UNIVERSITY OF CAPE COAST

PERCEIVED IMPACTS OF NATIONAL EDUCATIONAL REFORM

PROGRAMMES IN GHANA ON DEVELOPMENT OF SENIOR HIGH

SCHOOL SOCIAL STUDIES CURRICULUM

ENOCH MENSAH-WILLIAMS

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Thesis submitted to the Department of Arts and Social Sciences Education of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy Degree in Curriculum Studies

JULY, 2014

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

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

Name: Enoch Mensah-Williams

Supervisors' Declaration

We 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.

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

Name: Rev. Dr. Seth Asare-Danso

Co-supervisor's Signature:……………………….. 　　Date:………………..

Name: Prof. Kankam Boadu

ABSTRACT

This research was carried out in 13 Senior High Schools in the Cape Coast Metropolis with the aim of evaluating the impacts of national educational reform programmes (1974-2007) on the Senior High School Social Studies Curriculum. Data collected were analysed with the use of SPSS version 21. The study adopted the descriptive survey research design. The study employed both the quantitative and qualitative methods which provided the researcher the opportunity to corroborate findings across data sets and thus reduce the impact of potential biases that could have existed in a single study. Data were collected through self-administered question as well as analyses of relevant documents. A population of 113 respondents, comprising 7 Head Teachers, 18 Assistant Head Teachers and 88 Social Studies Teachers drawn from 13 Senior High Schools is the Cape Coast Metropolis, were census for the study.

The Curriculum Evaluative Model adopted for this study was the CIPP model propounded by Stufflebeam (1971). Major finding depicts that there are a lot of unmet needs and problems in all the reforms implemented in Ghana regarding the objectives, and the general implementation of these reforms. It was found that social studies education in senior high schools can play a very significant role in the development of the nation only if appropriate measures would be employed to ensure its effective teaching and learning.

It is recommended that proper planning should be done before any educational policy would be implemented in Ghana.

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DEDICATION

To my wife and daughters, Mrs. Abena Mensah-Williams, Nhyira and Aseda

Fosuwaa Mensah-Williams.

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CHAPTER ONE

INTRODUCTION

Background to the Study

From the 1960s to present, the educational system in Ghana has undergone a number of reforms in an attempt to restructure the mission of the sector to meet the needs of the country. Such reforms have been possible as a result of changes in policies on education by successive governments. These changes seem to emanate from either successive governments' dissatisfaction of inherited educational system or their desire to fulfill their promises in their party manifesto or due to non-existence of national policy on education in the country. This has been exemplified in the establishment of numerous reforms and review committees since the country's independence in March, 1957.

Ghana has since independence made significant strides in its education system. The education landscape in Ghana today is the result of major policy initiatives adopted by past and present governments. Some of the laws, policy documents and reports which have helped in meeting the educational needs and aspirations of the people are: The Education Act of 1961; The Dzobo Report of 1973 (Recommended the JSS Concept); The New Structure and Content of Education 1974; The Education Commission Report on Basic and Secondary Education 1987/88; The New Education Reform Programme 1987/88; The University Rationalization Committee Report 1988; The Free Compulsory Universal Basic Education Programme (FCUBE), 1996; The FCUBE Policy Document and Programme of Operations, 1996; The Ghana Education Trust Fund - GET Fund Act 2000 (Act 581) and the New Educational Reform- September, 2007.

These initiatives have not only helped in structurally transforming the education system but also improved considerably access, quality teaching and learning, infrastructure delivery as well as management efficiency (http.//www. Modernghana.com). However, even with these, Tanoh (2009) believes that the search for an 'ideal' education system for Ghana has, however, remained elusive. Again, it is pertinent to note that only few of these educational laws, policies and reports address the needs of secondary school education.

The term educational or education reform has been defined as "a plan, programme, or movement which attempts to bring about a systematic change in educational theory or practice across a community or society" (Tanoh, 2009, p.1). Though the 1972 Educational Committee report made mention of Social Studies, the inception of New Educational Reform Programme in 1987 led to the introduction of Social Studies into the school curriculum nationwide. However, before its introduction to the general education system, Social Studies has been introduced on an experimental base in three teacher training colleges namely the Presbyterian Training College, Akropong; the Wesley College, Kumasi and Achimota Training College, Accra in the early 1940s. After its experimentation and nationwide implementation at the junior secondary school level in the late 1970s and 1987 respectively, effective teaching and learning of Social Studies at the senior high school in Ghana started in 1998 as a core subject (Cobbold, 1999). Social Studies according to the Ghana Education Service (GES) was taught for the purpose of helping students to: be aware of the components of society and the roles and the responsibilities of each component; understand the effect of social problems

on individuals; develop social and interpersonal skills for solving personal and societal problems; develop critical and analytical skills for assessing societal issues; develop positive attitudes and values towards individual and societal issues; be aware of the interdependence of society and the environment. It was also meant to help students acquire knowledge about their roles and responsibilities in protecting and maintaining society and environment; appreciate the necessity for positive self-concept and good inter-personal relationship; develop the ability to adapt to the developing and ever-changing Ghanaian society; acquire the necessary skills that will help them develop their full potential; develop the ability to function as good citizens in the ever-changing Ghanaian society (GES, 1998).

Statement of the Problem

Ghana's education system has gone through a number of reviews and reforms, including the New Education Reform (2007) which instituted the four-year system for senior high school. These reviews and reforms are intended to improve the quality of education in the country to meet national development aspirations. These have enabled the country to identify gaps in our educational system and the provision of quality education in Ghana. However, according to the Ghana National Education Campaign Coalition (2009, p. 1),

> frequent policy changes in education have to a large extent denied Ghana sufficient implementation, monitoring and evaluation of all aspects of the educational system. Ghana has not yet realized any significant qualitative

benefits in education service delivery and learning outcomes as a result of the numerous short-lived reforms. This has led to wide illusions about the true intentions of reforms – political or developmental.

Again, Agbemabiese (2007, p. 13) asserts:

In discussing issues relating to Ghana's educational reform, one will realize that the term, education reform, itself is fraught with problems, because there are competing definitions for the realities that the term represents. The problem exists in the assumptions that underlie the understanding of the relationship between the socio-economic and political context and the purposes of education that educational reform seeks to address. Reforms in education are viewed as adjustments of an educational system (e.g. a national education system) to meet the socio-economic and political needs of society.

The attempts to meet the educational needs or desires of the nation have been enforced through implementation of reforms which includes: the Education Act of 1961, the Dzobo Report of 1973, the New Structure and Content of Education 1974, the Education Commission Report on Basic and Secondary Education 1987/88, the Education Reform Programme 1987/88, the

University Rationalization Committee Report 1988, the Free Compulsory Universal Basic Education Programme, 1996, the FCUBE Policy Document and Programme of Operations, 1996, the Ghana Education Trust Fund - GET Fund Act 2000 (Act 581), and the New Educational Reform of 2007. These reforms were widely thought to be the vehicle for accelerating the implementation of governmental development policies and programmes in Ghana. However, implementation of these reform initiatives did not seem to focus on the continuing aim of making education more relevant to Ghana's world of work, and the development and modernization of Ghana's economy (Agbemabiese, 2007).

The first cycle curriculum recommended by the Education Advisory Committee [EAC] on the proposed New Structure and Content of Education (1972) consisted of Environmental Studies which covered Social Studies (including elements of geography, history, economics, sociology and civic education). The committee, as part of the curriculum for technical institutes also recommended Social Studies as a compulsory subject. Social Studies was once again named as part of the secondary comprehensive curriculum to comprise elements of history, geography, sociology, social psychology, and study of religions.

The 1987 educational reform led to the nationwide introduction of the subject Social Studies as a compulsory subject in the curriculum of basic schools and an elective in the teacher training colleges. The reform among other things highlighted the need for teaching of Social Studies at the senior secondary school. Thus, under the curriculum of the senior high school, the then senior secondary school, the social science area comprises: Social Studies

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and Cultural Studies (Educational Commission, 1987). However, no provision was made by the committee for effective teaching of the subject at the secondary school level.

The 2002 educational review report also advocated for the teaching of the subject as compulsory subject in the curriculum of the senior high school. The report also recommended the need for the Ministry of Education, Science and Sport to develop textbooks for Social Studies, since the absence of textbooks militates against the understanding, appreciation, and greater engagement of students with the subjects (Anamuah – Mensah, 2002, p. 69).

Though a number of educational reform programmes have been carried out and implemented in Ghana, little or no effort has been initiated to evaluate the impact of such reforms on the senior high school Social Studies curriculum as well as its product. It is based on this background that the researcher seeks to conduct this research to enable the government, curriculum developers, teachers and students understand the reasons behind the implementation of various educational reform programmes and its impact on the development of the senior high school Social Studies curriculum.

Purpose of the Study

The main purpose of this study was to evaluate the perceived impacts of Ghana's education reform programmes on the development of the senior high school Social Studies Curriculum. Specifically, the study sought to the assess the role of Social Studies in the SHS curriculum, and to track from curriculum administrators and implementers (Heads and Assistants of Senior High School and Social Studies Teachers) their perceived impacts of these reforms on the development of the senior high school Social Studies

Curriculum. The study also sought to identify the factors that affect the effective implementation of reforms in senior high school Social Studies Curriculum, and also to explore the measures that contribute to effective implementation of educational reforms in Social Studies.

Research Questions

The study was guided by the following research questions:

1. What is the role of Social Studies in the Senior High School Curriculum?

2. What are the impacts of these educational reforms on the development of the senior high school Social Studies Curriculum?

3. What are the factors that affect effective implementation of the various reforms in Social Studies Curriculum?

4. What are the measures that contribute to effective implementation of educational reforms in Social Studies Curriculum?

Significance of the Study

The researcher believes that the study will be useful in a number of ways. It will be useful to researchers, teachers, the government and curriculum developers in the area of Social Studies curriculum for senior high schools. To educational administrators, the outcome of the study will enlighten them on how to organize refresher courses, seminars and workshops for tutors on national policies in order to achieve the aims of education through effective implementation these polices, particularly the senior high school Social Studies Curriculum, in Ghana.

Again, the study will assist the government to know the impact of implementing the various educational reform programmes in the country

thereby providing resources needed to ensure the effective teaching and learning of Social Studies at the senior high school level. This in turn will help to achieve fully the expected outcomes products of the Social Studies curriculum are to demonstrate to ensure the development of the country.

Finally, the study will provide a spring board for researchers especially in the field of curriculum, educational planning and administration to further ascertain ways through which the various educational reforms and other educational policies can be fine tuned for the betterment of education in the country.

Delimitation of the Study

This study involved headmasters/mistresses and Social Studies teachers of senior high institutions in the Cape Coast Metropolis. The study covered only the impact of national educational reform programmes (Dzobo Report of 1972; Anfom Report of 1987; and Anamuah-Mensah Report of 2002) on Senior High School Social Studies Curriculum in the Cape Coast Metropolis. The study also considered only the CIPP Model of Evaluation.

Again, the findings of the study were based on the views of a sample of heads, assistant heads and Social Studies teachers in thirteen S.H.S in the Cape Coast Metropolitan area of the Central Region. The findings and recommendations of the study cannot be generalized for all SHS in the Central Region let alone the whole of Ghana.

Limitations of the Study

The present study if not, is one of the maiden attempts to evaluate the impacts of educational reform programmes on the S.H.S Social Studies Curriculum. It was conducted in the midst of uncertainty about the duration of

the course programmes as well as the lackadaisical attitudes of the respondents. This was compounded by the paucity of literature and research work in the area of evaluating impacts of educational reforms on curriculum, especially in Ghana.

A few of the respondents also failed to return the questionnaire to the researcher. All these, to some extent, may have contributed to the loss of some important information from the respondents, which could have enriched the study.

Organisation of the Rest of the Study

The study consists of five chapters. Chapter One of the study is the introduction. It discusses the background to the study, sets out the problem under study, and states the purpose of the study, the research questions and the significance of the study. The chapter defines the scope of the study and indicates its methodological limitations.

Chapter Two covers the review of literature related to various aspects of the study. It describes in details both the theoretical and empirical framework within which the study is situated.

Chapter Three deals with the methodology employed for the study. It describes the research design, population, sample and the sampling procedure, the instrument used in data collection, how it was administered and ends with how data were analyzed.

Chapter Four deals, basically, with the presentation of results and discussion. Finally, Chapter Five summarizes the entire research process, draws conclusions and makes recommendations for policy, practice and further research.

CHAPTER TWO

REVIEW OF RELATTED LITERATURE

Introduction

This chapter is intended to review the works of several authors in textbooks and journals that are related to the research. The chapter considers Stufflebeam's (1983) Context, Input, Process, and Product (CIPP) Model of Curriculum Evaluation which constitutes the theoretical framework within which the study is situated. Again, the chapter looked into some empirical studies which would cover: Role of Social Studies in the SHS curriculum; Major educational reform programmes in Ghana between 1974-2007; The impact of the reforms on senior high school Social Studies Curriculum; Factors that affect the effective implementation of reforms in senior high school Social Studies Curriculum; and Measures that contribute to effective implementation of educational reforms in social studies.

Theoretical Framework: Models of Curriculum Evaluation

The concept Curriculum Evaluation, according to Ornstein and Hunkins (1998), is "a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular" (p. 320). Worthen and Sanders (1987) on the other hand define curriculum evaluation as "the formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum" (pp. 22-23). In whichever way one considers the definition of the term Curriculum Evaluation, its aim is to identify its weaknesses and strengths as well as problems encountered in implementation; to improve the curriculum

development process; and to determine the effectiveness of the curriculum (Gay, 1985). Its processes involve delineating, obtaining, and providing useful information for judging decision alternatives. With its underpinning primary decision alternatives either to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum (Oliva, 1988 cited in Oliva, 2005).

In evaluating the curriculum to determine its effectiveness and weaknesses,   in order to provide information for judging decision alternatives, several models have been propounded to guard the choice of particular aspect of the curriculum to be evaluated. Some of the models are the Stake's (1967) Countenance Model that focuses on description and judgment; Tyler's Goal Attainment Model which focuses on formulation of goals through detailed analysis of feedback from students, society and subject matter; Stufflebeam's (1983) CIPP Model which evaluates context, input, process, and product of the curriculum; the Scriven's Goal Free Model which prescribes the minimum levels to be achieved by a programme. For the purpose of this research, attention would be on the CIPP model.

CIPP Evaluation Model

The Stufflebeam's CIPP Model is a comprehensive approach to curriculum evaluation and provides a means for generating data relating to four stages of program operation namely the context, input, product and process. The CIPP model is considered as one of the popular decision-focused models. The decision-focused model concerns itself with providing information to aid decision making in respect of curriculum planning, design, and implementation (Adentwi, 2010). The assumption underpinning the approach is the belief that evaluation is worthy only if its results affect future actions (Lewy, 1977). The

proponent of this model posits that evaluation information must be properly documented to aid curriculum designers and implementers to effectively make decisions.

