**FACTORS CONTRIBUTING TO THE POOR ACADEMIC PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOL IN NKANU EAST LOCAL GOVERNMENT AREA OF ENUGU STATE**

**BY**

**OGBU GODSWILL C.**

**U16/EDU/SSE/004**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY THINKERS CORNER, ENUGU STATE**

**JULY, 2018**

**TITLE PAGE**

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY THINKERS CORNER, ENUGU STATE**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE IN EDUCATION (B. Sc Ed)**

**PROJECT SUPERVISOR**

**MRS. UGWU PATIENCE N.**

**JULY, 2018**

**CERTIFICATION**

This is to certify that this is the original work of Ogbu Godswill C., a student in the Department of Arts and Social Science Education (Social Studies Education), Faculty of Education with Registration Number U15/EDU/SSE/004, submitted in partial fulfillment of the requirement for the award of Degree in Bachelor in Education (B. Ed.).

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**Ogbu Godswill C. Date**

**APPROVAL PAGE**

This is to certify that this research work *factors contributing to the poor academic performance of students in social studies* by Ogbu Godswill C. in the department of Arts and Social Science Education has been examined and approved as meeting the requirements for the award of bachelor degree in education in the faculty of education Godfrey Okoye University, Ugwuomu Nike, Enugu.

……………………… ………………

**Ogbu Godswill C. Date**

……………………….. …………………..

**Mrs. Ugwu Patience N. Date**

Supervisor

…………………. …………………

**Dr. Ene F. Date**

Head of Department

…………………….. …………………..

**External Examiner Date**

**DEDICATION**

I want to whole heartedly dedicate this work to God Almighty and my best friend, The Holy Spirit for his good tidings and preservation throughout may stay in this school.

**ACKNOWLEDGEMENTS**

The successful completion of this project is as a result of the efforts and assistance of many individuals to whom the researcher is very grateful for their various contributions. My profound gratitude goes to my loving parents Mr and Mrs Ogbu for all their support and encouragement. I am also thankful to my wonderful supervisor Mrs Ugwu for her patience and wealth of experience which helped make this work successful. I equally appreciate my bestie Mr Abah Kenneth who not only supported me financially, but also supported me morally. I am also grateful to my siblings for all their care and help.

Finally, my immense gratitude goes to the students of Godfrey Okoye Secondary School, Trans Ekulu Secondary School and Urban girls Secondary School. I sincerely appreciate your effort in taking the time to fill the questionnaires handed to you.

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**ABSTRACT**

The topic of this study is ‘Factors contributing to the poor academic performance of students in social studies in junior secondary school in junior secondary school in Nkanu East Local Government Area of Enugu State. The purpose of the study was to find the factors responsible for the poor academics performance in social studies in junior secondary school with reference to Nkanu East Local Government Area of Enugu State. The design for the this study was descriptive survey design. This descriptive research was focused on the use of interviews and questionnaires as the main instrument for data collection. The population of the study comprised of teachers and students of five (5) selected government secondary school in Nkanu-East. Four hundred (400) questionnaire were distributed and out of this figure, three hundred and forty-one (341) were returned and completed. They were selected by simple random sampling to represent equal distribution. The researcher used mean as the statistical tool for analysis. In the course of this study, the findings made were, that students pay less attention to class lesson of the subject, Also, that they fail to copy their notes and the required textbook for social studies. Moreover, they join bad companies as friends in school. Furthermore, the researcher also found out that the teacher fail to explain the subject properly and with the absence of instructional materials, and that they fail to spend time to prepare their lesson plan and lesson note. On the other hand, it is recommended that students should try to as much as possible not to exempt social studies classes for any reason, teachers should spend time to prepare their lesson plan and lesson note carefully. On the other hand, it is recommended that with the provision of more teaching aids and writing material on the subject, the problems of teaching and learning of social studies in the area would be solved, the parents should also adopt strong measures to prevent influence of peer groups and also to control their children. The researcher also recommend: that government should motivate scholars/writers to produce more books on social studies. There should be organized seminars, workshops and conferences for social studies teachers to upgrade their knowledge in teaching and learning of the subject; that there should be more resource materials and teachings aids to be provided for the teaching and learning of the subject.

**CHAPTER ONE**

**INTRODUCTION**

**Background to the study**

Education is the acquisition of knowledge and skills or attitude. It can be defined as the process which individual acquired skills, attitude and competence; education is a right of every child. Whether traditional or modern it has always been a major concern of man. Every human being needs basic necessities such as food, water, clothing/ shelter, education and health care for his or her daily life. Many authors have written on the causes of student’s poor academic performance in teaching social studies in junior secondary school, a case study of in Amagunze Nkanu East local government area of Enugu state. These authors thought social studies as catalyst for engineering desire social change. However there has been an enormous gap which continues to exist between intended changes and actual classroom practice in social studies education in Nigeria adaptation of the subject teaching to integrate from teacher centered to child centered pedagogy; form expository to inquiry teaching, yet researches shows that there is little or no change in the classroom.

According to Charles (2009) in his definitions also called attention to the sources of social studies content and made reference to needed outcomes. According to him social studies embraces materials rated to human relationships drawn from history, geography, science and the arts. They include content and activities that may be used to develop insight into human relationships in such a way that children build competence in basic social processes and skills essential in democratic living.

The special emphasis in Charles definition on the use of relevant social science to create competence on basic social processes and skills needed in democratic living is not worthy.

Winners (2008), Social studies is a study of man in his totality where he lives, his activities in the past and present, his culture, his frame of mind and how he relates to others, it focuses on developing the right values, attitudes and abilities which will help the child to get on well with others as he grows up to become a responsible citizens.

Branner Etal (2009), who wrote a year earlier had placed an equal stress on knowledge, skill, attitudes and actions in his definitions. According to him social studies is a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions considers important concerning the relationships human beings have with each other, their world and themselves.

Social studies is the study of how man lives in the society, Nulls (2007) expressed this definition in a more academic form, noted that social studies is an inter disciplinary field in which man learns about problems and survival in his environment. He added that it is a study of how man influences and he is in turn influenced by his physical, social, political, religious, economic, psychological, cultural, scientific and technological environments.

