

**AN INVESTIGATION OF FACTORS INFLUENCING PUPILS  
ACADEMIC PERFORMANCE IN SOCIAL STUDIES.  
A CASE OF SELECTED JUNIOR SECONDARY SCHOOLS IN  
KASEMPA DISTRICT, ZAMBIA.**

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Author: Penda Rodgers.K, Mbewe Esau  
[rodgerspenda@gmail.com](mailto:rodgerspenda@gmail.com)  
School of Education (Civic Education),  
Information and Communication University

**ABSTRACT**

*The study investigated the factors influencing poor performance in social studies in selected secondary schools of Kasempa District in North Western Province. The study used case research design by applying quantitative technique. Two out of the 10 secondary schools in kasempa district were sampled for the study and it involved 50 respondents. The grade 9 examination results for the past four years in selected secondary schools were used to show the performance in social studies. Structured questionnaires were used to obtain information and the criterion used in sampling was simple random method. The study found out that the factors influencing poor performance were: inadequate number of teachers, lack of teaching and learning materials, poor teaching methods, teachers and learner's attitude towards social studies, lack of reading and writing skills among the learners, lack of library and internet café and study time for the learners. The study found out that the strategies which can help to improve poor results in schools were motivating teachers and learner, use of English language in schools should be compulsory for teachers and learners, homework and remedial work should be given to the learners more often. Assessment should be done thrice in a term by the teachers and learners should attend Prep on a serious note. The study concludes that, shortage of trained teachers in social studies, shortage of teaching and learning materials and lack of reading and writing skills by the learners are the major causes of poor results in social studies. The study recommends the following: The Ministry of General Education (MOGE) should ensure that the distribution of teachers in schools is done evenly to make sure teachers are available to teach all the components of social studies and to make sure that there is availability of teaching and learning aids like books, charts, maps and Atlases. The study recommended that the Government should train and deploy more Guidance and counseling teachers in schools to help in counselling learners on the importance of education. The Ministry of education should procure and supply teaching and learning aids to the schools and Social studies teachers should be encouraged to improvise teaching and learning aids. Schools Should Strengthen Continuous Professional and Development and Subject Association in schools in order to improve the instructional skills among the teachers. If these suggestions are applied by the government and the teachers, the problem of poor performance in social studies in the selected schools and the country as a whole will reduce drastically.*

**Key words:** Factors, influences; poor performance and social studies

## 1.BACKGROUND OF THE STUDY

### 1.1 INTRODUCTION

Education is the acquisition of knowledge and skills or attitude. Adewuya (1982) states “Education can have defined as the process by which individuals acquire skills, attitude and competence.” Education is one of the basic needs which one acquires in life. According to Charles (2009), Social studies embraces materials related to human relationship 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 competences in basic social process and skills essential in democratic living. Winner (2008), states social studies is a study of man in his totality where he lives, his activities in the past and the present, his culture, his frame of mind and how he relates to others. It focuses on the right values, attitudes and abilities which helps the child to get on well with others as he grows up to become a responsible citizen. Branner et al (2009), social studies are a program of study which a society uses to install in students the knowledge, skills, attitude and actions considers important concerning the relationships human beings have with each other, their world and themselves. Null (2007), defines social studies as an inter- disciplinary file in which man learns about problems and survival in his environment. Social studies are one of the subjects taught in primary and secondary schools today because of its usefulness in our everyday life. Social studies are the study of man and his totality which includes where he lives, his activities in the past and present his culture and how he relates to others in the society Peters (2009). According to Bining (2006), social studies involve the learning of man’s interaction with his social and physical environment and how man influences his environment and how environment influences man. Adaralegbe (1990) defined social studies as the totality of experience students goes through having been exposed to such a course based on man’s interminable problem in chosen environment with a full knowledge of unable factors whether historical, geographical, traditional, political, social, religious, economic, psychological, cultural, scientific or technological that are normally responsible in man’s web of interaction with his environment.

The Ministry of General Education in 2013 revised the school curriculum where they introduced the academic and vocational pathways. The academic pathway is meant for learners with passion for academic subjects and desire for careers in that direction. The vocational and technical career pathway is for learners with ambitious and interest in technical and practical jobs. The new curriculum integrated Civics, Geography and History into Social studies because the content is integrated making this subject stand alone and optional will deny some learners vital essential knowledge, skills and values found these subjects. This introduction of social studies as one of the compulsory subjects in Junior Secondary School has continued to win the admiration and support of most Zambian scholars and students, Curriculum Development Centre (2013). Social studies education enables students to examine those norms and cultures of their core and immediate communities within the Zambian milieu in order to strengthen their socializing and humanizing responsibilities Mbozi (2008). The academic performance of learner’s in social studies at junior secondary school level in the world today has recently come under scrutiny for a

number of reasons. Kasempa is one of the districts in the country where learner's performance in social studies is very poor. For Example, according to Mbozi (2008), a number of studies have been carried out to identify factors contributing to poor academic performance in social studies in Zambia and the results show that its lack of qualified social studies teachers, teaching aids, poor teaching method, poor motivation, wrong choice of course, financial problem, family problem, inadequate equipment, psychological problem, lack of provision of guidance counsellor and poor health. Therefore, this study will investigate the factors influencing students' performance in social studies in selected junior secondary schools in Kasempa District in North-western province of Zambia.

