

**UNIVERSITY OF CAPE COAST
INSTITUTE OF EDUCATION**

**IMPROVING PERFORMANCE IN SOCIAL STUDIES
AT ASSIN DARMANG J.H.S ONE
USING MOTIVATIONAL TECHNIQUE**

ASIEDU-SARPONG WILLIAM

FOSU TRAINING COLLEGE

AUGUST 2008

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AT ASSIN DARMANG J.H.S ONE
USING MOTIVATIONAL TECHNIQUE**

**A PROJECT WORK SUBMITTED TO THE INSTITUTE OF
EDUCATION, UNIVERSITY OF CAPE COAST IN
PARTIAL FULFILMENT OF THE AWARD OF DIPLOMA
IN BASIC EDUCATION**

ASIEDU-SARPONG WILLIAM

FOSU TRAINING COLLEGE

AUGUST 2008

DECLARATION

CANDIDATE'S DECLARATION

I hereby declare that this project work is the result of my own original research and that no part of it has been presented for another of Diploma in Basic Education at the University of Cape Coast or elsewhere.

CANDIDATE'S NAME: Asiedu- Sarpong William

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project work was supervised in accordance with the guidance on supervision of project work as laid down by the University of Cape Coast.

SUPERVISOR'S NAME

SIGNATURE.....

DATE.....

ABSTRACT

The study aims at improving performance in Social Studies at Assin Darmang J.H.S one using motivation technique.

The researcher observed most of the lessons by himself through the help of different teachers at the school. He observed that the improvement standard as compared to other subject areas such mathematics, Science, Ghanaian Language was very low and this made the researcher look into it to solicit findings to combat that problem.

The researcher used observation, questionnaire and structured interviews.

The researcher used motivation technique to help the pupils to develop positive habit towards the study of Social Studies, hence improving the standard of learning towards Social Studies lesson.

The subject teacher was also included in the interviews and discussions which were held about the problem and the need to use motivation technique go a long way to improve pupils' learning of topics in Social Studies.

ACKNOWLEDGEMENT

In a work like this, I solicited help and information from certain personalities. It will be a sign of ungratefulness if fails to appreciate their help. I therefore, wish to express my profound gratitude to Mr. Samuel Takyi, my project supervisor, a tutor of Foso Training College, at Mathematics Department, who devoted his precious time and took the pains to supervise my work and made the necessary corrections.

Also to my parent Mr. and Mrs. Addo and my Head teacher Mr. J.K Quansah who gave me the initial push by which this project is made possible and for their generous contribution towards my education.

Thanks also go to all the pupils and the teachers for providing the needed responses to the interviews and questionnaire.

Many thanks go to Mr. Osei Sarfo Frank, who typed and printed the project.

Finally, I acknowledge the numerous authors whose work I have cited in this project.

DEDICATION

This project work is dedicated to all my family members especially Mr. and Mrs. Addo, my grand parents Mr. and Mrs. Appiah Asare, my great grand mother Madam Adadewa, Aunt Asabea Appiah. Carolina, Mark Addo, Isaac Adade Addo, Rawlincia Amene Caro and my cousin Gabriela Agumey.

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CHAPTER ONE

INTRODUCTION

BACKGROUND TO THE STUDY

The observation made by researcher at Assin Darmang junior high school came out that, most of the guardians and parents send their wards and children to school due to the introduction of capitation grant and FCUBE policy introduced by the government.

Most of the parents refuse to provide the necessary materials which can make their wards feel comfortable at school; and due to this most of the pupils came to school bare- footed wretchedly dressed and even sometimes on empty stomach.

There were many of these pupils who were in the school without any writing materials. Due to this the researcher asked himself “can these pupils have meaningful learning at this state?”

Also the researcher got to know that, most of the guardians and parents of the pupils were illiterate and for that matter were ignorant about their wards education. The few literates among them also have in their mind that the kind of education given to their children was having no impact on their life- style so there is n need spending much money on these children.

Social Studies which have become one of the core Subjects for certification is supposed to be taught as an integrated subject, rather than the separate subject area.

However, most of thee Social Studies teachers taught the various subject separately, which made the teaching and learning of the subject boring and more teacher-centred.

The researcher experienced similar problem as Tamakloe stated “ Akmost all the teachers in the various first and second cycle institutions taught Economics, History etc separately instead of integrated Social Studies “ . The teachers of the subject

taught the various subject areas they had knowledge on separately leaving the other areas

Also it was seen that Social Studies topics were mostly about issues that affect the society in which the pupils lived. This made the pupils taught that they were familiar with these societal issues. This made them to exhibit lukewarm attitude or behaviour towards the learning of the subject. Also some pupils will be in the class reading other textbooks of different subject during Social Studies lesson.

Motivation is one of the techniques which can improve on a child's learning but instead of the teachers to motivate the pupils to develop interest towards the learning of the subject, they turned to punish these pupils k, put fear and agony into the pupils, hence compelling the pupils to lack interest in the Social Studies lessons.

The researcher, hence decided to investigate and solve this problem using motivation, which is one of the best modern improved technique for teaching.