**Statements of Problem**

The problem of this study is the causes of student’s poor academic performance in teaching of socials studies in junior secondary school certificate examination a case study of Nkanu East local government area of Enugu state. It also includes factors which might hinder the effective discrimination of social studies knowledge such as irregular workshop and conference in service training inadequate instructional material in teaching lack incentive apathy among educational leaders and policy makers as well as the learning’s attitude towards learning and finally the learning environment. The role of in a developing nation like Nigeria cannot be over emphasized. Suffice it to say that a good knowledge and application of principles of by the citizens of this country will be a great benefit to the nation as a whole. It is a known fact that have not been given a due recognition as a core subject in the past but only now. As a result of recent inclusion in the curriculum as a core subject, there is bound to be factors associated with the teaching and learning. This investigator wants to look into, such problems militating against the effective teaching and learning of the subject is the acute shortage of the professionally qualified teachers. The number of unqualified teachers our schools is alarming and there is no denying fact that effort effective teaching of any subject is predicated on the caliber of people charged with the responsibility of teaching the subject. Apart from the fact that these set of teachers are not professionally qualified, they care less about teaching personal business at the expense of the children in Nkanu East Local government Area. Teacher in secondary schools is a factor responsible for student’s poor performance.

According to Daily Times opinion, the survey carried out by the National Teacher Institute in November, 2010 showed that out of 300, 000 teachers in the country, 200, 000 a clear two third were unqualified. A student trained by quack teacher under bamboo tree or a shade without the barest facilities, we believe is likely to be denied the self-fulfillment and confidence that an adequate education give. In schools where there are enough qualified teachers to handle the various subjects, the performance of the student’s differs from those schools with less qualified teachers.

According to Akor (2010), he said that the important of well-qualified and experienced teachers cannot be overemphasized. They are the essential ingredients needed by students to learn effectively.

Dr. Titus Olikhens, one time Bendel state commissioner for education, in his article stated that ‘shortage of qualified teachers, insufficient provision of instructional materials and teaching methods and lack of incentives for the study were problems militating against the achievement of the objectives of social studies. Norman, A. pebble argued that one of the things affecting the effective teaching of teachers to provide better explanation which is traceable to their lack of adequate concept and research method’. M. B. Oguniyi et al write that ‘many teachers of are not trained. The few trained and qualified ones hardly stay as classroom teachers as they find other forms of employment or to higher institution of learning. Combei and Keeves reported qualification and previous experience, perception of professional role; responsibility goal and interest affect the teaching of social studies. In this context, schools with N.C.E. graduates teachers tend to have better primary six certificate and junior secondary school results than schools with grade II teachers.

**Purpose the Study**

The general objective of this study is to find out the factors responsible for the poor performance of students in Social studies in Junior Secondary school in Nkanu East Local Government Area.

The specific objectives of this study include;

1. to find out the student related factors contributing to poor performance of student in Social studies.
2. to examine teachers related factors contributing to the poor performance of students in social studies.
3. to find out parents related factors contributing to the poor performance of students in social studies.

**Significance of the Study**

This study will help to make our educational administrators see the need to have qualified social studies teachers and also available to handle the subject effectively for the benefits of the students and society at large. It will also help to sensitize the educational administrators to appreciate the need to make available the necessary materials, examples chalkboard, graph, audio-visual materials, etc. that will enhance effective learning of social studies. This will be useful for learners to identify the factors affecting the teaching method and learning of social studies. It will help to identify the factors affecting the teaching and learning of social studies. It will help to produce sound social studies students that will function well in the society. This work will serve as a source of encouragement to students and teachers that will come across it. It is hope that the findings of this study would also from the basis for further research work by future researchers on this issues. This work adds great knowledge to already existing literature in social studies education and education in large.

**Scope of the Study**

This study aimed at finding out the factors that cause poor academic performance among students in Social studies in Junior Secondary Schools. It examined various factors which include; student related factors, teachers related factors, and parents related factors that affect student poor performance in Social studies. This study is limited to government owned secondary school in Nkanu East Local Government Area of Enugu.

**Research questions**

To ensure meaningful research work the following research question include;

1. What are the student related factors contributing to poor academic performance of students in social studies?
2. What are the teacher related factors contributing to the poor academic performance of student in social studies?
3. What are the parent related factors contributing to the poor academic performance of student’s in social studies?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

The reason for this chapter is to review related literature on the factor contributing on the poor academic performance of students. The review is organized into the following sub-heading: Conceptual framework, Theoretical framework, Empirical studies, Summary of review of related literature.

**Conceptual framework**

* Concept of Social Studies
* Importance of Social Studies
* Problems of Teaching and Learning of Social Studies
* Method of teaching Social Studies

**Conceptual Framework**

**Concept of Social studies**

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines.

According to Eben (2010), Social studies is integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science ,psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, natural sciences.

Social studies is the interdisciplinary integration of social science and humanities concepts for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues.

Social studies is a branch of study which deals with human beings- their behavior, growth and development , relationships, resources they use and the various institution, they require to function and carry on their life smoothly. For example – Family, school workshop, government, judiciary, recreation clubs, etc. All these aspects of life are inter-related and interdependent on one another.

**Importance of social studies**

Social studies creates awareness of the world and Environment: Lessons in social studies related to topics like- My family, My Neighborhood, Community helpers, Early man teach students about the various civilizations, movements and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally. It also helps students to understand how different societies are structured, managed and governed. This in turn helps students to understand their place in the world.

Social studies teaches lessons such as – Our Earth, Solar System, Major Landforms, Water Resources, Natural Vegetation and Wildlife Resources, Natural Disasters, Disaster Management, Pollution, enable students to learn about – outer space, formation of different landforms; evolution of animals, flora, fauna and man, water bodies, available resources, importance of conservation and preservation, environmental impact on present life and future generations. This information helps students to eventually develop a holistic understanding of their environment and the interrelationship which exists between the natural and human habitats. Social studies helps to develop critical thinking abilities: Social Studies inculcate higher order thinking abilities and skills like – Comprehension, Application, Analysis, Evaluation and Synthesis, Creativity in students. Learning a variety of topics such as – Natural Resources, Water Resources, Transport, Communication, Caste System, Political Ideologies, Social Reformers, Our Cultures, United Nations, etc give students a chance to gain appropriate information and data in various contexts. The information gained allows students to make relevant observations, identify similarities and differences, makes connections between related concepts, ideas and resources. Appropriate experiences further enhance the students’ understanding about how different things and people affect their day to day lives. For example – in order to investigate poverty in the society, students require knowledge of subjects like – History, Economics and Politics. Students first have to gain information and comprehend ideas such as discrimination, resource allocation and political priorities. They then need to understand, analyze and evaluate the existing connections between those ideas and theories to make sense of how poverty affects certain populations in the country. This knowledge can be further put to use to foster creativity, if students are asked to think about ways or come up with new solutions and policies which they think can help reduce poverty. They could be given a chance to present their ideas in the form of debates, essays, role plays or class projects.

