

Analysis of Grade Three Students' Performance in Subject of Social Science in Pakistan

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Abstract

This paper reports on a study that investigated the analysis of grade 3rd students' performance in Social Science from 33 government schools of Punjab district. It is descriptive type of research. It is to check the weaknesses and strengths of students in Social Science of grade 3rd students. This study is useful for administrators; teachers, researchers and students to improve their knowledge. For this purpose, the test was developed from book published by Punjab textbook board. This test contains questions on 19 basic concepts of Social Science. Population of this study was male and female students of grade 3 government schools. Sample of which 798 students were randomly selected from 33 government schools. Data was collected from the related students. Data was analyzed by using SPSS and Excel in terms of mean, standard Deviation. This shows the strong and weak point of the students. Overall the Govt. Primary School KoylaBukhsh has performed better and their mean score is 79.87. While the lowest mean score is 15.99 of Govt. Primary School Mehta Suja as compare to the rest of the schools. There is need for improvement. The teacher should teach social studies by applying creative methods of teaching and increase their level of interest because generally it is considered that social studies is a boring subject. Ministry of Education should provide facilities and funds to promote and encourage creative teaching at every level

Key Words: Analysis, grade four, Performance, Mathematics, Province, Punjab, Pakistan

Introduction

Social studies, which literally mean “the study of social things,” are a unified discipline with several purposes: (1) teaching cultural heritage, (2) teachings things thinking and decision making, and (3) teaching social science (Berk, 1995). It fosters the intellectual, social and personal development of students in order to develop competence in participating in decision making and other human activities (Ball, 1992). Social studies are the study of human beings in their environment and of the concepts, skills and attitudes that are needed in order to become social beings (Barr, 1977). Social studies are an important part of a child’s education. It helps the child understand the complex world in which he/she lives and enables him/her to be productive and happy within society’s framework (Dodge, 1993). The humanities (literature, the performing arts, and the visual arts) are an important part of social studies, too (Eisner, 1991). The arts serve two functions. First, they help children better understand the people, places, and ideas they study. Stories, songs, dances, plays, paintings, statues, and other works of art allow students to become acquainted with the people who created them. Second, children can show us what they know by expressing themselves through the arts. As Barth (1993) points out, social studies involve integration of the social sciences and the humanities.

General Objectives of Social Studies

General objectives of social studies are following:

- To emphasize the learning of various concepts in relation to social studies in a way that it encourages observation, creativity and application.
- To promote understanding of socio-economic and socio-cultural aspects of Pakistan, society, ideology of Pakistan and struggle of Pakistan.
- To create awareness about the contribution of the persons who worked for the betterment of human beings and the creation of Pakistan.
- To instill the gratitude ALLAH-almighty of His blessings bestowed upon us.
- To instill respect and regards for holy prophet (S.A.W) for his unmatched contributions towards betterment of humanity.
- To enhance understanding about the physical and human aspects of geography in relation to Pakistan, South Asia, the Muslims world and the rest of the world.
- To create awareness about the importance of co-existence and interdependence.
- To inculcate and unflinching love for Islam and Pakistan, strong sense of national cohesion and state integrity (Govt. of Pakistan, 2002).

Trends in Social Studies Curriculum

The social studies curriculum changes over time but these changes have not been sufficient to alter the overall purpose of social studies or to change the typical pattern of courses but changes in society and intellectual developments require that the purpose of social studies undergo reinterpretation and the content with in course labels the alerted. Thus a field that seems superficially stable over ideas and approaches complete with the reigning ones. For most of the centuries the most frequent pattern of topics or courses has been;

1. self, school, community, home
2. families
3. neighborhoods
4. communities
5. state history, geographic regions
6. world cultures
7. world geography or world history
8. Civics (Jackson, 1996).