STATEMENT OF THE STUDY

The subject Social Studies deals with issues that affect one's life-style in one's immediate environment and the nation as a whole. This subject aims at having a positive behavioural and attitudinal change in the pupils, so as to help in building them through societal competence, appreciation of respect for human diversity and global citizenship.

However, teachers on the field teaching the subject turn to worsen the situation by using outmoded techniques such as lecture and teacher-cantered methods instead of helping to achieve these aims. The continuous usage of these outmoded methods such as a lecture methods makes the lesson boring and uninteresting.

Also the background problem of the pupils and their attitudes had made most of the pupils to lose interest and concentration in the subject and for that matter does not perform well in Social Studies. The pupils at Darmang perform poorly in Social Studies.

This has made the researcher to use motivation as one of the techniques to combat such problem and hence help to improve the performance in Social Studies in Darmang Junior High School One. "J.H.S 1"

PURPOSE OF THE STUDY

From the statement of the problem, I stated that Social Studies deals with issues and problems society encounter and how to solve them, hence it's inclusion in the educational programmes and even as a core subject for certification. This study aims at;

- (a) Ascertaining how the J.H.S one pupils in Darmang Catholic were taught the subject Social Studies and how they perform.
- (b) Investigate the academic competence of the teachers teaching Social Studies in the school.
- (c) Find out why pupils don't perform in Social Studies.
- (d) Identify techniques and strategies used in the teaching of the subject to the pupils and its impact on the teaching and learning process.
- (e) Identify the equipment and materials teachers of the subject use in teaching pupils.
- (f) Identify the learning characteristics of the pupils and implications on the teaching and learning of Social Studies.
- (g) Find out how teachers react to the pupils responses and behaviours in class.
- (h) Realise the benefits the pupils will derive from studying Social Studies and problems that are hindering the realisation of such goals.

RESEARCH QUESTIONS

The following research questions may be put into consideration.

- (a) How the junior high school one pupils in Darmang Catholic are taught Social Studies?
- (b) What are the factors that impede pupils' performance in Social Studies?
- (c) What are the techniques and strategies to be used in teaching Social Studies to the pupils?
- (d) What equipment and materials can the teachers use to teach the pupils better?
- (e) What are the teaching characteristics of the pupils and their implications on the teaching and learning of the subject?
- (f) How do the teachers react to the pupils responses during the lessons?
- (g) What benefits will the pupils derive from studying the subject, and what problems are confronting the realization of such benefits?

SIGNIFICANCE OF THE STUDY

The study aims at the following points below.

- (a) To find out why pupils do not improve in Social Studies lessons.
- (b) To help pupils at the basic level to develop interest in participating fully in the teaching and learning of Social Studies.
- (c) To help the curriculum planners and the Ghana Education Service to provide the relevant teaching and learning materials and equipment that will make the subject interesting and more child-centered.
- (d) The suggested intervention will serve as a guide to the teachers who teach the subject in the field.
- (e) This research is expected to lay down the ground for other researchers who may also want to investigate other dimensions of the problem, by using document as their reference material or guide.

LIMITATIONS

Some limitations of the research are as follows;

Both the pupils and the teachers of the subject were very glad and welcomed the researcher initially but as time went on most of the pupils felt reluctant whenever they were called to answer questions.

Also some of the pupils had fear, that when they give some truthful information concerning their teacher to the researcher, it would be disclosed to the teachers' concerned which will bring some troubles between the teachers and the pupils.

Also the researcher wanted to get information from other schools but due to the time constraints, he couldn't make it.

Finally, the researcher couldn't travel outside the town to solicit more information due to financial problems which the researcher was facing.

DELIMITATION

The study was restricted to pupils of Darmang Catholic J.H.S one but not the entire pupils of the school or elsewhere.

Also the study was restricted to the extent to which pupils perform in Social Studies. The reason is that, the researcher identified that the pupils' performance in the subject was low. This proves that the pupils were doing rote learning which wasn't the best way of learning.

ORGANISATION

This study entails five chapters. The chapter one of the study deals with the introduction which consist of the background of the study, research questions, significance of the study, limitations, Delimitations and organization of the study.

Chapter two deals with the related literature review, chapter three deals with the methodology, chapter four entails the data presentation and Analysis.

The last chapter which is chapter five also deals with the summary, conclusion and recommendations.

Also the entire study have some front and back materials. The front materials are the title, declaration, abstract, acknowledgement, table of content and list of figures.

The back material of the study is the appendix and the references.

CHAPTER TWO

LITERATURE REVIEW

This chapter of the study deals with review of the related literature of the study.

The shift from the traditional way of dictating notes and lecturing to child-centered approach in teaching requires active participation or improvement of pupils in teaching and learning process. Pupils are fond of answering and asking question orally or through written works. This dwells on the teachers' preparation, the class size, the quality of the teacher and the strategies and techniques employed by the teacher.

With regards to the teaching of Social Studies from the beginning, there was the believe, and assumption that any teacher will be able to teach it. This is so because Social Studies as thought to be easy to teach and also some teachers taught Social Studies is a reading Subject.

Teachers of Social Studies were not convergent with the appropriate methods and strategies for teaching the since the subject was relatively new and has no special trained teachers. Until the introduction of the new education reform programme (NERP), the development of the integrated Social Studies in Ghana had been very unsteady. Because of that, the study therefore, sought to find out what Social Studies is? , why pupils don't improve and the ways the subject teachers can make pupils participate in the lessons.

