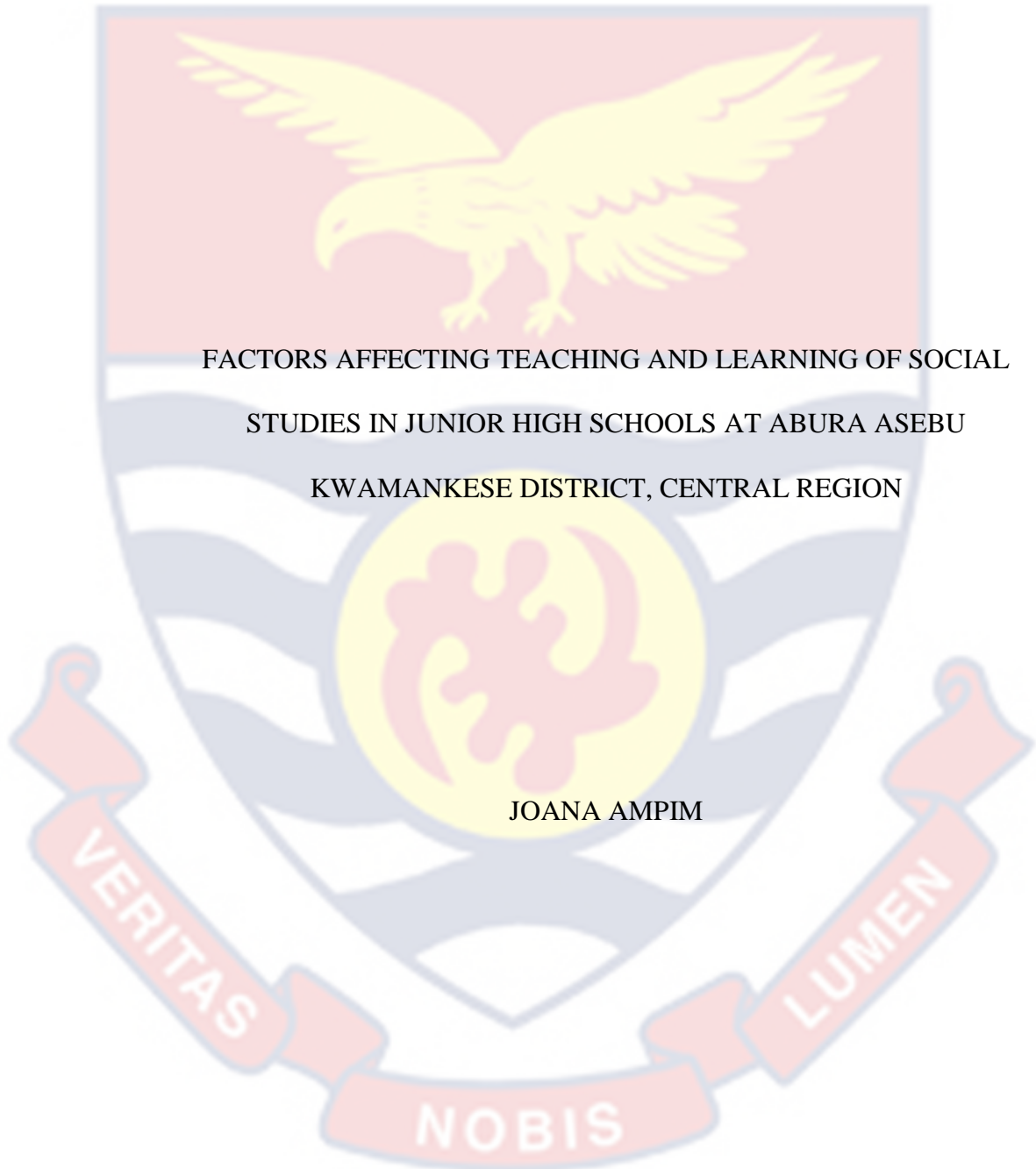UNIVERSITY OF CAPE COAST

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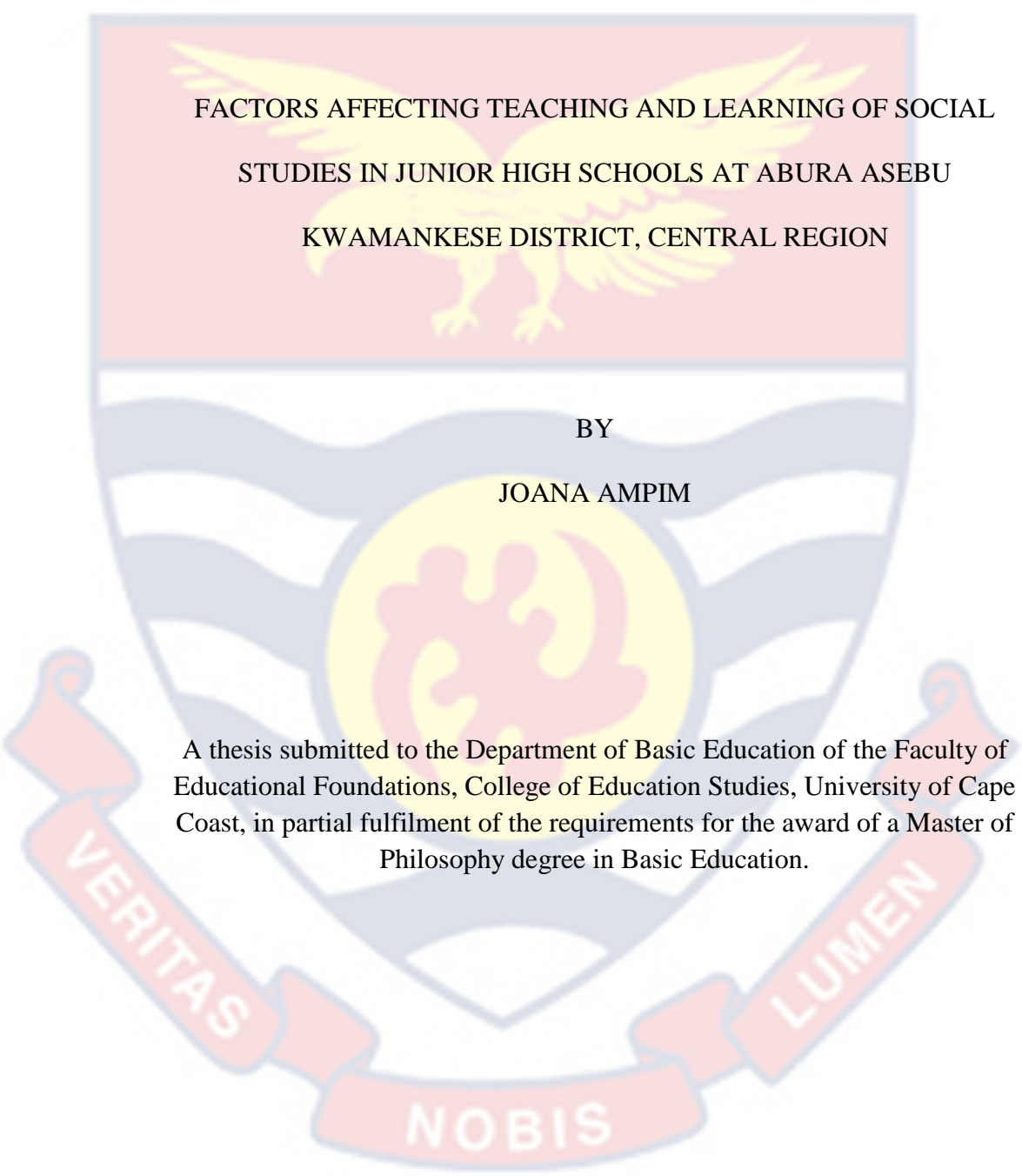
JOANA AMPIM

2024

UNIVERSITY OF CAPE COAST

FACTORS AFFECTING TEACHING AND LEARNING OF SOCIAL

STUDIES IN JUNIOR HIGH SCHOOLS AT ABURA ASEBU

KWAMANKESE DISTRICT, CENTRAL REGION

BY

JOANA AMPIM

A thesis submitted to the Department of Basic Education of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of a Master of Philosophy degree in Basic Education.

JANUARY 2024

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is a true reflection of my original research and that

no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ……………………………Date: ……………………………

Name: Joana Ampim

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid down

by the University of Cape Coast.

Supervisor's Signature: …………………………Date: ……………………….

Name: Prof. Clement. K. Agezo

ABSTRACT

Social Studies is the integrated study of the Social Sciences and humanities to promote civic competence. The purpose of the study was to ascertain the factos affecting teaching and learning of Social Studies in Junior High Schools at Abura Asebu Kwamankese District, Central Region. The study employed the descriptive cross-sectional survey design. The study's population was all 91 JHS Social Studies teachers and all 2419 JHS 2 pupils in the entire Junior High schools (JHS) in the district. The sample for the study was 546 comprising 91 Social Studies teachers and 455 JHS 2 pupils. Instrument for collecting data was questionnaires. The respondents took 20 -30minutes to answer the questionnaire Data were analysed using frequencies, means, standard deviation and t-test. It was found that both teachers and pupils affirmed that school-related factors such as (a) availability of library references in the schools, (b) adequacy of space in the library for learning, (c) adequacy of textbooks for students to use, (d) adequate facilities for teaching promote learning of Social Studies. There was no statistically significant difference in the scores of teachers and students (492) = 0.56, p = 0.58. Teachers identified that none of the teacher-related factors contributed to academic performance of students. That there was a statistically significant difference in the scores of teachers and students t (147.483) = -2.496, p = 0.014. It was recommended that Ghana Education Service should provide several opportunities to encourage the teachers in the AAK District to enhance their educational qualification. The Ministry of Education with stakeholders in education to provide adequate teaching and learning resources/ materials in the school.

ACKNOWLEDGEMENTS

I would like to express my profound gratitude to my supervisor Prof. Clement K Agezo of the Department of Basic Education for his professional guidance, advice, and the patience with which he guided the work. I really appreciate it.

I am also grateful to Rev. Dr. Martin Owusu for his ardent and generous contribution to make this work better. Finally, I wish to thank my family and friends for their support especially my sister Beatrice Ampim, Brother-in-law Kobina Abaidoo, Naomi Afua Hagan and Mr. Isaac Obiri Ampem.

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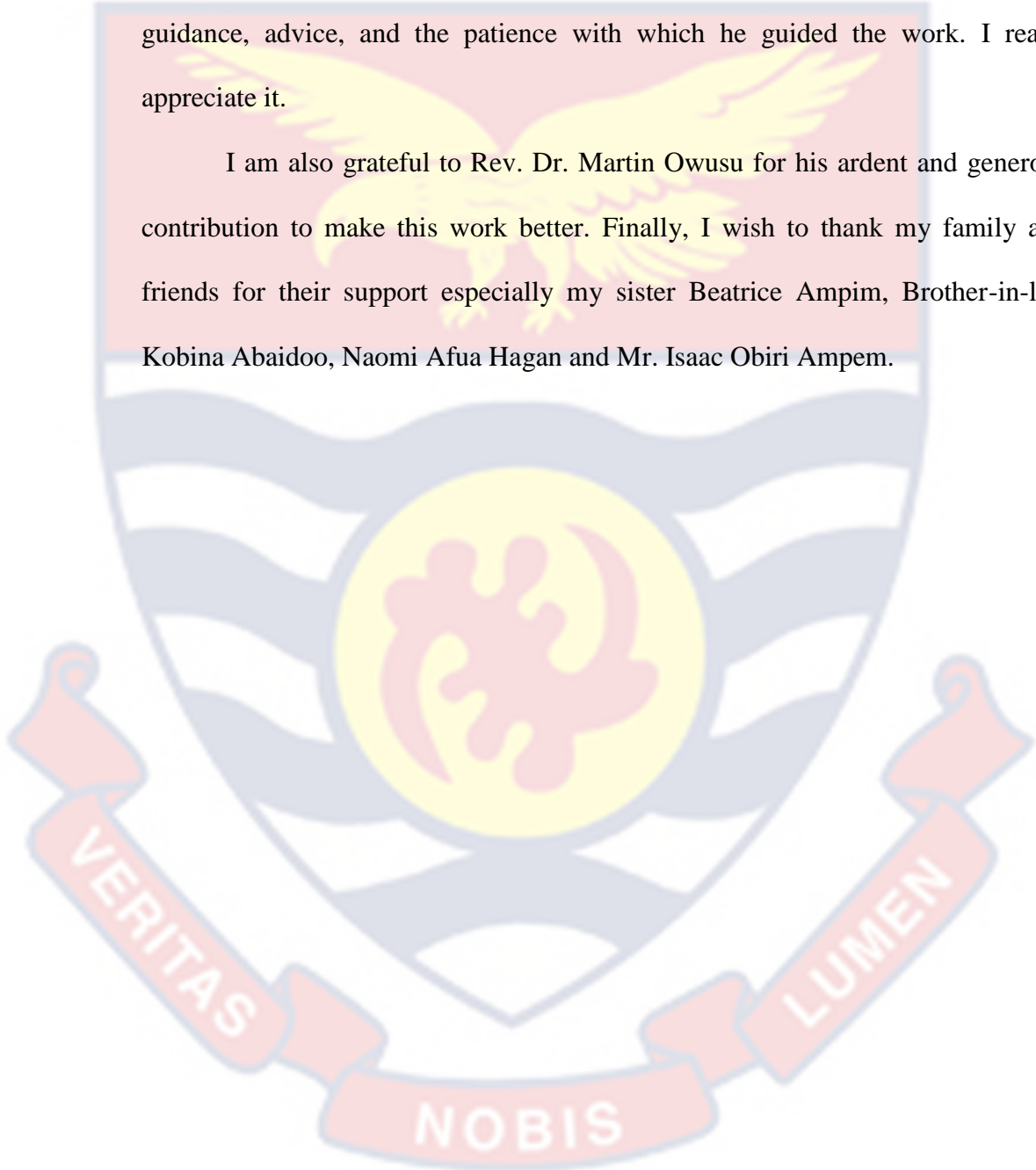
DEDICATION

To my husband Mr. Isaac Amoah and children Kofi Sakyi, Felicia and Joana
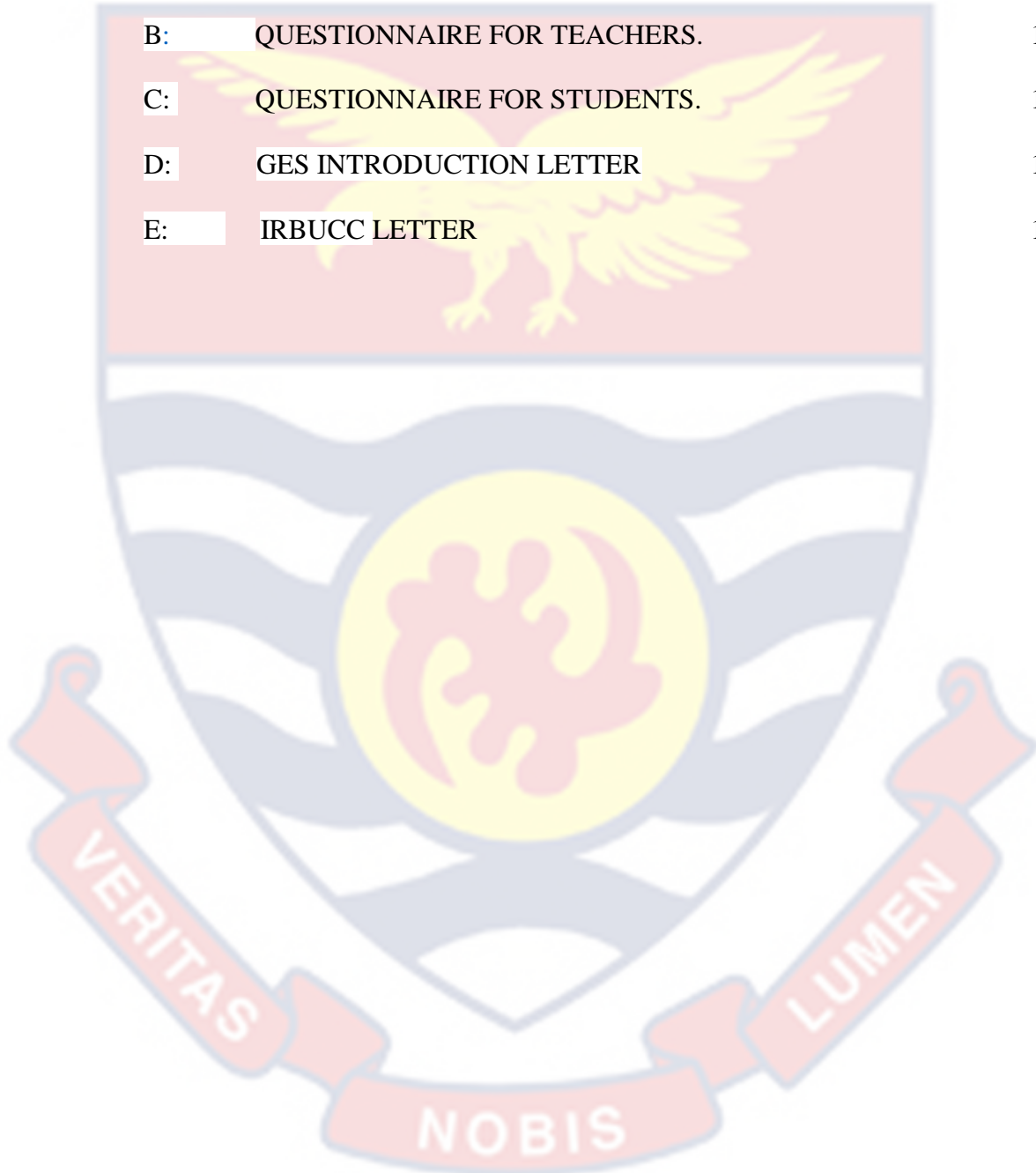
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CHAPTER ONE

INTRODUCTION

Every country is based on the foundation of education. Any nation or community's development is heavily reliant on the quality of education given to its citizens. It is widely assumed that the foundation for any meaningful progress must begin with the development of human resources. As a result, in any community, formal education remains the vehicle for social-economic growth and social mobilisation. And one of the subjects in which this aim is transmitted and achieved is social studies.

Social Studies is the study of the social sciences and humanities in order to foster civic competency. Social Studies provides coordinated, systematic study within the school curriculum, drawing on disciplines such as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (Aggarwal, 2010). The major goal of this integration is to assist young people in developing the ability to make informed and reasoned decisions for the public benefit as members of a culturally varied, democratic society in a globalised world.

Since the 1940s, Social Studies teaching and instruction have undergone several cycles of transition. The Social Studies approach teaching and learning seeks an all-inclusive synthesis of nation-building material centred on pertinent concerns and challenges, such as attention to environmental concerns, demographics, attitudes, values, beliefs, and problem-solving skills. Social

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Studies closely simulate society's traditional approach to citizenship by organizing history, culture, values and beliefs as a formal, integrated subject in school is a subject worth learning (Salia-Bao, 2000). For this study, Social Studies is explained as a mixture of ideas, theories, principles, generalizations, and insights from the social sciences and the humanities to help learners better fit into society (Boadu, 2016). It is an integrated field that draws its content from many other disciplines.

Background to the Study

In Ghana, Learners frequently learn Social Studies using cross-disciplinary learning opportunities, such as citizenship education (Little et al., 2007). This is primarily seen at the primary level of the nation's educational ladder. Over the last two decades, stakeholders in education have been deeply concerned about the efficiency of various approaches of teaching Social Studies in JHS schools. This is because the JHS has been considered as the determinant of the entire educational system's success or failure since one next level in education depends on that level. According to Ghanaian educational philosophy, the ultimate goal of Junior High School (JHS) education is to convert the person into a responsible and successful citizen (Ministry of Education, 2015). Again, Abdu-Raheem (2010) said the instructional format offered by the instructor appears to be the medium of effective learning, and good teaching makes learning more meaningful. He went on to say that although effective teaching helps learners learn more numerically and qualitatively, poor teaching leads to poor learning and, as a result, poor performance. In support of this assertion, Creswell (2004)

said that good instructors communicate information or skills clearly and passionately, are non-judgmental and relaxed, maintain classes task-oriented, aim for students' accomplishment, connect with students through probing questions, and support students by extending their replies.

The traditional method of teaching Social Studies in Junior High Schools (JHS) is mostly based on textbooks, but the current technique is based on a hands-on materials approach. The conventional technique begins with the pieces and then moves on to the whole, whereas the contemporary approach begins with the whole and then progresses to the components. The conventional technique focuses on fundamental abilities, whereas the current method focuses on broad concepts. Assessment is considered as a distinct activity in conventional education and occurs through testing, however in modern teaching, assessment is seen as an activity interwoven with teaching and learning and occurs through portfolios and observation (Adams, & Hamm, 1992).The traditional method of teaching is when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision-making skills (Adams, & Hamm, 1992) while the modern or constructivist approach to teaching involves a more interacting, student-based teaching. Here, the students learn through group participation.