## 1.2 Statement of the problem

This process of teaching and learning brings the individual in contact with educational process. From 2014 to 2017, the performance of learners in social studies at Grade 9 level in kasempa District have left much to be desired, because the results are very poor. Social studies are an important subject in ensuring that students are equipped with skills and knowledge to examine their norms and culture in order for them to be of relevance to their communities Adewuya (1982). Therefore, this study will investigate the factors that influence the performance of pupils in junior secondary schools in Kasempa district.

## 1.3 RESEARCH QUESTIONS

- i. to what extent does the teacher's attitude affect the learner's performance in social studies.
- ii. to what extent does the teaching methods affect the performance of learners in social studies.
- iii. to what extent do the strategies set by teachers improve the learner's performance.

## 1.4 Objectives of The Study

### 1.4.1 General Objective

The general objective of this study was to establish the factors which led to poor performance by learners in social studies.

### 1.4.2 Specific Objectives of The Study

- (a) To determine the factors influencing pupil's academic performance in social studies. At junior secondary school.
- (b) To find out if teachers' attitude towards the teaching and learning of Social studies affect pupil's performance in junior secondary schools.
- (c) To establish the teaching methods used by teachers in teaching social studies in junior secondary school.
- (d) To determine the strategies to improve learner performance at junior secondary school.

## 1.5 Significance of the Study

The present study has great significance. First of all, the study findings provide an idea about the poor performance of learners in social studies and this will help to provide key information to further research work in such areas. In the same way, the study provides knowledge and guidelines that may be of help

to policymakers. The research is therefore of importance for planners, and other social scientists. In addition, the findings of this study will provide insight of the challenges that teachers and learners encounter in teaching and learning of social studies in kasempa District. It is hoped that the information obtained from the study will be of use to stakeholders in the Ministry of General Education for interventions and programs to be put in place in order to improve performance in social studies. The findings to be derived from this study will also be of use to the stakeholders in Teacher Education Department (TED) and the Curriculum Development Centre (CDC), for assessment and evaluation purposes of the topic. The results from this study will be an eye opener to the Teacher Training Colleges in order for them to evaluate the content provider at their institutions.

## **1.6 Limitations of the Study**

The present study reflects a number of limitations. The problem of transport limited the exercise to only two recognized secondary schools which are within the township. Most of the schools in the district are unreachable because they are found in the outskirts.

## 2. METHODOLOGY OF THE STUDY

### 2.1 Research Design

The researcher adopted a case study design. According to Polit and Hungler (1983) cited in Mwanza (2012), Case studies are detailed investigations of individuals, groups, institutions or other social units. A case study has one person, entity, a study of one thing; it is identified as one of the many. A case study may be of one person, class, district, country, continent or a family. A case study design was used because it allows the researcher to have an in-depth and detailed understanding of a single unit, such as one individual, one group, one organization, or one program. A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. It further enables readers to understand how ideas and abstract principles can fit together.

### 2.2 Data Collection Procedures and Instruments

The main instrument of data collection in this study was questionnaires. The items in the questionnaire were structured (closed ended) and unstructured (open ended). The structured questions measured the subjective responses to clarify the objective responses and at the same time, enhance formulation of recommendations of the study.

### 2.3 Focus Group Discussions

Focus Group Discussions (FGDs) are forms of interviews in which more than one person is involved (Bryman, 2008). Wellington (2000) recommends a small group of six to ten participants per session. The researcher used focus group discussion because they were helpful in getting the holistic view of the pupils towards using as a medium of instruction in Kasempa district. The researcher also used Focused discussion because the pupils had the similar characteristics.

### 2.4 Data Analysis and Reporting

According to Miles and Huberman (1994) data analysis is an iterative process. Data analysis consists of three activities: Data reduction, Data display, and Conclusion drawing/verification". Data reduction, this process is applied to qualitative data and focus remains on selection, simplification and transformation of data. In this continuous process the data is organized throughout the research to draw and finalize a conclusion (Miles and Huberman, 1994). In this research, the data was analyzed using the Qualitative and Quantitative methods and it was summarized by narrations. Finally, the data was tabulated by the use of graphs.

### 3. FINDINGS AND DISCUSSION

A total number of fifty (50) respondents were selected and given questionnaires. All the 50 respondents took part in the study hence, for this research study; a feedback of one hundred percent in this research is therefore taken to be acceptable.

The data was collected from 50 respondents as tabulated in the table below.

CATEGORY	MALE	FEMALE	TOTAL
STANDARD OFFICERS	1	0	1
HEADTEACHERS	2	0	2
TEACHERS	3	4	7
PUPILS	18	22	40
<b>TOTALS</b>	<b>24</b>	<b>26</b>	<b>50</b>