The content, subject matter and methodology of Social Studies is totally different from other disciplines due to its nature.

Wesley and Adams (1952) stated that "Social Studies deal with human relationships and the need to teach it using motivation strategies"

McClendon (1965) point out that "Social Studies form part of the curriculum that deals with human or social relationand that Social Studies is distinguishable in its content and also social nature".

Mortella (1985) also come out that "Social studies gains its identity from the social science, history and political science". He stressed that effective motivation can help pupils to perform better in Social Studies.

Due to the unique nature of the subject, the sub-committee on the humanities and Social Studies emphasized that the teaching of history, Civics as separate disciplines in the primary schools in African introduces an artificial division in the early years of schooling. The child should be introduced to Social Studies as an integrated field; and should be made to appreciate this education, the cross relationship between discipline which later emerge as a distinct field of learning [ASSP report 1977]. The report stated that motivation should be used to help children learn effectively.

Numerous writers have different minds about this problem. According to Oliver (1975), he said that "modern teaching of Social Studies requires that both the teacher and the pupils are actively involved in the teaching –learning process. The pupil is no more a passive listener, but he is rather called upon to ask and answer questions among others in the teaching and learning process". He said when the child is motivated he can learn better. Some authors as well as the researcher are of the view that, teaching in foreign language which is not familiar to the pupils, retards progress and improvement in social Studies as Abdou once stated.

He once again admitted that, Social Studies require a frequent dialogue between a teacher and the pupils. It is only when pupils are competent in the medium of instruction that they can participate or improve by communicating effectively with their Social Studies teacher.

The education Commission of Basic Education (1986) also stated that "teaching should not consist of always talking to a class as a whole, given everybody the same assignment but rather, there should be a constant dialogue between the teacher and his pupils".

In dealing with pupils not participating or improving Social Studies lessons, Some authors have also attributed the reason why pupils do not improve in Social Studies lessons to the size of the class.

The Educators Encyclopedia (1964) lists some disadvantages of larger classes and its effects on the teaching and learning as follows;

- Instruction tends to become the lecture type without group participation.
- Oral communication within the classroom from pupils to pupils and pupils to teachers is limited or minimized.
- Pupils with specific problems may not be motivated to learn.
- Individualization of instruction is limited.

As already said, modern teaching of Social Studies requires the active involvement of the learners; and from the above disadvantages stated it can be seen that large class sizes leads to teacher- centered approach of learning. Pupils are not well motivated to learn.

Tamakloe (1991) stated that “time constraint as against overloaded syllabus constitutes one of the major problems which create hindrance to the teaching of the subject in many Ghanaian schools.

Tamakloe (1994) again stated that in Ghana not much emphasis is placed on the use of out-of-door activities. This observation which Tamakloe made implies that much emphasis is not placed on the use of community resources in Ghana. This observation also made it clear that some negative perception of some Social studies teachers resorting to the use of some activities in the teaching and learning of Social Studies which has also made pupils not to improve in lessons.

Also Klausmeire and Blout (1968) stated that, some teachers regard the use of activity methods and field trips as waste of time. Improving pupils’ performance in Social Studies lessons, the teacher of the subject must exhibit some qualities.

Hemming (1950) came out by saying “the qualities a teacher must possess are personal rather than academic’. He stated that, the main requirement of a social studies teacher is interest in the subject.

Wesley and Adams (1952) say “the social studies teacher should be curriculum maker that is the creator of social studies’. He further said that “he or she should be able to decide on what should be included on the curriculum to enhance effective teaching”

Also, Wesley and Adams stated some of the qualities of a social studies teacher as Courtesy, tolerance and possession of sound knowledge about the community.

According to Bloom et al (1956), the teaching and learning resources aid teaching and help to improve pupils’ performance. They again said that, children learn more by doing and observing; and this calls for real life situations in the social studies lessons.

Agyemang (1986) state that “in terms of professional qualities, only a minority of teachers are qualified to teach the subject.

For effective and child- centred approach of teaching social studies, adequate and competent social studies teachers must be provided. Teachers who are knowledgeable

and devoted are required. They must possess some qualification qualities such as tolerance, hardworking, as my grandmother said “hard work does not break a bone” etc. The social studies teacher must also prepare the necessary teaching aids from his or her environment that is improvisation without relying on already prepared ones which involve huge sums of money.

The main point or quality of the teacher is to motivate his or her pupils since motivation is the key point to learning; and motivation and learning are equally essential for improving pupils’ performance in the teaching and learning process.

CHAPTER THREE

METHODOLOGY

This chapter is the third stage of the study. It deals with the description of the research design, reasons for the design, population and sampling selection, development of research instruments, data collection procedures and data analysis plan.

The study was purposely based on the improvement of performance level of the form one pupils of Darmang Catholic J.H.S in social studies and how motivation can best be used to improve it.

RESEARCH DESIGN

Action research is a kind of research which the researcher used to collect views with peoples to solve the problems. It is an approach which aims at solving problem that pupils encounter in their academic work.

