

**EXPLORING FACTORS CONTRIBUTING TO POOR PUPILS' PERFORMANCE
IN SOCIAL STUDIES AT GRADE 9 IN SELECTED SCHOOLS IN LUSAKA
DISTRICT ZAMBIA**

BY

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DECLARATION

I, **Prisca Mutale**, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged and that this work has not been previously presented at this University or any other Universities for similar purposes.

Signature of author..... Date.....

APPROVAL

This dissertation by Mutale Prisca is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Social Studies by the University of Zambia.

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DEDICATION

This dissertation is a special dedication to my husband, my parents, my brothers and sisters including my beloved children Luumuno and Lwiito, who patiently coped with my preoccupation and long hours of silence during this academic journey. May the good Lord continue guiding me and add more wisdom in my life, to be able to overcome with confidence all that comes my way in my career.

ABSTRACT

Social Studies is a beneficial subject to learners who take it, as it builds cultural awareness, develop critical thinking skills, gain citizenship skills and main more. However, learner performance in national examinations in Zambia has remained poor country-wide in general, and Lusaka District in particular as evidenced by successive Examination Council of Zambia (ECZ) reports of 2015 to 2019. *The 2015 and 2016 Grade 9 Examination Results (Highlights)*, which inspired this study, reported a nation-wide failure percentage of 39.65 % while the *2017 reports* by ECZ showed 30.03%. Thus, this study was conducted to establish the factors contributing to the poor performance of Grade 9 pupils in national social studies examinations in selected secondary schools in Lusaka district. To do this, the study sought to establish: the preparedness of teachers to teach the subject; the strategies teachers employ in teaching the subject; the attitudes of teachers and learners towards the subject and the factors leading to poor performance of learners. A qualitative approach, employing a case study strategy of inquiry, was adopted. The following data collection techniques were used: classroom observations, interviews and focus group discussions. The purposive sampling technique was used to select teachers and Grade 9 pupils a total of 55 respondents were selected distributed as; 40 Grade 9 pupils 10 from each school, 8 teachers of social studies and 4 Heads of social sciences. Data were analyzed qualitatively and identification of emerging themes. The study is based on the theory of constructivism which was espoused by Jean Piaget. The constructivism theory has relevance to this study, because the theory is particularly on Performance being an outcome of learning, and the manner in which learners learn determines outcome or performance. Therefore, the academic performance in social studies observed from 2015- 2019 was the outcome of how the subject was being handled by teachers. The study established that teachers of social studies were mostly inadequately prepared to teach the subject, teachers using wrong teaching methods, teachers not being involved in curriculum development, negative attitude by both the teachers and the learners, teachers not understand the aims, purpose and goals of social studies, less time allocation on the timetable and learners not having access to educational tours. Majority of teachers lacked relevant subject background knowledge and were limited in terms of pedagogical practices. Additionally, the serious shortage of texts books in some schools, poor reading culture among learners, negative attitudes by some teachers and learners towards the subject were found to be some of the major factors affecting performance. The study recommends holding of periodic capacity building program, training of teachers of social studies, and use of interactive teaching strategies as possible remedial measures. Teachers need to be sensitized, motivated and supported on the importance of Social Studies for this will assist to develop positive attitudes in learners towards the subject.

Key words: Factor, Poor, Performance, Pupils, social studies, Lusaka district, Zambia.

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ABBREVIATIONS AND ACRONYMS

CDC	Curriculum Development Center
CPD	Continuous Professional Development
DEBS	District Education Board Secretary
ECZ	Examination Council of Zambia
GRACE	Grade Teachers at Resource Centre.
ICT	Information Communication Technology
MOGE	Ministry of General Education
S.S	Social Studies
TGM	Teacher Group Meeting
UNZA	University of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents a background to the study. The chapter also presents the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, conceptual and theoretical framework and operational of terms used in this study.

1.2 Background of the Study

The 2015 grade 9 candidates were the first cohort to write the social studies examination under the revised curriculum of 2013 which was implemented in 2014. Before then, Civics, Geography and History were taught as independent subjects from junior secondary to senior secondary school. According to the Zambia Education Curriculum Framework (2013), “the changes in the curriculum came as a result of having similar content in the subjects as well as similar competences. “If the change was not done learning could have been boring, due to repetition of same topics in the three subjects.

The Zambia Education Curriculum Framework (2013) further states that, “the three subjects (History, Geography and Civics) were intergraded to reduce the number of subjects to be offered at junior secondary”. Unlike making several of the subjects optional, the Ministry attaches a lot of importance to these subjects and, therefore, it cannot afford to make them optional at this level (grades 8 and 9). The Curriculum Framework (2013) also recognises that, “lately History is becoming an unpopular subject among learners at grades 8 and 9, and making it optional means majority of learners will not take it.” The three stated reasons therefore, led to the birth of Social Studies at grades 8 and 9 countrywide.

The study of Social Studies, can go a long way in helping nurture individuals to possess skills and competences that will enable them become useful citizens in the modern society and contribute not only to the development at various levels of human life but also to the resolution of conflicts in society (Mambwe, 2019). Taylor & Francis (1933) opines that, the knowledge of Social Studies can be used to reduce conflict among people and the entire nation.” This is so especially in Zambia where social and political disputes are seen everywhere among people. With no doubt, possession of interpersonal and other social skills which come through learning of Social Studies (Taylor & Francis 1933) can help facilitate peaceful co-existence in society, which is what the nation needs most currently.

The achievement of such values is important for the developmental aspiration of any nation, more especially developing ones like Zambia. The country is equally in need of citizens who can contribute positively to its developmental agenda. the ‘Vision 2030’ document (p.2), states that:

Zambians, by 2030, aspire to live in a strong and dynamic middle-income industrial nation that provides opportunities for improving the well-being of all, embodying values of socio-economic justice, underpinned by the principles of; (1) gender responsive sustainable development; (2) democracy; (3) respect for human rights;(4) good traditional and family values; (5) positive attitude towards work; (6) peaceful coexistence, and (7) private public partnerships.

Social Studies is, therefore, one subject where most of the above stated qualities in a person can be fulfilled. As outlined in the 2013 Social Studies syllabus, the aim and objective of social studies include (1) to develop understanding of the functions of social institutions and roles of individuals and groups in different cultural settings in both the past and present situations, (2) understanding for the influence of values, traditions, technological, educational, and cultural developments on individual and group behavior, (3) creation for awareness of man’s interaction with the environment, (4) create an understanding of democratic beliefs such as civil and human rights, (5) develop a positive attitude to the motto one Zambia one nation and many more.

Despite its benefits outlined above and many more, Social Studies learner performance in national examinations is below the expected standard in Zambia. The country has been recording poor performance at grade 9 in Social Studies examinations since 2015. According to the Examinations Council of Zambia (ECZ) performance report, the failure percentage in Social Studies for the year 2015-2019 in national grade 9 examinations has been below the 40% pass mark (see Table 1). Such poor performance does not inspire the realization of the benefits of Social Studies as outlined above. This, therefore, provided the motivation to undertake this study.

The study focuses on years 2015-2019 in this research, reason being in the year 2015, that’s when Social Studies was examined for the first time at junior secondary. And since then, performance records at national level has been poor. Four to five years of investigating the root cause of poor performance is quite enough to get the needed data. Looking at the nature of a

research (qualitative), tools used and sampling techniques like purposive sampling where you target people with rich information.

Table 1 Performance of Grade 9 In Social Studies in National Grade 9 Examinations, 2015-2019.

YEAR	PERFORMANCE RATE IN %	PASS MARK IN %
2015	36.72	40
2016	39.72	40
2017	40.95	40
2018	33.83	40
2019	38.53	40

1.3 Problem Statement

The Examinations Council of Zambia (ECZ) 2015 grade nine performance review report shows that the performance of candidates in social studies was below the 40% pass mark at 36.72%. In 2015 and 2016, the performance in Social Studies was 39.65%. The poor performance was repeated in 2017 and 2018 in which Social Studies recorded pass rates of 30.03% and 33. 73%, respectively. In the year 2019, Social Studies still recorded the lowest performance among other subjects at 48.53%.

Such poor performance in social studies presents a problem because if not addressed, the aim of the social studies curriculum such as helping to nurture individuals to possess skills and competences that will enable them become useful citizens in society and contribute not only to the development at various levels of human life but also to the resolution of conflicts in society will not be achieved (Taylor & Francis, 1933). Furthermore, with such poor performance, the possession of interpersonal and other social skills which come through learning of Social Studies to help facilitate peaceful co-existence in society, would not be realized. The study therefore investigated the factors contributing to the poor performance of leaners in Social Studies since its introduction in 2014 under the revised 2013 curriculum framework.

1.4 Aim of the Study

The study sought to establish the factors contributing to poor pupil performance in Social Studies at grade 9 in selected schools in Lusaka district of Zambia.

1.5 Objectives of the Study

This research was guided by the following objectives;

- i) To review performance of learners at grade 9 in Social Studies from 2015-2019 in selected schools of Lusaka district.
- ii) To describe stakeholders' views on the factors contributing to poor performance among learners at grade 9 in Social Studies in the selected secondary schools.
- iii) To establish measures put in place to address the problem of poor performance at grade 9 in Social Studies in the selected secondary schools.

1.6 Research Questions

- i) How has been performance of learners in Social Studies in national grade 9 examinations from 2015-2019 in the selected secondary schools in Lusaka district?
- ii) What are the stakeholder's views on the factors contributing to poor performance of learners at grade 9 in Social Studies in the selected secondary schools?
- iii) What measures have been put in place by stakeholders to address the problem of poor performance at grade 9 in Social Studies in the selected secondary schools?

1.7 Rationale of the Study

Undertaking this study may help teachers of Social Studies to improve their teaching. This, in turn, will contribute to the improvement of learner performance in Social Studies. Additionally, the research findings may be used by the Ministry of Education (MoE) standards officers to ensure best practices in the teaching and learning of the subject. Furthermore, other key stakeholders, such as the Curriculum Development Centre (CDC), and the Examinations Council of Zambia (ECZ) might use the findings in curriculum development as well as in the selection of texts.

The study will also contribute to the available body of knowledge relating to the teaching and learning of Social Studies in Zambia and the whole world.

1.8 Delimitation of the Study

This study confined itself to interviewing and observing three specialists, at least three; one from each of the three departments (Ministry of Education, Examination Council of Zambia,

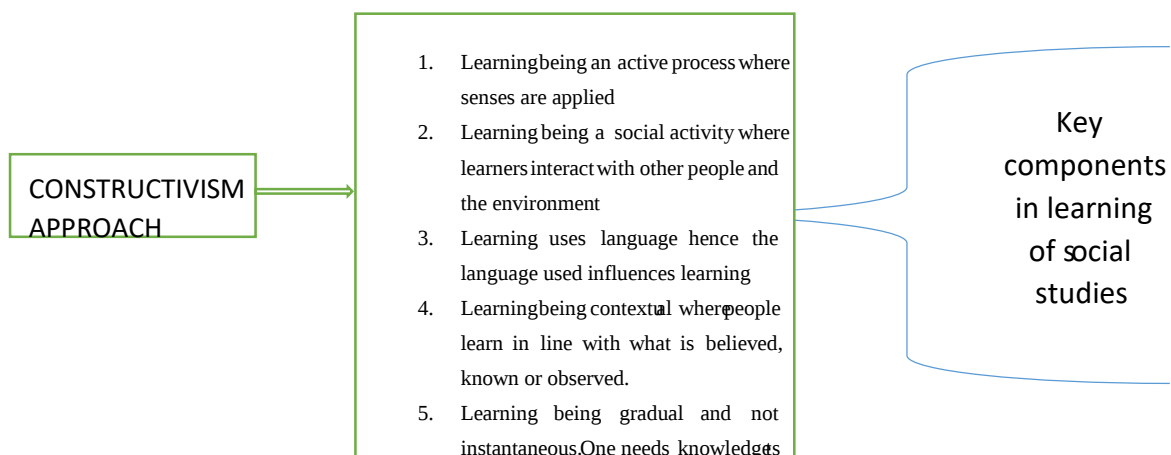
and Curriculum Development Centre). The study was also limited to the four poorly performing schools in Lusaka district, namely school 1, school 2, school 3 and school 4 within Lusaka district.

1.9 Theoretical Framework

The study was based on the theory of constructivism which was espoused by Jean Piaget. The theory states that, “people construct their own understanding and knowledge of different things, through experiencing things and reflecting on those experiences” (Lauritzen, & Jaeger 1997:76). It explains that when a person or learner encounters something new, they first have to reconcile it with their previous ideas and experiences, maybe to change what they believed in or taking the new information as irrelevant.

The theory recommends methodology used in learning by the teachers, to involve at least one or more senses like seeing, touching, smell and many more so that the learners do not forget easily. Constructivism theory also supports the involvement of outdoor activity in learning, which includes field trips, so that the learners interact with the environment and experience learning in real life. This theory also puts emphasis on the relationship that teachers create with the learners to be key on how pupils perform in their subject, for example good relationship with the pupils results to great performance while bad relationship with the teacher result to poor performance among learners.

The main ideas of the theory are summarised in figure 1.



1.10 Definition of Terms

1. Factor: One of several things that cause or influence something
2. Poor performance: Not good; of a quality that is low or lower than expected
3. Performance: How well or badly you do something.
4. Social Studies: A course of study that deals with human relationships and the way society works.

1.11 Chapter Summary

The section has covered, the background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, delimitations of the study, theoretical frame work and conceptual frame work and definition of terms used in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 OVERVIEW

This chapter presents and discusses literature related to the teaching and learning of Social Studies. Literature from around the globe concerning social studies was guided by the three objectives. The nature of study of Social Studies is discussed first, followed by the relevance of Social Studies. In this chapter the importance of integrating Civic, Geography and History to form Social Studies at junior secondary school is also addressed and also the importance of teacher preparedness to teaching social studies and the general factors that affect learner performance.

2.2 Nature of Social Studies as a Field of Study

Social Studies is a field of study that deals with man and his relationship with other men and his environment. its content is drawn from several social sciences, the major ones being History, Civics and Geography. Michaelis (1989) and Kochhar (1985) separately explain that Social Studies is concerned with man and his interaction with his social and physical environment, for instance, the manner in which man benefits from his environment as well as sustains it. The central function of Social Studies is similar to the purpose of education, which is the development of a responsible and democratic citizenship (Mambwe and Lufungulo, 2022). Schneider (1994) defined Social Studies as, “the integrated study of Social Studies and humanities to promote civic competence.” Social studies are regarded as a collective study, because it is a subject which concerns with the problems of man’s living in the society with the view of finding solutions to those problems. It is also a subject which concentrates on three areas of knowledge, namely the cognitive, affective and psychomotor domains. In the United States of America, only few people think of the subject in a single form.

This is because many authorities see Social Studies as a plural form. Ololobou (1989) conceptualises Social Studies as, “an organised integrated study of man and his environment, both physical and social, emphasizing on cognitive functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.” Social studies is not static, it keeps on changing due to the factors of time and human development. It centers on the development of man, how man influences his environment and how the environment influences him in return. Ololobou (1989), notes in his study that, “Social Studies exposes the child to the societal

problems and how to solve the problems.” Some of the societal problems include; tribalism, laziness, food shortage, bribery and corruption, child trafficking and many more.

2.3 Relevance of Social Studies

Social Studies is an interdisciplinary subject which relies heavily on the content of the Social Sciences and Humanities to achieve the goals of preparing people to be good citizens. Wisely (1987) notes that, Social Studies links factors outside the individual, in particular, the development and use of reflective thinking, problem solving, and rational decision-making skills for the development of creating involvement in socialization. The subject has been used in different parts of the world to solve problems as well as for rational development. Kissock (1981) states that, “In Britain, Social Studies is used as a citizenship education.” This implies that people regard it as a subject where they tend to know all the beliefs, commitments, capabilities and actions as members of the community. In United States of America, the subject is used to inculcate democratic values, while in Tanzania, Social Studies is used for inculcation of the spirit of African socialism (Kissock, 1981). Adeyoyin, (1977) states that, “in Nigeria Social Studies was used to heal the wounds of the Nigerian civil war and inculcate the spirit of national consciousness, unity and patriotism.” With the knowledge of Social Studies, people tend to avoid the practice of bad vices like child trafficking, drug trafficking, prostitution, bribery, corruption and many more which hinders national development. They tend to think positively and contribute to the development of the society.