Table 3:1 category of people who participated in the research

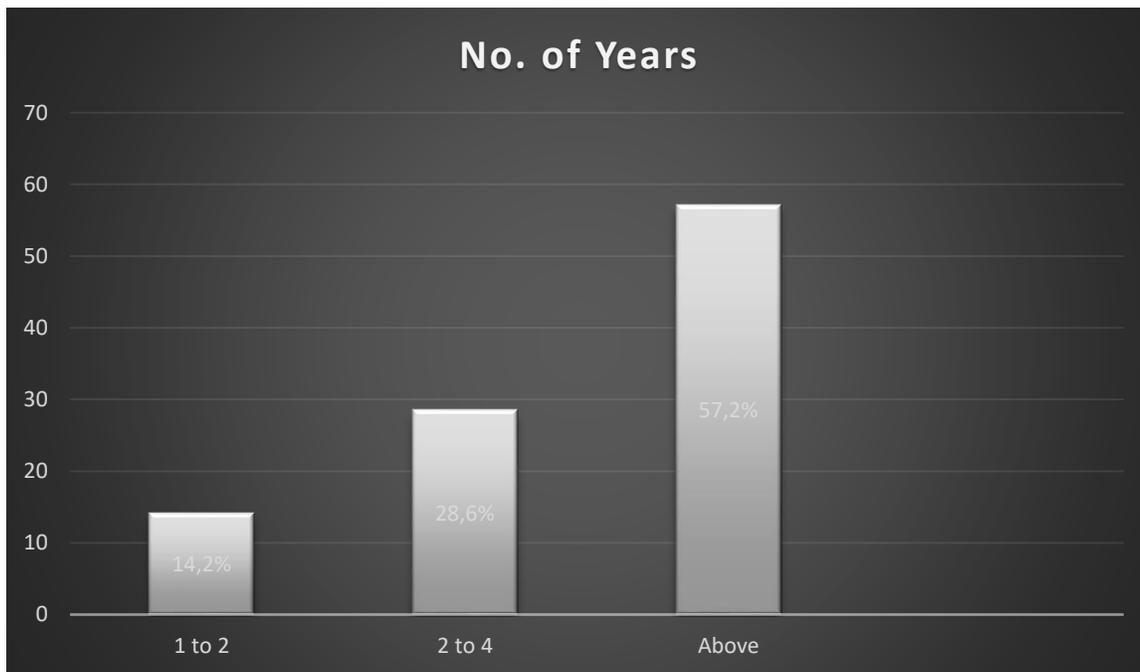
The Table above shows the gender of respondents. It can be seen that 48 % of the respondents are male, while 52 % are females. 80% represents the pupils who took part in the research, 14 % represents teachers, 4% represents the Administrators and 2% represents the standard officers. The table shows that a big percentage represents the learners.

#### 3.1 Work experiences in teaching social studies.

The research showed the following results on the work experiences.

Years	Frequency	Percentage (%)
1-2	1	14.2
2-4	2	28.6
Above 4 years	4	57.2
<b>Total</b>	<b>7</b>	<b>100</b>

Table 3.2 shows the work experiences of the respondents in teaching social studies.



Graph 3.2

shows the work experiences of the respondents in teaching social studies.

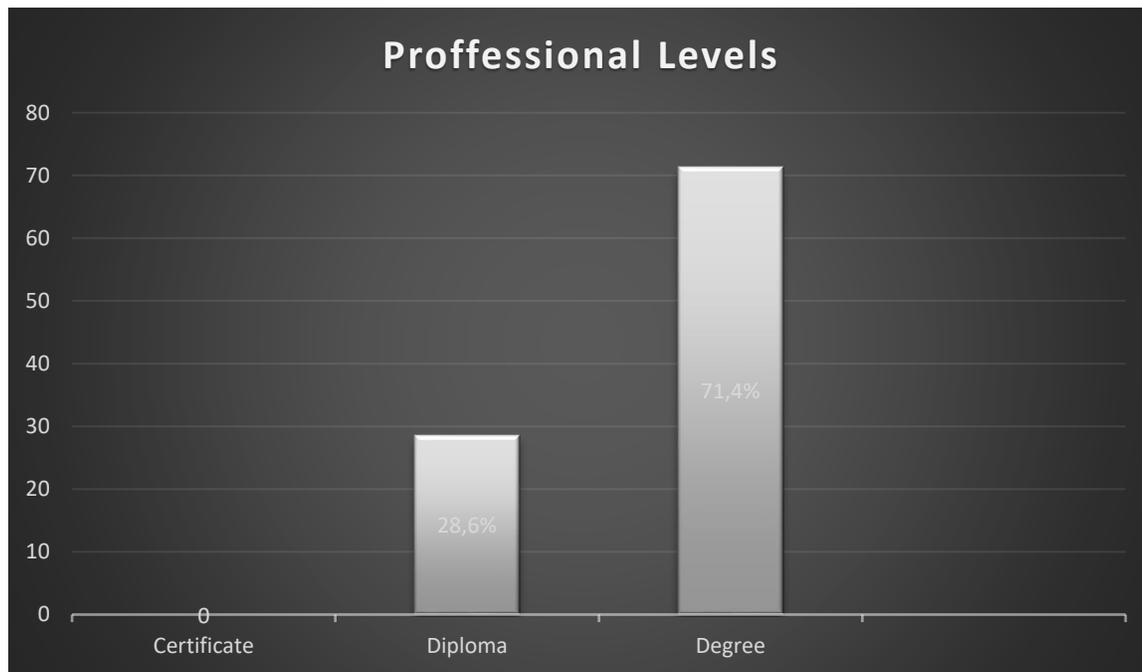
The table above shows the number of years the respondents have been teaching social studies in schools. It can be seen that 14.2 % of the respondents have been teaching for one to two years, 28.6% have been teaching for two to four years and 57.2% have been teaching for four years and above.

### 3.3 Professional qualification

The research showed the following professional qualification for the social studies teachers.

Educational Level	Frequency	Percentage (%)
Certificate	0	0
Diploma	2	28.6
Degree	5	71.4
Total	7	100

Table 3.3 showing the professional qualification for the respondents.



graph.3.3 showing the professional qualification for the respondents.

The Table above shows the professional qualification of the respondents. It can be seen that 28.6% of the respondents are Diploma holders and 71.4 % of the respondents are Degree holders and certificate 0% because most of the teachers have upgraded themselves.