Social studies helps to enhance the Social Understanding Of Students: Different topics included in the Social Studies curriculum for various age groups like – Different types of Families, Clothes We Wear, Food We eat, Our Country, My Community, Socio-Religious Reforms, Challenging the Caste System – help students to observe, learn and understand human behavior, values and attitudes and the interrelationships which exist among different people. They come to know about the different religions and cultures which exist in the world other than their own. They also learn about the societal strata and norms of society and the need of various governing bodies and other institutions. This in turn helps the students to develop a wider perspective of society and the human condition.

Furthermore, learning about the different religions, social and cultural beliefs, castes and creed, nationalities and ethnicity, values, languages, festivals, food and clothing, types of families, etc makes students aware that the society they live in, is diverse and multicultural and yet there is interdependence and inter-relatedness between different people, families, cultures, religions and countries. This helps students to recognize the benefits and challenges of living in a world with multiple cultures and ideologies. This awareness helps them to understand the importance of democracy, rights and freedoms and the fact that in order to live and coexist peacefully each and everyone needs to respect, trust and balance the various opinions, values and attitudes, lifestyles, cultures and practices and ideologies existing in society.

Social studies helps Students to become better Citizens: Subjects in Social Studies like Economics, Political Science and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct, thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs. By providing relevant information and knowledge, skills and attitudes, the study of Social Science prepares students to grow up as active, responsible, and reflective members of society. It also teaches them to address societal and global concerns using literature, technology and other identifiable community resources.

Thus, we can conclude that incorporating Social Studies in the school curriculum ensures well-rounded education of the students.

**Problems of Teaching and Learning of Social Studies**

Many individuals including teachers, students, pupils, civil servants and the entire community expect the teaching of integrated social studies to yield positive results. This is not an easy task because of certain problems such as lack of trained or qualified teachers, lack of interest in the subject on the part of teachers and pupils, insufficient textbooks and instructional materials etc. The problems include;

**Lack of Trained or Qualified Teachers**

An outstanding problem militating against effective teaching of social studies in primary schools is lack of qualified teachers in the field. In recognition of this fact, Nwachukwu (2011), asserts ''Although the social studies programme has been in existence for years in the teacher training colleges in the country, there has been no meaningful and comprehensive programme and drive at training social studies teachers''. For this reason, teachers currently handling social studies in primary school are non- specialist because they were not trained as such.

Ugwuani (2011) holds that there are trained teachers for social studies but most of them handling the subjects at present still have little knowledge about the new integrated social studies methodology.

Fafuwa (2012) believed that a well-qualified teaching staff is the first in any attempt to train skilled man power.

On the other hand, Iyala (2011) noted that social studies which is a core subject in the Nigeria primary school curriculum needs overhauling. A culture where only one teacher is made to teach several subjects and including social studies is not good enough for effective teaching of the subject since no one has monopoly of knowledge. In most cases, many of the social studies teachers did not specialize in the subject. Therefore, rather than teach social studies as a problem approach, they teach it from the perspectives of their academic disciplines which are often discrete.

**Lack of Interest in the subject on the part of Teachers and Pupils**

Igobuluchukwu (2013), observed that a poor presentation of lesson contribute immensely to the negative attitudes which the pupils have towards such subject.

Igobuluchukwu (2013), also observed that the negative attitude which is caused by the lack of using of visual aids to stimulate interest and make the lesson lively have contributed to the dislike of the subject by students.

**Insufficient Textbooks and Instructional Materials**

Inadequate supply and utilization of instructional materials including textbooks which can increase teachers/pupils awareness and reinforce learning is an obstacle to the teaching of social studies in primary schools. Ikem (2017), noted that aside the effective teaching of social studies in junior secondary schools is beset with paucity of textbooks. Among the few available social studies text in circulation, only a handful of them only adapted to the integrated approach of the subject. Also the cost of book publication is so exorbitant to the effect that budding writers are scared and the knowledge supposed to be shared with the public does a natural death. While ossai (2013), posited that a subject like social studies depends on the use of a number of resources to ensure that its objectives are realized.

On the other hand, Nkem (2015), asserted that a work description of an elephant or pineapple, is always made more real things or better still seeing them itself.

Hubert (2010), stressing on the importance of teaching aids stated that interest and effort can be developed in pupils by variety of materials and use of instruction. He continued to say that teachers should let children do, see and hear in order to retain their attention.

“While Devereux (2011), stated on the need for teaching aids thus; the use of audio-materials and methods increases the effectiveness of learning by helping the pupils to assimilate ideas in a more meaningful and interesting manner through the appeal to eye and ear. They provide for systematic improvement of knowledge and skill as well as a favorable influence on attitudes and appreciation”.

**Problems of the Subject Itself**

Social studies is very vast and demands much of teachers and student’s time. If effective or meaningful integration of social science subjects is to be achieved, then there should be an increase in the length of period allotted to it presently in our school system.

Makinde Adeyele (2016), noted that; ‘’ Social studies attempts to improve our understanding about man and the various influence are many we must make a selection of what to include in the subject. This choice depends on the needs of the society concerned. These needs could be loyalty of citizens, literacy, and provision of knowledge for social responsible and treating topics which help to develop desired skills. The teaching of social studies is expected to improve the behaviour of students and produce good citizens.’’

On his own part, Dubey Okoye (2011), posited that since social studies is a new subject, it is therefore important to get it started in the right way with emphasis placed on the process of learning.

**Insufficient time Allocated to the Teaching of Social Studies**

Devereuz (2015) opined that the teacher should always be conscious of the attention span of his students. And children from the ages of eleven down-wards have got a short attention span. They start to lose interest in something, example a subject being taught in class after about twenty- five minutes. Therefore, Devereux (2013), advice that the teacher should bear this in mind and plan his lesson to be brief and interesting, he should also use teaching aids to receive and retain his students’ interest in the lesson. This also brings about more understanding of the subject.

**Inappropriate Method of Teaching and Learning Social Studies**

Emphasizing on the objectives of social studies. Dubey (2011), states that the overall objectives of social studies emphasize an interdisciplinary approach to the study of man interacting and coping with problems in society. Approach and cooperation among the learners and teachers should be encourage.

Devereux (2011), stressed that to be creative and achieve the desired objectives, activity method must actively involve the pupils himself. The teacher may help by providing appropriate organization only. The child should be given freedom to give his expression to his ideas creative activities involves drawing, painting posters, cartoons, costume making etc.

