

CHAPTER ONE

Introduction

This chapter describes the background to the study, statement of the problem purpose of the study, research questions, significance of the study, limitations, delimitations and the organization of the study.

1.1 Background of the Study

Hyperactivity is one of the major problems which teachers in the classroom face. This problem has been with some pupils for very long time. Hyperactivity is an overt behaviour, so a child who is hyperactive shows opposition and also cause disturbances to others in class. In this case the child tries to attack others so that he can dominate his or other classmates in one way or the other. The hyperactive person is always in a frustrative position, yearning for progress towards a desire goals. When these goals are blocked, interfered with or delayed, we say he or she encounters frustration.

Moreover, teachers encounter the problem of how to curb the situation where some teachers devote much time to the hyperactive child to the neglect of the rest of the pupils. This problem has surfaced at Akaa D/A Junior High School B.S. 7.

Akaa is situated at the western part of the Jasikan District that is western Buem, in the Volta region. It is found on the main stretch of road leading from Jasikan to Abotoase, about nine kilometers drive.

The town is bounded on the east by Atonkor and west by Akpeteshie Kofe and Akaa Quarters. At the southern end is a river called Konsu.

The people of Akaa trace their origin to a village called Dzorlu in the eastern frontiers of the Jasikan District, around Baglo. According to them, a native hunter from Dzorlu went on hunting expedition and discovered a fertile land on top of a mountain which he later on named Okudze. In view of the fertility of the soil coupled with the game, he made temporally settlement but later there were some problems which rendered their stay unproductive. These were the periodic shortages and the unavailability of land to support the increasing population. They moved downward mountain Okudze and renamed there Kudze.

At Kudje one Nana Akaa violate a taboo by asking the hand of he daughter of a chief in marriage. He was therefore excommunicated from the community and had his settlement at Abummabum. His relative joined him later, there another unnatural phenomenon at this place forced Nana Akaa and his group to locate to their present settlement called Akaa. ‘Akaa ‘ is therefore his name of their great grandfather who was excommunicated from the Kudje community but later founded Akaa community;. Akaa has a population of 1063, according to the 2000 population census.

The strangers in the community are the Ewes and the Kabres who settled in the community mainly for faming activities. Only ten (10) percent of the natives are working as professionals. The indigenous language is “ Lelemi”. At least (99.0%) ninety-nine percent of the inhabitants of Akaa understand and can speak Lelemi. Some other languages spoken are Akan, Ewe and English.

Agriculture is the backbone of the community economy. Also economic activities are farming, livestock rearing and trading. At least 98% of the inhabitants are farmers. They

grow crops like maize plantain cassava and fruits such as banana and oranges on subsistence basis.

Akaa has a tropical climate with a moderate temperature around 21 -30. Akaa has tow raining seasons from February to July and September to October, it is separated by a short dry season somewhere in August and relatively long dry season form November to the end of January.

The school is located at right side from Atonkor and on the left from Abotoase. It has three classroom blocks and office. Currently it has the enrolment of one hundred and twelve from B.S 7 to B.S 9. The school has six teachers including the headteacher.

There are a number of hyperactive pupils in the school. But the most hyperactive pupil in B.S 7 is called Otempong Simon. The researcher has therefore decided to assist him to live normally. The researcher hopes that when this research is completed, it will be beneficial to individuals, societies and the nation as a whole.

1.2 Statement of the Problem

Hyperactivity in pupil is a very serious psychological problem in most schools in this country. It affects both emotional and innate factors. It could be direct or indirect. It becomes direct when he rents his anger on his teachers by trying not to take orders from them.

The result is that he in cures the displeasure of the teacher. It is indirect when he become restless and starts picking quarrels with his classmates. He would always want to be restless, aggressive and tries to subvert any authority in class. An observational and investigative method was employed. The classroom situation was used, especially during

instructional time or contact hours, in class which affects their academic performance in the long run. The hyperactive child does not sit at one place, picks quarrels with his mates causes lots of trouble and also becomes restless in class.

Whenever a teacher is teaching and somebody is posing a problem, it interrupts teaching and learning in the class. It often drags the lesson back and effective flow of pertinent information is impeded.

This observation was made by the researcher during his school attachment programme at Akaa D/A J.H.S. The researcher began his school attachment programme on October 9, 2007. The following observations were identified:

- a) The child disturbs other pupils and does not allow them to concentrate fully during instructional time.
- b) The child was performing below average.
- c) The child does not allow the researcher to use his allocated time appropriately.

