

**AN INVESTIGATION INTO FACTORS AFFECTING PERFORMANCE  
OF SOCIAL STUDIES IN PRIMARY SCHOOLS IN  
BUSABA SUB-COUNTY, BUTALEJA DISTRICT.**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF  
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UNIVERSITY**

**NOVEMBER, 2018**

### **DECLARATION**

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

Signed *Hamba Godfrey* .....

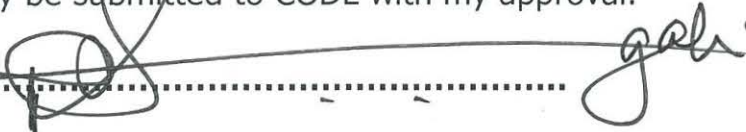
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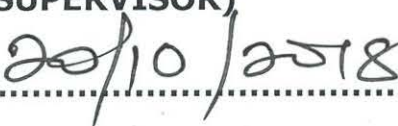
**APPROVAL**

This is to certify that this research has been carried out under my supervisor and may be submitted to CODL with my approval.

Signed:  .....

**Namugali .F. Kuloba**

**(SUPERVISOR)**

Date:  .....

## DEDICATION

I dedicate this book to my beloved children; Nawire Mercy, Hasahya Kendra and Namayanja Violet.



## **ACKNOWLEDGEMENT**

I would like to thank members of my family for the support they gave me during this course. I also appreciate my lecturers for the tireless efforts as well as my friends for the company and contribution which made me complete this course.

My special thanks go to Mr. Namugali F. Kuloba as my supervisor for the technical advise and guidance towards producing this book.

I also thank my parents; Mr. Kayinja Martine and my wife Namagano Beatrice. I appreciate my close colleagues Higenyi Nathan and Kabiredi Moses for the joint discussions during the course.

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## **ABSTRACT**

The topic of this research was "an investigation into the factors affecting performance in social studies in Busaba Sub-County in Butaleja 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 officer, school inspectors, headteachers, 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 interview guide to collect data and eight schools were selected for the study. The researcher analyzed data using frequencies and percentages and tables.

It was found out that most primary teachers have continued to teach SST traditionally, most schools lack instructional materials and in terms of attitude of teachers towards SST some teachers have a negative attitude because it is a taxing 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.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 BACKGROUND TO THE STUDY**

The inception of social studies programme in Uganda Primary School in 1980 has raised a new are educational system. Social studies is 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.

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 has taken now decades of its existence in Uganda, there is a great outcry from various interested group in Busaba Sub-County in particular and Butaleja 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 in parent's General Meeting 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.

### **1.1 STATEMENT OF THE PROBLEM**

The problem identified in this study was that of poor performance of Social Studies in Primary School in Busaba Sub-County.

Primary School children in Busaba Sub-County were performing very poorly in Social Studies as compared to other subjects.

This makes it a problem which had to be researched into as expressed in the background.

### **1.2 PURPOSE OF THE STUDY**

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

### **1.3 OBJECTIVES OF THE STUDY**

The objectives of the study will be to find out:

1. The most effective and efficient methods of teaching Social Studies in primary schools.
2. The type of instructional materials used in the teaching of social studies.
3. The teacher's attitudes towards the teaching of Social Studies.



The study included what Social Studies was composed of. It also included the meaning of social Studies and how it was defined by the various scholars.

The study also included the principle methods of teaching Social Studies. This involved how effective and efficient the new methods and approaches of Social Studies teaching were in Primary School. concern for the study. It was concerned with the manner teachers use them in The application of relevant instructional materials was another area of great the teaching of Social Studies and the role they play in making the lessons a success.

#### **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?
- 2 Are instructional materials used in the teaching social studies in Busaba Sub-County relevant to contemporary teaching?
- 3 what are teachers' attitudes towards the teaching of social studies?

#### **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.

## **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 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 suggest 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 shakepear (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.