2.4 Importance of integrating civic education, geography and history to form social studies at junior secondary school.

The world in which our students live is integrated and cross disciplinary (Tony, 2006: 97). Creating adaptability, critical reasoning and collaboration are highly valued skills. When it comes to fostering these skills in the classroom, integrated study is an extremely effective approach in helping learners develop multifaceted expertise and grasp the important role interrelationship can play in the real world. Diamond and Hopson (2003), as cited in Cuthrell and Yates, (2007), point out that, the child’s brain searches for patterns and connections in order to build meaning and an integrated kind of learning subject promotes this type of brain growth and development through the rich environment. Cuthrell and Yate further state that, the balanced integration of subjects is based on best knowledge of how children develop and learn. All the outlined factors call for an interdisciplinary approach to education like integrating Civics, Geography and History which form Social Studies.

2.5 Teacher preparedness in teaching social studies

2.5.1 teacher preparedness in terms of qualification

For some years now, researchers have shown the impact that qualified teachers have on student growth and learning (Clotfoiter, Ladd, & Vendor, 2010), which include teachers being considered as the most important factor in students' educational settings, whereas even parents can't refute the importance of a qualified and prepared teacher. Teaching is all about content knowledge and knowing exactly what to teach and how to teach it (methods to use). In the same line of thought, scholars like, Clotfoiter and Kochhar separately point out that, there are ample division on what constitutes a qualified teacher. To them content knowledge and pedagogical skills is what makes a qualified teacher. Other scholars, like Shulman (1986), criticize value pedagogy skills thinking that it is based on the job to the actual work. An example is that of college professors who obtain degrees in subject areas yet receive little pedagogical training before starting their given work. For teachers to be considered ready in their work, they need to prepare in the following areas: teaching methods or strategies, practice teaching, know how to select and adapt instructional materials, course work in learner psychology, have opportunities to observe other teachers' ways of teaching, and have formal feedback on their own teaching. From this perspective a teacher then can be considered ready to teach, because thorough knowledge of a subject is less critical to

comprehensive teaching skills. To some extent other scholars have pointed out that a good teacher can teach anything. In support of this, the National commission on Teaching and American's Future (1996) states that, the way to improve the teaching profession is to upgrade the pedagogical preparation required for a new teacher. Nevertheless, there should be a balance between content and pedagogy, Shulman (1986) labels pedagogical content as knowledge. To this kind of thought, teacher preparedness is to do with content exposure and pedagogical preparation.

2.5.2 Importance of Teacher Preparedness in Teaching Social Studies

Social Studies, like any other subject, requires teacher preparedness before teaching. Outstanding teachers all over the world in different fields of speciality have proven today the relevance of getting prepared before lesson delivery. This section explains some of the reasons why teacher preparedness in teaching social studies is important.

Early preparation may include setting up schedules, lesson plans and selecting learning materials and resources that help achieve curriculum objectives. Chapin and Messick (1989), explain that, “Early planning, like lesson planning, material selection and many more, assist teachers to prepare for the task ahead.” By preparing for the task ahead it implies that, a teacher who has the already made lesson plan before teaching is clear about what he or she is going to teach. This also gives room to research on the topic thoroughly so that additional information is collected for the sake of the learner. A well-organized teacher, with a lesson plan along in his teaching, is always prepared for questions from the pupils and confidently answers back without any embarrassment.

In line with preparedness, teachers of Social Studies need to be involved in meetings, staff training, conferences and other on-going learning programs. Callison and Preddy (2006) put it clear that, “staff trainings, conferences or workshops helps teachers to stay abreast with the current data and not following the old one”. This also carries together new techniques or mechanisms to use in teaching of the subject, which go hand in hand with confidence building and being aware of new teaching styles that are currently in vogue, as well as adhering to the best teaching practices that deliver effective teaching. And, therefore, by so doing, a teacher comes to be known as confident teacher who is well informed and highly knowledgeable. Callison and Preddy (2006) pointed out that, “Teacher preparedness before teaching assists in with time management.” A lesson which has been planned already consumes less time to deliver, it also helps you a teacher to teach the important sections of a topic within the prescribed time period, leaving you with a lot of free time to evaluate your work as an educator. A well-prepared teacher has no time to waste or go around and round on the same thing. Early preparation also helps to control or direct the teacher in the right path and not astray or teaching outside the topic. In the end, it leaves ample time to reflect and carry out evaluations on learners who need extra-help.

Early preparations assist in coming up with good questions that maybe helpful to the learners and teacher in meeting intended objectives and gather correct data for the lesson. “Early preparation gives a clear-route and map to effective work” (Kilpatrick et al., 2003). In case of class exchange, the teacher taking over will know on what has been already covered by the other teacher. Knowing what has been covered helps to avoid repetition of the same work which may result into making the work boring to the learners. Having a clear route in line with

early preparations can also mean that, the teacher tends to discover new methods of handling his/her work, that leads him or her to present his/her work in a unique manner, making his or her work more outstanding to the rest of the teachers. Such a teacher puts in mind questions like what to teach and how to teach. Questions of this nature assist the teacher on topics to teach to learners those that have not yet been taught before to them in line with what is in their syllabus and how they should be taught, that is methods to use, matching the teaching pattern with the learning abilities of your students for effectiveness in teaching.

2.6 General factors that affect learner performance

According to Jarvin (2011), there are variant of factors that affect learning in a particular situation and many cause learners to become more or less active.” They include individual learners and situational differences, goals and purposes for learning.

General factors that may hinder learner performance include: over enrolment, distance to the school, teacher related issues and inadequate funding.

2.6.1 Over enrolment: According to Molopo (2010), most Zambian schools are characterized by over enrolments. This has always had a negative impact on the quality of educational achievement by learners. This is so because of the higher teacher to pupil ratio, pupil to classroom ratio, pupil to book ratio and pupil to desk ratio. To this, Molopo adds that, these factors make learning unpleasant. Teachers are also unable to give individual attention to learners, which disadvantages the slow learners who, in one way or the other, could benefit from remedial work (Ndoye, 2007).

2.6.2 Teacher related issues: Teacher interaction with pupils is very important in achieving excellent performance. Mbozi (2008) states that, teacher pupil relations are among factors that affect academic performance of learners. Poor performance on social studies maybe as a result of the manner in which it is taught. This demands that care must be taken in handling the subject. No doubt teachers need to create striking classroom displays and involve pupils in making models, to get them decide on definitions and then to let them explore the logical consequences.

An example of poor teacher-pupil relationship can be that of a teacher using abusive language to pupils or shouting at them for unknown reasons. This result in learners feeling uncomfortable and full of fear towards the teacher. And most of the learners in such kind of situations tend to abscond from school and in the end perform poorly. According to Molopo (2010), the

proponents of the humanistic paradigm state that an individual has freedom and ability to attain self-development or self-learning and is capable of directing his or her own learning as long as the environment is enabling. In this line of thought teachers are the key in creating this environment; they can either make it conducive or harsh for learners depending on the manner in which they relate with each other.

2.6.3 Distance to school: Geographical location of pupils' homes relative to school may also be another factor that may affect pupil performance in class. This is more to do with how far their settlement is to school. Kelly and Kanyika (2000) indicated that the time learners take to reach school lowers their academic performance, because such learners are likely to arrive late at school and have less study time compared to their classmates who live near the school. In addition, Mbozi (2008) states that learners who cover many kilometers

as they walk to school on a daily basis, arrive tired such that they fail to concentrate in class, which in turn affects their performance.

2.6.4 Inadequate funding: It is of no doubt that, in any particular government school, the government has a huge role to play. Among the role include seeing to it that subjects that pupils learn in class are well taken care of by providing enough materials to use by both teachers and learners, employing more qualified staff to teach the subject in schools and not using community teachers, improving infrastructure which can go hand in hand with buying new desks. However, Wikipedia (2010) states that, funding for education in Africa is inconsistent and inadequate and that many of the difficulties experienced could be solved by allocation of resources to meet the needs. Due to inadequate funding to educational institutions results in failure by the school to purchase enough text books, learning aids or develop infrastructure that motivate learners hence, poor performance by learners.

Despite studies pointing out the factors that points out to poor performance by pupils in school and the measures taken to address the problem of poor performance in other study areas, a proper investigation of the factors that may contribute to poor performance of pupils in Social Studies and solutions to poor performance recorded in Social Studies in Zambia have not been thoroughly investigated, there was, therefore a need for a study of this nature, to document specifically the factors contributing to poor performance of grade 9 pupils in national Social Studies examinations in the selected secondary schools in Lusaka district.

2.8 Chapter Summary

This second chapter has reviewed literature in line with the three objectives of this study. In presenting the information, literature on the nature of the study of Social Studies as a subject was reviewed first, followed by literature on the relevance of Social Studies to then the importance of integrating history, civics and geography to form social studies at junior secondary school. Review of literature on the second object was guided by two sub-headings; that is, importance of teacher preparedness to teach Social Studies and the factors that generally affect learner performance at school. Lastly, literature on the solutions put in place to address the problem of poor performance has been reviewed.

CHAPTER THREE

METHODOLOGY

3.1 OVERVIEW

This section drives us into understanding the methodology used in the study. In this section, we are going to talk about the following subdivisions of the methodology: research design, target population, sample size, sampling procedure, research instrument, data collection, data analysis and ethical issues.

3.2 Research Design

The research was conducted using the descriptive survey design, due to its suitability for describing the state of something in a natural way or as it exists. A descriptive survey design was used through collecting data by interviewing a sample of people selected to accurately represent the population under study (Oilk, 2003). Survey questions concern people's behavior, their attitudes, and what they think. To increase participant's participation and achieving accuracy and efficiency in data collection qualitative technique was used.

3.3 Study Population

The population of the study comprised of specialists in Social Studies from; Ministry of Education, Curriculum Development Center, and the Examinations Council of Zambia. The second group included specialist teachers of Social Studies and Heads of Social Sciences. The third group were the grade nine pupils. These respondents were drawn from the already selected four schools within Lusaka district. To select the schools, data was obtained from the DEBS office in Lusaka on school performance in Social Studies and the least performing schools were picked.

3.4 Sample Size

The sample consisted of four schools within Lusaka district. From these schools, four Heads of Social Sciences Departments (HoDs) (one from each school), eight teachers of Social Studies (two from each school), and forty grade nine pupils (ten from each school) were

selected. In total fifty-two respondents were selected. Together with the three specialists (one from M.O.E, one from C.D.C and one from E.C.Z) the total number of participants was fifty-five.

3.5 Sampling Techniques

Non-probability sampling was used to select the participants for the study. Purposive sampling was used to pick the four Heads of Social Sciences Departments and eight teachers of Social Studies. Purposive sampling was used to select these people because they were deemed to possess rich information related to the issue being studied. To select 10 pupils from each school, school authorities were asked to identify these pupils who could be part of the study. In this way pupils were also purposively selected.

Purposive sampling helped in this research because even if a small sample was picked the purpose of the study was fulfilled. Kasonde Ng'andu (2013) indicates that, "the power of purposive sampling lies in selecting people with rich information for the in-depth analysis related to the issue being studied".

3.6 Research Instruments

To collect data for this research, the following instruments were used: questionnaires, interview schedules, focus group discussion guide, observation checklist and document analysis.

3.6.1 Questionnaire

An unstructured questionnaire with open-ended questions was used, to obtain primary data from HODs and teachers. The questionnaire was used to get data for the study, for it helped to gather factors from stakeholders contributing to poor performance among learners at grade 9 in Social Studies and solutions.

3.6.2 Interview Schedules

An interview schedule with list of questions that were covered through interviews was used to elicit information from officials from MOE, CDC and ECZ.

3.6.3 Focus Group Discussions

This tool was used to elicit information from pupils. Groups of ten grade 9 from each school were used. The pupils were given topics to be discussed earlier before the actual day to enable them to participate fully during the discussion. In this way pupils were able to provide an opinion on what they felt were the factors that led to poor performance and to suggest solutions.

3.6.4 Observation Checklist

The researcher observed an on-going lesson of Social Studies in the four selected schools. An observation checklist gave the researcher information about actual attitude of learners towards Social Studies. Direct observation was used in which the researcher focused on the behavior of both the pupils and teacher towards Social Studies.

3.6.5 Document Analysis

This was another method used to collect data. For instance, documents containing examination results at both national (ECZ) and school levels, were obtained and helped the researcher compare how performance had been from time Social Studies was examined in 2015 to date. Not only that, since the documents obtained included all the subjects taken by pupils at grade nine, the researcher was able to also compare performance in Social Studies to other subjects.

3.7 Data Collection Procedure

To enable the researcher, collect the needed data from all the participants in this study, the researcher obtained an introductory letter from the Assistant Dean Postgraduate at the University of Zambia in the School Education. The letter gave permission to collect data from all stakeholders involved in the study.

The researcher then visited the Ministry of Education, Curriculum Development Centre and Examinations Council of Zambia. The purpose of the visit was the factors contributing to poor performance of learners in Social Studies in the grade 9 national examinations in the country since the introduction of the subject in 2014. The visit was also to find out from these institutions the measures being put in place to address the problem of poor performance at grade 9 in Social Studies. Interviews were conducted with these officials face-to-face.

Next, the researcher sought the DEBS permission to visit the four schools. Within the school permission was further sought from school managers to interact with HODs and teachers and to study school documents. The questionnaire was administered to HoDs and teachers while FGDs were held with pupils. This was done in the second term, being the appropriate time so as to give chance to the grade 9 pupils to settle in their new grade and to learn for a term, for them to be in a right position to respond to the questions.

Before embarking on this task, all respondents were informed on the nature of the research and its importance. The type of instrument used was described before getting started, in order to remove apprehension of victimization, and to promote honest responses from participants.

For confidentiality, the respondents were informed of the right to remain anonymous by leaving out their names on the questionnaire, and to fill in the questionnaire independently. In order not to expose the participants to COVID 19 (which was prevalent at the time), the researcher made sure to follow the golden rules;

1. Made sure that hands were washed or sanitized before, within and after the meeting,
2. All the participants were masked up
3. Physical distances were maintained during the meetings.
4. The meeting to be conducted outside the classes for example within the school environment under any shed.

3.8 Data Analysis

The study employed qualitative data analyzing techniques, to analyze data. The data collected through interviews, observation checklists, questionnaire, and focus group discussion was analyzed by coding and grouping it emerging themes, in line with the study objectives. The researcher thoroughly read through the data and demarcated segments within it. Each segment was labeled with a word or short phrase that suggested how the associated data segments informed the research objectives. After coding was completed, the researcher prepared reports through summarizing the prevalence of codes, discussing similarities and differences in related codes across distinct original sources/contexts, or comparing the relationship between one or more codes.

3.9 Ethical Consideration

Ethical issues are key in creating a pleasant atmosphere, for participants to answer questions with open minds. To create this atmosphere, the aim of the study was clearly explained to participants before commencing the administration of the questionnaires and interviews and conducting focus groups.

Permission was obtained from the University of Zambia and from the District Education Board Secretary (DEBS) and from respective school administrations in the sampled schools. The importance of getting permissions was for the researcher to use as part of evidence that the visitation made in different areas was purely academic and to be able to meet the rightful people and have enough time with them to get needed data for the research. In addition, permission from relevant offices gave the respondents assurance that the interaction was well known by their managers, therefore, there was nothing to fear, but freely express themselves.