The Social Studies Curriculum

Social study is a basic subject of the curriculum that

1. derives its goals from the nature of citizenship in a democratic society that is closely linked to other nation and people of the world
2. draws its content primarily from history, the social sciences and in some respects, from the humanities and science, and

3. Is taught in ways that reflect an awareness of the personal, social, cultural experience and developmental level of learners.

Life in modern societies is so complex and the need for knowledge is so great that the family is simply not able to teach children and youth all that they need to know. Accordingly, schools assume a major responsibility for the transmission to the young of certain knowledge, skills, attitudes and values that are deemed to be important. The entire school curriculum shares the responsibility for citizenship education, but social studies have historically occupied unique role in contributing to that process. The expert from the National Council for the social studies publications that open his chapters defines social studies as an important component of the school curriculum. The major mission of social studies education is to help children learn about the social realities and to develop the knowledge, attitude and skills needed to help shape an enlightened humanity. Social studies focus specially on citizenship education which means learning to participate in group life. The outer edges of that participation for today's child are the global community (Jarolimek, 1986).

Why We Teach Social Studies to Young Children?

Young children are notoriously curious. They are interested in the world around them, people, places, objects, foods and customs. Listening to their conversations and questions you will note that many relate to other people such as community helpers, social skills, holidays and current events (Herr, 2001). Major areas of social studies and appropriate concepts for young children can find many opportunities in helping to develop desirable habits, attitudes and skills to be productive and happy within their social world (Fabes, 2000). In the early childhood years learning about one's self is at the basic level; that is, young children are learning about how their lives fit in to the larger social groups (Bates, 1993). It is very important that children learn about themselves in a positive way so that they will learn to be positive in accepting themselves. In the early childhood years, children's need opportunities to live in important experiences, to learn in an active way (Barton, 1998).

A Creative Approach to Social Studies Learning

Learning centers are an effective and child appropriate strategy. In essence, learning centers are the areas in the classroom specifically designed to meet the needs of young children and encourage them to acquire independent understanding of concepts. A social study learning center can be defined as "a child-centered, exploratory way to get children involved in self-directed, autonomous behavior" Each center is aimed at representing a different and child-meaningful aspect of life. When appropriately designed, centers offer unlimited opportunities to engage children in direct exploration of life itself. A classroom arranged in centers is like an attractive menu that children can examine. Freedom to choose what to explore and discover is what also makes this strategy a child-appropriate one.

Characteristics of a Good Social Studies Program

The subject matter is drawn from a broad range of social sciences, humanities and from the experiences of children. A global perspective is apparent throughout, with attention to non-western, non-Christian cultures as well as to those of the west. Many learner involving activities that call for much learner participation are used. There is use of multiple instructional resources. Application of what is learned is made to out of school settings through social action. Thinking is emphasized as the major concern of social studies; learners are provided many opportunities for decision making. Pluralism is stress and the contributions of many cultures are emphasized. A balanced effort is made in developing knowledge, skills, beliefs and values. Truthful pictures of social realities are provided, as are greater urban focus, more attention to changes due science and technology and speculates on the future. Many options are available to the teachers in terms of various programs, texts, materials and teaching strategies (Jarolimek, 1985).

Basic Skills Development through Social Studies

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward one's self as a growing organism.
3. Learning to get along with age-mates.
4. Developing fundamental skills in reading, writing and calculating.
5. Developing concepts necessary for everyday living.
6. Developing conscience, morality and a scale of values.
7. Developing attitude toward social groups and institutions (Havighurst, 1948).

Social Studies around the Home and Community

Since a child does not exist in isolation he is dependent upon people in the home and community. As a child meets people in the community, he learns about the many roles, people play and tests some of these roles in his dramatic play. He becomes involved in relationships where adults play varied roles and people depend upon each other. He is exposed on different sets of values that people hold. Children gain a sense of responsibility as they learn that what they do makes a difference. It is good to rise to child's awareness about the importance of all individuals in the community. Dramatization can be a useful teaching technique to reinforce learning; it can be used to help children more about community helpers and workers in the city (Dodge, 1993).

