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Teaching the Functions of the Three Arms of Government in a Junior High School Two Class Using Discussion and Fieldtrip: A Case Study at Kwabere East District in Ghana

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Abstract:

The purpose of this study was to help in Junior High School two to enable them state and explain the functions of the three arms of government in Ghana. Purposive sampling procedure was used for the study. This is because, the researcher aimed at improving the understanding of the entire class about the topic. Twenty (20) pupils were used for the study, twelve (12) girls and eight (8) boys with an average age of fourteen years (14 yrs) were. The instrument used for the study was a teacher made test which consist of twenty (20) objective questions. Pupils have little knowledge about the topic. Based on these problems that the researcher used discussion and field trip as the best technique to help pupils to overcome this problem. The researcher used the pre-test and post-test as a data collection procedure. After the analysis of the data, majority of the pupils scored above the 50% average mark on the post-test as compares to the pre-test. This means that, the intervention the researcher used was effective and has a positive impact on the pupils' academic performance. This study also advice teachers who teacher Social Studies to use varied methods, so that it will improve pupils' performance.

Keywords: Government, fieldtrip, executive, legislature, judiciary, parliament, chief justice

1. Introduction

1.1. Background of the Study

Governance is often a difficult process. Proper governance ideally involves formulating an overall operational strategy, translating this strategy into specific policies and decisions, and then implementing the decisions through selected activities. This process is challenging for nations even when things go smoothly. It can be complicated when leaders fail to muster support for their plans, or when circumstances change as a result of financial or natural disasters.

Macro level public policy discussions often draw distinctions between three arms of government, administration, legislature, and the Judiciary. In countries where the relationships between these governmental arms are established the overall quality of government is much better than in countries where the relationships are in a state of flux. Many developing countries, including Ghana, fall into the latter group. For these countries, establishing productive and stable governing relationships between the three arms of government takes considerable time, and such changes are greatly influenced by the political process. But also, Ghana has other influential arms of government, less beholden to political process, that often yield real power.

Unfortunately, pupils have little knowledge about the meaning of the three arms of government, the legislature, the executive and the Judiciary in Ghana. Also, pupils find it difficult to mentions some function of the three arms of government in Ghana. It is upon this reason that, the researcher wants to use discussion and the fieldtrip as a method of teaching to pupils in order to help them understand the topic "the functions of the three arms of government in Ghana".

This method would help pupils to expose to their immediate environment, because through fieldtrip, pupils would see, smell, feel and touch what they have learnt. This would facilitate their understanding about the topic.

1.2. Statement of the Problem

Pupils in Junior High School two in Hamdaniya Islamic School in Kwabre District of Ashanti have problems of understanding their lesson on the functions of the three arms of government in Ghana. This is because pupils have little knowledge about the meaning of the three arms of government. Also, pupils do not know the functions of the legislature,

Executive and Judiciary in Ghana. It is upon this reason that the researcher wants to use discussion and fieldtrip as a method of teaching to help pupils to improve their understanding about the topic.

1.3. Purpose of the Study

The purpose of the study is to use the discussion and fieldtrip in teaching pupils in Junior high school two (2) the meaning of the three arms of government and its functions in Hamdaniya Islamic School in Kwabre District. The researcher aimed at helping pupils to improve their understanding of the meaning and functions of the three arms of government in Ghana.

1.4. Research Questions

The following research questions had been formulated for the study.

- (1). Will the Junior High School two (2) pupils be able to state and explain the meaning of the three arms of government by the end of the lesson?
- (2). Will the Junior High School two (2) pupils be able to explain the functions of the Legislature, Executive and Judiciary arms of government in the Country?

1.5. Significance of the Study

This Study is significant in that:

- Pupils will have knowledge about the meaning of three arms of government in Ghana.
- Pupils will have knowledge about the functions of the Executive, Legislature and Judiciary in Ghana.
- Pupils will have knowledge about how these would apply in their locality or community.

1.6. Limitation

The Study is limited to only the Junior High School two (2) class of Hamdaniya Islamic School in Kwabre District due to time and financial constraints.

1.7. Delimitation

This Study was limited to use only discussion and fieldtrip methods in helping the Junior High School two (2) pupils to understand the meaning and functions of the three arms of government in Ghana.

2. Literature Review

This chapter covers the reviews of literature related to the study.

2.1. Meaning of the Three Arms of Government

Government refers to the body or bodies having the power and the authority to make plans or policies and enforce rules laws for governing the country. A government also consists of a group of people who have the power to rule according to law. An example of government bodies is the legislature, Executive and the Judiciary and their individual components.

According to Quansah and Otu (2008), Executive arm of government referred to people appointed by the president to use the laws made by the parliament to manage the country. They include the president, all the ministers of the country, the Deputies ministers and the Chief Director of all the Ministries.

In addition to the above, Yeboah and Yeboah (2008) explain that, Executive arm of government is made up of the president, ministers, the vice – president, ministries and department, where the president is the head.

