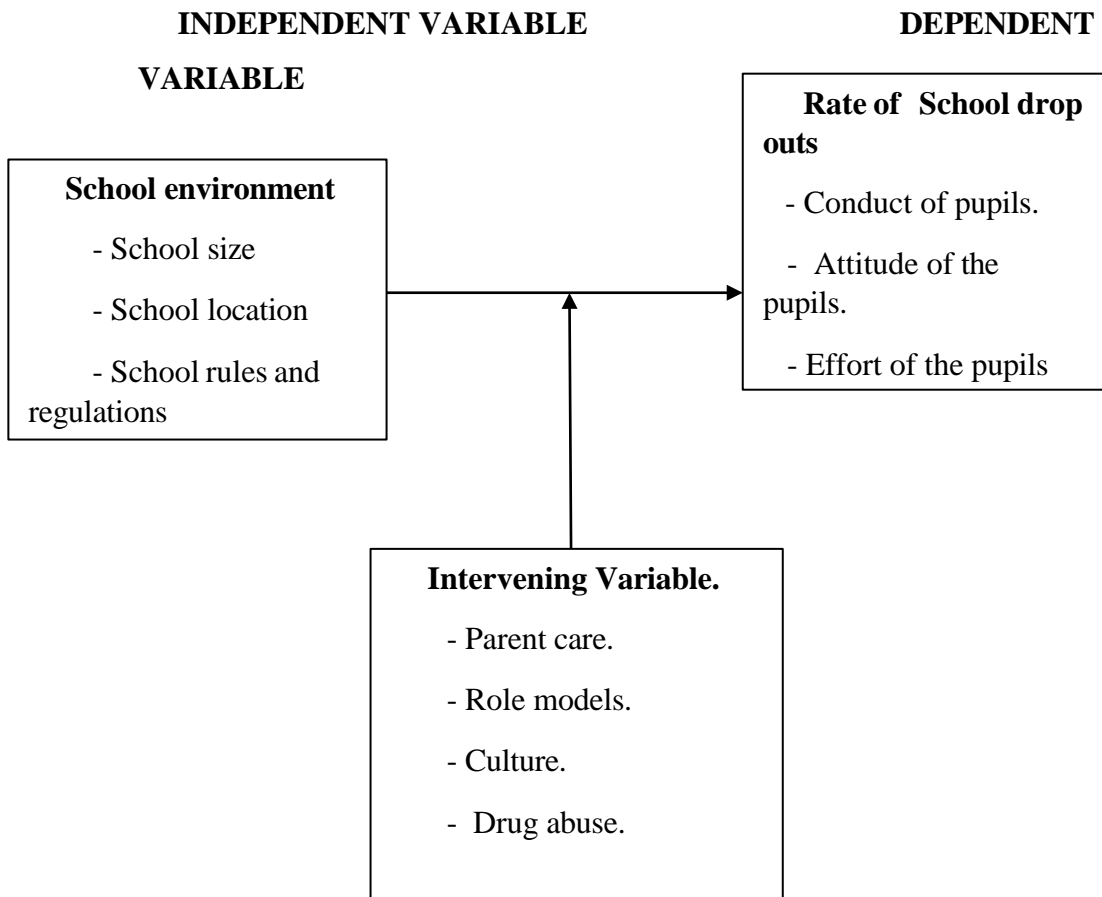
Good academic performance is a major indicator of quality education. Quality education in turn is considered the key to economic and industrial growth and ultimately development. The national goals of economic recovery and industrialization are jeopardized by students' inadequacy in their social studies which affects their learning of humanities". The center of the current study and is likely to cause generational evolution towards betterment of learning of humanities by primary pupils so as to seek practical solutions to society problems.

1.9. Limitations of the study.

Some of the respondents were not willing to take part in the study. However, the researcher explained to them the purpose of the study being for academic purpose and not for business; after which some of the respondents participated. The researcher experienced some delays from the respondents in filling the questionnaires and there also existed weather instabilities due to heavy downpour which was unexpected at this time of year in December.

The researcher also experienced a challenge of finances to meet stationery, transport to the field and meals while in the field. However, the researcher sought financial support from friends and relatives.

1.10. The conceptual framework on girl-child behavior and school dropouts.



CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

In an attempt to carry out and in depth the study about this problem, the researcher reviewed some of the literature under the following topics:

- a) Methods of teaching social studies.
- b) Instructional material used in the teaching/learning of social studies.
- c) Teachers' attitudes towards the teaching of social studies in schools.

2.1 METHODS OF TEACHING SOCIAL STUDIES

In education, the word method is used to indicate a series of teacher-directed activities that result in learning by pupils or student. To this end, some educators regard method as a procedure which when applied to student, results in learning.

A teaching method as noted by Wesley (1950) is:

"One of the fundamental aspects of education

And very central. It is a series of teacher- directed
Activities that result in learning by the pupils"

Teaching assumes the existence of certain materials, ideas, skills and attitudes which the student is to assimilate. The teacher is aware of the desirability of having the pupils absorb the materials. Given that desire to effect learning, the prudent teacher has to make a choice of method(s) to use to enhance learning for better performance. Whatever method is selected, its selection bears in mind the following, that:

It is aimed to achieve specific objectives.

It is artistic in the sense that it sorts out the irrelevant from what is available.

It is personal: not for fetching theorizing, detached from actual conditions obtaining in the teaching learning environment.

The implications of the foregoing research is that methods must be selected according to goals for a particular learning situation and subjected matter.