Statement of the Problem

This study was designed to analyze the performance of grade three students' in the subject of social studies at province of the Punjab.

Objectives or the Study

The objectives of the study were:

1. To find out problems of students in social studies.
2. To compare the performance of different schools in social studies.
3. To find out the level of achievement in social studies of grade three students.
4. To compare the achievement of boys and girls in social studies.
5. To examine the interest of students toward society and history.

Methodology

This study was "descriptive in nature". According to Gay (1996) descriptive research involves collecting data in order to take hypothesis or to answer the questions, concerning the current states of the subject of the study. The descriptive method is used for investigating a variety of educational problems. According to Gary (1990), descriptive research has different type of tools i.e. questionnaire, survey, interview or observation and every type has its own importance. Descriptive research is concerned with conditions or relationships that exist. Practices that prevail, beliefs, point of views or attitudes that are held, process that are going on, efforts that are being felt, or descriptive research is concerned with related to some preceding event that has influenced or effected a present condition or event (Gay, 1996). The population of this study consists of male and female students of governments and private schools of the districts of Punjab.

It was decided to include 3rd grade students as target population. The sample consisted of 798 students of 3rd grade from government schools of the districts of Punjab. The male students are 382 while the female students are 416. An achievement test has been used for analyzing the student's performance in the subject of social studies of 3rd grade students. For the purpose to develop the achievement test of social studies, the Punjab Text Book of Social Studies was considered which are commonly used in Private and Government sector Schools. The data is collected by DTSC; it is a local need assessment survey which is consisted on sample of 798 students of 33 govt. schools of Punjab. An achievement test is used to the strength and weakness of students of grade three in social studies. This test is developed from book published by Punjab text book board. Each test consisted of 12 items including short answer questions fill in the blanks, true false and matching exercises. The test was divided into 19 concepts.

Analysis and interpretation of the data

This chapter deals with analysis and interpretation of data, which is collected through social studies achievement test. The data collected from 748 students. Responses of each student about the test were analyzed through SPSS (Statistical Package for Social Sciences Version 15) and Microsoft Excel. Analysis of data was presented in the form of tables and graphs respectively.

Distributions of Items by Concepts

For analysis the data has been divided into 19 concepts. In each table the items has been distributed by concept. The students' performance has been discussed by concept wise in the following tables.

Table 1

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
etaniaK	1(i)	0.2395	0.5	47.9
	1(ii)	0.4170	0.5	83.4
	1(iii)	0.3052	0.5	61.04

Overall Mean Score = 64.11

Interpretation:

The mean score 64.11 shows that the student's performance is quite satisfactory as compare to others. But there is need to do work hard.

Table .2

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
Hazoor(S.S.A.W) K Ikhlalq(1)	2(i to ix)	1.3116	3	43.70

Overall Mean Score = 43.70

Interpretation:

The mean score 43.70 shows that the student's performance is not satisfactory. It shows that student's concept about the life of Hazrat Muhammad (S.A.W.W) is quite low. So the students should do more hard work.

Table .3

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
DohriKhushi	3(i)	0.7126	1	71.26
	3(ii)	0.7353	1	73.53
	3(iii)	0.7238	1	72.38

Overall Mean Score = 72.39

Interpretation:

The mean score 72.39 shows that the student's concepts are quite improved and they have better understanding of this concept.

Table .4

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
MardamShumari	3(iv)	0.7375	1	73.75
	3(v)	0.6471	1	64.71
	3(vii)	0.7391	1	73.91
	3(viii)	0.7864	1	78.64
	10(iv)	0.6098	1	60.98

Overall Mean Score = 70.40

Interpretation

Again the mean score of the student's marks in this area is quite satisfactory. The mean score 70.40 shows that the students have better understandings of this concept as compare to others.