Proper implementation of the CIPP Model requires understanding of educational decision making and procedures for projecting decisions to be serviced. Evaluation would be defined as the process of delineating, obtaining, and providing useful information for judging decision alternatives (Stufflebeam, 1971). The definition of evaluation provides basis underpinning the framework for the CIPP Evaluation Model. Two key dimensions have been combined to form a matrix as the basis for the CIPP Model. The vertical dimension includes the three steps in the evaluation process called delineating, obtaining, and providing, while the horizontal dimension includes four kinds of evaluation, called context, input, process, and product.

In using the CIPP model to meet educational needs, it must be noted that, no matter how well internal evaluation is performed, no matter how completely the CIPP Evaluation Model is implemented, there is still the need for outside, independent audits and checks on the system. Outsiders should be brought in periodically and invited to ask questions, to make judgments, and in general to provide an outside, external, summative kind of evaluation with respect to a system's goals, designs, procedures, and results (Glatthorn, Boschee, & Whitehead, 2006).

It is further to be noted that there is much to argue for a cybernetic relationship between an internal evaluation unit and all of the decision-making levels in a system. It is highly important that evaluation services decisions at

all levels of the system and that information not be screened and filtered through one particular bureaucratic level (Stufflebeam, 1971).

According to the CIPP Model there are four kinds of decisions, called planning, structuring, implementing, and recycling, which respectively are served by context, input, process, and product evaluation.

Context Evaluation

Context evaluation provides information about the strengths and weaknesses of a total system to assist in planning improvement-oriented objectives at each level of the system. Again, context evaluation deals with determining the actual condition and isolating "unmet needs" as well as the opportunities that could be utilized. Thus, Context evaluation provides a rationale for determining educational objectives by defining the relevant environment, describing desired and actual conditions of the environment, identifying unmet needs, and diagnosing problems that prevent needs from being met (Webster & Mendro, 1998). To fulfill this purpose a systematic context evaluation program must delineate, obtain, and provide appropriate information in time to make planning decisions.

Delineation of context evaluation should include on-file records of the operational specifications and goals of the major programs of the institution, and projections of the "planning" decisions that must be made with respect to each of these programs during both the immediate and the longer-range future. Another delineating activity is systematic contact between the context evaluators and decision makers for the purpose of identifying emergent problems that might require decisions to change objectives or priorities in the institution.

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To aid planning decisions, information must be obtained which identifies unmet needs, unused opportunities, and problems. An ongoing program of data collection is needed with respect to the achievement of institutional objectives at the overall institution level and at the level of each of the programs in the institution.

It cannot be overemphasized that in collecting context evaluation information, the perceptions of the institutional constituencies should be surveyed and analyzed. Planners in the institution must be aware of how their products, whether from research, development, instruction, or leadership activities, are perceived and employed outside the institution.

Context evaluation reports should be provided annually to all decision bodies in the institution being served. Such reporting activities should include both the dissemination of printed material and face-to-face oral presentations to particular decision groups to assist in interpreting the information relative to particular programs. Such decision groups could include boards of education, administrative cabinets, groups of principals or individual school principals, project directors, supervisors, teachers, students, and parent groups. Context evaluators should work closely with the institutional programs so that the information provided by such profiles could be used to improve institutional programs (Stufflebeam, 1971).

Input Evaluation

Input evaluation provides information about the strengths and weaknesses, as well as the merits and demerits of alternative strategies which might be chosen and structured for the achievement of given objectives. Input evaluation has as its purpose to identify and assess alternative program

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strategies for achieving given objectives and to provide information to assist in detailing particular strategies. In all, the Input evaluation, assesses relevant capabilities of responsible agencies and identifies strategies for achieving the objectives determined through context evaluation as well as suggesting designs for implementing selected strategies (Webster & Mendro, 1998). To fulfill these purposes, an input evaluation unit must possess personnel, resources, and procedures to be used in conducting ad hoc input evaluation studies after a decision which specifies new objectives. Then it is necessary to inquire how the chosen objectives can be efficiently and effectively achieved (Stufflebeam, 1971).

The delineating step for an input evaluation involves the translation of given objectives into criteria and alternative procedural strategies. The input evaluation team will assess alternative strategies, but will not formulate them. A complete record would be developed concerning the outputs of the delineating steps.

Obtaining aspects of the input evaluation involves gathering and analysis of criterion information for each of the alternative strategies which was specified during the delineating step of input evaluation. To obtain such information, reports should be developed for each of the identified strategies, which reflect their strengths and weaknesses relative to the given objectives. Also, they should reference relevant research and development literature pertaining to past use of the strategies.

The evaluation unit should report input evaluation information to the decision makers in the form of individual reports for each of the competing strategies. Further, there should be an analysis of the strengths and ease of use

of each strategy relative to achievement of the given objectives. If a strategy aids achievement of one objective, but hinders another, the relative effect of the strategy on the overall program should be analyzed (Stufflebeam, 1971).

Process Evaluation

Process evaluation provides information about the strengths and weaknesses of a chosen strategy under conditions of actual implementation, so that either the strategy or its implementation might be strengthened or neglected. Process evaluation provides periodic feedback to individuals concerned with the implementation of plans and procedures to predict or detect faults in procedural design or implementation so that interim adjustments may be made if warranted (Webster & Mendro, 1998). It is at this stage that the evaluator tries to find out about how well the plan is being implemented, what factors are hindering its smooth implementation, what revisions or changes can be made for successful implementation. A secondary purpose of process evaluation is to provide a complete description of the actual program activities. Such description helps to assist program replication and to assist in determining why program objectives were, or were not achieved.

The delineating step for a process evaluation involves identification of potential procedural barriers, structuring decisions that will have to be delayed until the program activities are under way, and the major features of the program design for which descriptive information should be obtained. The focus of the delineating activity is the approved program design (Stufflebeam, 1971).

Information to be obtained in process evaluation involves a daily monitoring of project activities in accordance with variables identified in the delineating step. Process data should be provided regularly to project programme managers. Such information should be provided whenever it is needed for preprogrammed decisions or the removal of procedural barriers. At the end of a project or programme cycle the process evaluator should prepare a report which describes the actual procedure that occurred, and identifies and assesses discrepancies between actual procedure and the procedure specified in the original program design.

Product Evaluation

Product evaluation provides information for determining whether objectives are being achieved and whether the change procedure which has been employed to achieve them should be continued, modified, or terminated. Product evaluation provides interim and final assessment of the effects of educational programs. That is, product evaluation assesses the effects of the strategies selected through input evaluation to meet the needs identified by context evaluation. Such assessment is completed in the light of process evaluation data (Webster & Mendro, 1998). In all the purposes of product evaluation are to relate outcomes to objectives and to assess the overall worth of a procedure in terms of its effects.

Variables for product assessment should be delineated in terms of the objectives which have been selected and in terms of the overall problems that a program has been designed to solve. The product assessment person and the program personnel should define criterion variables which relate directly to objectives.

Product information should be obtained by taking both interim and final measures of product criterion variables. In determining the extent to which objectives are achieved, one should consider the effect of the product on the overall needs or opportunities which motivate the development of the objectives. Major approaches to product evaluation use true experimental design, quasi-experimental design, and comparison of products achieved with specified standards.

Product evaluation reports should be developed and communicated both during and after a project or program cycle. Such reports should provide both descriptive and judgmental information about project achievements. Achievements should be analyzed in terms of the extent to which the intended design was carried out. If satisfactory products are not being achieved, it will be important to consider process information which would indicate whether or not the designed procedure had been implemented as intended (Stufflebeam, 1971).

According to Scriven (1967), the major goal of the evaluative model is to make credible judgments relative to the merit and worth of educational programs. Within a discussion of CIPP model of accomplishing this goal, the concepts of formative and summative evaluation would be introduced.

The formative evaluation attempts to provide feedback to program personnel with the goal of upgrading or improving an educational program while it is in the developmental stages (Stenhouse, 1975). Using the CIPP, interim product and process data, provide formative evaluation information to program personnel. The focus of summative evaluation is upon the determination of the ultimate worth of a program or project. This type of

evaluation is often implemented at that stage in a program's life where it has reached some stability. Summative data feed recycling decisions: that is, as a result of summative evaluation information, a program may be terminated, restructured, continued, or expanded. The CIPP, final product evaluation information, interpreted in consideration of context, input, and process data, is used to draw summative conclusions about the merit and worth of an educational program and feed recycling decisions (Webster & Mendro, 1998).

In using the CIPP models, Stufflebeam (2003) argues that evaluators should take into account a set of pertinent societal, institutional, program, and professional/technical values when assessing programs or other entities. Again, he argues that evaluators and their clients should regularly employ values clarification as the foundation for planning and operationalizing evaluations and as a template for identifying and judging unexpected transactions and results.

Evaluators using the CIPP Model are expected to search out all relevant stakeholder groups and engage at least their representatives in communication and consensus-building processes to help affirm foundational values; define evaluation questions; clarify evaluative criteria; contribute needed information; and assess evaluation reports (Alkin, Daillak, & White (1979); Guba and Lincoln (1989); House & Howe (2000); Patton (2000); and Stake (1983). Stufflebeam (2003) believes

> The CIPP Model is strongly oriented to
> involving and serving an enterprise's
> stakeholders. While evaluators must control the
> evaluation process to assure its integrity, CIPP

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evaluations accord program beneficiaries and other stakeholders more than a passive recipient's role. Evaluators are charged to keep stakeholders informed and provide them appropriate opportunities to contribute (p.11).

The CIPP Model advises evaluators to use contracted evaluations to encourage and assist evaluation clients to learn evaluation concepts and methods and install or strengthen institutional capacity to conduct and use evaluations (Guba & Stufflebeam, 1970; Stufflebeam, 2003; Stufflebeam & Webster, 1988). While external contracted evaluations are often warranted, they are insufficient to fulfill all of an organization's ongoing requirements for evaluation, informing decision making, maintaining accountability, and fostering institutional learning. Institutions need the capacity to conduct many of their own evaluations and external evaluators should help develop such capacity.

Evaluation in every program is introduced first, however, in the rare case when the evaluator is called in before the program begins, potentially the evaluators would conduct all four kinds of evaluation to help guide the program through focusing, planning, implementation, and success at the end. In the more typical, but often unfortunate case where the evaluator is called in only after the program has been completed, one might also sum up the program's value by looking at context, input, process, and product. Sometimes one is engaged to evaluate somewhere in the program's middle. Then one might, at least for the time being, hold context and input evaluation in

abeyance and concentrate on process and product evaluation (Stufflebeam, 2003).

In determination of which types of evaluation to apply, the evaluator needs to identify and address the client's purpose for the evaluation. Whilst a summative evaluation will almost always require all four types of evaluation in order to fully describe the program and appropriately judge its quality, a formative evaluation assignment sometimes will take up only the type (s) of evaluation needed to guide certain program decisions or answer pointed accountability questions (House & Howe, 2000; Stufflebeam, 2003).

In conclusion, the CIPP Evaluation Model promises a sound evaluative system, both for ongoing normal efforts of a system and for change efforts in that system. In both the formative and summative sense it provides information proactively to decision making so that decision makers can be more rational in their decisions especially in the implementation of reforms in Social Studies Curriculum.

Empirical Review

This section looks at research works and findings of some studies which have a bearing on the topic under study. Specifically, it looks at role of social studies, major educational reform programmes in Ghana from 1974-2007, impact of the reforms on senior high school social studies, factors that affect effective implementation of reforms in social studies, and measures that promote implementation of reforms in social studies.

<h1 style="text-align:center">Role of Social Studies Education</h1>

A. Acquisition of Knowledge

A study conducted by Cobbold (2010) on conceptualizing Social Studies: Towards a better understanding for effective teaching revealed that if students are to make reflective decisions and participate fully in their civic communities as productive members of their society and influence public policy, they presumably need knowledge in the form of facts and data, concepts and generalizations, and explanatory theories. Similarly, a study carried out by Ross (2006) concluded that Social Studies "has the capacity – indeed it has the obligation – to assist students in developing insightful knowledge about human issues and practice in critical thinking for addressing them. It is the prime subject for doing this … (p. 180)".

However, Marker & Mehlinger (1994) in their study on the role of Social Studies posit that "the lack of agreement about what knowledge is fundamental makes social studies, more than any curricular area susceptible to topical fads promoted by well intentioned advocates (pp. 10-11)''. Cobbold (2010) believes the NCSS offers part of the solution when it contends that the body of knowledge relevant to Social Studies education should be what it calls "social understanding".

The goal of civic knowledge and intellectual skills acquired in Social Studies to Centre for Civic Education (1991) is "to provide citizens with the knowledge and intellectual skills required to monitor and influence the formulation, implementation, adjudication, and enforcement of public policy, as well as to participate in voluntary efforts to solve neighborhood and community problems" (p. 1). This therefore enables the Social Studies

students to know about and experience a deep sense of appreciation for the peoples and places on earth, their relationships, the similarities and differences among them, the problems they encounter, social trends and processes that are likely to shape their present and the future (Cobbold, 2010).

Again, Social Studies introduces students to the modes of thinking and inquiry of the social sciences. Cobbold (2010) in his study also pointed out that the knowledge acquired from the social science serves as an instrument in helping students to understand their physical and social world; in preparing them for responsible citizenship, and in equipping them with the necessary tools to gather facts or information or ideas relevant in solving individual and societal problems .

However,

> these fields of study are similar to, but are not the same as social studies. Social Studies utilizes ideas and information from these and other disciplines in order to provide understanding of the current and historical knowledge on a topic and to open human issues to inquiry. It is Social Studies that interrelates and integrates knowledge from other subjects, it is Social Studies that takes on the enormous challenge to provide [knowledge] to all students, and it is Social Studies that opens critical inquiry into the implications and practices of social values (Ross, 2006, p. 127).

B. Acquisition of Skills

Aggarwal's (1993) search on teaching social studies showed that development of essential skills, in every student is an important outcome of the teaching of Social Studies in schools. This was supported by Cobbold (2010) who posits that these skills are of necessity to learners of Social Studies because they are the tools with which they continue their learning and are required by students for acquiring, judging and processing information as well as skills needed in their social, economic and political life. The range of skills in Social Studies extends from those that may be covered in several subjects to skills that may be unique to social studies. Ross and Marker (2005) are also of the view that the purpose of teaching skills in Social Studies is to enable the individual gain knowledge concerning his society, to think reflectively about problems and issues, and to apply this thinking in constructive action in a way that ensures development of the immediate society and the nation.