Prempeh and Adika (2009) also explain executive as body of people who carry out the work of the government, the president, the vice – president, ministers of state and other people who help the government to do its work.

Legislative is another arm of government in Ghana. According to Social Studies syllabus (2001), defined legislature as the law-making body (Parliament) made up of the speaker of parliament and two deputies and elected Member of Parliament. According to Quansah and Otu (2008), legislature is the parliament of the country. It consists of people who have been elected by the people of the country to make laws for the country. Enesco Organisation (2011) posited that, legislature is the parliament made up of the president of the Republic and the National assembly. Elected and may be also nominated, members of parliament who belong to various parties' constituent, the National assembly.

According to Prempeh and Adika (2009), legislature is the supreme law-making body. It is made up of people elected or appointed to represent the views of their people, where the speaker of parliament is the head.

Judiciary arm of government is made up of the various courts in Ghana. According to Prah (2005), Judiciary arm of government is the one that is vested with the judicial power of the state and settles disputes which arise out of the laws made by the legislature.

In addition, Prempeh and Adika (2009), explained judiciary arm of government as the body that interprets the laws of the country. The chief justice is the head.

2.2. *The Concept of Discussion as a Method of Teaching*

Discussion method of teaching social studies is a form of class room interaction in which the teacher raises a number of pertinent issues for the students to wrestle with.

According to Agyarwal, (1982) explains that during discussion, the teacher has to take into consideration the fact that, students will be able to cope with the issues. He continues to say that, for effective discussion to take place, the assumption is that, the students have assimilated data from experience gained on a field - trip, through experience from a film and from a reading assignment.

Agyarwal, (1996) explains that discussion may be formal and informal. Formal discussion is one which proceeds in a predetermined manner and according to set procedure. An informal discussion involves the free verbal interchange of the participant without being governed by predetermined set rules. He further explains that, there are five essential parts or constituents of any classroom discussion. These are: the teacher, the students, the topic, the content body of knowledge and evaluation change in ideas and attitude. Discussion does not take place only between the class and the teacher; it takes place between and among students. In class discussion, there are students who are not courageous enough to stand up and contribute to the discussion. This may be due to stage fright, inability to articulate, shyness, general low achievement and particularly lack of knowledge on the issue under discussion. The teacher is therefore expected to provide the needed encouragement and motivation for the students so that, they could participate in discussion.

However, in a large class discussion, fewer number of students benefit than in group discussion.

2.3. *The Concept of Fieldtrip as Methods of Teaching*

Fieldtrip are learning experiences that are planned and undertaken taken outside the classroom to allow learners the opportunity to get into contact with their local surroundings.

It offers learners the chance to experience things in their real state. Thus, a fieldtrip allows pupils to enjoy first – hand experiences of the phenomenon under discussion “functions of the three arms of government in Ghana”.

Scholars such as Hug and Wison (1965), have explained fieldtrip as excursion, study trip or educational walk. Similarly, according to Witch and Schuller (1973), fieldtrips may be described as audio – visual procedures which involve a series of educational experiences and information on the local environment. During fieldtrip, both the teacher and pupils, through mutual exchange and observation, come together and understand natural and social phenomena.

In addition to the above, Tamakloe, E.T. Atta and Amendehe (1996), remark: Various types of phenomena can be studied through the fieldtrip or field – work method. The phenomena selected for study can be of economic, historical, geographical and cultural importance. The phenomena may be a market place, district court, castle, airport (p. 379).

There are variations in the duration of a fieldtrip.

For instance, it may last only half of an hour, another two hours and another can be half day; yet another a week or two (Tamakloe et. al, 1996).

The duration of a fieldtrip depends on the objective and the volume of work entailed.

Fieldstrips may engage pupils in a kind of exploration of their immediate environment. Pupils set out to observe, recognise and understand natural and social phenomena in their locality.

According to Baja (1983), fieldtrip is first – hand experiences which arise from direct learning situations. This suggests that fieldtrips do not come out of the blue. Thus, a fieldtrip is taken to fulfil specific objectives or goals.

The fieldtrip method is the term used to define the effective of the natural environment both to teach those parts of the curriculum that can best be taught outdoors and to visualize other parts through first – hand experience (Hugard Wison, 1965). They laid emphasis on the effective use of the natural environment which includes Castle, Parliament house, Ministries.

Carlson (1972), also asserts that disciplines should be taught and learnt at places where maximum output would be realised. That is to say, certain disciplines should the classroom using the fieldtrip approach.

Here, Carlson was emphasizing that if learners can best understand a topic only when they are sent outside the classroom, we must do just that as teachers.

On the other hand, if such a topic is one that could be effectively handled in the classroom, then that must be done also. This is because some things can be learnt through direct observation and experience, fieldtrip approach offers many opportunities to learners learn in this manner.

Teaching a topic, the functions of the three arms of government requires that pupils are sent out of the classroom to observe what they are doing in the various courts in Ghana, the parliament house and the ministries in Ghana. Going to see far one self and to feel for one self is the most enjoyable and instructive way to learn.