1.3 Purpose of the Study

The purpose of this study is to find out the following:

- a) The causes and effects of the problem with a child in junior high school.
- b) A realistic and everlasting solution to the problem of the child
- c) Finding out if environment or peer group influence the boy's behaviour negatively?

For instance, during English contact hours, a textbook was given out. He refused to share the textbook with his partner by moving from one desk to the other to distract the attention of the whole class.

In due course, he was called and cautioned about that behaviour. However, he never listened to the caution. In the quest to stop the behaviour, he was left alone with the textbook. With this, the lesson was able to continue and was colourfully delivered without any distraction. Furthermore, he was brought to the front seat in the class. This situation continued unabated, hence my desire to investigate into this unfortunate behaviour to find out the causes and effects of the problem.

1.4 Research Questions.

This is the area where the researcher asks questions that will help him in the research.

- a) What are the causes and effects of the problem with the client?
- b) What effects will the problem have on the pupil's academic performance?
- c) What effects will the problem have on the peers and friends in the whole class?
- d) How is the problem having an impact on the entire school community?
- e) Will there be any dependable solution to help the client to solve the problem?

1.5 Significance of the Study

The under listed points are what the researcher intend to achieve at the end of the research.

- a) To identify the causes of my client's hyperactivity in class.
- b) To diagnose the effects of the problem on teaching and learning.
- c) To make some interventions to help solve the client's problem.
- d) To improve the researcher's own perception and expertise in dealing with and handling pupils whose academic performance has been negatively affected by been hyperactive

1.6 Limitations

The following are some of the weakness the researcher encountered before the commencement of the research.

First, financial constrain was a hindrance to this project. The researcher thought it wise to get the service of a specialist, who is very knowledgeable about this problem but because of the financial base of the researcher was not encouraging, he was not able to travel to consult a specialist, psychiatrist who could have been interviewed to be of good help to get information about this problem.

Moreover, time factor too was an impediment with this project, a lot of time was supposed to be spent to study the pupils involved and to gather more information to solve the situation. Unfortunately time was limited.

1.7 Delimitation

The project was conducted in Akaa D/A Junior High School but was limited to a specific pupil by name Otempong Simon. There might be other pupils in the school with such a problem but the researcher chose this client because his issue was not so complex and complicated. The researcher thought it wise to study his problem because with a little research, interviews and observations there was room for improvement for the pupil and his issue was not severe and could easily be studied.

1.8 Organization of the Study

This action research work consists of five chapters which are arranged in orderly manner as follows:

The first chapter comprises the background of the study, statement of the problem, purpose of the study, research questions, and significance of the study, limitations, delimitations and organization of the study.

Secondly, chapter two consists of the general view of other writers, causes of hyperactivity, effects of hyperactivity and summary of the major findings of the literature review.

Chapter three includes the methodology, research design, population and sampling, research instruments and intervention process.

Furthermore the fourth chapter consists of presentation and analysis of results, presentation of data collected in the form of tables, discussion of findings, state of other findings and summary of the project.

Finally, the last chapter contains the summary of findings, conclusion and recommendation, summary of the key findings made in the study, conclusions drawn, recommendations and suggestions, modifications for future improvement, appendices, and references.

CHAPTER TWO

Review of Related Literature

2.1 Review of relevant books.

This chapter dilates on the causes of pupil's hyperactive behaviour and its effects on the child and the rest of the pupils in the class.

Hyperactivity, also called hyperkinesias and attention-deficit, hyperactivity disorder (ADD) by Microsoft Encarta (2005) states that it is a condition found in young children that involves inappropriately high levels of activity, difficulty in concentration, poor impulse control, low frustration tolerance and usually having behavioral problems.

Moreover, Longman dictionary of contemporary English defines the hyperactive child as child who is too active and can only keep still or quiet for a very short period of time.

According to the oxford advance dictionary, hyperactivity means ready to touch, attack, knock or quarrel with somebody or something.

Fontana (1986) states that hyperactivity refers to those children who have very little or no concentration span and who seen incapable of sitting still or setting to a given

task for more than a short period. Fontana states that such children cannot sit down quietly to concentrate on their learning. For some children, the situation can be mild but there may also be extreme cases. The maladjusted hyperactive child is an extreme case. The control of such pupils is very difficult in a class because of lack of self-control.

Olweus (1973) states hyperactive child is always in the position of pushing, hitting and disturbing others in order to gain or have control over them.