Aggarwal (1993) also identified three skills that Social Studies enables students to acquire, namely: the skills that pertain to various subject areas − such as map reading and map making, building a time-chart, addressing a meeting, presenting a report or dramatizing an event; the intellectual skills - ability to distinguish between fact and an opinion, sifting data to arrive at conclusions or judgments; and social skills which include ability to work with a group and to seek cooperation from other members.

In the same vein, Banks (1990), cited in Cobbold (2010, p. 60), identified four groups of skills fundamental to the Social Studies Curriculum.

These are:

1. Thinking Skills – ability to conceptualize, interpret, analyze, generalize, apply knowledge and evaluate knowledge.

2. Social Science Inquiry Skills – ability to formulate scientific questions and hypotheses, collect pertinent data and use it to test hypotheses and derive generalizations.

3. Academic or Study Skills – ability to locate, organize and acquire information through reading, listening and observing; to communicate orally and in writing; to interpret pictures, graphs and tables.

4. Group Skills – ability to perform effectively both as a leader and as follower in solving group problems; use power effectively and fairly in group situations; and resolve controversy in groups.

Social Studies, according to Jarolimek and Hilber (1965), provides continuing opportunity for the development and the continuing application of skills in critical and creative thinking. This therefore ensures that citizens acquire the skills of imagination and initiative needed to achieve effective socio-economic development.

C. Development of Desirable Attitudes and Values

According to Cobbold (2010), the inculcation in learners the right types of attitudes and values an inseparable part of the personality of an individual needed for the survival of the individual and the society remains an important objective in Social Studies. Social Studies according to Cobbold (2010), enshrine in students positive attitude toward learning and evidence, toward the environment and work, toward people of ethnic groups, religions

and political persuasions different from ours needed for the development, upliftment and the sustenance of the individual and society are inculcated in the senior high school students by the social studies subject. Aggarwal (1998) corroborate his findings by stating that the development of these desirable attitudes, values and appreciation is an important aspect of any good education (without which dispositions, self-governance and civic life would be impossible.

Separate studies conducted by Marker and Mehlinger (1994) and Cobbold (2010) concluded that values in social studies have traditionally been of two minds. On the one hand, Social Studies is expected to contribute to the values vital for democratic citizenship – for example, respect for law and human dignity, equality, honesty, hard work, fairness and justice at work and play, and defense of expression of opinion. On the other hand, Social Studies educators have often encouraged teachers to promote critical inquiry in which apparently sacred and unassailable values can be confronted (Thornton, 1991). The issue of whether Social Studies teachers are to socialize students into particular core values, whether they are to help students clarify their values, whether they are to nurture children's 'moral development' or whether they are to promote critical inquiry of all values have been considered a contentious one according to studies conducted by Kohlberg (1975); Lockwood (1988), and Cobbold (2010).

However, irrespective of values that Social Studies seeks to inculcate in learners, Aggarwal (1982) cited in Cobbold (2010), believes the development of desirable attitudes and values should not be done through indoctrination via lecturing or preaching; it should be the natural outcome of

all the discussions and activities in the class and that values and attitudes are caught but not taught.

Thus, Social Studies seeks to adjust students to their social environment which includes the family, community, state and nation so that they are able to relate the past to the present developmental changes in their society. Aggarwal (1993) further adds

> This subject … [seeks to] help the students … discover and explain how this adjustment has taken place in the past and how it is taking place to-day hence the student through the subject would be able to acquire not only the knowledge but attitudes and values which are essential ingredient for successful group living and civic efficiency (p.8).

D. Civic Participation

A number of studies have come out with findings on capabilities of Social Studies to promote civil participation in students. An independent study conducted by Cobbold (2010) revealed that the acquisition of essential knowledge, skills, attitudes and values imparted in a sound Social Studies programme for students is that they would be applied through active communication and participation as productive members of their society and the nation. This claim was also made evident in a study conducted by Ross (2006) which revealed that the Social Studies programme provides opportunities for students to participate in programmes and activities which help students to develop greater sense of political efficacy and technical skills

useful in influencing economic, social and civic institutions within and outside their societies. In general, Social Studies educators favour activities that impact on national issues and concerns. Classroom participation, group methods of teaching and class projects which are useful methods often used by Social Studies to impart training in students in responsible civic participation is enshrined in teaching and learning of Social Studies (Cobbold, 2010).

Extensive involvement of Social Studies students in the activities of the communities in the form of observation or information seeking, attending meetings, political campaigning, celebrating festivals, engaging in community improvement such as clean-ups, or even responsible and peaceful demonstrations (Cobbold, 2010) are all geared towards preparing students to partake in civic activities of their society. It should be reiterated that the primary goal of all such projects and activities undertaken in Social Studies is meant to provide experiences whereby students can attain a sense of personal, social and civic efficacy and not simply serve the community.

Banks (1990) stated that the objective of Social Studies is citizenship education and that there is general agreement that the demands of round citizenship education are knowledge skills, attitudes and values as well as civil participation. However, if its flows are the elements of citizenship education and Social Studies is supposed to promote citizenship education then the role of Social Studies is to promote citizenship education through the acquisition of knowledge, skills, values and civic participation.

Review of Major Educational Reforms in Ghana from 1974 to 2007

Ghana's record of educational reforms has been erratic and dates back several decades, to the period before the attainment of full political

independence in 1957. In 1952, under the "limited self-rule" granted by the British colonialists to the government of the Convention People's Party, the Accelerated Development Plan for Education introduced fee-free primary education in the country (Thompson & Casely-Hayford, 2008). However, most of the educational reforms and policies in Ghana have focused on the development of basic education at the neglect of senior secondary school education now Senior High School. Owing to this, Thompson, et al. (2008), stress that "despite the treatment of "basic education" as the priority area throughout Ghana's history of education policy reform, considerable attention has also been paid to post-basic education. Again, the seven-year Development plan (1963/64 - 1970) introduced though short-lived, proposed several educational reforms with the objective among other things of making secondary schooling free and accessible to all Ghanaians.

Partly as a result of earlier proposals for reform and partly in keeping with the Government's economic reform program, fundamental change in the educational structure of the country was obvious candidate for reform (Avura, 2000). The need to produce products who are capable of solving both societal and national issues in response to the growing needs of the individual and the society, and the need to prepare students to become whole and self-directed learners, have been considered as core undermining force for education reform in Ghana since 1970's. Again, (Ghana, 1996; Ghana, 1995; Fobi, Koomson & Godwyll, 1995; Ghana, 1994; EC, 1986; EAC, 1972) cited in Apusigah, 1999, believe the initiatives were directed toward charting an educational system that is democratic, insofar as it is functional and sensitive to Ghanaian conditions

and accessible to all Ghanaian children irrespective of their geographical and socio-economic backgrounds.

In June, 1972, the Education Advisory Committee was set up by the Commissioner for Education, Culture and Sports under the chairmanship of Rev. Dr. N. K. Dzobo to address the ineffectiveness in the inherited educational reforms in meeting the economic, social and political needs of a fast-changing Ghanaian society (EAC, 1972; p.1). The report of the committee which became known as the New Structure and Content of Education was implemented in 1974/1975 academic year.

Since the policies and plans set out in the 1975 reforms could not be fully implemented, inequalities remained in the system. The traditional transmissive practices also remained in use. The education system was, thus, unable to live up to its goals and aspirations (Fobi, et al., 1995). Owing to this, the 1987 reform was embarked upon to redress problems that the 1975 reforms had encountered (Fobi et al., 1995; Antwi, 1992; EC, 1986). The reform which was supported by World Bank under the patronage of Evans-Anfom placed renewed emphasis on vocationalising the basic education system in an attempt to re-orientate the educational system to better prepare youth for the world of work (Hutchful, 2002; Palmer, 2007).

Again, in October, 2002, under the Kuffour's administration, the president's committee on review of education reforms was introduced under the chairmanship of Prof. Jophus Anamuah-Mensah with the responsibility of reviewing the entire educational system of the country and with the purpose of making it responsive to current challenges.

It must be stated categorically that for the purpose of this study, attention would be placed on the philosophy, aims and objectives, the structure of the various educational levels at which the reforms were implemented, the content and curriculum changes introduced by the various reforms within the educational system. Much attention would be placed on the 1974 Dzobo reform, 1987 Anfom reform and the current educational reform (2007) as far as the senior high school education and the introduction of Social Studies as a field of study in Ghanaian educational system are concerned.

The 1975 Reforms: Philosophy, Aims and Objectives

The origin of the 1975 reform has been traced to the beginning of the decade when the country was under the civilian rule of the second republican administration (Antwi, 1992). This administration made a number of moves to reform education. For instance, in 1971, two Committees – The Joint Committee on Education and The Education Sector Committee – were set up to review education and report for improvements (EAC, 1972).

The 1974/75 Reforms were a result of efforts that had been initiated at the beginning of that decade to redeem a nearly collapsed educational system (Antwi, 1992; McWilliam & Kwamena-Poh, 1975; EAC, 1972). The Ministry of Education (MOE) in an attempt to salvage the system drafted some proposals for consideration (Nimako, 1976; EAC, 1972). At a 1972 public meeting in Accra, on the state of the nation's education, an Education Advisory Committee was appointed to study the Ministry's proposals. By October of the year, the EAC had presented a report which contained a number of proposals. Some of them were aimed at improving access to school and diversifying curricula to meet the wide-ranging characteristics of

Ghanaian children. Other recommendations called for improved teaching and learning that could make learners active constructors of knowledge rather than passive recipients. These recommendations which were accepted in principle by the Ministry as the basis of the structure and content of a new educational system were implemented in only a small number of schools as part of a pilot project and not on national basis (Apusigah, 1999).

The EAC was tasked to comment on the new structure and content as contained in the Ministry's proposals on education, and to recommend to the Commissioner for Education, Culture, and Sports, any necessary innovations in our pre-university education which Ghana can afford to finance from her own limited resources and which, at the same time, will eliminate some of the present inadequacies in the system and free it to meet present economic and social needs of Ghana (EAC, 1972).

Again, the report (EAC, 1972) expressed a general concern about the need to define educational objectives to meet the demands and needs of a changing Ghanaian society and to chart a new system of education that could redress the defects of the existing education system. As a result, the objectives of the EAC focused on problems relating to political independence namely development of national potentials and consciousness, the development and modernization of traditions and culture, and the development of a "new Ghanaian" who was to be sound in mind, body and spirit (Apusigah, 1999).

However, the system of education was considered by EAC as "ineffective in meeting the present economic, social and political needs of a fast growing Ghanaian society" (p. 1). Hence, it advocated a new system that could promote national potential, emphasize the development of national

consciousness, be progressive, and could lead to the development of the whole learner. These needs, the EAC argued, would require a new system of education that was more interactive and could cater for the diverse potentials of learners since the old system of education could not changing needs of Ghanaian people (Apusigah, 1999).

The EAC argued that the result of an undemocratic education favored an elite few to the neglect of the majority, and privileged intellectual work at the expense of skills, attitudinal development, and encouraged rote learning and memorization instead of teaching learners how to learn. As a result the educational system failed to provide for the needs of children of varying intellectual, socio-economic and geographical backgrounds (EAC, 1972).

The Curriculum and Structure of Education under the 1974 Educational Reform

The structure and content of education prescribed by the EAC was aimed at restructuring the system in order to resolve the problems of the existing undemocratic education system and its outdated transmissive educational practices (Antwi, 1992; EAC, 1972). The goal was to chart a new system of education that was sensitive to the changing individual and societal needs of Ghanaians and that could prepare learners to facilitate and support social change (EAC, 1972). The new system was approved by the ruling government in 1974 and adopted for implementation on a pilot basis the following year.

The reformed system had two focal points: first, to restructure the existing educational system by reducing the number of years spent in pre-university education for university-bound students (from seventeen years to

thirteen years), and expanding training opportunities for those who were not university bound. Second, it was to reform educational content by diversifying curricula to cater for the diverse potentials of learners. Innovations in teaching and learning were directed towards shifting from transmissive to transformative practices (EAC, 1972 cited in Apusigah, 1999).

The EAC (1972) argued that the length of pre-university education was too long and favoured only those who were intellectually advantaged and motivated. (ie. a total of seventeen years in pre-university education made up of six years of primary education, four years of middle, and seven years of secondary education before three to four years of university education). To redress these problems, the EAC suggested that the length of pre-university education be reduced from a maximum of seventeen years to thirteen years (i.e. six years of primary, three years junior secondary, and four years senior secondary education) for university bound students (Dare, 1995; Fobi, et al., 1995; Antwi, 1992; Nimako, 1976; EAC, 1972, see Figure 1.). In short, the number of years spent in basic school was reduced by one year and the last three years of basic education were upgraded to include lower secondary studies. The introduction of secondary level studies at the basic level was intended to provide an opportunity for those who could not continue schooling after basic education to upgrade their basic skills.

For those who continued on into senior secondary schools, the period of time spent studying towards the General Certificate of Education (GCE) at the Ordinary level and then advanced certificate, was reduced to a total of four years with Tertiary education remaining the same, ranging from three to four years (EAC, 1972).

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The new content of education was to introduce significant curricular changes. Practical and manual skills were emphasized at all levels to cater for learners of diverse orientations and characteristics (Dare, 1975; Nimako, 1976; EAC, 1972). Part of the move to democratize education involved attracting children who otherwise might not find school interesting due to its traditional emphasis on knowledge acquisition. These changes also were aimed at equipping school leavers, especially those who could not make it to the universities, with employable skills that would enable them to enter the world of work or go for further training at the end of the designated exit point (Dare, 1995; Antwi, 1992; EAC, 1972). There was an overall emphasis, then on discouraging drop outs and encouraging preparation for employment.

At the junior secondary level, children were to be exposed to pre-vocational courses. At the senior secondary level, learners were to build on what they had acquired at the lower level (EAC, 1972). On the whole, curricula were to be diversified to take care of academic knowledge, attitudinal development and practical skills training (EAC, 1972). Teaching and learning at all levels were aimed at involving actively individual learners in their work. Emphasis was to be placed on the development of skills (inquiry and creativity) and attitudes (appreciation, adaptation and commitment to change, desire for self-improvement, cooperation, healthy living, respect for truth, helping learners to learn how to learn and to become continuing and self-directed learners). Classroom practices were, thus, to be changed from "telling and repeating" to emphasize more interaction between teachers and learners as they construct their own knowledge (Apusigah, 1999).

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Teachers were urged to desist from the use of transmissive practices and to adopt transformative ones (EAC, 1972).

In order to prepare teachers to meet the demands of the reforms, teacher education was to be restructured. The existing four-year post-middle colleges were intended to concentrate on preparing teachers for primary classrooms while three years post-secondary colleges were restructured to concentrate on preparing teachers for junior secondary classes (EAC, 1972).