Table .5

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
ZilaiIntizamiya(1)	3(vi)	0.6330	1	63.3
	3(ix)	0.7385	1	73.85
	3(x)	0.5390	1	53.9

Overall Mean Score = 63.68

Interpretation:

The mean score 63.68 shows that the student's performance is quite satisfactory as compare to others. But there is need to do work hard.

Table .6

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
FazoolKhrchi	4(i)	0.3779	0.5	75.58
	4(ii)	0.3159	0.5	63.18
	4(iii)	0.3082	0.5	61.64
	4(iv)	0.3760	0.5	75.2
	4(v)	0.2001	0.5	40.02

Overall Mean Score = 63.12

Interpretation

The mean score 63.12 shows that the student's performance is quite satisfactory as compare to others. But there is need to do work hard.

Table .7

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
HawaldarLalakJaan	4(vi)	0.2670	0.5	53.4
	4(vii)	0.2980	0.5	59.6
	4(viii)	0.1816	0.5	36.32

Overall Mean Score = 49.77

Interpretation

The mean score 49.77 shows that students have low concept about the life of Hazoor (S.A.W.W). Some students show good performance.

Table .8

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
Mehnat Ki Azmat	5(i)	0.2797	0.5	55.94
	5(ii)	0.2490	0.5	49.8
	5(iii)	0.3072	0.5	61.44

Overall Mean Score =55.73

Interpretation

The overall mean score of the performance of students about this topic is 55.73. This shows that the students have to do more work hard.

Table .9

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
IslamiBradri	6(i)	0.1239	0.5	24.78
	6(ii)	0.2344	0.5	46.88
	6(iii)	0.2439	0.5	48.78
	6(iv)	0.1079	0.5	21.58
	7(i)	0.1117	1	11.17
	7(ii)	0.1826	1	18.26
	7(iii)	0.0983	1	9.83
	7(iv)	0.1596	1	15.96
	10(i)	0.5428	1	54.28
	10(ii)	0.5964	1	59.64

Overall Mean Score =31.12

Interpretation

The mean score 31.12 shows that the students have very low understanding about this concept. So there is need to do work harder.

Table .10

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
ZilaiIntizamiya (2)	8(i)	0.6137	1	61.37
	8(ii)	0.4291	1	42.91
	8(iii)	0.3831	1	38.31
	8(iv)	0.3883	1	38.83
	8(v)	0.3672	1	36.72

Overall Mean Score =43.63

Interpretation

The mean score 43.63 shows that the student's performance is quite satisfactory as compare to others. But there is need to give more attention to study.

Table 11

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
PaishyAurKaam	9(i)	0.5811	1	58.11
	9(ii)	0.5327	1	53.27
	9(iii)	0.2046	1	20.46
	9(iv)	0.4636	1	46.36
	11(v)	0.1788	0.5	35.76
	11(vi)	0.1679	0.5	33.58
	11(vii)	0.1113	0.5	22.26

Overall Mean Score =38.54

Interpretation

The mean score 38.54 shows that the students have low understanding of this concept.

Table 12

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
HazratUmerFarooq (R.A)	10(iii)	0.5639	1	56.39
	11(iv)	0.6098	0.5	38.18

Overall Mean Score =47.29

Interpretation

The mean score 47.29 shows that the student's performance is not satisfactory. It shows that student's concept about the life of HazratUmer (R.A) is quite low. So the students should do work hard.

Table 13

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
Alodgi	10(v)	0.5364	1	53.64

Overall Mean Score =53.64

Interpretation

The mean score of students' performance about this topic is 53.64. This shows that the students have to do more work hard.

Table 14

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
HamaryRahnuma	10(vi)	0.6022	1	60.22

Overall Mean Score =60.22

Interpretation

The mean score 60.22 shows that student's performance is good to some extent.

Table 15

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
Piyara Pakistan	11(i)	0.3046	0.5	60.92

Overall Mean Score =62.92

Interpretation

The mean score 62.92 shows that student's performance is good to some extent.