From colonial times to the present, Ghana's education has undergone several transformations. All of these initiatives strive to continuously increase the availability and relevance of education to citizens. In order to do this, Ghana's Ministry of Education has updated its entrance standards for admittance into

Colleges of Education from the early 1950s. It is traditionally accepted that for any effective teaching, the teacher should have both the content knowledge and the pedagogy. Teachers' knowledge of the subject matter to be studied or taught, as well as the information to be covered in the syllabus, is critical, and when used effectively, will encourage successful teaching and learning (Boadu, Bordoh, Eshun, & Kweku Bassaw, 2014). A teacher with extensive pedagogical expertise knows how pupils generate information and gain abilities, as well as how they establish mental habits and good attitudes toward learning. As a result, knowing cognitive, social, and developmental theories of learning and how they apply to students in the classroom is required for pedagogical expertise (Hennessy, 1993).

A strong understanding of JHS-level subject content as well as professional skill in professional practise are required for effective instruction. This will equip the teacher with an assessment tool in other to bridge the gap between assessment and teaching as it is an essential way of creating independent, reflective learners who can plan and assess their progress (Berson, 2013). In Ghana, Social Studies appears to have a prominent place in the Senior High School curriculum, and it is one of the key courses taught at that level. Because of its significance, the government of Ghana is dedicated to guaranteeing the availability of high-quality Social Studies professors in our educational system via the country's universities. Furthermore, Social Studies is required in Junior and Senior High Schools. Personal experience and unconfirmed evidence appear to indicate that the majority of our Senior High School graduates are unable to make the necessary behavioural changes that Social Studies aims to address. Negative

citizenship behaviours of all kinds are on the rise in the country, prompting one to wonder if the topic of Social Studies is fulfilling its purpose and aims. In Ghana, Social Studies was introduced in Senior High Schools and became mandatory in September 1996.

Scholars have discovered that instructors' perspectives on classroom evaluation differ across educational institutions (Russell & Waters, 2021). To this end, Powell and Bodur (2019) revealed four major assessment conceptions or beliefs: assessment efficacy of teaching and learning, certification of students' learning, accountability of schools and instructors, and assessment's irrelevance or rejection. As per Powell and Bodur (2019), the concept of Social Studies evaluation, which is for the effective enhancement of teaching and learning and is often referred to as assessment for learning, is divided into two main indicators: students' performance as depicted by assessment results, and reliable and valid data required for accurately describing student performance.

The education of the child is seen as a necessary means for the development of the individual's personality. As such most countries have the education of their citizens at heart. Within the school setting, one of the common subjects' various curriculums incorporate is social studies. The relevance of this subject was seen as necessary and crucial decades ago when Ghimire (2013) argued that, the study of Social Studies has to do with the studies of human beings and their interactions with other human beings and with their immediate environment. Then the National Council for the Social Studies (NCSS, 1994, p.3) defined Social Studies as, the integrated study of the social sciences and

humanities to promote civic competence". They further assert that Social Studies must generally aim at equipping young people to possess informed and well-thought decisions for the public welfare as citizens.

It was therefore not so surprising when the National Council for Curriculum and Assessment (NaCCA), Ministry of Education (MoE) in Ghana placed Social Studies as a subject in the JHS curriculum with the rationale that the subject will equip learners with knowledge, and attitudes, values, and skills that will enable them to become active, informed, innovative, and responsible citizens (MoE, 2020).

The task of teaching and teacher education has become more geared on guiding pupils in meeting state criteria. Furthermore, many states need instructors to complete some kind of topic knowledge test in order to be certified. and this has been one of the challenges in the country. In social studies, both student content standards and teacher testing may be highly political rather than professional. Decisions about what knowledge should be taught are often very controversial. Decision-making often involves politicians, content experts with divergent points of view, and the general public, as well as professional educators. The consensus among and within various groups may be difficult to attain; those with the most powerful voices often become the decision-makers (Mathevula, & Uwizeyimana, 2014).

Concerning improving learners' performance in Social Studies, several empirical studies have been conducted across the globe. Among these studies include Domike, Edu and Idaka (2017) who resort to the use of classroom

management in enhancing learners' performance in social studies. Although the study showed evidence that classroom management plays a major role in improving learners' performance in social studies, it is worth noting that, classroom management is an element of classroom teaching. In addition, Rogayan, Padrique, and Costales, (2021) also resorted to the use of computer-assisted instruction to improve learners' academic performance in social studies. Findings from the study indicated that the intervention motivated the learners in participating in every classroom activity thereby ensuring effective learning processes. Added to the above-mentioned, Cornelius-Ukpepi, Ndifon, Edu, and Akpama, (2019) also researched the use of two sensory (verbal and visual) learning styles as predictors of enhancing learners' academic performance. Although the study was centred on primary six pupils the researchers later recommended that Social Studies teacher should augment their teaching styles with the findings of their study; which is the use of charts, diagrams, and pictures among other sensitive related documents in classroom lesson delivery. Reading ability and study habits of learners as a means of helping improve learners' academic performance in Social Studies were also researched by Iheakanwa, Obro, & Akpochafo, (2021). The findings revealed a significant relationship between reading ability and learners' academic achievement and study habits and learners' academic success. Notwithstanding, the study further recommended teachers' influence highly impacts learners reading ability and study habits.

The above empirical studies showed a clear picture of teachers' involvement in every aspect of learners' learning. Classroom management and

other related factors researched are all imbibed in effective teaching. Effective teaching, therefore, seems to be the direct link to improving learners' academic performance in Social Studies and other related academic disciplines. It is worth noting that, few of these studies have been conducted in Ghana with none being conducted in the Abura Asebu Kwamankese District hence this study is to bridge the Knowledge gap.

Statement of the Problem

The efficiency of Social Studies instructors' instructional activities in the classroom and the expertise of their Social Studies instructors are critical to good Social Studies teaching. Russell and Waters (2021) posit that Social Studies more than any other subject, needs well-prepared, diligent, and knowledgeable instructors. Despite the harmony on the assessment being principal to achieving educational goals and objectives, empirical studies have revealed that there are no effective or proper teaching methods or no clear understanding of classroom assessment for teaching and learning of Social Studies for students' performance (Moghavvemi, Sulaiman, Jaafar & Kasem, 2018).

Several studies have continually shown that teachers seem to have critical gaps in conceptions and practical application of effective teaching and learning of Social Studies in the classroom. They are still dependent on a few conventional methods of assessing Social Studies students and their practices are often not consistent with the recommended practices (Tadesse, 2015; Alkharusi, 2007; Alsarimi, 2000). Additionally, Wang, Kao, and Lin (2010) observed that teachers have limited knowledge of classroom assessment and usually resort to low-level

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thinking question that requires regurgitation of information covered in the textbook or during teaching.

This situation is not different in the Abura Asebu Kwamankese District, Central Region. For instance, from personal observation and informal discussions, it appears that Social Studies teachers in public Junior High Schools do not follow the proper teaching and learning procedures in their classrooms. To be able to improve the quality of classroom assessment, the attitudes and perceptions of the Social Studies teachers should be understood and reviewed from time to time. It demands that teachers be knowledgeable in the Social Studies components vis-à-vis economics, geography, history, sociology, and current affairs to ensure the effectiveness of the subjects. In this, teachers must also be abreast with modern methods of instruction in Social Studies such as inquiry and discovery methods. The teacher of Social Studies must also possess a good academic qualification in Social Studies Education (Aggarwal, 1982).

Social Studies as a subject was integrated into the curriculum to help address the challenges or problems that confront and threaten the survival of the Ghanaian society (MoE, 2020). Some of these challenges that confront the survival of the country include bribery and corruption, misusing of state property, destruction of state property, teenage pregnancy, harmful cultural practices, and robbery as well as other social vices. All of these vices seek to threaten the survival of Ghanaian society. Although the success of students in Social Studies may be said to be great and good across several parts of the country in the Basic Education Certificate Examination (BECE), the same cannot be said of the

performance of students in the AAK District within the Central Region, Ghana. For example, in 2019, out of a total of 1914 students who sat for the BECE, only 124 (6.48%) obtained aggregate between 1-3 whereas 1417 (74.03%) obtained an aggregate between 7-9 with 373 (19.49%) scoring an aggregate between 4-6. Likewise, in the year 2020, a total of 2189 sat for the BECE. Out of this number, 1058 (48.33%) obtained an aggregate score between 7-9 with 946 (43.21%) obtained an aggregate between 4-6 and only 185 (8.45%) also obtaining an aggregate score between 1-3. The number of students who are not making the pass mark are feared to go up if the challenge is not identified and an effective intervention is not structured to curb it. Most of the studies have been conducted using either qualitative approach or mixed methods without not much using quantitative.

Even though students are passing on the average, the main rationale of Social Studies which is to equip learners with skills and competencies that will enable them to be reflective, proactive, concerned citizens, and think critically in solving problems in society is not seen. The several reports of increased teenage pregnancy cases and other social vices in the district point to the fact that our students may not be portraying the content of what they learned in Social Studies. As such several questions arise on the factos affecting the teaching-learning of Social Studies in the district. Could it be the teachers' approach to teaching and assessing Social Studies? Could it be the school environment or cultural setting of the learners? Or perhaps their perception or attitude towards social studies? These are some of the questions with no readily answers the researcher asked when she

came across this problem. As such, the researcher designed this study to identify the factors that affect the teaching and learning of Social Studies in Abura Asebu Kwamankese District in the Central Region of Ghana. It is worth noting that, few of these studies have been conducted in Ghana with none being conducted in the Abura Asebu Kwamankese District hence this study is to bridge the Knowledge gap.

Purpose of the Study

The study's aim was to ascertain the factors affecting teaching and learning of Social Studies in junior high schools at Abura Asebu Kwamankese District, Central Region.

Objectives of the study

Specifically, the study sought to achieve the following objectives:

1. assess the views of teachers and students on the school-related factors that contribute to the effective teaching and learning of Social Studies.

2. examine the views of teachers and students on the teacher-related factors that contribute to the effective teaching and learning of Social Studies.

3. scrutinize the views of teachers and students on the student-related factors that contribute to the effective teaching and learning of Social Studies.

4. examine the views of teachers and students on the home-related factors that contribute to the effective teaching and learning of Social Studies.

5. find out whether there is a significant difference between teachers' and students' views in terms of school-related factors that contribute to the effectiveness of teaching and learning of Social Studies.

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6. find out whether there is a significant difference between teachers' and students' views in terms of teacher-related factors that contribute to the effective teaching and learning of Social Studies.

7. find out whether there is a significant difference between teachers' and students' views in terms of student-related factors that contribute to the effectiveness of teaching and learning of Social Studies.

Research Questions

The following research questions were formulated to guide the study:

1. What are the views of teachers and students on the school-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

2. What are the views of teachers and students on the teacher-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

3. What are the views of teachers and students on the student-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

4. How do the home-related factors contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

Hypotheses

The study again tested the following hypotheses:

H$_0$1: There is no significant difference between teachers and students' views in terms of school-related factors that contribute to the effectiveness of teaching and learning of Social Studies.

H$_0$2: There is no significant difference between teachers and students' views in terms of teacher-related factors that contribute to the effectiveness of teaching and learning Social Studies.

H$_0$3: There is no significant difference between teachers and students' views in terms of student-related factors that contribute to the effectiveness of teaching and learning Social Studies.

Significance of the study

The findings of this study have given a clear perspective of the factors that affect the teaching and learning of Social Studies among Junior High Schools in Abura Asebu Kwamankese District, Central Region, and provide lasting solutions to these challenges while making Social Studies relevant to the needs of Junior High schools, learners and the society at large. This study has informed parents and the public at large, as well as assisted the government in identifying issues influencing the successful teaching of Social Studies in the district's Junior Secondary Schools.

This study has produced policy advice for decision-makers on how to address difficulties with Social Studies education in junior high schools. It also

aided in improving students' grasp of Social Studies and, as a result, their success in Social Studies tests.

Lastly, this study has created a stepping stone for further research in the field of social studies. Furthermore, the Ministry of Education through the study of teaching problems in all its themes has helped to reach a better conclusion that helps to develop the competencies of the teachers of social educational materials related to the problems.

Delimitation

According to Creswell and Creswell (2017), boundaries illustrate how the scope of the study is reduced, but Kombo and Tromp (2013) noted that selecting a research site is critical. It has an impact on the utility of the information generated. This study was limited to a small number of government Junior High schools in the Abura Asebu Kwamankese District. Again, the study focused only on the factors affecting the teaching and learning of social studies, among JHS students in Abura Asebu Kwamankese District, Central Region It also covered school-related factors, teacher-related factors, student-related factors and home-related factors.

Limitation

A constraint of this study was the lack of cooperation on the part of some teachers and head teachers of some of the selected schools. This resulted in the researcher wasting time in gathering data from some of the schools. In addition, the study only considered teachers in the public schools in the district. Therefore,

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the findings, may not be typical of teachers in private schools and thus, not generalisable to all teachers in the district and the country.

Definition of terms

Teacher effectiveness- describes the carefully planned and use of appropriate materials in communicating academic goals to learners.

Academic performance- is the measurement of learners' achievement across several or a particular discipline.

The learner- A person who submits his/herself to formal education in a school, or a recognised institution. A Learner is a person who is receiving instruction from a teacher in an educational environment.

The teacher- An experienced person who facilitates and imparts knowledge to a student in an educational environment. A teacher is a person who supports learners to acquire knowledge in a specific content area.

Organisation of the Study

Chapter One discussed the background to the study, the statement of the problem, the purpose, objectives, and research questions. It further provided the significance of the study, delimitation of the study, limitations of the study and the definitions of key terms.

Chapter Two presented a review of related literature to the study done by other researchers and scholars. It looked at the theoretical review and empirical review of the study.

The third chapter concentrated on outlining the study's research methods. Before providing the chapter summary, it examined the research paradigm,

research approach, research design, study area, study population, sampling procedure, sample and sampling techniques, the instrument for data collection, validation of the instrument, reliability of the instrument, administration of the instrument, and method of data analysis used for the study, as well as the ethical considerations.

The fourth chapter proffered the study's findings and discussions, as provided by the respondents, on school-related factors, teacher-related factors, student-related factors, and home-related factors affecting the effectiveness of Social Studies teaching and learning in selected junior high schools in Abura Asebu Kwamankese District. Chapter Five included the study's summary, conclusion, recommendations, and ideas for further research.

University of Cape Coast   https://ir.ucc.edu.gh/xmlui
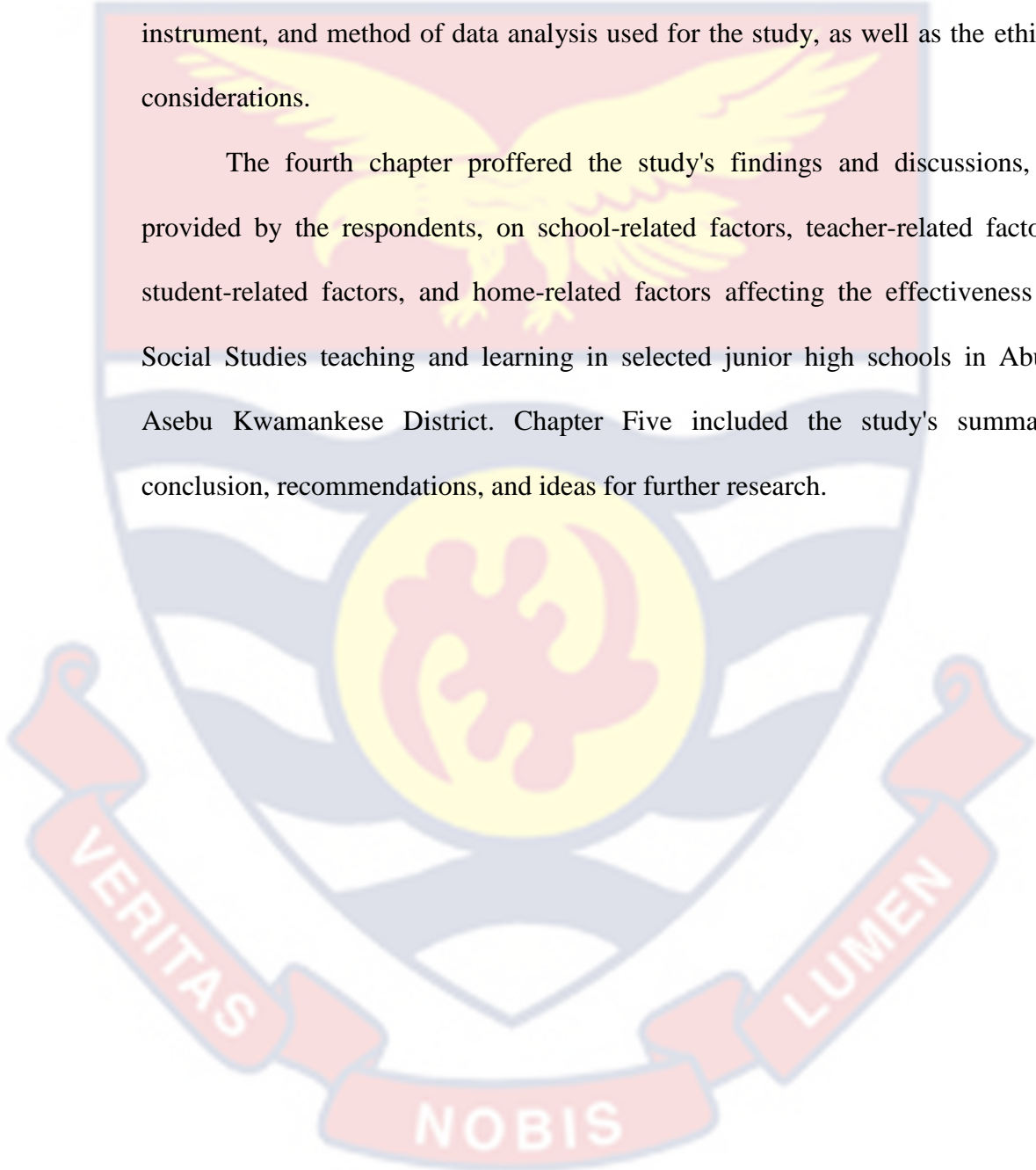
CHAPTER TWO

LITERATURE REVIEW

Overview

The goal of this study was to examine the factors affecting teaching and learning of Social Studies in junior high schools at Abura Asebu Kwamankese District, Central Region. This chapter gives a survey of the literature on the issue. The literature review summarises and analyses previous studies related to the current study (Creswell, 2015). Studies also indicate that researchers can compare their study findings to previous knowledge based on knowledge acquired from literature. Given that, the literature review comprises of reviewing all the concepts related to this study, the theories with which this study has its backstay and some empirical reviews. The chapter however is organized under the following sub-headings:

1.   Theoretical Framework

     Social *Constructivism*:

     - Scaffolding

     - Zone of Proximal Development (ZPD)

2.   Conceptual Review

     a.   Danielson's outline for teaching (2014):

     i.   Planning and preparation

     ii.   Classroom environment

     iii. Instruction

     iv.   Professional responsibilities

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b.   NTC's standards for effective teaching (2020):

i.   Professional values and attitudes

ii.   Professional practice

iii. Professional knowledge

c. Methods and resources in teaching Social Studies

3.   Empirical Review

i.   Effective teaching and learning strategies in social studies

ii.   Challenges in the teaching and learning process

iii. Student Academic Achievement

iv.   Factors Influencing Students' Academic Achievement:

1. School-Related Factors and Students' Academic Achievement

2. Teacher-Related Factors and Academic Achievement

3. Student-Related Factors and Academic Achievement

4. Home-Related Factors and Academic Achievement

Theoretical Framework

By the standards, Vygotsky's (1978) social constructivism theories will be reviewed and used as the theoretical backdrop for this study. This theory is regarded as the best fit for this study when the NTC's standard for teachers in Ghana (NTC, 2020) and Danielson's (2014) outlines for effective teaching are taken into account. This is because the standards outline a stated national goal which is geared towards achieving goal 'four' of the Sustainable Development Goals for 2030. This goal is designed to promote inclusive and equitable quality

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education and ensure life-long learning opportunities for all (NTC, 2020). The standards again highlighted that, in taking the existing Ghanaian standards, the aims of teacher education, context, and international standards into consideration, instructions in the classroom should be made more practical with the learner as the primary focus or central component (NTC, 2020). Practicality, therefore, was stressed as the main philosophy of these new standards for Ghanaian teachers. Consequently, having the learner as the centre of instruction and making instruction practical is the linchpin of Vygotsky's (1978) social constructivism theory, the scaffolding and ZPD theories hence its adoption. The following paragraphs discuss the choice of the theory and its relatedness to the study.