Pre-service teacher training for all levels of education was to be re-oriented to reflect these new goals while teachers were to learn how to create interactive and permissive environments for learning to take place (Apusigah, 1999). Teacher training itself, pre-service or in-service, was to be interactive so that teachers could acquire hands-on skills for their own careers (EAC, 1972).

After a decade of reform initiatives, Fobi et al., (1995) made the following observation in a report on educational development in Ghana:

> Ghana's educational system in the 1980s was in
>
> near collapse and viewed as dysfunctional in
>
> relation to the goals and aspirations of the country.
>
> Academic standards, support for teachers, instruct
>
> ional materials, school buildings, classrooms, and
>
> equipment had declined for lack of financing and
>
> management. By 1985 the system could be
>
> described as clinically dead (p. 6).
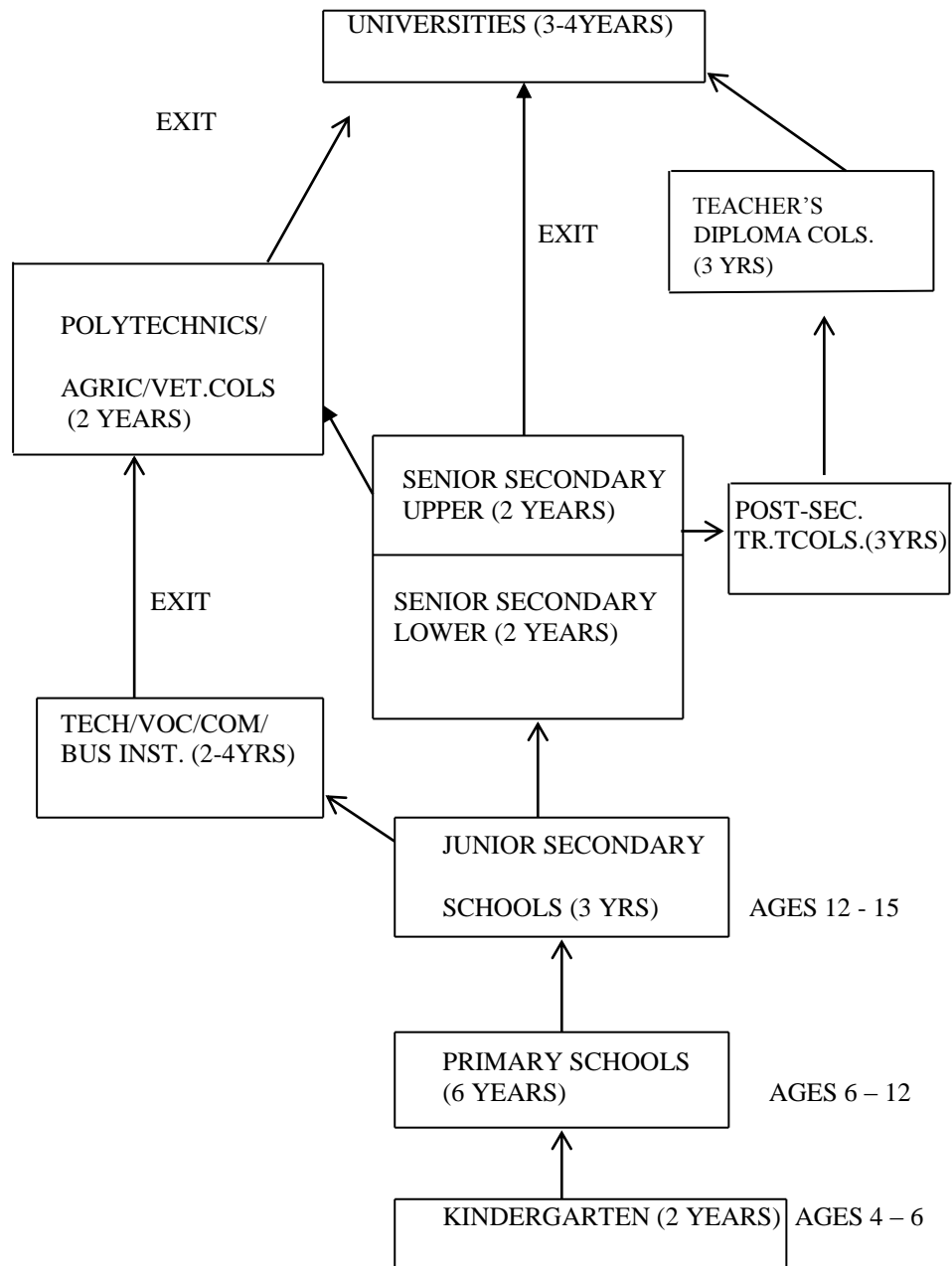
Figure 1: Educational Structure prescribed by the 1975 Reforms.

Source: Apusigah (1999)

In fact, the 1975 education reforms did not seem to have achieved anything beyond introducing an educational system that ran parallel to the old system and an educational policy that was effective only in a handful of experimental schools and limited to selected few (Apusigah, 1999). There was more confusion in the system than correction (EC, 1986). Since the policies and plans set out in the 1975 reforms could not be fully implemented,

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inequalities remained in the system. The education system was, thus, unable to live up to its goals and aspirations (Fobi, et al., 1995).

Educational Reform Programme of 1987: Philosophy, Aims and Objectives

Though accounts of many educational policies could be dated prior to independence, the 1987 reform has been considered as the first major education sector reform in Ghana (Oduro, 2000, p.11; Osafo-Acquah & Asamoah-Gyimah, 2009, p.142). In 1987, with World Bank support, an Educational Reform Programme (ERP) was started with the objective of improving educational quality.

The reform had basic education as its area of primary focus for a number of reasons; firstly, there does not appear to be an agreed definition of what constitutes basic education; secondly, any attempt to rethink an educational system has to aim at laying foundation capable of supporting whatever superstructure is subsequently built upon it, and finally, if it is accepted that education is a right, then it is especially at the basic education level that this right has to be realized (Educational Commission Report [ECR], 1987). It thus placed renewed emphasis on vocationalising the basic education system in an attempt to re-orientate the educational system to better prepare the youth for the world of work (Hutchful, 2002; Palmer, 2007).

Again, Agyeman, Baku, and Gbadamasi (2000) are also of the view that,

> The 1987 reform became necessary as a result of
> a virtual collapse of the system. This was due to
> reasons which included insufficient supply of

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trained and qualified teachers. Other reasons

were inadequate funding of the education sector,

which led to the lack of textbooks and other

needed curriculum materials, lack of adequate

supply of furniture and equipment, and the

deterioration of school-buildings. The ultimate

effect of these deficiencies was poor quality of

teaching and learning and poor patronage of the

school system by children of school-going age

(p. 9).

In the effort of the 1987 education committee to propound a laudable

philosophy, aims and objectives for the nation, the education committee

postulated that the aims and objectives of education recommended by

previous committee on education, can be gleaned but these do not constitute a

clear philosophy of education for the nation. Again, the education committee

stressed that "the absence of a stated philosophy of education over the years to

guide … educational practitioners is one reason why education in Ghana has

been made to appear synonymous with schooling and paper qualification''

(ECR, 1987, p. 5).

Owing to these critiques forwarded by the education committee, the

education committee argued that an explicit philosophy of education to guide

educators has to stress the sanctity of the human being and the importance of

wholesome human relations as the basis for stable, progressive and productive

communities (ECR, 1987, p. 5). The educated Ghanaian, therefore, whatever

his or her occupation, is expected by the training received in school to be an

example and a source of inspiration to members of the community; a citizen who is knowledgeable, patriotic, self-disciplined, hardworking and honest. In brief, the products of our educational system should ''go forth into the world as living waters to a thirsty land'' (ECR, 1987, p. 9). The basis of the philosophy put forward by the committee covered patriotism, citizenship, self-reliance, dignity of labour, fellow-feeling, internationalism, science and technology, ecological consciousness, development of potentialities, morality, innovation, self-education and cultural identity (ECR, 1987).

The 1987 education reform according to Oduro (2000) had the following objectives:

1. To expand and make access more equitable at all levels of education

2. To change the structure of the school system

3. To improve pedagogic efficiency and effectiveness:

4. To make education more relevant:

5. To ensure financial sustainability of the sector through the containment of costs and sharing of such costs with users:

6. To enhance sector management and budgeting procedures (pp. 11-12).

The Curriculum and Structure of Education of the 1987 Educational Reform

The concept Basic Education as defined by the commission is "the minimum formal education to which every child is entitled as a right, to equip him or her to function effectively in society" (ECR, 1987, p. 10)

The concept is dynamic in that, as our society develops, what the… child requires as basic equipment to function effectively will expand in scope, depth and sophistication. In other words, Basic education as actually provided may change over the years, but always in an upward direction as regards duration and cover more areas as regards content (ECR, 1987, p. 10).

In order to design curriculum equal to the task of human resource development, the ECR (1987) recommended that the educational system be geared at all levels towards the development of the various faculties of the individual. This according to the EC will lead to a broad-ranging "manpower" supply and thus to the proper development of the various sectors of the county's economy (ECR, 1987, p.14). The curriculum designed for the basic school covered a number of recommended subject areas namely language, numeracy, social studies, elementary science, elements of agriculture, social organizations, craftsmanship and physical education to constitute the core content. The proposed subjects to be taught at the basic school level were meant to:

1. Expose the pupils to various vocations and develop the initial entrepreneurial skills so that they can successfully manage industries in the country

2. Expose reasonable proportion of school products to agriculture with resort to the use of appropriate technology

3. Make children appreciative of the importance of the environment, its conservation and judicious use.

The curriculum for 3-year Senior Secondary School Course as proposed by the commission was to achieve the following three main objectives;

1. The students will be effectively exposed to a diversified curriculum. This exposure was an essential element in the concept of a common, compulsory Basic Education, in which the emphasis was on helping the pupils to discover themselves, their interests and their talents, and stimulating in them the desire to achieve self – fulfillment.

2. The student shall be guided to acquire confidence in [themselves] and familiarity with the productive agencies, organizations, and individuals in the community, thus conditioning them for entering into the world of work, and succeeding.

3. The pupils will be required to reach, by the end of the final year, a standard of education attainable in form three in our secondary schools.

4. The Education Reform Programme resulted in the educational system changing from the 6-4-5-2 –3/4 version to 6-3-3-3/4 (six years of primary, three years of JSS, three years of senior secondary and three or four years of tertiary). This shortened the average length of pre-tertiary education from 17 to 12 years (World Bank, 2004, p. 9).

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                    ┌─────────────────────────┐
                    │  UNIVERSITIES (4 YRS)   │
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                                              │  ADVANCED TR     │
                                              │  TRG  COLS       │
                                              └──────────────────┘
          EXIT                    EXIT                    ↑
  ┌──────────────────┐    ┌──────────────────┐
  │ POLYTECHNICS/    │    │ SENIOR SECONDARY │
  │ AGRIC/VET. COLS  │    │ SCHOOLS (3 YRS)  │──┐
  │ (2 YRS)          │    └──────────────────┘  │
  └──────────────────┘          ↑               ↓
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  ┌──────────────────┐                    │ COLS (3YRS)      │
  │ TEC/VOC/BUS      │←┐                   └──────────────────┘
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                    │ JUNIOR SECONDARY │  AGES 12 - 15
                    │ SCHOOLS (3 YEARS)│
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                    │ PRIMARY SCHOOL   │  AGES 6-12
                    │ (6YRS)           │
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                    ┌──────────────────┐
                    │ KINDERGARTEN (2 YRS)│ AGES 4 - 6
                    └──────────────────┘
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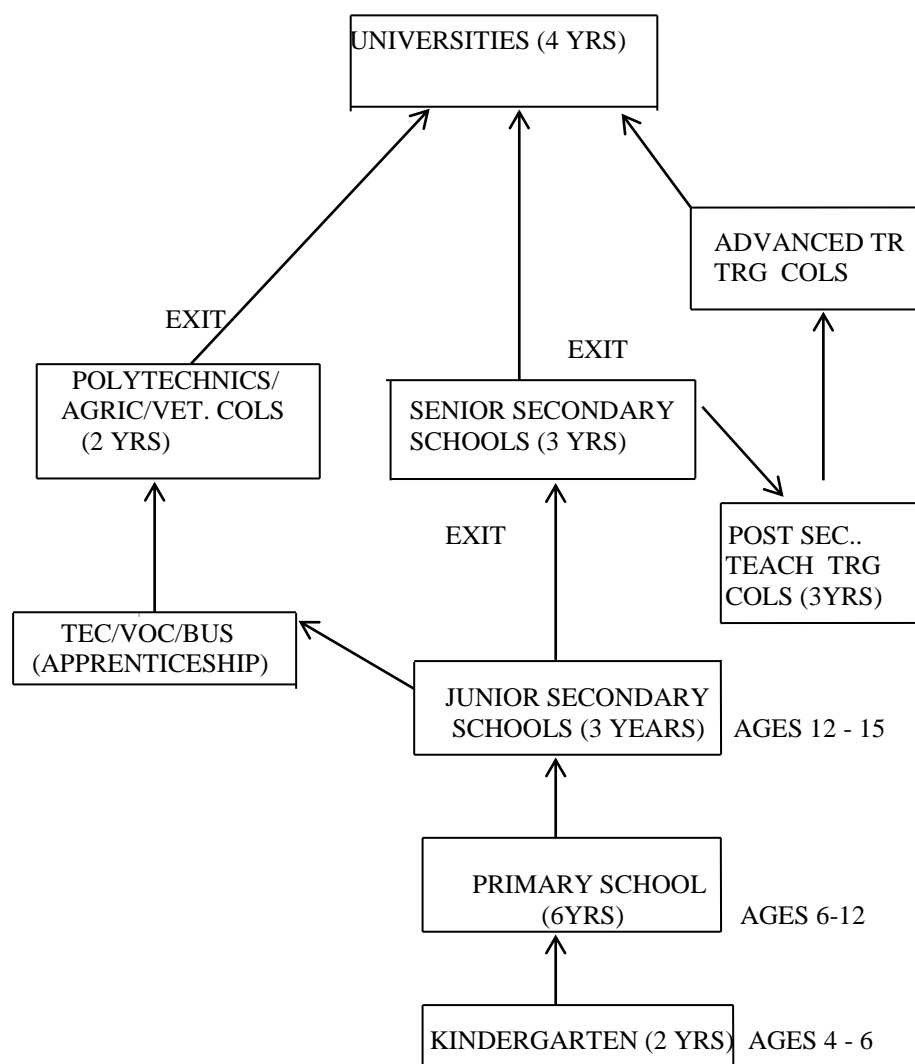
Figure 2: Educational Structure prescribed by the 1987 Reforms.