2.4. *The Relationship between Functions of the Three Arms of Government and the Use of Discussion and Field Trip Approach*

According Jarolimek (1986), what makes social studies lose its appeal to children is an uninterested teacher using uninspired teaching method

“Social studies demand teaching approaches which do not recognize boundaries of discipline (Baga, 1983).

It is for this reasons that some authors, and of course, the researcher acknowledges and regard the discussion and fieldtrip methods as the cornerstone of the social studies syllabus.

Mathias (1973), points out that, the teaching of social studies “demands the involvement of pupils in the world beyond the classroom” (p. 37). Similarly, Tamakloe (1994) comments that, the nature of the learning experience should therefore enable the pupil to collect information in his/her immediate and wider environment (p. 47).

Judging from the above, it can be seen that both Mathias and Tamakloe supported fieldtrip and discussion as an important method in teaching of social studies.

According to Uche (1982), states that, the social studies teacher should encourage pupils to “discuss issue, ideas in the classroom, go out and gather information” (p.32). Uche’s statement should therefore remind teachers of the subject of the importance of discussion and fieldtrip in teaching social studies. This should be so, because the trend in social studies is gradually moving away from the lecture method in which the teacher, acting as the facilitator of knowledge. Uche was therefore emphasizing the fact that pupils themselves should play an active role in learning the functions of the three arms of government by going out to see things they want to know example, The Member of Parliament in their locality. Social studies as a subject in the basic school curriculum derives its goal from the nature of citizenship in a democratic society that is closely linked to other nations and people of the world.

According to National Council of social studies programme (1979), explained that, participation in the real social world, both in and out of school should be considered a part of social studies programme. As a result, classroom activities should use the school and the community as a learning centre for gathering social data. This is necessary because, pupils need knowledge about the governance and the world at large. Many educators believe that certain school subjects can be taught more effectively and with more understanding, more practical knowledge and greater retention rate on the parts of learners through the medium of discussion and fieldtrip as opposed to other methods of teaching.

2.5. Importance of Fieldtrip as a Method of Teaching

According to Tamakloe et al (1996), some of the merits/importance of the fieldtrip approach include the following:

- It enhances co – operative learning – the group work promotes tolerance in pupils. Again, pupils learn to work on their own as they own as they are given individual assignments to carry out, in effect, it helps the individual take responsibility for his/her own studies.
- It also exposes the pupils to real world situations which are unmatched to classroom teaching and learning situation. It thus bridges the gap between theory and practice and makes first – hand information available to its participants.
- Observation is an integral part of fieldtrips. Through the medium of observation, during fieldtrips, pupils discover new ideas. This renews the curiosity and creativity hidden in pupils.
- Through the use of fieldtrip, pupils learn the skills of locating and gathering information through interviews, questionnaires and opinion surveys and critical observation.
- The use of fieldtrip can help students develop the skill of writing, sketching and making tables to demonstrate their understanding.

Quite apart from the above which go a long way to enhance pupils learning, the fieldtrip approach is also beneficial in many ways to the teacher. For instance, it is used to present some part of a unit being studied, to relate a principle to its application and to show something taught in a variety of ways. The method must be encouraged because of its suitability for overcrowded and large classes, especially in urban schools and with the advent of the capitation Grant and the NEPAD school feeding programme/project which have brought in their wake increased enrolment in almost all basic schools throughout the country.

2.6. Importance of Discussion as a Method of Teaching

According to Agyarwal (1996), some of the merits/importance of discussion approach include the following.

- Discussion method helps pupils to develop team spirit. It helps to develop group feeling which brings student together. The group feeling emanates from the mutual understanding the discussants have for each other.
- It also helps the teacher to discover talented students who have the potential for becoming good leaders. As the students exchange ideas, the teacher is able to identify those with “big brain” and broader perspectives. An essential quality of a good leader is tolerance, and since we have already established the points that discussion develops tolerance in students. Then it becomes easy to identify those who are capable of becoming good leaders.
- It helps pupils to air out their views of the fact that, group discussion gets a high level of students’ participation and involvement, it tends to warm up the class. In it, both the shy and low achievers feel very comfortable to contribute. Since the teacher regulates the discussion, any student can be called upon to contribute to an issue under discussion. As this popular saying “two heads are better than one”.

3. Conclusion

In sum, what the scholars whose works have been reviewed are saying is that meaningful learning by pupils could be achieved through practical experiences and active participation. Pupils become satisfied when they are able to draw correlation between what exists in reality, thereby enhancing their meaningful understanding therefore, the teacher should be resourceful enough to employ as many appropriate methods as possible to give meaning to lessons. It is in view of this, that

the researcher wants to find an answer to the question: "Will the use of discussion and fieldtrip bring about any improvement in the understanding and level of performance of pupil?"

4. Methodology

4.1. Introduction

This Chapter covers the methodology followed in conducting the study.