The Social Constructivism Theory

The constructivism theory presents itself in many forms with several researchers and scholars having diverse views of how it should be operated. Nonetheless among the endorsed variations of the theory, two are considered to stand out and are adopted most predominantly. These are cognitive constructivism (also known as personal or radical constructivism) and social constructivism (also known as realism constructivism). Piaget's (1977) work is said to have inspired cognitive constructivism, with followers including Bruner, Ausubel, and von Glasersfeld. According to contemporary literature, including teacher education textbooks (see, for example, Eggen & Kauchak, 1999; McInerney & McInerney, 2002), theorists connected with this line of thinking stress the intrapersonal process of individual knowledge creation. They argue that knowledge is not self-contained; that information is not instantaneously transferable from person to

person, but rather is developed or found individually. As a result, cognitive or radical constructivists emphasize learner-centred and discovery-oriented learning processes. The social environment and social interaction serve only as stimuli for individual cognitive conflict in the process.

Social constructivism theory on the other hand is considered to be stern from Vygotsky's (1978)'s work. Kuhn, Greeno, Lave, Simon, and Brown are also considered to be advocates or supporters of this theory. Despite the diversity of their theories or perspective of this theory, these philosophers are widely regarded as supporters of the key role of the social environment in learning. Learners are said to be accustomed to or conditioned into their learning community and appropriate knowledge is built through their engagement with the immediate learning environment, based on their existing knowledge. As a result, learning is viewed as a situation-specific and context-bound process (Eggen & Kauchak, 1999; McInerney & McInerney, 2002; Woolfolk, 2001).

A careful review of the new Ghanaian Social Studies curriculum for basic schools adopted the combination of the two theories (MoE, 2020). Again, the new NTC standard for effective teaching also stresses teachers setting the learner as the primary focus of classroom instructions. It of noteworthy that, though they are seen as two distinct theories, there exist several similarities between them. Both theories believe that social factors play a major role in child development and new learning builds on existing knowledge. Again, both theories postulate that learners construct knowledge that makes sense to them. Finally, both theories also believe in individual development. Given this, these two theories were used

as the theoretical background for this study with more emphasis on social constructivism. The use of these theories echoes the teacher's approach or methods of teaching, the learner's contributions towards learning, and the classroom and school climate.
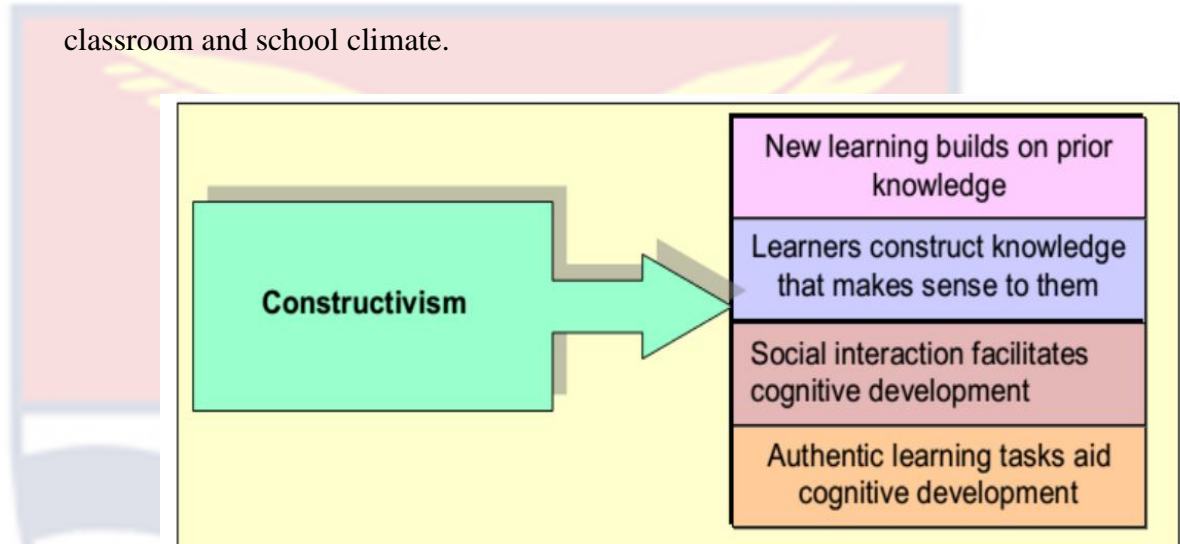
Figure 1: **A chat showing characteristics of constructivism (Esterhuizen, 2012).**

In a social constructivist classroom, the teacher's primary job is to aid students in increasing their awareness and to manage students' presence in the classroom during the learning process. A social constructivist teacher, according to Alzahrani and Woollard (2013), stresses learner reflection and cognitive struggle and encourages peer participation. According to Kompf (1996), social constructivist teachers enable student responses to drive courses, tweak teaching approaches, and change the material. The idea behind the teacher's restricted participation is to encourage pupils to engage in collaborative learning.

The student's role in a social constructivist classroom however as outlined by Tutoring for Excellence Group (2015), students are supposed to learn and adjust to how to combine new information with existing knowledge. Again,

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students are also expected to reflect on their own experiences and establish how they have been affected by them. Students are furthermore acknowledged to value the trial-and-error approach and must also question ideas and evaluate concepts through real-world activities. In addition, students must engage and actively interact with peers, authorities, educational materials, and the immediate environment. And finally, students must exercise control of what and how they learn.

The social constructivist classroom exhibits quite several discerning attributes noticeably different from the conventional or direct instruction classroom. Gray (1997) suggested some distinct features of how the constructivist classroom looks like. These features include a student-centred classroom which simply means every activity performed in the classroom has the learner as the focal point. Again, the method or approach in lesson delivery highlights the process approach. This approach focuses on language and problem-solving strategies needed by students to generate new ideas. In addition to Gray's suggestions, the teacher in a constructivist classroom operates as a researcher. In addition, power and control in a constructivist classroom are shared among the teachers and the students which suggests a democratic atmosphere in the classroom. Enough materials are also presented in stock for learners to manipulate during the learning process.

Despite the numerous advantages these theories provide the learner, other scholars (Alanazi, 2016; Brown & Campione, 1994; Hardiman, Pollatsek, & Weil, 1986; Shumba, Ndofirepi, & Gwirayi, 2012) highlight a few setbacks to

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their implementation in classrooms. Some of these setbacks include a lack of structure. Some children thrive in concerned institutions and ordered learning environments, whereas constructivist learning promotes a more relaxed approach to helping kids in engaging in their learning. Furthermore, in constructivist classrooms, grading is typically ignored in favour of a stronger emphasis on student accomplishment, which can result in students falling behind and failing to satisfy standardised grading criteria. Others also maintain that the social constructivist teaching style is minimally guided and results in minimal instruction which may render the students to become lost and frustrated (Kirschner, Sweller, & Clark, 2006).

Nonetheless, research indicates that social constructivist teaching and approaches to knowledge acquisition are considered effective ways of teaching (Gilakjani, Leong, & Ismail, 2013; Gray, 1997; Milena, & Petra, 2021). This is because it inspires active and meaningful learning which promotes responsibility and autonomy. Because social constructivist teaching helps students achieve desirable educational goals, instructors must advance professionally toward the social constructivist practice. This includes the improvisation of instructional materials and research to help source students with all their learning needs.

It is worth mentioning that, social constructivism is rooted in these two major models of instruction which are scaffolding and Zone of Proximal Development (ZPD). The following paragraphs discuss the meaning of these models and how they are related to this study.

Zone of Proximal Development (ZPD)

The ZPD is regarded as the central part of the social constructivism theory. ZPD is explained as the discrepancy between one's existing cognitive development and one's prospective cognitive development (Vygotsky, 1978). The zone of proximal development is mainly seen as having two major components which are the learner's potential development and the role of interaction with others. It is believed that learning occurs in ZPD after one's current knowledge is identified which is what the learner is capable of learning. The social environment then shapes the learner's existing knowledge and then helps the learner to obtain new knowledge.
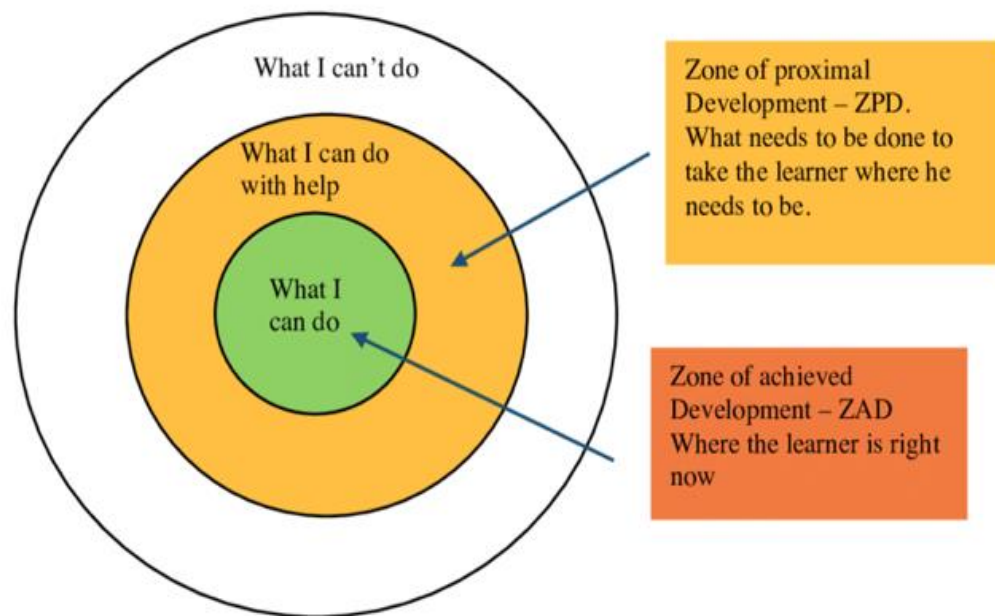
Figure 2: **Vygotsky's Zone of Proximal Development**

The ZPD maintains that learning occurs through purposeful, meaningful interactions with others (Vygotsky, 1978). In addition, as learners grow within their ZPD they become more confident as they practice new tasks with support from the social environment that surrounds them. Vygotsky later outlined

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scaffolding as a tool to help learners achieve independence in the learning process. This is because learners complete small and manageable steps to reach the goal.

Scaffolding

The concept of scaffolding stems from Vygotsky's (1978) sociocultural and social constructivism theories. Scaffolding is a teaching strategy that helps students grasp an educational idea by collaborating with an instructor or someone who understands the concept better. According to the hypothesis, learners learn better when they work with others who have a larger range of expertise than the student learning the topic alone. Scaffolding is used by educators or learners to break down knowledge into smaller parts so that the student may broaden their grasp of the topic more than they would on their own.

This model serves several importance to learners and teachers adopting it. It also suits this study because in measuring or evaluating the effectiveness of teaching in adding to learning of social studies, one would want to know how the methods employs in the teaching and learning processes challenges learners and how it engages the learners. Again, attention will be emphasised on how the methods of instruction provide learners with an opportunity for success and also provides differentiated learning. It is important to know that, the above parameters mentioned are all advantages scaffolding provides learners in the teaching and learning process.

In using scaffolding, educators use a variety of instructional supports to choose tasks that correspond to the curriculum's objectives. They also encourage group work and use visual aids and other materials to give room for learners to think aloud and come out with solutions to given tasks. Scaffolding is used by teachers to support and guide learners to complete tasks with progressively less support.

Conceptual Framework

The conceptual framework is identified as the basis of a research problem (Chapagain, 2019). It provides clarity and focus, allowing us to understand and organise the research questions better. Figure 3 provides the conceptual framework for this study.
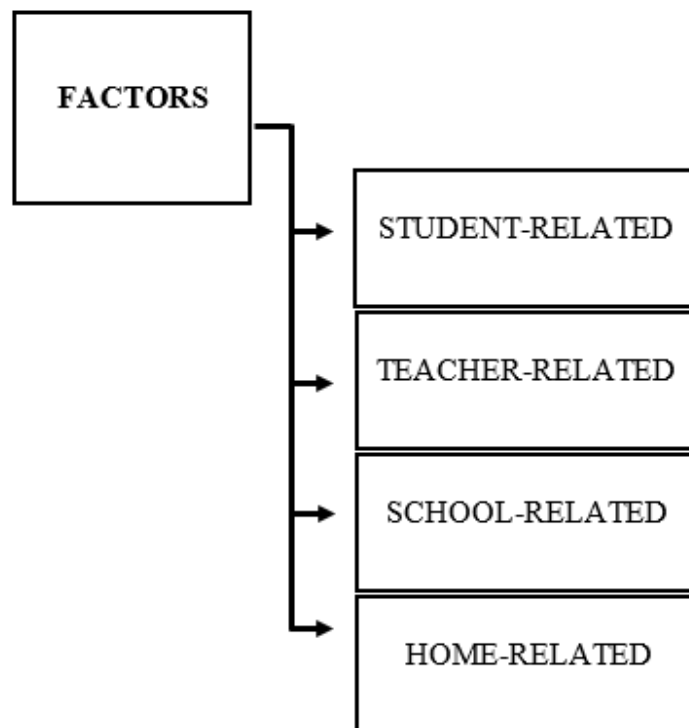
Figure 3: **Conceptual framework showing factors affecting teaching and learning of Social Studies**

Source: Researcher's Construct)

Based on the framework in figure 3, the researcher outlined the various factors that significantly influence the effective teaching of social studies. It is also important to note that, these factors have been argued to also influence the performance of students since teaching and learning are argued to be positively correlated (Abongdia & Ngoqo, 2018).

Conceptual Review

This section provides some definitions of the concepts or variables used in this study. Danielson's (2007, 2014) outline and the NTC's effective teaching standards for Ghana (2020) were the main concepts used in defining effective teaching in this study.

Danielson's outline for effective teaching

Evaluation of teacher effectiveness has become more important in this era of accountability. This has been a pivotal aspect of the teaching and learning process because, studies indicate that after family background, the standard of a student's teacher is perceived as the most essential component of learning (Wechsler & Shields, 2008). Given this, there have been several new standards-based teacher evaluation procedures recently emerging to respond to previous flaws in evaluation practices and improve instruction and accountability (Kimball, White, Milanowski, & Borman, 2004). Although there are various models for measuring teacher effectiveness which have been established and are in use in schools around the world. Studies indicate several authors develop their framework around Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching (Alvarez & Anderson-Ketchmark, 2011).

Danielson (2007) based her approach on her work with Education Testing Services (ETS) on the Praxis III; Classroom Performance Assessments. Sources indicate that Danielson intended for it to be used for self-evaluation, teacher preparation, recruitment, hiring, mentoring, peer coaching, supervision, and evaluation (Alvarez & Anderson-Ketchmark, 2011). Nonetheless Kimball and White (2014) maintain that the outline was created to be used with teachers at all levels of experience. This includes both new and experienced teachers and was geared towards measuring teacher effectiveness using numerous sources of evidence and well-detailed assessment rubrics.

It is worth noting that, the outline for training identifies components of a teacher's roles and tasks which have been assigned, demonstrated through empirical or research works and theoretical studies to promote and guide student learning. While the outline is not the only way to describe the practice of teaching, these roles attempt to specify what instructors should understand and be able to do in the course of their work. Given that in Danielson's outline, the complex activity of teaching is divided into 22 components (with 76 smaller elements) which are all clustered into four main domains of teaching responsibilities. Planning and preparation, classroom atmosphere, education, and professional responsibility were the sectors.
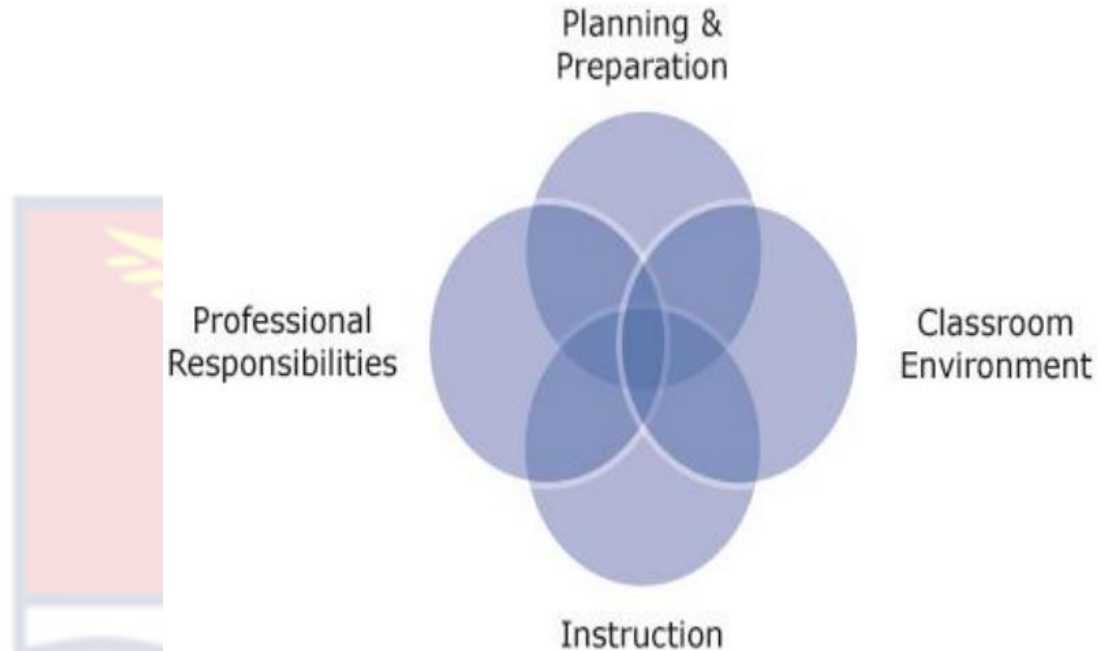
Figure 4: **Danielson's Outline for Teaching (2014)**

Domain 1: Planning and Preparation.

The diagram is focused on the knowledge the teacher possesses in the content, pedagogy, students and resources used in teaching. Concerning the knowledge of the content and pedagogy. Danielson posits that to guide and effectively direct students learning, teachers need to be highly knowledgeable in the things they teach (Danielson, 2014). This helps to clarify common misconceptions about the subject held by students. However, simply knowing the material is not enough to help students grasp it better. Teachers also need to be knowledgeable about the specific pedagogical methods that are most effective for each field. Indicators for assessing this sub-domain include; clear and correct explanations in the classroom, accurate responses to students' queries, and effective feedback to students that foster advanced learning and interdisciplinary linkages in planning and practise (Danielson, 2013).

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The knowledge of the students, it is important to know that there are common patterns in the cognitive, social, and emotional stages of development for all age groups and that each student learns differently and can have gaps or misinterpretations that the instructor must address to design effective learning activities (Wright, 2018). The knowledge of the students bridges the gaps that would have been created when an unfavourable technique was to be adopted in teaching the student. Indicators for this section involve; obtaining formal and informal information about students when planning, gathering enough evidence of students' interests and needs, well-planned chances for family interaction their views about the students, and having a comprehensive database of students with special needs.

In addition, with the knowledge of the resources Puspitarini and Hanif (2019) avow that effective utilization of resources by a teacher improves student learning. Therefore, teachers ought to understand the value of exercising discretion when choosing materials, choosing those that are most useful to the students and directly related to the learning outcomes

Domain 2: Classroom Environment

For the second domain, Danielson (2014) outlines making an environment saturated with respect and affinity, establishing a culture for learning, and organizing physical space as the parameters for assessing the classroom environment of a teacher. Given that, Sieberer-Nagler (2016) maintain that the ability to manage connections with students and make sure that interactions among students are constructive and encouraging is a necessary skill for teachers.

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In terms of creating an environment of respect and rapport, it is important to note that in a respectful environment where all views are accepted, students feel valued, safe, and comfortable taking intellectual risks (O'Grady, 2016). Danielson (2011) outlines fairness, politeness and encouragement, physical proximity, respectful talk, active listening, and acknowledgement of students' backgrounds and lives outside the classroom as the surest way of achieving this sub-domain.

An environment that represents the instructional objectives within the classrooms significance of the work done by both students and teachers is referred to as a "culture for learning" (Danielson, 2014). It outlines the expectations that guide how people engage regarding the tasks and assignments, the importance of hard work and tenacity, as well as the overall ambiance of the lesson. The culture for learning also involves high levels of cognitive energy, a sense of the significance of what is going on, and a shared conviction that doing it right is vital and gratifying (Thomas & Brown, 2011; van Breda-Verduijn & Heijboer, 2016). Effective teachers understand that pupils are naturally intellectually curious, and that one of the great difficulties of education is to foster intellectual curiosity channel the students' inherent energy into the curriculum's subject matter (Baehr, 2013).

Another sub-domain under the classroom environment is how teachers effectively organise the physical space in the classroom. Kershner (2002) maintains that experienced teachers using the surroundings to encourage student learning. This is true because how the physical space is organised changes depending on the age of the students. For example; in a primary classroom,

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centres, and reading nooks may serve to organize class activities; but, with older students, the placement of desks and chairs can either encourage or discourage lively debate. All pupils must be able to see and hear what is going on to participate effectively, and classrooms must be safe with no hazardous materials. Safety and accessibility are hallmarks and chief elements in this construct.