The reason why action research was chosen by the researcher was that it is a means of solving problems identified on specific situations. Action research focuses on generating new knowledge, and enables both the participants to develop appropriate intervention strategies aimed at finding solutions to the problem identified in the learning and teaching situation.

Action sought to find solutions to a situation within the shortest possible time which the other research methods can not use to solve in the shortest time.

There was few strength which the researcher notified in terms of action research. Action research helps the teacher to understand what actually goes on in teaching and learning processes. Also it does not only enhance the teacher's professional status but also promotes teachers personal development and the improvement of his or her practices.

Lastly, the modern teacher needs to be equipped to understand the various methods that best suit the teaching and learning process.

POPULATION AND SAMPLE SELECTION

The researcher used 18 pupils and 2 teachers, whereby both the male and the females have the same percentage of 50. The population was Assin Darmang Junior High School.

The sample class was formed one simply because the subject master complained about them and also from the discussion conducted by the researcher from the subject master, he said the behavior and attitude towards learning of pupils in social studies class was below expectation.

DEVELOPMENT OF RESEARCH INSTRUMENTS

Observation, interviews and questionnaire was the instrument used for the study. The researcher observed social studies lessons with the class so as to get information to the questions such as who teaches the subject the strategies used, the facilities used, the learning behaviors of the pupils and its implications on the teaching and learning of the subject social studies, the teachers social and moral values in the school.

The researcher employed observation strategies to carry on the research. Interviews were often held by the researcher to solicit information from both the teachers and the pupils mostly after the lesson has taken place.

Twenty item questionnaires were developed based on the research questions for 18 pupils and 2 other staff members. The questionnaires consist of two main parts. The first part of the questionnaire consists of the rubrics entreating respondents to treat the responses as confidential.

The other part was the main items which sought to find whether social studies was taught in the school, how it is taught, the learning situation of the pupils, materials used when lessons are taught, the techniques which the teachers used when teaching, whether it is motivational or lecturing.

DATA COLLECTION PROCEDURES

Observations, interviews and questionnaire were used by the researcher to collect the data for the study. The researcher had an ample time to distribute the questionnaire to both the teachers and the pupils. Also there were 90% return- rate of the questionnaire which was presented to the teachers and the students.

Also due to the interview which was made by the researcher with the respondents, the 18 pupils were sampled and used for the observation lessons and interview session.

PRE- INTERVENTION DATA COLLECTION

The moment the researcher started teaching in the school, he started to apply one of the techniques which was observation. He observed different lessons conducted by different subject teachers. With this step taken by the researcher, he interviewed the respondents about the way the teaching and learning of social studies went on in the school.

Also the researcher verified that the quantum of learning exhibited by the pupils of Darmang Catholic J.H.S were below expectation towards the studying of social studies.

The first step taken by the researcher after he has verified the poor performance in social studies by the pupils, was to discuss the problem identified with the class teacher concerned. From the school was having one trained teacher for social studies unlike the other subjects; and due to this the workload for the teacher is very huge since this teacher handles all the classes from J.H.S one to three, hence he sometimes adopts the outmoded methods of teaching or lecture and dictate notes for pupils to copy so as to be able to complete the syllabus in all the classes.

Also the teacher disclosed to the researcher that “I will beat or sack any student who misbehaves in my class if I am tired”. He also said “I will not spare any one who is not ready for the lesson and will resort to coming or sacking them”

From this information obtained by the researcher, I devised an intervention to be used to remedy this situation of low standard or performance of pupils in social studies.

INTERVENTION STAGE

I prepared questionnaire and distributed to 18 pupils and the two teachers in the school. There were responds from the pupils and the teachers, and some of these

responses obtained were that, social studies teacher's techniques and strategies were not good, making lessons boring.

Also the teacher does not use any TLM's in his lessons. It was also discovered that due to the canning, insults, sacking pupils from class, the pupils do not feel like learning the subject.

This information obtained from the responses to the questionnaire in addition to some information from the observation and the interview made, the researcher had a talk with the teacher. There was some suggestion from the researcher to the teacher in order to improve on modern teaching techniques which motivation was suggested as paramount. And also he should try to use teaching- learning materials when teaching social studies so that the lesson will be interesting. The teacher accepted the suggestion the researcher made to him.

In collaboration with the subject teacher we prepared a lesson plan and taught by using modern techniques and teaching- learning materials. After the lesson had taken place, there were comments from the 18 pupils I used as sample. Some of the comment were "I should teach them social studies till the time I will leave to school". Others also marked "Today the lesson is interesting" while others said "If lessons will be held in this way for us then there will be no problem in learning the subject social studies".

POST- INTERVENTION STAGE

There was another lesson taken by the subject teacher with the same pupils after the previous lesson was taken by the researcher and this was due to the fact that these were some comment to the subject teacher about the techniques and strategies the researcher used, and because of this the teacher also applied the same strategies and techniques.

The researcher observed that things were changing and the class for that day was interesting because there were motivational strategies applied in the lesson. This made the researcher happy because he was able to achieve what he wanted.

It was detected that pupils- centered techniques which included motivation had always have positive impact on the pupils studying social studies.

DATA ANALYSIS PLAN

Questionnaire was the instrument used in conducting. Also observation and the interviews were conducted. Tables, qualitative approach and percentages were used to analysis the data.