**Method of Teaching Social Studies**

A method refers to a way of doing things or an approach adopted or a position adopted to explain a subject – matter to a group of learners.

A method of teaching is the plan or mean employed by the teacher to effectively impart or explain the subjects – matter to his pupils/students.

The variety of teaching methods is almost limitless; it may be help to think in terms of categories of method. For example:

**Teaching** – centered approach to teaching: Within this category such methods as lecture, storytelling, and demonstration would be included.

This approach lends themselves to large groups, coverage of much content, and groups of learners who have minimal preparation for the class time. It is easier to use, teachers with less training and experience tend towards this category.

**Student–Centered Approach**: This is a two-way-communication approach between teacher and student in the mutual quest for truth. The question and answer and discussion methods are typical examples of this approach.

Successful two-way teaching is dependent upon effective preparation by both teacher and student.

Group activities represent yet a different kind of teaching method which involved; debates, group discussion and all forms of drama could be included here.

Instructive play as a method category. They include various kinds of games and toys, use of a sand table, puppet, puzzles and contests, action songs and simple role-playing.

Final category consists of such method as field trips, guided research, and various kinds of projects.

The teacher who wishes to be really effective will be sure that his teaching is characterized by variety. The teacher must try and familiar with these variety which implies that the use of lesson plans and keep records that enable him to compare various teaching strategies.

The method described in this section are not new, they are presented here so that teachers can recognize the strengths and limitations of each, and some principles for their affective use.

**Types of Methods of Teaching**

a. Problem solving or inquiry method

b. Discussion method

c. Demonstration method

d. Role playing method

**Problem Solving/Inquiry Method**

This method encourages pupils or students to probe into a problem in order to find out why such problems exist and the solution to such problem. Problem solving method also called inquiry methods, inquiry method of teaching economies provides an opportunity for the students to identify and clarify a purpose for inquiry.

In teaching social studies, problem solving method is used to involve students in activities of investigation, collection and the understanding of information or data.

In problem-solving approach, the students is not primarily asked to write a discursive essay or recall definitions but to resolve problem that will yield an answer only if concepts particular to economics are carefully use.

**Steps Involved in Inquiry Method**

According to Dubey and Barth (2013), there are six steps involved in inquiry, they are:

1. Experience
2. State of uncertainty and doubt
3. Framing of the problem
4. Formulating hypothesis
5. Exploration and evidencing
6. Generalization

**Merits of Inquiry Method**

1. It increases intellectual ability of the pupils.
2. It motivates pupils/students to learn.
3. It helps to develop confidence in students and teachers.
4. It teaches skills, values, appreciation, attitude and knowledge that will make students more thoughtful about their environment.

**Demerits of Inquiry Method**

1. It is time consuming.
2. It requires the guidance of a well-trained teacher.
3. It is limited to the activities, which students have skill and ability to investigate due to their ages and experiences.
4. It requires funds and materials.

**Discussion method**

Discussion methods are effective in getting the learners to think constructively while interacting with the rest of the group. Conduct discussions with large or small groups of students, however, small groups are more desirable to control and direct than larger group. If a group is extremely large, break it into smaller groups or teams with a discussion leader for each team.

The use of the terms class discussion and directed discussion in the text refer to a method in which you direct and control the verbal exchange of the class.

Basic to a good discussion is a problem which is clearly defined. The problem must be limited in scope so that it can be understood by members of the group and satisfactorily dealt with in the allotted time.

The teacher go extra miles to prepare for discussion class, although the learners supply the ideas meanwhile, the teacher must have a thorough knowledge of the subject matter to be able to sift out pertinent ideas. Teacher must beware of ideas that may lead the learners off on a tangent.

Teacher and student are engaged in a cooperative effort to seek information or solution to a problem in the classroom.

**Values of the Discussion Method**

1. Teaching by discussion utilizes one of the best principles of the learning process. A good discussion will help students express themselves verbally, crystallize their thinking in conjunction with the thinking of their peers and develop a tolerance for those with whom they may disagree.
2. People who tend to isolate themselves physically or mentally will become set in their way and resist innovation in their lives or thought patterns.
3. Teaching by discussion is a motivational technique which encourages a student to think through concepts which have been hazy. Wrong conclusion may be corrected through the influence of the group rather than the unilateral actions of the teacher.
4. A discussion setting also provides an atmosphere which can enhance group rapport and camaraderie in the class.

**Whole Group Discussion as a Teaching Method**

Whole Group Discussion is a modified form of classroom lecture where the focus is shared between the teacher and the students for information transfer. Typically, a teacher will stand before a class and present information for the students to learn but the students will also participate by answering questions and providing example.

**Advantages of Whole group Discussion as a Teaching Method**

1. Whole group discussions provide for greater interaction between teacher and students.
2. Teachers maintain a greater control over what is being taught because they are able to steer the discussion.
3. Auditory learners find them appealing to their learning style.
4. Students have a tendency to stay focused on the lesson because they might be called on to answer question.

**Disadvantages of Whole Group Discussion as a Teaching Method**

1. Whole group discussions require setting up and enforcing ground rules for students.
2. Students who are weak in note-taking skills will have trouble understanding what they should remember from group discussion.
3. It required much amount of time to cover any given amount of materials.  
   iv. Some teachers feel safer with the lecture method.

**Small Group Discussion**

To keep discussion focused, you might initially pose several key questions. If the group is large, some participants will likely dominate while others remain silent. To ensure that everyone has the opportunity to speak, you may want to divide participants into smaller units. When any discussion concludes, summarize the main points orally and in writing.

1. Small Groups: Size will depend on time and the sensitivity or complexity of the subject. In most cases each group selects a reporter to summarize its discussion.
2. Buzz Groups: Participants discuss in pars for a limited period. This method is especially effective for articulating idea in preparation for a general discussion or to give expression to personal response to a film, presentation, or experience, after talking in pars, pairs might be asked to combine in groups of four and compare their opinions.
3. Opens Questioning: Facilitators need to develop the skills of keeping the goal of discussion clearly, in mind and of asking questions that encourage participation and analysis.

**Demonstration Method**

This method is one of the best ways of introducing various skills to learners in class. Sometime there are limitations to what oral explanation or reading up volumes or lecture can achieve.

Demonstration method involved their skill to explain is performed. Demonstrate stop-by-step the procedures in a job task using exact physical procedure if possible.

To be effective, plan the demonstration method in advance so that you will be sure to show the steps in the proper sequence and to include all steps.