### 3.4 Factors affecting the performance of learners in social studies in junior secondary school.

With regard to the poor performance of learners in social studies in kasempa district, teachers gave the reasons. Some teachers pointed out the reasons why learners are performing poorly in social studies is because most teachers have negative past experiences of social studies and they lack interest in teaching the subject because of its bulkiness. This is because most of them made a wrong choice of studying social studies when they had no interest in the subject.

*“One female teacher from Lufupa day secondary school indicated that she was just forced by her parents to train as a social studies teacher otherwise she had no interest of training in social studies because of its bulkiness.”*

In addition, most teachers and pupils indicated that the schools were lacking teaching and learning materials such as textbooks, newspapers, magazines which can increase teacher’s/student’s awareness and make the subject enjoyable. The ratio of textbooks is one to five and in some cases, it is one to ten. Akinlaja (1978) states “There is general shortage of books in some subjects in Zambia especially the grade 9 social studies textbook is not available in circulation.” This makes it difficult for the teachers to deliver well and make the learners pass.

*“One female teacher from kasempa day indicated that the ministry of general education should procure learning and teaching materials if teaching social studies is to be interesting in schools.”*

Field trips are very important in the teaching of social studies but most of the teachers indicated that, they are lacking field trips. Field trips are important to the learners because it encourages cooperation, discussion and self-expression among learners and it enables learners to acquire own experience instead of being told Mzumara (2011). In addition, Learning becomes more meaningful and long lasting as the learners are able to see, touch and manipulate what they had learnt in theory in class. Trips encourage social interactions and build positive relations among learners and between the learners and the teachers as they share common experiences. Even learners who do not usually express themselves in class would also become excited and speak out during the trip previously never thought about Mzumara (2011).

*“Some male teachers from kasempa day indicated that field trips have become a challenge to sponsor due to lack of funding from the government. In addition, on female teacher pointed out that she planned to make a trip to Chifubwa monument in Solwezi with the grade 9 pupils to view the san writings and carvings but it couldn't work out due to poor funding.”*

Furthermore, the study showed that most teachers are lacking the use of a wide variety of teaching methods, they only depend on the lecture method of teaching instead of using a variety of methods to teach the learners. Lecture method places learners in a passive rather than an active role. Learners become passive recipients of knowledge and information. Mzumara (2011) This method does not encourage learners to participate actively in the classroom activities and they can easily lose their attention. This contributes to poor performance of learners because they are not directly engaged in the learning activities.

*“One male pupil from Lufupa Day Secondary School indicated that their teacher was fond of using the lecture method all the time and she was not giving them chance to ask questions whenever she was teaching.”*

The study reviewed that most of the teachers do not assess the learners monthly, they only assess them at the end of the term and some learners do not participate in the end of term assessments thus making it difficult to determine their performance. Most of the participants showed that they do not like the monthly assessments because they are not of value but they value the end of term assessments. According to Lucas (2018), Assessment is the key component of learning because it helps students learn and the teachers are able to evaluate in an ongoing process with the aim to provide feedback for developing better instructions.

In addition, the study showed that most of the social studies teachers really attend seminars, workshops and conferences for social studies organized by the districts, province and the national. Organized seminars, workshops and conferences provide opportunities for interaction, learning and teaching. It also caters for appropriate reception of information and instruction on issues and problems Akinlaje (2008).

This demotivates the teachers because the government has no enough money to sponsor the teachers for such programmes.

*Two female teachers from kasempa day pointed out that, 'the last time they attended the National conference for Social Sciences Teachers Association of Zambia was in 2012 in Kabwe and they have been failing to attended the recent conferences due to lack of resources in school.'*

Other factors contributing to poor performance of learners in social studies in kasempa is lack of library and internet facilities where learners can go and research or study during their space time. Kasempa district in general has few internet cafes which are very expensive and most of the learners cannot afford to excess the service because they do not have money to pay for the service which they charge per second. Moreover, kasempa district has only one teachers resource center which is centrally located in the town but it lacks most of the materials for social studies hence making it difficult for teachers and learners to carry out researches.

*Three pupils and five teachers complained of the lack of the library and internet facilities in the district as this is making It very difficult to carried out some studies.*

The results from the study showed that most of the learners are unable to read and write properly in English language. This is making it difficult for the learners to perform poorly in social studies because they do not know how to write essays. Reading is an essential skill for learning. If a child can't read, the ability to learn is diminished and the obstacles become over whelming. Billet (2009). According to the findings, most learners have difficulties in identifying, discriminating and isolating sounds.