4.2. Research Design

This study was conducted to follow the pre – test, intervention and post – test research design. The study covered a period of ten (10) weeks. The first week was used for the pre – test. The subsequent eight weeks were used for the intervention and the last week for the post – test.

4.3. Population and Sample

The sample population for the study was the Hamdaniya Islamic Junior High School Two (2) class. The Class consists of twenty (20) pupils comprising 12 (60%) girls and 8 (40%) boys with an average age of fourteen (14) years. Purposive sampling was used because the problem that the class posed met the criteria for the study.

4.4. Instrumentation

The instrument used in collecting data for the Study was a teacher – made test. It consists of twenty (20) objective types of questions which includes True / False, supply type of questions and fill in the blank space. The questions were framed to determine pupils' level of understanding about the topic "Functions of the three arms of government. The source of the test was from a new Social Studies for Junior High School pupil, Book Two (2) pages 55 – 56-unit 1 Section 2. Also, Citizenship Education for Primary Five (5) pages 60 – 74, Chapter three unit 1 and syllabus for Junior High School pages 28 – 31 units 1 section 1.

5. Data Collection Procedure

The researcher conducted a pre – test during the first week of study.

5.1. Pre – Test

The researcher conducted a pre – test for the first week of Study. This was done to record the entering behaviour of the pupils about the topic "functions of the three arms of government in Ghana".

5.2. Intervention

An eight-week intervention was conducted after the pre – test. A series of activities were structured for the study so that, pupils could understand the concept and acquire the necessary practical skills.

5.3. Week Two

5.3.1. Topic

Meaning of the three arms of government in Ghana

5.3.2. Teaching and Learning Materials

Models of pictures of the parliament house, President, the Chief Justice, and the Supreme Court.

5.3.3. Objective

The objective was to help pupils to explain the meaning of the three arms of government in Ghana.

5.3.4. Procedure

The researcher showed to pupils the pictures of parliament house, president and the Chief Justice in Ghana. Pupils were asked to observe the pictures and talked about them. Pupils were asked to mention the name of the president of the republic of Ghana. The researcher discussed with pupils that, the president, the vice – president, ministers state and civil service forms the Executive arm of government. Pupils were asked to observe the picture of the parliament house and talked about those who work there. Pupils were asked to mention the name of their member of parliament in their district. The researcher further explained to pupils that, Member of Parliament, the two deputies' speakers and the speaker of parliament forms the legislative arm of government. Again, pupils were asked to observe the picture of the Supreme Court and the Chief Justice in Ghana.

Pupils were asked to mention the name of the Chief Justice in Ghana. Pupils were asked to mention the various courts in Ghana. The researcher further explained to pupils that, the judiciary arm of government is made up of the various courts in

Ghana where the Chief Justice is their head. The researcher further explained to pupils that, the three arms of government in Ghana are the Legislature, Executive and the Judiciary.

Pupils were asked to answer the following questions based on their understanding of the topic.

- How many types of arms of government do we have in Ghana? Pupils' response: Three.
- Mention the three arms of government in Ghana. Pupils' response: The executive, the legislature and the judiciary.

5.4. Week Three and Four

5.4.1. Topic

Functions of the president and the Vice – president in Ghana

5.4.2. Teaching and Learning Materials

Model of pictures of the president and the Vice – president

5.4.3. Objective

The objective was to help pupils to state and explains at two functions of the president and the vice – president.

5.4.4. Procedure

Pupils were asked to observe the pictures of the president and the vice – president in Ghana. Pupils were asked to mention the name of the President and vice president in Ghana. Pupils were asked to mention the one who provided them with the textbooks and who also built their School for them. Pupils were asked to mention some functions of the president and the vice–president in Ghana. The researcher further explained to pupils some functions of the president and the vice–president as:

- The president sign bills into law. A bill is passed in parliament when the majority of members of parliament vote in support of the bill. It is then sent to Attorney – General's department to be written in legal language. The bill is referred to the president for his signature and recorded in the gazette before it becomes law in Ghana.

The vice – president on the other hand also have some functions. These are

- The vice – president takes in charge of the affairs of the country when the president travelled to another country. He performs the functions until the president returns.

Pupils were asked to compares the functions of the presidents and the vice – president.

Pupils were asked to answer the following questions.

- Who is responsible to sign bill into law? Pupils' response: The president
- Who takes in charge of the affairs of the country when the president travelled to another country? Pupils' response: The vice – president. The researcher asked pupils to write it into their exercise book for marking.

5.5. Week Five and Six

5.5.1. Topic

Functions of the minister of education and minister of food and agriculture in Ghana

5.5.2. Teaching and Learning Material

Mode of pictures of ministers of state in Ghana

5.5.3. Objective

The objective was to helps pupils to state and explains at least two functions of minister of education and minister of food and agricultural in Ghana.