It also means methods take into accounts what teaching materials are available for use. They should enable interpretations, synthesis and questioning. Principally, then what is emphasized in methods is the wide range of options the teacher may adopt and adapt to his unique situation. In the teaching of social studies, the ASSP recommended specific methods deemed to reflect the social studies philosophy.

Among these are: discussion, inquiry, multimedia, sample study, project/field work, dramatization, integrated approach.

Nicholson et al (1953) confirms that, there is no single method universally applicable in all circumstances. Techniques vary according to aims, needs and available teaching materials.

Unfortunately many teachers have stuck to the traditional approach of teaching history, geography and civics.

Nicholson continues to suggest that the teacher tells the children to:

Accept and memorize.

They passively absorb factual information.

They are not encouraged to question and inquire.

This is in contrast with the new approach for teaching social studies most important of which are learner- centre and BAASKV-oriented.

According P.N Balyejusa (1992 P.36), he suggested that: "discussion as a method of teaching social studies, is a deliberate attempt by the teacher to achieve his stated objectives through oral exchange of ideas on a given topic between two or more people."

It could be aimed at resolving differences, reach at solution or judgements and decision making. He continues to suggest that it is to facilitate imagination, creativity and self expression. Unfortunately, most African systems do not encourage free discussion between a child and an elder. The elder are possessors of knowledge and children are the recipients of knowledge, skills and values. It is being unethical to question the validity and relevancy of what is passed on to the learners by the teacher. This traditional approach is usually replicated in school today.

Pritchard (1955) and shake spear (1936) in their investigations found out that among pupils of all ages, the most popular subjects are usually those allowing plenty of activity and opportunity for discussion, argument and the possibility of providing things for themselves for interest.

On foregoing investigations about discussion method are quite beneficial to Ugandan teachers in general and Morukatipe Sub County in particular and this will result in improved performance of social studies.

Inquiry/Discovery/problem solving approaches have been bundled together because all of them tend to follow the steps in scientific methods, namely, suggestion and reasoning.

Earlier Greek educators like Plato seem to have favoured these approaches which they carried unrough questioning.

However, better refinement of these approaches was done by John Dewey who particularly advocated for them because he found them intriguing to teachers. Gibson (1973), however, found the inquiry/discovery methods too time consuming and over wasteful and left little time for teachers to cope with the work to be covered before promotional examinations. Hence teachers decline to use it often. Gibson however does not reveal the source of the feeling that inquiry/discovery approaches are wasteful in terms of time.

Pestalozzi (1907) believing that the basis of all knowledge is experience argued that in educating children, teachers must place emphasis on the use of the senses. He in effect stressed the use of written and verbal materials supported by a variety of media, for example the multi-media presentation in which pictures, models, maps and real objects are used in teaching.

For this to be effective, schools must be adequately equipped with these materials.

Unfortunately, some of these materials are expensive to procure. Kagoda (2009) reported that the inquiry/discovery approaches for similar reasons were rarely used in schools.

The project method was defined by Castle (1975) as "a co-operative study of a real-life situation by a class under the guidance of a teacher". Its major usefulness as a method of teaching social studies lies in showing man's response to environment and it chosen so as to be typical of the major region concerned.

Another method of teaching social studies is advocated for by the ASSP is integration.

According to ASSP, SST is nothing but integration. Here knowledge from various school.

Subject is combined and taught as one without referring to the individual contribution subject tribe.

There are other methods used in teaching social studies, although the ASSP doesn't recommend their use. Notable among these is the lecture method. This method is socially intended to give learners expository information and introduce new materials.

This fact is supported by Odada (1993 P.56).

Unfortunately, this is not the case in the majority of cases of our schools in Uganda and Morukatipe Sub County in particular. Wandira (1970) believes that teaches who do not have enough academic background are not likely to venture our experimenting on a variety of teaching methods and that the only methods easy for them to use are the lecture and chalk and talk.

Bugala (1978: P.4) on this note concluded that the methods of teaching continue to be traditional and out dated hence leading to poor performance of social studies.

The researcher fully shares this very view in question.

2.2 INSTRUCTIONAL MATERIALS

Instructional materials are a great value and aid in the teaching and learning process.

Most lessons that have been successful have been associated with the use of instructional materials.

The ASSP had on its agenda the encouragement and support of country's efforts to organize courses and seminars to enable exchange of ideas and in-service training of teachers to adopt the new approaches of teaching social studies. In its program was the Initiation of research in social studies teaching and the development of materials for primary and secondary schools in Africa.

Odada (1992) classified resource materials for teaching social studies into 4 broad categories as:

1. Man himself

2. Environment

3. Oral traditions

4. Literature

Ayot et al (2009) have given two broad categories: reading materials and non reading materials. Nevertheless, all these classifications include such materials as charts, drawings, books, atlases, magazines, periodicals, newspapers and pamphlets, photographs, pictures, models, films and filmstrips, television, radios, video recordings. Chalk board, the local environment, and regalia.

When the list above is examined, it becomes clearer that there are those resource materials that are just bought and therefore require the expenditure of funds. However, there are on the other hand, those that can be organized locally within the environment. -mese include samples, specimens, flora and fauna.

Bulyejusa (1992 PP51-52) emphasizes the use of local resources for classroom teaching more specifically for social studies in Uganda since our environment is richly blessed. He observed that one of the most common traits in our schools is heavy dependence on text books". This is supported by Chege (1988) who has singled out textbooks as a very important yet disappointing resource for teaching social studies especially today.