2.2 Causes of Hyperactivity

According to Microsoft Encarta (2005) says that the cause of hyperactivity is not understood and because hyperactivity is a collection of symptoms, diagnosis is difficult. Secondly, it has been found that parents who often go by power assertive method of raising a child and often corporal punishment the rate of hyperactive may increase.

2.3 effects of hyperactivity on learners; social effects.

Farrant (1984) states that children whose social hyperactivity out of self-confidence normally develop mature patterns of behaviour towards their peers and adults.

Often, such children behave with discrimination, obeying when they feel like and disobeying when they feel they must.

Also, the inability to asset himself through hyperactive behaviour earns the individual prestige among his peer.

2.3 Effects of Hyperactivity on learners;

(a) Social Effects

Farrant (1984) states that children whose social hyperactivity out of self confidants normally develop mature patterns of behaviour towards their peers and adults. Often, such children behave with discrimination, obeying when they feel like and disobeying when they feel they must.

Also, the inability to assert himself through hyperactive behaviour earns the individual prestige among his peers.

(b) Emotional Effects

Fontana (1986) states that hyperactive children cannot sit down quietly to concentrate on their learning.

A hyperactive boy in many situations is rewarded for his hyperactive behaviour.

Also, the media have a lot of uneducative programme on television, news papers and on the airwaves which in a way has contributed negatively to the nurturing of children.

Moreover, finding have indicated that hyperactive boys may have father and mother (parent) who are hostile to him and rejecting negatively or in different basic attitudes.

In a nutshell education studies for basic school teachers (2001) have underlined the following causes of hyperactivity.

- a) Consistent exposure to bright lights.
- b) Long hours of watching television or playing computer games.
- c) Attention-seeking strategy of some children.

d) Encouragement gives to their learning.

For some children, the situation can be mild but may be an extreme case such as the maladjusted child. If such unfortunate situation happens, it affects the child emotionally.

(c) Academic Effects

Education studies for basic school teachers (2001) also states that hyperactive pupils may constantly be turning around, roaming restlessly in class, interrupting the work of other pupils and sometimes try to engage the attention of the class instructor. If such a bad incident happens, it will interrupt teaching and learning and thus leads to poor academic performance of pupils.

Lastly, Microsoft Encarta(2005) maintains that in extreme cases, drugs such as metylhemidate (Ritalin) have been reported to reduce activity, but do not necessary improve learning and may also interfere with appetite and sleeping.

2.4 Summary

In short hyperactivity refers to those children who are always in a position of pushing, hitting others and have very little or no concentration span and who seem incapable of sitting to do a given task.

Also, hyperactivity is cause by the use of corporal punishment in child training reinforcement. Moreover children behave with discrimination and the child's ability to assert himself through hyperactive behaviour earns the individual prestige among his peers.

Also, emotionally, they are affected by low concentration.

Academically, the hyperactive child may constantly be turning around, roaming restlessly in class, interrupting the work of other pupils and sometimes try to engage the attention of the class teacher. Finally, hyperactivity in children affects teaching and learning and affect others in the class as well.

CHAPTER THREE

Research Methodology

This chapter is the methodology, it talks about the method used in writing the research work. It is made up of sub-topics of research design, population and sampling, research instruments and the intervention processes.

3.1 Research Design

The type of design is an action research work conducted at both home and at school of the client. Action research was opted for because the finding from action research provide teachers with the opportunity of acquiring better understanding of all aspects of their own practice, be it in relation to subject, content, the curriculum or the method appropriate to the level of the pupils in that class. Action research focuses on specific problems identified and finding solutions to the problems in order to bring about a change

but in does not generate new knowledge within a particular human or an academic discipline

3.2 Population and Sampling

(a) Information about the School

Akaa D/A J.H.S. was established in 1949, it is located at the eastern part of the town. The school has six teachers including he head teacher. Three male and three female.

Also, the school environment is very neat due to the good sanitary measures put in place and conducive atmosphere for teaching and learning.

Mr. Takyi Turkson is the head teacher of the school and the school has enrolment number of 78 pupils. Out of the 78 pupils 48 of them are boys and the rest are girls. The school has three classroom, a storeroom and one office room for the staff and the head teacher.

b) Information about the client.

The name of my client is Otempong Simon. He is 15 years of age. He is dark in complexion and short in stature. He started his education at Akaa R/C primary and proceeded to the J.H.S for his current school at Akaa D/A J.H.S.