There is need to used enlarge devices or training aids when using large group or class in demonstration method when practical, allow learners to repeat the procedure in a ‘hands’ practice session to reinforce the learning process.

This method is used in some skill oriented subjects such as Home Economics, fine and Applied Arts, Technical Education, Typing.

Techniques used in the demonstration method include;

1. The basic method of instruction for teaching skill-type subject matter is the demonstration – performance method of instruction. This method is recommended for teaching a skill because it covers all the necessary steps in an effective learning order.
2. The demonstration step gives learners the opportunity to see and hear the details include the necessary background knowledge, the steps or procedure, the nomenclature
3. The repetition step helps the average and slow learners and gives the learners an additional opportunity to see and hear the skill being taught.

As a general rule, the more complex the skill, the greater the need for repetition steps. Another element you must consider is the nature of the skill. In some skills, speed is an essential element. In other skills, ease of manipulation, conservation of materials, or safety is the essential element.

Consider the ability of the learners to acquire the skill and the amount of time available for training.

Using the following repetition steps:

(a) Teacher Repetition: Repeat the job without noticeable interruptions, restating the procedures and the important safety factors while performing the steps.

(b) Learner Repetition: Ask a learner to act as an assistant teacher by repeating the job and restating the procedure and the important safety factors while performing each step.

(c) Group Performance Repetition: Repeat the job slowly, one step at a time, while the learners watch and imitate your actions, one step at a time.

(d) Coach-and-Pupil Repetition: Divide learners into small groups. If a group consists of two learners, one (as a pupils) performs the job while the other as the coach)

(e) Performance Step: Acquaint the learners with the activity will complete when using a skill. Then organize the learners into working groups, supervise their practice of their practice of the skills involved, re-teach the skills, and evaluate and record the results.

**Advantages of Performance Step:**

1. Mastery of skills is ensuring because learners practice regularly.
2. It enables the teacher to have immediate feedback with which she/he can diagnose the teaching learning situation.
3. It eradicates trial and errors, thereby reducing cost

**Disadvantages of Performance Step**

1. It requires a lot of preparation on the part of the teacher. Some skills require perfection especially on the teacher, and failure to attain this perfection may result in detraction.
2. It is limited by the learner’s capacity and capabilities; in terms of readiness, intelligence and motivation.

**Role Play Method**

This is the method which involves playing the role of a reality. It is one of the methods mostly used in economics. This is otherwise called demonstrated method.

According to Oyekan (2015) demonstration is a way of clearly showing the basic processes as true of life without difficulty in front of the class. This could be done by the teacher or resource person to enable the student to see, acquire and practice the exhibited skills and habits.

When there is scarcity of funds to procure equipment and chemical, demonstration is more appropriate for the students to secure first hand experiences (Oyekan, 2015).

It is also possible to create a role play by providing data about economic conditions such as balance of payment, level of employment, Investment, Consumption. Students may be asked to put themselves in the position of a Minister of Social Planning and faced with a particular decision.

**Merits of Role Playing Method:**

1. It saves cost and time.
2. It makes situation real to life.
3. It ensures effective teaching-learning process.
4. It fosters and promotes quick understanding of a concept situation.

**Demerits of Role Playing Method:**

1. It requires the guidance of the teacher for better understanding and appreciation.
2. An exhibition of other behaviors in the real life situation different from what has been illustrated or demonstrated in the classroom.

**Oral exposition or lecture method:**

Oral Exposition is otherwise called lecture method. It is the method mostly adopted in the traditional period. In this type of teaching method dominate that of the learners in the classroom. Learner’s involvement and participation is not all that is very obvious in oral exposition instead, they are mostly passive and emphasis is rather placed on teacher’s activities than the learner’s activities.

Oliver (2017), was quick to add that it is a well-known general principle that oral exposition is a poor method of communication in that the students plays a passive role. He emphasizes further that:

This gives rise to two separate problems in social studies: first, the efficiency of alternative techniques is also severely circumscribed and second, there are special difficulties in teaching when oral social studies methods are used.

These are some social studies topics that require mostly the use of oral exposition or lecture method. Such topics include; over population, terrorism, etc.

**Merits of Oral Exposition/Lecture Method:**

1. It saves time of teaching and notes preparation.
2. It is efficient and useful for teaching the class that is very large.
3. It is useful where books are very scare or where students could not afford to buy books.

**Demerits of Oral Exposition/Lecture Method**

1. It is teachers centered and not pupils centered.
2. It does not encourage class discussion or pupil’s involvement
3. It is most disadvantaged for student whose I.Q is below average – slow learners.

**Discovery Method**

According to Ormrod, (2014), defined Discovery Teaching is “an approach to instruction through which students interact with their environment by exploring and manipulating objects.

Wrestling with questions and controversies, or performing experiments. The idea is that students are more likely to remember concepts they discover on their own.

Also, Discovery teaching has been described as process of allowing the student to take the leading role in his own learning experiences. The teacher becomes a facilitator and guide, making it possible for the learner to reach mutually-agreed upon goals. The teacher serves as a resource person to stimulate, motivate, clarify and explain.

Discovery teaching brings four basic components of the educational setting into interaction.

- The student

- The learner

- The environment and

- The content

The student is an active participant who solves problems which he understands through student the process of structuring his own learning experiences. The teacher plays the role of resource person, as described above the environment includes both freedom and structure with freedom having the upper hand. The content may very well be propositional truth in a general context, waiting in the proper place for the student to track it down, confront it, and capture it for his own.

# 

# Theoretical Framework

Social constructivism theory postulates that social and cultural contexts can very much shape people’s thinking and learning. Social constructivists believe that knowledge is situated and collaborative. Vygotsky (2010), works has a significant effect on social constructivist views. According to Vygotsky (2010), social interaction is essential for cognitive development. Vygotsky (2010) stresses that learning occurs by interaction others-first on the social level then on the individual level. In Mind in Society, Vygotsky (2010), states: Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological). This entails that ability to think and learn does not start from within the individual, but from his or her interactions with other people.

Vygotsky (2010), argues that higher mental functions develop through active participation in social activities; hence, the social context of learning is critical. Vygotsky emphasizes the role of language as a means of effective communication, where both the teacher and the students make meaning of the information. Vygotsky proposes the term “zone of proximal development” is a place where the learner individually can learn and the teacher is able to stretch his or her imagination to the maximum level of understanding. For Vygotsky, the zone of proximal development is “the distance between actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). If this premise is acceptable, then the school and home environments are critical to the development of intelligence and capacity to learn and succeed in school.

