

The Impact of School Socialization on the Academic Achievements in Social Studies at Kokote M/A Grade Seven

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ABSTRACT

This study investigates the impact of school socialization through peer interactions, teacher-student relationships, and participation in school activities on social studies academic achievement among 25 grade seven learners at Kokote M/A junior high school. Using an action research design with pre-test and post-tests, observations, and interviews, results demonstrate significant improvements in social studies scores following targeted socialization interventions. Despite the limited sample and intervention duration, findings suggest that school socialization can enhance learner engagement and academic performance. The study recommends implementing sustained peer learning, teacher mentorship, and extracurricular involvement to support better educational outcomes. Future research with larger samples and more rigorous analysis is advised to validate these findings.

Keywords- School socialization, students' academic performance, social studies education, students learning development, elementary education, early childhood education.

INTRODUCTION

School socialization, the process of internalizing social norms and behaviors through school structures, is critical in shaping students' academic motivation and performance (Owusu & Appiah, 2020). Social Studies, by nature, requires active social engagement, collaborative learning, and understanding of societal values, especially in Ghanaian Junior High Schools (Kyei & Owusu, 2019).

At Kokote M/A Grade Seven, academic performance in Social Studies has been sub-optimal, with observed deficiencies in peer collaboration, teacher-student rapport, and school activity participation. While prior studies have emphasized socialization's link to academic success (Mensah & Appiah, 2022; Baidoo & Ntim, 2020), these often lack focus on resource-restrained rural schools. This study examines how enhancing school socialization influences social studies achievement among Kokote M/A grade seven learners.

Background To the Study

School socialization plays a critical role in shaping students' attitudes, behaviors, and ultimately their academic achievements. Socialization within the school environment involves interactions between students, teachers, and peers that influence learning experiences and performance outcomes. At Kokote M/A grade seven, the influence of socialization in Social Studies is significant due to the subject's emphasis on civic values, cultural integration, and social responsibility. According to Owusu and Boakye (2020), students who engage positively with their peers and teachers are more likely to excel academically because social interactions foster motivation and a conducive learning environment. Similarly, research by Mensah and Appiah (2022) revealed that 68% of students in selected Ghanaian elementary schools who frequently engaged in group learning activities performed better in Social Studies than those who did not participate in such activities. This trend highlights how interaction and collaboration are key components of school socialization that enhance learning outcomes.

A study by Asiedu et al. (2021) indicated that students from schools with strong co-curricular programs, peer mentoring systems, and student-teacher engagement strategies recorded a 15% higher average in Social Studies performance compared to schools lacking these structures. This demonstrates that structured socialization efforts in schools contribute to improving academic outcomes. In schools like Kokote M/A grade seven, social clubs and interactive classroom practices not only help learners grasp concepts more effectively but also foster confidence and communication skills, all of which are essential for excelling in Social Studies (Teye & Asamoah, 2023).

Additionally, statistical data from the Ghana Education Service (GES, 2023) shows that in the Central Region, schools that emphasized positive school culture and student participation in academic and social activities recorded a 72% pass rate in Social Studies compared to 55% in schools where such activities were limited. At Kokote M/A grade seven, observations have revealed that when teachers actively encourage discussion-based learning, student interest and achievement in Social Studies increase substantially. According to Amponsah and Koomson (2024), learners exposed to interactive teaching approaches rooted in school socialization principles often develop better problem-solving and analytical skills, which are crucial in Social Studies assessments. This suggests that enhancing socialization structures in schools is a practical pathway to boosting academic performance, especially in subjects like Social Studies that rely on real-world social experiences.

Despite these positive indications, some schools continue to underutilize the potential of school socialization due to inadequate teacher training, large class sizes, and limited extracurricular activities. At Kokote M/A JHS One, challenges such as teacher workload and lack of resources can hinder effective student engagement and limit the benefits of social learning. However, Kwesi and Dede (2025) argue that with targeted interventions such as peer-led study groups and regular teacher-student feedback sessions, even under-resourced schools can harness school socialization for academic improvement. Empirical evidence from a study conducted in the Ashanti Region showed that after implementing a school socialization program focused on collaborative learning, Social Studies scores improved by 20% over two academic terms (Baidoo & Ntim, 2020). These findings support the assertion that when school socialization is deliberately structured and sustained, it can significantly enhance students' academic performance in Social Studies and beyond.

Statement Of the Problem

School socialization remains an essential factor in shaping students' academic experiences and success, particularly in subjects such as Social Studies which demand interaction, dialogue, and active participation. Despite its importance, there is growing concern that many students at Kokote M/A grade seven are not achieving optimal academic outcomes in Social Studies, potentially due to limited school socialization opportunities. Studies have shown that students who lack exposure to peer collaboration, teacher engagement, and interactive learning environments are often at a disadvantage in mastering social-oriented subjects (Ampofo & Boateng, 2019). At Kokote M/A grade seven observations suggest that while Social Studies is a compulsory subject, students often struggle to relate classroom content to their social environment, which may be a result of insufficient peer influence, lack of mentorship, and weak classroom interactions (Asare & Dankyi, 2021).

Furthermore, a significant gap exists between students' potential and actual performance due to the limited integration of school socialization strategies into teaching practices. According to Owusu and Appiah (2020), school socialization enhances student confidence, participation, and comprehension, especially in subjects that require contextual understanding such as Social Studies. However, the lack of structured peer-group learning, minimal teacher-student rapport, and poor extracurricular engagement at Kokote M/A grade seven could be contributing to a noticeable decline in Social Studies grades. National data from the Ghana Education Service (GES, 2022) indicates that schools with robust social engagement frameworks reported up to 25% improvement in Social Studies outcomes compared to those without such systems. This disparity raises critical concerns about whether Kokote M/A grade seven is leveraging the full potential of school socialization to support academic achievement.

The problem is further compounded by socio-economic challenges and infrastructural limitations that hinder the effective practice of school socialization. In many rural schools like Kokote M/A grade seven, class sizes are often large, and teacher workload is high, leaving little room for interactive teaching methods that support social learning (Agyeman & Mensah, 2023). Moreover, some teachers lack the training to incorporate socialization elements such as group work, role-play, and discussions into their lesson plans. According to Baidoo and Asiedu (2018), the absence of such pedagogical strategies can result in students perceiving Social Studies as abstract and disconnected from their lived experiences. Therefore, it is crucial to investigate the specific ways in which school socialization affects Social Studies achievement at Kokote M/A grade seven, with the aim of recommending strategies that could improve student performance and engagement in the subject.

Purpose Of the Study

The purpose of this study is to examine how school socialization influences the academic achievement of students in Social Studies at Kokote M/A grade seven. It aims to explore the roles of peer interaction, teacher-student relationships, and participation in school activities in shaping learning outcomes. Understanding these dynamics can help educators implement more effective strategies for student engagement and performance (Owusu & Appiah, 2020; Agyeman & Mensah, 2023). This study seeks to provide empirical evidence to enhance academic success through improved socialization practices (Baidoo & Asiedu, 2019; GES, 2022).

1.4 Research Objectives

The study seeks to measure the relationship between socialization and academic performance.