The parents of the boy are alive. Yet he is staying with his brother at Atonkor. The client is the third out of the five children of his parents. The father is a driver who operates from Jasikan to Hohoe and the mother is a trader. His brother's attitude to his education is nothing to write home about. He always depends on the father for the provision of school needs regularly and the settlement of debts in the school.

3.3 Research Instruments

Observations, interviews and questionnaire were used to collect the data during the research. Other sources of information were gathered from books and terminal reports. Pre-test and post-tests were conducted to ascertain the facts.

The observation was carried out at premises of the current school of the client during the off-campus teaching practice. The researcher observed the behaviour of the client, his terminal reports, exercise books and his general behaviour in class.

Moreover, further interview with the head teacher and other teachers brought the fact out that my client hyperactive behaviour was not the best. Disturbing in class screaming parting and making unnecessary movement in class during instructional time. These were the conclusions made by his classmates and friends when they were interviewed.

Beside that, when a questionnaire was sent to his brother's wife she said the brother always shouted at the boy and insulted him when talking to him.

These made the child restless during contact hours and he is fond of bullying his mates.

3.4 Intervention Processes

(a) Pre-intervention

The causes of the client hyperactivity in class and its accompanying low performance was noted and it works as a vicious circle in him.

Also, his brother always shouted at him and insulted him for anything asked concerning his education.

During weekends and after school, when his brother is at work he spends more hours watching television and playing computer games. Consistent exposure to bright light cause his restlessness and quick-tempered attitude.

Lastly, the attention seeing strategy of some also bring about hyperactive behavior in pupils.

(b) Intervention

In the quest to cub the situation identified, the researcher discussed with the brother of the client how to handle the child's educational and other challenges. The brother was also advised to ensure proper relationship between him and the client to streamline the tears the client entertains.

Also, the brother was advice to show care love sympathy, tolerance and understanding in dealing with any deviant behaviour of the client when pertinent issues arise. Moreover, the researcher advised other colleague teachers to display tolerance and love towards him rather than constantly scolding him for the least misdemeanor.

In addition to that, the researcher encouraged the client to control his emotion against certain occurrences which some pupil in the class exhibit.

Again the researcher and other colleague teachers did not over thwart his effort to mover about as this will increase his frustration and make him leave school.

Besides that, the researcher, always directs easier questions to him during instructional time. This allows him to participate in class activities fully. Also he was motivated to be involve in so many activities like sports and games and sometimes in leadership roles. He was shown love care, passion and kindness by the researcher.

Again, the researcher and other teacher organized activities around him, used him for demonstration activities. Also, a tension free atmosphere was created in class to promoted the desire to learn.

Also, the researcher constantly counseled him and certain responsibilities were assigned to him.

The researcher encouraged other pupils to make close friends with him in group activities. The researcher involves him in demonstration activities such as asking him to distribute items and also to clean the chalkboard.

The client was also called upon to lead school church services and morning assembly when any senior on duty failed to perform his or her duty. He was also given the position assistant class prefects so that he could talk and be free with the teachers and his friends. Also he was selected to represent his house during inter-house quizzes on Fridays. The researcher also made sure that he participated fully in physical education periods and in other recreational action.

(c)Post- Interventions

After the introduction to the above mentioned intervention, the researcher began to serve more critically the clients response.

On the interview and advice given to the client, the researcher found out that the clients behaviour, hyperactive attitude in class began to decrease gradually.

Also, the random movement in class, the picking and hitting of other pupils during instructional time gave way to more serious work in class. It was also observed that he allowed his sitting partner to share his reading textbook.

Moreover, he had good interaction with colleagues during breaks. Responses to questionnaire from other teachers reveal that his time was used profitably to help other and himself.

Finally, his learning was observed. He answered a lot of questions in various lessons and contributed a lot in class. H was willing to help anytime he was called upon to help the house and the school.

CHAPTER FOUR

Results, Findings and Discussions

4.1 Presentation of the Data Collected in the Form of Tables

The table below shows the marks obtained by the client and other pupils in the class during the pre - test conducted in Mathematics, Integrated Science, and Agriculture Science. In Mathematics they were asked to solve questions on algebral expressions and mass, capacity, time and money. He scored four (4) out of twenty (20) marks. Also, In

Integrated Science, they were asked to answer questions on water and soil. Again, he scored five (5) marks out of twenty (20). Besides in Agricultural Science, they were asked to group vegetables under leafy, roots and fruits. Out of twenty (20) marks, he scored four marks. The marks he scored were below average.