The qualitative approach emphasizes the meaning, experiences and descriptions of the responses.

All responses from the instrument used were summarized, discussed and analyzed under each research question for the study.

CHAPTER FOUR

RESULTS, FINDINGS AND DISCUSSIONS

This chapter does with the results of the analysis of the data collected on the topic, “Improving the pupils’ performance in social studies at Assin Darmang Catholic J.H.S one using motivation techniques”

The data was gathered through observation, interview and questionnaire. The analysis is as shown below.

DATA ANALYSIS

Research question 1: In which way are the J.H.S one pupils in Darmang Catholic J.H.S taught the subject? To answer the questionnaire items, 1- 5 were used.

Table 1: Responses on how J.H.S one pupils taught social studies.

No.	Question	Responses		OTHER VIEWS
		NO	YES	
1	Is social studies taught in the school?		20	All the respondents said they have one teacher. They do subject teaching
2	Does the school have regular teachers for the subject?		20	
3	How many teachers teach social studies?			
4	Was the school having teachers when you came to the school?		20	
5	How do the teachers teach the various classes?			

FINDINGS ON THE TABLE 1

From this table, it id detected that 20 respondents representing 100% agreed that social studies is taught in the school. 20 respondents said, there was a teacher for the subject in the school. The respondents went ahead and said there was only one teacher for social studies.

With regard to questionnaire item 4, all the 20 respondents indicated that, the school has to teach all the subjects. 20 respondents representing 100% said that the teachers run through all the classes.

DISCUSSIONS ON RESEARCH QUESTION 1

The study shows that social studies is one of the subject which forms part of the school programmes and also being taught in the school. The fact that social studies is taught in the school implied, it forms an integral part of the curriculum approval by ministry helps in education in Ghana.

Since Social Studies helps in solving problems in the society, it also brings about good attitudes among the pupils. From the data, it reveals that the school has one teacher for Social Studies and this teacher teaches all the classes as a result of the workload, no effective work is done by the teacher.

Also classes are too large with large enrolments. Poor strategies and techniques used by the teacher do not encourage effective learning of the subject.

Research question 2: Why do the pupils fail to improve their performance in Social Studies? Questionnaire items 6-8 were used to answer the questions.

Table 2: The table shows the responses on why the pupils in Assin Darmang Catholic J.H.S one does not improve in the performance in Social Studies.

No.	Question	Responses		OTHER VIEWS
		NO	YES	
6.	Do the pupils contribute in the lessons when it is going on?	4	16	(a) Pupils fell lazy in learning stated by six of them (b) Lessons are boring. (c) Lack of TLMS (d) Poor teaching strategies stated by twelve pupils.
7.	If no, what were the reasons?			
8.	What qualification does the Social Studies teachers have?			(a) No pupil teachers. (b) No Graduate (c) Twenty respondents said the teachers are trained.

FINDINGS ON TABLE 2

The table that 16 respondents representing 80 % accepted that the poor standard of learning social studies was due to the fact that pupils don't contribute in class while 4 respondents represented 20% stated that the pupils learn.

Also with respect to questionnaire item seven, the 12 respondent proves that it is due to poor strategies which is used by the teacher; 6 respondent represented 30% also said it is due to the laziness of the pupil to learn that is instead of them to learn they will be doing something else, also 2 said due to lack of TLMs, the lessons become boring while no respondent said it was due to lack of textbooks. This shows that pupil don't learn although there were books.

Again all the respondent said the social studies teacher is a trained teacher who is a certificate 'A' holder and doing a top- up course.

DISCUSSIONS ON RESEARCH QUESTION 2

From the table, the respondents stated that social studies is not taught well to the pupils, and that is due to poor teaching strategies from the social studies teacher. Also some of the respondent said it was due to laziness on the part of pupils while few of the respondents said it was due to boriness of the lessons. This prompted the researcher about what Bloom et al (1956) said about teaching and learning and I quote "children learn by observing and doing which calls for real life situations and activities in the classroom".

Again the researcher made investigation about why the pupils do not improve in their performance. From the subject teacher "time constraints against overloaded syllabus constitute one of the major problems which affects the teaching of the subject in many Ghanaian schools". He stated, he is the only one teaching all the classes and due to that, tedious job for him, so if his strategies are poor thin sometimes it is not his fault but due to the workload on him.

Research questionnaire item 3: What are the strategies used by the teacher in teaching the lesson? The questionnaire items 9 – 10 were used.

Table 3: Response on the question by the respondent.

No.	Question	Responses	
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		NO	YES	OTHER VIEWS
9.	What teaching strategies and techniques are used by the teacher in delivering his lessons?			(a) Writing notes on the chalkboard for pupils to copy-14 pupils. (b) Dictating note and explaining it – 5 pupils. (c) Using materials to explain concept-1 pupil (d) Lecturing
10.	Are there any variations in the teacher's techniques and strategies?			

FINDINGS ON TABLE 3

There were many responses from the respondent about questionnaire item three, 5 respondents representing 25% said dictating and explaining note is what the teacher does. Also, 1 respondent representing 5% said the teacher uses materials to explain the concept while 14 of the respondents said the teacher was very good in writing notes on the chalkboard for pupils to copy into their note books. But none of the respondent said nothing about the teacher's lecturing to the pupils.