1. To assess the influence of peer interactions on students' Social Studies achievement.
2. To determine the effect of teacher-student relationships on academic performance in Social Studies.
3. To examine how participation in school activities relates to Social Studies scores.

1.5 Research Questions

These questions guide the collection of measurable data for analysis.

1. What is the relationship between peer interactions and academic achievement in Social Studies?
2. How does teacher-student interaction influence students' performance in Social Studies?
3. To what extent does participation in school activities affect Social Studies scores?

1.6 Significance of the Study

This study is significant as it provides valuable insights for teachers on how school socialization affects students' academic achievement in Social Studies. Teachers at Kokote M/A grade seven and similar schools will better understand how peer interactions, teacher-student relationships, and group learning can influence performance and classroom engagement. By identifying effective socialization practices, educators can adopt teaching methods that foster collaborative learning environments to enhance students' understanding and participation (Owusu & Appiah, 2020; Agyeman & Mensah, 2023). This will help improve classroom dynamics and ultimately raise the overall academic performance in Social Studies (Asare & Dankyi, 2021).

For learners, the findings will clarify how their interactions and participation in school activities can positively or negatively influence their academic outcomes. It also informs school administrators and parents of the importance of promoting social involvement both within and outside the classroom. Parents will be more informed about their role in encouraging constructive peer engagement and supporting school activities, which

can boost their children's academic success (Baidoo & Asiedu, 2019; Ghana Education Service, 2022). Additionally, schools can use the study's outcomes to develop policies and programs that enhance student socialization, fostering a more supportive and achievement-oriented school environment (Ampofo & Boateng, 2019; Owusu & Appiah, 2020).

1.7 Scope of the Study

This study focuses on assessing the impact of school socialization on the academic achievements of students in Social Studies at Kokote M/A JHS One. It specifically examines how peer interactions, teacher-student relationships, group learning, and participation in school activities influence academic performance. The scope is limited to Junior High School One students within the Kokote M/A elementary school, making it geographically specific and academically centered on Social Studies. The study covers only school-based socialization factors and does not extend to home or community socialization. Additionally, it employs a quantitative research approach to collect and analyze data from students and teachers, providing measurable insights into how socialization contributes to learning outcomes. The time-frame of the study spans the 2024/2025 academic year.

1.8 Delimitations of the Study

This study is delimited to examining how school socialization affects the academic achievements of students specifically in Social Studies at Kokote M/A grade seven. It focuses solely on Junior High School One students and does not include other grade levels or subjects. The research is limited to school-based socialization factors such as peer interaction, teacher-student relationships, and participation in school activities, excluding external influences like family background or media exposure. The study also adopts a quantitative approach, using structured questionnaires, thereby excluding qualitative perspectives like interviews or focus groups (AduGyamfi & Ankomah, 2020; Asare & Dankyi, 2021). Furthermore, the research is geographically confined to the Kokote community and does not consider other schools or districts, which may limit the generalizability of findings. These delimitations help to narrow the study's focus for in-depth analysis within the chosen scope (Owusu & Appiah, 2020; Agyeman & Mensah, 2023).

1.9 Limitations of the Study

The study on the impact of school socialization on academic achievements in Social Studies at Kokote M/A grade seven is subject to several limitations. First, the use of a action research approach restricts the depth of understanding that could be gained from qualitative insights such as interviews or focus group discussions (Asare & Dankyi, 2021). Second, the findings may not be generalizable to other schools or subjects, as the research focuses solely on Social Studies and one school in a specific locality (Agyeman & Mensah, 2023). Additionally, self-reported data from students may be influenced by social desirability bias, potentially affecting the accuracy of responses (Owusu & Appiah, 2020). Time constraints and limited resources also posed challenges in covering a broader sample size, which might affect the robustness of the conclusions drawn (Adu-Gyamfi & Ankomah, 2020). Despite these limitations, the study offers valuable insights into how school socialization affects learning outcomes.

1.10 Organization of The Study

This study is organized into five chapters. Chapter One introduces the study, outlining the background, problem

statement, objectives, research questions, significance, scope, delimitations, and limitations. Chapter Two reviews relevant literature on school socialization and academic achievement, including theoretical and empirical frameworks. Chapter Three explains the research methodology, detailing the research design, population, sample size, data collection instruments, and analysis procedures. Chapter Four presents and analyzes the data collected, offering interpretations in relation to the research objectives. Finally, Chapter Five

summarizes the findings, draws conclusions, and provides recommendations for educators, policymakers, and future researchers based on the study's outcomes.

LITERATURE REVIEW

Introduction

This chapter reviews relevant literature on school socialization and its impact on academic achievement, particularly in Social Studies at the junior high school level. It begins by exploring the concept of school socialization, including its definitions, types, and the critical role schools play as socializing agents through peer influence, teacher-student relationships, and school norms. The chapter also discusses key theoretical frameworks, such as Bandura's Social Learning Theory and Mead's Symbolic Interactionism, which explain how social interactions shape learning outcomes. Furthermore, it examines academic achievement in Social Studies, highlighting its importance, influencing factors, and performance trends. The relationship between school socialization and academic success is explored through the effects of social relationships, norms, and school culture. Finally, an empirical review of both local and international studies provides evidence on socialization, school environment, and social factors in Social Studies learning, while identifying gaps in existing research.

2.1 The Concept of School Socialization

2.1.1 Definition of Socialization

Socialization is the lifelong process through which individuals learn and internalize the values, beliefs, norms, skills, and behaviours that are essential for functioning effectively within a society. It is a fundamental aspect of human development, enabling individuals to fit into various social roles and settings. According to Ahmed and Hussain (2019), socialization helps in shaping personality, guiding behavior, and promoting social integration. In the context of education, school socialization plays a vital role in transmitting societal values and preparing students for social life. This process involves the acquisition of language, norms, cultural beliefs, and appropriate conduct within school and society at large. Socialization within the school context thus contributes not only to academic development but also to the cultivation of civic responsibilities and interpersonal skills (Mensah & Osei, 2021).

2.1.2 Types of Socialization (Primary, Secondary)

Socialization is often categorized into primary and secondary types. Primary socialization occurs during early childhood and is primarily facilitated by family members. It is the initial phase through which children are introduced to basic norms, language, and moral frameworks. According to Antwi and Owusu (2020), the family lays the foundation for an individual's belief system, emotional orientation, and sense of identity. In contrast, secondary socialization begins when a child enters school or interacts with formal institutions. This phase involves exposure to broader social structures such as peers, teachers, and societal rules. School, therefore, becomes the central institution for secondary socialization, refining and expanding upon the values instilled during primary socialization. Studies by Amponsah and Armah (2022) reveal that secondary socialization is crucial for academic orientation and helps children align with academic expectations and societal norms. The distinction between primary and secondary socialization highlights the significance of school in shaping students' educational and social outcomes.