Source: Apusigah (1999)

Education Reform Programme of 2007: Philosophy, Aims and Objectives

The Anamuah-Mensah committee on education appointed in October, 2002 by the then New Patriotic Party (NPP) government was tasked with the responsibility of reviewing the entire educational system in response to the challenges facing the educational system in Ghana. The Committee's report re-examined the goals and philosophy of the educational system, the principles which guided curricular design, preschool and or basic education, secondary

or technical or vocational education, and teacher education, tertiary education as well as management and financing of education.

The national philosophy of education stipulated by the committee was to ensure the creation of well-balanced individuals with the requisite knowledge, skills, values and aptitudes for self-actualization and for the socio-economic and political transformation of the nation (Anamuah-Mensah, 2002). The outcome of the reform was intended to meet the focus of education within the context of human capital formation and respond to the nation's development needs in this era of globalization (Anamuah-Mensah, 2002).

2007 Educational Reform and Proposed Structure of Education System in Ghana

The Anamuah-Mensah Committee described some potholes such as the exclusion of pre-school education; an over-emphasizes of grammar or general type of education; attributing little attention to technical and vocational education and the large informal sector; and providing limited opportunities for transfer within the various streams in the then existing structure of education proposed by the 1986 education reform committee. This consisted of 6 years primary, 3 years junior secondary school (JSS), 3 years senior secondary school (SSS) now senior high school (SHS) and 2 to 4 years tertiary education. As a result the Anamuah-Mensah Committee proposed a 11 year new basic education structure made up of 2 years kindergarten, 6 years primary, and 3 years JSS.

Again, the Committee proposed a 3 year education leading to post secondary and tertiary education; parallel technical/vocational education leading to polytechnics and the world of work; and apprenticeship leading to

the world of work for the current senior high as well as the technical and vocational education. This notwithstanding, the Committee again proposed 3-4 years tertiary education.

The objectives of Senior Secondary Education should include the following:

1. to reinforce the knowledge and skills acquired during basic education;

2. to provide a diversified curriculum to cater for different aptitudes, abilities interest, and skills;

3. to provide an opportunity for further education and training and introduce students to a variety of relevant occupational skills necessary for national human resource development;

4. to understand the environment and the need for its sustainability;

5. to inculcate a sense of discipline and selflessness in students.

6. to develop an interest for lifelong learning (Anamuah-Mensah, 2002).

The senior secondary school sub-sector of the educational system in Ghana is a crucial one because it is at this level that some specialisation begins. Again, it is from this level that specialised training colleges and tertiary institutions admit their students. This sub-sector has had its ups and downs since the 1987 Educational Reform. Criticisms of the Reform have ranged from overloaded curriculum to unhelpful combinations of subjects, leading to problems of admission to tertiary institutions, especially the universities. In spite of the earlier intervention to correct some of the glaring anomalies, there is still hue and cry over the type of education delivery at this

level as well as the duration of the SSS programme. It is against this background that the Committee examined the relevant issues in order to make appropriate recommendations (Anamuah-Mensah, 2002).

In order to provide a laudable educational duration for senior high school programme the Committee deliberated upon the duration of the senior secondary school programme (Anamuah-Mensah, 2002). However, though the Committee received proposal for the extension of the SSS programme from three (3) years to four (4) years, the Committee recommended that the 3-year duration should be maintained for the following reasons:

1. the quality of basic school education can be improved to have a positive effect on quality at the senior secondary school level without changing the duration.

2. adequate resources need to be provided for senior secondary schools since results from some senior secondary schools demonstrate that it is possible to achieve high standards and quality within the 3-year period.

3. the internationalisation of the SSSCE, which will be known as WASSCE compels Ghana to conform to the 3-year duration as done by other member countries of the West African Examination Council (WAEC);

4. The deHeer-Amissah Review Committee recommended a reduction in the content of SSS curriculum, which was considered at the time to be overloaded for a three-year programme. That recommendation has been implemented and since then there has been improvement in performance;

5. Guidance and Counselling services at the junior secondary school level can be strengthened to solve the problem of selection of programmes at the senior high school level. (Anamuah-Mensah, 2002; p.61).

After a thorough argument for and against the extension of the SSS programme to 4 years, the Committee recommended the retention of the current 3-year programme as a means of alleviating the attendant problems and cost involved in the extension for the country, parents and stakeholders.

Curriculum and Content of the 2007 Educational Reform

Senior secondary school in Ghana is seen as a comprehensive system and operates a diversified curriculum. Since good quality and relevant education depends on how the curricula are designed, more emphasis should be placed on application of knowledge and, as such, students should be encouraged to apply the knowledge they have acquired in the classroom, workshop and laboratories. The committee was of the view that the curriculum should be designed such that integration, problem-solving, creative and analytical thinking and knowledge application are fostered, and should endeavour to integrate indigenous and informal sector activities in the curriculum (Anamuah-Mensah, 2002).

In view of this, the Anamuah-Mensah Committee recommended taking into account recent global developments and considering admission requirements of the universities the following;

1. The Curriculum Research and Development Division (CRDD) of the GES should be strengthened to discharge its functions more effectively.

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2. Again, the MOE/GES should establish an independent overall Curriculum Audit Team (CAT) that vets individual syllabuses developed by curriculum panels

3. There is the need for the CRDD to constantly monitor, evaluate and review the curricula/ programmes in use;

4. The CRDD in consultation with Teacher Education Division, Inspectorate Division, WAEC, the universities, polytechnics and industry should review all syllabuses and programmes every five (5) years (Anamuah-Mensah 2002, p. 68).

The committee, in its attempt, to ensure that the curriculum of the senior high school has been enriched to achieve its aims, proposed the introduction of new courses to be part of the existing SHS programme. For instance, the committee recommended Information Communication and Technology as part of Business programme – Accounting option, Secretarial option; Elective Mathematics to be introduced for the Secretarial option; French or Music, as optional subjects for Secretarial option and technical programme. For Vocational Programmes, Home Economics Option saw the introduction of Chemistry while for Visual Arts Option, picture making was meant be change to three separate visual arts subjects, namely: Painting, Drawing, and Printmaking. The existing subjects for the General Art Programme were to be maintained. The Science programme on the other hand saw the introduction of Elective Mathematics as an optional subject and ICT as an elective subject.

In view of these recommendations, the committee further proposed the need to task the University of Cape Coast and University College of

Education, Winneba (UCEW) now University of Education, Winneba (UEW) to develop and design programmes to respond to the changing educational needs of society, and in particular, the demands of the school curricula. In response to the growing need of globalization and technological advancement, the committee recommended, the establishment of computer resource centres for SHSs in the country.

Despite, the proposed new courses, the committee, also stated that the existing core subjects should be maintained and in order to lay a strong foundation for the elective subjects, greater emphasis should be given to the core subjects in the first year.

The Committee adopted the co-curricular activities recommended by the deHeer-Amissah Committee. In order for students and teachers to appreciate the importance of the co-curricular activities, the committee recommended that students should exhibit their co-curricular activities on Open and Speech Days and that each co-curricular activity offered by a student should appear on the student's testimonial.

Impacts of Educational Reforms on SHS Social Studies Curriculum

A. Development of Materials of Instruction.

One reason for educational reform is to provide a laudable curriculum that will meet the needs of the society and help ensure the development of individuals who can contribute to the development of themselves and the society. Educational Reforms in Ghana have helped in the provision of syllabus in Senior High School Social Studies that incorporates problem solving and creative thinking skills, as well as activities and concepts in the indigenous sector (Anamuah-Mensah, 2002). Again, the 2007 Reform also

propounded for the establishment of an independent overall Curriculum Audit Team (CAT) that vets Social Studies syllabus developed by curriculum panels and the establishment of Curriculum Research and Development Division (CRDD) which constantly monitors, evaluates and reviews the Social Studies programmes in use in this age of globalisation and rapid advancement in knowledge. The CRDD established by the 2002 reform in consultation with Teacher Education Division, Inspectorate Division, WAEC, the universities, polytechnics and industry is expected to review the Social Studies syllabuses and programmes every five (5) years.

Also the 2002 Reform posits the need for MOE to develop textbooks for Social Studies, since the absence of textbooks militates against the understanding, appreciation, and greater engagement of students with the subjects. The 1972 reform recommended the establishment of an appropriate body to look into the development of curriculum and pertinent textbook issues that relate to the teaching and learning of Social Studies. It further recommended the appropriate body to be established with the responsibility of assessing from time to time the extent to which innovations in teaching and learning in Social Studies are implemented.

B.   **Assessment and Evaluation in Social Studies**

The 1987 Reform recommended that "the Curriculum Research and Development Division (CRDD) of the Ghana Education Service teams up with the West African Examinations Council, the Faculty of Education, University of Cape Coast, the Department of Mathematics and Statistics of the University of Ghana, and the University of Science and Technology, Kumasi, to produce … standardized assessment instrument … for [Social Studies] classroom

teachers" (p. 68). Evaluation techniques suggested by the 2002 reform were oral questions, quizzes, class assignments, essays, structured questions, project work etc. Social Studies teachers are to ask questions and set tasks and assignments that will challenge Social Studies students to apply their knowledge to issues and problems, and that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive.

Again, Social Studies teachers according to the 2002 reform were to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit. Evaluation during class lessons, must determine the mastery level the Social Studies teacher wants students to achieve in their answers and responses. Lastly, since the syllabus cannot be taken as a substitute for lesson plans, it is necessary for Social Studies teachers to develop a scheme of work and lesson plans for teaching the units of the syllabus.

C.   Maintenance of Social Studies as a Core Subject

Educational reforms in Ghana over the years have helped in the maintenance of Social Studies as a core subject which is being studied by all senior high school students. The Lower Senior Comprehensive Secondary School curriculum recommended by the Education Advisory Committee by the proposed New Structure and Content of Education (1972) consisted of Social Studies as a core subject. Again, the curriculum of Secondary Comprehensive Curriculum as stipulated by the 1972 committee introduced once again Social Studies (an integration of elements of Geography, History, Economics, Sociology, Social psychology and study of Religions) as a core

and compulsory subject of study. Social Studies was once again named as part of the curriculum for technical institutes as a compulsory subject; secondary comprehensive curriculum to comprise elements of history, geography, sociology, social psychology, and study of religions and part of the Continuation School Curriculum.

The 1987 educational reform which centered basically on basic education led to the nationwide introduction of the subject Social Studies as a compulsory subject in the curriculum of basic school and an elective in the teacher training colleges. The reform among other things also highlighted the need for teaching of Social Studies at the Senior Secondary School. Thus, under the curriculum of the senior high school, the then senior secondary school, the social science area comprises: Social Studies and Cultural studies (Evan-Anform1987, p.18). Senior High School subjects (English language, Mathematics, Integrated Science) including Social Studies were to be maintained as a core subjects by the 2007 reform in order to lay a strong foundation for the elective subjects in the first year.

D. Instructional Periods

Tamakloe (1994) posits that given the limited teaching periods a week, the teacher has to choose objectives, select content and learning experiences, and organize them in such a way that goals of education can be met. All reports recommended a significant place for Social Studies in the curriculum along with the traditional subjects of Mathematics, English and Science. As a measure to ensure effective teaching and learning of Social Studies at the senior high school level, the time allocated for teaching Social Studies during the then senior secondary school which was four (4) teaching periods per week

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for each class has been for instance increased significantly in the Social Studies teaching syllabus proposed by the 2002 educational reform committee. Thus, the instructional period allocated for teaching of Social Studies over the four year period is indicated as follows:

Year 1: 6 periods a week

Year 2: 3 periods a week

Year 3: 2 periods a week

Year 4: 2 periods a week (GES, 2007, p.v).

Although some studies raise doubts about the learning effects of more instructional time (Anderson, 1984; Demfer, 1987), "the more time that educational authorities require that pupils be present in classrooms [for a particular subject], the greater the chances of positive time effects on desired learning outcomes - knowledge acquired, skills mastered, values and attitudes internalized" (Benavot & Amadio 2004, p. 7). Hence the increase in instructional period in Social Studies as a result of the implementation of 2007 reform was in a right direction.

E. Infrastructural Facilities

It is necessary to create an environment conducive for the delivery of quality education. The importance of infrastructural facilities in the pursuit of any educational enterprise cannot therefore be over emphasized. However, the facilities in many of the senior high schools are found to be inadequate. Dondo, et al. (1974), cited in African Social Studies Report (1976), queried that although Social Studies has been introduced in many countries in Africa, it is unfortunate that most countries moved more quickly in telling teachers to teach Social Studies than in providing them the instructional materials with

which to teach. The 2002 reform committee recommended the need for the Ministry of Education to provide all senior secondary schools, as a matter of necessity, with basic infrastructural facilities such as adequate number of classrooms, workshops or teaching laboratory (for practical work) with store rooms, library or resource centres, computer science laboratories, stand-by generators/electricity plant – a necessity for effective teaching and learning of Social Studies.

Again, as a result of the introduction of new courses, drastic revision of new syllabuses, and the new type of teacher education programmes, the 1974 reform recommended the provision of adequate teaching materials, relevant books, equipment and other types of learning aids to ensure effective teaching of Social Studies for which provision was to be made by the Government of Ghana to ensure effective teaching and learning of social studies.

F.   Teacher Development

It is well known that the quality of human capital of any nation depends upon the quality of education it offers, and the quality of education given is also determined by the quality of teachers who teach. It is, therefore, necessary that the standard of teachers be kept abreast with current expansion in knowledge due to rapid technological advancement. Owing to this, the 1987 educational reform propounded that "in-service training for [social studies] teachers should be made an integral part of the system and every teacher should receive such education, at least once every two years" (p. 66). To ensure effective in-service training for Social Studies teachers, the 1987 reform recommended the need for co-operation between Ghana Education Service and the Ghana National Association of Teachers to plan a country-

wide programme of in-service teacher education for Social Studies teachers. Again, the 2002 educational reform committee recommended the need for the Government of Ghana to support the training of Social Studies teachers for the senior secondary schools.

In order to develop staff that will be capable of designing laudable curriculum for social studies, educational reforms in Ghana, specifically that of the 2002, recommended that the Curriculum Research and Development Division (CRDD) of the GES should be strengthened to discharge its functions effectively by providing opportunity for capacity building for the CRDD staff in curriculum development, research and evaluation.

G. Strategies for Teaching and Learning of Social Studies

In order to ensure maximum student participation in the lessons, the teaching strategies stipulated by the 2002 educational reform in the teaching syllabus for Social Studies entreated Social Studies teachers "to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, the cognitive, affective and psychomotor domains of knowledge in instructional system wherever appropriate" (p. iv). Again, the 2002 reform encouraged Social Studies teachers to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. The purpose is to make students able to apply their knowledge in dealing with issues both in and out of school and to help them develop analytical thinking, practical problem solving techniques and the acquisition of positive attitudes and values in social studies.