He reported that although with many advantages for teaching social studies, text books are a resource suffers the disadvantage of being obsolete and require therefore constant replenishment of stock with up-to-date information. He found teachers over depending on textbooks and ignoring local resources such as resource persons.

Advocating of the use of local materials is an attempt to answer the challenge of prohibitive costs to buy TVs, radios, film strips and videos for use in teaching social studies as reported by Thompson (1983).

From the foregoing, preference seems to favour local materials for teaching social studies because it is argued, these cut down costs for procurement and maintenance that the other set of resources materials would require. This view was strongly held by the ASSP right from its inception largely because in social studies programme formulates in Africa as well aware of the financial plight of the member countries and the African Continent large.

Balyejusa (1992) also concurs with the above statement because Africa has not attained a high level of science and technology in the use of instructional materials. So he strongly advocates for the use of local environment.

Fleming (1949 p.94) concurs well with Balyejusa when he stated that "the environment has a lot of positive influence on the learners performance".

When it comes to the use of the instructional materials exhaustively for some days. Never the less it should not overstay on display.

Certainly, the role of the resource materials does not replace the teacher. Infact the more these aids are made and used, the more effective the teaching learning-becomes and hence the teacher also becomes irreplaceable. The materials that work best are those that are carefully thought about and planned to meet specific target groups and if they are factory-made they should be those which meet acceptable standards of production.

2.3 TEACHERS ATTITUDE ABOUT SOCIAL STUDIES

Attitudes are patterns of thinking and tendencies to respond in certain ways to certain situations, persons, events or ideas.

Clave harber (1990) who explored the role social studies in African schools used the ideas of Paulo Freire. Among the many countries studied, Uganda was one of the examples he used. The level of training of teachers was one of the factors that affected teacher's attitudes towards social studies.

Teachers who got thorough training in social studies during their training tend to have favourable attitudes towards social studies and yet the reverse is also true.

Odada who attended a social studies seminar at a school with 157 teachers, only 44% of these teachers had seen the official social studies syllabus otherwise none of the 157 teachers had been trained to teach social studies.

At another social studies workshop for 60 teachers' trainers, 75% admitted complete ignorance about social studies.

A further summary of 26 research reports on social studies education in Uganda schools revealed little relevant initial or in-service teaching training.

Muyanda et al (1991:20) agrees with Clive Herber when he commented that social studies as an integrated subject is not yet understood by the majority of teachers and teacher trainers.

Therefore, whenever teachers try to apply the principles of social studies teaching and failed their attitudes towards social studies would be negative which in turn will affect its performance.

Poasioen (1972:215) suggested some factors that caused teachers' attitudes towards social studies to be indifferent. First and foremost, he commented that:

"Teachers who had been trained in the old methods of teaching would consider any change as a threat to their competence".

Secondly subject specialists looked at the integrated approach with a lot of suspicion, because they considered such an approach as encroaching on their cherished knowledge and traditional methods of teaching History, Geography and civics.

Clive Harber (1990: p27) commented that;

Teachers' attitudes and practice are also affected by the level of resource provision.

In situation where teachers are often paid a small salary and yet are charged with large numbers of children in classes with meaner resource, does not surprise that attitudes towards extra work involved in new methods of critical pedagogy are either perceived or quietly resented.

Although social studies teaching and learning is basically environment oriented, many find moving in the environment to get the relevant information as tiresome and laborious.

Most teachers need to be spoon-fed with textbook information already researched. So, this way of working creates a negative attitude which leads to poor performance in social studies teaching. The problems identified in this literature review can be grouped under;

- Lack of correct attitudes due to poor or no training at all.
- Shortage of reference and instructional materials/

– Economic constraints.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

In this chapter, the researcher looked at the research design target population, area of study, tools of data collection are data analysis.

3.1 RESEARCH DESIGN

This research follows a qualitative survey design in trying to get the opinions of the subject concerned with social studies teaching.

3.2 AREA OF STUDY

The research was carried out in Morukatipe Sub County, Tororo district in eight schools.

Sampling was done by purposive selection. The schools to be visited include Aputiri primary school, Morukatipe Primary school, and Tororo Prisons Primary School.

The schools were designed A, B and C. these schools were chosen basically for two reasons. First these schools have existed for quite long time.

Secondly, they were in a rural and day school setting which could help control deviations in any findings due to urban and boarding influences.

3.3 SUBJECT SELECTION

The subjects were chosen using stratified random sampling from pupils of primary seven in all the schools. Twelve pupils were chosen from each school with equal number of males and females totalling to ninety-six pupils.

The pupils in this class were old enough to give correct information and less likely to hide any data from the researcher.

The researcher also visited knowledgeable persons in the district education department and these include:

- _ The district education officer and district inspector of schools. _All the headteachers of the selected 8 primary school
- _ All social studies teachers in the selected 8 primary school

3.4 DATA COLLECTION

The investigation was carried out during school time so as to get respondents available in schools.

This enabled the researcher to get maximum assistance from headteachers, social studies teachers and P.7 pupils.

3.5. INSTRUMENTS

The researcher employed a combination of tools to carry out the study and those included.

3.5.1 Observation

The researcher observed some lessons of social studies being taught to verify the methods in the teaching of social studies.

He also personally visited the libraries and bookstores of the selected schools to check on the scholastic materials available for social studies teaching.

Researcher was also allowed access to the academic records in all the schools which he studied and used to find for himself how the performance has been for the previous years.

3.5.2 Questionnaires

Three different questionnaires were constructed and used for three respective categories of subject. All the questionnaires were instructed.