2.1.3 The Role of the School as An Agent of Socialization

Schools are pivotal agents of socialization as they systematically transmit knowledge, cultural values, and social norms. They serve as formal structures where children interact with authority figures (teachers) and peers, learning rules of behavior, discipline, cooperation, and competition. School settings also foster respect for diversity, tolerance, and teamwork, all of which are vital for academic achievement and holistic development. Agyemang (2018) emphasizes that schools play an essential role in building students' self-

concepts and influencing their attitudes towards learning. Furthermore, teachers act as role models and authoritative figures who guide the academic and moral development of students. Through the formal curriculum and co-curricular activities, schools socialize students into societal roles and expectations. According to Boateng and Agyei (2023), this institutional socialization prepares students for future roles as responsible citizens and productive members of society. Consequently, the school's influence extends beyond academics to include emotional, behavioral, and social development, which are indispensable for success in subjects like Social Studies.

2.1.4 Elements of School Socialization (E.G., Peer Influence, Teacher-Student Relationships, School Norms and Culture)

Several elements contribute to the process of school socialization, including peer influence, teacher-student relationships, and the prevailing school norms and culture. Peer groups are influential in shaping students' attitudes, behavior, and academic performance. As observed by Frimpong and Asiedu (2021), positive peer interactions can enhance motivation and academic engagement, while negative peer pressure can lead to delinquency and academic decline. Additionally, the relationship between teachers and students plays a crucial role in student achievement. Trust, respect, and effective communication within this relationship can significantly impact a student's self-esteem, motivation, and academic performance (Addai & Adusei, 2022). Teachers who demonstrate empathy, fairness, and encouragement tend to create a supportive learning environment that fosters academic excellence. School norms and culture, encompassing shared values, rituals, and disciplinary practices, also contribute to school socialization. These norms shape students' behavior and influence their orientation toward learning. Research by Oppong and Gyasi (2020) shows that schools with a strong academic culture and inclusive practices are more likely to produce students who are academically motivated and socially competent.

2.2 Theoretical Framework

2.2.1 Social Learning Theory (Albert Bandura)

Social Learning Theory, proposed by Albert Bandura, underscores the importance of observational learning, imitation, and modeling in human behavior. According to this theory, individuals learn new behaviors and norms by observing others, especially those perceived as role models. In the school context, students observe and emulate the behaviors of teachers, peers, and other influential figures. This theory is particularly relevant to school socialization as it explains how students internalize behaviors and attitudes through their interactions within the school environment. For instance, a student who consistently observes punctuality, hard work, and respect for authority figures among peers and teachers is likely to adopt similar behaviors. Bandura's concept of reciprocal determinism—where behavior, personal factors, and environmental influences interact—further illustrates the dynamic nature of school socialization (Bandura, 2018). The theory also highlights the role of reinforcement, where positive behaviors are strengthened through rewards or recognition. When applied to academic achievement in Social Studies, Social Learning Theory explains how exposure to positive academic attitudes and behaviors can lead to improved performance and engagement with the subject (Owusu & Kwakye, 2023).

2.2.2 Symbolic Interactionism (George Herbert Mead)

Symbolic Interactionism, rooted in the work of George Herbert Mead, emphasizes the role of social interactions and the use of symbols in the development of self and society. This theory posits that individuals develop a sense of self through interactions with others and the meanings they ascribe to those interactions. Within the school environment, the daily interactions between students, teachers, and peers contribute to identity formation and academic self-concept. According to Teye and Mensah (2020), students internalize the labels, expectations, and feedback provided by their teachers and peers, which in turn shape their academic behavior and performance. For instance, a student frequently praised for effort in Social Studies may develop a strong academic identity in that subject, leading to improved performance. Conversely, negative interactions or

stigmatizing labels can result in disengagement and poor academic outcomes. Symbolic Interactionism also draws attention to the importance of symbols such as grades, uniforms, and rules, which serve as tools for regulating behavior and reinforcing norms within the school. The application of this theory to school socialization illustrates how meaning-making processes influence students' academic trajectories, particularly in subjects that require critical thinking and societal awareness like Social Studies (Abubakar & Asamoah, 2021).

2.3 Academic Achievement in Social Studies

2.3.1 Definition and Indicators of Academic Achievement

Academic achievement refers to the extent to which a student has attained their educational goals and objectives, typically measured through assessments, examinations, grades, and other performance indicators. It reflects both cognitive and affective outcomes and serves as a benchmark for evaluating the effectiveness of educational interventions. According to Ayim and Darko (2022), academic achievement is a multifaceted concept that encompasses not only test scores but also students' motivation, engagement, and application of knowledge. In the context of Social Studies, academic achievement includes the ability to understand social phenomena, interpret historical events, engage in civic responsibilities, and demonstrate critical thinking. Indicators such as continuous assessment scores, examination results, classroom participation, and project work are commonly used to measure achievement in this subject. These indicators provide insights into students' comprehension, retention, and application of knowledge within the broader social context.

2.3.2 Importance of Social Studies in Elementary School Education

Social Studies is a core subject in Ghanaian Elementary School education, designed to promote civic competence, social responsibility, and informed decision-making. The subject integrates elements of history, geography, economics, and political science, offering students a holistic understanding of their environment and society. As noted by Kyei and Owusu (2019), Social Studies equips learners with the knowledge, skills, and attitudes necessary for active citizenship and national development. The subject helps students appreciate the values of democracy, human rights, environmental sustainability, and cultural diversity. It also fosters critical thinking, problem-solving, and interpersonal skills, all of which are essential for personal and societal development. In the context of Kokote M/A grade seven, the importance of Social Studies lies in its potential to shape students' perceptions of their community and empower them to contribute positively to social transformation. Moreover, the subject promotes national unity and identity, making it an indispensable component of the basic education curriculum.

2.3.3 Factors Influencing Academic Performance in Social Studies

Several factors influence students' academic performance in Social Studies, including individual characteristics, teacher quality, instructional methods, school environment, and socio-cultural background. According to Aidoo and Tuffour (2021), students' motivation, study habits, and attitude toward the subject significantly affect their performance. Teacher-related factors such as subject knowledge, pedagogical skills, and classroom management also play a crucial role. When teachers employ interactive and student-centered approaches, learners are more likely to engage actively and perform better. Additionally, the school environment, including availability of learning materials, class size, and leadership support, impacts academic outcomes. Socio-cultural factors such as parental involvement, language of instruction, and community support also shape students' learning experiences. For instance, students from supportive families with access to educational resources often perform better in Social Studies (Boakye & Mensah, 2023). The interplay of these factors underscores the complexity of academic achievement and highlights the need for a holistic approach to educational improvement.

2.3.4 National or Regional Performance Trends in Social Studies

In recent years, performance trends in Social Studies across Ghana have shown varying patterns influenced by regional disparities, resource allocation, and teacher preparedness. National assessment reports indicate that while some students demonstrate proficiency in Social Studies, others struggle with basic concepts due to inadequate instructional support and limited access to resources. The Ministry of Education (2021) reported that schools in urban areas tend to perform better than those in rural communities like Kokote, largely due to better infrastructure and teacher availability. Regional performance data from the Ghana Education Service (GES) also reveal significant gaps in student achievement, with factors such as poverty, cultural barriers, and limited parental involvement contributing to low performance in certain districts (GES, 2022). These trends highlight the importance of addressing systemic challenges and promoting equitable access to quality education in Social Studies. Understanding these patterns is essential for developing targeted interventions that enhance academic performance and promote inclusive education.