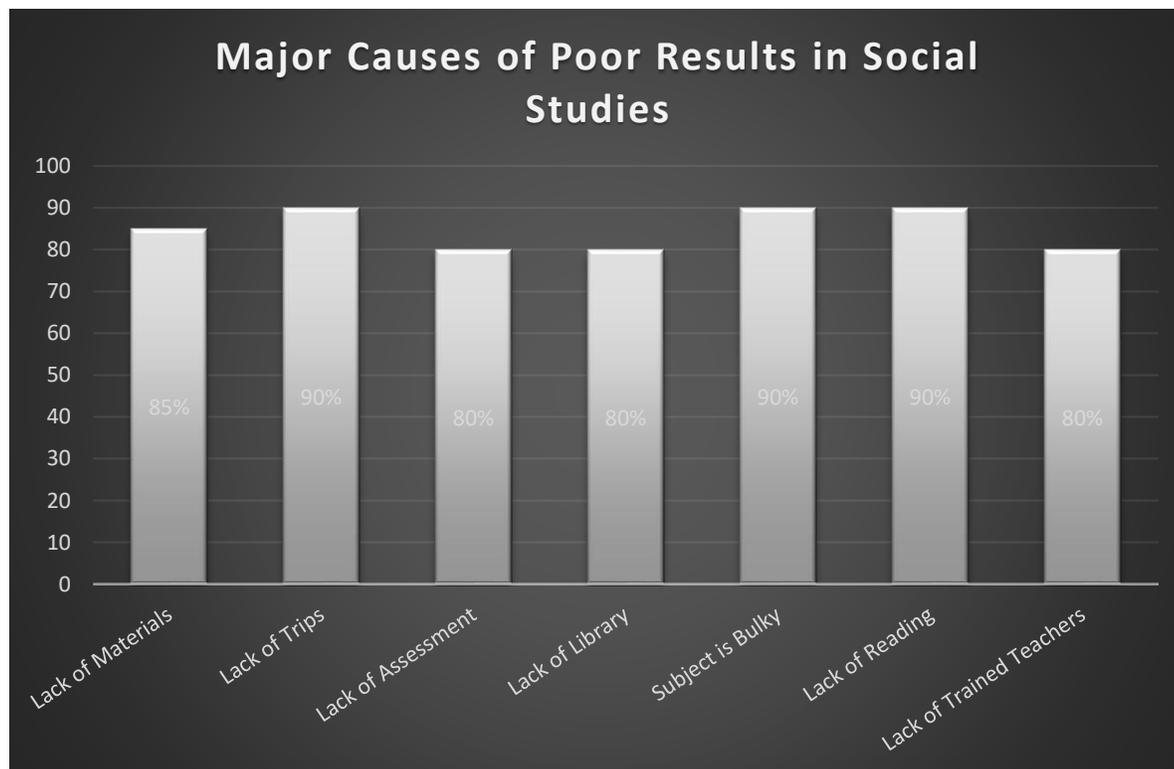
*Most teachers from lufupa and kasempa day complained that most of the learner had challenges in reading and writing and this could be seen by the researcher as the learners were struggling to answer the questionnaire.*

The research showed that most of learners cover long distances from their places such as Muselepete compound, kamosongolwa area, kivuku, Nkenyauna and kabwitwitwi. Because of the long distance's learners fail to attend prep and they lack concentration in school hence the poor performance in social studies and this is coupled with family and psychological problems Which most of the learners are going through. Most of the children have single and children headed homes hence they spent time looking for food in the morning and afternoon instead of going to school. Financial constraint is one of the factors inhibiting students' performance in their studies, when there is no money to purchase textbooks and other study materials needed to reach the pinnacle of success, the end result is often an average performance. MOE (2010).

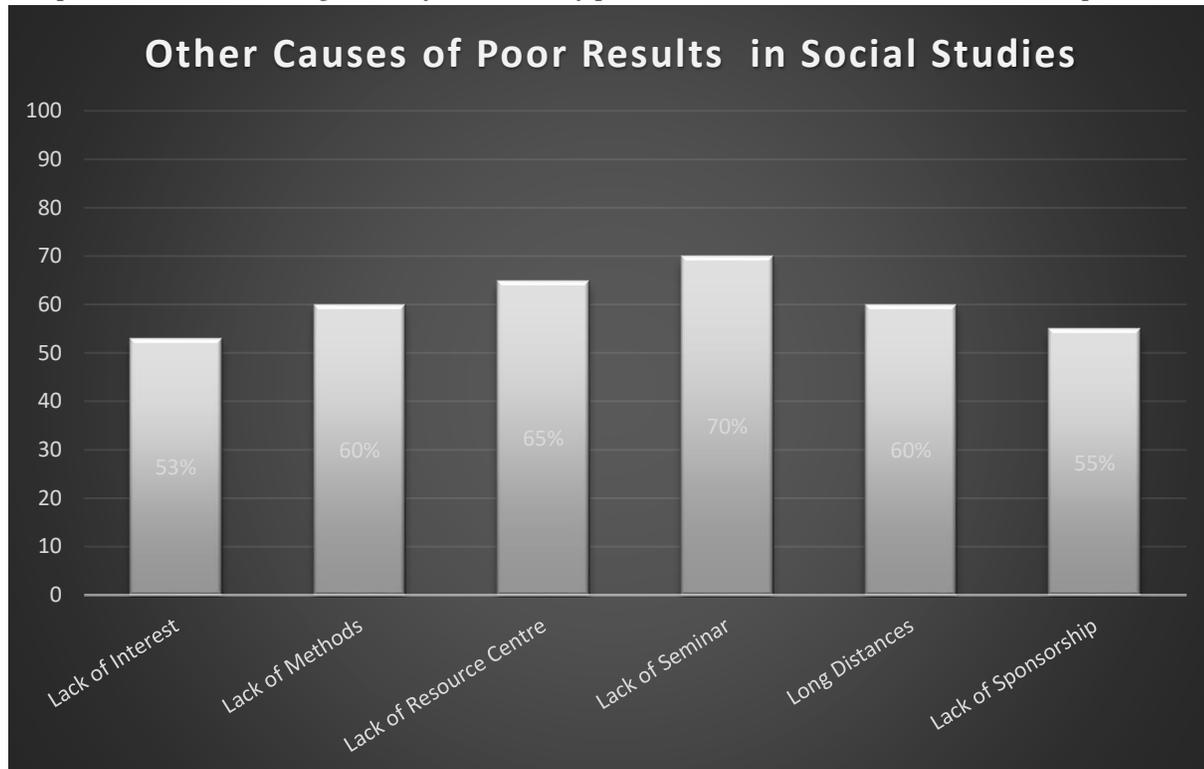
*One female pupil was quoted saying that, “My mother and father have shifted to the farm, am the only grown up person at home taking care of the siblings” and another male pupil indicated that he has interest in school but his parents have no resources to educate him.*

The research showed that most of the teachers in schools are not upgrading themselves from Diploma holders to Degree holders due to lack of sponsorship by the government. Very few are upgrading themselves to catch up with the new curriculum, this is due to lack of sponsorship by the Ministry of General Education and teachers cannot sponsor themselves due to their meager salaries. In addition, there is unevenly distribution of teachers in school, some school have more teachers for social studies while others have a few.