Domain 3: Instruction

Instruction is the third domain of Danielson's (2014) outline for effective teaching. Under this domain, communicating with students, using assessment in instruction and demonstrating flexibility and responsiveness during instructions are the parameters. Communication is effectively used by effective teachers if they can make clear the purpose of the teaching and learning to learners (Ewing, Lowrie, & Higgs, 2010). This includes how teachers explain content, how oral and written language is used by the teacher, and how activities in the classroom are directed by the teacher.

Assessment of student learning has taken on a significant new role in education; it is now recognised as an essential component of instruction rather than being used just to conclude the class (Brown, 2019). To positively achieve this aim, teachers must keep a finger on the pulse of a lesson by monitoring student knowledge, and where appropriate, provide feedback to students to assess student learning for instructional purposes (Nelson, 2018).

The final sub-domain of the instruction phase of the outline is demonstrating flexibility and responsiveness and this is explained by Danielson (2014) as the ability of a teacher to adapt a lesson to address changing

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circumstances. Effective teachers are always prepared for these circumstances to make the appropriate adjustments. In addition, even after experiencing some setbacks, effective teachers who are dedicated to the education of all learners continue to make an effort to engage them in the learning process. This is achieved through how the teacher pauses during lesson delivery, how the class instructor consolidates students' interests and daily activities into the lesson, or how the teaching instructor modifies lessons based on evidence of student understanding.

Domain 4: Professional Responsibilities

The final domain of Danielson (2014) is professional responsibilities. This involves teachers reflecting on their teaching, having and maintaining accurate records, and growing and developing professionally. Foote (2022) avows that when teachers reflect on their teaching, they examine all of the choices they made during the planning and execution of a lesson as well as their thoughts after any instructional event. Through chats with colleagues, journal writing, reviewing student work, having discussions with students, or just discerning about their training, teachers can reflect on their practice (Grossman, Dean, Kavanagh, & Herrmann, 2019).

In addition, keeping thorough records of both instructional and non-instructional occurrences is a vital duty of an effective teacher (Creasy, 2015). These records include tasks that students do, learning progress they make, and extracurricular activities that are necessary for running a school daily. This enables teachers to monitor student learning and modify their training as needed.

For teachers to stay up to date with current trends of information and teaching techniques and models, it requires ongoing growth and development. Loughran (2014) and Svendsen (2020) posit that teachers can become even more effective and exert leadership among their peers by continuing to learn new things and develop their talents. Increase in content, pedagogy, and information technology is crucial to effective teaching because academic fields are continuously changing, and therefore teachers are constantly urged to improve their knowledge of how to engage students in learning. Professional teachers can also improve their classroom performance by taking university courses, attending educational conferences, reading professional publications, and being a member of professional organisations.

The NTC's National Teachers' Standards for Ghana

In the NTC standard for effective teaching, three domains are outlined. The domains are professional attitudes and ideals, professional knowledge, and professional practice. As shown in the Venn diagram below, the things instructors should value, know, and do are divided into three categories and components that interact with one another to produce teacher competency.

Figure 5: **The three domains of the teachers' standards (NTC, 2020).**

The first domain which is professional values and attitudes is also subdivided into two main components which are professional development and community practice. The professional development, however, discusses how a teacher collectively and critically improves their teaching and learning. It also involves how the teacher demonstrates effective growing leadership qualities in the classroom and the school in general. This is done through lifelong learning and continuous professional development. The second component which is the community practice stresses indicators like how the teacher favourably interacts with colleagues, students, parents, school administration committees, Parent-Teacher Associations, and others the community at large. How the teacher impacts the students as a role model and sees his/her role as a potential agent of change in the school and beyond as well as legal and ethical codes of conduct of the teacher also form parts of the constituents of the community practice.

The professional knowledge identified as the second domain is also subdivided into the knowledge of educational framework and curriculum and

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knowledge of students. With the knowledge of educational frameworks and curriculum of the NTC standards, the teacher is expected to demonstrate in-depth knowledge of key principles guiding the education system. Again, the teacher must have comprehensive knowledge of the school curriculum and the learning outcomes. The second component of the domain which is knowledge of the students expects teachers to fully understand child development and apply the various contexts in their teaching. It also involves how the teacher respects students' cultural, linguistic, socio-economic, and educational backgrounds in planning and teaching.

The third domain also comprises three subcomponents: controlling the learning environment, learning and teaching, and evaluation are all aspects of education. The first subcomponent requires teachers to plan and deliver varied and challenging lessons using examples for learners to easily grasp the concept. It also encourages teachers to create a safe, learning environment, and manage behaviour within small and large groups in the classroom. The second subcomponent, however, is teaching and learning. This component reviews how the teacher employs varieties of teaching techniques that promote student participation and critical thinking. It also focuses on how the teacher pays attention to all learners to ensure their progress. The setting of meaningful tasks by the teacher to encourage learners' collaboration to lead to purposeful learning is also an indicator for the second subcomponent.

The assessment subcomponent of the third domain outlines how the teacher integrates a variety of assessment modes into teaching to support learning.

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Listening to learners and giving constructive feedback to learners are also considered important components as suggested by the NTC standards. Finally, with the assessment, a teacher's effectiveness is also measured based on how the teacher identifies and remediates learners' challenges or misconceptions, retains relevant records of every student to convey progress to parents and learners, and exhibits understanding of national and school attainment of learners.

Comparing the two outlines which happen to be the backdrop of this study, it is obvious all the components and indicators are interwoven. The elements of the various components are explained in detail under different domain headings but with similar concepts or indicators for assessment. The chart below illustrates the comparison of the two main outlines used for this study:

Both instructors and learners must have a good comprehension of the subject for Social Studies education to be effective. The topic is becoming increasingly crucial in shaping people into dynamic, active members of our society (Russell & Waters, 2021; Roberts et al., 2022). The way Social Studies has been taught has caused problems with how its interconnected pieces are organised, as well as how to teach students about the underlying processes that form its sections and other related happenings (Sivakumar, 2018). As a result, it is critical to select the appropriate ways to assist kids in developing holistically across cognitive, emotive, and psychomotor domains. There is no single learning approach that works well in every learning setting.

Although there is no single best technique to teach social studies, using different ways will surely help students accomplish their learning objectives. Only

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a few of the methods used to teach Social Studies include stimulation, laboratory, inquiry, project, questions and answers, field excursions, conversations, lectures, problem-solving, dramatisation, home assignments, and building approaches. Human and material learning can become less dull and more productive if efforts are made to identify and make considerable use of accessible educational materials. The materials that are appropriate for the student's age, ability, and interests can be chosen. Textbooks, newspapers, photographs and charts, maps, models, real object resource centres, audio-visual tools, chalkboards, and flannel graphs are just a few of the various teaching materials available.

It is pertinent to note that, the Ghanaian Social Studies curriculum has altered during the last decade significantly both in content and methodology. Factors that have influenced these significant changes in the content and methods of teaching the subject include the dynamism of culture, the diversity of various ethnic groups, and the rapid increase and transfer of knowledge. The Social Studies teacher is therefore expected to acquire competence in new methods of teaching the discipline. These competencies according to Sivakumar (2018) involve content competence; which comprises competence in transferring the content and effective use of instructional materials and strategies to assist the learner, and competence in evaluating instruction. The methods and resources as highlighted by various scholars (for example, Adler, 2008; Kumari, 2004; Mangal, & Mangal, 2008; Sivakumar, 2018) of the discipline are discussed below.

Simulation Method

The term simulation is derived from the Latin word simulare. "similis" which means, to resemble, or act like. Therefore, the use of this method simply means creating scenarios will be created to seem as though they were genuine situations. This method is noted to be effectively employed in teaching difficult-to-observe ideas and principles (Wright-Maley, 2015) for example theoretical concepts. Studies indicate that simulations highly motivate and increase students' interest in the concept when they are used. For example, topics that may seem abstract or difficult for learners are taught through the simulation method. These topics may include concepts like democracy, morality, patriotism, fellowship, conflict prejudice, and leadership just to mention a few. When employing the simulation approach, teachers must be aware that it takes a very long time, and the learners can sporadically be highly unruly, energetic, and problematic to control. Therefore, teachers need to prepare and inform learners about proper behaviour during simulation activities. It also requires the teacher's adequate preparation and the establishment of the activities' worth and relevance to the syllabus.

Inquiry Method

The inquiry technique involves recognising an issue, analysing the facts to locate a viable solution, then using the result to draw generalisations. The inquiry or discovery approach piques students' interest in rationally analysing problems, develops diverse thinking, and allows them to do independent research. For topics that require some form of investigation like a nation's fuel crisis, power outages,

and the scarcity of certain items, students may be tasked to research and come out with the causes of those crises. The inquiry technique's emphasis is on using higher-order thinking (Madhuri, Kantamreddi, & Prakash Goteti, 2012).

Laboratory Method

To supplement textbook instructions and improve presentation and mastery, the Social Studies classroom method makes use of source materials, supplemental orientations, mechanical aids, video aids, and several other life-like activities. The "laboratory form of teaching" refers to an activity rather than a particular location or time during class. The exercise can take place within or outside of the classroom, or in a room that has been specifically created. The crucial aspect of this method to keep in mind is that students manipulate actual items, tools, etc. under the teacher's guidance. The laboratory method creates opportunities for knowledge as well as talent application because both elementary and secondary schools teach Social Studies in modules. Due to a lack of facilities and equipment required for this strategy to be used effectively, its benefits might not be completely realized. The majority of Social Studies topics can be covered using this methodology. Interviews and discussions on relevant topics can be videotaped and then replayed for the class.

Project Method

The project approach to teaching Social Studies involves giving pupils a variety of tasks or projects to complete. Students independently select their situation before planning and carrying out the assignment as a group or individually (Zhylkybay, Magzhan, Suinzhanova, Balaubekov, & Adiyeva, 2014).

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Knoll (1997) attests that the project technique is self-motivated and requires taking action. The goal of the project approach is to encourage the students to coordinate their information in a wise manner, which requires the teacher to plan it out very carefully. Using all the information sources available to the students is essential to learning how to learn (Sivakumar, 2018). Creating and analysing maps, and also writing a group tale and creating an album for an occasion like a wedding or installation ceremony are a few examples of Social Studies topics where projects can be carried out. The teacher's job is to mentor and motivate the pupils, which might aid in the clarification of Social Studies subjects. A project shouldn't be too challenging for the pupils to give up on it, nor should it take a long time to finish.

The Problem-Solving Method

With the help of this strategy, students can consider a problem, make an effort to understand it, and then analyse the information to identify a solution to the problem. The teaching and learning processes must follow a scientific approach, according to the technique. The approach acknowledges that thinking follows a systematic process. The method focuses the learner's concentration on activities that may entail grouping, classifying, separating, and interacting with material in order to arrive at a logical solution to a particular problem (Baker, D'Mello, Rodrigo & Graesser, 2010). Most of the time, teachers struggle with choosing the right kind of challenge to tackle. In this regard, the teacher should make the issue appealing to and relevant to the student's experiences. As they work to solve problems, he should also push the learners to think rationally and

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have a greater understanding knowledge of the facts at hand. The learner in this scenario should be able to identify the issue they are facing and suggest potential solutions as part of the problem-solving process. Interesting challenges and issues that should be taken into account when using the problem-solving process include issues with food, family, finances, clothing, transportation, culture, and learning. It is important to emphasize that a learner will naturally be interested in a method that raises questions and issues that need to be resolved.

Discussion Method

This method entails a student-to-student discourse with intermittent teacher participation. The strategy employs small groups of students, with a leader in each group who initiates a discussion on the topic or problem. It should be noted that when using this method, the students are more involved than the teacher (Hess, 2004). Nevertheless, Ying (2020) cautions that the exercise should be done in a way to prevent a few pupils from taking over the conversation. This means every person everyone in a small group should have an equal opportunity to engage in any debate. The following Social Studies subjects can be used in the discussion method: challenges with modernity, living together in our national community, survival problems, family problems, and environmental problems, among others. The approach can be successful if it is purposefully planned and applied consistently, with the teacher leading and moderating the students' conversation.

Demonstration Method

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Demonstrations consist of a set of prepared acts that are repeated to highlight a certain phenomenon (Sivakumar, 2018). Demonstrations are used to clarify various concepts. By providing some compelling examples, the demonstration may also be used to introduce a particular subject for study. It may be used to begin a Social Studies lecture or to conclude with a powerful arguing remark. Demonstrations offer various advantages, especially when there is a shortage of Social Studies equipment. Both teachers and students may give demonstrations. Demonstrations are an efficient way to teach subjects like cultural patterns, such as a tribe's preferred style of dress, music, dance, etc. A skilled Social Studies instructor can reach more pupils than he might through any other way by using thoroughly thought-out examples. It is cost-effective in terms of both instructional time and resources. Demonstrations are helpful teaching tools, but they shouldn't be utilised exclusively or in place of other methods of instruction (Sivakumar, 2018).

Field-Trips

This method involves moving with the students to observe and investigate activities outside the classroom or their normal environment (Schofield, 2020). Many scholars avow that experiences gained from field trips are clear, lasting, and often provide more meaningful insight to students about events because they are real-life situations. Field trips are organized in three stages according to Sivakumar (2018). The stages are the planning phase, the field excursion itself, and the recapitulation stage. The first stage which is the preparation phase involves all the activities to put in place before embarking on the trip with the

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students. The ultimate activity at this stage should include the rationale for the trip. The second stage, however, involves all the activities to be carried out during the observation and inquiry at the venue. The third and final stage known as the recapitulation stage involves reporting back on the expedition and its benefits as well as the challenges encountered. Field trips are appropriate for topics like the environment, urbanization, and economic activity problems among others.

Dramatisation

Dramatisation is a learning activity that offers all learning styles to students as a whole and students learn by experience. These learning styles include learning through movement, active learning, social learning, learning through discussion, emotional learning, collaborative learning, and learning by discovery (Koc & Dikici, 2000). It is believed to be one of the best strategies to motivate students to learn (Teruel Serrano, Morant González, & Viñals Blasco, 2014). The approach enables the students to engage and participate actively on a physical, emotional, and intellectual level. Dramatization can be a useful tool for keeping students' interest and attention throughout a dull class or topic. This method uses direct, easy-to-use strategies like role-playing and miming play in its demonstration. This method is often employed to help students that are quite less active in class activities to fully participate in the class activities.

This method requires effective planning by the teacher to influence the students' imaginations on how to perform the activities. In all, dramatisation offers pupils, among other things, a forum for respect for others' perspectives, a cooperative attitude among co-actors, the development of valuable skills,

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confidence, and self-esteem, as well as the possibility to express oneself freely. The goal of a family, the role of the father or mother, honesty, leadership, and so on followership, etc. are all issues covered in the Social Studies curriculum that can be dramatised with the students.

Resources for Teaching Social Studies

In the past years, education has advanced significantly from the use of educational materials that were merely supplementary tools for teaching and learning (Olawale, 2013). In social studies, the term "teaching resources" refers to everything that can help the teacher support teaching and learning. When students have the opportunity to study through several senses, they learn more quickly and easily and retain what they have learned for a longer period. Resources rummage-sale in the training of Social Studies include human, place, and material resources. Details of some of the resources employed in Social Studies education are discussed below.

Maps

The study, creation, and interpretation of maps are tasks that are important to the Social Studies curriculum. Maps show geographic and economic characteristics, place locations, political boundaries, cultural restrictions, and occupational zones, among others. It is therefore imperative that the teacher should effectively introduce the learners to the interpretation of the map.

Real Objects

The use of actual or genuine objects in the classroom falls under the category of material resources that can be beneficial in the teaching of social

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studies. These things, also known as REALIA, have a significant influence on students' interest and motivation to learn. Examples of these objects include tools, equipment, clothing, and implements. These things connect the classroom to the outside world. Real items are useful while teaching subjects like culture, agriculture, money, and others.

Newspapers

Since many Social Studies teachers commonly focus their classes on current events and global topics that can be incorporated into the ongoing course of study, Aiex (1991) and Morse (1981) noted that newspapers can make significant contributions to enlightening learners. This certainly suggests that the instructor may utilise newspapers besides other materials to encourage children to read widely and to instil a sense of caution in them. This also means that among all printed sources, newspapers continue to be the most up-to-date. But regrettably, Sargent, Moreland, and Been (2022) assert that only a few teachers use this material.

Pictures and Charts

Pictorial presentations are very beneficial for learners who have difficulties in reading or have limited vocabulary competency. Pictures aid to demonstrate and give a sense of reality to what is taught, whereas charts contain the actual instructional material. While graphics pique awareness, generate the right impression and bring a lesson to life, charts, on the other hand, are useful in presenting items to be used in their classrooms most basic form. When using photos, the teacher should use a variety of them to make his points clear to the

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students. When using charts to emphasize significant, they should be large and clear enough to be viewed from anywhere in the classroom.

Models

Solis, Vaughn, Swanson, and Mcculley (2012) adduce that using models helps teachers organise relevant content during the teaching process. When information is given using an educational paradigm, it serves as a prepared plan that brings about desired learning for the student. As a result, models and specimens attract children and capture their attention more effectively than charts (Solis, Vaughn, Swanson, & Mcculley, 2012). Models are extremely valuable since they diminish to manageable sizes things that would otherwise be impossible to study.

Resource Centres

There are various definitions of a resource centre. However, in general, it denotes a location or area where teachers and students may discover information and learning resources that are not readily accessible in the classroom (Collins Online English Dictionary, 2016). Toys, books, maps, educational equipment, genuine things, specimens, and relics are just a few examples of items that can be found at resource centres. The library, the surrounding area, museums, and national documents are some important sources that can serve as resource centres with educational value for social studies. To satisfy the thirst for knowledge and

the appetite for understanding, teachers are encouraged to take students to these centres to help students achieve this aim.

Empirical Review

This sector of the study examines past empirical studies conducted to address this challenge. These studies are composed of knowledge obtained from experience and scientifically proven studies rather than theory or belief. The following paragraphs discuss them in detail.

School-Related Factors and Students' Academic Achievement

Lawrence and Vimala (2012) used the stratified sampling technique to gather 400 students to investigate variables connected to school and academic successes of students in standard ix. The investigators collected the quarterly marks of students from their class teachers and analysed them using T-test and Pearson's product-moment correlation. The study's findings revealed a favourable relationship between the school environment and students' academic achievements. However, the performance of students in the urban areas was quite better than the performance of students in the rural areas. The investigators later recommended that school managers and other stakeholders must boost the school environment so that it will help to improve not only the academic achievements of learners but their health status, their social ability, and their moral values as well.

Although the study can be said to have contributed to knowledge, the authors stated only the null hypotheses. Preferably, it is more appropriate to state both the null and alternative hypotheses or if one, then the alternative. The idea is that it is the alternative hypothesis that states the direction of the study. In other

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words, the null hypothesis whether stated or not will be tested. Again, the investigators concluded by generalising their claims but drawing generalizations from a particular year group may not be possible. This is because, generalization is made when the conditions vary and the results can also be replicated (Polit & Beck, 2010).

Studies indicate that the academic performance of students is influenced by a variety of variables, including gender, age, teaching staff, educational background, father/guardian socioeconomic level, residential area, school medium, tuition trend, daily study time, and accommodations (Olufemioladebinu, Adediran, & Oyediran, 2018). But for this study, the factors are categorized under school-related variables, teacher-related elements, student-related attributes and home related factors.

Teacher-Related Factors and Academic Achievement

Bordoh, Nyantakyi, Otoo, Boakyewa, Owusu-Ansah, and Eshun, (2021) sampled 52 JHS Social Studies teachers from 41 basic schools using the purposive and convenience sampling techniques to conduct a study. The purpose of the study is to investigate the effective teaching of Social Studies in the basic schools within the Tano South district. The researchers designed and used an observation guide as the main instrument for data collection. The researchers concluded that the general performance of teachers was not the best in terms of planning, and preparation, classroom management, communication skills, instructional skills and assessment skills. They finally recommended that the MoE through the GES in collaboration with the CoE design teacher development

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programmes such as workshops to bring teachers up to speed with current teaching skills.

The authors gave the purpose of the study but failed to state the problem statement. It is worth noting that the problem statement is what triggers the entire research process. Another observation was that, though the study adopted the instrument for data collection, the study failed to determine its reliability. Stating the reliability helps in validating the outcome of the study. The use of observation as the only data collection instrument may cause several elements to be omitted since everything will not be observed. In all, despite numerous shortcomings in its methodology, the study has contributed to knowledge. The study may not be generalizable enough because not enough evidence was supplied to support the study's findings.