Table 16

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
Hazoor (S.A.W) k ikhylaq (2)	11(ii)	0.2178	0.5	43.56

Overall Mean Score =43.56

Interpretation

The mean score 43.56 shows that students have low concept about the life of Hazoor (S.A.W.W). Some students show good performance but the majority of the students have low understanding.

Table 17

Chapter Name	Questions	Mean	Marks	Mean In Percentage
Hazarat Ali (R.A)	11(iii)	0.0837	0.5	16.74

Overall Mean Score =16.74

Interpretation

The students are again showing very low understanding of this concept. The need is to improve their learning by giving proper attention to each student.

Table 18

Chapter Name	Questions	Mean	Marks	Mean Score In Percentage
Mil Jul Ker KaamKerna	11(viii)	0.1154	0.5	23.08

Overall Mean Score =23.08

Interpretation

The mean score 23.08 shows that the students have very low understanding about this concept. There is need to do work more hardily.

Table 19

Chapter Name	Questions	Mean	Marks	Mean In Percentage
HamariZameen	12(i)	0.6063	2	30.32
	12(ii)	0.5452	2	27.26

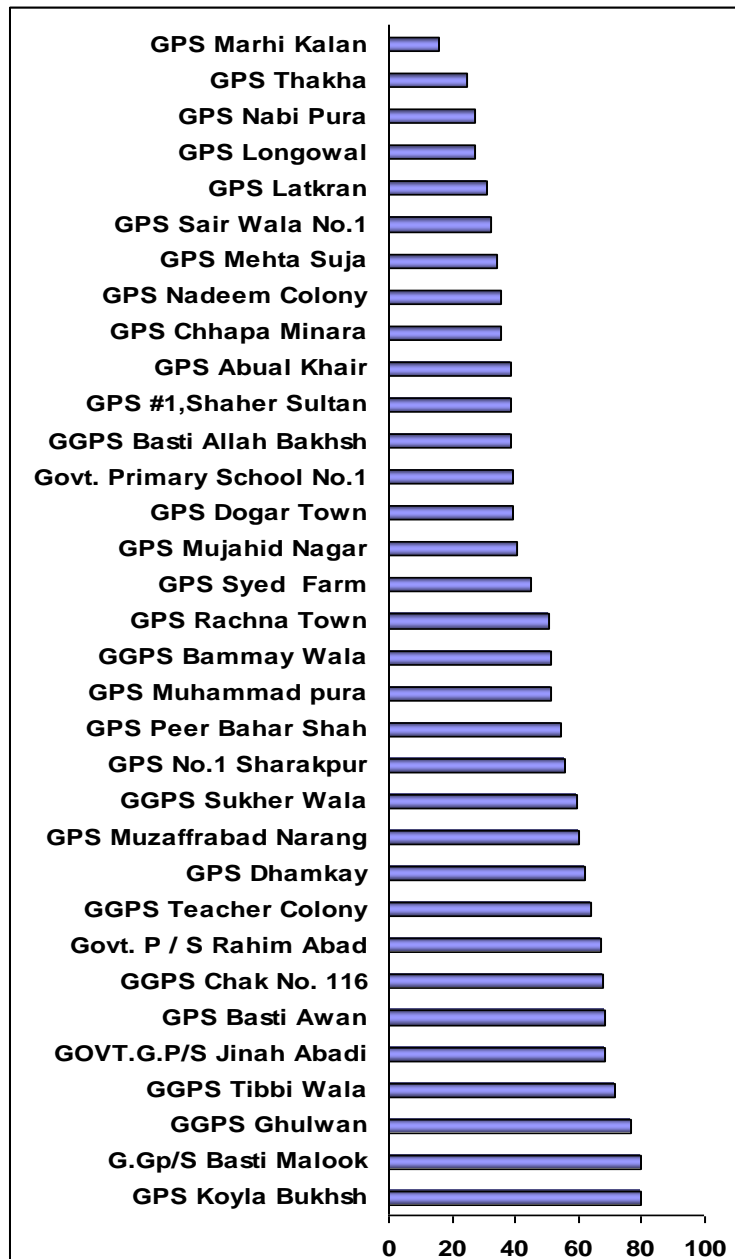
Overall Mean Score =28.79

Interpretation

The mean score 28.79 shows that the students have very low understanding about this concept. So there is need to do work harder.