3.5.3 Interview

The interview the researcher carried out with the district Education officer and district inspector of schools was informal but with guided questions.

Procedure:

The researcher met the district education officer to obtain permission to carry out study within the sampled schools.

The first visit to schools was to carry out a familiarization tour and create rapport with teachers and administrators in the sampled schools.

Permission was sought from respective headteachers of the eight schools to carry out the research in their schools. This was the time the researcher sampled the respondents.

During the second visit, the questionnaires were administered to the concerned parties as well as studying academic records.

Such direct personal involvement enable the researcher not only to get first and information, but also to employ the observation tools, such as looking at the social studies text books available in libraries . It also helped in quickening the exercise especially due to prompt collection of answered questionnaires.

3.6 Data analysis

Analysing data involved editing, coding and tabulating information received.

Editing involved reading through the questions and analyse the mistakes that were made by the respondents. The relationship of the responses to the research questions were also observed here.

Coding involved getting all the responses to the questions and entering them in an analysis sheet as per subject selection. All the responses to a particular question were classified into categories. Therefore, the numbers of the responses for each category were carried and then a summary of all responses was made in line with the research questions.

Tabulating involved the use of tables showing the number of occurrences of each response. The responses were later compared by the use of tables and of the study perfected both quantitatively and qualitatively. The results reflected in the data analysis were used as a basis for my discussion, conclusion and recommendation.

CHAPTER FOUR: PRESENTATION OF FINDINGS AND DATA ANALYSIS

4.0 INTRODUCTION

The primary objective of this study was to investigate "Factors affecting performance in social studies in primary schools in Morukatipe Sub County".

The processing of information (data) had to go through editing, coding and tabulation before interpretation would be made.

During the process of editing the data, the researcher had to ensure that there was an answer to every question and where answers were not given, inferences had to be made from the preceding answers.

The results that follow have been organized to show the effects of three independent variables namely; Teaching methods, instructional materials, and their teachers' attitudes on the performance of social studies in Morukatipe Sub County.

In trying to establish the effects, the researcher applied three research questions below;

1. How appropriate are the teaching methods relevant to social studies teaching and learning in primary schools?
2. Are there instructional materials used in the teaching of social studies in Morukatipe Sub County primary schools relevant to contemporary teaching?
3. What are the teachers' attitudes towards the teaching of social studies?

4.1 RESEARCH QUESTION ONE

How appropriate are the teaching methods relevant to social studies teaching and learning in primary schools?

The items of provide responses to the above question were administered to:-

1. The district education officers
2. The district inspectors of schools
3. The headteachers of sampled schools
4. The teachers belonging to the sampled schools

Table 1 Shows common methods used in the teaching of social studies in Morukatipe Sub County

Methods	Number of schools use that it	Used percentage	Number of schools that don't use it	Un used percentage
Discussion	8	100%		0%
Representation	4	50%	4	
Construction	0	0%	8	100%
Exhibition		0%	8	100%
Inquiry/discovery	4	50%	4	50%
Problem solving	2	25%	6	75%
Print media		0%	8	100%
Dramatization	3	37.4%	5	62.6%
Integrated	6	75%	2	25%
Project methods		0%	8	100%
A.V project	0	0%	8	100%
Lecture	8	100%		0%

According to table 1 above, it is evident that from the 12 (twelve) methods of teaching that were provided only five (5) were put to use frequently by the teachers in the sampled schools.

However, 5 methods were never used at all the remaining two were used sparingly and not to the satisfaction and advantage of the pupils.

The discussion method was used by all schools in the teaching of social studies which gives us 100% usage. Another method that was commonly used by all schools was the lecture/traditional methods which also gave us 100% usage.

Another method that was used by many schools was the integrated approach. From the eight sampled schools, six were able to use this method which gives a 75% usage.

The inquiry/discovery and Representation methods were given a 50% usage in the teaching of social studies in our schools in Morukatipe Sub County.

Dramatization method of teaching social studies was not used in most schools and this gives us a 37.4% usage which is very low. Problem solving method of teaching social studies was taught in 25% of the schools sampled which gives a very low usage.

The following methods were not used at all in the sampled schools; 1. Exhibition method

2. Construction method
3. Print media method
4. Project method
5. Audio visual project method

The absence of usage of the above methods in the teaching of social studies is a clear indication why social studies is poorly done in our primary schools in Morukatipe Sub County.

Table 2 Shows number of 80 SS.T teachers in sampled schools who used the social studies methods that are recommended.

Category	Respondents	Methods	Yes	No
Teachers teaching social studies in the sampled schools	80	Discussion	80	0
	80	Representation	20	60
	80	Exhibition	0	80
	80	Construction	0	80
	80	Inquiry	40	40
	80	Integrated	50	30
	80	Dramatization	25	55
	80	Problem solving	20	60
	80	Print media	0	80
	80	Project	0	80
80	Lecture	80	0	

Results of table No. 2 above help us to show that many teachers have ignored to use the most effective social studies methods. Many teachers even seemed not to have heard about some other methods listed on the table.

Table 3 shows whether there is room for improvement

Category	Respondents	Yes	No
DEOs	4	3	1
DIS	3	2	1
Headteachers	8	6	2
Teachers	80	50	30

4.2 RESEARCH QUESTION TWO

Are the instructional materials used in the teaching of social studies in Morukatipe Sub County relevant to contemporary teaching?