Student-Related Factors and Academic Achievement

Ghasemi, Moonaghi, and Heydari (2018) conducted a study to investigate student-related factors that affect their academic achievement. The researchers used semi-structured interviews as a data collection instrument and adopted the qualitative method of investigation. The data gathered was analysed using the conventional content analysis approach designed by Graneheim and Lundman. The results later indicated that student-related factors like interest in learning, learning motivation, self-directedness, mental concentration and demonstration of emotions are directly linked with students' academic achievements. The study later recommended further studies to be conducted on the findings to improve students' academic achievements.

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Although the authors adequately introduced the topic and presented the issues clearly, they failed to link the current study to existing studies to support the claims raised. It was also noted that the tool used in the data assemblage was adopted, and hence the authors failed to determine its reliability. It may be true that the instrument has already been tested and approved but it is also important to redo the test since the instrument was developed in a different environment. On the whole, the study was a good one and added some knowledge to the literature even though there were a few lapses. The generalisability of the study is not assured as the sampling technique was not known. Since some of the statistical tools used were not indicated, it raises questions about the reliability and validity of the results.

Teaching and learning Social Studies has been labelled as a very important discipline in developing learners on the concepts of solving national goals. How this goal is achieved highly rests on the effectiveness of the teaching in and outside the classroom. Owing to this assertion, several researchers have conducted quite several studies to ascertain the level of effectiveness of the teaching employed in the classroom. In an attempt to answer this question, Bordoh, Eshun, Kwarteng, Osman, Brew, and Bakar (2018) who believe that teacher's qualification counts in effective teaching, conducted a study to verify the professional qualification of teachers in teaching-learning Social Studies in some selected senior high schools in Sefwi Wiaso district in the western region of Ghana. The study adopted the case study approach and data was collected through interviews. The convenience with purposive sampling techniques were used to

obtain 10 teachers for that study. The data gathered however were analysed using themes and descriptive.

The study later indicated that about 50% of the participants have a bachelor's degree which is a basic requirement for teaching in Ghanaian senior high schools.   Notwithstanding, only 20% of the total participants have qualifications in more than two subjects from the social sciences. And again, 50% of the total participants had one to five years of teaching experience. The researchers finally concluded that Social Studies is an integrated discipline and hence required a resourceful teacher base on its numerous aspects. Recommendations were that teachers should understand how to enhance the teaching and learning of Social Studies ideas by utilizing both the subject-matter expertise and the community resources that are accessible.

Another observation was that, though the study adopted the instrument for data collection, the study failed to determine its validity and reliability. Mohajan (2017) maintains that establishing reliability and validity in research is critical to ensuring that data is sound and can be replicated which renders the results or outcomes accurate. Again, the author failed to state the research questions guiding the study. Despite the few shortcomings in its methodology, the study has contributed to knowledge. The study may not be generalizable enough because not enough evidence was supplied to support the study's findings.

Home-Related Factors and Academic Achievement

Several authors have also reported that home-related factors also influence students' academic achievements. Some of these authors include Angbing (2014)

who reported that the relationship between the child and the parents influences the child's learning and academic achievements. He further argued that parents who are quick to respond to the needs of their children tend to positively influence the performance of their children in school and vice versa. The needs of the learners the author highlighted include their physical and emotional well-being. The author finally concluded that there is no single home-related factor that could be singled out as the most important in terms of determining students' performance in social studies

It is worth noting that the writer stated the drive of the study but did not specify the problem statement. The problem statement is what ignites the research process. It was also discovered that the research design used for the study was not stated. The research design is being identified as the blueprint for the investigation. Furthermore, the author failed to specify the sampling technique and sample size he utilized for the study. Knowledge of sampling procedures is critical since it gives some evidence for generalising the study's conclusions. Above all, the study has contributed to knowledge, despite some flaws associated with its conduct.

Quashigah, Dake, Bekoe, Eshun, and Bordoh, (2014) conducted a study to compare the programme used at the Colleges of Education (CoE) to the JHS curriculum. Their study adopted the qualitative interpretive design and the analysis was based on the curricula materials. The study revealed that, while both curricula establish the Social Studies notion as knowledge integration, there is a point of controversy in the nature and acceptable level of integration. They further

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explained that while the JHS curriculum adheres to and uses a trans-disciplinary approach that is holistic, Colleges of education subscribe to and adopt a cross-disciplinary approach in which facts, concepts, and generalisations are taken from social science topics that are dominated by geographical conceptions. It was suggested in the study that a national curriculum policy is established for Social Studies and that all avenues for teaching the subject should be reviewed in light of this strategy to ensure that it meets societal demands.

The authors provided a good background to the study explaining all concepts very well and stating the need for the study. Similarly, the methodology was clearly outlined but the research design used for the study was not stated. Again, the researchers failed to outline the criteria or standards for the comparative analysis. Having stated that the Social Studies concepts are integrated, it is noteworthy to identify that some of the concepts are infused in others and the mere fact a concept doesn't feature in both curricula means they are contradictory.

Chapter Summary

The chapter reviewed the literature on Danielson's outline for effective teaching and the NTC's standards for effective teaching in Ghana. The chapter later outlined the similarities that exist between the two outlines and the rationale for using them as the backdrop to measure teacher effectiveness. The chapter again reviewed the constructivism theory as the main theory for this study. The constructivism theory was adopted for the study because it is the main theory and philosophy with which the common core programme thrives. Empirical studies on

the factors that affect students' academics were also reviewed in this chapter. The subsequent chapter, however, discusses the findings, discussion and recommendations for the study.

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CHAPTER THREE

RESEARH METHODS

Overview

The study sought to examine the factors that affect the teaching and learning of Social Studies in the basic schools in the Abura Asebu Kwamankesi District in the central region. This chapter goes into the research methodologies that were employed to carry out the study. Finally, the chapter included the research paradigm or philosophy, research design, study area, population, sample and sampling technique, data collecting tools, data collection processes, data processing and analysis, and data processing with analysis procedures and tools.

Research Paradigm

The origins of the research paradigm can be traced back to Thomas Kuhn's 1962 book 'The Structure of Scientific Revolutions' (Mouton, 1996). Studies indicate that researchers and several authors such as (Babbie, 2010; Collis & Hussey, 2009; Creswell, 2017; De Vos, Strydom, Fouche, & Delport, 2011; Mouton, 1996; Neuman, 2011) have hitherto applied the term to support their point of view of paradigms, which have had a significant impact on philosophy, methodology, and framework of their studies (Collis & Hussey, 2009). Similarly, to this, De Vos, Strydom, Schulze, and Patel (2011) agreed that a research paradigm is a comprehensive system of connected procedural and cognitive processes that refer to the nature of inquiry along the lines of epistemology, ontology, and methodology.

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It is worth mentioning that the act of providing valid arguments and reliable results highly depends on the ideologies or mental models and beliefs of the researcher. The way of thinking about how to conduct research according to Gliner, Morgan, and Leech (2016) defines the paradigm of the study. It is with the paradigm with which the researcher creates a relationship between the research objectives and the research questions.

The nature of the research, the research knowledge, and the background of the research define the research paradigm (Saunders, Lewis, & Thornhill, 2009). It is worth noting that, the research objectives, as well as the research questions, take their roots from the background of the study which is also rooted in the research paradigm. The research philosophy, therefore, serves as a how-to manual the research study is to be carried out. The research paradigm and philosophy go hand in hand in shaping the research based on the theories, and different forms of beliefs about reality. Other scholars also maintain that the research paradigm helps to define a research philosophy (Zukauskas, Vveinhardt, & Andriukaitiene, 2018).

There's many various research paradigms and philosophies governing each research study. These paradigms include positivism, interpretivism, realism, constructivism, and pragmatism just to mention a few. For this study, the researcher approached the study with a positivist paradigm in mind. The positivism paradigm believes that knowledge is discovered from an unbiased and measurable (quantifiable) observation of activity, action and reaction (Antwi &

Hamza, 2015). With this paradigm, researchers assign meanings to activities or situations based on actions observed or identified and measured at a point in time.

The positivism paradigm emerged in the nineteenth century by Augustus Comte (1830-1842) after he rejected meta-physics and only held the assertion that only scientific knowledge is capable of revealing the truth about reality (Wright, 2009). Other scholars and members of the Vienna Circle like Gustav Bergmann, Rudolf Carnap, and Herbert Feigl among others later established it as a scientific method of inquiry in the early part of the twentieth century. The Vienna Circle had an intention of rejecting the use of philosophy as a means of obtaining knowledge of reality and base their findings on science (Wright, 2009). The positivism theory is validated by the combination of Hume's (1993) theory of reality and Descartes's (1996) theory of knowledge.

The positivist posits that real events can be observed empirically and explained with logical analysis. This means knowledge backed with facts must be gained through the senses (observation) and must be trusted through measurement. This means a researcher operating with the positivist philosophy distances him/herself from personal values in conducting the study and only depends on the interpretation of the data gathered (Crowther & Lancaster, 2008). This provides purely objective and external research findings. Kivunja and Kuyini (2017) said the positivist paradigm defines a worldview to research, which is grounded in research methods as the scientific method of investigation. Comte cited in Kivunja & Kuyini (2017) postulated that experimentation, observation and reason based on experience should be the basis for understanding human

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behaviour, and therefore, the only legitimate means of broadening one's knowledge and human understanding of a phenomenon.

A study by Antwi and Hamza (2015) outlines a summary of the five main principles adopted by positivists in conducting research. These principles are:

1. Across all the fields of sciences, there exist no differences in the logic of inquiry.

2. Every research study should be aimed to explain and predict.

3. A research study should empirically be observable through human senses. That is the senses must be employed to reason inductively and develop hypotheses which are tested during the research process.

4. There exists a vast difference between science and common sense. Due to this, the research findings should not be biased by common sense.

5. Science must be impartial and must be judged only by logic and empirical facts.

Despite the numerous advantages of the positivism theory in a research study, it also comes with some shortcomings. Alharahsheh and Pius (2020) maintain that positivism's reliance on experience as a valid source of knowledge is its weakness because concepts like cause, time and space are not based on experience. Therefore, studies related to such concepts may be somewhat difficult to employ this theory in studying it. Again, the adoption of this theory in business studies can be criticized for reliance on present circumstances.

The current study was seen to have found its root in the Positivism paradigm because it combined a variety of ideas, methodologies, approaches, and principles in reaching its stated objectives. Again, contrary to the other principle, this paradigm emphasises the absolute truth or reality, which is feasible and effective. In addition, this paradigm was adopted for this study because it accepts the ideologies of the descriptive survey research design and underpins quantitative methodologies (Brierley, 2017; Maarouf, 2019).

Again, the research questions for this study were answered from multiple external views which best fits the Positivism paradigm in identifying the truth and reality. Also, applying practical and scientific research is its central focus as data were being analysed and interpreted using empirically and validated instruments and tools. In all, this philosophy again played a major role in the researcher's objective and subjective perspectives in interpreting data findings. All of these criteria strongly supported the adoption of the positivist research paradigm.

Research Approach

It is important to note that the nature of this study problem to be tackled, the research questions and/or hypotheses concerned, and the study group, among some other factors, influence the choice of a methodology. In line with this study's aim of examining the factors effective for teaching and learning Social Studies in the Junior High Schools in the Abura Asebu Kwamankese district, the quantitative research approach was estimated appropriate to carrying out this enquiry. The quantitative research approach is explained as a method of study that deals with quantifying and analysing a dataset to obtain results (Apuke, 2017).

Other scholars also define quantitative research as a method of explaining a phenomenon by describing gathered data in numerical form and using mathematical methods and statistics to analyse it (Aliaga & Gunderson, 2002). The use of this approach stems from its ability to use numbers and statistics, the results produced are reliable, factual and objective, and it establishes cause and effect relationships and can also make predictions. Again, the results obtained can be used to make generalisations, explain, and describe identified issues.

Notwithstanding, despite its numerous strengths, Sudeshna and Datt (2016) posit that it comes with some weaknesses. Some of the weaknesses outlined by the authors include its time-consuming nature and requiring expertise in analysing the numerical data obtained. This claim is also supported by scholars like Rahman (2020) who also avows that the quantitative research approach is expensive and that researchers may also not be able to control the environment.

Research Design

The study employed the descriptive cross-sectional survey design. This design involves collecting data on multiple variations from a large number of cases at a single point in time (Bryman, 2016; Cherry, 2019). The cross-sectional survey design focuses on finding relationships between variables at one movement in time. It is less expensive and takes up little time to conduct. Cross sectional survey design was appropriate for this study as it sought to investigate the relationship between the proposed variables at a time. McCombes (2021) asserts that a well-planned research design helps ensure that the research methods

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match the goals or objectives which validates the analysis and interpretation of data gathered.

The study's aim was to mathematically ascertain the factors affecting teaching and learning of Social Studies in junior high schools at Abura Asebu Kwamankese District, Central Region. The use of cross-sectional surveys is consistent with prior studies on motivation and academic performance (McGhee, 2010). It helped with getting on the spot information across the vast area of Abura Asebu Kwamankese District. Descriptive studies aim at portraying an accurate profile of the objects(s) events or situations under study. The objectives of the study were to establish the home-related factors that contribute to effective teaching and learning of Social Studies, determine the difference between teachers' and students' views in terms of school-related factors that contribute to the effectiveness of teaching and learning of Social Studies, and establish the difference between teachers' and students' views in terms of teacher-related factors that contribute to the effective teaching and learning of Social Studies. It is thus concerned with issues like 'What is happening?' (Suanders, Lewis & Thornhill, 2007).

Area of Study

This research was conducted in the Abura Asebu Kwamankese District in the Central Region. The Abura-Asebu-Kwamankese District is among the Central Region's twenty-two (22) districts. It was formed in 1988 from the former Mfantseman District Council. The District Capital is Abura Dunkwa. It is composed of three paramountcy's: Asebu, Abura, and Kwamankese. The district

is bordered on the west by Twifo-Heman-Lower Denkyira Districts, on the north by Assin South District, and on the east by Mfantseman District. The district is bordered on the southwest by Cape Coast Metropolitan and in the southeast by the Gulf of Guinea.

Population

The study's population was 2510 comprising all 91 JHS Social Studies teachers and all 2419 JHS 2 pupils in the entire Junior High schools (JHS) in the Abura Asebu Kwamankese District. According to Sullivan and Knutson (2000), population is the complete group of individuals, events, or interesting items that the researcher desires to explore. Records from the Abura Asebu Kwamankese District (2022) indicate there are seven circuits in the district with 91 public basic schools. Out of this total population, 1352 were males and 1091 females. The 91 Social Studies teachers were also made up of 62 males and 29 females.

Sampling and Sampling Procedure

The sample for the study was 546 comprising 91 Social Studies teachers and 455 JHS 2 pupils in the Abura Asebu Kwamankese District. In an attempt to gather relevant data that sought to answer the research questions stated above, the researcher espoused the census method to engage all 91 Social Studies teachers for the study. To Taherdoost (2016), the census sampling technique is the technique in which data is obtained and analysed from all members of a given population. This form of sampling technique helps to provide in-depth information covering many aspects of the problems identified.

Again, data obtained and analysed from a census sampling technique are

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more accurate and reliable making it easy for the researcher to make some generalisations and inferences. A census is an examination of each unit, all individuals, or every detail in a population. It is referred to as a wide-ranging enumeration, which translates to a broad count. Baffour and Valente (2012) also indicated that census data is notable for providing a reliable assessment of the population (no sampling error) and precise information on minor sub-groups within the population is more likely to be accessible. On the negative side, it makes enumerating all units of the population within the allocated time difficult. Again, it has higher expenses, both in terms of staff and monetary value, than a sample, and it takes longer to gather, analyse, and disseminate data than a sample. It has been suggested that 455 respondents should be selected from the 2419 students to respond to the questionnaire that was given to them (Krejcie & Morgan, 1970).

To ensure that there is representativeness in the assortment of students, the proportionate random sampling technique was used to get the 455 students proportionately in schools within the district. This technique may enable the full representation of the entire population within the seven circuits which when expanded gives 91 schools. Here, the respondents were picked from their respective schools. In one school, the researcher used simple random sampling to select the pupils. Patten (2021) stressed the significance to choose a sample size at the chance to limit the possibility of incorporating biases into the sample or to pick ensure that sample units are well-distributed all throughout population. The same technique was used to obtain the sample of the study from the 91 schools.

Table 1 shows the population of Social Studies teachers and pupils in each circuit in the district and their respective sample sizes.

Table 1: *Population of Social Studies Students and Sample Sizes*

Circuits	Students' population	Sample size	Teachers' population
Abura Dunkwa	318	60	12
Ayeldo	339	55	11
Abakrampa	298	55	11
Gyabankrom	259	50	10
Asuasi	395	65	13
Asebu	365	70	14
Moree	445	100	20
Total	2419	455	91

Source: Data Retrieved from Abura Asebu Kwamankese Education Directorate (2022).

Instruments for Data Collection

The researcher used questionnaires as instruments in collecting facts from respondents. The questionnaire was administered to both educators and students in the said district to establish the effective teaching and learning of Social Studies in Junior High School students (JHS). The questionnaire was developed by the researcher with Danielson and NTC's outline for effective teaching serving as a guide. Again, the questionnaires were prepared based on a modified Likert four-point scale. According to Chyung, Roberts, Swanson, and Hankinson (2017),

the Likert-style questionnaire is the most frequently used in most quantitative research studies due to the high degree of freedom it permits in chosen response. The respondents were expected to respond to each item on a four-point scale ranging from Strongly Agreed (S.A) 4, Agreed (A) 3, Disagreed (D) 2, and Strongly Disagreed (SD) 1.

The questionnaire for students was divided into five parts. Section 'A' contained the respondent's demographic information, while section 'B' contained nine statements aimed at answering the items raised in the school-related factors that contribute to the effective teaching and learning of Social Studies. Section C containing 14 self-designed items examined the teacher-related factors that contribute to the effective teaching and learning of Social Studies. The section D having 10 items solicited information on the student-related factors that contribute to the effective teaching and learning of Social Studies and the last section E with eight personal constructed items elicit data on the home-related factors that contribute to the effective teaching and learning of Social Studies.

The questionnaire for teachers was divided into four sections. Section 'A' contained three items on the respondent's demographic information, while section 'B' contained nine statements aimed at answering the items raised in the school-related factors that contribute to the effective teaching and learning of Social Studies. Section C containing 14 self-designed items examined the teacher-related factors that contribute to the effective teaching and learning of Social Studies. The section D having 10 items solicited information on the student-related factors that contribute to the effective teaching and learning of Social Studies.

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Validity and Reliability of Instruments

The questionnaires for both teachers and learners were subjected to validity and reliability test. To check for validity, the questionnaires were given to the supervisor in the Department of Basic Education at the University of Cape Coast to evaluate their likelihood to meet the face and content of item validity checking. The suggestions and issues that were raised by the supervisor were used to initiate the necessary variations to ensure an improvement in the instrument, with a focus on obtaining quality information to answer the research questions. It is also used to examine the randomization and blinding process, assess the potential for recruitment, assess the safety of the treatment or intervention, increase the researcher's familiarity with the study methods, medications, and interventions, and provide estimates for sample size calculation (Benger et al., 2016). The pretesting of the instruments was conducted in the Assin South District. 50 students from four different schools in three different circuits were selected for the pilot study. Items in Section B 3, 5, 6 and 9 were modified from being ambiguous to most of the learners and therefore were restructured. The aforementioned items were written in plain language. Answers provided by both the learners and the teachers were also used to help shape the research questions and the hypothesis.

Cronbach's alpha reliability coefficient was established for each of the items. Creswell (2015) asserts that Cronbach's alpha reliability Coefficient is a criterion of reliability and more specifically, internal consistency. A pilot test was conducted for the teachers' questionnaire and the following values were obtained

for each section. Section B =.723, Section C = .729. Section D = .755, and Section E =.663. The reliability of the students' questionnaire was obtained for each section. Section B = .653 and Section C, has =.735. Section D = .789, and Section E =.713. Section F=.736.

All the analyses above were done to ensure that the data collection instruments were good to take the data. The Statistical Package for Social Sciences (SPSS) version 26 was used to conduct the reliability coefficient testing. Creswell (2014) highlighted that a coefficient of .6 is a good starting point for analysing if the scale possesses internal consistency. This implies that the above-obtained coefficient values indicated that all the questionnaires were of good stand for the data collection. This scale according to Robinson (2010) is high reliability meaning the questions in the questionnaires were highly reliable.

Field Assistants

Four first-year post-graduate students from the Department of Basic Education were recruited and trained as field assistants. The training was basically on how to use the questionnaires designed to solicit the needed information from the respondents. Two weeks were set for the training of the field assistants. The entire team met three times each week to be abreast with how questionnaires were administered to respondents. The role of the field assistants during data collection was helping with the distribution of the questionnaire, explaining the purpose of the study to both the teachers and students. They also helped to clarify all issues that were bothering the minds of the respondents. A PhD. student from the guidance and counselling department was also invited to educate the team on

ethical issues regarding data collection. Some of the issues discussed at the training included creating awareness of the participants that their involvement in the study was voluntary, again obtaining proper documentation from designated bodies to seek permission before collecting data. Remaining neutral as a data collector, minimizing or avoiding anything that may cause physical or emotional harm to participants, and respecting people's time, among some other ethical issues were also discussed at the meeting.