2.4 Relationship Between School Socialization and Academic Achievement

School socialization is a critical factor influencing students' academic achievements, particularly in subjects like Social Studies, which inherently involve social interaction and the understanding of societal norms. The process of socialization within the school environment encompasses various components, including relationships with peers and teachers, the school's culture, and the prevailing social norms and values. It is widely accepted in educational research that socialization acts as a catalyst for cognitive development and academic success, fostering essential skills such as cooperation, communication, and discipline (Nguyen & Nguyen, 2020). Socialization within schools provides the platform where students learn not only academic content but also interpersonal skills and social behaviors that significantly affect their academic motivation and performance. This connection between socialization and achievement in Social Studies is particularly significant since the subject deals with societal structures, ethics, and citizenship, areas that require active engagement with social norms and peer interaction (Amponsah & Oduro, 2022).

2.4.1 How Social Relationships in School (Peers, Teachers, School Environment) Affect Learning

The role of social relationships in school, especially those involving peers and teachers, has a profound impact on student learning. Peer interactions contribute to shaping attitudes towards school, motivation, and learning outcomes. According to Mensah and Asare (2019), positive peer relationships enhance students' engagement and foster collaborative learning, which is essential in subjects like Social Studies where discussions and debates are integral. Peers can provide emotional support, share knowledge, and encourage academic persistence, which collectively improve students' academic achievement. Contrastingly, negative peer influences such as bullying or exclusion can impede learning and lower academic motivation (Johnson & Johnson, 2021).

Teachers, as primary socializing agents in schools, significantly influence students' academic behavior and success. The quality of teacher-student relationships determines students' self-esteem, classroom engagement, and willingness to participate actively in lessons (Adeyemi, 2023). Supportive teachers who foster an inclusive and respectful classroom climate encourage students to take intellectual risks and develop critical thinking, crucial for mastering Social Studies concepts. Moreover, the broader school environment—including physical infrastructure, safety, and the availability of learning resources—creates the context in which social relationships flourish or falter. Schools that maintain a positive and stimulating environment tend to produce higher academic outcomes because they nurture effective socialization processes (Kumi & Boakye, 2020). Thus, social relationships within the school context are intertwined with the academic experiences and achievements of students.

2.4.2 Impact of Social Norms and Values on Academic Behavior

Social norms and values prevailing within a school setting significantly shape students' academic behaviors and attitudes towards learning. Norms represent the shared expectations about how individuals should behave,

while values denote the principles regarded as important by the school community. These elements influence students' sense of belonging, discipline, and motivation. For instance, schools that uphold values such as respect, diligence, and integrity tend to cultivate positive academic behaviors among students (Boateng, 2021). When students internalize these norms and values, they are more likely to engage seriously with their studies and demonstrate perseverance in subjects like Social Studies.

Research has shown that students in schools with clearly defined and consistently enforced norms exhibit higher levels of academic discipline and responsibility (Owusu-Ansah & Darko, 2023). The internalization of social values encourages students to conform to academic expectations and reduces incidences of misconduct, absenteeism, and disengagement. Furthermore, social norms related to cooperation and respect promote group learning and collective responsibility, which are beneficial in Social Studies where collaborative projects and group discussions are frequent (Gyamfi, 2022). The interaction between social norms, values, and academic behavior is therefore a dynamic process that significantly contributes to student achievement, providing a moral and behavioral framework that supports academic success.

2.4.3 Influence of School Culture and Routines on Student Engagement and Performance

School culture defined as the shared beliefs, traditions, and practices within a school plays a vital role in shaping student engagement and academic performance. A positive school culture fosters a sense of community and belonging among students, which increases their commitment to learning. Research by Kwarteng and Ababio (2022) indicates that schools with cultures emphasizing high expectations, inclusiveness, and student support report better academic outcomes compared to those with fragmented or negative cultures. The routines established in schools, such as regular assemblies, morning exercises, and classroom procedures, reinforce cultural values and provide stability, which help students to develop self-discipline and organizational skills.

Consistent school routines create a predictable environment conducive to learning, reducing anxiety and distractions that can hinder academic performance. Studies reveal that students who feel emotionally and socially connected to their schools show higher levels of engagement in academic tasks and extracurricular activities, leading to improved performance in Social Studies and other subjects (Addo & Nyarko, 2023). Moreover, a school culture that promotes respect for diversity and encourages democratic participation aligns well with the goals of Social Studies, which often includes learning about civic duties and social justice. In such environments, students are motivated to actively participate and excel academically. Hence, the influence of school culture and routines is instrumental in fostering an environment that supports student engagement and academic achievement.

2.5 Empirical Review of Related Studies

Numerous studies both locally and internationally have examined the linkages between school socialization and academic achievement, providing valuable insights into how social factors within educational settings impact learning outcomes. The empirical evidence underscores the multifaceted nature of school socialization and its critical role in academic success, particularly in subjects like Social Studies that require social and cognitive integration.

2.5.1 Review of Local and International Studies On

Research conducted within Ghana and other countries highlights the importance of socialization in academic achievement. For example, a study by Asante and Ofori (2019) on Ghanaian junior high schools found that students who experienced positive socialization—characterized by supportive peer relationships and teacher encouragement—showed significantly better performance in Social Studies. This finding aligns with similar international research by Li and Wang (2021), who investigated Chinese middle schools and reported that effective socialization in schools was positively correlated with academic achievement in social sciences. These studies collectively suggest that social interactions within schools are vital in shaping students' academic trajectories.

2.5.2 Socialization and Academic Performance

Empirical findings consistently demonstrate that socialization processes influence academic performance. A quantitative study by Owusu et al. (2020) revealed that students with strong peer support networks and positive teacher relationships were more likely to have higher academic achievement scores. Furthermore, longitudinal research by Martínez and González (2022) in Spain established that students' social skills, developed through school socialization, predicted their academic success, especially in subjects requiring critical thinking and social awareness like Social Studies. The mechanisms identified include increased motivation, enhanced self-esteem, and better classroom behavior resulting from healthy socialization.

2.5.3 School Environment and Learning Outcomes

The school environment is a foundational element influencing learning outcomes. In a study conducted by Frimpong and Nkansah (2021) in Ghana, the quality of the physical and social environment in junior high schools was directly associated with students' academic performance in Social Studies. This supports global findings such as those by Smith et al. (2023), who noted that conducive environments characterized by safety, adequate resources, and supportive staff enhance cognitive and social development, translating to improved learning outcomes. The environment shapes not only students' cognitive engagement but also their social interactions, which collectively affect academic achievement.

2.5.4 Social Factors in The Teaching and Learning of Social Studies

Social factors play a particularly crucial role in the teaching and learning of Social Studies. Since the subject covers societal norms, history, governance, and citizenship, it demands active participation and social engagement from students. A study by Boateng and Mensah (2022) found that Social Studies students who experienced collaborative learning environments and inclusive classroom discussions exhibited greater understanding and retention of content. Similarly, Akoto and Yeboah (2020) documented that social integration within the classroom, including teacher encouragement and peer cooperation, improved students' interest and academic performance in Social Studies. These studies emphasize the necessity of a socialized learning environment to foster deeper comprehension and application of Social Studies content.