5.5.4. Procedure

Pupils were asked to observe the pictures of the minster of state in Ghana. Pupils were asked to mention some names of ministers of state. Pupils were asked to mention the names of minister of education in Ghana. Pupils were asked to mention some functions of minister of education and food and agricultural in Ghana. The researcher explains to pupils some functions of minister of education in Ghana. These are:

- He/She is responsible for basic schools and senior High schools in Ghana. He/She sees to it that all school in Ghana have textbook to study.
- He/She is responsible for purchasing and supplying of book and other equipment like textbooks, teaching and learning materials to all schools in Ghana.

On the other hand, the researcher explained to pupils some functions of minister of food and agriculture in Ghana. These are:

- He/She is responsible to give incentives packages to farmers in Ghana by subsidising some of their inputs e.g. fertilizer, cutlass and Hoe.
- He/She is responsible to give awards to deserving hard working farmers during Farmers Day celebrations every year. For examples prizes like T.V set, Radio, Bicycles.

Pupils were asked to answer the following questions.

- Who is the current minister of education in Ghana? Pupil's response: Mrs Betty Mould Iddrisu.
- Which minister is responsible to give incentives packages to farmers every year in Ghana? Pupils' response: minister of food and agriculture.
- Which minister is responsible for development of syllables to various schools in Ghana? Pupils' response: Minister of education.

Pupils were asked to write their answer in their exercise book.

5.6. Week Seven

5.6.1. Topic

Functions of the Speaker of parliament in Ghana

5.6.2. Teaching and Learning Materials

Models of picture of the parliament house, picture of the Speaker of parliament.

5.6.3. Objective

The objective of the lesson was to help pupils to state and explains at least two functions of speaker of parliament in Ghana.

5.6.4. Procedure

The researcher asked pupils to look at the picture of the parliament house, the speaker of parliament and talked about them. Pupils were asked to mention peoples who work in the parliament house. Pupils were asked to mention the name of the speaker of parliament in Ghana. Pupils were asked to mention some functions of the speaker of parliament. The researcher further discussed with pupils some functions of the speaker of parliament in Ghana. These are:

- He/She presides over the meetings of the parliament. Whenever they are having sittings in the parliament house, is the speaker of parliament who chairs the meetings in parliament.
- He/ She manages the affairs of the country if the president and the vice – president travelled to another country. The speaker of parliament is responsible to manage the affairs of the country before they return. Pupils were asked to answer the following questions.
- Who is the speaker of parliament in Ghana? Pupils' response: Mrs. Banford Addo.
- Speaker of parliament is responsible to presides over the meetings of the parliament, True/False. Pupils' response: True. Pupils were asked to answer the questions in their exercise books.

5.7. Week Eight

5.7.1. Topic

Functions of the members of parliament in Ghana

5.7.2 Teaching and Learning Materials

Model of picture of parliament house, pictures of members of parliament in Ghana

5.7.3. Objective

The objective was to help pupils to state and explains two functions of the members of the parliament in Ghana.

5.7.4. Procedure

The researcher asked pupils to look at the picture of parliament house ad pictures of members of parliament and talked about them. Pupils were asked to mention people who work there. Pupils were asked to mention the name of members of parliament in their district. Pupils were asked to mention some functions of their member of parliament. The researcher further explained to pupils some functions of the members of parliament in Ghana. These are:

- They represent the various constituencies in parliament. They are there to speak or present problems of their locality to parliament for solution. Example, Construction of roads and building of hospitals.
- They make laws for the country, when a bill is presented in parliament, they debated on it and put it into voting. When a majority of them, voted in favour of the bill, it becomes laws after the president signed it. Pupils were asked to answer the following questions.

- Who is the Member of Parliament in Kwabre District of Ashanti? Pupils' response: Hon. Kofi Frimpong.
- Which peoples work in the parliament house? Pupils' response: Members of the parliament and the speaker of parliament. 16
- Mention one function of members of parliament in Ghana. Pupils' response: They represent the various constituencies in parliament. Pupils were asked to write their answers into their exercise books.

5.8. Week Nine

5.8.1. Topic

Functions of the chiefs Justice in Ghana

5.8.2. Teaching and learning Materials

Model of picture of the various courts in Ghana, picture of the chief Justice

5.8.3. Objective

The objective of the lesson was to help pupils to state and explains at least two functions of the Chief Justice in Ghana.

5.8.4. Procedure

The researcher asked pupils to observe the picture of the Chief Justice and the various courts in Ghana. Pupils were asked to talk about them. Pupils were asked to mention some examples of courts in Ghana from the picture shown to them. Pupils were asked to mention the name of the Chief Justice in Ghana. Pupils were put into groups before they were taken on a trip outside the classroom to the nearby district court. Pupils were asked to observe the proceedings in the court and record it accordingly. After the observation, the researcher and the pupils went back to the classroom to discuss their findings. The researcher asked pupils to mention some functions of the Chief Justice based on their observation in the court. The researcher further explained to pupils some functions of the Chief Justice in Ghana. These are:

- He/she is the link between the Judiciary and the government, because he/she is appointed by the president and for that reason he/she is appointed by the president and for that reason he/she works with the government in Ghana.
- He/she is responsible for the administration and supervision of the courts because he/she is the head of the judiciary. Pupils were asked to answer the following questions based on their understanding of the topic.
- Who is the Chief Justice in Ghana? Pupils' response: Mrs. Georgina Wood
- Mention any three examples of courts in Ghana? Pupils' response: The Supreme Court, Appeal Court, and the High Court.
- State any one function of the Chief Justice in Ghana? Pupils' response: The Chief Justice is the link between the Judiciary and the government. Pupils were asked to write their answers in their exercise books.