The researcher assured participants maximum confidentiality in their engagement in the study process, including respondents being informed of the right to remain anonymous by leaving out their names from the questionnaire, and filling in questionnaires independently. Informed consent forms were also attached to the questionnaire for participants to read first before answering the questions. The participants were assured that their participation in the study was purely voluntary and that they were free to withdraw at any time.

Where participants failed to make decisions to participate, then those were excluded from participating. Lastly, participants were told the significance of the study, its risks and challenges and the researcher made sure that the above issues were adhered to. To this effect, all the participants in the study voluntarily consent to participate in the study.

3.10 Chapter Summary

The study used face to face interviews with the stake holders from, CDC, MOE and ECZ, and questionnaire with teachers handling Social Studies in the four schools. Focus group discussions were held with grade nine pupils and lessons were observed to collect the data.

This multi-method approach was employed in order to enable the researcher to triangulate the different data sets on the other hand, the researcher observed social studies lesson sessions in the four schools. the themes that emerged from the questionnaire, interviews, lesson observations and document analysis are outlined under the three major objectives.

Therefore, chapter has outlined the research design used in the study by describing the research approach, study sites, population and sample size. It has also discussed on, sampling procedures, data collection and data collection instruments, data analysis techniques and ethical considerations of the study. The next chapter presents findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study, according to the objectives set out in chapter one where were as follows:

- i) To review performance of learners at grade 9 in social studies from 2015-2019 in selected schools of Lusaka district.
- ii) To describe stakeholder's views on the factors contributing to poor performance of learners at grade 9 in social studies.
- iii) To establish measures put in place to address the problem of poor performance at grade 9 in social studies.

4.2 To Review Performance of Learners at Grade 9 in Social Studies from 2015-2019.

The first objective of the study was to review performance of learners at grade 9 in social studies from 2015-2019 in selected schools of Lusaka district. To achieve this objective, data was collected through interviews as well as in figures, both at national level (from ECZ reports) and school level. Below are figures obtained in the table forms;

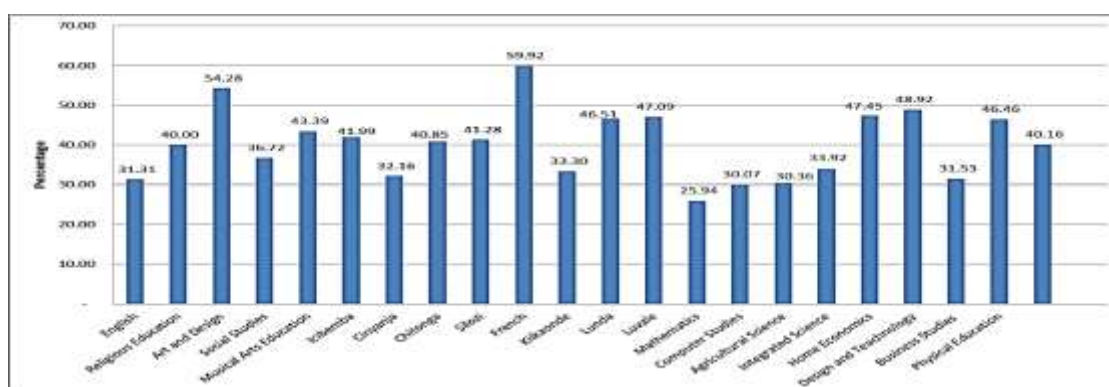


Figure 1: ECZ Reports Highlights 2015 grade 9 National Results (performance by subjects)
 Figure 2 shows how learners performed country wide in all subjects, during the grade nine examinations of the year 2015, records from the Examination Council of Zambia (ECZ).
 Considering the information for 2015, when Social Studies was examined for the first time

at junior secondary school (grade nine), performance records show clearly that it was among the subjects which did not reach the percentage pass mark of 40%. The record of 36.72% already indicated poor performance.

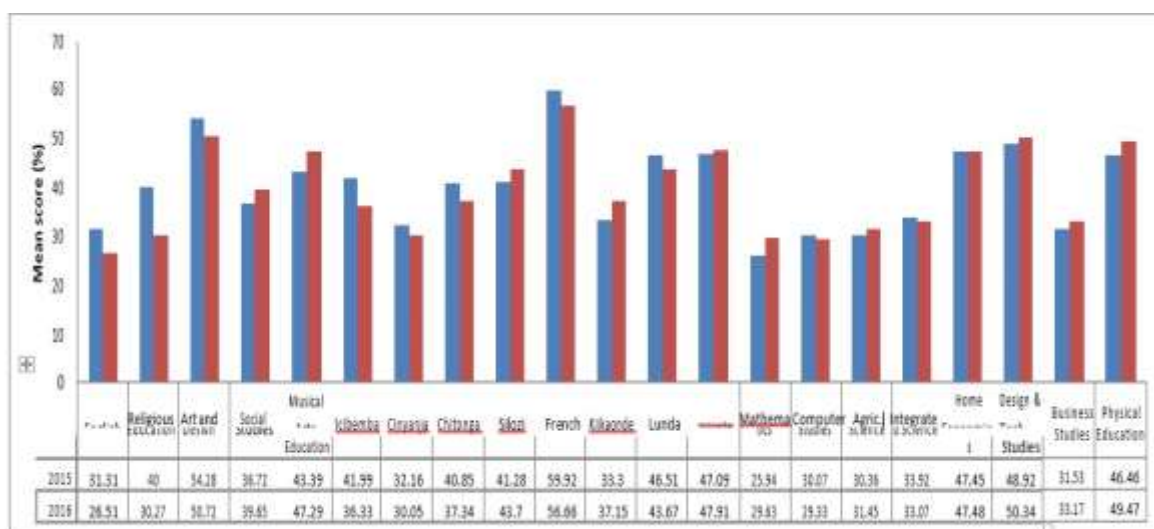


Figure 3 :2016 and 2015 Grade 9 National Mean Percentages by Subject

Figure 2: ECZ Reports Highlights 2016 grade 9 National Results (performance by subjects)

In the year 2016 figure 3 shows that social studies recorded 39.65% pass rate during the grade nine examinations. this was still an indication that is was among the subjects with were below the pass mark of 40%.

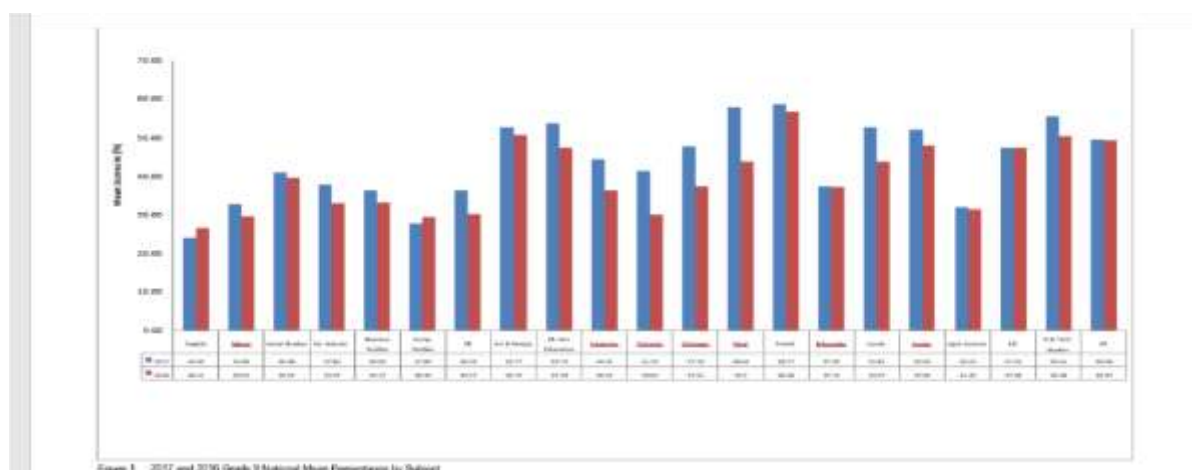


Figure 3 :2017 and 2016 Grade 9 National Mean Percentages by Subject

Figure 3: ECZ Reports Highlight 2017 Grade 9 National Results (performance by subjects)

In the year 2017, performance rate countrywide in social studies examinations was 40.53%. Even though it was above the percentage pass mark, as seen from figure 4, it was the least in

terms of performance, compared to the other subjects from the graph whose records were above 50%. This is an indication that the subject still showed poor performance.

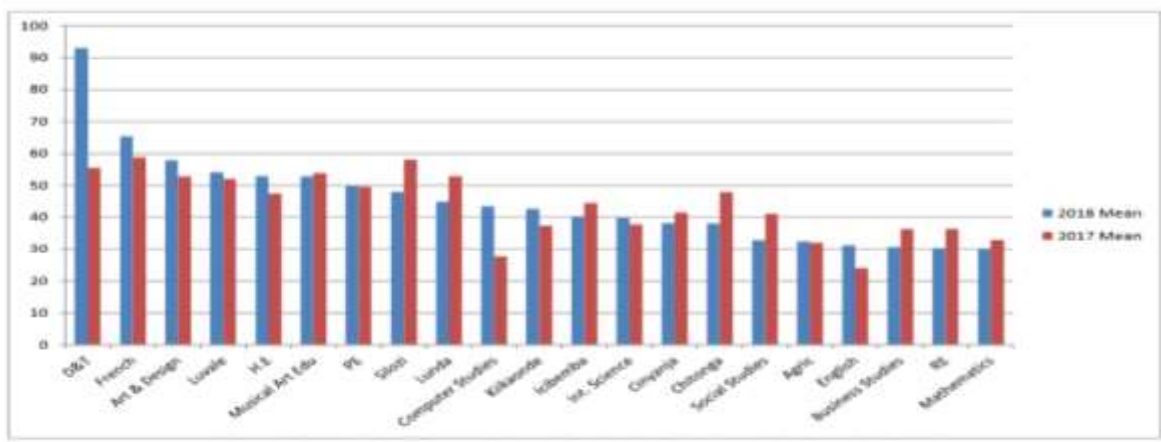


Figure 4: 2018 and 2017 Grade 9 Internal Examination Percentage Mean Scores by Subject

Figure 4: ECZ Reports Highlights 2018 Grade 9 National Results (performance by subjects)

In the year, 2018 and 2019, social studies still recorded the lowest performance among other subjects at 35.73% and 48.53%, respectively. The performance which is quiet discouraging.

Table 1: School Number 1, Grade 9 2017, 2018 and 2019 ECZ Results By Subjects

S/ N	Subject	Number Of Candidates Who Sat For Examinations			Number Of Candidates Who Passed In %			Number Of Candidates Who Failed In %		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
1	SOS	197	222	190	55	40	65	45	60	35
2	PE	145	167	135	70	65	80	30	35	20
3	HE	48	55	60	75	90	79	25	10	21
4	BS	51	59	65	67	60	100	33	40	NIL
5	RE	197	222	190	61	70	90	39	30	10
6	ENG	197	222	190	67	55	72	33	45	23
7	ICT	197	222	190	65	55	65	35	43	35
8	INT.SCI E	197	222	190	79	63	87	21	37	13
9	MATHS	197	222	190	60	33	65	40	67	35

Key;

SOS= Social Studies

Table 2 shows the performance of candidate's subject by subject at a particular school from 2015 to 2019. The table shows that candidates performed poorer in Social Studies than in other subjects.

Table 2: School Number 2, Grade 9 2018 & 2019 ECZ Results by Subjects

S/N	SUBJECT	CADIDATES WHO SAT FO EXAMINATIONS IN %		CADIDATES WHO PASSED IN %		CADIDATES WHO FAILED IN %	
		2018	2019	2018	2019	2018	2019
1	SOS	145	120	60	55	40	45
2	ENG	138	120	72	75	28	25
3	MATHS	147	115	40	70	60	30
4	INT. SCIE	147	120	65	86	35	14
5	ICT	147	120	86	80	10	20
6	RE	145	115	86	90	14	10
7	BS	142	120	76	74	24	26

Table 3 shows results for 2015 to 2019 at school number 2 Comparing performance of candidates who failed, Social studies has a bigger percentage as compared to other subjects.

Table 3: School Number 3, Grade 9 2015, 2017, 2018 & 2019 ECZ Results by Subjects

S/N	SUBJECT	CADIDATES WHO SAT FO EXAMINATIONS IN %				CADIDATES WHO PASSED IN %				CADIDATES WHO FAILED IN %			
		2015	2017	2018	2019	2015	2017	2019	2019	2015	2017	2017	2019
1	SOS	145	130	120	140	60	65	55	65	40	35	45	35
2	ENG	145	130	120	140	72	90	75	80	28	10	25	20
3	MATHS	145	130	115	140	40	80	70	70	60	20	30	30
4	INT. SCIE	145	130	120	140	65	80	86	80	35	20	14	20
5	ICT	120	110	120	135	86	70	80	90	10	30	20	10
6	RE	130	130	115	130	86	72	90	70	14	28	10	30
7	BS	100	90	120	120	76	80	74	95	24	10	26	5

Key;

SOS= Social Studies

The table 4 shows performance subject by subject for school number three grade nine exam results (2015-2019). Comparing performance on candidates who failed Social Studies has a bigger percentage as compared to other subjects. With records of 40 in 2015, 35 in 2017, 45 in 2018 and 35 in the year 2019.

Table 4: School Number 4, Grade 9 2016, 2017 & 2019 ECZ Results By Subjects

S/ N	Subject	Number Of Candidates Who Sat For Examinations			Number Of Candidates Who Passed In %			Number Of Candidates Who Failed In %		
		2016	2017	2019	2016	2017	2019	2016	2017	2019
1	SOS	200	190	150	50	45	60	50	55	40
2	PE	200	190	150	55	70	80	45	30	30
3	HE	50	45	40	50	90	90	50	10	10
4	BS	55	50	40	65	85	80	35	15	20
5	RE	190	190	150	75	70	60	25	30	40
6	ENG	200	190	190	50	70	70	50	30	30
7	ICT	197	222	190	65	55	65	35	43	35
8	INT.SCI E	197	222	190	79	63	87	21	37	13
9	MATHS	197	222	190	60	33	65	40	67	35

Key;

SOS= Social Studies

Table 5 shows performance subject by subject for school number four grade nine exam results (2015-

2019). Comparing performance on candidates who failed, one can tell from the table social studies has a bigger percentage as compared to other subjects. With records of 50 in the year 2016, 55 in the year 2017 and 40 in the year 2019.

4.2.1 Interview Data on Performance Review of Grade 9 Social Studies From 2015-2019.

Data obtained from interviews with teachers shows that teachers almost had same views regarding the performance of learners in Social Studies in National Examinations from 2015-2019. The teachers stated that the performance of pupils in social studies National Examination has not been good. The following is what the teachers said:

S1-Tr1: Ever since social studies was first examined in 2015 the performance of the pupils at grade nine examination countrywide has been poor.

S2-Tr2: The performance has not been good, with the introduction of social studies in schools from grades eight to nine.

S4-Tr 1: Poor performance is what we have been recording in social studies at grade nine, from the time the three subjects were combined (civic, history, and geography) to form social studies and be examined at grade nine.

S3-Tr 1: The performance has been poor. If you compare performance of pupils in mathematics, you find that pupils are even doing better in mathematics than in Social Studies.

However, some teachers indicated that they were not sure how the performance of pupils has been in social studies at grade nine examinations. Nevertheless, an analysis of their school records showed that the performance of learners in social studies at grade nine has been poor. The following is what some teachers said:

S2-Tr 2: Well madam, eeh, if you look at the school rating of other subjects at grade nine in our school, social studies has always been the least, making someone to conclude that social studies performance at grade nine is has not been that ok.

S3-Tr 2: Madam the performance of pupils in social studies cannot be compared to performance of pupils in other subjects. Social studies performance is the least performed subject in this school at grade nine.

S4-Tr1: mmmh... social studies grade nine examination performance has been below standard, comparing to other subjects.

S1-Tr2: the performance of leaners in social studies is below average.

S1-Tr2: the performance is bad

S3-Tr2: the performance is not impressive. That has even been noted by parents to the pupils.