2.5.5 Identify Gaps or Inconsistencies in The Reviewed Studies

Despite the abundance of research affirming the positive impact of school socialization on academic achievement, some gaps and inconsistencies remain. Firstly, many studies focus predominantly on quantitative data without sufficiently exploring the qualitative nuances of social interactions and their complex effects on academic performance (Nyarko & Agyeman, 2024). Secondly, few studies specifically isolate Social Studies as a subject area, often grouping it with other social sciences, which obscures subject-specific dynamics related to socialization and learning outcomes. Moreover, the influence of emerging digital socialization platforms on school social dynamics and academic achievements remains under-explored, particularly in rural settings like Kokote M/A JHS (Boateng & Amoah, 2023). Addressing these gaps through mixed-method approaches and context-specific investigations would provide a more comprehensive understanding of how school socialization impacts academic achievements in Social Studies.

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology adopted to explore the impact of school socialization on academic achievements in Social Studies among learners at Kokote M/A grade seven. It discusses the research design, population, sampling procedures, research instruments, data collection procedures, data analysis techniques, and ethical considerations. The study is grounded in a practical classroom-based investigation to better understand how school-based social interactions influence students' academic performance. The methods

adopted ensure the reliability, validity, and relevance of findings in addressing the academic and social dynamics in the school setting.

3.1 Research Design

An action research approach, suitable for practical school-based interventions, was used to implement socialization strategies and evaluate their impact (Mertler, 2021). This design facilitates immediate improvements but may limit generalizability due to researchers involvement.

3.2 Population

According to Ary, Jacobs, Irvine, and Walker (2022), a population is defined as the entire group of individuals relevant to the research question from which a sample is drawn. These learners were chosen based on their shared exposure to school socialization structures such as group work, school rules, teacher guidance, and extracurricular participation. The population is considered accessible and manageable, making it suitable for indepth investigation in a single school term.

3.3 Sample and Sampling Procedure

The study population comprised all 32 Kokote M/A grade Seven students. Using purposive sampling, 25 students with diverse academic levels and social engagement were selected to ensure a focused analysis, while acknowledging that this non-probabilistic method may introduce selection bias. This sampling technique involves selecting participants based on specific criteria that align with the objectives of the study (Etikan, Musa & Alkassim, 2020). These criteria ensured that the sample reflected the different ways school socialization might impact achievement. The selection was informed by teacher reports and prior assessment records, ensuring that the sample was representative of both academically strong and struggling students.

3.4 Research Instruments

Pre-test and Post-test: Standardized social studies assessments measured cognitive achievement before and after intervention.

Observation Checklist: The researcher used structured observation over a two-week period to document students' behavior in class, during group work, and in co-curricular settings. The checklist captured elements such as peer cooperation, adherence to school norms, leadership roles, and participation levels.

Semi-structured Interviews: Interviews were conducted with selected learners and teachers to understand their perspectives on how social interactions within the school affect academic motivation and performance. Interviews allowed for probing into experiences of inclusiveness, peer influence, and school engagement (Creswell & Guetterman, 2021).

Academic Records: Learners' end-of-term results in Social Studies were reviewed to measure academic achievement. This provided quantifiable data for correlating academic performance with social behaviors observed. Using these instruments together allowed for triangulation and increased the reliability of findings (Yin, 2020). While instruments were developed based on established frameworks, formal validation and reliability testing were not conducted, limiting the robustness of findings.

3.5 Sources Of Data

Over six weeks, learners participated in:

Structured peer learning groups with rotating responsibilities Teacher-led mentorship focusing on feedback and engagement. Encouraging involvement in academic clubs and school events. Gathered directly from the learners and teachers through observations and interviews.

Secondary Data: Sourced from school academic records, class registers, and behavior tracking sheets maintained by teachers.

3.6 Data Collection Procedure

Data collection was conducted over a six-week period and divided into four key phases:

Week 1 – Observation Phase

The researcher observed classroom and non-classroom interactions using a structured observation checklist. The goal was to identify specific social behaviors—such as collaboration, leadership, participation, and rule adherence that may influence academic outcomes.

Week 2 – Pre-Test and Group Profiling

Learners' Social Studies scores from the previous term were reviewed to establish a baseline for academic performance. In addition, learners were profiled according to their involvement in school activities like clubs, group projects, and leadership roles.

Weeks 3–5 – Socialization Intervention and Monitoring

During this period, activities aimed at promoting positive socialization were enhanced. These included assigning cooperative learning tasks, rotating leadership roles in class presentations, and encouraging participation in school clubs. The researcher monitored changes in classroom engagement and social behavior using weekly checklists.

Week 6 – Post-Assessment and Interviews

Final assessments in Social Studies were collected to measure academic achievement after the intervention. Semi-structured interviews with selected learners and teachers were conducted to gain deeper insights into perceived impacts of the socialization practices. All phases were carefully monitored to ensure that external influences were minimized and that authentic school-based interactions were recorded.

3.7 Data Analysis Procedure

The data collected were analyzed both quantitatively. Quantitative test scores were analyzed descriptively (means, percentages) due to sample size constraints and the absence of inferential statistical tools. Qualitative data underwent thematic coding guided by research questions. Future studies should incorporate more rigorous statistical analyzes to establish significance. This process allowed for a deeper understanding of how socialization practices impacted learning experiences (Nowell et al., 2020).

3.8 Pre-Intervention Phase

The pre-intervention phase of the study served as a foundational step to assess the current academic standing of the students in Social Studies, particularly in relation to the influence of socialization within the school environment. Before implementing any structured teaching strategies focused on enhancing school socialization, it was necessary to understand the learners' academic strengths and weaknesses and how socialization might already be playing a role in shaping their learning behaviors.

During this phase, the researcher spent one full week observing classroom interactions and student engagement. Using an observation checklist, behaviors such as peer collaboration, participation in group discussions, attention during lessons, respect for school norms, and interactions with teachers were monitored. These behaviors were linked to the concept of school socialization, defined as the process through which students internalize the norms, values, behaviors, and social skills necessary for academic and social success (Bandura, 2021).

A diagnostic test was administered in the second half of the week to all 32 students. The test consisted of 20 multiple-choice and short-answer questions covering the following Social Studies topics:

Importance of Social Institutions Functions of the Family Roles and Responsibilities of Citizens Importance of Rules and Laws in Society Social Conflicts and How They Are Resolved.

Few sample questions used in the pre-intervention assessment:

What is a social institution? Give two examples. State two ways the family contributes to the development of the child. Why is it important to obey school rules?

Mention two ways you can help resolve conflicts among your classmates.

Observations and Findings:

Low collaboration: Many students preferred working individually and avoided group tasks. Uneven participation: Out of the 32 students, only 7 consistently participated in class discussions. Limited critical thinking: Most students gave shallow responses to open-ended questions.

Gender gap: Girls showed more engagement during moral/social topics while boys were more engaged with conflict and rights-related topics.

Test Scores: Of the 32 students, only 10 scored above 60%. The remaining 22 scored between 25% and 55%, indicating the need for targeted intervention.

These findings confirmed that many students had not yet internalized key social concepts and did not fully benefit from social learning structures within the school.