Data Collection Procedures

To generate accurate data for this research study, the researcher obtained a letter of recommendation from the University of Cape Coast's Department of Basic Education; Ghana Education Service at Abura Asebu Kwamankese District, Central Region; and Institutional Review Board for ethical approval, University of Cape Coast. Thereafter, the investigator then went to the sampled schools and established a rapport and made appointments with the school Headmasters/mistress. The letter sought permission from the principals of the schools before issuing the questionnaires to the teachers and the pupils. The purpose of the study was clearly explained, and relevant measures that facilitated the data collection were also put in place. The respondents took 20 -30 minutes to answer the questionnaire. The researcher visited the selected schools as scheduled below after agreement with the respondents on the specific days and times stated. Questionnaires were distributed to respondents with the help of the trained

assistants. Respondents took 20 - 30 minutes to complete the questionnaire. The researcher and assistants supervised respondents during this exercise. The respondents had the right to withdraw or take part in this exercise as he/she wanted without any imposition. Respondents were assured of anonymity and confidentiality. Data were collected in second week in February to March, 2023, a period of one month, two weeks.

Data Analysis

The data were numbered serially, edited, coded, and analysed for identification, after which the responses to various questions given by the respondents were assigned values or codes. The Statistical Product and Service Solution (SPSS version 22) software was used to define and capture the responses for analysis. The data from the questionnaire were analysed using frequency counts, percentages, means, and standard deviations. All three hypotheses were analysed using an independent samples t-test.

Data Management

For identification, the data was serially numbered, updated, and coded, and the respondents' replies to various questions were assigned values or codes. Data was kept on Google Drive with a password in addition to the Statistical Package for the Social Sciences (SPSS) for safety and security. The information obtained by the Investigator was kept in a safe locker with a key at the investigator's apartment. The data is only accessible to the Investigator and her supervisor. Any questionnaires that the respondent did not complete were allocated a new code. The data will be kept for at least two years after the work is

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completed before being erased. This is done so that the researcher can elaborate on the findings and limits of the planned study in future work. If the researcher decides not to continue with the study, the data will be deleted from Google Drive and the hard copies will be destroyed with a paper shredder.

Ethical Considerations

The researcher ensured the voluntary participation of respondents. Respondents had the right to pull out from the study at any point if they wished to do so. Participants were encouraged to participate based on informed consent. In pursuance of this, the researcher provided sufficient information and assurance to respondents to enable them to freely undertake this exercise without any form of coercion or pressure. Respondents were assured that their responses were used solely for the study. Also, the questionnaire was free of unacceptable language and offensive words. Respondents' privacy and anonymity of their information were not overlooked. With this, respondents were permitted not to indicate any form of their identification or contact. Also, the researcher ensured strict adherence to the World Health Organization COVID-19 protocols. Pietrzykowski and Smilowska (2021) have recommended that researchers should acquire permission early on, with fully informed consent, and notify participants of the study's possible benefits. This action was taken in the second week of January 2023.

Chapter Summary

The purpose of this chapter was to present the methods and design used to conduct the study. These included; the research paradigm, the research approach,

the research design, the area of study, the population, the sample and sampling technique, data collection instruments, how the instruments and the data were validated, and the ethical issues governing research studies. The third chapter established the guidelines that ensured the research's purpose and objectives were met. A true reflection of the study's findings, and outcomes and its interpretation are discussed in the next chapter.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter represents the findings, analysis, and interpretation of the data. It deals with the presentation of the results from the field on the study of the factors affecting teaching and learning of Social Studies within the Abura Asebu Kwamankese District in Central Region. Here data was collected from primary sources. All the findings have been aligned with the objectives and research questions of the study. The first section of the discussion and analysis dealt with the demographic characteristics of both teachers and pupils, while the subsequent sections focused on the purpose of the study and research questions. The data collected from respondents are presented using frequency counts and percentages, means and standard deviations, and graphs.

Demographic Characteristics of Respondents

This section of the study looked at the circumstantial information such as gender distribution, age, and enlightening level of respondents. The response rate of the teachers was 90.1% as 82 teachers voluntarily participated in the study. Again, the study recorded pupils' response rate of 92.53% as 421 pupils out of 455 participated in the study. Table 2 shows the gender and age distribution of respondents (pupils) in the selected Basic Schools within the AAK District in the Central Region.

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Table 2: Gender and Age Distribution Pupils

	Below 12 years	12 to 14 years	Above 14 years	Total
Female	31 (7.36 %)	124 (29.45%)	69 (16.39%)	224 (53.21%)
Male	16 (3.80%)	95 (22.57%)	86 (20.43%)	197 (46.79%)

Source: Researcher's Field Data, (2022)

Table 2 discloses that out of 421 pupils who voluntarily participated in the study, 224 pupils representing 53.21% of the respondents were female and the remaining 197 (46.79%) pupils were male. This shows that there were more female as compared to male in the study. Also, a great majority of the pupils were between the ages of 12 to 14 years. This is not surprising as this age range is deemed the normal age for a JHS 2 pupil. However, there is also a significant number of pupils who were above 14 years. This indicates that these pupils were more mature than their peers. It is also good to note that the number of females was greater than male in all age categories except when they turned above 14 years. This means that though females were more than males, more males were above 14 years than females.

Table 3: Gender Distribution and Educational Level Teachers

	Diploma	Bachelor's Degree	Master's Degree	Total
Female	31 (37.80%)	19 (23.17%)	1 (1.22%)	51 (62.20%)
Male	21 (25.61%)	8 (9.76%)	2 (2.44%)	31 (37.80%)

Source: Researcher's Field Data (2022)

Table 3 shows the gender and the educational level of respondents (teachers) who took part in the study. A clear majority of 51 teachers representing

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62.20% were female while the remaining 31 representing 37.80% teachers were male. Concerning the qualification of the teachers, 52 (63.41%) of the respondents held the Diploma in Education. This reveals that a greater percentage of the Social Studies teachers in the basic schools are upgrading from the WASSCE and SSCE levels to a much higher academic level. Also, 27 (32.93%) teachers who held the 1st degree (Bachelor's degree) in education represented the second highest count. While those who held the 2nd degree (master's degree) recorded the least count with only 3 (3.66%) teachers. From the above figures, it can be concluded that the majority of the respondents held the Diploma in Education certificate.

Table 4: Educational Level and Teaching Experience of Respondents (Teachers)

	Diploma	Bachelor's Degree	Master's Degree	Total
Below 6 years	17 (20.73%)	6 (7.32%)	0 (0.00%)	23 (28.05%)
6 to 10 years	7 (8.54%)	7 (8.54%)	0 (0.00%)	14 (17.07%)
11 to 15 years	5 (6.10)	11 (13.41%)	0 (0.00%)	16 (19.51%)
16 to 20 years	11 (13.41%)	2 (2.44%)	1 (1.22%)	14 (17.07%)
Above 20 years	12 (14.63%)	1 (1.22%)	2 (2.44%)	15 (18.29%)

Source: Researcher's Field Data, (2022)

Generally, Table 4 reveals that the teachers' years of teaching looked fairly distributed as the table shows that out of 82 teachers, the distribution of the number of teachers and the years of teaching in the Ghana Education Service ranges from 14 (17.07%) teachers (who have spent 6 to 10 years and 16 to 20 years each) to 23 (28.05%) teachers (who have spent below 6 years). It is een23 (28.05%) teachers, which represents less than a third of the entire teachers have teaching experience below 6 years. This suggests that the majority of the teachers in the district have acquired the right levels of competencies and skills needed in the field. It is good to note that some of the teachers with low years in teaching also have Bachelor's teaching degree. This suggests that the teachers have a much higher competence and mastery of the subject matter. Again, it is worth noting that most of the teachers who have spent more than a decade in the Ghana Education Service as teachers started with the Diploma or Bachelor's Degree and gradually moved to higher levels of academic qualifications over time.

Presentation and Discussion of Main Findings

The study sought to identify the factors affecting teaching and learning of Social Studies in the Abura Asebu Kwamankese District in the Central Region of Ghana. Based on that the study was guided by four research questions. The items were scored on a multiple Likert scale that ranges from Strongly Disagree to Strongly Agree. The four-point Likert scale questionnaire comprised 33 items. These items identified the school-related, teacher-related, home-related, and student-related factors affecting teaching and learning of Social Studies in basic

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schools. All the research questions were tested using mean. The criterion for measuring the strength of the response was by finding the average (mean) of the four-point, Likert-type scale. The researcher found the mean by assigning values to the responses; "Strongly Agree was 4, Agree was 3, Disagree was 2, and Strongly Disagree was 1". The questionnaire had a mean of 2.5. Therefore, any response with a mean greater than 2.5 was deemed as a general agreement of respondents on the statement while responses that had a mean lower than 2.5 was seen as a general disagreement of respondents on the statement.

Research Question 1: What are the views of teachers and students on the school-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

This section of the research questions was used to identify the views of teachers and students on the school-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region. To collect comments from both instructors and students, a four-point Likert scale (strongly disagree, disagree, agree, and strongly agree) questionnaire was employed. The respondents were asked to express their degree of agreement or disagreement with the questionnaire's statements. The researcher assigned a score of 1 to strongly disagree, 2 to disagree, 3 to agree, and 4 to highly agree. The negative statements, on the other hand, were reverse coded. Thus, highly disagree was evaluated as 4, strongly disagree as3, agree as2, and strongly agree as 1. The mean and standard deviation for each item were then calculated by the researcher. The mean was determined to be 2.5. Also, any

response that was below 2.5 was considered a negative response on the item. The school-related factors that contribute to effective teaching and learning in Social Studies at Abura Asebu Kwamankese District are offered in Table 5.

Table 5: School-Related Factors that Contribute to Effective Teaching and Learning in Social Studies

Statement	Pupils (n = 421)		Teachers (n = 82)	
	Mean	SD	Mean	SD
There are school programs that motivate students to learn social studies	2.39	1.10	2.89	0.92
The classroom is comfortable enough for teaching and learning	2.82	0.96	2.63	0.82
There are available library references in the schools	2.19	0.96	2.11	0.71
There is enough space in the library for learning	2.05	1.05	1.95	0.69
The school has adequate Social Studies textbooks for all the students to use	2.21	0.82	1.96	0.85
The school has adequate facilities for teaching and learning social studies	2.38	1.00	2.20	0.91
The students in my class are not too many	2.44	0.97	2.61	0.94
The school provides guidance and counselling to all students	3.12	0.84	3.41	0.63
The school's emblem or motto induces learning	3.45	1.03	3.23	0.69
Mean of means	2.56	0.98	2.55	0.71

Source: Field Data (2022)

Table 5 confirms the results of the responses of both educators and students on their views on the school-related features that influence the effective

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teaching and learning of Social Studies and hence contribute to JHS students' academic achievement in Social Studies at Abura Asebu Kwamankese District. Both teachers and students generally agree on some of the statements. For example, most educators (M=2.63; SD=0.82) and learners (M=2.82; SD=0.96) hold the view that the 'The classroom is suitable for teaching and learning'. This suggests that the classroom environment in these schools could be one of the factors that enhance effective teaching and also contribute to the academic performance of pupils.

Again, both tutors (M=3.41; SD=0.63) and learners (M=3.12; SD= 0.84) hold the view that 'All pupils get support and counselling from the school. This means the schools have structures in place that allow pupils to seek help in times of difficulties concerning their academic and well-being. This indeed has the potential of enhancing their performance. Finally, it is clear that both teachers (M=3.23; SD=0.69) and pupils (M=3.45; SD=1.03) believe 'The school's emblem or motto induces learning'. This suggests that the emblem of the schools greatly motivates pupils to put in extra effort in their academics. This also means teachers are empowered to give their best in the classroom.

In addition, both teachers and students generally disagree on some of the statements. For example, most educators (M=2.11; SD=0.71) and students (M=2.19; SD=0.96) disagree with the view that 'There are accessible library references in the schools. But library situations are very essential for academic success. This suggests that both teachers and pupils have little or no access to reference materials that they can easily access outside the classroom. But library

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references are very essential for academic success and their absence in schools may greatly affect the performance of pupils. Apart from the fact that library references are not available in the school, most teachers (M=1.96; SD=0.85) and students (M=2.21; SD=0.82) hold the view that the school has inadequate Social Studies textbooks for all the students to use. This gives insight into why there are no library references in the school. This is because if the pupils do not even have access to books in the classroom, they cannot put the surplus in libraries as reference materials. Due to the inadequate Social Studies textbooks, teaching will greatly be affected and this may affect the performance of pupils in social studies. Finally, both instructors (M=2.20; SD=0.91) and learners (M=2.38; SD=1.00) hold the view that the school has inadequate facilities for teaching and learning social studies.

Though both teachers and pupils generally agree or disagree on some of the statements, other items recorded generally contradictory views between teachers and pupils. For example, whereas most teachers (M=2.89; SD=0.92) hold the view that "There are school programs that motivate me to learn social studies", several other pupils (M=2.39; SD=1.10) disagree. This is quite interesting as teachers may assume they have organized programmes that motivate the students to learn and perform in their academics, however, such programmes may be ones that may not be of much interest to students. Thus, such programmes may not be able to yield it main purpose of motivating the pupils. Though most of the teachers hold the view that there are school programs that motivate pupils to learn social studies, it is good to note that the strength of their

agreement with the statement is weak (2.89 out of 4.0). This suggests that the programmes may not be motivating enough to encourage pupils to learn. When there is a mismatch in preferences like this, it has a great tendency of affecting the performance of pupils. Also, whereas teachers (M=2.61; SD=0.94) believe that the students in their class are not too many, pupils (M=2.44; SD=0.97) believe otherwise. This means whereas teachers see the number of pupils in the classrooms as manageable for them, pupils in those same classrooms are not comfortable as they may be struggling with their physical movement in the schoolroom. It is good to note that though most of the teachers hold this view, the strength of their agreement is weak (2.61 out of 4.0).

It is quite evident from the above results that both teachers and pupils generally agree that certain school-related factors do not enhance effective teaching and consequently affect the performance of pupils. Such school-related factors are; the unavailability of library references in the schools; inadequacy of space in the library for learning; inadequacy of Social Studies textbooks for all the students to use; and inadequate facilities for Social Studies to be taught and learned. Again, though the teachers believe otherwise, the pupils believe that other school-related factors that do not enhance effective teaching and consequently affect their performance in Social Studies are the high number of pupils in their classrooms and the inadequate or absence of school programmes that motivate them to learn social studies.

From the results above, it may be seen that on average both teachers (MM=2.55; SD=0.71) and students (MM=2.56; SD=0.98) agree on statements

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concerning school-related factors. However, it is difficult to establish whether there is a significant difference between teachers' and students' views in terms of the school-related factors that contribute to the effectiveness of teaching and learning Social Studies. As such an independent sample t-test was computed to determine the difference in the means.

Hypothesis 1: There is no significant difference between teachers' and students' views in terms of school-related factors that contribute to the effectiveness of teaching and learning Social Studies.

In an attempt to respond to Hypothesis 1, the researcher asked respondents to Specify their degree of agreement or disagreement with subjects on the questionnaire. The researcher rated strongly disagree as 1, disagree as 2, agree as 3, and strongly agree as 4. However, the negative statements were reversed coded. Thus, in such cases, strongly disagree was rated as 4, disagree as 3, agree as 2, and strongly agree as 1. The researcher then found the sum of all the items in the school-related construct as the score of the respondents. Since the tool was a four-point Likert gauge and the items were nine, the possible minimum score of respondents was nine (9) while the maximum was thirty-six (36). An independent sample t-test was then computed. A summary of the findings is presented in Tables 6 and 7.

Table 6: Descriptive Statistics of Respondents' Responses

Respondent	N	Mean	Std. Deviation	Std. Error Mean
Student	421	21.83	3.68	0.18
Teacher	82	21.59	3.39	0.38

Source: Researcher's Field Data, 2022

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Table 7 shows that both teachers and students had a mean score of 21 out of the possible 36. This indicates that both teachers and students have a relatively substantial view on the school-related factors that may influence the effective teaching of Social Studies as well as affect students' performance. The standard deviation for both groups was as hovering around 3.00. This suggests that the two groups were homogeneous as there was a narrow spread of scores for both groups. Though there seems to be a slight difference in the mean scores for both groups, it is not clear whether those differences are statistically significant. As such inferential statistics were conducted to identify whether there were real differences between the groups. A summary is presented in Table 7.

Table 7: An Independent Samples T-Test of Scores on School-Related Items Between Students and Teachers

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	Sig. (2-tailed)
Equal variances assumed	0.824	.364	0.56	492	0.58

Source: Researcher's Field Data, 2022

In Table **7** an independent samples t-test was conducted to compare the differences in the mean scores of students and teachers on their view of the school-related factors that influence students' academic performance in social studies. The results indicate that there was no statistically significant difference in the scores of teachers (M=21.59; SD=3.39) and students (M=21.83; SD=3.68); t (492) = 0.56, p = 0.58. This suggests that there is no statistical difference between

the view of both teachers and students concerning the school-related factors that affect students' academic performance.

This means that both teachers and students affirm that the above school-related factors (such as the availability of library references in the schools; adequacy of space in the library for learning; adequacy of Social Studies textbooks for all the students to use; a high number of pupils in their classrooms; inadequate or absence of school programmes that motivate them to learn social studies; and adequate facilities for teaching and learning social studies) significantly affect students' performance.

This affirms a study by Alshammari, Alshammari, Astodello, Saguban, and Altheban (2017), Baidoo-Anu (2018) and Kapur (2018). Their study revealed that these school-related factors include well-designed and implemented academic policies, the availability of library facilities, and textbooks, inadequate teaching and learning materials, computer and science laboratories, and the quality of the learning facilities.

A study by Seifert and Manderson (2016) revealed that students who perceived their school environment as positive were more likely to perform well academically than students who did not. The researcher defined positive school environments to include factors such as supportive teachers, safe and clean classrooms, and access to educational resources.

Though both teachers and schoolchildren generally have a positive view concerning school-related factors, the strength of their agreement is quite weak. This is because the greatness of the difference in the means was very small (eta

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squared= 0.0006). This suggests there may be other school-related factors that contribute to the performance that was not considered in this study. This means that several studies (Alos, Caranto & David, 2015; Alshammari et al, 2017; Quansah, 2017; Olufemioladebinu, Adediran, & Oyediran, 2018) suggest that the highlighted statement are school-related factors that significantly affect the performance of students, it is not entirely true in the case of basic schools in the Abura Asebu Kwamankese District.

Research Question 2: What are the views of teachers and students on the teacher-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

The primary goal of this research inquiry was to evaluate teachers' and students' perspectives on teacher-related issues that play to JHS students' Social Studies achievement. Research Question Two was answered using the mean score of the respondents' responses for each item. A four-point Likert scale (strongly disagree, disagree, agree, and strongly agree) questionnaire was used to collect both teachers' and students' responses. The teacher-related factors that contribute to JHS students' academic achievement in Social Studies at Abura Asebu Kwamankese District are presented in Table 8.

Table 8: Teacher-Related Factors that Contribute to effective teaching and learning in Social Studies

Statement	Pupils (n = 421)		Teachers (n = 82)	
	Mean	SD	Mean	SD
The teachers do not have mastery of the subject they teach	3.59	0.84	1.40	0.73

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The teachers do not use different methods and strategies in teaching	3.52	0.88	1.55	0.50
The teachers teach so many topics in a short period	2.63	1.07	1.48	0.74
The teachers do not give relevant examples to support what they are teaching at a particular time	2.66	0.79	1.74	0.44
The teachers do not use different materials/resources in teaching (e.g. audio-visuals)	2.07	1.12	2.89	0.83
The teachers do not provide varied teaching and learning activities in a particular lesson	2.05	1.16	1.18	0.55
Teacher ridicules students when they provide incorrect responses to questions	2.88	1.04	1.49	0.74
The teachers are frequently absent from class	3.60	1.15	1.21	0.80
Teachers do not establish a welcoming climate in the classroom where pupils feel safe expressing questions.	3.32	0.82	1.62	0.49
The instructors are constantly late for class.	3.43	0.82	1.44	0.50
The educators do not make classes	3.51	0.85	1.59	0.50

pleasurable and interesting.				
The teachers do not help students to understand issues after normal classes	3.31	0.80	1.29	0.66
The teachers do not give pupils feedback on their progress in school	3.34	0.84	1.43	0.50
The teachers do not strictly follow the school timetable	3.29	0.98	1.51	0.50
Mean of means	3.09	1.01	1.56	0.69

Source: Researcher's Field Data, 2022

Table 8 displays the outcomes of both teachers and students on their views on the teacher-related factors that enhance the effective teaching of Social Studies and hence contribute to JHS students' academic achievement in Social Studies at Abura Asebu Kwamankese District. It is observed that apart from the agreement on the part of students (M=2.07; SD=1.12) and teachers (M=2.89; SD=0.83) on the use of different materials/resources in the teaching of social studies, both groups generally disagree on all other statements regarding the teacher-related factors.