S2-Tr2: it is very true the pass percentage has been below average and it is very difficult to determine in which component they did not do well.

Respondents from CDC, ECZ, DEBS Lusaka and MOGE had the following to say regarding the performance review of learners in Social Studies in National Examinations from 2015-2019:

Specialist.1: the performance has been very poor, average of 39% of candidates reach pass mark of 40%.

Specialist. 2: there is a decline in the performance of student in social studies compared to the way pupils were performing when it was offered as history, geography and civics at junior secondary school level. With social studies, majority (of learners) are in the fail compared to those who are able to pass. It is a passing subject but only a minimal number reaches the base line of passing.

Specialist. 3: the performance has been below the pass mark of 40%, a sign that it's been poor.

The specialists at CDC, ECZ and MOGE clearly state that the performance in Social Studies has been poor not only from 2015-2019 but also up to 2020. According to the Examinations Council of Zambia performance report, the failure percentage in Social Studies for the years 2015- 2019 indicates that the performance of learners in social studies in national grade 9 examinations has been below the 40% pass mark. In support of this, figures were given on how performance has been from 2015-2019

Teachers' views from different schools also point out to the same record of poor performance of learners in social studies national grade nine examinations from 2015-2019 be it at school level as well as national level. From the findings, it can be concluded that there has been poor performance of learners in social studies in national grade nine examinations from 2015-2019.

4.3 Stakeholders views on the factors contributing to poor performance of learners at grade 9 in social studies.

The second objective of the study was to describe stakeholders' views on the factors contributing to poor performance of learners at grade 9 in social studies. In achieving this objective, a few questions were posed to, specialist in higher offices, teachers as well as the pupils. The second objective was guided by the question what are the major factors contributing to poor performance of grade nine in national social studies examinations. This

section therefore presents views of the curriculum developers (specialists from CDC, ECZ and MOE), head teachers, teachers and learners.

The major challenges brought out by participants are outlined below, and written as common themes: teacher qualifications, teacher preparedness and bad attitude towards social studies (pupils and teachers), Specialist Views by specialists with regard to lack of preparedness of teachers of social studies and pupils towards the subject, methods teachers employed to teach social studies, inadequate teacher training/ preparation, work experience of teachers of social studies, use of poor teaching strategies, absenteeism and late coming, low literacy/ proficiency levels of learners and failure to adequately prepare learners on how to tackle social studies questions in good time.

4.7.1 Teacher Qualifications and Experience

Through the face-to-face interviews, the researcher managed to get information about the qualifications and teaching experience of teacher respondents. This information was necessary in achieving the second objective, which focuses on factors contributing to poor performance of learners at grade 9 in social studies. It was noted with concern that teachers teaching social studies grade 8 & 9 in schools were not social studies trained. The teachers handling the subjects were trained in any of the three components of social studies (geography, civics and history).

These teachers also said there was no specific social studies training in colleges, until recently when subject specialization was introduced in colleges of education and universities. It was further discovered that despite the introduction of subject specialization most of the Social Studies specialized graduates are still not yet deployed to schools by the government.

The qualifications of teachers can be summarized as shown in table 6

Table 6 Professional qualifications of teachers

S/N	HIGHEST QUALIFICATION OBTAINED	NUMBER OF TEACHERS
1	DIPLOMA	03
2	BACHELORS DEGREE	08
3	MASTERS DEGREE	01
4	TOTAL	12

Table 6 Shows the professional qualification of teachers of Social Studies in the observed schools

The qualifications of teachers observed were that three teachers possessed secondary school teachers' diploma in civics/geography, eight teachers possessed a university degree in special education/history and one teacher possessed a masters' degree in civics adding on her first degree in geography and civics.

(b) Experience of teachers involved in teaching social studies

As already been mentioned in the introduction to this chapter, teacher qualification and experience in teaching the subject matter a lot when it comes to issues of learner performance in a particular subject. Good performance goes hand in hand with the qualification and experience teachers have in their fields of speciality. The experience of the teachers of Social Studies interviewed has been summarized in Table 7.

Table 7 Showing teaching experience of teachers in teaching Social Studies

S/N	NUMBER OF YEARS	NUMBER OF TEACHERS
1	0-4	02
2	5-10	05
3	11 and above	05
4	TOTAL	12

Table 7, shows that two teachers have taught four years and below, five teachers had taught between five and ten years, and the other five teachers had taught above eleven years.

4.7.2 Lack of preparedness of teachers and bad attitude towards social studies

Data from interviews showed that teachers had different views regarding the adequacy of the training they had received as far as teaching of social studies was concerned. Some teachers stated that social studies are not a new subject; it has been there at primary school level, although it used to be fragmented at junior secondary school. Combining geography, civics and history to form social studies at junior secondary school level is not an issue since the topics still remain the same. The teachers said they were very much prepared to teach social studies. Consider the following responses:

S2-Tr1: I enjoy offering the subject, regardless of the performance of learners. I find it to be interesting, though some people are complaining, that the integration of three subjects has made the subject tough to deliver. I don't see anything tough about it.

S3-Tr 1: Madam, geography is my major and civics my minor. With history I just apply my secondary school knowledge because I took History at secondary school and passed very well. That helps me a lot to deliver. I am not bored when teaching Social Studies. Moreover, we are talking about social sciences.

S3-Tr 3: yes, because my services are needed at every level. I think you are aware, madam, that the by combining of the three subjects to form one (social studies) has lessened the issue of repeating the same topics to learners which use to

be common before the three subjects were integrated. For example; learning and defining the same word population in all the three subjects (geography, history and civics). Now, we are able to look at this topic only in social studies as one subject.

S4-Tr1: very much prepared. The only problem which I can see, madam is that, whenever something new comes in, which was not there, you expect complaints from people. The fact is that social studies is not even new. It's been there at primary(school). Otherwise, the introduction of social studies to junior secondary school is a great move.

S3-Tr2: I enjoy teaching the subject, but the number of periods is not enough for the subject (it has two periods per week/ per subject)

On the other hand, some teachers interviewed indicated that they were trained to teach either two or one of the three subjects' history, geography and civics not social studies which consist all the three. To them(teachers), combining the three subjects to form social studies and expecting three different teachers to deliver one subject is not a good idea. Consider the following verbatim

S1-Tr2: Well, madam eeh, I am not prepared as long as the teaching has to do with all the three components. You see madam, i may teach, to my level best, as a history teacher on the side of history, then to my friends handling geography and civics if they don't do much, leaners will fail social studies. So, the issue of three different personalities handling the same subject is totally wrong. For better results from leaners in this subject, we need specifically trained teachers of social studies to teach. there are no teachers, then better we go back to the old system.

S2-Tr 1: I am not prepared to teach social studies but subjects like civics education, geography and history

independently. I was trained to teach geography and civics at college. Now, due to the introduction of social studies at junior secondary, I was requested to start teaching history too. I couldn't refuse... I took that bold decision since I am a teacher of social sciences.

Other respondents pointed out that geography, civic and history have similar topics and all fall under social sciences. Therefore, the integration of the three to form social studies implies that the methods used to teach them are also similar. As a result, they felt positive about their preparedness to teach social studies. Consider the following statements:

S4-Tr2: ... I really am comfortable teaching social studies. It's not like they have taken you to a different department; we are still in the same department social sciences.

S3-Tr1: geography, history and civics all fall under social sciences. For me, any one trained to teach history can teach geography and civics too, as long as the interest is there.

S2-Tr2: very much ready to teach. The only thing the stakeholders (specialist in higher offices) can do to help us teachers deliver well is to reduce the topics we need to cover. I feel the time given and topics to cover have not been well looked at.

Other teachers explained that they were beginning to enjoy teaching the subject. This showed that, initially, they had had negative perceptions about it, and that having been exposed to this integration, their interest was beginning to be ignited. The following were some of the responses from these teachers:

S1-Tr1: Mmmmh, very much. Actually, now I am more inclined towards teaching social studies despite having little knowledge in geography. All I do is thorough preparation

before lesson delivery. For instance, reading more books to understand the topic better, and more consultations.

S4-Tr 2: At first when they integrated the three subjects into Social Studies, I told myself this was impossible. Now, I feel it has come to stay. I was forced to teach civics which is not part of my training at college... now, I am enjoying it.

I find it to be interesting... I don't know what I can say, but it is very interesting and with time I am getting there.

Findings from the interviews with teachers indicated that some teachers felt teaching Social Studies at junior secondary school is a welcome move, adding that social studies are

important and interesting subject. However, it was also revealed that the majority of teachers thought, for the successful delivery of the subject, there should be specifically trained teachers of Social Studies unlike three personalities handling one subject. This negativity was as a result of the challenges that were associated with it.

4.7.3 Lack of preparedness of pupils and bad learner attitude towards social studies

Findings from focus group discussions with learners revealed that learners had mixed feelings about the subject. Quite a number of learners acknowledged the fact that social studies was interesting and beneficial to them. The findings also showed that some pupils considered social studies to be a simple subject. Consider the following statements:

P5: As for me, social studies are a simple subject. I just have to put more effort on what I am doing.

Pupil.6: I like social studies because it teaches us about our ancestors, the maps and our rights as people.

Pupil.7: social studies make your brain active. It also sharpens someone's level of reasoning. It has helped me to know about my rights

Pupil. 8: I enjoy learning social studies. If only they can reduce on topics to learn that can even be much better for me.

Yet, other learners held conditional attitudes towards social studies. One respondent, for instance, said that it depended on the component being looked at.

Pupil.9: I only enjoy civic and history not geography because of maps.

Pupil.10: three teachers teaching one subject is so confusing and when it comes to study it confuses me even more.

Pupil.11: the teacher of history is not good, that makes me not to enjoy history. So, I only like geography and civics

Pupil.12: ok, the subject, madam, is just ok. The only problem is that it has a lot of topics to cover.

Pupil.13: the subject is ok, madam. It's us pupils who are not just serious. Too much playing and not studying.

Pupil.14: the time allocated to learn social studies is not enough, making us not to understand the subject.

On the other hand, a few other learners stated that social studies is a difficult subject. They attributed this to the way questions are asked in the final examinations. Others felt that the study of social studies involved the use of difficult words. The following verbatim indicated the feelings of these learners:

P 15: social studies is one of the toughest subjects. Like when writing tests, mid-term and end of term, I fail.

P 16: As for me, I am seeing that social studies is a difficult subject. The words that we meet in social studies, are very hard to understand. They are for grade twelve's not grade nines.

P 17: Even myself, it is difficult.

P 18: social studies involve seeing things that we learn, for example ceremonies or paintings of the past we need to go out there and see for ourselves. Now madam at this school

we don't go (for field work). Just showing as pictures that teachers have poorly drawn, so boring.

P 19: The only problem that is there is understanding. There are bombastic words.

Pupil.20: ehhhh...this subject has a lot of things to learn. Madam, ok, the subject is hard.

The findings revealed that the majority of learners found social studies an interesting subject. However, it was also clear that negative attitudes towards the subject existed mainly because of the challenges learners faced which resulted in poor results in the subject.

4.7.4 Specialist views with regards to lack of preparedness of teachers and pupils in Social Studies

The findings from specialists on the attitude of teachers and pupils towards social studies shows that the majority of teachers have failed to accept change, which has in turn affected pupil's attitude towards the subject, as they gave their responses below:

Specialist .1: Teachers have not accepted change. When teaching, they teach as a component and not as a subject. The mentality of teachers has a lot to play in the way pupils respond towards this subject. So, if teachers have a positive attitude even pupils will have a attitude towards the subject.

Specialist.2: Teachers teaching social studies lack cooperation (team work) in achieving better results. Even in teaching they are biased and only concentrate on areas of their strength. For example, teachers of geography only concentrate on the geography aspect, leaving out other areas. This is the more reason why pupils became selective too. For example, statements like me I like civics and not history. They hear that from teachers as they teach. s

Specialist .3: combining of the subjects implies that some teachers lack knowledge in other components which they were not teaching before. This can be sorted out by having CPDs. Now you find that during CPDs, the same teachers are not present.

4.7.4 Poor Teaching Methods

Another question that the teachers and pupils were asked concerned the methods teachers employed in teaching social studies. To elicit answers to this question, the researcher used face-to-face interviews with pupils, Heads of department and teachers of social studies, as well as lesson observation. This was done to have a clear understanding of what really was done in social studies lessons in terms of the teaching and learning process.

4.7.4.1Pupils views on the methods teachers employ to teach social studies

Pupil's responses were almost the same. A number of pupils cited the same approaches and techniques as the methods teachers employ to teach social studies. Following the responses below:

Pupil.1: the teacher will make us stand and ask us questions. When you answer, that's when you are allowed to sit down.

Pupil.2: the teacher brings a chart and asks us to state anything that we can see on the chart. Then she explains.

Pupil.3: the teacher puts us in groups and then gives work to each group. Then we present in front after answering in groups.

Pupil.4: most of the time, the teacher gives us books and asks us to write notes, from the text books.

Pupil.5; the teachers also write note on the board, madam. Then we copy the notes in our books.

4.7.4.2 Teachers' views on the methods they employ to teach social studies

Teachers' responses on were varied; a number of them cited both approaches and techniques as the methods they employed to teach social studies. Few teachers indicated using techniques which were more teacher-centered, such as teacher exposition and questioning technique. Most teachers indicated that they used techniques such as discussions, dramatization and role play which were more learner-centered. Asked to state the methods which they used to teach social studies, here is what the teachers said:

S4- Tr2: Sometimes, I use dramatization, question and answer and class discussion bout mostly, it is question and answer.

S1-Tr2: We use question and answer, sometimes teacher exposition where I explain certain concepts. Sometimes we use group work or pair work and class discussions. Sometimes we do dramatization of some topics.

S3-Tr1: I have found the situational methods to be better, for example, roleplay. There is also exposition where one has to explain in detail. Question and answer is also another method including communicative approach.

S2-Tr2: Among them is drama, role play and even teacher exposition where you need to explain where the pupils don't understand. Normally, I use teacher exposition, even drama and role-play.

Other teachers pointed out that the choice of technique depended on the text that was being taught. However, they pointed out that mostly, discussion and role play were the commonly used teaching strategies. The following were the teacher's responses:

S1-Tr2: ... It depends on the topic you are looking at. But I usually use discussion and role play.

S2-Tr1: There is group discussion, dramatizing, like when we finish the topic, I would select pupils to dramatize and oral questioning, giving in-class exercises abruptly not warning them (the pupils).

S3-Tr2: Aaah, one of the techniques is group work. I normally tell my pupils to go and read at their own time so that when they come into class, I put them in groups to discuss.

S4-Tr1: I think discussion method is more precise and also group work in terms of question and answer. And also, homework, giving them tasks for presentation.

Some respondents mentioned approaches like the communicative and project approaches. One respondent mentioned the chameleon approach, referring to the use of several methods. The following is what they had to say:

Tr. 11: Mainly, I use communicative approach. I use role play (when dealing with plays) project method as well as group work. For now, we are using much of communicative and group work.

S4-Tr1: I find role play to be crucial. Apart from that I use project approach by giving learners questions to guide their book review.

The responses from the teachers showed that different teaching strategies were used in teaching social studies. However, it was not known whether this was the case in actual social studies lessons as pupils only mentioned few of the approach's teachers used when teaching. Hence, conducting lesson observations was done to help the researcher make a much more informed judgment on what actually transpired in the social studies lessons.

(a) Lesson observation

Eight lessons of Social studies were observed in the four schools to establish the methods that characterized social studies teaching with a view to providing insights on the strategy's teachers used to teach, the mood obtaining in the lessons, and the challenges that were encountered. Observation checklists were used to record.

(b) Lesson observation descriptions

This section presents a description of the observed lessons. As indicated earlier, eight lessons were observed in all the four schools in the study. An analysis of both teacher activities and learner activities was made to depict how the subject was being taught and learnt.

school 1; teacher 1; Lesson 1

The school is located within Lusaka district. The grade 9 social studies class was being handled by a degree holder who is a graduate of the University of Zambia the teacher had majored in geography and minored in civic education. She had six years teaching experience.