The foregoing investigations about discussion method are quite beneficial to Ugandan teachers in general and Busaba 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 through 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 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 Busaba Sub-County in particular. Wandira (1970) believes that teachers who do not have enough academic background are not likely to venture on 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. These 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 meager 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 Busaba Sub-County, Butaleja district in eight schools.

Sampling was done by purposive selection.

##### **The schools are:-**

1. Nahalondo Primary School.
2. Busaba Primary School
3. Busaba Project Primary School
4. Mwiha Primary School
5. Mulanga Primary School
6. Busaba Junior School
7. St. Johns Primary School

The schools were designed A, B, C, D, E, F, G and H. 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 totaling 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 hand 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 Busaba 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 teachers' attitudes on the performance of social studies in Busaba 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 Busaba 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 Busaba Sub-County**

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

**Table 2 Shows number of 80 S.S.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 Busaba 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 Busaba Sub-County.

Instructional materials	Number of schools that use each	Percentage
Wall maps	8	100
Ground maps	0	0
Pictures	7	87.5
Models	1	12.5
Charts	6	75
Globes	0	0
Forms	0	0
Markets	1	12.5



Resource persons	0	0
Reference books	8	100
Atlases	8	100
Excursions	2	25
Radios	0	0
T.V/films	0	0
Newspapers	0	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	0
	80	Ground maps	0	80
	80	Pictures	70	10
	80	Models	10	70
	80	Charts	60	20
	80	Globes	0	80
	80	Farms	0	80
	80	Markets	10	70
	80	Resource persons	0	80
	80	Reference books	80	0
	80	Atlases	80	0
	80	Excursions/tours	20	06
	80	Radios	0	80
	80	T.V/Films	0	80
	80	Newspapers	0	60
	80	Real objects	20	50

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 upto 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	%	No	%	No	%	No	%
A	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
F	25	2	8	9	36	7	28	7	28
G	17	1	5.8	5	29.4	6	35.2	5	29.4
H	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
A	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
G	17	9	3	2	3
H	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 Busaba Sub-County.

**First question: What methods do your teachers in Busaba 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 attitudes 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 results of Busaba 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 researcher's 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	Respon ses	%
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	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 Busaba Sub-County found in Butaleja 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 Busaba 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.

Another instructional materials that got a 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 a 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 Busaba Sub-County in particular because little of local material s 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 4<sup>th</sup> 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 factors 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.



Secondly that the selection and use of these methods depended on background training. This also means that the preparation of the tutors itself has contributed to this phenomenon.

Thirdly, the tendency to ignore or fail to use the methods advocated by the ASSP in teaching SST impairs programme implementation and can be disastrous.

Therefore if preparation of teachers is faulty or inadequate, then errors and weaknesses will be carried on in the field, hence having a great multiplier effect that will distort the image of SST discipline.

### **5.2.2 Instructional materials**

Findings on instructional materials indicated a range of "lack" from total absence of these to availability but only in small negligible quantities. While it can be concluded that many primary schools adversely lack instructional materials for social studies, there is also under use of the few materials available, particularly local materials, including the immediate environment.

### **5.2.3 Teachers attitude**

Whereas lack of appropriate methods and instructional materials used in Primary school contribute to the poor performance of many pupils in Busaba Sub-County in Butaleja district, teachers attitudes towards SST have been found to be another factor. Teacher who find and say that social studies is an elaborate subject and quite new, will always have negative attitudes because it is a taxing subject both in time and resource.

### **.3 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 Busaba 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 go for further upgrading in order to upgrade 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 I

### QUESTIONNAIRE TO BE FILED IN BY P.7 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 years?
  - 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 II**  
**QUESTIONNAIRE TO BE FILLED IN BY P.7 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 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 III**

## **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. News papers
  - 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 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 Busaba 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 Busaba 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 Busaba 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 Busaba Sub-County?
15. What are some of the problems you have encourage of social studies in Busaba Sub-County?

***Thank you for your contribution***