The study adopted the theory on the grounds that proper teaching and learning materials determine the level and quality of education that one could attain. It further influences the kind of a school that a child attends and their carrier destiny. In contrast, students from well off families have a greater chance of attending best schools; attain higher grades and progress to higher education. This gives them a chance of securing lucrative employments, earn high income and lead a decent life.

# Empirical Studies

# There are many scholars who have looked into factors that influence academic performance. The empirical studies reviewed have answers to the research question.

# Considine and Zappala (2012), in their study on the influence of social disadvantage in the academic performance of school students in Social studies. They found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

# Murphuy (2013), carried out a study to find the factors on high academic performance in Social studies in Junior secondary schools in Enugu. He found that passing level of academic achievement is attributable to teachers’ use of verbal reinforcement strategy; he also found that attitude of teachers towards their jobs was reflected in their good attendance to lessons, early arrival at school and savory comments about students’ performance.

# Cookson (2010), conducted a research on the family factors contributing to academic performance in Social studies in Uganda. He used qualitative approach so as to explain the matter. He found that teachers worked as a team as well as the students attended the classes on time. He further recommended that early fees payment and parents’ involvement in school sustained an acceptable performance to students.

# McMillan and Westor (2011), argue that social economic status is comprised of three major dimensions: education, occupation and income and therefore in developing indicators appropriate for high education context, researchers should study each dimension of social economic status separately. They added that education, occupation and income are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context. An argument similar to Considine and Zappala (2012), who argue that the social components of the socio-economic status equation may have distinct and separate influences on educational outcomes. The researcher therefore reviewed literature on each of the components of social economic status in relation to academic performance.

# King & Bellow (2013), used parents’ occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers had fewer years of schooling than children of parents with white-collar jobs. They also determined that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children. They argue that how much education a child’s parents have is probably the most important factor in determining the child’s educational opportunities. They observe that the higher the attainment for parents, then the greater their aspirations for children.

**Summary of Literature Review**

# Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011). Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli ,2010). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. This study proposes to establish the state of physical facilities in public secondary school in Nigeria in order to evaluate how it is impacting on academic performance of public secondary schools.

**CHAPTER THREE**

**RESEARCH METHOD**

# Research Design

Descriptive research survey was used for the study as this research design was considered appropriate for the study. Survey design is a form of descriptive research that is aimed at collecting large and small samples from population in order to examine the distribution, incidence and interaction of educational sociological phenomena. The choice of survey research is carried out over a wide area with a view to ascertaining what exists at the time of the research in their natural settings.

**Area of the Study**

This research is conducted in an urban setting specifically in Nkanu East Local government of Enugu state. Nkanu has an area of 1,910km the local government headquarters is located in hilly and green sites in Nkanu Town. Nkanu has nine communities namely; Ugbenyim Aniyi, Onitsha agu, Enugu agu, Umunevo, Isielu, Ukwokani, Okeani, Umuokpara, Osu.

# Population of the Study

# The target population for this study consists of all Social studies teachers and students of the five (5) selected school in public junior secondary schools in Nkanu East LGA, Enugu State, which are two thousand (2,000) people.

# 

# Sampling technique and Sample Size

# The sample size of the study was 300 respondents, made up of 30 teachers and 270 students who were from five public schools which were randomly selected from all the public secondary schools in Nkanu East Local Government Area. Simple random sampling technique is employed.

**Instrument for Data Collection**

The instrument for the study is a well-structured questionnaire that consists of two parts namely; section A and B. section A consist of respondents bio data while the other section is made up of questions given to the respondents.

**Validation of Instrument**

# To test validity of the data, the same questionnaires were taken to other three selected schools, outside the research area. The students and teachers filled the questionnaires and the results were compared to ensure that the results were replicable if applied elsewhere. This is in order to ensure that there is consistency with the results if a similar methodology is used elsewhere.

# Reliability of Instrument

# Reliability is the degree to which an assessment tool produces stable and constant results. The ideal behind reliability is that any significant result must be more than a one off findings and be inherently repeatable. Other researchers must be able to perform exactly the same experiment under the same conditions and generate the same results (Moskal et al, 2010) Cronbatch alpha reliability test was used to test the reliability of the instrument and the coefficient of 0.80 was obtained.

**Method of Data Collection**

The relevant data and information were collected by a teacher questionnaire. It is based on the 4-point Likers scale responses.

* + 1. 1. Strongly Agree (SA)
    2. 2. Agree (A)
    3. 3. Disagree (D)
    4. 4. Strongly Disagree (SD)

The respondents were asked to tick (√) only one option. The structured questionnaire is in two sections.

Section A: demanded demographic information on the personal details of the teacher, qualification, teaching experience, sex, school type and class taught.

* + 1. Section B: Contain (25) twenty five items, measuring; the teacher factor, students’ attitude and commitments, the methods of teaching Social studies, the use of instructional materials in teaching Social studies and the school environment factor.

# 

# Method of Data Analysis

Simple means used to analyze the data. Numerical values 4, 3, 2 and 1 were assigned to the options respectively. The mean value for acceptance is X≥2.50 otherwise rejected. For each cluster the acceptance point is 12.5.

**CHAPTER FOUR**

**DATA ANALYSIS AND FINDINGS**

**Analysis of Research Questions**

This chapter presents the analysis of data, interpretation and results of the study. The analysis was based on the information collected using a structured questionnaire .The presentation of responses from the respondents were given in tables and also interpreted. A total of 341 questionnaires were distributed and all were properly filled and used for the study.

Table Distribution of Respondents

**Research Question 1**: What are the student related factors contributing to the poor academic performance of students in social studies?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Questionnaire items | SA  4 | A  3 | SD  2 | D  1 | Total | **~~----~~**  X | DEC |
| 1 | Students pay less attention to class lesson, | 90  360 | 106  318 | 74  148 | 71  71 | 341  897 | 2.6 | Accepted |
| 2 | Students fail to copy their notes and have the required text books for social studies | 98  392 | 99  297 | 75  150 | 69  69 | 341  908 | 2.6 | Accepted |
| 3 | Student fail to attend social studies class regularly | 105  420 | 110  330 | 56  112 | 70  70 | 341  932 | 2.7 | Accepted |
| 4 | Students join bad companies as friends in school | 80  320 | 90  270 | 105  210 | 66  66 | 341  886 | 2.5 | Accepted |
|  | Grand mean |  |  |  |  |  | 2.6 |  |

From the above table 1, item 1 to 4 dealt with research question, which mean score is above 2.5. The result of the findings revealed that students pay less attention to class lesson, students fail to copy their notes and have the required textbooks for social studies, students fail to attend socials studies class regularly and students join bad company as friends in school which result to their poor performance in social studies.