The class had 30 pupils. The number of available texts books (social studies) was 40, shared among the learners with a pupil - book ratio of one to one. The teacher began the lesson by greeting the class and introducing the visitor (the researcher). The book that was being used as a source of information was *Achievers' Grade 8*. The lesson objectives were to identify relief features and describe relief features on a map. After the greetings and introductions, the teacher used the questioning technique to recap the previous lesson on map reading techniques.

The teacher then told the class that they would continue looking at map reading techniques, from where they had left off in the previous lesson. Then she wrote new words that were to be learnt on that day; spot features, layer coloring, contour lines, trigonometric stations, pictorial representation, hachuring and hill shading she asked the pupils to read the words as well as to freely explain the words according to their general knowledge. Teacher wrote all definitions given by pupils on the board. She thanked the pupils for their participation in explaining the words and went on to correct the mistakes made by pupils. The explanation went alongside referring to the chart on contour lines and spot heights.

The teacher then called for questions from the class stating that the lesson had almost come to an end. One pupil, a boy, asked the following question:

Pupil: Is it correct to say contour lines can be used to show how deep an area is?

Teacher: Yes.

In explaining the teacher referred to the chart that she had drawn on contour lines.

Teacher: Have I answered your question?

Pupil: Yes, madam lam now clear

Teacher: Any other question?

Pupils: No questions, madam

Teacher if there are no questions then let's take out our books and write an exercise

Exercise

1. Explain what contour lines are?
2. Describe the difference between spot heights and trigonometric stations?

After marking pupils' books, the teacher concluded the lesson by asking learners random, questions with regard to what they had learnt.

School 2; Teacher 1; Lesson 1

The school is located within Lusaka district. The Grade 9 social studies class was being handled by a degree holder a graduate of the University of Zambia. The teacher's combination was History and Special Education. She had six years teaching experience.

The class had 43 pupils; the pupils had no text books to use apart from one copy for the teacher.

The teacher began the lesson by greeting the class and introducing the visitor (the researcher). Then she displayed a phone, handbag, stones, fruits and rings on a table in front of the class. She went on to choose four pupils and stationed them at different points. She then instructed them to get whatever is of their interest from what was displayed on the table. After the demonstration, she later explained the meaning. Due to lack of text books the teacher throughout the lesson used her personal copy to teach; social studies learners' book 9 and Progress in Social Studies Book9. The lesson objectives were to define imperialism, the scramble for Africa, and the partition of Africa and to assess the aims of European imperialism and the scramble for Africa.

After the greetings and introductions, the teacher wrote the areas that the topic was to cover. This was followed by asking pupils to state and briefly explain what they saw from the demonstration.

Pupil.1: The pupils rushed for the materials on the table at once.

Pupil.2: The pupils picked whatever they wanted, though others did not pick anything, because by the time they reached the table everything was already taken by other pupils.

Teacher then explained the scramble for Africa in line with the demonstration that was done. She also explained what was done to avoid conflict during the scramble for Africa and brought out a new term, Berlin Conference, what it was, when and where it was held and who chaired it.

Teacher probes class on why the Europeans scrambled for Africa

Pupils.1: Looking for minerals

Pupil.2: Looking for land for farming

Pupil.3: Seeing the beauty of Africa

Pupil.4: Because of the beautiful falls, mountains and rivers

Teacher guides learners on each category of the reasons for the scramble by stating and explaining the following terms: economic, political, social and humanitarian cause.

Teacher asked the pupils to write the scramble for Africa in essay form bringing out the meaning of the term scramble for Africa and stating and explaining the reasons for the scramble for Africa.

Homework;

- 1, define imperialism. Scramble for Africa and the partition of Africa
- 2, what conference was held to prevent war during the scramble for Africa and where was it held?
- 3, mention 3 economic reasons for the scramble for Africa

Teacher was unable to mark and conclude the lesson due to time which was not enough. It turned out that even work which was to be written from the class became home work.

School 2, Teacher 2, Lesson 2

The school is a combined school situated in Lusaka district. The teacher is a holder of a university degree from the University of Zambia. She has 7 years' experience of teaching Geography a component in social studies. The teacher had only one copy of the text that was being studied, the teachers copy (Progress Grade 8 Social Studies Learners Book). The number of pupils in the class was 35. The topic for the lesson was Man and his environment and the sub-topic was Fishing.

The teacher greeted the learners and introduced the visitor (the researcher). Thereafter, she wrote the topic on the board. And told telling the learners that the lesson was a continuation from where they had ended in the previous lessons

The teacher wrote the words on the board in line with the types of fishing methods and examples:

1. The subsistence fishing methods: spear, basket, hooks and lines, traps, dug-out-canoes
2. The commercial fishing methods; hand nets, fish craft, gill nets, seine or drown nets, poisons and explosives

She then went on to explain the two major types of fishing as outlined above and gave examples of each.

To conclude, the teacher emphasized the lesson outcomes. Which was seen by making learners stand then teacher asked the questions to learners those that gave correct answers were made to go for break and for those that were not able to of which in this case were only few remained to sweep the class.

Homework:

- 1, Describe the types of fishing methods.

School 2, Teacher 3, Lesson 3

The school is found/ located within Lusaka district. It was recently upgraded to secondary school status. The teacher is a holder of a first degree from a public university in Zambia. She had barely a year of teaching at that particular school after being transferred from another school. The book which was being used was Achievers' Junior Secondary Social Studies Learner Book 9. The class had no copies to use except the same book which was being used by the teacher. The objective of the lesson was to;

1. Define demand and supply.
2. Describe the law of supply and demand.
3. Explain how price influences demand and supply.

The number of learner's present was 10; almost 28 learners were absent. The high absenteeism on this day was due to the fact that, being a civilian day, the learners were

required to pay a k5.00 in order to come in clothes, other than school uniforms. This made them stay away from school. It was a single, 40 minutes' period commencing at 07:0 hrs.

The teacher made the pupils sit in a semi-circle at the front of the classroom facing the teacher's table. The lesson commenced with a question-and-answer session to recap what had been covered earlier. The following were some of the questions asked by the teacher during the introductory part of the lesson:

Teacher: The quality of money that enables travelers to pay different fares is

Pupil: Divisible

Teacher: The quality of money that means money should be very difficult to get is

The pupils were not able to answer the second question correctly. The teacher therefore provided the answers, scarce.

After the introduction, the teacher went on with the lesson development where she explained the meaning of demand and supply. The explanation was accompanied with examples. She then summarised the explanation with the following formula;

High Demand=Low Supply=High Price

Low Demand=High Supply=Low Price

The teacher then explained how price influences demand and supply, with the following examples: -A rise in the price of goods or services may lead to a low demand. A drop in the price of goods and services may lead to a high demand.

To conclude, teacher summarized the main points of the lesson.

School 3, Teacher 1, Lesson1

The school is situated on the west of Lusaka district. It is managed by a Church organization. The observed teacher is a holder of a university degree from a public university in Zambia. She has two years teaching experience.

The teacher started by greeting the class and introducing the visitor (the researcher). She then inquired from the class if everybody was in class. She was informed that only one learner was absent (that she was not feeling well). The teacher went straight into writing the topic for the day on the board, the development of slavery. The subtopic was slavery / slave trade.

Teacher asked the learners for the meaning of the term slavery

Pupil1: Working for somebody without being paid.

Pupil 2: Being forced to work for somebody, and no token of appreciation is given at the end.

Teacher then explained the term slavery to the learners, as the system in which one is forced to work for someone who regards him /her as a property to be bought and sold.

Teacher went on to explain the term 'slave', as a person who is legally owned by another person and is forced to work without pay.

In groups, learners were given a task to discuss the following task:

- 1.State the reasons for slavery and slave trade.
2. Explain the effects of slave trade on African societies.

Pupils in their groups discussed the two questions as the teachers went around monitoring the discussions in groups.

Then, randomly, the teacher appoints two pupils from each group to present the answers to the whole class. After the presentations, the teacher corrected and added on to the answers given by the class by putting Task 1 into, economic, political and social reasons. Then for task 2 she divided it into political, social and economic motives.

During recapitulation, the teacher emphasized the motives of slave trade and its effects on African societies.

Learners were given the following home work:

1. Research on slave trade routes
2. The Triangular Slave Trade and its stages.

School 3, Teacher 2, Lesson 2

The lesson begun with the teacher going through the previous lesson, explaining the terms tourism and tourist. She then went on to state the types of tourist and the importance of tourism, as follows:

Types of tourists

1. Domestic tourists as people or tourists within the country
2. International tourists as people or tourists from another country.

This lesson was at 10:30hours immediately after break. The teacher observed is a holder of a university degree from a named university abroad. She had seven years of experience in teaching. The class had 38 pupils. The number of available text books was 20 shared among the learners. Therefore, the pupil – book ratio was two to one. The teacher commenced the lesson by first greeting the class and introducing the guest (the researcher). Afterwards, she wrote the heading *Corruption* on the blackboard followed by the sub-heading *Types of Corruption*. The objectives of the lesson were for the pupils to define corruption, state the types and forms of corruption, and explain the causes of corruption.

Then, the teacher asked the pupils to mention the regional organization that Zambia belongs to, in line with the previous lesson they had.

Teacher explained what corruption is to the pupils as the abuse of power or authority for personal gain. Then the teacher went further that corruption involves giving gifts in return for favour.

Group work

The teacher then divided the class into groups and assigned topics, as follows:

Group1-discuss the forms of corruption

Group2-what are the forms of corruption

Group3-discuss the types of corruption

Group4-explain the causes of corruption

After discussions, learners did presentations in front to the whole class. The teacher pointed out mistakes made after each presentation and added on information left out by learners. The teacher explained the forms of corruption as nepotism, embezzlement, theft, favoritism and bribery. She went on to list and explain the types of corruption as petty, grand and political. Lastly, the teacher explained the causes of corruption, that is greed, poverty, poor salaries, and ignorance. The teacher then gave an exercise, but due to time, the pupils were told to do the work at home.

School 3, Teacher 3, Lesson 3

The school is located within Lusaka district. The grade 9 social studies lesson was being handled by a degree holder from a public university in Zambia, with a combination of geography and civics. He had three years teaching experience. The class had 40 pupils.

The teacher began the lesson by greeting the class and introducing the visitor (the researcher). The teacher wrote the topic for the day on the board, Map work and mapping techniques, then the sub-topic as Location of places on a map. He first asked the pupils what they know regarding to location of places on the map.

The teacher distributed the maps and past papers for previous examinations to the learners to work out together as a class the questions connected to the topic.

She clearly explains how to read grid references, that the grid lines running from north to south (top to bottom) are called Eastings because they represent distances eastwards from the origin.

The grid lines running from west to east (left to right) are called northings because they represent distances northwards from the origin.

When locating a place, you have to start with giving eastings and end with the northings.

FOUR FIGURE GRID REFERENCE

This gives a general location of a point in a grid square. Using a map the teacher explained: take the readings of the eastings first, then the northings second. Then she gave the following example:

	70	71	72	73
33	A		C	33
32		B		32
31				31
30	70	71	72	73 30

QUESTION: What is the four-figure grid reference for station C?

Teacher explains how to find the grid reference then gives the answer

Due to insufficient time, the class exercise turned into group work. The teacher then ended the lesson by marking the work which was being done in groups.

School 4, Teacher 1, Lesson 1

The lesson was at 09:40hours. The teacher started the lesson by revising the previous lesson which was on the Late Stone Age. The teacher made the pupils stand up, then one by one to say anything they knew about the Late Stone Age and sit down.

Pupi11: In the late Stone Age there lived people called the Saan people

Pupil 2: The Saan people were known for their paintings

Pupil 3: They survived through fishing and hunting

Thereafter, the teacher thanked the pupils for their participation and wrote the topic for the day on the board, that is *Artistic paintings and methods of hunting*. The teacher organized the pupils into groups and gave them tasks to discuss.

1. Types of paintings

2. Methods of paintings

Each group was given chance to present their findings to the whole class. Then, as presentations went on, the teacher corrected the mistakes made by the pupils and added a few points which learners had left out in their presentations.

Due to insufficient time, the teacher could not conclude the lesson. She, therefore, asked the class monitor to find time to collect homework for the whole class from her.

School 4, Teacher 2, Lesson 2

The lesson started at 12:00hours, with a recap of previous work. The recap was based on the topic Characteristics of human rights. Thereafter, the teacher wrote the topic on the board and told the pupils that it was a continuation of the previous topic which was on Human Rights. The sub-topic was on *Categories of Human Rights*.

Using class discussion, the teacher, together with the learners explained on how human rights are categorized. The discussion brought out the following categories:

1. Civil and political rights (first generation rights).
2. Economic, social and cultural rights.
3. Collective rights also known as third generation rights.

After the discussion, the teacher gave out group work to the pupils. She asked them to give reasons as to why they thought human rights were important. The teacher then moved from one group to the other checking the participation of learners in each group, making sure that they were all involved in the group discussion.

Afterwards group presentations were then made in front of the whole class and the teacher came in to correct mistakes after each presentation she also added points that were left out. To conclude the lesson, pupils were given homework and thanked for their participation.

Summary

Altogether, eight social studies lessons were observed in the study schools. The following books were used as reference books; *Achievers' Grade 9, Longman Social Studies Grade 9, Social Studies (MK) Grade 9* and *Hantobolo Junior Secondary*.

4.7.5 Inadequate teacher training/ preparation

The data obtained from interviews with HoDs and teachers of social studies revealed that some teachers were not adequately prepared to teach social studies.

Consider the following responses:

S1-Tr1: Well madam, eeh, I may teach to my level best as a history teacher on the side of history. Then, to my friends handling geography and civics if they don't do much, learners will fail social studies. So, the issue of three different personalities handling the same subject is totally wrong. For better results from learners in this subject, we need specifically trained teachers of social studies to teach. If there are no teachers, then better we go back to the old system

S2-Tr1: To teach social studies.... mmmmmmmh, you see, madam, I was trained to teach geography and civic at college. Now, due to the introduction of social studies at

junior secondary, I was requested to start teaching history too. I couldn't refuse... I took that bold decision since I am a teacher of social sciences.

S4-Tr2: integrating of three subjects to form social studies is really not a great move. The stakeholders were first

supposed to consult more. Even consult us teachers and hear the response, madam we are the implementers. It's us who see the challenges that we go through in our classes, not those in bigger offices. We just have to go back to the old system. It is really confusing these social studies.

S3-Tr1: I am prepared but not so much,...my specialist are history and special education, but still I am learning since I have no other choice.

S2-Tr2: In terms of being well prepared to teach social studies, well, I should say I am trying to adjust. But the fact still remains the same that I am trained to teach of geography and civics, making it difficult to switch to social studies.

S4-Tr1: ... I am prepared but not so much... my specialties are (history and special education) but still I am learning..... Since I have no other choice

S3-Tr2: In terms of being well prepared to teach social studies, well, I should say I am trying to learn. But the fact still remains that I am trained in geography and civics, making it difficult to switch to social studies.

While teachers viewed the teaching of social studies to be challenging, specialists had the following to say:

Specialist 1; There may be no trained teachers yet to handle the subject as a whole, but still we have teachers of civics, geography and history in schools. All they need is cooperation to achieve one goal. By cooperating it means teachers need to be having CPDS where they educate and inform one another with regards to the subject.

Specialist 2: Teachers have not yet accepted the fact that there is change which is offering social studies at junior secondary school to replace civics, geography, and history.

The moment they accept this fact all will be fine. The moment they accept change they will be able to share content, be cooperative, and do the in-service training and so on. Which I feel will better the performance of pupils.

Specialist .3: Teachers resisting change is the major contributor to the poor performance. They want to teach the old syllabus and not accept change.

This also adds on to the issue that teachers don't know yet how to share topics.

With regard to the specialist respondents above, the researcher asked another question bringing out pupils and teachers' complaint on the bulkiness of the subject comparing to the level of pupils in question.