Table 1: Pupils marks before pre – test

Names of Pupils	Mathematics	Int. Science (20)	Agr. Science (20)
Adebre Peter	10	16	12
Obeng Michael	14	10	18
Yovo Fovi	15	13	18
Setorglo Kowski	12	14	15

Yormesu Prosper	10	13	16
Otempon Simon	4	5	4
Ntsukpui Samuel	12	14	15
Addobea Agnes	13	14	16
Ansah Judith	12	13	18
Aziafi Favar	16	15	12
Akpah Peace	13	14	18
Tigo Doris	10	18	11
Gzebre Patience	17	12	13

A post - test was conducted in class to test how the client has been responding to the various interventions put in place in Mathematics, Integrated Science and Agricultural Science.

Table 1.2: Pupils marks after Post test

Names of Pupils	Mathematics	Int. Science (20)	Agr. Science (20)
Adebre Peter	12	10	14
Obeng Michael	11	16	12
Yovo Fovi	15	17	12

Setorglo Kowski	13	12	10
Yormesu Prosper	9	12	11
Otempon Simon	16	18	18
Ntsukpui Samuel	12	10	11
Addobea Agnes	13	10	14
Ansah Judith	12	10	13
Aziafi Favar	13	12	10
Akpah Peace	16	17	18
Tigo Doris	16	10	11
Gzebre Patience	13	11	11

The table above shows the marks obtained by the pupils during the post - test conducted on 14th March 2008. By comparing the marks obtain from the post – test and the pre – test the researcher realized that the client has gradually improved his academic performance.

For clarity and detailed information to show the degree of improving in my clients performance, the researcher used bar graphs two illustrates the change in behavior of my clients from the pre - test stage to post - test stage.

The bar graph below shows the marks obtain by Otempong Simon during pre - test and post - test conducted in the school.

4.2 Discussion of Findings on the Basis of the Data

Taking closely the tables, one would realized that the tables comprise information on the pre – test and the post test. The researcher also used bar graph to show the changes in the behavior of his clients. The early weeks were used for observation and pre – test where the client was seriously below average as compared to his classmates.

In the subsequent weeks of intervention, a more serious and difficult work was done by the researcher. The aim was to find solutions to the client's problem. Therefore, activities in the class were organized to cover his intellectual abilities.

The action put in place was Successful during the weeks of intervention. Restlessness found on him ceased gradually as soon as he was motivated. Again, during this same week, average pupils in relation to the client were motivated to learn.

4.3 Other Findings

The objective as stated in chapter one sought to find out the courses in Otempong Simon, the client, hyperactive behaviour during and after contact hours. In order for the researcher to come out with vivid information on the success of this project. It was worthwhile and necessary to link the objectives stated with the facts gathered in chapter three.

Linking the objectives to the results achieved from the study it became obvious that the stated objectives have been achieved. Again, it was found out that the main cause of the problem was that the subject masters did not pay attention to the clients behaviour.

After the introduction of the Intervention to solve the identify problem it was observed that the client attitude towards class had improved. This signifies that the client had now developed positive attitude toward work. Therefore, any teacher who would be confronted with a problem of this nature would find this booklet more beneficial.

CHAPTER FIVE

Summary of Findings, Conclusion and Recommendations

5.1 Summary of Key Findings Made in the Study

This chapter deals with the summary of key findings made by the researcher in the study.

When the researchers discovered the problem with client he was surprised and was compelled by the situation to tackle the problem with different strategies. The researcher, in consultation with stakeholders, helped the client to get out of that problem. For the researcher to achieve his purpose for this action research, he put in place interventions to ensure and improve upon the project. Eventually, the intervention became realistic, most especially when the researcher conducted pre - test and post – test. The researcher’s work proved fruitful because the marks obtain in the post test exceeded that of the pre – test.

Before the success of the research work, the researcher had counseled the client parents and the client. Also, the researchers had to assign the clients some activities and exercises. The client was assigned leadership roles which made him less busy and it prevented him from disturbing others. Again, his hyperactive behavior during and after contact hours was monitored.

The researcher adopted these strategies to bring the hyperactive behaviour of the client to a normal one. After all the measures above had been put in place, there was improvement, as compared to the previous situation.

In short, the researcher succeeded with his research after the numerous measures had been put in place.

5.2 Conclusion Draw

It can be concluded finally that the researcher has achieved his objective since it has really impacted on the client. For instance, my client's hyperactive behavior during instructional time and its accompanying low academic performance but through the use of several interventions, he is now active and calm in class.