Factors that Affect Effective Implementation of Educational Reforms in Ghana

A variety of factors combine to influence implementation of educational reforms. Certain factors are mentioned frequently in the literature and can be organized into three broad categories: characteristics of the innovation, characteristics of the implementing unit or situation, and macro or socio-political factors. Fullan (1991) indicates that the more factors supporting implementation, the more change in practice will be accomplished. Factors can be broken down into sub-factors but as field of view changes, one may see different things and the relative degree of impact of various sub-factors may shift.

A. CHARACTERISTICS OF CHANGE
1. Need
2. Clarity
3. Complexity
4. Quality/Practicality

B. LOCAL CHARACTERISTICS
5. District
6. Community
7. Principal
8. Teacher

IMPLEMENTATION

C. EXTERNAL FACTORS
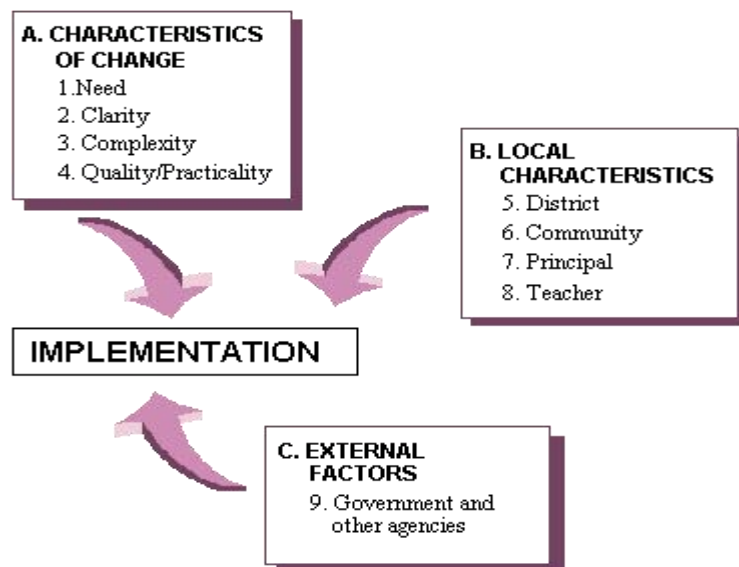9. Government and other agencies

Figure 3. Interactive Factors Affecting Curriculum Implementation.
Source: Fullan (1991).

Characteristics of Change

A. Need

A study conducted by Fullan (1991) on the new meaning of educational change indicated that many innovations are attempted without

reflection on whether or not they deal with what are seen as priority needs of the learner and the society. Teachers do not always share a sense of urgency with the initiators of the reform. It is often "not only whether a given need is important, but also how important it is relative to other needs" (Fullan, 1991, p. 69). In support of Fullan's claim, Arnott's (1994) study revealed that this is particularly the case if reforms are initiated because of reasons such as short term funding availability or a need for a stop-gap measure to mollify a vocal interest group. An independent study conducted by Adentwi (2005) also found that it is an acknowledged fact that where there is recognition of the need for change, implementation of such changes takes place with much success.

However, exact needs are sometimes not clearly evident until implementation is underway, and can vary from community to community. It is important that school needs and the needs of the society match the new programme introduced in Social Studies (Arnott, 1994). In deciding whether proposed change really meets the needs of Social Studies students and the society, it is pertinent to recognize the importance of some factors namely; the need to arrange the needs of learners in order of preference, and the importance to note that some needs do not become apparent at the beginning of implementation revealed by Adentwi's (2005) study.

B. Clarity

Another crucial factor is the innovation's clarity (about goals and means). Clarity about goals and means pertaining to educational change in general and changes in Social Studies Curriculum is a perennial problem (Fullan, 1991). Studies conducted by Altrichter, (2005) and Arnott (1994) stressed that these problems related to clarity can include such things as vague

goals or unclear implementation strategies adopted in Social Studies. Commonly policies, and even procedures, are stated at a general level in order to minimize controversy and therefore help ensure adoption. This same vagueness may become an obstacle as implementation proceeds in Social Studies.

However, a study conducted by Fullan (1991) showed that this may only be because a lack of detailed understanding of the innovation has led to false clarity about implementation of the senior high school Social Studies curriculum. It is only after working with the innovation over a period of time that teachers come to experience and understand its complexities. Hence, the proposed changes in Social Studies should be clear about ways of doing (ie teaching and learning), but not too linear and restricting to advocate just one way of doing it without any other alternatives. In Altrichter's (2005) study on curriculum implementation, it was found that the need for clarity in Social Studies teaching and learning has been interpreted as expression of a feeling of role ambiguity in a situation of uncertainty produced by the new challenges of the innovation on one side and by the partly lacking competences of the Social Studies teacher.

Similarly, Adentwi (2005) noted that "where teachers are not clear about the implementation of purposes of changes being introduced and the means of implementing such changes, it will simply be difficult, even where they are sufficiently motivated, to effect the change" (p. 322). As a result more flexible approach may be appropriate in later phases of implementation when teachers have strengthened their feeling of competence with respect to the innovation (Altrichter, 2005).

C. Complexity

Another factor which affects implementation of reform is complexity which reflects the amount of new skills, altered beliefs and different materials etc. required by an innovation. Fullan's (1991) study on factors that affect curriculum reforms revealed that complexity can create problems if schools or teachers attempt to implement innovations that are beyond their ability to carry out. However, Altrichter (2005) conducted a study to show that simple changes may be easier to carry out but may make a great difference. Complex changes promise to accomplish more but also demand more effort and failure takes a great toll

Though there are more successes associated with more ambitious efforts, (Berman & McLaughlin, 1980), a change of major magnitude and complexity is difficult to sidestep or minimize, particularly if it touches on all aspects of the education enterprise. Conversely, if a complex change is composed of a variety of components which combine into a logical and coherent whole, complexity may be an enabling rather than a hindering factor affecting implementation (Arnott, 1994). Implementation of Social Studies curriculum can thus be described as a complex change since the curriculum contains a number of expectations regarding materials and their usage, instructional approaches, and beliefs.

D. Quality and Practicality of the Innovation

Another factor lies in the perceived quality and practicality of the innovation proposed. "It is not only the quality a panel of curriculum developers would attribute to the curriculum proposal, but the quality as it is perceived by the relevant actors supposed to implement the curriculum"

(Altrichter, 2005, p. 8). Similarly, Fullan's (1994) study showed that since most innovations in reforms address 'urgent and ambitious needs', it happens that decisions are frequently made without the follow-up or preparation time necessary to generate adequate materials necessary for its implementation.

Another study conducted by Thomas (1994) pointed out that quality in relation to implementation of reforms points to the perceptions of the different stakeholders. Innovation proposals must fit to available funds, specific student characteristics, the communities' language patterns, teachers' abilities, parents' expectations, cultural values and much more. Since teachers carry with them staff development programs that are very pragmatic in orientation, what they hope to gain through staff development programs must be specific, concrete and practical ideas that directly relate to the day to day operation of their classrooms (Guskey, 1986). Whether or not the Social Studies curriculum and accompanying in-service are perceived as specific, concrete and practical may strongly affect the program's implementation. As a result, particular changes, especially complex ones, must struggle through ambivalence before one is sure that the new vision is workable and right (Fullan, 1991).

Local Characteristics

Local factors deal with the "social conditions of change" and refers to local factors along a continuum ranging from the larger school division, through board and community characteristics, eventually to the principal and the classroom teacher.

Fullan (1982) in his study on factors that affect reform implementation revealed that the attitude of regional administrators, inspectors and the like towards the local implementation process is essential if change is meant to be

serious. The support of administrators is critical for change in school division practices to take place. Administrators who remain invisible, but provide material resources to support change can positively affect implementation. However, it is in those schools where administrators get actively involved in change and support the innovation in a visible and practical way, that real change takes place. Without support of regional administrators, change may happen with individual teachers or single schools but it will most likely remain isolated in some innovative pockets without affecting the broader system. Teachers and others know enough not to take change seriously unless local administrators demonstrate through actions that they should (Fullan, 1994). Many Social Studies teachers have a tough time taking change seriously unless administrative support is strong and visible.

Again, many changes have implications in terms of the types of personnel required. Newton's (1989) study states that curriculum reformers and implementers seem to continually underestimate the need to integrate personnel policies with hopes for effective change in implementation. Altrichter (2005) opines there have been too many educational innovations without adequate follow-through. In some cases there is history of negative experiences with previous implementation attempts which in itself is an unfavorable condition for change since system members may have built up a cynic or apathetic attitude towards change.

Local administrators must show specific forms of active support including enduring (not just initial) support for school management and teachers through offers of process coaching, expert consultation, demonstrations or excursions to alternative practices, in-service training,

through realistic time plans and resourcing, and through an adequate information system about reforms and its implementation (Fullan 1983, p. 492). It must also demonstrate active knowledge and understanding both of the attempted change and the processes of putting it into reality in order to provide conducive conditions for the implementation (Altrichter, 2005).

Another factor is community characteristics as well as characteristics of the 'school board' where it has some influence on the management of the school. Even where communities are not directly involved in implementation they can become activated against certain innovations (Fullan, 1994) especially where the planning and implementation process does not attend to the political undercurrents in the school's surrounding community (Altrichter, 2005). Community support of the school correlates positively with innovativeness (Fullan, 1991), but in contemplating or introducing innovations, districts frequently ignore the community and or the school board.

On the other hand, the inclusion of non-professionals, such as parents and the public can uncover objections and helps to accommodate specific circumstances (Thomas, 1994, cited in Altrichter, 2005). Innovation can complement or challenge protocol, thus leading to more active community involvement. Whether a program complements, challenges, or has no effect on community norms or protocol can affect implementation.

Another crucial factor for implementation is the characteristics of the individuals where implementation occurs. Research on innovation and school effectiveness shows that the principals strongly influence the likelihood of change, and also indicates that most principals do not play instructional or

change leadership roles (Fullan, 1991). The principals, headpersons and school management teams cannot change schools just on their own, yet they are the single most influential group of persons to make change processes succeed or fail (Altrichter, 2005).

It is believed that the actions of the principal indicate whether a proposed innovation is to be taken seriously or not (Arnott, 1994). The involvement of the principal in staff training for instance provides the information and skills needed to help teachers implement the project and sustain project activities in the face of eventual staff attrition (Berman & McGlaughlin, 1980).

The commitment and attitudes, competences, and interaction patterns of teachers also make up another crucial group of factors for implementation. Both individual and collegial aspects are important. Teachers are a constant factor in the education system and thus have a key role for classroom innovation (Havelock, 1970). Arnott (1994) believes change stands or falls on the motivations and skills of teachers. Hence, if teachers are not motivated to engage with an innovation, then nothing will happen though every real innovation will involve some aspects which are new for teachers and which will encounter some sceptical reaction (Haller, 1983).

The culture or the climate of the school can shape an individual's attitude toward change (Fullan, 1991). Arnott (1994) believes relationships with other teachers is critical, given that change involves learning to do something new and interaction is at the root of this learning . The development and refinement of new knowledge, skills and beliefs depend on whether teachers are working as individuals or whether opportunities exist for

interaction. It is also important that there be teacher participation in decisions concerning project operations and modifications (Berman & McLaughlin, 1980). Where significant teacher input is present, staff are more likely to invest the considerable energy needed to make the project work. Early participation increases teachers' willingness to continue new practices after the initial incentives have been withdrawn. Engaging teachers in the planning process also helps to equip them with skills required by the innovation and enhances the likelihood that the reform will be adapted to local circumstances (Thomas, 1994).

Those individuals and groups who are to implement the innovation need to be involved in meaningful decision-making about the innovation and the innovation plan. Change is too important to leave to the experts since teachers have the responsibility to help create an organization capable of individual and collective inquiry and continuous renewal, or it will not happen (Fullan, 1993).

Government and Other Agencies

This last set of factors attempts to place the innovation into the context of a broader picture. Although this last category forms the broad context for the operation of the other three types of factors, it is important, most notably in large scale reforms. In many cases the sponsoring and adoption of complex reforms are political acts. Government agencies have traditionally been preoccupied with policy and program initiation and have often neglected realities of reform implementation. Priorities for education which arise from political forces, lobbying of interest groups and public concerns to channel

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resources and gratification, though put pressure on local districts also, provide various incentives for changing in the desired direction (Fullan, 1994).

In fact, the quality of relationships between central and local actors is a key issue in reform implementation. Herriott and Gross (1977) observed that the difficulties which some school districts encounter in their change endeavors partly arise because of problems in their relationships with the agencies that support them. However, it appears what is critical to successful implementation is that, the subjective worlds of the key partners are often very different (Arnott, 1994). As a result, a process is needed to enable the various partners to work together to deal with the challenges of implementing a complex initiative.

Through resource support and training (Lütgert & Stephan, 1983) external agencies can promote curriculum implementation. Departments of education Through resource support, standardization, and closer monitoring, have sometimes directly influenced implementation of specific objectives, especially when local conditions were favorable (Arnott, 1994). Studies indicate that "resource outlay or initial investment can often be used to predict implementation" (Fullan & Pomfret, 1975, p. 84). Resource availability over both the long term and short term are important to the health of an implementation effort, particularly one such as the Social Studies program, which has at its center a resource-based, activity oriented program (Arnott, 1994).

Mostly, however, lack of role clarity, ambiguity about expectations, absence of regular interpersonal communication, ambivalence between authority and support roles of external agencies, and solutions that do not

work have combined to frustrate implementation of reforms in Social Studies at the senior high school level in Ghana.

Measures to Ensure Successful Reform Implementation

The urgency for education reform in the world has been manifested at various initiatives aimed at improving the quality and quantity of education especially with a rising young population that represent a majority in many countries in the world (Maroun, Samman, Moujaes & Abouchakra, 2008).

The education framework for the Middle East (2008) for example combines three major dimension central to successful implementation of education reform namely:

    i.   A socioeconomic environment in which social and economic priorities can be translated into a variable education strategy and related goals

    ii.   An operating model for the education sector, in which operating entities, good governance, and funding allow for the sustainability of education goals, and

    iii.   An infrastructure (eg. quality teachers and curricula, reliable assessment and performance measures, and a good learning environment) ready to make such goals attainable (Maroun et al., 2008).

An effective implementation represents the other side of reform coin and requires careful consideration. Effective implementation requires dividing the project into manageable pieces, prioritizing its various processes, ensuring ownership consensus among the stakeholders, and systematically measuring results (Maroun, et al., 2008).