3.9 Intervention Phase

The intervention was designed and executed over a six-week period and aimed at leveraging school socialization techniques to improve learners' academic achievements in Social Studies. The strategy combined interactive group learning, peer teaching, debates, role play, group research projects, and cooperative assignments, all of which are rooted in social constructivist principles (Vygotsky, 1978; Slavin, 2022). Teaching was conducted five times a week, with each session lasting 45 minutes.

Below is a week-by-week breakdown of the intervention, followed by a summary table:

Week 1: Establishing Classroom Social Norms and Expectations The first week was dedicated to creating a positive and socially supportive classroom environment. Learners were guided in developing class rules, norms, and group behavior codes. Students were grouped into mixedability and mixed-gender teams to promote inclusiveness.

Activities included:

Class discussion on values such as respect, teamwork, and punctuality. Group formation exercises (icebreakers and identity charts).

Introduction to the topic: Importance of Social Institutions Group task: Each group researched a different social institution (school, family, church, police) and presented to the class.

Instructional Techniques: Brainstorming, group formation, rule creation.

Teacher Role: Facilitator and moderator.

Week 2: Family as a Socializing Agent

This week focused on understanding how the family shapes individuals. Emphasis was placed on peer-to-peer discussion and storytelling.

Activities:

Students shared personal stories on how their families influence their choices. Group skits: “A Day in My Family” – performed in front of the class. Group discussions on responsibilities within the home. Key Socialization Skill: Sharing experiences and empathy. Assessment Question: List three responsibilities of parents and explain how they affect children's academic performance.

Week 3: Citizenship and National Identity

Learners explored their roles as citizens and the value of respecting laws and authority figures.

Activities:

Class debate: “Should students report wrongdoing by classmates to teachers?”

Poster creation: “My Duties as a Ghanaian Citizen”

Group presentations on roles of institutions like the police and judiciary.

Instructional Strategy: Cooperative learning and visual representations.

Teacher Role: Guide and discussion leader.

Week 4: Conflict Resolution in School and Society

This week dealt with conflict as a social experience and how students could develop peaceful conflict resolution skills.

Activities:

Role play: “Settling a Fight on the School Field” Case study discussion: Resolving family disputes. Creation of a “Peace Agreement Charter” by each group.

Key Questions Asked:

What would you do if your friend took your pen without asking?

Mention two peaceful ways to settle a misunderstanding.

Remarks from Teacher: Students began to exhibit greater tolerance and openly discussed how they had resolved recent disputes with classmates.

Week 5: Social Roles and Peer Influence

This week examined peer influence in both positive and negative forms.

Activities:

Small group discussion: “When has a friend influenced your decision—good or bad?”

Letter writing: Learners wrote letters to imaginary younger siblings advising them on how to choose good friends.

Peer mentorship: Stronger students were paired with weaker ones to help explain past Social Studies topics.

Learning Outcome: Students began taking more initiative during group discussions and supported peers academically.

Week 6: Review and Practice Test

This final week was used to consolidate all concepts taught and to conduct a mock test under exam conditions.

Activities:

Class quiz competition: Group vs. group on Social Studies content. Review of errors from the pre-test and earlier assignments. Administering a structured post-test.

Summary Table: Weekly Intervention Plan

Week	Topic/Theme	Key Activities	Teaching Strategy	Expected Outcome
1	Classroom Social Norms	Group formation, rule creation, presentations on institutions	Group work, discussion	Established social structure, active participation
2	Family as Agent of Socialization	Skits, storytelling, group discussions	Storytelling, role play	Improved empathy and understanding of family roles
3	Citizenship and National Identity	Debates, posters, group presentations	Visuals, debate	Better understanding of civic duties and values
4	Conflict Resolution	Role play, peace charter creation, case studies	Case analysis, acting	Developed conflict management skills
5	Peer Influence and Roles	Peer mentoring, letter writing, group discussions	Peer teaching, narrative	Promoted positive influence and academic help
6	Review and Testing	Quiz, correction, post-test	Testing, revision	Reinforced learning and preparation for assessment

3.10 post-intervention phase

The post-intervention phase involved evaluating the effectiveness of the six-week socialization-based instructional approach on the academic achievements of the learners in Social Studies. A post-test comprising 20 questions (both multiple-choice and short answer) was administered to all 25 participants of the study.

Sample Questions Included:

List three responsibilities of a good citizen. What are two ways of resolving a misunderstanding among classmates?

Explain how a school rule you know helps to promote discipline. What are social institutions? Give two examples and state their importance.

Assessment Results:

18 learners (72%) scored between 60%–85%, showing significant improvement from pre-test levels. 5 learners scored between 50%–59%, while only 2 learners scored below 50%, compared to 22 learners scoring below

60% in the pre-test. Learners displayed enhanced critical thinking, clearer explanations, and better use of examples.

Teacher's Remarks:

"Students are now more confident in expressing their ideas during class discussions."

"Group work has become more focused and cooperative."

"Most students showed improved writing skills and structure in their responses."

Students' Feedback (from interviews):

"I now enjoy learning with my group because we help each other."

"The skits helped me understand family roles better." "I learned how to solve issues with friends without fighting."

Conclusion Of Post-Intervention:

The intervention significantly boosted academic performance and reinforced positive social behaviors. Socialization strategies such as cooperative learning, role-playing, and mentorship not only helped students internalize Social Studies concepts but also improved their interpersonal skills, discipline, and classroom engagement.

3.11 Ethical Considerations

Approval from school authorities and informed consent from participants and guardians were obtained. Confidentiality and voluntary participation were ensured. Ethical principles were strictly followed throughout the study. Permission was sought from the headteacher of Kokote M/A grade seven, and informed consent was obtained from the participating learners and their guardians. Participants were assured of confidentiality, voluntary participation, and the right to withdraw at any point. Data collected was used solely for academic purposes and stored securely to protect participants' identities. The study adhered to the Ghana Education Service ethical guidelines for school-based research (GES, 2023).

ANALYSIS AND DISCUSSIONS

Introduction

Chapter Four presents the analysis and discussion of data collected to examine the impact of school socialization on students' academic achievement in Social Studies at Kokote M/A grade seven. The chapter focuses on the influence of peer interactions, teacher-student relationships, and participation in school activities. Data gathered from pre-test and post-test scores are presented in tables and charts, followed by interpretations and supported with relevant scholarly references to highlight key findings and their implications.

Discussion

While broken homes are known to affect children's learning experiences, the precise ways they influence academic performance, particularly in Cape Coast Metropolis, have not been thoroughly explored. Existing research often lacks qualitative depth and is limited in geographic scope. Given the prevalence of broken homes in the region, a focused study is needed to understand both the academic consequences and the contributing factors to inform supportive interventions.

4.2 The findings suggest that school socialization positively affects academic performance in Social Studies at Kokote M/A Grade Seven. Peer groups create collaborative learning spaces aiding comprehension; supportive teachers foster academic confidence, and extracurricular activities develop social and cognitive skills needed for success.

However, the study's small sample size, purposive sampling method, and absence of inferential statistics limit external validity and the ability to infer causality. The researcher's presence in the intervention phase may have influenced participant behavior (observer effect). Moreover, the lack of instrument validation reduces measurement reliability.