Table 4 On instructional materials

This table was designed to find out the type of instructional materials being used in schools and see the bearing they have on performance of social studies in our primary schools in Morukatipe Sub County

Instructional materials	Number of schools that use each	Percentage
Wall maps	8	100
Ground maps		
Pictures	7	87.5
Models	1	12.5
Charts	6	75
Globes	0	0
Forms		
Markets	1	12.5
Resource persons		
Reference books	8	100
Atlases	8	100
Excursions	2	25
Radios		

T.V/films		
Newspapers	0	
Real objects	3	3.5

Table 1 on research question 2 about instructional materials helps us to see the most commonly used instructional materials and those that are rarely or never used at instructional materials play an important role in the learning process of children because they create an impression on the children's minds that lasts for a long time.

Instructional materials act as an aid to understanding.

The table above has shown us that;

Wall maps, reference books, Atlases are used by all schools which gives us 100% usage.

Pictures and charts are also used regularly by most schools giving us a 87.5% and 75% usage respectively.

However, the remaining 11 types of instructional materials are not used at all or if ever used then every rarely. Among these are; Ground maps, Models, globes, Farms, Markets, resourceful persons, Excursion/Tours, Radios, Televisions and Films, Newspapers and real objects. The percentage use of these instructional materials ranges from 0%-32.5% as reflected in the table above.

Table 5 Shows individual teachers who use these instructional materials

Category	Respondents	Methods	Yes	No
Teachers who teach social studies in the sampled schools	80	Wall maps	80	
	80	Ground maps	0	80
	80	Pictures	70	10
	80	Models		
	80	Chat-G	60	20
	80	Globes	0	80
	80	Farms	0	80
	80	Markets		
	80	Resource persons	0	80
	80	Reference books	80	
	80	Atlases	80	
	80	Excursions/tours	20	06
	80	Radios	0	80
	80	T.V/Films	0	80
	80	Newspapers	0	60
	80	Real objects		

The table above shows the individual teachers and how they use the instructional materials as they are listed. All teachers in the sampled schools used wall maps, Atlases and reference books maximally hence giving us a 100% usage.

Out of the 80 teachers, 70 teachers were able to use charts as instructional materials hence giving us 75% usage.

For the real objects, 30 teachers out of 80 teachers were able to use them in their schools. This gives 37.5% usage.

20 teachers out of the 80 were able to use Newspapers and Excursions in their teaching process and this gives us 25% usage.

10 teachers out of the 80 were able to use markets and models in their social studies teaching process hence giving us 12.5% usage.

As for the use of ground maps, Globes, farms, Resource persons, Radios and Televisions none of the 80% teachers interviewed used them in their teaching. This was partly due to some items being too expensive for some schools to buy for example requires electricity to be able to function.

Table 6 Shows whether there is room for improvement

Category	Respondents	Yes	No
DEOs	4	2	2
DIS	3	2	1
Headteachers	8	5	3
Teachers	80	45	35

Among the eight headteachers interviewed, five were positive about improvement in the usage of instructional materials and the reason given is that government has given schools monthly grants to cater for scholastic and instructional materials in schools. They said that it is now up to the school finance committees to make proper prioritization of funds allocated to them.

The other three who responded with No also reasoned it that some teachers are just reluctant to move with changing times. So, to make a reform in respect to the use of more and varied materials (teaching Aids) may be difficult.

As for the classroom teachers forty-five (45) out of the eighty were optimistic that there will be some improvement in the use of a variety of the instructional materials because now government has set some money for every school to cater for these learning materials.

4.3 RESEARCH QUESTION THREE

What are the teachers' attitudes towards the teaching of social studies?

Shows teachers' interest in the examinable subject by all teachers in sampled schools

School No. Trs		Social studies		English		Mathematics		Science	
		NO	0/o	No		No		NO	0/o
	18	1	5.5	7	38.8	4	22.2	6	33.3
B	30	5	16.5	7	23.3	10	33.3	8	26.6
c	22	4	18.1	6	27.2	5	22.7	7	31.8
D	19	3	15.7	7	36.8	4	21	5	26.3
E	18	4	22.2	4	22.2	4	22.2	6	33.3
	25	2	8	9	36	7	28	7	28
G	17	1	5.8	5	29.4	6	35.2	5	29.4
	24	4	16.6	6	25	8	33.3	6	25
8	173	24	13.56	51	29.83	48	27.23	50	29.21

The table above helps to see how social studies is viewed by the majority of teachers in the sampled schools. By show of subject interest out of 173 teachers, 51 liked English best, followed by those who liked science, 48 liked Maths and 24 social studies.

Table 8 shows major cause for negative attitudes about social studies

School	No. of teachers	Poor or no training at all in SST	Shortage or reference books	Lack enough instructional materials	Large numbers of children in classes
	18	9	4	3	2
B	30	14	8	5	3
c	22	12	5	3	2
D	19	10	5	2	2
E	18	9	4	3	2
F	25	13	6	4	2
		9	3	2	3
	24	12	6	5	1
8	173	88	41	27	17

According to table 2 above which shows the major causes for a negative attitude of teachers about the social Studies subject, for factors were rated.

Out of the 173 teachers interviewed, 88 of them said that the major causes for the poor attitude about social studies was due to poor training or no training at all which gives us 59% out of the 173 teachers, 41 of them said that the major cause for poor attitude about social studies was due to lack of enough instructional materials.

Finally 17 teachers out the 173 attributed the negative attitude to large numbers in the classes such that it becomes difficult to assist children individually.

4.4 DATA FROM INTERVIEWS

During the interview sessions between the researcher and the District Education Officer, a lot of valuable information was collected which was a genuine reflection of the status of social studies in Morukatipe Sub County.