Also there was variation in the teaching strategies and techniques from the teacher as 17 of the respondents representing 85% said while 3 respondents representing 15% said there was no variation from the teacher techniques and strategies.

DISCUSION ON RESACH QUESTION 3

The study proves that the only techniques and strategies used by the teacher is to dictate notes for the pupils to copy or explaining to them and also writing it on the chalkboard for them to copy which is outmoded technique and that hampers the improvement of the pupils' performance .

Also it was clear from the respondent that the teacher varies the strategies and techniques which he uses when delivering Social Studies lessons although the techniques and strategies are poor. But because he varies it, somehow he is on the right path since without any variation the class will not be interesting which leads to boredom.

Research question 4: What type of equipment and materials do the teacher uses to teach the Subject Social Studies? The respondents use questionnaire item 11-12 to answer the research question 4.

Table 4: Responses to question 4

No.	Question	Responses		OTHER VIEWS
		NO	YES	
11.	Is there any equipment and materials used by the teacher in terms delivering lessons?	5	15	(a) Audio materials. (b) Visual materials. © Audio-visual materials (d) None of the above.
12.	If yes, then, what type of materials does the teacher use?			

FINDING ON TABLE 4

Looking at the table, questionnaire item 11 proves that 15 of the respondent representing 75% said that there id no equipment and materials used by the teacher in lesson delivery. 5 of the respondent representing 25% also said the teacher uses teaching materials and equipment when teaching.

Also from questionnaire item 12, of question four, pupils indicated neither audio material, visual material nor audio- visual materials were used by the teacher when teaching Social Studies.

DISCUSSIONS ON RESEARCH QUESTION 4

The researcher observed that, there are a few materials for the school and which are not good. They are old fashion which can not enhance the teaching of Social Studies to make the pupil understand the concept to improve on their teaching.

Also it was observed that there were no attempt by the teacher to make any improvised material for the lesson and the reason is that anytime he attempts or requests for money from the head teacher his request will not be granted.

Also the pupils stated that the teacher for the subject was not taking them through lessons which involve teaching materials or out-of –door activities. This makes Blout and Klausmeire (1968) observation true. That is “Some teachers regard the use of activity method and field trips as waste of time”.

Research question 5: What are the attitude of pupils towards learning and the implications on the teaching and learning of the subject Social Studies?

The answers to the researcher questions 5 may come from the questionnaire below.

No.	Question	Responses		OTHER VIEWS
		NO	YES	
13	Have the pupils improve upon their performance in learning other subjects?	20		
14	How are the pupils moral towards studying Social Studies?			(a) Very high (b) high (c) average-2 pupils (d) Very low-3pupils (e) Low – 15 pupils

FINDINGS ON TABLE 5

From the table, 20 respondents said the pupils have seen mere improvement in their performance in learning other subjects. Also with regard to the moral of the pupils towards Social Studies, 15 respondents representing 75% said their learning rates are low. 2 pupils representing 10% stated that, their learning is below average towards Social Studies. But neither of the pupils said their learning rate is high nor very high.

DISCUSSIONS ON RESEARCH QUESTION 5

From the look of things, it can be seen that when we compare the performance of pupils when studying Social Studies to that of the other subjects such as Agricultural Science, Mathematics, Science, we can identify that there is a great gab between them. The learning of Social Studies was low, 15 respondents representing 75% stated, but that of the other subject was very high.

It is also clear that although the school has only one teacher for Social Studies and the workload on him is too huge for him yet he sacrificed to do his best as against the low morals of the pupils.

Again, the table shows that the school has only one trained teacher for Social Studies and the workload is more and even the content of Social Studies for a class is also many with limited time on the school time table. The study revealed that the school has no equipment which will be used by the only teacher.

Also the study reveals that, the subject teacher gives his best and sacrifices to deliver lessons to his pupil but the only thing is to improve on the strategies and motivate his pupil during lesson delivery.

Research question 6: What is the reaction of the teachers towards the pupils' responses and behavior during lesson? Questionnaire item 16-17 were used to answer this research question 6.

Table 6: Responses on the behaviour of a teacher towards pupils' behaviour and responses in lessons.

No.	Question	Responses		OTHER VIEWS
		NO	YES	
16.	In what way do teachers react to pupils' responses and behaviours during lessons?			(a) Sack them-2 pupils (b) Cane them-10 pupils (c) Insult them -7 pupils (d) Ask others to hoot at them-1 pupil (e) Advise them secretly after lessons -0
17.	Do you this behaviour of the teacher?		20	

FINDING ON TABLE

From questionnaire item 16 on table 6, it shows that 10 respondents representing 50% said the teacher cane them. 7 respondents representing 35% also said that the teacher insult them whenever they misbehaviour in class. Also 2 of the respondents representing 10% said, the behaviour of the teacher is to sack them from class whereby 1 respondent representing 5% also said the teacher ask other pupils to hoot at them. But looking at the table, none of the respondents said the teacher advise them secretly after lessons or motivate them to learn.

Again from the table 6, questionnaire item 17, all the twenty respondents represent 100% said they don't experience effective teaching and learning.