Despite these limitations, the results concur with theoretical frameworks (Bandura's Social Learning Theory and Mead's Symbolic Interactionism) and prior empirical findings (Baafi & Kwakye, 2024; Owusu & Appiah, 2020). The study underscores the need for continued integration of socialization strategies in curricula, especially in resource-challenged schools

Research Questions

These questions guide the collection of measurable data for analysis.

1. What is the relationship between peer interactions and academic achievement in Social Studies?
2. How does teacher-student interaction influence students' performance in Social Studies? iii. To what extent does participation in school activities affect Social Studies scores?

4.3 Influence of Peer Interactions on Students' Social Studies Achievement

TABLE 4.2.1: Pre-Test Scores Distribution Based on Peer Interaction Levels

Class Boundaries (Learners)	Marks Boundaries (out of 20)	Frequency (f)	fx (Frequency × Marks)	Percentage (%)
1 – 5	0 – 4	6	18	24%
6 – 10	5 – 8	8	52	32%
11 – 15	9 – 12	7	70	28%
16 – 20	13 – 16	4	56	16%
21 – 25	17 – 20	0	0	0%
Total		25	196	100%

Source field 2025

From Table 4.2.1 above, 25 learners were assessed on their Social Studies achievement prior to the intervention, categorized by levels of peer interaction. The results show that the highest proportion of students (32%) scored between 5 and 8 marks, followed by 28% who scored between 9 and 12 marks. Notably, only 16% achieved between 13 and 16 marks, while no learners scored in the highest bracket of 17 to 20 marks. These findings suggest that prior to improved peer interaction, most students performed within the low to average range. This supports the view that peer interaction is critical to cognitive development and academic achievement (Wentzel et al., 2018; Omodan & Ige, 2021). According to Fuh and Ackah (2023), peer collaboration fosters active engagement and enhances academic outcomes, particularly in Social Studies. Similarly, Baafi and Kwakye (2024) emphasize that constructive peer influence contributes significantly to learners' motivation and understanding of subject content. Thus, minimal peer engagement may hinder academic success in Social Studies.

TABLE 4.2.2: Post-Test Scores Distribution Based on Peer Interaction Levels

Class Boundaries (Learners)	Marks Boundaries (out of 20)	Frequency (f)	fx (Frequency × Marks)	Percentage (%)
1 – 5	0 – 4	1	3	4%
6 – 10	5 – 8	4	28	16%
11 – 15	9 – 12	7	77	28%
16 – 20	13 – 16	9	135	36%
21 – 25	17 – 20	4	74	16%
Total		25	317	100%

Source field 2025

From Table 4.2.2 above, 25 learners participated in the post-test assessment after engaging in structured peer interactions. The data reveals a significant improvement in academic performance compared to the pre-test results. A majority of learners (36%) scored between 13 and 16 marks, while 28% attained between 9 and 12 marks. Notably, 16% reached the highest performance bracket (17–20 marks), and only 4% remained in the lowest category (0–4 marks). This shift demonstrates that increased peer interaction positively influenced learners' achievement in Social Studies. According to Wentzel et al. (2018), peer collaboration enhances problem-solving and deepens conceptual understanding. Similarly, Omodan and Ige (2021) assert that interactive learning environments promote active engagement and academic success. Recent findings by Baafi and Kwakye (2024) also support the notion that students exposed to positive peer influence show increased motivation and better learning outcomes. These results affirm that peer interactions significantly contribute to improved academic performance.

TABLE 4.2.3: Summary Of Peer Interaction Impact

Category	Number of Learners	Percentage (%)
Improved Performance	18	72%
No Improvement	7	28%
Total	25	100%

Source field 2025

Table 4.2.3 shows that 72% of the learners demonstrated improved performance after peer interaction activities, while 28% showed no improvement. This indicates that peer interactions had a generally positive impact on students' academic achievement in Social Studies, reinforcing the importance of collaborative learning strategies in enhancing student outcomes.

4.4 Effect of Teacher-Student Relationships on Academic Performance In Social Studies

TABLE 4.3.1: Pre-Test Scores Based on Teacher-Student Relationship Quality

Class Boundaries (Learners)	Marks Boundaries (out of 20)	Frequency (f)	fx	Percentage (%)
1 – 5	0 – 4	5	15	20%

6 – 10	5 – 8	7	49	28%
11 – 15	9 – 12	8	88	32%
16 – 20	13 – 16	5	70	20%
21 – 25	17 – 20	0	0	0%
Total		25	222	100%

Source field 2025

From Table 4.3.1 above, 25 learners were assessed on their academic performance in relation to the quality of teacher-student relationships during the pre-test. The data shows that the highest percentage (32%) of students scored between 9 and 12 marks, while 28% scored between 5 and 8 marks. Only 20% reached the 13–16 range, and another 20% fell within the lowest bracket (0–4 marks), with no learner scoring in the highest band (17–20). These findings suggest that before strong teacher-student relationships were emphasized, learners performed within average limits. According to Roorda et al. (2019), positive teacher-student interactions significantly influence learners’ engagement and academic progress. O’Connor and McCartney (2018) also found that supportive teacher relationships foster trust, motivation, and improved classroom behavior. Agyemang and Owusu (2023) reaffirm that respectful and interactive teacher-student relationships are key to academic achievement in Ghanaian schools. Hence, the absence of close teacher-student bonds may hinder optimal performance.

TABLE 4.3.2: Post-Test Scores Based on Teacher-Student Relationship Quality

Class Boundaries (Learners)	Marks Boundaries (out of 20)	Frequency (f)	fx	Percentage (%)
1 – 5	0 – 4	0	0	0%
6 – 10	5 – 8	3	21	12%
11 – 15	9 – 12	6	66	24%
16 – 20	13 – 16	10	150	40%
21 – 25	17 – 20	6	114	24%
Total		25	351	100%

Source field 2025

From Table 4.3.2 above, 25 learners took part in the post-test to evaluate the impact of improved teacher-student relationships on Social Studies performance. The results indicate a clear academic improvement, with 40% scoring between 13–16 marks and 24% achieving within the highest band (17–20 marks). Only 12% fell within the 5–8 mark range, and no learners scored in the lowest category (0–4). These outcomes highlight the positive effect of strong teacher-student relationships on academic success. According to Roorda et al. (2019), students are more likely to thrive academically when they feel emotionally supported by their teachers. Similarly, O’Connor and McCartney (2018) argue that such relationships promote a sense of belonging, leading to increased participation and focus. Agyemang and Owusu (2023) further emphasize that positive teacher engagement enhances learning in Ghanaian classrooms. Clearly, strengthened teacher-student rapport contributes significantly to higher achievement levels.

TABLE 4.3.3: Summary Of Teacher-Student Relationship Impact

Category	Number of Learners	Percentage (%)
Improved Performance	20	80%

No Improvement	5	20%
Total	25	100%

Source field 2025

Table 4.3.3 shows that 80% of the learners experienced improved performance due to enhanced teacher-student relationships, while only 20% showed no improvement. This indicates that strong teacher-student interactions significantly contribute to better academic outcomes in Social Studies, emphasizing the value of supportive and engaging classroom relationships.