Specialist .1: It's not bulky, you know, madam. The subject is the first of its nature so you expect a lot of complaints from pupils and teachers. I, personally, feel as time goes on all shall be fine. We will all get used.

Specialist .2: It's not bulky, but the problem is the way it's being handled by the teachers themselves. That has a lot to do with even when it comes to the pupils'

mentality towards the subject. I am sure you know what I mean since you are a teacher too.

Specialist 3: The subject is very ok and suits the level of the pupils. Actually, the way it is in terms of workload is meant to prepare pupils as they proceed to higher grades. The only challenge we have at the moment are the teachers (civics, geography and history teachers), who in most schools fail to cooperate knowing very well that they are working towards achieving one goal.

Pupils' views with regard to the question of the subject being bulk for them were as follows:

Pupil.1: The subject has a lot of things to study madam.

Pupil.2: The notes that teachers give us are not well summarized. That makes it difficult for us even to study.

Pupil.3: Mmmh.... Madam, me, I will talk about the books. To prepare for social studies, we need to study three books: One for each of civics, geography, and history. That makes the whole subject involving. If they can just allow us to use one book for social studies, then, that, way, it will be easy.

Pupil.4: Madam, like my friend has said, surely, when we are told to prepare for social studies test we have to go through or study three books before considering yourself ready for the test its involving.

Pupil.5: I love social studies. The only thing that makes me uncomfortable is having too many things to study for the exams. The teacher at times just asks us to copy notes which are not even explained.

Pupil.6: Madam, I feel what makes social studies to have a lot of work is learning about the Late Stone Age, Bushmen, and many other things I feel all that is not important. They need to update the work. We should be leaning new things to suit the society we are in now. Not things for a long time ago.

Pupil.7: (Straight into disagreeing with the friend) We need to learn about things of the past for us to know where we are coming from. That is important, madam. Maybe, what should be done is just summarizing the work for us to be able to study nicely. And, instead of learning things in class, we need to go out there and see things for ourselves so that during exams we just remember what we saw and write.

4.7.6 Work experience of teachers of Social Studies

A number of teachers of social studies had worked for many years in teaching, a sign that their experience to teach was good, except that teaching of social studies to replace geography, civics and history at junior secondary school was still new to most of the teachers and majority feels it's not a good idea.

Two teachers of social studies had worked for less than four years' and one of them was handling the geography component of social studies, teaching the grade nines. This teacher barely had one-year teaching experience at the time of the study. Consider the following verbatim responses:

S1-Tr1: I started teaching social studies last year. I was given a Grade nine class for (name of a teacher) who went on transfer...just when I arrived at this school, which is my first deployment.

S4-Tr1: Social studies at junior secondary school, I am just starting. I have been teaching at primary school all along. I was transferred to junior secondary school early this year after upgrading my paper as a secondary teacher (special education and history). And, now I am even teaching even grade nines.

4.7.7 Use of poor teaching strategies

A comparison was also drawn to show methods/ strategies used by the teachers in teaching Social Studies to Learners in the four schools studied. From the diagram below, it can be deducing that teachers in most lessons used teacher centered method.

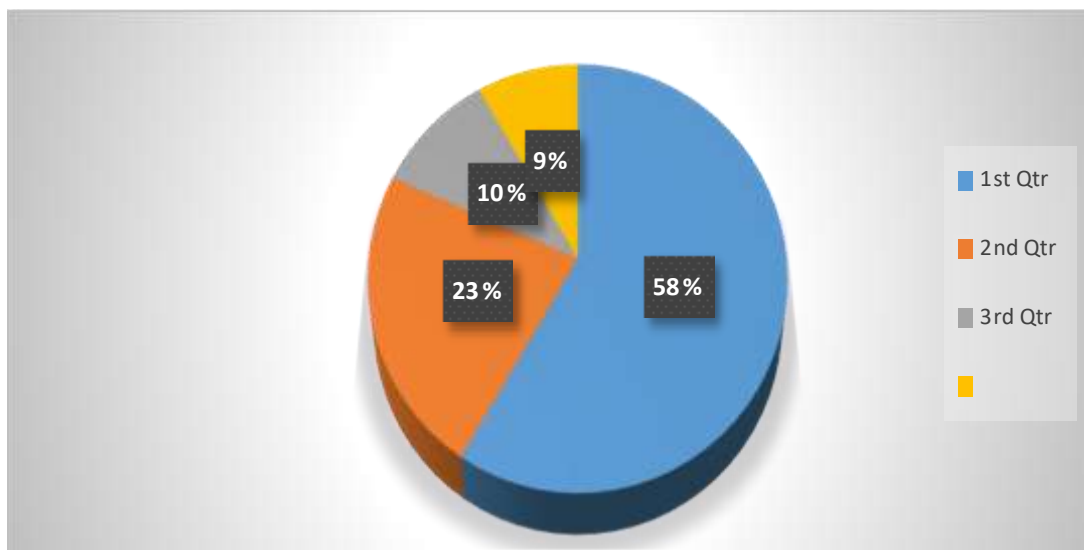


Figure 4. 5 showing Methods mostly used by teachers to teach social studies

KEY

- Teacher centered method
- Individualized work
- Pair/ group work
- Question and answer

Despite the fact that most responses from teachers indicated that they mostly used learner-centered strategies, responses from pupils indicated that teacher-centered strategies were mainly used. Consider the following responses from pupils interviewed:

Pupil 1: Social studies is difficult. The reason why is that the teachers give complicated examples, when teaching and mostly used bombastic words.

Pupil3: The teacher always leaves notes for us to write. We have a lot of notes which are not even explained by the teacher. The fact that they are not explained makes it difficult for us to study.

Pupil4: Some maps are not clearly explained by the teacher. When you ask [for an example], she responds to say the key is there to guide.

Pupil 5: The teacher is too fast. I am not understanding

Pupil 6: Sometimes he (the teacher) would leave the book and tell us to read in his absence. Anyone would read.

Pupil 7: Social studies is difficult. The reason why our teacher only explains in English. We don't know English. Yes, when the teacher is reading from the 'ka' book, we don't understand very well.

Pupil 8: The teacher reading in class... No, only the teacher has the copy. Unless you pupils get the book which the teacher is using, you go and photocopy, that's when you can access the book.

Pupil 9... Madam, teacher (name of the teacher) is boring. She always makes us sleep because she keeps on talking without letting us talk too.

Pupil 10: At this school, each term, we have a different teacher, who also comes with her own rules. So, just when you start getting used to that teacher, they bring a different one. That affects us a lot, madam.

Pupil 11: Our teacher, madam, is boring, when she comes, she just reads, then asks us to keep quiet. After reading, she asks us to take out our books and write an exercise. No time for us to ask questions. At times when she is reading, we fall asleep because of being bored

4.7.8 Failure to cover/ complete the syllabus in good time

Another factor that was asked about was the issue of completing the syllabus before the time for the final examinations. This was revealed by both the pupils and some teachers, some of whom were found using grade eight books in grade nine during the survey. On this matter, this is what the teachers said:

S2-Tr1: The time given (periods) to teach is not just enough. We fail to cover prepared work during the lesson, and just end up giving home work instead of an exercise.

S4-Tr2: If we had enough books for the pupils to use that can simplify our work. Now, the situation of relying on one book for the whole class even where you need to make pupils do the work at their own time to move fast you fail, because they don't have books to use.

S3-Tr1: Due to having too much work to cover with the learners, we fail to complete the work on time. In most cases, instead of revising with the learners in term three, we concentrate on finishing the syllabus and learners go into exams without revising or revising being prepared for exams.

The above sentiment was also echoed by a teacher who explained that she had been very frustrated by the management in the school, that when she went on maternity leave, there was no one to take cover geography component which she taught, until she came back. As a result, she was rushing and panicking to cover work which was supposed to have been covered the previous term if the department was cooperative.

4.7.9 Teacher-relationship with pupils

Teacher interaction with pupils is very important in achieving excellent performance. Despite teachers knowing the importance of creating an enabling environment for learners, a few teachers were reported to have been creating a hostile environment for learners. The following were the responses from pupils:

Pupil.1: The civics teacher is so annoying, madam, like when you just ask a question, she tells you that you are dull.

Pupil.2: As for me, madam, I was once told by teacher (name of a teacher) that I am foolish. Only because I was arguing with his definition, because the book I was using at home gave a different definition from the teacher's.

Pupil.3: The teacher for history always likes giving us names when we fail to answer his questions. Names like, you broken hill man, your head looks like proconsul, you are short like a bush man. And all the friends would start calling you like that. It pains, madam.

4.7.10 Absenteeism and late coming

Absenteeism was cited as another factor contributing to poor performance of learners. With the responses obtained from teachers, some learners were frequently absent from social studies lessons, this aspect was also noted in some lessons that were observed. In one

geography lesson, only ten pupils out of a class of thirty-five attended. In another lesson almost half of the

pupils were missing. Some learners came late for the lesson, some up to twenty (20) minutes after the lesson had started. Consider the following responses:

Tr 1: We have a big problem at this school, madam. Here is a learner who does not know how to read and write then this is the same learner who frequently misses lessons. How such a learner can perform well in the examination? Such learners are the majority here.

S1-Tr 2: Another challenge is absenteeism. Most pupils abscond classes.

Pupil 1: I dodged from geography lessons because I did not understand what we were learning... I do not like the subject.

Pupil 2: The teacher for civics, madam, is just too much. She likes telling us you are big for nothing when we fail to answer a question and that makes me to miss civics and just learn history and geography.

4.7.11 Low literacy / proficiency levels of learners

One other challenge that became apparent was low literacy or proficiency levels of learners in English. Some learners were said to have problems reading and writing English. Focus group discussions with Grade 9 learners also revealed that learners had challenges expressing themselves in English. Consider the following responses:

Tr 1: Our learners come into grade eight without knowing how to properly read and write. They find a lot of challenges in comprehending academic work...

S4-Tr 2: Some learners are not able to read and write. Illiteracy levels are simply high. So, if they cannot read and write, it is very difficult for them to perform well because the subject involves a lot of reading to understand the question, then writing clearly.

S3-Tr3: The caliber of learners received in grade 8, some of them don't seem to be able to read and write. The type of learners we receive leaves much to be desired.

4.7.12 Failure to adequately prepare learners on how to tackle social studies questions on time

In some schools, inadequate preparation or early exposure of learners to examination type questions was another factor that was cited in interviews with Grade 9 learners. The pupils explained that, despite being in grade nine, they had not yet started getting acquainted with past examination papers. According to them, they spent more time on note taking than preparation for examinations. Consider the following responses:

Pupil 1: Social studies has lot of notes madam. And when we ask the teacher to assist us with a few past paper questions, the teacher always says we have not yet come to that part. We will revise. First, we need to have enough notes to study as we prepare for exams.

Pupil. 2: Yah, in grade eight, I was really enjoying classes. When I just wrote my mock, when I saw the questions how they came even my mind got disturbed. They gave us tests but I used to pass. But it came to mock, that is where I started failing. Maybe, they should start teaching pupils how the questions come in the exams just in Grade eight, not in

Grade 9 term three. It will be very difficult for them to answer, exam questions.

Pupil 3: Social studies is a very difficult subject because of the way questions come. They really confuse people. And there are so many things to learn.

Pupil.4: We need teachers' guidance on how to answer questions in the final exams, like during mock time was not enough. For me, I did not finish all the sections. That's why I failed. Not sure how I will write during finals. I am even more scared.

4.8 Measures put in place to address the problem of poor performance at grade 9 in social studies

In order to achieve the third objective, which was to find out from stakeholders' measures put in place to address the problem of poor performance at grade 9 in social studies, a number of questions relating to what the participants thought could ease the challenges of teaching and learning social studies were asked to the pupils, teachers and specialists.

4.8.1 Leaners

The leaners' major contributions to the solutions on challenges they faced in the leaning of social studies, were as follows:

Pupil 1: Teachers need to involve us a lot in lesson activities and assign us with a lot of tasks to do, be at home or school.

Pupil 4: We need to go out for tours (field trips), instead of learning within the classroom all the time. Social Studies would not be as boring as it is.

Pupil 8: Having one teacher to teach social studies, is much better than three teachers each with a separate text book which makes social studies bulky and more complicated.

4.8.2 Teachers

The major solution that teachers suggested concerning failure at grade 9 was training teachers of social studies. They proposed that, instead of three teachers teaching the three components of social studies, one teacher could be trained to teach all the three. Consider the following responses:

S3-Tr2: You see, madam, I may teach to my level best as a history teacher, then to my fellow teachers handling geography and civics if they don't do much, leaners will still fail social studies. So, the issue of three teachers handling the same subject is wrong. For better results from leaners in the subject, we need specifically trained teachers of social studies to teach. If there are no teachers, then better we go back to the old system.

S4-Tr1: Time allocation for Social Studies should be looked into. The subject is just too wide due to it being integrated

S1-Tr 1: I enjoy teaching the subject but the number of periods is not just enough for the subject [it has two periods per week].

4.8.3 Specialists

To find out measures put in place to address the problem of poor performance at grade 9 in social studies, interviews were held with specialists. The findings from the interviews were as follows:

Specialist 1: Poor performance is there, so as the office we are doing our best to see to it that this poor performance comes to an end. Some measures that we have put in place are conducting performance reviews and giving feedback to teachers. Apart from that, we do meet teachers during gatherings like SOSTAZ to share or discuss together latest developments.

Specialist 2: Our office, together with other offices involved, work hand in hand to see to it that information moves along syllabus, the curriculum and what comes in exams. We are also working extra hard that more teachers are trained in colleges and universities to teach social studies. Not only that, we also orient and sensitize teachers in social studies by going into schools. With the coming of Covid 19, we now use platforms where we select a few people, for instance, the DEBS, HODS and head teachers to disseminate needed information to teachers in the country.

Specialist 3: We distribute materials in schools which include the syllabus and text books which are first evaluated and then recommended by our members of staff if they can be used in schools. So, for social studies grade 8 and 9 text books, we have the following which we have evaluated and recommended teachers to use: Progress in social studies, Longman Social Studies, Zebra Social Studies, Achievers 'Social Studies and MK Social Studies.

4.9 Chapter Summary

This chapter has presented the findings of the study on factors contributing to poor performance of grade 9 pupils in national social studies examinations in selected schools in Lusaka district, the findings have been presented according to themes derived from the objectives of the study. The study has revealed that the failure percentage in social studies for the years 2015-2019 indicates that the performance of learners in social studies national grade 9 examinations has been below the 40% pass mark.

The results have reviewed a number of factors contributing to poor performance of learners at grade 9 in social studies: These factors include lack of preparedness of teachers/ pupils, negative attitude towards the subject, poor methods teachers employ to teach the subject, failure to cover and complete the syllabus in good time, poor teacher-pupil relationship, low literacy and proficiency levels of learners, and failure to adequately prepare learners on how to tackle Social Studies examination questions in good time.

Further, the study has ascertained that, while most teachers of social studies felt that they were not prepared to teach social studies, specialists felt it was because a number of them have failed to accept change. According to the experts this failure to accept change or adjust to the changes that the new subject has brought, has resulted into a lot of negativities towards social studies, like making teachers think the subject is bulk, that time given to teach the subject is and that not enough, materials are not enough in schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 OVERVIEW

The previous chapter presented the research findings. This chapter compares and contrasts the study findings with the reviewed studies carried out elsewhere. The discussion also shows how the theory of constructivism which was espoused by Jean Piaget is applicable to the findings of the current study. It is also worth noting that the discussion has been done in line with the three specific objectives, as follows:

- a) To review performance of learners at grade 9 in social studies from 2015-2019 in selected schools of Lusaka district.
- b) To describe stakeholders' views on the factors contributing to poor performance of learners at grade 9 in social studies in the selected schools.
- c) To establish measures put in place to address the problem of poor performance at grade 9 in social studies in the selected schools.