**Research Question 2:** What are the teacher related factors contributing to the poor academic performance of students in social studies?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Questionnaire items | SA  4 | A  3 | SD  2 | D  1 | Total | **~~----~~**  X | DEC |
| 5 | Teachers fail to explain the subject properly and with the absence of instructional materials | 102  408 | 105  315 | 74  148 | 60  60 | 341  931 | 2.7 | Accepted |
| 6 | Teachers have low motivation due to poor remuneration by the government | 102  408 | 99  297 | 70  140 | 70  70 | 341  915 | 2.6 | Accepted |
| 7 | Teachers do not spent time prepare his or her lesson plan and lesson note | 102  408 | 99  297 | 70  140 | 70  70 | 341  915 | 2.6 | Accepted |
| 8 | Teachers do not have enough time to cover up his or her syllables or scheme of work | 200  800 | 141  423 | 00  00 | 00  00 | 341  1223 | 3.5 | Accepted |
|  | Grand mean |  |  |  |  |  | 2.25 |  |

From the above table 2, item 5 to 8 dealt with research question, which mean score is above 2.5. The result of the findings revealed that teachers making the subject too difficult for students to understand by not explaining properly and with the absence of instructional materials, teachers have low motivation due to poor remuneration by the government, inability of the teacher to spend reasonable time to prepare their lesson plan and lesson note, they don’t have enough time to cover up their syllabus or scheme of work, these are the teachers factors contributing to the poor performance of students in social studies.

**Research Question 3:** What are parent’s related factors contributing to the poor performance of students in social studies?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Questionnaire items | SA  4 | A  3 | SD  2 | D  1 | Total | **~~--~~**  X | DEC |
| 9 | Parents fail to pay their children school fees on time, | 60  240 | 70  210 | 115  230 | 96  96 | 341  776 | 2.2 | Rejected |
| 10 | Parents gives less attention to the academics of their children, | 105  420 | 101  420 | 75  150 | 60  60 | 341  933 | 2.7 | Accepted |
| 11 | Parents fail to purchase the required textbook for their children, | 99  396 | 102  306 | 73  246 | 67  67 | 341  1015 | 2.9 | Accepted |
| 12 | Unventilated environment affects the effective teaching and learning of social studies | 73  292 | 64  192 | 107  214 | 97  97 | 341  795 | 2.3 | Rejected |
|  | Grand mean |  |  |  |  |  | 2.5 |  |

From the above table 3, item 9 and 10 dealt with research question, which mean score is above 2.5. The result of the findings that parents gives less attention to the academics of their children, parents fail to purchase the required textbook for their children, and item 11 and 12 with the mean score below 2.5 rejected that parents fail to pay their children’s school fees on time and parent involving his/her child in a lot of domestic work before and after school hours is not a parental factor contributing to the poor performance of students in social studies.

**CHAPTER FIVE**

**DISCUSSION OF FINDINGS, RECOMMENDATION, CONCLUSION AND SUGGESTION FOR FURTHER STUDIES SUMMARY**

**Discussion of Findings**

From the response on research question 1, which asked what are the student related factors contributing to the poor performance of students in social studies? The result of the finding revealed that students pay less attention to class lesson, they fail to copy their notes and have the required textbooks for social studies, they fail to attend social studies class regularly and they join bad company as friends in school which results to poor performance in social studies both in external and internal examination and they find it difficult to cope in higher institution of learning.

From table 2, the items there recorded a high mean score and were all accepted, this implies that teachers make the subject too difficult for students to understand by not explaining the content well and with the absence of instructional materials, they have low motivation due to poor remuneration by the government, they don’t spend reasonable time to prepare their lesson plan and lesson note, they don’t have enough time to cover up their syllabus or scheme of work. This results to the poor academic performance of students in social studies.

From table 3, Item 9 and 10 dealt with research question, which mean score is above 2.5. The result of findings revealed that parent’s gives less attention to the academics of their children ; this will make the child not to focus on his or her academics, they fail to purchase he required textbook for their children ; when others are making use of their textbook, the child will be left out and items 11 and 12 with the mean score below 2.5 rejected that the parent involving his/her child in a lot of domestic work before and after school hour is not the parental factors contributing to the poor academic performance of students in social studies.

**Conclusion**

Based on the analysis of the responses of this finding, it could be concluded thus that teacher’s factors can make the students develop hatred for the subject which will latter affect the performance and the of students wishing to study social studies at the higher level, they should provide things necessary to arouse the interest of the learner.

Furthermore, parental factors contribute to the poor performance of students in social studies subject whereby parents should always encourage their children by the way of checking their work at home, know the kind of friends they keep and provide textbook that will make their children succeed in school.

Finally, students, parents and teachers should try and work effectively and immensely to improve the quality performance of social studies subject. Student not only for examination sake but also to have the knowledge about their society, the various social problems facing the society and ways to eradicate them for the betterment of our nation.

**Educational Implication**

In this research work, it is clearly shown that the factors contributing to the poor academic performance of social studies subject in all government owned junior secondary school in Nkanu East Local Government Area of Enugu State is a good tool that will help to improve the standard of ‘’social studies textbook, teaching and learning of social studies with best method and instructional materials, teachers by organizing seminars, conferences and workshops’’ for the improvement of social studies students in the subject. Social studies learning should be viewed as an active process of construction of knowledge as a meaningful whole. This implies that the teacher will engage in classroom behavior that aims at developing autonomy and the learner’s own interest in Social studies. Several studies carried out in the recent past indicate that, for student to construct meaningful knowledge in Social studies, the teaching approach should be inquiry oriented. Designing of hands-on materials that are inquiry oriented have shown great potentials in assisting teachers change their attitudes, beliefs and classroom behavior in the teaching learning process. This study focused on finding the factors responsible on the poor academic performance in Social studies in junior secondary schools with a view of finding from teachers and students whether the teaching methods used are appropriate or not. The study was based on the premise that the greater the knowledge of different learning resources and methodology, the more freedom the teacher had in the chosen teaching approach. Methodologies which involve use of computer aided instruction have a great potential in developing interactive teaching and learning. Example of such studies includes the use of MBL in activity based teaching in Government by murphy (2013).