DISCUSSION ON RESEARCH QUESTION 6

From the study, it has been realized that, the teacher from the subject lack some strategies which can help his pupil improve on their studies.

From the researcher, it might be a serious situation that is some of the pupils have some peculiar problems which needs time and support to overcome.

in terms of teachers Cooper (1975) said, they are known to be parent substitutes and confident builders" The implication about what Cooper' said is that, they are expected to motivate the pupils by means of encouraging them like "back up" not bad, good, well done". it will be better next time" but out of these the teacher don't have any knowledge about them but rather canes, hoots, sacking and insults the pupils whenever they cannot perform in class.

The study once again showed that, non – improvement of the pupils performance is some how due to the action of the teacher towards lessons.

According to Max, Boyle and Pintrich (1993), "Motivation influences the extent to which an individual is likely to engage in an activity intensively or half – heartedly. "Motivation and learning are equally essential for improvement, leading to performance.

Research Question 7: What benefits will the pupils derive the study of social Studies and what problem s are hindering such benefits? Questionnaire item 18 – 20 were used to answer the questions.

Table 7: Responses on the benefits pupil derive from social studies and problems preventing such benefits.

No.	Question	Response		OTHER VIEW
		YES	NO	
18.	It is important to study social studies	20		
19.	What beneficial's will you get from social studies			a) Help us to solve everyday problems b) Help us to build the nation Ghana c) Help us to be good citizens of Ghana d) To understand things around us e) All of the above – 2- pupils
20.	What is preventing the realization			a) Topics ate too abstract – 2 pupils b) Teachers don't teach it well – 3pupils c) Inadequate text books d) Inadequate teaching materials – 5pupils

FINDINGS ON TABLE 7

From table 7, was evident from questionnaire item 18 that, it is important to study social studies in our school in our schools like the other subjects such as mathematics, Science, English etc.

Again Social Studies help to build nations, it also help every individual to become a good citizenship. It also helps any one to solve any problem he/she encounter. This make what the respondents said questionnaire item 19 true.

from the table it is evident that 3 respondents representing 15% said teachers don't teach social studies well, 2 respondents representing 10% also said topics that the teacher teaches are to abstract; while 5 respondents representing 25% also said there is inadequate teaching materials such as resource centers where teaching and learning materials which the teacher will use to teach, there is no out – door activities no field – trip. All this hamper the realization of the benefits.

Also 10 respondents representing 50% said all of the options given go an account for the inability of the society to realize such benefits of social studies.

DISCUSSION ON RESEARCH QUESTION 7

the study under this research shows that social studies is a very good subject to be taught and learnt in Ghana, and can build this nation. Also it reveals that it is a beneficial subject to the pupils and the community as well but there are hindrances to the realization of the benefits.

Some of this factors obtained from the study was due to the fact that, teachers do not teach it well to the understanding of the pupils.

According to New Education Reform Programme (1987), Social Studies has to be taught as integrated subject but not a separated subject.

Also the study shows that the content of the syllabus of social studies is more as against the time bound for the lesson and makes the lessons very difficult for the teacher.

This makes Tamakloe (1992) research true, that is “Time Constraint as against overloaded syllabus constitute one of the major problems which forces the teaching of the subject in many Ghanaian schools.”

also due to lack of teaching materials and equipment which teachers will used to teach so that the pupils will understand it well, the teachers gloss over the abstract topics without teaching them. In a nut shell it has been revealed that motivation is the best strategy to use to help pupils learn social studies better.

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY

Motivational technique was used as a strategy to help pupils to enhance improvement in performance at Darmang Catholic J.H.S one pupils in terms of studying Social Studies. Through the observation lessons and structured interviews and questionnaire administration, it revealed that the pupils in the school perform poorly in Social Studies.

A survey method which was descriptive was also adopted for the study by means of using the seven research question as a guide. The total population for the study was 53; however, only twenty (20) pupils were used as the sample population size, consisting of eighteen pupils and two regular teachers.

Observation lesson, structured interviews and questionnaire administration were the main instrument of the study of the research.

The data gathered by means of the instrument were analyzed using tables, percentages and qualitative approach. Also analysis of the data was organized and presented by the research questions.

Findings and conclusion drawn were presented with some recommendation to improve pupils' performance in Social Studies in the school.

SUMMARY OF KEY FINDINGS

There was a number of findings which was made under this study and this was through the help of the research question

From the onset, the study came out that, Social Studies formed part of the school programme and for that matter a single teacher teaches all the classes.

Also there was poor of performance level of the pupils due to poor teaching strategies and lack of teaching materials and this made the lesson boring. But the little equipment or materials at times used were all visual materials.

Also the study comes out that although the teacher vary his strategies by writing on the chalkboard for pupils to copy, dictates notes and sometimes lecture.

The study reveals that, the teacher sacrifices to teach the subject yet the pupils have low performance in Social Studies. Since the teacher sacrifices to teach, he react harshly to pupils behaviour and responses by means of insulting, canning and sacking them fro class or asking other pupils to hoot at them instead of showing tender love as a substate parent and a confident builder.