Also, he has improved academically. Again, the class as a whole has benefited from the intervention and various techniques employed to help the client and other pupils, especially those recalcitrant pupils who were in a similar situation.

Furthermore, the researcher as well as the other teachers became equal beneficiaries by knowing how to deal with pupils who are aggressive. It is hoped that the various teachers will keep on helping the client when the researcher is away.

Finally, the research work has helped to broaden the researcher's knowledge on how to establish good relationship with people of all walks of life. Also the researcher acquired some experiences in how to seek pieces of information from people. I hope that teachers from the school, as well as other readers who might read this piece of work, will find that it is interesting, useful and helpful since they would be able to solve, control curb and eradicate problems of such nature without much difficulty.

5.3 Recommendation and Suggestions

The researcher's urgent plea and recommendation is mainly on time, costs involved and process of acquiring information. I therefore suggest that the authority involved should do well to review the time allocated for the commencement of the project.

Again, I recommend that future researchers should start gathering much resource, especially money because one can not write a good research work without investing

much into it. I therefore suggest that the government, the Ghana Education Service, Teacher Education Division, Non - Governmental Organizations like the Adventist Development and Relief Agency (ADRA) District Assemblies, Curriculum Developers, Chief Opinion Leaders and Other Stakeholders, as well as the school of attachment, should support future researchers financially to enable them to do more thorough investigation.

Finally: the researcher suggested that the Parent - Teacher Association and the School Management Committee should educate the community on how to relate and interact with the trainee teachers who go around gathering information.

5.4 Modification for Future Improvements

Teaching and learning is like a coin of two sides, they work together. However, when teaching fails, learning cannot take place, in the same way when learning is not achieved, one cannot claim he has taught without seeking pupils attention and participation.

Firstly, time constraints was the researcher's out - most headteacher in that the project was started during his attachment programme at Akaa D/A J.H.S. the researcher was so much engaged in other activities such as lessons preparation, teaching and learning materials and cluster meetings as well as visiting the client house.

Moreover, the researcher has no time to prepare his food, let alone travelling up and down to his supervisors for instructions and guidance on the action research work.

Sincerely, there were inadequate resources for the researcher's work. For instance, resources such as books for reference, cameras for photographs, tape readers for interviews and money for transportation became unsolved problems.

This actually pinned down the researcher to a tight corner since the little allowance could not solve the cost that researcher was likely to incur in order to accomplish the task.

Finally, I suggest that parents should be well educated on the benefits of project work in order not to make things difficult for researchers.

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Appendix

In this particular research work, several strategies were carried out to prove the efficiency of the research work. Some of the strategies are as follows:

The researcher added himself an extra work by giving extra tuition to the client, sometimes before normal classes where the mind is fresh. The researchers sometimes called the client to visit him at his leisure time. These were with the aim of modifying his behaviour that will him improve his academic performance.

Exercises given to pupils revealed that out of 28 pupils the client was the only pupil to score 20% in Mathematics and Agriculture Science and 25% in Integrated Science.

Class test was conducted and the results recorded in appendix A and appendix B.

Appendix A

Sample of Pupils pre – test

Mathematics

Answer the following questions

1) $4 \times (3 + 2)$

2) $10 - (3 \times 2)$

3) 20

$\div (8 - 4) + 3$

4) $5 + 7 - (9 - 7) \div (5 \times 6 - (7 + 3) \div 4$

5) (8

$\div 4 \times 4$

Integrated Science

Answer the following questions

1) State three (3) characteristics of water.

- 2) State four (4) uses of water to mankind.
- 3) List two source of water.
- 4) State two (2) composition of soil
- 5) State two (2) uses of soil.

Agriculture Science

Group the following under leafy, root and fruit, hibiscus, bamboo, pawpaw, cocoyam
carrot cassava potato yam, plantain, mango, orange and apple.

Appendices B Post – Test

The same questions were administered

Mathematics

Answer the following questions

1. $4 \times (3 + 2)$
2. $10 - (3 \times 2)$
3. $20 \div (8 - 4) + 3$
4. $5 + 7 - (9 - 7) \div (5 \times 6 - (7 + 3) \div 4$
5. $8 \div 4 \times 4$

Integrated Science

Answer the following questions

1. State three (3) characteristics of water.
2. State four (4) uses of water to mankind.
3. List two source of water.
4. State two (2) composition of soil
5. State two (2) uses of soil.

Agriculture Science

Group the following under leafy, root and fruit, hibiscus, bamboo, pawpaw, cocoyam
carrot cassava potato yam, plantain, mango, orange and apple.