As teachers (M = 1.40; SD = 0.73) generally disagree with the statement their '*teachers do not have mastery of the subject they teach*', learners (M = 3.59; SD = 0.84) generally agree with the announcement. This means students believe their teachers do not have the right content knowledge and pedagogical competencies to teach them. This may at the long round lead to affect their attainment.

Again, students (M = 3.52; SD = 0.88) affirmed this statement by declaring that '*teachers do not use different methods and strategies in teaching'*. This is true because a teacher who does not exhibit mastery of the subject matter is expected to struggle in the pedagogy as well. As such it is not so surprising when students agree with this fact. But the case was different for teachers (M = 1.55; SD = 0.50). They held on to the view that they use different methods in teaching.

With regards to the statement, '*educators cover so many things in such a small period of time.'*, it was found that there was a mismatch in the general responses of the respondents. As teachers (M = 1.48; SD = 0.74) generally disagreed with the statement, students (M = 2.63; SD = 1.07) believe otherwise (Note: the scale was not reversed coded). This means teachers perceive that they teach lessons according to the pace and the strength of their learners and are not necessarily rushed to complete the syllabus. However, that may not necessarily be true in the case of students because the response of students suggests that teachers merely focused on completing the syllabus without any recourse to the individual strengths of students. This assertion may be true because students (M=3.43; SD=0.82) believe that teachers are always late to class.

Again, both tutors (M = 1.74; SD = 0.44) and learners (M = 2.66; SD = 0.79) held contradictory views on whether or not teachers give relevant examples to support what teach. This suggests that though teachers give examples to support what they teach; those examples may not be relevant to the students. As such that may not enhance their understanding of concepts in the classroom.

The overlap in the response of both teachers and students directly corroborates their response on whether or not teachers use different materials/resources in teaching (e.g. audio-visuals). Here, as teachers (M = 2.89; SD = 0.83) assert that they employ the use of relevant and different resources during classroom instruction, students (M = 2.07; SD = 1.12) generally disagree. The viewpoint of the students suggests that the needs of learners with diverse learning styles are not met. It also implies lessons in the classrooms were not attractive enough and could sustain not the interest of learners.

Again, it was noticed that teachers (M = 1.43; SD = 0.50) agreed that they provide do not feedback on the progress of students in the school. This means that there are mechanisms in place to enable the students to track their learning as they have the opportunity to enhance their strengths and work on their weaknesses. However, students (M = 3.34; SD = 0.84) generally disagree teachers do not provide them with feedback on their progress. This suggests that assignments, class exercises, or home-works are not marked on time and released to the learners. It also implies students are not able to track their progress in school.

From Table 8, it may be concluded that both instructors and students possessed a contradictory view of the statements. As teachers (MM= 1.56; SD=0.69) generally disagree with almost all the statements, students (MM=3.09; SD=1.01) generally associate themselves positively with all the statements that are linked to the teacher-related factors that significantly contribute to the effective teaching of Social Studies in the Abura-Asebu-Kwankese District. This

means as teachers have the conviction that they are doing the right things in the schools, the students are not benefiting from such competencies.

This implies that several teacher-related factors affect the effective teaching of social studies. This subsequently affects the performance of students in the Abura Asebu Kwamankese District. Such teacher-related factors are the mastery of the subject matter; use of different methods and strategies in teaching; giving relevant examples to support teaching; use of different materials/resources in teaching (e.g. audio-visuals); provision of varied teaching and learning activities during lessons; regularity and punctuality in class; creation of warm classroom environment; provision of remediation for weak learners; provision of feedback on progress in school. This means these teacher-related factors have a bearing on the academic achievement of learners in social studies.

The results show that both instructors and students disagree on single assertions about teacher-related characteristics. However, it is difficult to establish whether there is a significant difference between teachers' and students' views in terms of the teacher-related factors that contribute to the effectiveness of teaching and learning of Social Studies. As such an independent sample t-test was computed to determine the difference in the means.

Hypothesis 2: There is no significant difference between teachers' and students' views in terms of teacher-related factors that contribute to the effectiveness of teaching and learning Social Studies.

In an attempt to respond to Hypothesis 2, the researcher asked respondents to mark their level of agreement with the questionnaire's statements. The

researcher rated strongly disagree as 1, disagree as 2, agree as 3, and strongly agree as 4. However, the negative statements were reversed coded. Thus, in such cases, strongly disagree was rated as 4, disagree as 3, agree as 2, and strongly agree as 1. The researcher then found the sum of all the items in the teacher-related construct as the score of the participants. Since the instrument was a four-point Likert scale and the items were fourteen, the possible minimum score of respondents was fourteen (14) while the maximum was fifty-six (56). An independent sample t-test was then computed. A summary of the findings is presented in Tables 9 and 10.

Table 9: Descriptive Statistics of Respondents' Responses

Respondent	N	Mean	Std. Deviation	Std. Error Mean
Student	421	46.49	5.84	0.29
Teacher	82	47.88	4.30	0.47

Source: Researcher's Field Data, 2022

Table 9 shows that both teachers and students had a mean score above 46 out of a possible 56. This indicates that both teachers and students have a relatively high level of agreement on the teacher-related factors that may influence the effective teaching of Social Studies as well as affect students' performance. The standard deviation for students is 5.84 while that of teachers is 4.30. This means the distribution of the students was more broadly spread than that of the teachers. Though there seems to be a slight difference in the mean scores for both groups, it is not clear whether those differences are statistically significant. As such inferential statistics were conducted to identify whether there were real differences between the groups. A summary is presented in Table 12.

Table 10: An Independent samples t-test on scores on teacher-related items between students and teachers

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	Df	Sig. (2-tailed)
Equal variances not assumed	21.182	.000	-2.496	147.483	.014

Source: Researcher's Field Data, 2022

In Table 11 an independent sample t-test was conducted to compare the differences in the mean scores of students and teachers on their view of the teacher-related factors that influence students' academic performance in social studies. The results indicate that there was a statistically significant difference in the scores of teachers (M=47.88; SD=4.30) and students (M=46.49; SD=5.84); t (147.483) = -2.496, p = 0.014. This suggests that there is a difference between the views of both teachers and students concerning the teacher-related factors that affect students' academic performance. This means that teachers and students disagree on what should be teacher-related factors that affect students' academic performance.

As teachers disagree on almost all items on the scale, the students affirm that the listed teacher-related factors (such as mastery of the subject matter; use of different methods and strategies in teaching; giving relevant examples to support teaching; use of different materials/resources in teaching (e.g. audio-visuals); provision of varied teaching and learning activities during lessons; regularity and punctuality in class; creation of warm classroom environment; provision of

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remediation for weak learners; provision of feedback on progress in school) significantly affect students' performance.

Though the assertion was made by only students, their views validate the findings of Quansah, (2017), Olufemioladebinu, Adediran, and Oyediran, (2018) which assert that the aforementioned teacher-related factors contribute significantly to the academic achievement of students. It also throws much light on the finding of Bordoh, Eshun, Kwarteng, Osman, Brew, and Bakar (2018) which affirm that a teacher's qualification significantly counts in their delivery in the classroom. Since most of the teachers (63.41%) engaged in the survey are Diploma in Education holders and over 28% of them have less than 6 years of teaching experience, it is observed that students believe their teachers do not have the relevant competencies and skills to teach social studies.

Research Question 3: What are the views of teachers and students on the student-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

The primary goal of this study topic was to analyse both instructors' and students' perspectives on student-related elements that contribute to JHS students' Social Studies accomplishment. Research Question Three was answered using the mean score of the participants' responses for each item. A four-points Likert scale (strongly disagree, disagree, agree, and strongly agree) questionnaire was used to collect both the instructors' and the pupils' responses. The participants were asked to indicate their statement of agreeing or disagreeing on the questionnaire. The researcher rated strongly disagree as 1, disagree as 2, agree as 3, and strongly

agree as 4. However, all negative statements were reversed coded. As such strongly disagree was 4, disagree was 3, agree was 2, and strongly agree was 1. The researcher then found the mean and standard deviation for each item. The mean was established as 2.5. Thus, any response that was above 2.5 was considered an agreement with the statement by participants. Also, any response that was below 2.5 was considered a disagreement with the declaration. A summary of participants' responses is staged in Table 11.

Table 12: Student-Related Factors that Contribute to JHS Students' Academic Achievement in Social Studies

Statement	Pupils (n = 421)		Teachers (n = 82)	
	Mean	SD	Mean	SD
Students show interest in Social Studies lessons	3.59	0.84	3.40	0.73
Students study only when there is a class test or exercise	3.29	1.04	3.47	0.93
Students sometimes feel lazy and bored studying during instructional hours.	3.28	0.98	3.31	0.91
Students are sometimes disturbed by their friends when studying	2.64	1.08	2.84	0.85
Students sometimes copy assignments from their friends	3.06	0.99	3.73	0.85
Students sometimes lack self-motivation to perform well in school	2.13	1.15	2.96	0.69

Students sometimes absent themselves from Social Studies classes	3.38	0.61	3.47	0.74
Students listen to the radio or watch television when learning at home	3.16	0.98	3.01	0.86
Students complete their homework most of the time	2.13	0.89	1.60	0.68
Students sometimes attend Social Studies classes late	3.42	0.83	2.73	0.89

Source: Researcher's Field Data, 2022

Table 11 shows the results of the responses of both teachers and students on their views on the student-related factors that enhance the effective teaching of Social Studies and hence contribute to JHS students' academic achievement in Social Studies at Abura Asebu Kwamankese District. It is observed that both teachers (M = 3.40; SD = 0.73) and students (M = 3.59; SD = 0.84) generally agree that students show interest in Social Studies lessons. This suggests that students are encouraged to learn in the Social Studies classroom. Hence, they exhibit a sense of relevance to the study of social studies. This may also be because a pass in Social Studies is essential for entry into Senior High School.

However, it comes as a surprise as both teachers (M=3.47; SD=0.93) and students (M=3.29; SD= 1.04) state that student's study only when there is a class test or exercise. It suggests that students have poor learning skills; this may be a reason for their poor performance in the subject. This is because though students see the concepts taught in Social Studies as applicable to their real-life situations,

they lack the intrinsic motivation to study the subject on their own. As such they are coerced to learn to pass examinations. That is why both teachers (M=2.96; SD= 0.69) agreed and students (M=2.13; SD=1.15) disagreed that students lack self-motivation to perform well in school. This agrees with the position of both teachers (M=3.31; SD=0.91) and students (M=3.28; SD=0.98) that students sometimes feel lazy and bored to study during instructional hours. It also explains why both students (M=3.42; SD=0.83) and teachers (M=2.73; SD=0.89) affirm that students sometimes attend Social Studies classes late.

This explains why both students (M=3.38; SD=0.61) and teachers (M=3.47; SD=0.74) state that students sometimes absent themselves from Social Studies classes. This means students not only attend classes late but are also truant. This means they are not able to copy assignments by themselves, complete assignments on time, and regularly attend Social Studies lessons on time. It may be concluded that the level of lateness and absenteeism may be significant contributing factors towards the poor performance of students in Social Studies since it affects the effective teaching and learning of the subject.

Table 11 reveals that several student-related factors affect the effective teaching of social studies. This subsequently affects the performance of students in the Abura Asebu Kwamankese District. Such student-related factors are poor studying habits of students, laziness, listening to the radio or watching television when learning at home, lateness and absenteeism on the part of the students, and lack of motivation. This means the above student-related factors have a great influence on the effective teaching and learning of social studies.

From the results above, it may be seen that both teachers (MM=2.51; 0.84) and students (MM=2.51; SD=0.96) agree on isolated statements concerning student-related factors. However, it is difficult to establish whether there is a significant difference between teachers' and students' views in terms of the student-related factors that contribute to the effectiveness of teaching and learning of Social Studies. As such an independent sample t-test was computed to determine the difference in the means.

Hypothesis 3: There is no significant difference between teachers' and students' views in terms of student-related factors that contribute to the effectiveness of teaching and learning Social Studies.

In an attempt to respond to Hypothesis 3, the researcher asked participants to mark their level of agreement or disagreement with the questionnaire's contents. The researcher rated strongly disagree as 1, disagree as 2, agree as 3, and strongly agree as 4. However, the negative statements were reversed coded. Thus, in such cases, strongly disagree was rated as 4, disagree as 3, agree as 2, and strongly agree as 1. The researcher then found the sum of all the items in the student-related construct as the score of the participants. Since the instrument was a four-point Likert scale and the items were ten, the possible minimum score of respondents was Ten (10) while the maximum was forty (40). An independent sample t-test was then computed. A summary of the findings is presented in Tables 12 and 13.

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Table 13: Descriptive Statistics of Participants' Responses

Respondent	N	Mean	Std. Deviation	Std. Error Mean
Student	421	32.17	3.77	0.19
Teacher	82	33.50	4.50	0.50

Source: Researcher's Field Data, 2022

Table 12 shows that teachers had a mean score of 33.50 while the students had a mean score of 32.17. Since the maximum score for this construct was 40, it is clear that both teachers and students have a high level of agreement on the student-related factors that may influence the effective teaching of Social Studies as well as affect students' performance. The standard deviation for students is 3.77 while that of teachers is 4.50. This means the distribution of the teachers was more broadly spread than that of the students. Though there seems to be a slight difference in the mean scores for both groups, it is not clear whether those differences are statistically significant. As such inferential statistics were conducted to identify whether there were real differences between the groups. A summary is presented in Table 13.

Table 14: An Independent Samples T-Test on Scores on Student-Related Items Between Students and Teachers

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	DF	Sig.(2-tailed)
Equal variances assumed	0.475	0.491	16.275	492	0.12

Source: Researcher's Field Data, 2022

An independent samples t-test was conducted in Table 13 to compare the differences in the mean scores of students and teachers on their view of the student-related factors that influence students' academic performance in social studies. The results indicate that there was no statistically significant difference in the scores of teachers (M=33.5; SD=4.50) and students (M=32.17; SD=3.77); t (492) = 16.275, p = 0.12. This suggests that there is no difference between the views of both teachers and students concerning the student-related factors that affect students' academic performance.

This means that both teachers and students affirm that the above student-related factors (such as poor studying habits of students, laziness, listening to the radio or watching television when learning at home, lateness and absenteeism on the part of the students, and lack of motivation) significantly affect students' performance.

These results validate the findings by Gao et al, (2019), Kirschner et al, (2018) and Quansah, (2017) who assert that the aforementioned student-related factors contribute significantly to the academic achievement of students. A study by Gao et al. (2019) found that students who use effective learning strategies tend to perform better academically. In his study students who used metacognitive learning strategies had better academic performance. However, teachers and students in this survey believe that students only study if there is a class test or exercise since they lack the self-motivation to perform well in school. They also attend Social Studies classes late. All of these student-related factors significantly affect the performance of students in the Abura Asebu Kwamankese District.

Research Question 4: How do the home-related factors contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region?

The primary goal of this study topic was to analyse students' perspectives on home-related issues that affect JHS students' Social Studies learning. Research Question Four was answered using the mean score of the respondents' responses for each item. A four-point Likert Scale (strongly disagree, disagree, agree, and strongly agree) questionnaire was used to collect both teachers' and students' responses. The respondents were asked to indicate their level of agreement or disagreement with statements on the questionnaire. The researcher rated strongly disagree as 1, disagree as 2, agree as 3, and strongly agree as 4. However, all negative statements were reversed coded. As such strongly disagree was 4, disagree was 3, agree was 2, and strongly agree was 1. The researcher then found the mean and standard deviation for each item. The mean was established as 2.5. Thus, any response that was above 2.5 was considered a positive response by respondents on the item. Also, any response that was below 2.5 was considered a negative response on the item. A summary of respondents' responses is paraded in Table 14.

Table 15: Home-Related Factors that Contribute to Teaching and Learning of Social Studies

Statement	Pupils (n = 421)	
	Mean	SD
My parents show interest in my schoolwork	2.20	1.00
I am burdened with household chores	2.95	0.99
My parents discuss school activities with me	2.21	0.75
My parents assist me with my homework	2.16	0.86
My parents motivate me to learn by telling of a bright future.	3.45	0.80
I sell after school to aid my folks.	3.16	1.05
My parents my school needs	3.55	0.77
My parents motivate me to succeed in school by saying nice things to me.	3.28	0.57
Mean of means	2.57	0.84

Source: Researcher's Field Data, 2022

Table 14 displays the findings of the responses of students on their views on the home-related factors that influence the effective teaching and learning of Social Studies and hence contribute to JHS students' academic achievement in Social Studies at Abura Asebu Kwamankese District. It is observed that students (M =3.28; SD = 0.57) generally stated that their parents encourage them to do well in their school work. But this encouragement only exists by way of motivating students to learn.

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Though parents encourage students to do well in school, Table 16 shows that students (M=2.20; SD=1.00) generally believe their parents do not show interest in their school work. Due to this, learners (M=2.21; SD=0.75) agree that their parents do not discuss school activities with them. That explains why students (M=2.95; SD=0,99) are burdened with household chores. This means apart from the fact that they may fully concentrate during instructional periods, they may not have enough time to study. This will significantly affect their academic performance.

Students (M=3.16; SD=1.05) [reverse coded] affirm this assertion by agreeing on the fact that their parents engage them in selling after school periods. This means the parents of these students may not be financially stable this may be translated into the lifestyle of the student. As such these students may lack the necessary materials they need to excel in school. This will indeed affect the effective teaching and learning of the subject.

Also, students (M=2.16; SD=0.86) disagree with the statement that parents assist them with their homework. This suggests that the parents of these students may have a very low level of education and may not be able to help out these students with their homework. It also suggests that the schedule of parents may be too busy that they are not able to help out students with their homework. In both cases, it is quite clear that it will affect the performance of the students.

However, despite all the above assertions that affect the effective teaching of social studies, students (M=3.55; SD=0.77) affirm that their parents care about them by ensuring that they need anything in their learnings endeavours. This

explains why they still motivate them to learn and do well in school despite the odd situations.

From Table 14, it may be seen that on average students (MM=2.57; SD=0.84) agree on statements concerning home-related factors. It is good to note that the assertion of respondents implies that the above home-related factors may greatly influence the teaching and learning of Social Studies and subsequently affect the performance of students. Therefore home-related factors such as parents' low level of interest in children's school work, burdening students with household chores, little or no parental support with homework; Lack of parental engagement and inadequate parental socio-economic status may have a detrimental impact on effective teaching and learning of Social Studies and subsequently affect students' performance.

The findings affirm the study of Quansah (2017) and Kapur (2018). The researchers affirm that when the home provides little or no support for the academic work of students, it significantly affects their output in school. They further reveal that these home-related factors lead to low academic performance in students.

Similarly, it validates the assertion by Olufemioladebinu, Adediran, and Oyediran, (2018) that the socio-economic status of students and their parents as well as the duration of study time greatly influences the performance of the student. Since students sell after school hours to help their parents and also engage in household chores, it is likely to affect their sleep. This explains why a study by Pilcher et al. (2018) affirms that students who get enough sleep have

better academic performance than those who do not. Another study by Liu et al. (2021) found that poor sleep quality negatively affected students' academic performance. This means adequate sleep is essential for academic success, but many students do not get enough sleep. This results in high-stress levels among students.

A study by Hamaideh (2018) found that students who experienced high levels of stress had lower academic performance than those who did not. Another study by Xiao et al. (2019) found that academic stress negatively affected students' academic performance this means stress from home can negatively impact the teaching of Social Studies as well as the academic performance of students.

Chapter summary

The purpose of the study was to unearth factors affecting teaching and learning of Social Studies within the Abura Asebu Kwamankese District in Central Region. The first research question to establish the views of teachers and students on the school-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region. The school factors included school having adequate Social Studies textbooks for all the students, adequate facilities for teaching and learning, students in class not too many, school provides guidance and counselling to all students, school's emblem or motto induces learning.

The results indicate that there was no statistically significant difference in the scores of teachers (M=21.59; SD=3.39) and students (M=21.83; SD=3.68); t

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(492) = 0.56, p = 0.58. This suggests that there is no statistical difference between the view of both teachers and students concerning the school-related factors that affect students' academic performance.

The primary goal of the second research inquiry was to evaluate teachers' and students' perspectives on teacher-related issues that play to JHS students' Social Studies achievement. The teacher related factors include use different methods and strategies in teaching, establish a welcoming climate in the classroom where pupils feel safe expressing question, instructors not constantly late for class, make classes pleasurable and interesting, students to understand issues after normal classes,

The results for the second hypothesis indicate that there was a statistically significant difference in the scores of teachers (M=47.88; SD=4.30) and students (M=46.49; SD=5.84); t (147.483) = -2.496, p = 0.014. This suggests that there is a difference between the views of both teachers and students concerning the teacher-related factors that affect students'

The third question sought to the views of teachers and students on the student-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region. The students revealed included students' study always not only when there is a class test or exercise, students sometimes feel lazy and bored studying during instructional house, students are sometimes not disturbed by their friends when studying, students sometimes copy assignments from their friends, students

sometimes lack self-motivation to perform well in school, sometimes absent themselves from Social Studies classes.