5.9. Week Ten

5.9.1. Post -Test

A post test was conducted in the last week of study. A pre-test was re-administered as a test re-test.

6. Data Analysis and Discussion

6.1. Introduction

This chapter covers the analysis and discussion of data collected for the study.

Scores Interval (x)	Frequency (f)	Percentage (%)
90 - 100	0	0
80 - 89	0	0
70 - 89	0	0
60 - 69	1	5
50 - 59	2	10
40 - 49	3	15
30 - 39	5	25
20 - 29	4	20
10 - 19	3	15
0 - 9	2	10
Total	20	100

Table 1: Pre - Test Scores on the Meaning of the Three Arms of Government in Ghana

Table 1 presents pre-test scores on the meaning of the three arms of government test conducted. Twenty (20) pupils took part in test and hundred (100) marks were awarded for the correct answer or scores.

Table 1 shows that, out of 20 (100%) who took the test, 2 (10%) pupils each scored in the range 0 -9, and 50 – 59, 3 (15%) pupils each also scored in the range 10 -19 and 40-49 respectively. Also 4 (20%) pupils scored in the range 20 – 29, 5 (25%) pupils scored in the 30 – 39, with only 1 (5%) pupils scored in the range 60 – 69, while none (0%) pupils score in the range 70 – 79, 80 -89 and 90 – 100 respectively.

Table 1 therefore indicates that, while 3 (15%) pupils scored above the 50% average mark, as many as 17 (85%) pupils scored below the 50% average mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	0	0
80 – 89	0	0
70 – 79	1	5
60 – 69	0	0
50 – 59	2	10
40 – 49	1	5
30 – 39	4	20
20 – 29	3	15
10 – 19	6	30
0 - 9	3	15
Total	20	100

Table 2: Pre – Test Scores on the Functions of the Legislature

Table 2 presents pre-test scores on the functions of the legislature test conducted. Table 2 shows that, 3 (15%) pupils each scores in the range 0 -19 and 20 – 29, only 6 (30%) pupils scored in the range 10–19, 4 (20%) pupils also scored in the range 30 – 39, 1 (5%) pupils each scored in the range 40–49 and 70–79 respectively, 3 (10%) pupils also in the range 50-59, while 0 (0%) pupils each scored in the range 60–69, 80-89 and 90-100.

Table 2 therefore indicate that, while 3 (15%) pupils scored above the 50% mark, as many as 17 (85%) pupils scored below the 50% average mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	0	0
80 – 89	3	15
70 – 79	0	0
60 – 69	0	0
50 – 59	2	10
40 – 49	2	10
30 – 39	3	15
20 – 29	4	20
10 – 19	1	5
0 - 9	5	25
Total	20	100

Table 3: Pre – Test Scores on the Functions of the Executive

Table 3 presents pre-test scores on the functions of the executive arm of government test conducted. Table 3 shows that, 5 (25%) pupils scored in the range 0-9, only 1 (5%) pupils scored in the range 10–19, 4 (20%) pupils scored in the range 20-29, while 3 (15%) pupils each scored in the range 30–39 and 80-89 respectively. The table further shows that, 2 (10%) pupils each scored in the range 40-49 and 50-59, 0 (0%) pupils each scored in the range 60–69, 70-79 and 90 -100.

Table 3 therefore indicates that, while 5(25%) pupils scored above the 50% mark, as many as 15 (75%) pupils scored below the 50% average mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	0	0
80 – 89	1	5
70 – 79	0	0
60 – 69	0	0
50 – 59	1	5
40 – 49	1	5
30 – 39	3	15
20 – 29	3	15
10 – 19	2	10
0 - 9	9	45
Total	20	100

Table 4: Pre – Test Scores on the Functions of the Judiciary

Table 4 presents pre-test scores on the functions of the Judiciary arm of government test conducted. Table 4 shows that, 9 (45%) pupils scored in the range 0 – 9, 2 (10%) pupils also score in the range 10 – 19, 3 (15%) pupils each scored in the range 20 -29 and 30 -39 respectively. The table further shows that, 1 (5%) pupils each scored in the range 40-49, 50-59 and 80-89, while 0 (0%) pupils each scored in the range 60-69, 70-79 and 90-100.

Table 4 therefore indicates that, while 2 (10%) pupils scored above 50% average mark, as many as 18 (90%) pupils scored below the 50% average mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	1	5
80 – 89	0	0
70 – 79	2	10
60 – 69	0	0
50 – 59	2	10
40 – 49	4	20
30 – 39	2	10
20 – 29	1	5
10 – 19	3	15
0 - 9	5	25
Total	20	100

Table 5: Over All Pre-Test Scores

Table 5 presents the overall pre-test scores on the meaning and functions OF the three arms of government in Ghana test conducted.