The study brought to light that, Social Studies is beneficial to everyone and this makes or help us to understand things around us, solve problems which confront us, build our nation and become good citizens

Furthermore, there were some factors that hamper the realization of such benefits. These include topics which are to abstract, and the view of people about the subject as compared to other subjects. Also there was inadequate teaching and learning materials, inadequate textbooks and teachers not using proper strategies to teach the subject.

CONCLUSION

The result obtained from the study came out with the conclusion that, the topics and content of the of the social studies syllabus as against the periods assigned a week was not favorable to the pupils to perform. Some activities which can broaden the pupils mind such as activity method and field trips are left out due to few times against the content of the syllabus.

Again, the study of social studies in the school was not given enough attention as the other subject such as mathematics, English language and science.

Also the subject teacher was not portraying the good qualities and duties required of a social studies teacher, and this made the lesson boring and uninteresting. His behaviour towards pupils behaviour put fear and anxiety in them; hence depriving them from developing god attitude and interest towards the study of social studies.

In conclusion, it can be seen that pupils like studying social studies and so there is the need to motivate them in all their doings. Thus through the discussions and observation conducted, the outcome was that the pupils were improving in their performance when studying social studies due to motivational strategies applied.

RECCOMENDATION

From the study I wish to recommend the following below.

- The curriculum planners and implementators should review the content of the social studies syllabus as well as the time allocated for it. For example the new syllabus was kept long before it came out.

- The Ghana Education Service should provide grants, textbooks and equipment to schools regularly.
- The District Directorate of Education should supply adequate textbooks, equipment and materials which will enhance effective teaching and learning of the subject.
- The Head teacher and subject teachers should make provision for equipment, materials and field trips from the capitation grant.
- There should be an introduction of specific of social studies at the Training College so that there will be teachers for teaching social studies.
- Future researchers should take the opportunity to look through the correct techniques and methods as well as equipment required in teaching the subject.

From the look of things, the researcher has confidence that the above suggestions will be taken into consideration in studying social studies in Ghanaian schools.

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APPENDIX A

RESEARCH QUESTIONNAIRE ON IMPROVING PERFORMANCE IN SOCIAL STUDIES AT ASSIN DARMANG J.H.S ONE USING MOTIVATION TECHNIQUE

This questionnaire is partly for academic purpose and respondent remains anonymous. Please response as appropriate.

NAME OF SCHOOL

SEX: FEMALE () MALE: ()

YEARS TAUGHT IN THE SCHOOL:

Please tick where applicable (✓)

- 1) Is Social Studies well taught in the school?
a) Yes () b) No ()
- 2) Do the school have regular teacher for the subject?
a) Yes () b) No ()
- 3) How many teachers teach Social Studies?
a) Yes () b) No ()
- 4) Was the school having teachers for the subject when you came to the school?
a) Yes () b) No ()
- 5) How do the teachers teach the various classes?
a) They run through all the classes ()
b) Different teachers are for the various classes ()
c) Anybody takes any class at any time ()
d) Two teachers are for one class ()
- 6) Do the pupils contribute in the lessons when it is going on?
a) Yes () b) No ()
- 7) If no, what was the reason of that problem?
a) Pupils feel lazy in learning ()
b) Lessons are boring ()
c) Lack of textbooks ()
d) Poor teaching strategies ()
- 8) What qualification do the Social Studies have?
a) Pupil teacher ()
b) Graduate ()
c) Trained teacher ()
- 9) What teaching strategies and techniques is used by the teacher in delivering his lesson?

- a) Writing notes on the chalkboard for pupils to copy ()
 - b) Dictating notes and explain it ()
 - c) Using materials to explain the concept ()
 - d) Lecturing in the class ()
- 10) Is there any variations in the teachers' techniques and strategies?
- a) Yes ()
 - b) No ()
- 11) Is there any equipment and materials used by teacher when delivering lessons?
- a) Yes ()
 - b) No ()
- 12) If yes, then, what type of materials does the teacher uses?
- a) Audio materials ()
 - b) Visual materials ()
 - c) Audio- Visual materials ()
 - d) Non of the above ()
- 13) Do you see improvement of pupils in studying Social studies?
- a) Yes ()
 - b) No ()
- 14) How is the pupils' morale towards Social Studies?
- a) Very high ()
 - b) High ()
 - c) Average ()
 - d) Low ()
 - e) Very ()
- 15) What implications does the pupils' morale have on the teaching and learning of the subject?
- 16) In what way do teachers react to pupils' responses and behaviour during lessons?
- a) Sack them from class ()
 - b) Cane them ()
 - c) Insult them ()
 - d) Ask others to hoot at them ()
 - e) Advise them secretly after lessons ()
- 17) Do you want this behaviour of the teacher to go on?
- a) Yes ()
 - b) No ()
- 18) Is it important to study Social Studies?
- a) Yes ()
 - b) No ()
- 19) What benefit will derive from learning Social studies?
- a) Help us to solve everyday problems ()
 - b) Help us to build the nation Ghana ()
 - c) Help us to be good citizens of Ghana ()
 - d) To understand things around us ()
 - e) All of the above ()
- 20) What is preventing the realization of such beneficial?
- a) Topics are too abstract ()
 - b) Teachers don't teach it well ()
 - c) Inadequate textbooks ()
 - d) Inadequate teaching materials ()
 - e) All of the above ()