Dare (1995) in his study recommended six conditions necessary for curriculum reforms as follows:

  i.   The reform should be drafted on favourable ground, or it may be called genetic compatibility.

  ii.   Radical reform can also succeed if limited to one or two areas of activities, such as admissions, financing, etc. A systematic reform, in general, is open to attack on all fronts.

  iii. While money is an important aspect, it is not the most important; what is more important is the understanding and acceptance of those involved. What is also essential is the political will to carry out the reform.

  iv.   The reform normally runs into difficulties when resistance is too strong. A proper system of reward must be created.

  v.   The goal must be very clear. Multiple goals invite weakness because the implementations are then usually trade-offs between various goals.

  vi.   Monitoring and evaluation are extremely important in the implementation; otherwise, the original goal and target groups may not be reached at all (p. 35-36).

Ketudats cited in Dare (1995), also shares the following;

  i.   The reform depends largely on who initiates it and the roles of various actors involved, since there are many forces acting on the reform (social, institutional and individual forces)

  ii.   The key to success is the leadership, which may be singular, collective or pluralistic, or diffused. What is significant is,

under a proper context at a given point in time, if the chemistry of the situation is right, a person (or persons) emerges and carries the flag leading the implementation.

iii. Educational reform is usually location - and cultural -specific. It can hardly be imported or transferred.

iv. The success also depends on the style of implementation; sometimes it is low profile and at other times heavy-handed

v. The question is how the reform is viewed by politicians who must make the decisions. While the reform must be based on research and analysis and be theoretically sound, it must be honest and at the same time palatable to politicians and the general public alike

vi. The public must be given time to understand and support the proposed reform (p.36).

A strategy based on socio-economic priorities, an education-sector operating model, and a viable education infrastructure propounded by Maroun et al., (2008) would be considered in addressing problems that impede reform implementation in Social Studies in Ghanaian Senior High School.

A. Socio-economic Environment

The socio-economic environment according to a study conducted by Maroun, et al. (2008) includes educational objective that is based on socio-economic themes in social studies, an ambitious long-term view of objectives in Social Studies with realistic measures, transparent assessment of the situations within the society in order to set achievable goals in Social Studies, and effective strategy that is capable of garnering board support.
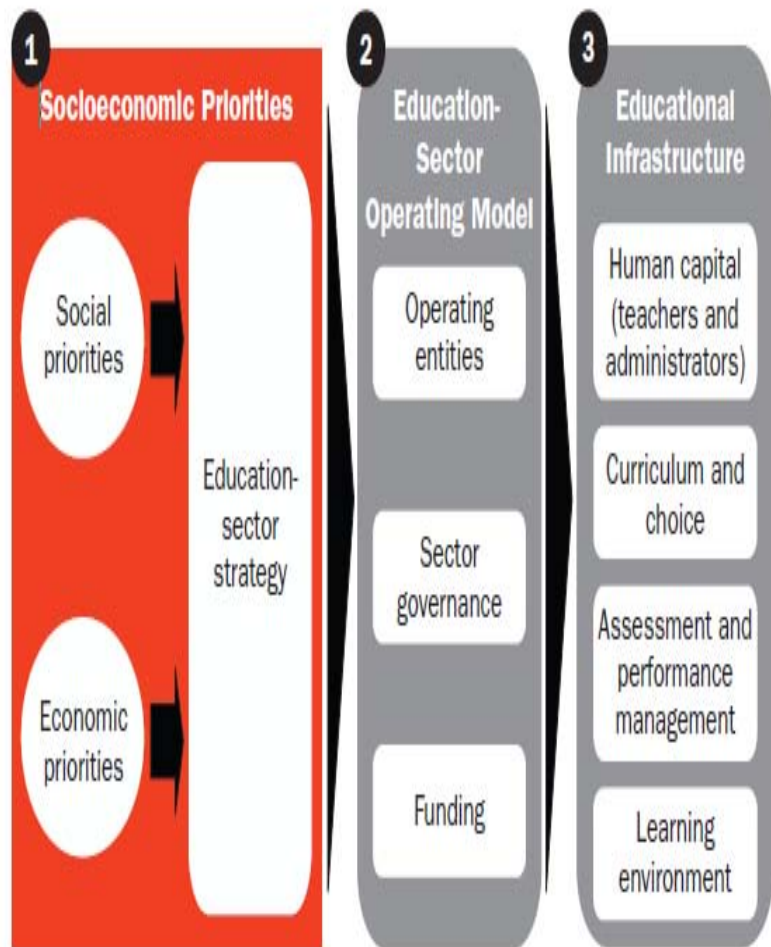
Figure 4. Education-Sector Reform Framework

Source**:** Maroun et al. (2008).

In order to ensure clear connection between socioeconomic themes and educational objectives in Social Studies, the framework posits that the process of formulating the reform strategies should involve dialogue with relevant stakeholders. Again, there must be a cause-and-effect relation between educational objectives in Social Studies and societal socioeconomic themes.

Maroun, et al. (2008) are of the view that as a result of the far-reaching impacts usually perceived in reforms, the goals in Social Studies education should be ambitious, aiming to take the socioeconomic status of a country from one level to another. However, in order for the strategies in the reforms

to be effective, reform planners should avoid the temptation to solve all issues in one quick fix but must set a reasonable number of priorities and focus on addressing them.

Maroun, et al. (2008) further argue that to ensure effective reform implementation in Social Studies, different stakeholders need to believe in reform feasibility, objectives and urgency. A joint study conducted by Ahmed, Rauf, Imdabullah & Zeb, (2012) corroborates Maroun, et al. claim by revealing that stakeholders must be involved or informed on policy formulation and implementation so that the gap of understanding would be resolved. As a result, transparent and open communication as well as an inclusive process must be considered keys to achieving goals in Social Studies.

B. Education-Sector Operating Model

1. Operating Entities

An education strategy requires the existence of relatively autonomous multifunctional operating entities, which serve to implement the strategy action plans in social studies. The study Maroun et al., (2008) in Saudi Arabia revealed that these operating entities however differ from one country, or state, to another and are an extension of socioeconomic environment and tend to correspond with the framework of the education infrastructure in order to ensure proper implementation of the education strategies in Social Studies. Their study also revealed three keys to the optimal functioning of these entities:

    i.   There must be cadre of talent that is dedicated to the responsibilities related to each entity

i.   Coordination needs to take place across and between entities and government institutions.

ii.   Governance and accountability must be enforced through a specified structure to ensure that the process leading to implementation of reforms in Social Studies is not hampered by overlapping functions and authorities (Maroun et al., 2008).

2. **Sector Governance**

The sector government must dynamically provide balancing forces from above and below and translating policy horizontally to enact rules and regulations that best suit their own capacity and context. Evidence from a study carried by Mohammed, Pisapia and Walker (2009) showed that it is the responsibility of the sector government to translate not only the procedural aspects of the law, but also the substantive intent so that implementers will attain the policy's goals as most appropriate to its needs and ability to implement. The module propounded by Maroun et al., (2008) posits that good governance is instrumental to education advancement and reform in Social Studies. In a similar study conducted by USAID (2008), it was seen that the sector governance or the government of the implementing country needs to:

i.   provide a legal framework for supporting education for all, establishing the needed resources allocations for universal enrolment and provision of quality primary education.

ii.   provide the legal mechanisms to address education equity.

iii.   further the goal of equality in education through the governance of resource allocation, which provides access to quality basic education in remote and poor areas.

iv.   alleviate corruption in public-sector education by requiring management transparency and accountability through performance standards.

v.   provide for citizen participation in the design and oversight of education, as well as the development of civil society partnerships that open the channels of communication between policymakers and society, thus strengthening and promoting the education system (USAID Resource Guide, 2003).

3. **Funding**

The education of a given society and its role in helping meet a clearly set objective is closely tied with the resource available and the financing method it employs. Any given education system, therefore, has to have a clear financial policy by which it is directed (Ministry of Education – Ethiopia, 2002). Targeted funds are necessary to ensure the proper delivery and sustainability of the strategic action plans. As a rule of thumb, however, diversified sources of funding can better ensure continued income and relative autonomy in implementation of reforms in Social Studies at the senior high school level in the country (Maroun, et al., 2008). This claim is made evident in a study conducted by Adentwi (2010) which revealed that reforms in Social Studies usually involve enormous expenditures (of money) in providing logistics, equipment, training of teachers, motivating teachers and other personnel In another study carried by Adentwi (2005) it was seen that, "where a country lacks such financial resources, proposed changes can only remain on the drawing board and will never see the light of the day" (p. 254).

However, for funding to accomplish its aims in ensuring effective and successful implementation, Maroun et al., (2008) asserts that the overall strategy and infrastructure framework must be linked. Most important, there must be a rigorous assessment methodology for the returns on education funds, transparency of funds mechanisms and processes, and accountability for the outcome.

C. Education Infrastructure

With the strategy well in place and with a functional operating model for education, the next requirement is to ensure that the infrastructure is up and running for sustained education development. Four key factors contribute to the strength and effectiveness of an education infrastructure as a measure for effective curriculum reform implementation. These are:

1. Human Capital

Innovation involves a process of re-learning competences and attitudes for the existing personnel. However, in studies conducted by Gruber and Renkl (2000) and Stenhouse (1975) it was seen that whenever relearning is to mean not only acquisition of new verbal power but of new and stabilised skills and action patterns, then relearning must be based on action and interaction over an extended time span especially when there will be a need for change in subject area.

Maroun, et al. (2008) further argue that teacher quality is an essential element in student learning. Teachers have an important role in assessing students' readiness for schooling and monitoring their progress. Further, teachers occupy a unique stakeholder position; they are not only to deliver the curriculum material to the students but also represent an important link

between the students, the schools, and the parents. Adentwi (2005) in his study attested that Social Studies teachers and other resource persons needed to ensure holistic implementation of reforms in Social Studies, need to be trained through workshops, in-service education and training programmes to really understand and appreciate the skills, techniques and methods that should be used to effect the desired changes. Thus, since teachers are the most important group of actors that can promote or impede the changes envisaged, it is essential that teachers are adequately prepared and coaxed to win their commitment to the programmes (Dare, 1995).

Studies conducted by Breuer and Höhn (1998), and Reinmann-Rothmeier and Mandl (1999) cited in Altrichter (2005). indicated that many attempts at change fail because they underestimate the individual and social energy that is necessary for re-learning. Staff development is too often designed as a one-off initiative at too early a stage of the change process. Pre-implementation training may be helpful for orienting people towards new aims and practices. However, support is most crucial when participants actually try to implement new approaches during implementation, and in particular, during early stages of implementation (Altrichter, 2005). The influence of Social Studies teachers on student learning comes as a result of the teachers' academic skills, their experience in teaching, and their professional development. These have been found to correlate positively and significantly with the achievement of students (Maroun et al., 2008).

However, since no effective strategies are in place to train and retain teachers in Ghana as claimed by Ghartey-Ampiah (2010) in his study, teachers' academic skills are subject to the low-quality conditions that are pervasive in

the educational environment. These conditions have been lacking at various levels, creating a vicious cycle (Maroun, et al., 2008). An ominous 2006 report by the UNESCO puts this analysis into perspective: "The future global shortage in teacher quality threatens the goals of education for all … (p. 12)". Hence teachers must be trained not only on the need for changes in education but also the methods or strategies to bring about the desired change (Adentwi, 2005).

2. Curriculum and Choice

Curriculum reflects a combination of purpose relating to a country's socioeconomic objectives and content relating to material that would help achieve these objectives (Maroun, et al., 2008). The Curriculum reform in Social Studies must focus on giving students a broader choice with the motive of ensuring that traditional boundaries separating the vocational and academic learning tracks are being buried. In fact, many education systems emphasizing Social Studies education, such as that of Ghana, must aim to equip students with vocational skills as well as academic skills. The priority is to ensure that the graduating students will contribute positively to the socioeconomic agenda of the country (Maroun, et al., 2008).

Again, the model posits that the Social Studies curriculum must serve as a linking curriculum with the desired socioeconomic outcome of education. As phenomenal transformation in the social, economic, political and technological setup of a country may have serious implications for the education system, the Social Studies curriculum need to address the key socioeconomic priorities. The curriculum must be designed to emphasize the importance of innovation as well as instill a sense of civic pride among the

students, encouraging their participation in different societal activities (Maroun, et al., 2008).

3. Assessment and Performance Measurement

Effective management of education strategies requires accountability, frequent monitoring and measurement. Separate studies accomplished by Sonntag, et al., *(*1998), and Reinmann-Rothmeier and Mandl (1999) revealed that all serious improvement programs will encounter problems. But, it makes a difference whether innovators are prepared to identify them quickly and develop coping measures or whether they avoid facing them. Thus, self-reflection, self-evaluation and monitoring of both the outcomes and the process of change are essential element of every effective implementation strategy.

Monitoring does not just fulfill a 'critical function' in identifying problems and failure. Organized effectively, it may provide some emotional support when implementation problems arise and when participants are in danger of falling into the "implementation dip", into the feeling that situational control is lost among changing circumstances and 'everything is getting worse' (Maroun, et al., 2008). Further, it may give access to good practical ideas which in traditional school cultures too often remain unknown and isolated as individual teachers' knowledge (Altrichter, et al., 1993, cited in Altricher, 2005). Thus, monitoring may fuel or influence the exchange of implementation experience and collaborative planning of next steps by users and curriculum makers (Lütgert & Stephan, 1983).

Although most innovation researchers would agree to the importance of evaluation and monitoring of progress, it is probably one of the most

difficult and complex strategies for change to be possible. Accountability and improvement can be effectively interwoven, but it requires great sophistication (Fullan & Stiegelbauer, 1991). Evaluation is very often planned too late. People in initial phases of an innovation are pre-occupied with the "more practical" issues of making the innovation work. As they feel that not everything is working as smoothly as they had hoped, they become more wary of evaluation because they fear that mistakes will become visible. Evaluation also threatens the long-standing culture of autonomy and parity in traditional schools by intruding into the privacy of the classroom and producing information which allows differentiating between teachers (Altrichter, 2000). However, innovative schools do not only monitor progress, they also act upon the information collected in order to redirect their change process.

4. Learning Environment

Learning does not start nor end in the classroom. Parents' involvement in the learning process, in addition to extracurricular activities are key factors in moulding students into well-rounded people. Moreover, the surrounding cultural and scientific environment (e.g. museums, theatres, and science competitions) plays an important role in stimulating creativity. As a result, successful implementation of education reform in Social Studies should tackle four building blocks:

> i. Build a good learning environment, containing the elements such as museums, theatres, Social Studies rooms, teaching-learning materials at school and in the classroom.
>
> ii. Engage parents in the learning process and promote the ownership of their children's results. In addition, parents must

be encouraged to participate as representatives on school committees, which make them better informed about school policies and the resulting effects on their children.

iii. Education authorities need to cooperate with other stakeholders, in the public as well as the private sector, to create a continuation of the learning process outside the classroom.

iv. Integrate classroom technology and equipment with the school's pedagogical approach.