The results indicate that there was no statistically significant difference in the scores of teachers (M=33.5; SD=4.50) and students (M=32.17; SD=3.77); t (492) = 16.275, p = 0.12. This suggests that there is no difference between the views of both teachers and students concerning the student-related factors that affect students' academic performance.

The last question answered by only students on the home-related factors that contribute to the effective teaching and learning of Social Studies at Abura Asebu Kwamankese District, Central Region revealed the factors to include parents showing interest in schoolwork, not burdened with household chores, parents discuss school activities, parents assisting with homework and parents motivate to learn by telling of a bright future.

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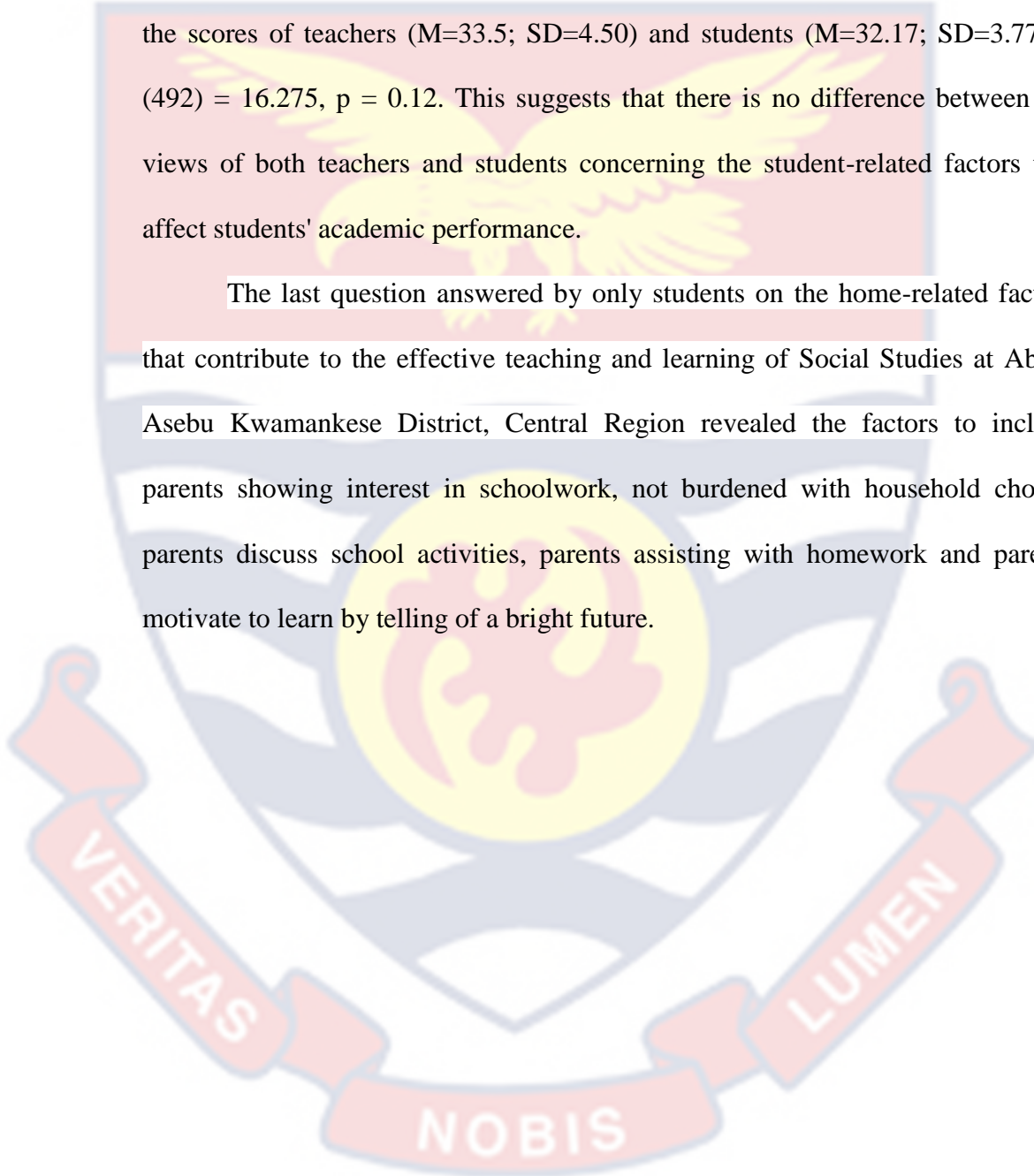
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the study. It also highlights the study's primary results and delivers the study's conclusions. The chapter goes on to detail the researcher's suggestions based on the findings.

Summary of the Study

Several studies have consistently revealed that instructors appear to have important gaps in their concepts and actual implementation of good Social Studies teaching and learning in the classroom (Tadesse, 2015; Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). This situation is not different in the Abura Asebu Kwamankese District, Central Region. This is seen in the BECE Social Studies performance of students. Though the BECE statistics for 2015 to 2020 reveal that a fairly above average of the students passes the subject, it also reveals that most of them attain lower pass grades in the subject (BECE statistics for AAK, 2022). These results may be said to be low when compared to other districts in the region. Due to this, the study sought to determine the factors affecting teaching and learning of Social Studies in Abura Asebu Kwamankese District, Central Region.

The positivist paradigm was used in the investigation. The social constructivism theory was adopted and a particular emphasis was laid on the concept of scaffolding by Jerome Bruner and the Zone of proximal development (Lev Vygotsky).

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The study employed a descriptive survey. A sample of 503 participants voluntarily participated in the study. A total of 421 of them were JHS students while the remaining 82 were teachers. The simple random technique was used to select the students while the census technique was used to select the Social Studies teachers in the Abura Asebu Kwamankese District. The researcher used questionnaires in collecting data from participants. Frequency counts and percentages, Means, Standard Deviations, and the independent sample t-test were used to analyse the data. The study was guided by four research questions and three hypotheses.

Key findings

The findings of the study are as follows.

1. The study found that both teachers and pupils affirm that school-related factors such as (a) availability of library references in the schools, (b) adequacy of space in the library for learning, (c) adequacy of Social Studies textbooks for all the students to use, (d) adequate facilities for teaching and learning Social Studies were significant contributors to the effective teaching of Social Studies and consequently affect the performance of students. Students further add that (e) the high number of pupils in their classrooms and (f) the inadequate or absence of school programmes that motivate students to learn Social Studies are other school-related factors.

2. Hypothesis 1 found that there was no statistically significant difference in the scores of educators (M=21.59; SD=3.39) and learners (M=21.83;

SD=3.68); t (492) = 0.56, p = 0.58. This suggests that there is no difference between the views of both teachers and students concerning the school-related factors that affect students' academic performance.

3.   The study found that teachers identified none of the statements as a teacher-related factor that induce the students' academic performance. However, students indicated that teacher-related features such as (a) mastery of the subject matter, (b) use of different methods and strategies in teaching, (c) giving relevant examples to support teaching, (d) use of different materials/resources in teaching, (e) provision of remediation for weak learners, (f) provision of feedback on progress in school.

4.   Hypothesis 2 found that there was a statistically significant difference in the scores of teachers (M=47.88; SD=4.30) and students (M=46.49; SD=5.84); t (147.483) = -2.496, p = 0.014. This suggests that there is a difference between the views of both teachers and students concerning the teacher-related factors that affect students' academic performance.

5.   The study found that both teachers and pupils affirm that student-related factors such as (a) studying habits of students, (b) lateness and absenteeism on the part of the students, and (c) motivation were significant contributors to the effective teaching and learning of Social Studies and consequently affect the performance of students.

6.   Hypothesis 3 found that there was no statistically significant difference in the scores of teachers (M=33.5; SD=4.50) and students (M=32.17; SD=3.77); t (492) = 16.275, p = 0.12. This suggests that there is no

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difference between the views of both teachers and students concerning the student-related factors that affect students' academic performance.

7. The study found that students affirm that home-related factors such as (a) parents' low level of interest in children's school work, (b) over-burdening students with household chores, (c) little or no parental support with homework, (d) insufficient paternal motivation (e) low parental socio-economic position were significant contributors to the affecting the teaching and learning of Social Studies and consequently affect the performance of students.

Conclusions

From the study, factors that affect effective teaching and learning of Social Studies as well as the contributing factors that affect the achievement of students in Social Studies are seen to be numerous and span from factors that are student-related, school-related, teacher-related, and home-related.

It may be concluded that all stakeholders in education have a part to play making the teaching and learning of Social Studies significant to students. As such when students are presented with the right learning environment in the home and school, their performance in Social Studies will be enhanced. It can be said that students have the necessary supports to help them study successfully. So, the poor academic performance and retrogression in performance maybe pushed at other factors that have been included in this study.

It can also be surmised that in an attempt to eradicate such factors, the approach must be multifaceted as these factors may work in isolation. As such it

may be nearly impossible to efficiently affect students desire in studying Social Studies without recourse to the above factors.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations can be made.

1. Since both teachers and pupils affirm that school-related factors such as (a) availability of library references in the schools, (b) adequacy of space in the library for learning, (c) adequacy of Social Studies textbooks for all the students to use, (d) adequate facilities for teaching and learning Social Studies were significant contributors to the effective teaching of Social Studies and consequently affect the performance of students. It is recommended that the Ghana Education Service should encourage both the teachers and students to make ample use of the available facilities in schools in the Abura-Asebu-Kwamankese District to enhance their educational qualifications. The government and no-governmental organisations to provide modern facilities at hat will make the schools in the district stand the international world standard and prepare students for the competitive job market.

2. Teachers identified none of the statements as a teacher-related factor that induce the students. Therefore, the Ministry of Education together with relevant stakeholders in education must work around the clock to provide adequate teaching and learning resources/ materials in the school and encourage teachers to demonstrate readiness to work for students to

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effectively learn the subject. There should be some programmes that will educate teachers to motivate students to learn Social Studies are introduced. There should be reduction in the high pupil-to-teacher ratio to acceptable and manageable levels.

3. Since teachers play important role in the leaning of Social Studies, the Ministry of Education together with relevant stakeholders in education must encourage teachers to improve their competencies by ensuring that students like to the standard expected of them as future leaders of the society. Students should be allowed to express their views on the teaching methods and strategies that place the learner at the forefront so that learners actively construct their knowledge Again, there should be provision of remediation for struggling learners and ensure there is regular provision of feedback on learners' progress in school.

4. For the fact that home-related factors such as (a) parents' low level of interest in children's school work, (b) over-burdening students with household chores, (c) little or no parental support with homework, (d) insufficient paternal motivation (e) low parental socio-economic position were significant negative contributors affecting the teaching and learning of Social Studies and consequently affect the performance of students.

5. The teachers and pupils affirm that student-related factors such as (a) studying habits of students, (b) lateness and absenteeism on the part of the students, and (c) motivation were significant contributors to the effective teaching. So, Parents Teachers Association (PTA) and the Ghana

Education Services should ensure that parents/ Guardians are constantly being educated on the need for them to motivate their wards and also ensure they are punctual and regular in school. Students must also be taught and encouraged to build good studying habits. This will ensure that learners will be fully aware that their learnings are monitored and cherished by those around them.

6. In all, it is suggested that the incumbent government together with the parliament in Ghana should work to improve the standard of living of citizens so that relevant stakeholders in education will get the policies that involve monetary will be embrace by students to frequently engaged in commercial activities to support their education. There is the need for encouraging parents/ guardians to show interest in their children's school work and also not over-burden them with household chores.

Suggestions for Further Research

The study concentrated on the factor affecting teaching and learning of Social Studies in the Abura-Asebu-Kwamankese District. It is suggested that other researchers focus on other regions with low performance in social studies. It is also proposed that larger-scale research be done in order to generalise the findings.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

LETTER OF INTRODUCTION

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF BASIC EDUCATION

Telephone: +233 - (0)3321 33379
Cables: University, Cape Coast
Email: basicedu.cc@gmail.com

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DBE/14/

Your Ref:

31st May, 2022

The Chairman
Institutional Review Board
UCC

Dear Sir,

LETTER OF INTRODUCTION

This is to inform you that Joana Ampim **(EF/BEP/20/0008)** is a final year M.Phil student at the Department of Basic Education, University of Cape Coast.

She is undertaking a study on **"EFFECTIVENESS OF TEACHING AND LEARNING OF SOCIAL STUDIES IN JUNIOR HIGH SCHOOLS AT ABURA ASEBU KWAMANKESE, CENTRAL REGION".** In connection with this, she needs to collect data.

The study is academic in purpose and data collected will be treated as confidential. We would therefore be grateful if you could give her the necessary assistance.

Thank you.

Yours faithfully,

Dr. Mumuni Thompson
HEAD OF DEPARTMENT
DEPARTMENT OF BASIC EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST

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APPENDIX B

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF BASIC EDUCATION

CAPE COAST

School……………….....………………………………...………………

QUESTIONNAIRE ON FACTORS AFFECTING TEACHING AND LEARNING OF SOCIAL STUDIES FOR TEACHERS.

Dear Respondent,

This questionnaire is to help the researcher to assess the Factors Affecting Teaching and Learning of Social Studies in Junior High Schools in Abura Asebu Kwamankese District. Kindly provide sincere and objective responses to the questions. Your confidentiality is strictly assured. Thank you for participating.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

- Gender: Male [ ]   Female [ ]
- Qualification: Pupil Teacher [ ], Diploma [   ], 1st Degree[   ], Master's degree [ ], Other [ ]
- Teaching experience: 1 – 5years [ ], 6 – 10years [ ], 11 – 15years [ ], 16 – 20years [ ], above 20 years [   ].

SECTION B: FACTORS THAT INFLUENCE EFFECTIVE TEACHING AND LEARNING OF SOCIAL STUDIES

Indicate the extent to which you agree or disagree with the following statement by ticking (√)

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A) and 4 = Strongly Agree (SA)

School-Related Factors	SD	D	A	SA
1. There are school programmes that motivate students to learn Social Studies				
2. Classroom is comfortable enough for teaching and learning				
3. There are available library references in the schools				
4. There is enough space in the library for learning				
5. The school has adequate Social Studies textbooks for all the students to use				
6. The school has adequate facilities for the teaching and learning of social studies				
7. The students in my class are not too many				
8. The school provides guidance and counseling to all students				
9. The school's emblem or motto induces learning				

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Teacher Related Factors	SD	D	A	SA
1. I have mastery of the subject matter that I teach				
2. I use different methods and strategies in teaching				
3. I do not teach so many topics in a short period				
4. I give relevant examples to support what I teach at a particular time				
5. I use different resources in teaching (e.g. audio, visual aids)				
6. I provide different teaching and learning activities in a particular lesson				
7. I do not ridicule students when they provide incorrect answers				
8. I never absent myself from class				
9. I create a warm classroom environment where the students are comfortable and ask questions				
10. I avoid lateness to school				
11. I make teaching enjoyable and interesting				
12. I help students to understand issues after normal classes				
13. I give feedback to students on their progress in school				
14. I strictly follow the school timetable				

Student Related Factors	SD	D	A	SA
1. Students show interest in Social Studies lessons				
2. The students only study when there is a class test or exercise				
3. Students sometimes feel lazy and bored during instructional hours.				
4. The students are sometimes disturbed by their friends when studying				
5. The students sometimes copy their assignments from their friends				
6. Some students lack self-motivation to perform well in school.				
7. The students sometimes absent themselves from Social Studies classes				
8. The students listen to the radio or watch television when learning at home				
9. Students complete their homework most of the time				
10. Students sometimes go to Social Studies class late				

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APPENDIX C

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF BASIC EDUCATION

CAPE COAST

School………………………………………………………...…………………

QUESTIONNAIRE ON FACTORS AFFECTING TEACHING AND LEARNING OF SOCIAL STUDIES FOR STUDENTS.

Dear Respondent,

This questionnaire is to help the researcher to assess the effectiveness of teaching and learning Social Studies in Junior High Schools in Abura Asebu Kwamankese District. Kindly provide sincere and objective responses to the questions. Your confidentiality is strictly assured. Thank you for participating.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

 A. Gender: Male [   ]   Female [   ]

 B. Class : JHS 1 [   ],   JHS 2 [   ],   JHS   3

    [   ]

 C. Age: _____

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SECTION B: FACTORS THAT INFLUENCE EFFECTIVE TEACHING AND LEARNING OF SOCIAL STUDIES

Indicate the extent to which you agree or disagree with the following statement by ticking (√)

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A) and 4 = Strongly Agree (SA)

School-Related Factors	SD	D	A	SA
1. There are school programs that motivate me to learn social studies				
2. Classroom is comfortable enough for teaching and learning				
3. There are available library references in the schools				
4. There is enough space in the library for learning				
5. The school has adequate Social Studies textbooks for all the students to use				
6. The school has adequate facilities for teaching and learning social studies				
7. The students in my class are not too many				
8. The school provides guidance and counseling to all students				
9. The school's emblem or motto induces learning				

Teacher Related Factors	SD	D	A	SA
1. The teachers do not have mastery of the subject they teach				
2. The teachers do not use different methods and strategies in teaching				
3. The teachers teach so many topics in a short period				
4. The teachers do not give relevant examples to support what they are teaching at a particular time				
5. The teachers do not use different materials/resources in teaching (e.g. audio-visuals)				
6. The teachers do not provide varied teaching and learning activities in a particular lesson				
7. Teacher ridicules us when we provide incorrect responses to questions				
8. The teachers are frequently absent from class				
9. The teachers do not create a warm classroom environment where I am comfortable asking questions				
10. The teachers are always late to the class				
11. The teachers do not make classes enjoyable and interesting.				
12. The teachers do not help me to understand issues after normal classes				
13. The teachers do not give me feedback on my progress in school				
14. The teachers do not strictly follow the school timetable				

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Student Related Factors	SD	D	A	SA
- I show interest in Social Studies lessons				
- I study only when there is a class test or exercise				
- I sometimes feel lazy and bored to study during instructional hours.				
- I am sometimes disturbed by my friends when studying				
- I sometimes copy assignments from my friends				
- I sometimes lack self-motivation to perform well in school				
- I sometimes absent myself from Social Studies classes				
- I listen to the radio or watch television when learning at home				
- I complete my homework most of the time				
- I sometimes go to Social Studies class late				
Home Related Factors	SD	D	A	SA
- My parents show interest in my school work				
- I am burdened with household chores				
- My parents discuss school activities with me				
- My parents assist me with my homework				
- My parents motivate me to learn				
- After school I sell to help my parents				
- My parents provide my needs for school				
- My parents encourage me to do well in school				

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APPENDIX D

UNIVERSITY OF CAPE COAST

GES INTRODUCTION LETTER

GHANA EDUCATION SERVICE

In case of reply the
number and date of this
letter *should be quoted.*

My Ref. No. GES/AAK/TPF/423/04
Your Ref. NO.

REPUBLIC OF GHANA

DISTRICT EDUCATION OFFICE
ABURA-ASEBU-KWAMANKESE
P. O. BOX 93
ABURA DUNKWA.

26TH SEPTEMBER, 2022

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION TO ADMINISTER QUESTIONNAIRES

NAME; JOANA AMPIM
STAFF ID: 507368
REGD. NO: 6381/2004

I write to introduce to you Miss. Joana Ampim, a teacher at Abura Dunkwa Islamic Basic to be assisted during the distribution of her questionnaires in your school.

Permission has been granted to her to Purposively administer the questionnaires in Basic schools of her choice in the Abura Asebu Kwamankese District.

I count on your usual cooperation and approval.

Thank you.

DISTRICT DIRECTOR
OF EDUCATION
ABURA/ASEBU/KWAMANKESE
DORCAS B. ASARE (MS.)
DISTRICT DIRECTOR OF EDUCATION
ABURA-ASEBU-KWAMANKESE
(AAK)

MISS. JOANA AMPIM
ABURA DUNKWA ISLAMIC BASIC
P. O. BOX 93
ABURA DUNKWA

Cc: The Head of Supervision, Ghana Education Service, P. O. Box 93 Abura Dunkwa.

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APPENDIX E

UNIVERSITY OF CAPE COAST

IRBUCC LETTER

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/C1.1/V1/0005
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0011497

13TH JANUARY, 2023

Mrs Joana Ampim
Department of Basic Education
University of Cape Coast

Dear Mrs Ampim,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/77)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **Assessing the Effectiveness of Teaching and Learning of Social Studies in Junior High Schools at Abura Asebu Kwamankese District, Central Region.** This approval is valid from 13th January, 2023 to 12th January, 2024. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh
Ag. UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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