Furthermore, the study showed that poor performance was caused due to lack of time to study by most learners. This is common occurrence among students of today. They have no time to thoroughly study their books. No student can lay claim to excellent performance without burning the midnight candle. In the words of Henry Wadsworth Longfellow (2009) states “The heights that great men reached and kept were not attained by sudden flight, but they, while their companions slept, were toiling upward in the night.” If there is any short cut to success, I’ve not found one yet students must painstakingly study to excel Longfellow (2009). This is attributed to lack of guidance and counseling on the importance of school and health matters by the guidance and counselling department.



Graph 1.4 Table showing the major causes of poor results in social studies in kasempa district



Graph .3.5 Table showing the other causes of poor results in social studies in kasempa district

### 3.5 Teacher's attitude towards the teaching of social studies.

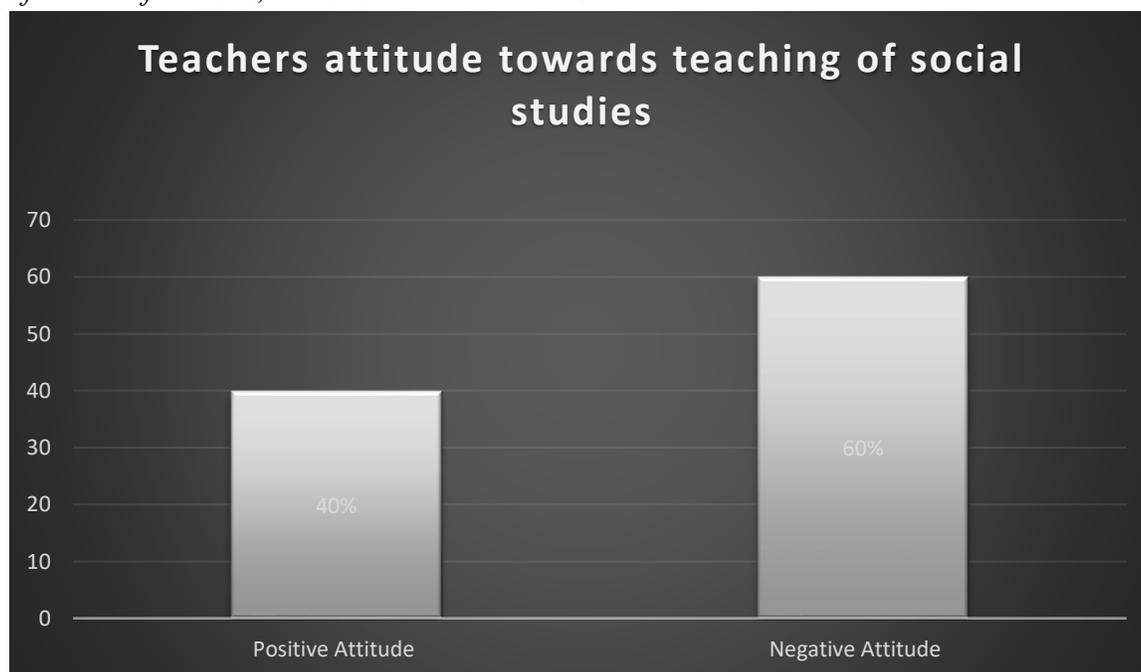
The study showed that 40% of the teachers had a positive attitude towards the teaching of social studies while 60% had negative attitude due to the following factors. 40% of the study agreed that they have a positive attitude towards the teaching of social studies because of the following factors. Some teachers showed that they are highly motivated in their schools and they enjoy teaching social studies as a subject because it is a subject of choice and they are familiar with all the components. Motivation is very important at every place of work Doyle (2007). when workers are motivated their work, culture is excellent. This can be seen by a sign of creativeness in their teaching by making their classroom walls talking. These teachers improvise teaching and learning aids to the learners using the resources available than waiting for the ministry to supply them with the necessary materials. Some teachers demonstrated commitment in their teaching of social studies as their files were up to date with all the teaching documents such as lesson plans, schemes and records of work. They agreed that they give learners homework and mark their books.

*Some two female teachers at lufupa day secondary school indicated that their work was excellent because they are well motivated by their administrators.*

The study showed that 60% of the teacher's attitude towards the teaching of social studies was negative because of the following factors.

Some teachers had negative attitude of teaching social studies because they had no interest in the subject because they made a wrong choice of choosing the subject when training and others were Lacking motivation at their places of work. The research showed that most of the teachers lack creativity in the making of teaching and learning materials. Most of the walls in the classrooms are not talking due to lack of improvisation by the teachers due their negative attitude. Moreover, the study showed that most of the teachers teaching social studies has no much experience in the subject because the subject was newly introduced in schools and most of newly trained teachers have no much experience in the subject, the teachers who have experience are those who were trained a long time and were not trained in all the components. The study showed that most of the teachers do not attend continuous professional development activities in their departments hence they lag behind because most of the new developments are covered during the professional meetings. The report showed that most of the teachers do not give home work to the learners due to their negative attitude and marking of the work given to the learners is a problem as most of the work goes unmarked for a period of two weeks from the time was work was given to the learners. Mzumara (2011), states "Assignments and home work are very important to every student."