First question: What methods do your teachers in Morukatipe Sub County use most in social studies teaching?

The District Education Officer answered that, this depended on a number of factors for example among these were;

- The level of the class being taught.
- The topic being handled at the time.
- The text books being used.
- And the teaching experience of the teacher.

However, the most commonly used methods included the lecture method, discussion method, and the integrated approach.

The second question. How effective and efficient were those methods?

The district education office answered that these methods were to some extent effective because many teachers found them easy to apply, but they become monotonous.

Third question: Does the district education officer, provide some instructional materials to their schools?

He said that the district does not provide the instructional materials because the office does not handle UPE funds from which instructional materials may be procured.

However, the office of the DEO tries to encourage the headteachers to use the UPE funds well to its intended use as outlined in the guidelines where 50% of every monthly release is meant to be for instructional materials.

The fourth question; What was the general attitude of teachers about social studies subject?

The interviewee said that many teachers have a negative attitude about social studies and it accounts to 20% of teachers who have interest in the subject. Many teachers in some schools do teach the subject out of sense of study.

The fifth question: How do you assess the performance of social studies in comparison to other subjects & in primary leaving examination of Morukatipe Sub County?

Precisely the District Education Officer said that social studies for the last three years as reflected in Primary Leaving Examination results summary sheet in his office was poorly done.

The District Education Officer's responses concurred well with the researched findings. He said that the cause for this was:

1. Instructional materials were not appropriately used in the teaching of social studies.
2. All the recommended methods of teaching social studies were not fully exploited by the teacher.
3. The teachers' attitudes about social studies subject were quite negative and this in turn influenced a negative attitude about social studies by the learners.

4.5 INTERVIEW WITH DISTRICT INSPECTORS OF SCHOOLS

Table 9 Shows the problems identified in the teaching of social studies

S/ N	Key problems	Respondent s	Respons	%
1.	Lack of teaching Aids and resource materials	3	3	100
2.	Lack of enough money to conduct projects and tours	3	1	33.3
3.	Poor teacher training in social studies	3	2	67%
4.	Syllabus content too long	3		0%

According to the table above key problems identified for the poor performance in social studies were;

Lack of enough teaching Aids and resource materials which gave 100%.

The second key problem was poor teacher training in social studies which gave us 67%.

The third key problem was lack of enough money to conduct projects, excursions and tours which gave us 33.3%.

As for the syllabus content being too long was not supported because the ministry designed the content in such a way that within seven years it will be covered. The problem therefore is teachers' failure to plan well in their teaching.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

The central concern of this study was to find out, "factors Affecting performance of social studies in primary schools in Morukatipe Sub County found in Tororo district".

5.1 DISCUSSION OF FINDINGS

The formulators for the African social studies programme put a list of emphasis on methodology, materials resource and personnel in order to achieve their objectives.

The study posed three questions it sought to answer;

- Were the methods of teaching social studies today the ones that are appropriate by applications?
- Were the instructional materials used in social studies teaching relevant?
- What were the teachers' attitudes towards social studies as a subject?

With those questions in mind, tools were designed and used to collect the data that would attempt to answer the questions.

Questionnaires, interviews and observations were used to obtain the data for the problem under study. Particular areas were investigated namely methods of teaching, instructional materials and teachers' attitudes about social studies.

5.1.1 Methods Of Teaching

The 1990 teaching syllabus for primary schools and the African social studies programme for maximum learning of social studies recommended approaches which would yield productive learning. Such include; integration, activity methods, inquiry/problem solving, print media, Dramatization, print medial, exhibition, construction, project method, representation and Audio Video projection and are well laid down in Table 1.

From the researchers' findings, the following methods were commonly used by the teachers in the sampled school.

1. Teacher directed discussion method has a usage by all teachers hence gave us 100% usage.
2. Talk and chalk/Traditional methods was also used by all teachers in the sampled schools hence giving us 100% usage too.

3. Another approach was the integrated which had a 75% usage in the sampled schools which gave us a 50% usage.
4. Representation method was used in half of the sampled schools which gave us a 50% usage.
5. The inquiry/discovery method was used in half of the sampled schools which gave us a 50% usage.

However, there are some methods and techniques of teaching social studies that are rarely tried out in our schools. Among these include the excursion/tours, exhibition, televisions and A/V projection. The main reason for not using these methods was due to lack of funds in schools. Making tours to education centres and to procure electronic devices like technicians is very expensive for many of these schools. The only educational tours the schools made were those in a walkable distance of 1-4 kilometres.

Udofot (1986) reported that traditional approaches of teaching SST (as separate subjects) were still persistent.

Odada (1990) found that the lecture method was the most commonly used method of teaching SST. He observed least use of inquiry, multi media and problem-solving strategies.

5.1.2 Instructional materials for teaching social studies

The instructional materials for teaching social studies are not adequate in many primary schools in Morukatipe Sub County as reflected in sampled schools.

Table 4 established the source materials that are relevant in the teaching of social studies in primary schools.

From the table, two major types could be identified: Those that can be obtained locally.

- Those that are classical modern and require using funds.

Table 5 established the use put to the materials available. The table further showed that teachers in the sampled schools tended to use materials that are easily got and which do not call for more time to prepare and money to procure.

These included the wall maps. These had 100% usage. Wall maps are generally supplied to schools under the "super" programme.

Other instructional materials that got 100% usage were reference books and Atlases for the same reason that government had supplied to schools these materials.