5.2 Performance of Learners at Grade 9 In Social Studies From 2015-2019 In Selected Schools of Lusaka District

The Examinations Council of Zambia (ECZ) grade nine performance review reports show that the performance of candidates in social studies stood below the 40% pass mark at 36.72% in 2015 and 39.65% in 2016. This appalling performance was repeated in 2017 and 2018 in which social studies recorded pass rates of

30.03% and 38.73%, respectively. In the year 2019, social studies still recorded the lowest performance among other subjects at 48.53%.

Coming to the schools where the research was conducted, performance review reports for 2015 to 2019 shows that the performance of candidates in social studies has remained quite poor as compared to other subjects. The number of candidates passing the

subject has always remained between 30 and 60%, unlike performance in other subjects where passing is in the range of 70-100%. Therefore, social studies at school level has been proven to be one of the subjects with higher records of candidates failing.

5.3 Factors Contributing to Poor Performance of Learners at Grade 9 In Social Studies.

This section discusses the factors contributing to poor performance at grade nine. These factors included, inadequate teacher preparation, attitude of teacher/leaners towards the subject, use of inappropriate teaching strategies, lack of subject background knowledge among most teachers and lack of motivation. Other factors are low learner proficiency levels in English, absenteeism and late coming among leaners, failure to complete the syllabus in time and failure to expose leaners to examination type of questions on time.

5.3.1 Inadequate teacher preparation

In order to find out about the preparedness of teachers to teach social studies, face to face interviews were conducted with teachers of social studies as well as specialists in higher offices. Adequate teacher preparation is one factor that many researchers including Mambwe (2020) and Mambwe et al., (2019) have echoed as key in pupil performance. In this study, interviews with teachers, Heads of Department and other key stakeholders were held to interrogate teacher preparation to each social studies as a subject. The study revealed that teachers of social studies held different views regarding the degree of their preparedness to teach the subject. A few teachers felt that teaching social studies at junior secondary school is a welcome move, adding that social studies is an important and interesting subject and that the integration of the three subjects has reduced repetition of some topics taught to leaners at junior secondary. The Zambia Education Curriculum Framework 2015, for instance, contends that civic education, geography and history have been integrated into social studies because some content in the three subjects is interrelated and some competences are similar too.

However, it was also revealed that other teachers thought that, for the successful delivery of the subject, there should be specifically trained teachers of social studies, unlike three personalities(teachers) handling one subject. The negativity which was as a result of the challenges that were associated with it more especially on subject competences agreeing to the commonly held notion of, Clotfelter and Kochhar who separately points out that there are ample divisions on what constitute a qualified teacher. To them content knowledge and pedagogical skills is what makes a qualified teacher. This implies that teaching is all about content knowledge and knowing exactly what to teach and how to teach that particular topic

(methods to use). In this case, most teachers of social studies in the four selected schools lack content knowledge, with the fact that they were not trained to handle all the three subjects as one. They were either trained in one or two only, from the three components of social studies.

This seems to contrast with views from the specialists in higher offices on teacher preparedness to teach social studies as a sub-topic in answering the second objective on the factors contributing to poor performance of learners in social studies in grade 9 national examinations in the country since its introduction to the syllabus in 2014.

Some specialists pointed out that, combining of the subjects implies that some teachers lack knowledge in components which they were not teaching before, but still this can be sorted out by having CPDs. Daniel and Preddy (2006) explain that, “staff trainings, conferences or workshops help teachers to stay abreast with the current data and not following the old one”. In the four schools this kind of training is not there, and because of that most teachers still feel that old methods in which the subject was being handled is still the best and despite the changes the majority of teachers in the four schools, are still using old books and methods to teach social studies which has denied greater achievement in Social Studies.

Similarly, Pappamihel (2007: 44) as cited by Correll (2016) also underlines the significance of other determinants of teacher performance While teacher preparatory programs attempt to develop teachers’ knowledge, scholars, psychologists and researchers have proposed that an individual’s beliefs are so strong that they are more influential in determining actions and behaviors than is learned knowledge. This is not to say that teacher training is unimportant, but that other factors can affect or influence teaching. In this context, the views held by some teachers that they could teach social studies based on the fact that they are still in the social sciences department and that, in terms of pedagogy, still the same, are justified. Yet, other teachers indicated that the fact that they were only trained to teach one or two of the three components of social studies they cannot teach social studies. Such teachers stated that they just taught social studies because of having no choice, they stated that teaching social studies involved passion and that without it, teaching the subject would be a nightmare because social studies involved reading extensively more especially current affairs. This finding corresponds to Adeyoyin (1977), who indicated that, “in order to achieve greatness in social studies one needs to be well informed with current affair”. This underlines the importance of a positive disposition in the teaching of social studies despite the challenges faced.

Another point which the specialist brought forward was failure to accept change by the teachers. The results show that teachers are not ready, not even are they showing any sign to accept to teach social studies. Teachers still feel the time will come when they will have to go back to teaching social studies the old way, as individual subject. Relating this with the principles that guide constructivism approach where learning is gradual, one needs knowledge and motivation being the key. In this case, knowledge in the three components of social studies is not there in teachers, and due to lack of this knowledge they have completely failed to accept change. This has also affected the learners, because that teachers are not able to motivate them or make them accept and embrace fully the subject there. The result is poor performance.

5.3.2 Attitudes of teachers/learners towards the subject

Teachers seemed to have a negative attitude towards social studies because they demanded that it was bulky in nature due to the integration of subjects Okoth (2015) stresses the importance of a positive perception or cognition regarding a Particular teaching subject, its content. He also points out the importance of teachers' sense of self efficacy as far as teaching is concerned.

Thus, teachers need a high sense of self-efficacy to be able to teach any subject, including social studies. In the context of this study, it can be said positive attitude towards the subject by teachers handling it has not yet developed; most teacher actually suggested that social studies should be reverted to the old way of teaching it. However, some of the teachers who had initially held negative attitudes indicated that they were slowly developing interest in teaching the subject, because they have no choice but just to adjust.

On the side of pupils, the results show that there is a positive attitude to learning social studies. However, the learners felt that if learning social studies was going to be complete few conditions needed to be met. One such condition is that since social studies involves seeing things that they learn, for example, ceremonies or paintings of the past, they need to go out there and see for themselves. This way, learners feel they will be able to remember such details during exams. The study shows that field work is not taught in the four schools studied. To help pupils understand better, teachers only draw pictures on the board. According to the pupils, these pictures are sometimes poorly drawn. This view from the pupils is supported by, the principles of constructivism that learning as takes place through the application of senses and as a social activity where learners interact with other people and environment reference. In the absence of field work, learning is either missing or is incomplete.

5.3.3 Use of inappropriate teaching strategies

The principle of constructivism also suggests that learning uses language hence the language used affects learning. Use abusive language to learners, when they ask questions or fail to answer questions from the teacher, this has made learners to lose interest in the subject, resulting into absconding in this sense. Teachers have failed to create an enabling environment for their learners.

According to the theory of constructivism, performance is an outcome of learning. Hence, the manner in which learners learn determines the outcome or performance. Durgunoglu and Hughes (2010) opines that ‘researchers have demonstrated that individual’s self-efficacy relates significantly to performance in the workplace, even when confronted by tasks which are challenging.’ To learn social studies, the following are involved: asking questions, observation, from the environment, exploration and assessment. All of the activities are elaborated as main principles of constructivism learning theory.

5.3.5 Lack of subject background knowledge among most teachers

Additionally, the study has established that most of the teachers of social studies had enough teaching experience in their subjects of training like civics, geography and history, except that teaching of social studies to replace geography, civics and history at junior secondary is still new to most of them. Therefore, the majority of them feels it’s not a good idea. This factor most likely contributed to teachers’ sense of unpreparedness to teach social studies with the fact that they were not trained in the three subject area back at college. Another scenario is that one teacher indicated that he or she recently been moved from the primary school sector to teach social studies at junior secondary school level. Such teachers lack what Sanoto (2017) termed Pedagogical Content Knowledge” Taking CPDs seriously can help to improve both the pedagogical and content knowledge of such teachers. The study

has further revealed that some teachers were forced by their school managers to teach social studies even if they were not trained to teach it. To some extent, this was responsible for their sense of unpreparedness.

5.3.4 Lack of motivation

These findings correspond to Whetten, and Cameron (2011) who opine that poor performance has its roots in low motivation. Therefore, if the teachers who had been forced to start teaching social studies were developing positive attitudes towards the subject, it is plausible to argue

that the use of motivation strategies as part of the principles that guide the constructivism theory could help to achieve even better results. This can be done by the government creating a motivating environment for teachers in which to work. This includes: setting and taking seriously performance goals starting at school level, district, province to nation. On taking goals seriously, teachers must understand what expected of them and agree on what they need to do to improve as well as knowing the consequences of failing to achieve set goals. Provision of performance assistance which include assessing the teacher's ability and act if its deficient, providing the necessary training, securing resources needed and encouraging team work.

Performance feedback is also another key in motivating teachers, pupils need feedback on their efforts. This includes awarding teachers with outstanding performance in the teaching subject both at school level and national level. From this study, it was evident that in the observed schools' teachers handling social studies are usually left out from awards, with the fact that poor performance is what keeps on occurring from time social studies sufficed at junior secondary to replace civics, geography and history. Even when the teacher on the side of civics put efforts and learners do well in civics section her efforts are not recognized with the fact that learners have failed the study area as a whole ((social studies). If only teachers are motivated and individual efforts are recognized to teacher offering the subject, this can build self-confidence and a feeling of self-efficacy which can help them to ultimately embark on the journey to self-actualization. Indeed, motivation can be used to improve the performance of social studies. Teachers of social studies should be shown that their efforts are achievable and valued and that they can perform even Much better if they positively apply themselves to their work despite the changes. Thus, achievable goals should be set for teachers of social studies as achievement of those goals would improve Teachers' sense of self-worth leading to effective implementation in the teaching of the subject. Additionally, periodic Continuous Professional Development (CPD) sessions can be undertaken seriously to help teachers of social studies enhance their subject knowledge and ultimately, their confidence.

5.3.6 Low learner proficiency levels in English

The study further established that low literacy levels among learners was another challenge, that hindered effective learning of social studies in schools.

Some learners stated that they could not do well anything in history as they were unable to read and write essays. Apart from this, some teachers of social studies used big words when explaining. Kateregga (2014) suggest that teachers can speak to such learners using simple and summarized English” while Ghazali (2008) suggests, “the use of various approaches, such as extra classes or remedial work, and organizing group discussions for learners to understand clear from friends”.

“Teachers can speak to such learners using simple and summarized English “while Ghazali (2008) affirms that, “the use of various approaches such as extra classes or remedial work, organizing group discussions for learners to understand clear from friends”.

5.3.7 Absenteeism and late-coming among learners

Another finding identified by the study which is probably linked to the use of inappropriate or poor strategies by teachers and negative attitudes was absenteeism and late-coming by some Grade 9 learners. This problem was identified in at least four out of the ten social studies lessons the researcher observed. In one of the classes, more than three quarters of the pupils were missing when the lesson commenced. At the end of the double period, only half of the learners were in class. The learners were probably not very passionate about learning the subject. Some learners indicated that they dodged lessons owing to the fact that they found social studies difficult and uninteresting. Learners being absent for lessons could mean that such a learner is left behind and friends are ahead, and if such a learner does not change, even performance gets affected. Poonam (2014) and Lewis (2017) propose the use of a multimodal approach involving the inclusion of ICT in lessons as a way of enhancing learner engagement and motivation, adding on to another principle of constructivism where learning

is taken as an active process, and should apply the use of senses. It has been established that the use of appropriate methods by teachers can help enhance learner engagement and interest in social studies lessons, thereby enhancing learner performance (Ghazali, 2008; Mwanza, 2020).

5.3.8 Failure to complete the syllabus in time

The study further established that some teachers failed to complete the syllabus in good time. This was noticed in some classes where grade nines were still using grade eight books to learn. They had not yet started using grade nine books. This implies they need to cover left over work in grade nine at a faster rate without having time for revision and preparing for exams. With this situation it is very unlikely that learners can perform very well. The study also established

that another possible cause for the failure to finish the syllabus was the high rate of turnover of teachers through transfers from one school to another.

5.3.9 Failure to expose learners' examination type of questions in good time

Yet another factor that was identified was the failure to expose learners to examination type of questions in good time. This challenge was highlighted by learners who were interviewed. Some learners attributed their failure during mock exams to challenges they faced when answering mock examination questions. They indicated that learners should be exposed to examination type questions in good time. This finding somehow corresponds to findings of studies done by Mudenda (1987) and Simuchimba (2016). Mudenda (1987) identified

teachers' poor questioning technique as a factor affecting learner performance. The study noted that teachers tended to use lower order type of questions in social studies lessons. On

the other hand, Simuchimba (2016) established that learners lacked adequate training in English essay writing. This can be attributed to teachers lacking adequate teacher preparation or training, basic subject background knowledge and experience.

5.5 Solutions to address the problem of poor performance at grade 9 in social studies

The following were the suggested solutions revealed in the research findings that could be implemented towards improving performance of pupils in grade 9 in social studies examinations.

5.5.1 On Negative Attitudes of Teachers and Learners Towards the Subject

Both teachers and learners should be sensitized and motivated on the importance of Social studies. The Ministry of Education should attach and support social studies vigorously just like they support subjects like science and mathematics. The Ministry should work at enhancing incentives for the teaching force and reinforce capacities for teachers.

5.5.2 On Failure to complete the syllabus in time

Social studies is very wide. Therefore, it needs to be allocated more time on the timetables so as to give teachers enough time to teach and prepare pupils for examinations. When a new term begins, teachers involved in the teaching of social studies at school level should plan together as a team on how best they would deliver the subject to the pupils, putting in mind that they also need to leave room for revision.

5.5.3 On failure to expose learners to examination type of questions in good time

Teachers offering social studies in school need team work or to cooperate at the beginning of the term. The team work should focus much on how best the topics can be shared (planning) in line with the time frame given to teach before examinations. Teachers need to study the syllabus thoroughly as they embark on planning for the term. Proper planning will help teachers to make sure that within given time they finish teaching and have plenty of time to go through past-papers with pupils to prepare them for exams. On the other hand,

when teachers offering social studies in schools work as a team, it will help them to formulate proper questions as a team to give the learners at any time they want to assess the learners. This will help learners to familiarize

5.5.4 On absenteeism and late-coming among learners

This could have been caused by pupils being bored during lessons. Schools should include education tours to sites, organizations and institutions to help the learners have a first-hand experience on the things they are learning about. This can stimulate their interest for learning and in return yield the expected teaching and learning objectives. Learning away from the learner's usual classroom is generally interesting for learners and can help reduce on absenteeism and late-coming.

In addition, absenteeism can also be of the ways they can do this is through the language they use when teaching. be reduced by teachers themselves creating a friendly environment for the learners. As observed by Jean Piaget in the theory of constructivism, "learning uses language hence the language used influences leaning". It is very important that teachers use motivating language to pupils as they give their comments to pupils. Teachers need to treat the pupils in class in a good and proper manner without favoring anyone. Creating such kind of environment will enable each and every learner to feel comfortable in class and help reduce on absenteeism

5.5.5 On transformation in the field

When there is curriculum review, the Ministry of Education should ensure wide consultation and arrangements with book writers so that high quality material and text books are produced in line with and to suit the curriculum. Teachers at school level (the implementers) need to be

involved for they are the people who understand better the challenges they face in the classroom.

5.5.6 On Low levels of proficiency of learners in English

The Ministry of Education needs to take grade seven examinations very seriously. The current practice is that all pupils who sit for grade seven exams make it to grade eight (100% pass rate). However, there is need to sieve pupils who go to grade eight, with the help of cut-off points. Low learner proficiency levels in English is as a result of considering all pupils to have passed grade seven examinations.