*Some three pupils from Kasempa Day pointed out that their teacher does not give them homework more often and if he does, he doesn't mark their work.*



*graph 3.6 showing teachers attitude towards teaching of social studies.*

### 3.6. Methods used in the teaching of social studies

The study showed the following methods were commonly used by the teachers in the teaching of social studies in the two schools where the study was carried out.

The study showed that 70% of the teachers use Lecture method in the teaching of social studies, this is because most of the class are full due to over enrolment and the only method which can work better is lecture method. It also enables the teacher to teach the learners at his own speed and he or she does not need to adjust the teaching speed to the learning speed of the learners. This enables the teacher to cover most of the topic in the syllabus quickly in readiness for examinations. In addition, Lecture method has a high inspirational and motivational value. It can be used to arouse the interest of the learners in the subject, especially if the teacher has a good understanding of the topic and is a good public speaker. However, Mzumara (2011) states that the lecture method is undemocratic method of teaching the learners as the learners have completely no say on what takes place during the lesson. Furthermore, learners become passive recipients of knowledge and information.

The study showed that 80% of the teachers use whole class discussion method in the teaching of social studies. This method is liked by teachers because the teacher encourages arguments among the learners, he/she should avoid answering questions posed by learners by throwing them back to the class to encourage class discussion. The teacher allows the learners to interact with each other and through the interaction, learners learn a lot from each other.

One teacher from lufupa day secondary school noted the following:

*Discussion method is good because learners are given the freedom to discuss on their own and it allows free interaction in class.*

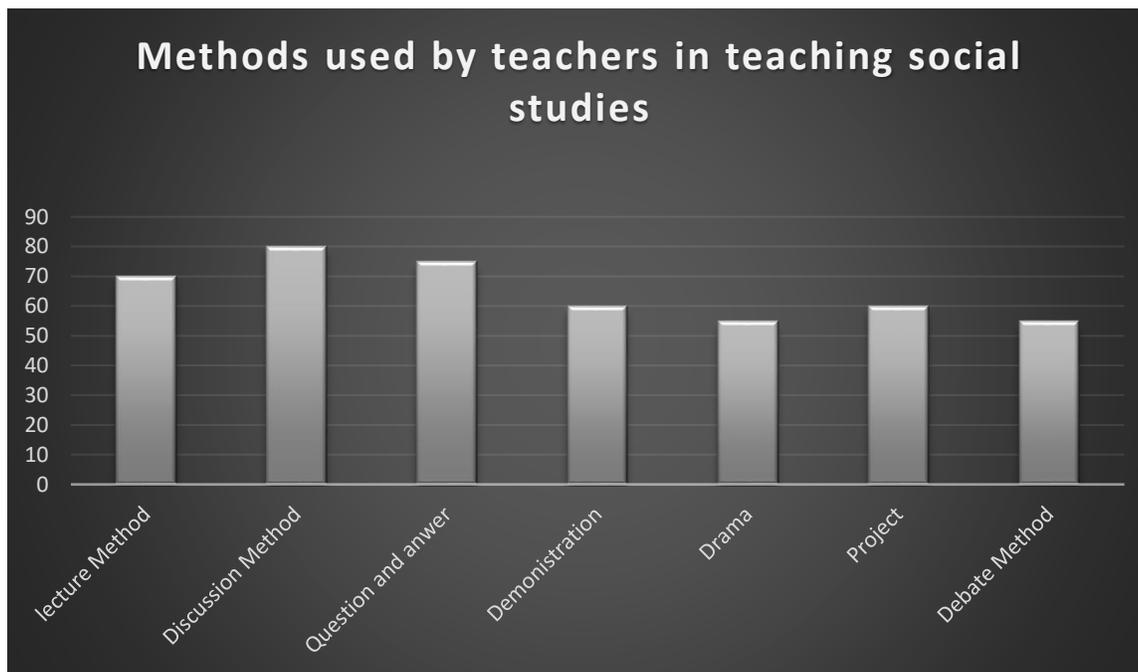
The research showed that 75% of the teachers use the question and answer method to teach the learners social studies. According to Muzumara, (2011), teachers ask questions in order to revise previous work and review content already learned by the class. Learners are motivated and encouraged to put more effort when they get questions correct. In addition, the teacher uses questioning to monitor his or her teaching success and gain feedback on students' progress. Encourage learners to acquire and practice problem-solving skills. Furthermore, questioning encourages self-criticism and reflection and this helps learners to discover their own abilities and shortcomings. Encourage learners to engage in thinking activities and promote deep understanding of ideas and issues.

The study showed that 60% of the learners uses the demonstration method in the teaching of social studies. This method of teaching involves demonstrating an activity while learners observe and thereafter, they are required to demonstrate. The learners learn by first observing, the activity and later doing it. Teachers of social studies use the demonstration method when teaching because the nature of the subjects demands demonstration. Learners enjoy the demonstrations done by the teacher and themselves and this makes them fully understand the concepts.