Pictures and charts are also commonly used in the teaching of social studies because they can easily be bought in shops at affordable prices from UPE funds that are received every month.

The following instructional materials were used but on a small scale especially models with 12.5%, markets 12.5% excursions/tours 25%, use of newspapers 25% and use of real objects 32.5%.

However, the following were not used at all.

Ground maps 0% Globes 0%, resources persons 0%, Radios and Televisions 0%. The major reasons for not using this method was due to lack of enough funds to purchase these materials.

Gibson (1969) observed that there was a haphazard and unprofessional approach to the selection and use of instructional materials in Social studies teaching. He, too, noted the obsession with and craving for neoclassical materials for SST teaching by teachers, rather than the local materials.

Ogunsanya (1978) found lack of books and supporting teaching materials as key factors in the slow development of social studies as social studies as a distinct discipline. While in support of a similar view, Udofot (1985) stated that lack of resource materials was a major constraint in teacher education programme for social studies.

Standa (1986) reported total neglect of use of local materials in teaching social studies in Kenya schools. This is easily the same case in Uganda and Morukatipe Sub County in particular because little of local materials is reflected as used in table 5.

Standa continues to state that it is possible that lack of the said materials for teaching social studies implies that even training in the use of these materials is hard, for the tutors can not train students to use what is not available. However, even the little that was found to be available was not put to sufficient use.

Fleming (1949) states that;

"The environment has a lot of Influence on the learners' performance"

This therefore means that our local environment has a lot of local instructional materials that we can use in the teaching of social studies effectively.

5.1.3 Teachers attitudes on performance in social studies

The teachers' attitudes towards the positive learning of social studies is very important.

Table number 7 shows that the 8 schools sampled which had 173 teachers, only 24 teachers had high interest in social studies. By ranking the subject interest, social studies was in the 4th and last position.

Table 8 tried to show causes for the negative attitudes about SST. The teachers' negative attitudes about SST was mainly caused by a number of factors.

First and foremost was due to lack of enough teachers' training in social studies at training colleges for grade III. Many teachers to be come out of colleges when they have not conceptualized social studies in totality. As such when they get teaching of SST being difficult, they develop a negative attitude which later affects the overall performance of the subject. So, the problem here lay in the inadequacy of period of training time.

Another factor noted was lack of enough reference books. Many books that were on the syllabus were not available. This supported by 41 teachers out of the 173 who accounted for about 30%.

Another factor that was investigated about teachers' attitudes was lack of enough instructional materials. The inaccessibility to a variety of instructional materials some of which required a lot of money led many teachers to have a negative attitude about SST.

The last but not least factor affecting teachers' attitudes was brought about by the large numbers of pupils in classes especially since Universal Primary Education (UPE) was introduced in Uganda.

Many teachers were not ready to handle and devote a lot of time to pupils who do not pay extra charges as remuneration to their efforts. Many teachers complained as small and delayed salaries which did not match with the efforts they devoted to such large numbers.

Finally, many teachers stated that because many amongst them were not put on the pay roll for a long time, brought some discouragement to teachers which later developed into a negative attitude.

5.2 CONCLUSIONS

From the foregoing data, interpretation and discussion of findings, a number of conclusions can be made.

5.2.1 Teaching methods

Many teachers have not used a variety of teaching methods applicable to social studies and also as advocated for by the ASSP.

First and foremost, many primary teachers have continued to teach SST traditionally as if they were teaching history, Geography and Civics as is the case of secondary schools.

5.4 RECOMMENDATIONS

In view of those findings and also reckoning with the need for a firm foundation on which social studies discipline can be built, it is felt that the following suggestions might be of use in the direction of improving the teaching and learning of social studies in primary schools in general and Morukatipe Sub County in particular.

1. The district inspectorate should organise periodical seminars, workshops and refresher courses with a view to strengthen and re-orientate the teachers in current methods of teaching social studies.
2. Some teachers who have not gone for training either go for the training or be laid off.

However, those who are already trained may need to get for further upgrading in order to upgrading in order to update themselves both in content and methodology.

3. There is also need to set priority areas for instructional materials from the 50% universal primary education (UPE) grant. The school administration along with school finance committee must see to it that funds for instructional materials are not diverted to other items.
4. A comprehensive research be carried out to find out the major causes for the teachers' negative attitudes towards social studies and necessary steps to be taken to re-address it.
5. The District Education Officer should collect and send useful information and advice on various areas that need improvement during the training at primary teachers' colleges, so that students who come out to teach are in a better position to handle the discipline as required.

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APPENDIX 1: QUESTIONNAIRE FOR SELECTED PUPILS

Please tick the right answers.

1. How many subjects do you learn in class?
 - a) One
 - b) two
 - c) Four six
 - d) All subjects
2. Which subject do you like best?
 - a) SST
 - b) English
 - c) Maths
 - d) Science
3. How many times a week do you learn SST?
 - a) Once
 - b) Two to three times
 - c) Four
 - d) Every day
4. Where do you learn social studies from?
 - a) Always in class
 - b) Only at school
 - c) In class and outside class
 - d) At home
 - e) In so many places
5. In learning social studies you use
 - a) Blackboard only
 - b) Maps
 - c) Charts

- d) Text books
 - e) All the above
6. Which places have you ever visited for an excursion?
- a) Market
 - b) Factors
 - c) Show grounds
 - d) Rivers/lakes
 - e) Mountains
7. A part from your teacher who else has ever has ever taught you social studies this year?
- a) None
 - b) Resourceful person like policeman, LC official, medical personnel.
8. What do your teachers tell you about social studies as a subject?
- a) Very simple
 - b) Vague
 - c) Very hard
 - d) Very wide
9. Which subject is disliked by the biggest percentage in your class?
- a. Social studies
 - b. Science
 - C. Maths
 - d. English
10. What do you have to say about the setting of examinations in social studies?
- a. Questions are always very hard.
 - b. Questions come from what you have learnt only.
 - C. Questions are always very simple.
 - d. Questions are always from day to day life experience.