Learning is about communicating to one another. Therefore, there is need for teachers in class to be mindful of the type of English they use to the learners. A grade eight teacher needs to use language (English) that is appropriate to pupils at that level as he or she explains concepts in social studies. Having that in mind examinations are set in English in almost all papers, the Ministry of Education needs to ensure that learning English is implemented at an early age in schools (the moment one enters pre-school) so as to prepare learners for the future.

5.5.7 On Lack of subject background knowledge and experience among most teachers

The Ministry of Education needs to make sure that they employ more teachers of social studies in schools to fill the gap. This will enable teachers offering the subject to interact and learn from the social studies teachers how the subject needs to be handled; in methods as well as strategies when it comes to teaching.

Already serving teachers need to be involved in CPDs, and school workshops where concerns about social studies can be shared in such meetings, challenges being faced in teaching social studies and the best ways to overcome them can be raised.

In addition, teachers need to take continuous learning seriously. They should not be satisfied or contented with the certificates they obtained at college, but look to go back to school and advance in their chosen fields of specialization to stay abreast with new information

5.4 Summary

The study has established that teachers and learners of social studies face many challenges which impact negatively on the teaching and learning of the subject thereby contributing to poor performance of learners in social studies examinations. The challenges include inadequate teacher preparation; lack of subject background knowledge among most teachers; inexperience

of some teachers; use of inappropriate teaching strategies and negative attitudes of teachers and learners towards the subject; Other challenges include low learner proficiency levels in English; lack of teaching and learning materials; absenteeism and late-coming among learners; failure to complete the syllabus in time and failure to expose learners to examination type of questions in good time. The study contends that performance is outcome of learning, hence the manner in which learners learn determines outcome or performance (constructivism approach).

this implies that, academic performance in social studies is the outcome of how the subject was learnt or taught by teachers. To properly learn social studies the following must be involved; asking questions, observation from the communities/ relating lessons to real life situations, and exploration and assessment. All of these activities are elaborated as main principles of constructivism learning theory.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter presents conclusions. The chapter further makes recommendations for the possible remedial measures to be taken by respective persons and key stakeholders in the Ministry of Education (MoE). The chapter suggests areas for future research in the field of social studies.

6.2 Conclusions

In line with revealing how performance has been at grade 9 in social studies from 2015-2019 in selected schools of Lusaka district as the first objective of the study, the study concluded that performance has been poor. Specialists at CDC, ECZ& MOE stated that the performance has been poor, not only from 2015-2019 but also up to 2020.

According to the Examination Council of Zambia (ECZ) performance report, the failure percentage in Social Studies for the years 2015- 2019 indicates that the performance of learners in social studies in national grade 9 examinations has been below the 40% pass mark. In support of this, statistics were given on how performance has been from 2015-2019. Teachers views from different schools also points out to the same record of poor performance of learners in social studies national grade nine examination from 2015-2019 be it at school level as well as national level. From the findings, it can be concluded that there has been poor performance of learners in social studies in national grade nine examinations from 2015-2019.

Secondly, the objective of the study was to investigate factors contributing to poor performance of learners at grade 9 in social studies. A lot of factors were cited by stake-holders involved and the study revealed that both teachers and learners of social studies faced a number of challenges which most probably contributed to the poor performance of Grade 9 pupils in social studies. The study also established that apart from being inadequately prepared, some teachers handling social studies lacked subject background knowledge as they were not trained to handle the subject as a whole but trained in one or two components that make up social studies.

The findings further revealed that as a result, a number of teachers employed inappropriate teaching and learning strategies which probably contributed to some pupils developing negative attitudes towards the subject of which in this case teachers used much of teacher centered methods to teach. The findings further revealed that teachers and learners held different attitudes towards social studies. Hence the effect and evidence of their negative attitudes towards the subject. This challenge was compounded by low learner proficiency levels in English reading and writing. Yet another related factor was the fact that some institutions were experiencing serious or acute shortage of teaching and learning materials for instance in some schools where pupil book ratio was 1 to 5. The study also revealed that other factors such as absenteeism and late coming of learners, failure to complete the syllabus in good time as well as not exposing learners to examination type questions early enough were possible contributing factors to the poor performance of Grade 9 pupils in social studies examinations in Lusaka district of Zambia.

The study concludes that the factors contributing to poor performance of learners at grade nine in social studies examination since 2015 are mostly methodological in nature and lack of much information on the vision 2030, in line with the kind of citizens the country desires. This could be tackled using constructivism approach where learning should be; an active process where senses are applied, a social activity where learners interact with other people and the environment, uses language hence the language used influences learning, being contextual where people learn in line with what is believed, known or observed and learning being gradual and not instantaneous. One needs Knowledge to learn and motivation is the key. Following with passion the principles that guide constructivism will enhance the interest and engagement of teachers and Learners, thereby improving learner performance in social studies examinations in Lusaka district in particular and Zambia in general.

The final objective was to find out stakeholders' measures put in place to address the problem of poor performance at grade 9 in social studies.

Some measures that stakeholders have put in place include; conducting performance review and give feedback to teachers. Meeting teachers during gatherings like SOSTAZ to share or discuss together latest development. Higher offices do co-operate to see to it that information in the syllabus marry with the curriculum as well as what comes in the examinations. They are as well pushing for more teachers of social studies to be deployed by government to

cushion up the gap in schools. Orientations as well as sensitizations are done to in schools, though with the coming of COVID 19 platforms are now used with selected people like DEBS, HODs and Head Teachers who have to disseminate needed information to teachers in the country.

Recommended materials in schools are distributed too. Like for social studies grade 8 and 9 books materials which are evaluated and recommended to use include; Longman social studies, zebra social studies, achievers' social studies and MK social studies.

6.6 Recommendations

This study makes the following recommendations as a consequence of the research findings.

1) The study established that a number of teachers of social studies were inadequately prepared, inexperienced and lacked subject background knowledge in the subject as a whole (social studies). Consequently, the study recommends that teachers need to take Continuous Professional Development (CPD) and workshops programme at school, district and provincial levels seriously to enhance teachers' knowledge and competences. This will help improve teacher's self-efficacy as far as the teaching of social studies is concerned.

2) The study also established that teachers faced challenges in terms of teaching strategies used in teaching social studies. Coupled with the fact that most of them were lacking in subject background knowledge, the study recommends that, for effectiveness in the delivery of the subject, teachers of social studies should be deployed quickly by the government into schools.

3) The study further established that motivation played a role in the teaching and learning of social studies and that teachers and learners held different attitudes towards social studies.

Therefore, the study recommends that hard work or outstanding teachers and pupils' performance in social studies should be recognized and rewarded at school, district or provincial levels to inspire or motivate them.

4) The study further noted that in as far as the subject has been integrated as one (social studies) the manner in which examinations questions are set in sections needs to be checked; civic in A, History in B and geography in C is not a good idea, in addition, learners using three books for social studies adds to bulkiness when it comes to studying. As a result, the

study recommends that the Ministry of Education (MoE) and the Examination Council of Zambia should work together and see to it that learners use only one book for social studies and exam questions are set in a manner that they appear as one subject (mixed).

6.7 Proposals for future research

Social studies is a subject that is beneficial to learners who diligently attend to it. Notwithstanding learner performance in the subject in Lusaka district leaves much to be desired. As such, a lot of research is still required to establish the state of the subject in the province and in Zambia, and what needs to be done to remedy the situation. This study has shed some light on a number of issues and especially on the role of CPDs to teachers of social studies in schools. Nonetheless, much more still needs to be done in terms of research in the area of social studies; teaching and learning in the country. Therefore, this study proposes the following topics for further research on the subject:

- 1) The preparedness of social studies students at selected universities in Zambia to teach social studies.
- 2) An analysis of the junior secondary social studies syllabus/ text books content to establish their suitability for the learners involved.

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APPEDIX A: INTRODUCTORY LETTER FROM UNZA

APPEDIX A: INTRODUCTORU LETTER FROM UNZA



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 18/08/2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr/Ms. MUTALE DYUSOM Computer number 2019049306 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

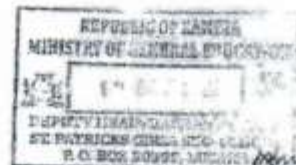
We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully



B. Kallinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS



APPEDIX B: PERMISSION LETTER TO DEBS OFFICE LUSAKA FROM UNZA

P.O Box 32379 Lusaka.

21st March,2022 Dear Sir/Madam

REF: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN YOUR DISTRICT

Reference is made to the above captioned subject. I write to seek permission from your office to carry out a research in some schools of Lusaka District. I am a postgraduate student pursuing a Masters of Education in Social studies Education at the University of Zambia and will conduct a research on ‘factors contributing to poor performance of grade 9 pupils in national social studies examinations in Lusaka district in selected secondary schools’’. This research is purely for academic purposes. Find attached my introductory letter from The University of Zambia.

I will be grateful if permission will be granted

Yours faithfully,

Mutale Prisca Computer #: 2019099306

APPENDIX C: INTERVIEW GUIDE FOR SPECIALIST (C.D.C, MOE & E.C.Z)

Dear respondents,

I am a post graduate student at the University of Zambia pursuing a Master of Education in social studies. I am conducting a research on the ‘factors contributing to poor performance of grade 9 Pupils in national social studies examinations in Lusaka district in selected secondary schools. The purpose of the study is to establish the factors contributing to poor performance of learners in grade nine national examination, since 2015.’ Feel free to express your views as honestly as you can your response will be treated with confidentiality. Note that should you, at any point during the course of the interview, feel that you cannot continue you are free to withdraw. The interview will be in two parts; the first part will require you to give biographical information. The second part will seek to get your opinion on social studies.

Part 1.

-Tick in the appropriate space/box for your response to the statement in the questionnaire

-Write briefly to responses that require explanation Gender: ☐ Male ☐ Female

Age: (in years): 25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46 and above ☐ Qualifications:
Certificate ☐ Diploma ☐ First Degree ☐ Master's Degree ☐ PhD ☐

Length of service (in range of years) below 5 ☐ 5-10 ☐ 11-15 ☐ 16 and above ☐

Are you trained in social studies? Yes ☐ No ☐, which
institution? (If your answer is yes)

.....

Have you taught social studies in school before? Yes ☐ No ☐
, which school? (If your answer is yes)

.....

Part 2(your opinion on social studies)

Grade nine performance in national social studies examination has been below the percentage passing rate from 2015-2019.what can you say in regards to the statement?

What are the major factors contributing to poor performance of grade nine pupils in national social studies examinations?

What do you think should be done to improve the performance of learners in social studies?

What has your office done/ doing to address the problems of poor performance at grade 9 in social studies?

What is the future like, in regards to social studies learner performance at grade nine national examination in schools?

Any other personal observations or comments regarding to social studies and learner performance in schools?s

THANK YOU FOR YOUR CONTRIBUTIONS!!!

APPENDIX D: INTERVIEW GUIDE FOR HEADS OF DEPARTMENT OF SOCIAL SCIENCES AND TEACHERS OF SOCIAL STUDIES

Dear respondents,

I am a post graduate student at the University of Zambia pursuing a Master of Education in social studies. I am conducting a research on the ‘factors contributing to poor performance of grade 9 Pupils in national social studies examinations in Lusaka district in selected secondary schools. The purpose of the study is to establish the factors contributing to poor performance of learners in grade nine national examination, since 2015.’ Feel free to express your views as honestly as you can. Your response will be treated with confidentiality. Note that should you, at any point during the course of the interview, feel that you cannot continue you are free to withdraw. The interview will be in two parts; the first part will require you to give biographical information. The second part will seek to get your opinion on social studies.

Part 1:

-Tick in the appropriate space/box for your response to the statement in the questionnaire

-Write briefly to responses that require explanation Gender: ☐ Male ☐
Female

Age: (in years): 25-30☐ 31-35☐ 36-40☐ 41-45☐
4

6 and above ☐ Qualifications: Certificate ☐ Diploma ☐ First Degree ☐ Master’s Degree ☐ PhD
☐

Length of service (in range of years) below 5 ☐ 5-10 ☐ 11-15 ☐ 16 and above ☐

Are you trained to teach children in social studies? Yes ☐ No ☐, which institution?
(If your answer is yes)

.....

Part 2

Grade nine performance in national social studies examination has been below the percentage passing rate from 2015-2019.what can you say in regards to the statement?

What can you say regarding learner performance in social studies at your school?

Do you enjoy teaching the subject? YES OR NO (give reasons)

Are you prepared to teach social studies at junior secondary? (give reasons to your answer)

What do you think are the major factors contributing to poor performance of grade nine pupils in national social studies examinations?

How prepared are your pupils to learn social studies?

What attitudes do your learners have toward social studies?

Which methods do you employ in teaching social studies?

What challenges do you and your pupils face in teaching and learning of social studies at this school?

What do you think should be done /need to put in place to improve the performance of learners in social studies?

What has your school done/ doing to address the problems of poor performance at grade 9 in social studies?

What is the future like, in regards to social studies learner performance at grade nine national examination in schools?

Any other personal observations or comments regarding to social studies and learner performance?

THANK YOU FOR YOUR CONTRIBUTIONS!!!

APPENDIX E: FOCUS GROUP DISCUSSION GUIDE FOR GRADE NINE LEARNERS

Dear pupils,

I am a post graduate student at the University of Zambia pursuing a Master of Education in social studies. I am conducting a research on the ‘factors contributing to poor performance of grade 9 Pupils in national social studies examinations in Lusaka district in selected secondary schools. The purpose of the study is to establish the factors contributing to poor performance of learners in grade nine national examination, since 2015.’ Feel free to express your views as honestly as you can. Your response will be treated with confidentiality. Note that should you, at any point during the course of the interview, feel that you cannot continue you are free to withdraw. The interview will be in two parts; the first part will require you to give biographical information. The second part will seek to get your opinion on social studies.

During the course of the interview, feel that you cannot continue you are free to withdraw.

Instructions: Our discussion will be on the teaching and learning of social studies. I have a few questions to guide the discussion. As stated earlier, feel free to express your views as honestly as you can.

What can you say in regards to performance of pupils in social studies? Is it good or poor?

What do you think are the reasons or causes for the way learners are performing in social studies?

Do you find social studies enjoyable? Explain.

Are you prepared to learn social studies? (Give reasons to your answer)

How often do you learn social studies in a week?

Do you have access to social studies text books to read at your spare time?

In what ways do you learn social studies with the teacher?

What challenges do you face in learning social studies?

What do you think should be done /need to put in place to improve your performance in social studies

Any other personal observations or comments regarding to social studies and learner performance

THANK YOU FOR YOUR CONTRIBUTIONS!!!

APPENDIX F: LESSON OBSERVATION CHECKLIST

School: District: Date:

No: of pupils in class:.....; Boys:..... Girls:..... Duration:.....

Text being studied:.....Topic / lesson:
L

Lesson objectives:

i.

ii.

iii.

iv.

Teaching and learning aids:

Charts [] Pictures [] Commentaries [] ICT [] Blackboard []

No: of Books (Text being studied) :..... Pupil – book ratio:.....

Comments on lesson:

Introduction: (Methods/ activities)

Question & Answer [] Recapping previous lesson [] Revising exercises []
other.....

Duration (in mins): Up to 5 mins. []. 5 – 10 mins. []

Lesson development:

Methods/activities:

Teacher reading to pupils [] Teacher Exposition [] Pupil reading to class [] Silent reading []
Class discussion [] Group work []

Pair work [] Dramatization [] Debate [] Exercise [] Comment on methods / activities:

.....

.....

.....

.....

.....

Duration: 10 – 20 mins. ☐ 20 – 30 mins. ☐ 40 mins. ☐.

Conclusion:

Methods/ Activities: 146 Teacher Exposition ☐ Q & A ☐ Revision of exercise ☐ other.....

Homework given ☐

Duration: 5 – 10 mins. ☐ 10 – 15 mins ☐

General impression:

Achievement of objectives:

Excellent	Above average	Average	Below average	Poor

Level of learner participation:

Excellent	Above average	Average	Below average	Poor

Level of learner interest

Excellent	Above average	Average	Below average	Poor

Summary:.....
.....
.....
.....