Table 5 shows that, while 5 (25%) pupils scored in the range 0–9, 3 (15%) pupils also scored in the range 10–19, 1 (5%) pupils each scored in the range 20–29 and 90-100 respectively, 2 (10%) pupils each also scored in the range 30-39, 50–59 and 70-79, while 4 (20%) pupils scored in the range 40–49, none (0%) pupils each in the range 60–69 and 80–89 respectively .

Table 5 therefore indicates that, while 5 (25%) pupils scored above the 50% mark, as many as 15 (75%) pupils scored below the 50% average mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	4	20
80 – 89	3	15
70 – 79	3	15
60 – 69	5	25
50 – 59	3	15
40 – 49	2	10
30 – 39	0	0
20 – 29	0	0
10 – 19	0	0
0 - 9	0	0
Total	20	100

Table 6: Post-Test Scores on the Meaning of the Three Arms of Government

Table 6 presents the post - test scores on the meaning of the three arms of government test conducted. Table 6 shows that none (0%) pupils each scored in the range 0-9, 10-19, 20 – 29 and 30-39 respectively, while 2 (10%) pupils scored in the range 40 – 49, three (15%) pupil each scored in the range 50-59, 70-79 and 80–89, only 4 (20%) pupils scored in the range 90-100.

Table 6 therefore indicates that while 5 (25%) pupils scored below the 50% mark, as many as 15 (75%) pupils scored above the 50% average mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	5	25
80 – 89	3	15
70 – 79	2	10
60 – 69	3	15
50 – 59	4	20
40 – 49	1	5
30 – 39	2	10
20 – 29	0	0
10 – 19	0	0
0 - 9	0	0
Total	20	100

Table 7: Post Test Scores on the Functions of the Legislature

Table 7 presents the post test scores on the functions of the legislature test conducted. Table 7 shows that, none (0%) pupils each scored in the range 0-9, 10-19 and 20-29 while 2 (10%) pupils each scored 30-39 and 70-79 respectively. The table further shows that, only 1 (5%) pupil scored in the range 40-49, 4 (20%) pupils scored in the range 50-59, 3 (15%) pupils scored in the range 60-69 and 80-89, while 5 (25%) pupils scored in the range 90-100.

Table 7 therefore indicates that, while 7 (35%) pupils scored below the 50% mark, as many as 13 (65%) pupils scored above 50% average mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	2	10
80 – 89	3	15
70 – 79	4	20
60 – 69	3	15
50 – 59	1	5
40 – 49	5	25
30 – 39	2	10
20 – 29	0	0
10 – 19	0	0
0 - 9	0	0
Total	20	100

Table 8: Post-Test Scores on the Functions of the Executive

Table 8 presents the post-test scores on the functions of the executive arms of government test conducted. Table 8 shows that none (0%) pupil each scored in the range 0-9, 10-19 and 20-29. Two (10%) pupils each scored in the range 30-39 and 90-100, 5 (25%) pupils scored in the range 40-49. The table further shows that, only 1 (5%) pupils scored in the range 50-59, 3 (15%) pupils each scored in the range 60-69 and 80-89, while 4 (20%) pupils also scored in the range 70-79.

Table 8 therefore indicate that, only 8 (40%) pupils scored below the 50% mark, as many as 12 (60%) pupils scored above the 50% mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	3	15
80 – 89	4	20
70 – 79	2	10
60 – 69	3	15
50 – 59	3	15
40 – 49	1	5
30 – 39	2	10
20 – 29	0	0
10 – 19	2	10
0 - 9	0	0
Total	20	100

Table 9: Post-Test Scores on the Functions of the Judiciary

Table 9 presents the post -test scores on the functions of the Judiciary arm of government test conducted. Table 9 shows that, while none (0%) pupils each scored in the range 0–9 and 20 -29 respectively, 2 (10%) pupils each scored in the range 10–19, 30 – 39 and 70 – 79, while only 1 (5%) pupils scored in the range 40 – 49, 3 (15%) pupils each scored in the range 50–59, 60–69 and 90–100, 4 (20%) pupils scored in the range 80–89 respectively.

Table 9 therefore indicate that, while 8 (40%) pupils scored below the 50% average mark, as many as 12 (60%) pupils scored above the 50% mark.

Scores Interval X	Frequency F	Percentage %
90 – 100	3	15
80 – 89	4	20
70 – 79	4	20
60 – 69	2	10
50 – 59	2	10
40 – 49	0	0
30 – 39	2	10
20 – 29	3	15
10 – 19	0	0
0 - 9	0	0
Total	20	100

Table 10: Overall Post-Test Scores

Table 10 present the overall post-test scores on the meaning and functions of the arms of government test conducted.