The study showed that very few teachers use drama as a method of teaching social studies because most of the learners have challenges of expressing themselves in English language. Learners do better if they are asked to dramatize in the local language but if they are asked to dramatize in English language, very few will express interest because they are language handicapped, hence teachers are discouraged of using the official language to teach drama to the learners.

*Two female pupils from lufupa day secondary school stated that, the drama method can be more enjoyable if learners are allowed to use their local languages.*

The study showed that 60% of the teachers use project method to conduct research in their community, this is to prepare them for Geography projects. Thereafter, they can analyze the data and compile a report whose concepts can be shared with the whole school. Teachers and learners have liked this method because it helps learners to develop capacity of learners to plan and organize activities and 55% of the teachers use debate method because most of the learners have a challenge of expressing themselves in English language hence debate method is rarely used by the teachers. Only are few learners were able to express themselves in English language hence it becomes boring to use this method in class.



*Graph 3.7 graphy showing the methods used by teachers in the teaching of social studies.*

### **3.7 Strategies used by teachers and administrators to improve performance in social studies.**

The following strategies were noted from the respondents as having been put in place to improve results in social studies.

The results showed that administrators provide incentives to the teachers by way of providing refreshments to the teachers during break time and awarding them during labour day for good results. Learners who perform well are motivated by giving them awards such as books, instruments, pens and pencils as a way of encouraging them to work. In addition, the study showed that most of the learners are failing because they are unable to read and write in English language. As a way of improving the results the administrators have made it compulsory for all the learners to speak English language when they are in school and learners who use local language are punished. By so doing, this may improve results in the schools in kasempa district.

The schools under study have come up with the strategy of giving home work to the learners fortnightly and remedial work on a daily basis to the slow learners as a way of encouraging them to work hard and improve the results.

*One teacher from lufupa day secondary school indicated that they have a policy of giving home work to the learner's fortnightly.*

The other school policy is that Assessment of learners is done in week 4, 8 and 12 and the results are analyzed to check the performance of the learners. The analyzed results are discussed at heads of department meetings and learners who perform well are awarded during assemblies.

*This was confirmed by the headtaecher as the local policies for the school were displayed on the headtaechers notice board.*

The other strategy which has been deployed is the strengthening of Continuous Professional and Development and subject association at school and district level, so that teachers will be able to learn from one another the teaching methodologies and other strategies which can help in improving the results in the development and the study revealed that prep has been introduced in the schools for all the learners to make sure that all the learners attend prep to help them prepare for the examinations. The prep is supervised by teachers and prefects on duty and those who miss prep are punished the following day.

## 4. CONCLUSION AND RECOMENDATIONS

### 4.1 CONCLUSION

It is worth noting that, the research showed that the factors influencing the poor performance in social studies in kasempa district are lack of teaching and learning aids in the schools hence learner's performance is affected. It was noted that most teachers fail to teach well due to lack of teaching and learning materials, but according to Paul (2017), teachers are trained personnel who are taught and trained how to handle challenges pertaining to the lack of teaching and learning materials and should not give excuses for learner's poor performance, but rather blame themselves for not being up to task under such situations." Therefore, teachers are required to improvise the teaching and learning materials because there are no funds available for the procurement of teaching and learning aids. In addition, the study showed that most of the learners fail due to lack of school library and internet café in the schools. School library is very important to every institution because learners, teachers and members of the public are free to go and research in the library. lack of reading and writing skills is a major cause of poor performance among the learners because most of the learners cannot read and write essays in English language and this is attributed to poor background at primary level. Therefore, teachers at primary section are encouraged to lay a very good foundation for the learners.

Furthermore, the study showed that most of the learners have less time to study their work because very few learners turn up for prep in the afternoons. The other contributing factor is that the nature of the compounds where most of these learner's stay are shanty compounds which are pre-occupied by a lot of activities which keep them busy. In addition, most of the learners rent houses on their own in the shanty compounds, hence they have no elders to encourage them on the importance of education. Therefore, parents should cooperate with the administration to make sure the learners improve on absenteeism and truancy. The study revealed that most learners are performing poorly in social studies due to lack of assessment by their teachers. The teachers are supposed to be assessing the learners three times in a term but the study showed that most of the teachers assess the learners once or twice per term. Lucas (2018) states "Assessment is an integral part of instructions, as it determines whether or not the goals of education are being met and it affects decisions about grades, placement, advancement, instructional needs, curriculum and in some cases funding." Therefore, administrators should make sure teachers comply to their duties.

## 4.2 Recommendations

The study has proved beyond reasonable doubt that it is possible that the results in social studies will improve if certain measures are taken into consideration. On the basis of this study the following recommendations are directed to teachers, parents and the ministry of education.

- a. Guidance and counseling teachers and Head teachers should induct the pupils on the importance of education and discourage absenteeism and truancy among the learners.
- b. Learners who miss lessons and prep without permission must be punished severely.
- c. Social studies teachers should be encouraged to go for further studies and learn new methods and skills of handling all the components of social studies.
- d. The Ministry of education should supply teaching and learning aids to the schools and where the ministry fails to provide, Social studies teachers should be encouraged to improvise teaching and learning aids.
- e. The government must pay teachers good salaries in order to motivate them to produce better results.
- f. The Ministry of General Education Should Strengthen Continuous Professional and Development and Subject Association in schools in order to improve the instructional skills among the teachers.
- g. Parents to encourage their children to attend school without fail if results are to improve and Parents who allow their children to stop school and enter into early marriages should be punished by the government.
- h. English language must be the medium of communication in school by all the learners and teachers and learners who speak the local languages must be punished.

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