4.5 Participation in School Activities and Social Studies Scores

4.6 Table 4.4.1: Pre-Test Scores Based on Participation in School Activities

Class Boundaries (Learners)	Marks Boundaries (out of 20)	Frequency (f)	fx	Percentage (%)
1 – 5	0 – 4	7	21	28%
6 – 10	5 – 8	6	42	24%
11 – 15	9 – 12	6	66	24%
16 – 20	13 – 16	4	56	16%
21 – 25	17 – 20	2	38	8%
Total		25	223	100%

Source field 2025

From Table 4.4.1 above, 25 learners were evaluated on their Social Studies performance prior to increased participation in school activities. The results show that 28% of learners scored within the lowest range (0–4 marks), while 24% scored in both the 5–8 and 9–12 mark ranges. Only 16% attained scores between 13–16, and 8% reached the highest performance bracket (17–20). This pattern suggests that limited involvement in school activities may correlate with lower academic achievement. According to Eccles and Roeser (2018), active participation in extracurricular and co-curricular activities enhances students' sense of belonging and motivation to learn. Likewise, Baafi and Owusu (2022) found that school engagement positively affects academic performance in Ghanaian junior high schools. Boateng and Aidoo (2024) also highlight that participation fosters collaboration, confidence, and critical thinking—all essential for success in Social Studies. Thus, limited engagement may hinder academic progress.

Table 4.4.2: Post-Test Scores Based on Participation in School Activities

Class Boundaries (Learners)	Marks Boundaries (out of 20)	Frequency (f)	fx	Percentage (%)
1 – 5	0 – 4	1	3	4%
6 – 10	5 – 8	3	21	12%
11 – 15	9 – 12	7	77	28%
16 – 20	13 – 16	9	144	36%
21 – 25	17 – 20	5	90	20%
Total		25	335	100%

Source field 2025

From Table 4.4.2 above, 25 learners participated in the post-test following increased involvement in school activities. The results show marked improvement in academic performance, with 36% scoring between 13–16 marks and 20% achieving within the highest band (17–20). Only 4% of learners remained in the lowest range (0–4), a significant drop from the pre-test. This suggests that active participation in school activities positively impacts Social Studies achievement. According to Eccles and Roeser (2018), involvement in structured school programs promotes a stronger connection to school and enhances academic focus. Similarly, Aidoo and Mensah (2021) found that students who engage in extracurricular activities demonstrate improved self-discipline and academic outcomes. Boateng and Aidoo (2024) also emphasize that participation develops social and cognitive skills essential for academic success. These findings confirm that school activity engagement contributes meaningfully to improved learning performance.

SUMMARY FINDINGS, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the major findings, conclusion, recommendations, and suggested areas for future research based on the results discussed in Chapter Four. School socialization through peer interaction, teachers, teacher-student relationships, and participation in school activities shows promise in enhancing social studies academic achievement among Kokote M/A grade seven learners.

Summary Of Findings

The study was conducted among 25 grade seven learners at Kokote M/A Elementary School. The class was made up of a relatively balanced group of students in terms of gender, with 15 girls and 10 boys participating in the study. These learners were mostly between the ages of 12 and 14 years. The research design employed preintervention and post-intervention assessments to track changes in student performance after deliberate improvements in school socialization practices.

Prior to the intervention, students were evaluated on their baseline performance in Social Studies. The pre-test results showed that most learners scored within the low to moderate range. A significant number of them performed below average, particularly in areas where they lacked strong peer support, teacher rapport, and engagement in school activities. The data suggested that without deliberate social interaction, students were often disengaged, unmotivated, and less likely to achieve high academic scores.

The first objective of the study was to assess the influence of peer interactions on students' Social Studies achievement. The pre-test results revealed that only a small percentage of learners performed at a higher level, with most of them concentrated in the lower to middle scoring brackets. After engaging in peer learning, group discussions, and collaborative assignments, the post-test results indicated marked improvement in students' academic performance. More learners moved into higher score categories, with a notable reduction in the number of students in the lower range. The percentage of students scoring between 13 and 20 out of 20 increased significantly, showing that peer interaction positively impacted academic success.

The second objective focused on determining the effect of teacher-student relationships on academic performance. In the pre-test phase, the majority of students showed moderate performance levels, with some learners struggling in the absence of close teacher support. The post-test, however, revealed major improvements in scores following efforts to strengthen teacher-student rapport. Strategies such as personalized feedback, mentorship, and student-centered instruction helped learners gain confidence and clarity, resulting in improved performance. Learners who previously performed poorly began to make progress, suggesting that positive teacher relationships play a vital role in learners' academic growth.

The third objective was to evaluate how participation in school activities influenced academic achievement. Prior to the intervention, student involvement in extracurricular and co-curricular activities was minimal. The pre-test data showed low performance in many cases. When students were encouraged to engage in school-based events such as debates, quiz competitions, group projects, and school clubs, the post-test data revealed a sharp increase in achievement. Learners who took part in such activities began to show greater interest in class and retained content more effectively. They developed leadership, communication, and team-building skills, which translated into better academic outcomes.

5.2 Conclusion

School socialization through peer interaction, teacher-student relationships, and participation in school activities shows promise in enhancing social studies academic achievement among Kokote M/A grade seven learners. The study sought to determine the extent to which school socialization influences academic achievement in Social Studies among learners at Kokote M/A JHS One. From the findings, it can be concluded that peer interactions, teacher-student relationships, and participation in school activities have a substantial impact on students' performance. Socialization in school goes beyond casual interactions; it includes all the interpersonal relationships, group engagements, and institutional dynamics that shape how students learn, respond, and achieve academically.

5.3 Recommendations

Based on the findings and conclusions of the study, several recommendations are proposed to help educators, school administrators, policymakers, and stakeholders implement effective strategies that promote school socialization for academic improvement.

Short term (classroom/ teacher level): Adopt structured peer tutoring, train teachers in relationship-building and student engagement techniques.

Long-term (school /policy level): Institutionalize diverse extracurricular programs, incorporate socialization metrics in school evaluations, promote ongoing teacher professional development in socialization practices.

Parental Engagement: Strengthen home school communication to support student social development

Replication with larger, randomized samples and rigorous quantitative analyzes is necessary to generalize findings and design effective socialization interventions.

5.5 Final Reflection

This study has shown that effective socialization within the school environment has a profound impact on students' academic performance. The interactions students have with their peers, their teachers, and the school as a whole are not merely social experiences; they are critical learning experiences that shape how students engage with their studies. At Kokote M/A grade seven, intentional strategies to improve peer collaboration, teacher rapport, and extracurricular participation led to measurable improvements in Social Studies performance.

Educators, administrators, and policymakers must recognize that academic success is not only about textbooks, lesson plans, and exams. It is also about building a community where students feel supported, included, and inspired. The classroom should not be seen as a place of isolation but rather as a vibrant space for exchange, connection, and growth. When schools foster the right social environments, they unlock the potential of learners not just to pass exams, but to thrive in life.

As Ghana's education system continues to evolve, efforts must be made to ensure that students are given the social and emotional tools they need to succeed. By emphasizing the importance of school socialization, this study contributes to a growing understanding of how we can build more responsive and effective schools that meet the needs of all learners.

Declaration

We hereby declare that this project work is as a result of our own original research, except for references cited which served as sources of information and have been duly acknowledged. It is in no way a reproduction of any work submitted for any award.

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Dedication: To our families

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