4.1 Comparison Among Sampled Schools

In the following table comparison of the performances of schools has been shown.



The figure shows that the Govt. Primary School KoylaBukhsh has performed better and their mean score is 79.87. While the lowest mean score is 15.99 of Govt. Primary School Mehta Suja as compare to the rest of the schools.

4.2 Comparison between the Performance of Male and Female

T-test has been used for comparison between male and female students.

Gender	N	Mean	Std. Deviation	t	df	Sig.
Male	382	61.97	31.97	-2.803	771	0.359
Female	416	68.54	33.10	-2.804	770.902	

Interpretation

The mean scores of male and female students are 61.97 and 68.54 respectively. Standard Deviation is 31.97 and 33.10 for male and female students respectively, which shows less variation between male and female students' performances as there is no significant difference between their performances at 0.05 level of significant.

Findings

Findings of the study were given below:

1. The performance of students in concept (1) is 64.11, which is satisfactory as compared to others.
2. The students show less satisfactory in the concept of "Hazoor (S.A.W) k Ikhlaaq", which shows that students need to work hard.
3. The mean score of concept (3) and (4) shows that students have more understanding of this concept than others i.e. 72.039 and 70.40 respectively.
4. The performance of students in concept (5) and (6) is quite satisfactory but there is still a need of improvement. Their mean scores are 63.68 and 63.12 respectively.
5. The mean score 47.29 and 49.77 of concept (7) and (12) shows that students have low understanding of the concept about life of Hazoor (SAW).
6. The performance of students in concept (8) and (13) is 55.73 and 53.64 respectively which shows students need to do more hard work on it.
7. The mean score of concept (9) and (11) shows that students have very low understanding of these concepts i.e. 31.12 and 38.54.
8. The performance of students in concept (10) and (16) is also satisfactory. They need to work hard on these concepts. They performed 43% on both concepts.
9. The mean score of concepts (14) and (15) shows that performance of students is good to some extent i.e. 63%
10. Students show lowest performance on concepts (17), (18) and (19). There is a need of proper attention to improve their learning.
11. The Govt. Primary School KoylaBukhsh has performed better and their mean score is 79.87. While the lowest mean score is 15.99 of Govt. Primary School Mehta Suja as compare to the rest of the schools.
12. There is no significant difference between the performance of male and female students.
13. It is also found that students take Social Studies as a boring subject and they need to give proper attention to improve their learning.

Conclusion

Overall the Govt. Primary School KoylaBukhsh has performed better and their mean score is 79.87. While the lowest mean score is 15.99 of Govt. Primary School Mehta Suja as compare to the rest of the schools. There is no significant difference between the performance of male and female students. There is need for improvement. The teacher should teach social studies by applying creative methods of teaching and increase their level of interest because generally it is considered that social studies is a boring subject.

Recommendations

1. There should be more interaction between teachers and students.
2. There should be enough space in the classrooms for activity corner.
3. Schools should celebrate children's creative achievement within the whole school environment and in the community.

4. A positive physical environment should be provided for more fruitful results.
5. Daily classroom activities should be planned according to the developmental level of child.
6. Ministry of Education should provide facilities and funds to promote and encourage creative teaching at every level.
7. Workshops should be held for the development of teaching process.
8. Teachers should allow the students to participate in the classroom and permit them to choose home assignments with their own suggestions rather imposed by the teachers.
9. More improvement should be done regarding the curriculum development plan of lectures and more strategies should be introduced.
10. Give more freedom to teachers.
11. Examination system should be changed.
12. To follow the rules strictly to get fruitful res

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