Table 10 shows that, while none (0%) pupils each scored in the range 0–9, 10– 19 and 40–49 respectively, 3 (15%) pupils each scored in the range 20–29 and 90 – 100, 2 (10%) pupils each scored in the range 30–39, 50–59 and 60–69. The table further shows that, 4 (20%) pupils each scored in the range 70–79 and 80–89 respectively.

Table 10 therefore indicates that, while 7 (35%) pupils scored below 50% mark as many as 13 (65%) pupils scored above 50% mark.

7. Discussion of Data

7.1. Three Arms of Government

Comparing pre-test table 1 and post–test table 6, one could see that, whereas only 3 (15%) pupils scored 50% and above on the pre-test, as many as 17 (85%) pupils scored above the 50% mark on the post–test. Again, while from the pre–test table 1, as many as 17 (85%) pupils scored below the 50% mark, the number drastically dropped to only 3 (15%) as indicated on the post–test table 6.

The sharp contrasts shown by the pupils in their learning behaviour and performance could be attributed to the intervention the researcher put in by way of discussion and fieldtrip. As amplified by Witch and Schuller (1973), through fieldtrip as done during the intervention both the teacher and pupils go through mutual exchange of ideas and observation which helps them to recognise and understand natural and social phenomena.

7.2. Functions of the Legislature

Table 2 of the pre–test indicated that, only 3 (15%) pupils scored above the 50% average mark, as many as 13 (65%) pupils scored above the 50% mark on the post–test table 7. Also, from the pre–test table 2, as many as 17 (85%) pupils scored

below the average 50% mark while on the post – test table 7, the indication shows that, only 7 (35%) pupils scored below the 50% average mark. This means that, the researcher's interventional approach worked well with the pupils, Quartey (1994) and the National Council for social studies (1979) observe that participation of the pupil in the real social world both in and outside the school should be considered as part of social studies programme.

7.3. Functions of the Executive

Table 3 of the pre–test indicated that, only 5 (25%) pupils scored above the 50% mark, as many as 12 (60%) pupils scored above 50% mark on the post– test table 8. Also, from the pre–test table 3, as many as 15 (75%) pupils scored below the 50% average mark, only 8 (40%) pupils scored below the 50% mark on the post–test table 8.

This means that, there was a great improvement recorded in the performance of pupils on the post–test as against the pre–test. As Barbara (1973), put it, pupils learning outside motivated them to express joy and spontaneity in their learning behaviours.

7.4. Functions of the Judiciary

Table 4 of the pre–test indicated that, only 2 (10%) pupils scored above the 50% mark, as many as 12 (60%) pupils scored above the 50% mark on the post–test table 9. Again, from the pre–test table 4, as many as 18 (90%) pupils scored below 50% mark, only 8 (40%) pupils scored below the 50% average mark on the post–test table 9.

This shows an improvement of pupils' performance on the post–test, due to the intervention the researcher put in by way of discussion and fieldtrip. Mathias (1973), observed that, the teaching of social studies demands the involvement in the world and beyond the classroom.

Finally, the overall pre–test table 5 indicated that, only 5 (25%) pupils scored above the 50% mark, as many as 13 (65%) pupils scored above 50% mark on the overall post–test table 10. Also, overall pre- test table 5, as many as 15 (75%) pupils scored below 50% mark, only 7 (35%) pupils scored below the 50% average mark on the overall post–test 10.

This shows that, pupils performance has been improved on the post–test table 10. The intervention used by the researcher is effective. Uche (1982) explained that, social studies teacher could encourage pupils to discuss their lessons, go out and gather information.

From the above discussion, it can be concluded that, the interventional strategies used by the researcher had positive influence on pupils' performance.

8. Findings, Conclusions and Recommendations

8.1. Introduction

This chapter covers the findings, conclusions and recommendations.

8.2. Findings

This study sought to teach functions of the three arms of government using discussion and fieldtrip technique. The following were the findings of the study:

- Pupils were able to meaningfully state and explain the three arms of government in Ghana by the end of the study.
- Pupils were able to explain the meaning of the Executive, Legislature and Judiciary arms of government in Ghana.
- Pupils were able to state and explain the functions of Executive, Legislature and the Judiciary arms of government in Ghana.

This means that, the intervention techniques used by the researcher were effective. Discussion and fieldtrip as a method of teaching were able to improve pupils understanding on the topic.

8.3. Conclusions

The major conclusion of this study was that, discussion and fieldtrip approach can be used to teach pupils the meaning and functions of the three arms of government.

8.4. Recommendations

The researcher recommends that, a replication of this study be done with other classes in the school and other school in Kwabre District of Ashanti to see its effectiveness on pupils' understanding of concepts associated with different topics in general.

It is also recommended that, regular in-service education and training based on the use of discussion and fieldtrip methods be organized for teachers who are already on the field. This will help them stay in tune with modern trends in the subject.

Finally, I also recommended that, pre – service teachers at the college of education in Ghana should include this vital topic in their teaching syllabus so as to expose them the varied methods and strategies of teaching the meaning and functions of the three arms of government in Ghana.

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