The findings of this investigative study imply that a lot has to be done in our secondary schools in order to raise the performance standards of the Social studies subjects. To begin with, the government, parents and the society at large must ensure that schools are well equipped with the necessary materials that they require for effective implementation of the curriculum.

**Recommendation**

To improve the students attitude, the following recommendation were made:

1. Students should try as much as possible not to exempt classes for any reason.

2. Students should try to ask/answer questions in social studies subject especially when they are confused about a certain problem.

3. Students should avoid bad companies.

To improve teachers attitude, the following recommendations were:

1. Teachers should provide more explanation to their questions during social studies lesson.

2. Teachers should spend time to prepare their lesson plan and lesson note carefully.

To improve the parents attitude, the following recommendation were made:

1. Parents should adopt strong measures to prevent influence of peer groups and also control their children.

Government should provide adequate professional trained teachers to handle the subject effectively.

# Limitations of the study

# These include limited time under which this study was done, financial constraint and also the difficulties encountered in sharing and collecting of questionnaire.

# Suggested areas for further studies

Following this study we suggest the following areas for further studies,

1. Similar studies focusing on performance of Social Studies topic wise in order to diagnose the specific areas that need to be given more attention and this will enable the educators to know the areas which are not well covered.
2. The causes of failure in different courses apart from Social Studies should also be investigated. This could be extended to non-science subjects like Geography, English, History or other arts subjects.
3. Problems and prospects of teaching social studies should be highly look into. This well expand the knowledge of the students.

**Summary of the finding**

The researcher found out the factors contributing to the poor performance of students in social studies subject. In the summary, the following was observed;

Table 1, the result of findings revealed that they pay less attention to class lesson, they fail to copy their notes and the required textbooks for social studies and they fail to attend social studies class regularly which results to poor performance in social studies.

Table 2, the result of the findings revealed that Teachers makes the subject too difficult for students to understand by not explaining properly and with the absence of instructional materials, they have low motivation due to poor remuneration by the government, inability of the teachers to spend reasonable time to prepare their lesson plan and lesson note. They don’t have enough time to cover up their syllabus or scheme of work.

Table 3, the result of the findings revealed that parents give less attention to the academics of their children, parents fail to purchase the required textbook for their children, they fail to pay their children’s school fees on time.

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**APPENDIX A**

**TEACHER’S QUESTIONNAIRE**

The purpose of this questionnaire is to survey the factors responsible for students’ poor Academic performance in Social Studies. The survey is purely for research purpose and any information supplied will be treated as strictly confidential.

Your co-operation is hereby gratefully acknowledged. Please complete the following.

Highest Qualification: NCE ( ) HND ( ) B.Sc/B.Ed ( ) M.Sc/M.Ed ( )

Teaching Experience: Below 5yrs ( ) 6-10yrs ( ) 11yrs and above ( )

Sex: Male ( ) Female ( )

School Type: All Boys ( ) All Girls ( ) Co-Ed ( )

Class Taught: JSS ( ) SSS ( )

**SECTION B**

Please tick [√] the appropriate option **SA – Strongly Agree, A- Agree, D-**

**Disagree, SD- Strongly Dis agree.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | D | SD |
|  |  |  |  |  |  |
| 1 | What is your attitude towards the teaching and learning of social studies? |  |  |  |  |
|  |  |  |  |  |  |
| 2 | Does the use of instructional materials improve students understanding of the subject social studies? |  |  |  |  |
|  |  |  |  |  |  |
| 3 | Do you think that the time table gives enough time for the study of social studies? |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 4 | Do you have a clear concept of social studies? |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 5 | Are there enough textbooks and reference materials for the studying of social studies? |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 6 | Do you think that these available textbooks and materials cover the subject effectively? |  |  |  |  |
|  |  |  |  |  |  |
| 7 | How many times do you teach social studies in a week |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 8 | In my own opinion location of school has nothing to do with |  |  |  |  |
|  | students’ achievement in social studies |  |  |  |  |
|  |  |  |  |  |  |
| 9 | My students hate social studies because it make them feel |  |  |  |  |
|  | uneasy and confused |  |  |  |  |
|  |  |  |  |  |  |
| 10 | My students enjoy social studies because it stimulates their |  |  |  |  |
|  | Interest |  |  |  |  |
|  |  |  |  |  |  |
| 11 | My students enjoy going beyond the assignment to solving |  |  |  |  |
|  | new problems. |  |  |  |  |
|  |  |  |  |  |  |
| 12 | My student are interested and willing to acquire further |  |  |  |  |
|  | knowledge in social studies |  |  |  |  |
|  |  |  |  |  |  |
| 13 | My students show interest in social studies and this will help |  |  |  |  |
|  | to develop their skills and study the subject more. |  |  |  |  |
|  |  |  |  |  |  |
| 14 | I always use varieties of teaching methods when teaching a |  |  |  |  |
|  | lesson in social studies |  |  |  |  |
|  |  |  |  |  |  |
| 15 | I always like using lecturing method whenever I am teaching |  |  |  |  |
|  | a topic in social studies. |  |  |  |  |
|  |  |  |  |  |  |
| 16 | I always find it difficult adopting a particular teaching |  |  |  |  |
|  | method in any social studies lesson |  |  |  |  |
|  |  |  |  |  |  |
| 17 | I love demonstration method and I always use it when |  |  |  |  |
|  | teaching social studies. |  |  |  |  |
|  |  |  |  |  |  |
| 18 | Do you see any need for the teaching and learning of social studies in your school? |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 19 | There are no functional library |  |  |  |  |
|  | in my school |  |  |  |  |
|  |  |  |  |  |  |
| 20 | I prefer teaching any concept in social studies without using |  |  |  |  |
|  | instructional materials |  |  |  |  |
|  |  |  |  |  |  |
| 21 | In my opinion, teaching aid is very important in every |  |  |  |  |
|  | Social studies lesson |  |  |  |  |
|  |  |  |  |  |  |
| 22 | My school principal will prefer buying football and other |  |  |  |  |
|  | athletics facilities rather than social studies teaching aids. |  |  |  |  |
|  |  |  |  |  |  |
| 23 | Instructional facilities affects social studies learning |  |  |  |  |
|  |  |  |  |  |  |
| 24 | Overcrowded classrooms and libraries affect negatively |  |  |  |  |
|  | students’ performance in social studies |  |  |  |  |
|  |  |  |  |  |  |
| 25 | I feel teaching aids will not make any impact on students’ |  |  |  |  |
|  | achievement in Social studies |  |  |  |  |
|  |  |  |  |  |  |