Thank you for your contribution

APPENDIX 11: QUESTIONNAIRE FOR SOCIAL STUDIES TEACHERS

Please tick the appropriate alternatives.

1. For how long have you been teaching social studies?

- a. 1-2 years
- b. 3-4 years
- c. 5-6 years
- d. 7-9 years
- e. Over 10years

2. Which methods do you use in teaching social studies?

- a. Discussion
- b. Representation
- c. Exhibitions
- d. Construction
- e. Inquiry
- f. Integrated
- g. Dramatization
- h. Print method
- i. Problem
- j. Projection methods/AV projection
- k. Lecture [tradition

3. Why do you use those methods?

- a) They are the easiest methods
- b) I don't have any idea about other methods
- c) Time table does not favour other methods
- d) Other methods are tiresome

4. What problems do you find in teaching social studies?

- a. Lack of text books
- b. Lack of instructional
- c. No training
- d. Children do not have interest in this subject

5. Does the school have instructional materials for social studies?

- a. Yes
 - b. No
6. If yes how would you rate them?
- a. Quantitatively
 - b. Sufficient
 - c. Insufficient
 - d. Sufficient
 - e. Insufficient
7. What is your attitude towards social studies as a subject?
- a. Very simple and good
 - b. Hard and complicated
 - c. Wide and vague
 - d. Like any other subject
8. How does lack of qualified personnel affect the teaching of social studies?
- a. Favourably
 - b. Adversely
 - c. No effect
9. As a social studies teacher, what do you think contributes mostly to good pupils' performance in social studies?
- a. Methods of teaching
 - b. Teachers' attitudes
 - c. Pupils' attitudes
 - d. Examination system
 - e. Non of these
10. What comment do you give about the examination setting in social studies in Primary Leaving Examination?
- a. Good
 - b. Bad
 - c. It depends on individuals
 - d. Not easy to explain

Thank you for your contribution

APPENDIX 3: QUESTIONNAIRE FOR HEADTEACHERS

Please tick the appropriate alternatives

1. The methods of teaching social studies in your school is:
 - a. As separate subjects
 - b. As integrated subjects and in others as integrated subject
 - c. It depends on the teachers wish
2. Which approaches do your teachers use in teaching social studies?
 - a. Traditional
 - b. New
 - c. Both traditional and new
3. What problems are being faced by your teachers in teaching social studies?
 - a. Lack of instructional materials
 - b. Lack of text books
 - c. Teachers lack interest
 - d. Teachers lack appropriate methods
 - e. All the above
4. Indicate all the instructional materials you have in your school or use in social studies
 - a. Wall maps
 - b. Ground maps
 - c. Globes
 - d. Pictures
 - e. Charts
 - f. Models
 - g. Reference books
 - h. Farms
 - i. Markets
 - j. Resourceful persons
 - k. Atlases
 - l. Radio
 - m. Tours/excursion
 - n. Television /films
 - o. Newspapers
 - p. Real objects
5. Where and how do you get them?
 - a. Supplied by District Education Officer

- b. DEO gives money to the headteachers to buy them
 - c. Buy them from book shops from money contributed by parents
 - d. Teachers make them or improvise
 - e. All the above
6. How many teachers on your staff like best the following subjects?
- a. Social studies ()
 - b. Science ()
 - c. Maths ()
 - d. English ()
7. How often do your social studies teachers attend refresher courses?
- a. Once in a while
 - b. Termly
 - c. Often
 - d. Not at all
8. Is it always easy for you to find and recruit teachers qualified to teach social studies?
9. Other than classroom teaching where else do your pupils learn else do your pupils learn social studies from?
- a. Farms
 - b. Markets
 - c. Visitors
 - d. Real features
 - e. Tour/Excursion
10. How do you rate social studies performance in PLE for the last three years as compared to maths, English and science?
- a. First
 - b. Second
 - c. Third
 - d. Fourth

Thank you for your contribution

APPENDIX IV: EDUCATION OFFICER INTERVIEW GUIDE

1. What methods do your teachers apply in the teaching of social studies in the district?
2. How effective and efficient are those methods?
3. What instructional materials for social studies do you provide to your schools?
4. Where else do your schools get instructional materials?
5. How is the funding of schools as far as getting instructional materials are concerned?
6. What are the teachers' attitudes towards the teaching of social studies?
7. What logistics do you have for posting teachers in schools?
8. What is the state of teachers for each subject do you have in terms of specialization of subjects?
9. How many specialist teachers for each subject do you have in Morukatipe Sub County?
10. How often do you inspect teachers teaching social studies?
11. How often do you conduct refresher courses in social studies for teachers in Morukatipe Sub County?
12. How do you assess the performance of social studies in comparison with other subjects in Primary Leaving Examinations the last three years in Morukatipe Sub County?
13. In your opinion what do you think has caused that performance in social studies in PLE for those years?
14. What arrangements have you put in place to reform the performance of SST in Morukatipe Sub County?
15. What are some of the problems you have encountered in social studies in Morukatipe Sub County?

Thank you for your contribution