This can offer students a richer and more satisfying learning experience in their local, national, and wider society.

Although there is no single recipe for education sector reform, the above framework represents an approach that if followed holistically should increase the likelihood of success of reforms in Social Studies. However, any strategy implementation that narrowly focuses on a few elements of framework – at the expense of others – will likely fall short of providing an optimal reform outcome.

Summary of Literature Review

In all, this chapter looked at the literature review of the role of Social Studies and provided insight into the major reforms between 1974 and 2007 and then impacts on the development of senior high school Social Studies curriculum. The study also considered the factors that affect and promote the implementation of reforms in Social Studies. The Government of Ghana has embarked on several educational reforms with the purpose of making the education and its products responsive to the socio-political and economic

needs of the country. However, the implementation of these reforms over the years have been affected by both internal (School-based) and external (environmental and local) but factors such as funding, government participation, learning environment and development of human capital and among other have been suggested as measures to ensure it successful implementation. The contributions of teaching and learning of senior high school subjects, specifically Social Studies, bring to bear the desirable need to find out the impact of the reforms in the Ghanaian educational system.

CHAPTER THREE

METHODOLOGY

Introduction

In this section the various methods used to collect and analyze data are discussed. The section specifically discusses the research design, the research participants, sources of data, instrument for the data collection, the data collection procedures, as well as data analysis and interpretation.

Research Design

Descriptive survey was employed. According to Cohen, Manion and Morrison (2000), descriptive survey makes no inferences or predictions; it simply report what has been found in a variety of ways (p. 503). Again, survey is good in collecting original data for describing a population too large to observe directly as the responses normally reflect those of the target population (Gay, 1992). The research design is the best for the study because it deals with interpretation of relationships among variables and describes their relationships. Even though the descriptive survey is susceptible to distortion of information through the introduction of bias, attention will be given to safeguard the data from the influence of bias either from the researcher or the respondents. The descriptive survey employed both the quantitative and qualitative methods.

The mixed methods research is defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods approaches, concepts or language into a single study (Johnson & Onwuegbuzie, 2004). Johnson and Onwuegbuzie (2004), further stress that the mixed methods research also is an attempt to legitimate the use

of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices (i.e., it rejects dogmatism). It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection.

The mixed method approach was used becuase provides a better understanding of a research problem than either approach could alone (Teddlie & Tashakkori, 2009). Again, integrating methodological approaches strengthens the overall research design, as the strengths of one approach offset the weaknesses of the other, and can provide more comprehensive and convincing evidence than mono-method studies (Creswell & Clark, 2011).

Population

The population covered headmasters/mistresses and Social Studies teachers of Senior High Schools in the Cape Coast Metropolis during 2012/2013 academic year. In all, there were 12 headmasters/mistresses, 20 assistant head masters/ mistresses and 90 Social Studies teachers in the Cape Coast Metropolis (Cape Coast Metropolis Education Directorate, 2012). These staff constituted the accessible population of the study.

Sample and Sampling Procedure

Sample size refers to the number of sampling units selected from the target population for the study. To Neuman (2000) one principle of sample size is that the smaller the population, the bigger the sampling ratio to obtain an accurate sample. Larger populations permit smaller ratios. For small populations (under 1000) a researcher needs a large sampling ratio (about 30 %).

The above informed the inclusion of 113 respondents in the study due to the small size of the population. Thus, 7 headmasters/mistresses, 18 assistant headmasters and 88 Social Studies teachers were used for the study.

Research Instruments

The instruments used for this study are questionnaires and document analysis. Document analysis provides rich descriptions of a single phenomenon, event, organisation, or program (Stake, 1995; Yin, 1994). This process combines elements of content analysis and thematic analysis. Content analysis is the process of organising information into categories related to the central questions of the research (Bowen, 2009) while thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis (Fereday & Muir-Cochrane, 2006). The document analysis was used to analysed data in relation to the context, input, process and product approaches to programme evaluation.

The questionnaire consisted of closed-ended items. The closed-ended items allows for comparisons to be made across groups in the sample (Oppenheim, 1992 cited in Cohen, Manion, & Morrison, 2007, p. 321), they are quicker to code up and analyse than word-based data (Bailey 1994 cited in Cohen et al, 2007, p. 321).

The use of the questionnaire was preferred because it ensured a wider coverage. The questionnaire was also used in the study because in comparison to other methods, it was characterized by its impersonality. In other words, the items were the same for all respondents, anonymity is respected, and there were no geographical limitations to its implementation. Although questionnaires have potential low response rate, it is relatively economical in

both cost and time, and it allows time to carefully check the content of the items that are likely to yield more accurate information (Williman, 2005). This is an important consideration in the study which seeks reliable information from the respondents. According to Patton (2002), researchers can get the right responses from respondents when they use questionnaires. The used of questionnaires was influenced by Diem (2004) who claimed there are essentially three ways to evaluate impact on your clientele: ask them, test them, or observe them.

The questionnaire consisted of five sections were structured in line with the context, input, process and product approaches of curriculum evaluation. The Section A dealt with the goals and significance of the study, the rights of the participants, and some instructions on how to answer the questions. This followed by items on demography. The sections B, C, D, and E were also structured along the following headings: role of Social Studies in SHS curriculum; impacts of educational reforms on SHS Social Studies Curriculum; factors that affect effective implementation of the various reforms on the SHS Social Studies Curriculum and the measures that contribute to effective implementation of educational reforms in Social Studies Curriculum. Some items were used with modifications and selections from available literature.

The items in sections B, C, D, and E were structured along the lines of the Likert-type scale. This was because it enabled the respondents to indicate the degree of their beliefs in a given statement. The structuring of statements on the three-point Likert-type scale required the respondents to indicate the

extent to which they agreed or disagreed ranging from Disagreed (D), Undecided (U), and Agreed (A).

The mixed method approach was adopted for the study because it provided the researcher the opportunity to corroborate findings across data sets and thus reduce the impact of potential biases that could have existed in a single study.

Pilot-Testing of Research Instrument

The research questionnaire items were tried in some selected Senior High schools within the Abura Asebu Kwaman Kese District in the Central Region of Ghana. The selected schools included Aggrey Memorial SHS, Aburaman SHS and Asuansi Senior High and Technical School. The pilot test enabled the researcher to revise the instrument to enable it become more meaningful and appropriate for the actual fieldwork.

The researcher was able to retrieve 30 out of the 35 questionnaires administered. The responses were subjected to a reliability test to ascertain the reliability of the instrument. The analysis yielded a Cronbach Alpha coeffient of + 0.79 which indicated the instrument was reliable and could therefore be used to collect the main data for the study.

Data Collection Procedure

The questionnaires were distributed in person to all respondents. This was done in order to (a) explain the goals of the study; (b) direct the respondents' attention to their rights during the course of the study; (c) clarify the instructions for answering; and (d) obtain a good return rate and more accurate data. To facilitate easy collection of the questionnaires, a letter of introduction (see Appendix A) which was obtained from the Department of

Arts and Social Sciences Education, University of Cape Coast was handed to the heads of various secondary institutions within the metropolis involved in the study. To get the needed cooperation from the respondents during the administration of the questionnaires, the researcher contacted the head of the selected senior secondary schools and administered the questionnaires personally.

The questionnaires were distributed and retrieved that same day in order to ensure validity of the questionnaires. For a successful collection and sorting of the questionnaires, each questionnaire was given a serial number. The researcher was able to retrieve 113 questionnaires out of the 140 questionnaires administered with a return rate of 80.7%.

Document analysis procedure was also done to gather information from relevant literature in line with context, input, process and product approaches to curriculum evaluation.

Data Analysis

The data were organised into various themes and categories (five sections) based on the research questions and the objectives of the study such that each section provided answers for each of the research questions. Prior to coding and tabulating the questionnaires for analysis, all the items were checked for corrections. This helped the researcher to find out if instructions had been followed uniformly and whether all items had been responded to. The responses to the questionnaires were then coded by assigning numbers to the various categories of responses for the purposes of analyses. Items in the affirmative were given the following codes: Disagreed - 1, Uncertain - 2, and

Agree - 3. Conversely, coding for negatively worded statements followed as: Agreed - 1, Uncertain - 2, and Disagreed - 3.

After checking for incomplete and inaccurate responses, the items were transferred to a broad sheet (Statistical Product for Service Solutions version 21) for analysis. The data were then cleaned by examining them for any errors and finally analysed using the SPSS (Version 21) or Predictive Analytics Software (PASW) statistics spreadsheet to obtained frequency distribution for the variables. Besides, document analysis was used with the CIPP model to also analysed data in relation to the context, inputs, and processes of the educational reform implementation as well as product or the perceived impacts of these reforms on the development of the Senior High School Social Studies curriculum.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the presentation of results and discussion of the data collected. Descriptive statistics (Frequencies and percentages) was used in analyzing the data. These were presented in tabular form. There is general discussion of the results at the end of each section aimed at answering the research questions.

Demographic Characteristics of Respondents

The respondents were asked to indicate their demographic characteristics. These included their sex, and their professional status. Table 1 presents the outcome of the views of the respondents on sex distribution.

Table 1: Sex Distribution of Respondents

Sex	Head Master/ Mistress		Ass. Head Master/ Mistress		Teachers	
	No.	%	No.	%	No.	%
Male	6	85.7	12	66.7	56	63.6
Female	1	14.3	6	33.3	32	36.4
Total	**7**	**100%**	**18**	**100%**	**88**	**100%**

Source: Field Survey, 2013

Results from Table 1 indicate that while six (85.7%) head master/mistress were males, one (14.3%) was a female. On the part of the assistant head master/mistress, while 12 (66.7%) were males, six (33.3%) were females. Again, while fifty-six (63.6%) teachers were males, thirty-two (36.4%) were females. The table represents male dominated workers, working with the Ministry of Education within the Cape Coast Metropolis giving the

picture of a male biased staff. This might be explained by the fact that the gender gap widens at both secondary and post secondary levels of education with females constituting only 33% posit by the Ghana Statistical Service (Ghana Statistical Service, 2002).

Role of Social Studies in the Senior High School Curriculum

Research Question One: What is the Role of Social Studies in the Senior High School Curriculum?

This research question sought to find out the importance of Social Studies education within the broad senior high school curriculum. The respondents were asked to indicate their understanding of the role of Social Studies in the senior high school curriculum. The responses are summarized in Table 2.

As can be observed from Table 2, six (87.7%) of the head masters and mistress agreed while one (14.3%) was undecided to the statement that Social Studies helps students acquire knowledge. On the part of the assistant head masters and mistresses, 17 (94.4%) agreed to the statement that Social Studies enables students acquire knowledge. Again, 86 (97.7%) of Social Studies teachers agreed to the statement that Social Studies helps students acquire knowledge. The views of the majority of the respondents buttress Cobbold's (2010) claim that Social Studies enables students acquire knowledge and again, subscribes to Ross' (2006) assertion that Social Studies has the obligation to assist students in developing insightful knowledge about human issues and practice in critical thinking for addressing them.

Table 2: Role of Social Studies in the Senior High Education

Role of Social Studies	Head Master/ mistress												Ass. Head Master/mistress												Teacher											
	A		U		D		Total		A		U		D		Total		A		U		D		Total		A		U		D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Acquisition of knowledge	6	85.7	1	14.3	0	0	7	100	17	94.4	1	5.6	0	0	18	100	86	97.7	2	2.3	0	0	88	100
Acquisition of skills	4	57.1	0	0	3	42.9	7	100	14	77.8	3	16.7	1	5.6	18	100	68	77.3	12	13.6	8	9.1	88	100
Development of desirable attitude and skills	7	100	0	0	0	0	7	100	18	100	0	0	0	0	18	100	84	95.5	0	0	4	4.5	88	100
Promotes civic participation	6	85.7	1	14.3	0	0	7	100	16	88	2	12	0	0	18	100	80	90.9	5	5.7	3	3.4	88	100

Source: Field Survey, 2013

Note: D – 'Disagree', U = 'Undecided', A = 'Agree'

Also, while four (57.1%) of heads of second cycle institutions agreed to the statement that students acquire skills from the teaching and learning of social studies, three (42.9%) on the other hand disagreed with the statement. Similarly, while 14 (77.8%) of assistant heads of second cycle institutions agreed to the statement that Social Studies helps students to acquire skills, one (5.6%) disagreed to the statement. On the part of Social Studies teachers, while 68 (77.3%) agreed, eight (9.1%) disagreed. The views of the majority are, therefore, in line with the fact that development of essential skills in students is an important outcome of teaching of Social Studies in schools as posit by Aggarwal (1998). Again, the views support Cobbold's (2010) assertion that these skills are of necessity to students in general and learners of Social Studies. The responses also attest to the views put forward by Ross and Marker (2005) that Social Studies provides continuing opportunity for the development and application of skills in critical and creative thinking in students. Thus, though some of the respondents either disagreed or were undecided to the statement; majority agreed to the statement that Social Studies ensures acquisition of skills in students.

Evidence from Table 2 also depicts that all the seven (100%) heads of second cycle institutions involved in the study agreed to the statement that Social Studies ensures the development of desirable attitudes and skills in students. Similarly, all the 18 (100%) assistant heads of second cycle institutions within the Cape Coast metropolis also agreed to the statement that Social Studies ensures the development of desirable attitudes and skills in learners. However, while 84 (95.5%) of Social Studies teachers agreed, four (4.5%) disagreed to the statement that Social Studies inculcates in students the

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development of desirable attitudes and skills. The majority view of respondents is consistent with notion that the teaching and development of right type of attitudes and values remain an integral part of teaching of social studies (Cobbold's (2010); Marker and Mehlinger's (1994); and Aggarwal's (1998).

Table 2 also depicts that while six (85.7%) of the heads of second cycle institutions in the Cape Coast metropolis agreed, one (14.3%) was undecided to the statement that Social Studies promotes civic participation in students. Table 2, again, shows that 16 (88%) of assistant heads of senior high schools agreed to the statement that Social Studies promotes civic participation in students. On the part of Social Studies teachers, while 80 (90.9%) agreed, three (3.4%) disagreed to the statement that Social Studies promotes civic participation in students. Cobbold (2010) and Banks (1990) appear to be in agreement with majority of the respondents. The majority view corresponds with Cobbold's (2010) and Bank's (1990) opinions that Social Studies provides opportunities for students to participate in programmes and activities that help them develop greater sense of political efficacy and technical skills useful in influencing economic, social, and civic institutions within and outside their societies.

In using the input evaluation to identify and assess alternative strategies of achieving reform objectives in Social Studies, it was revealed that National Committees on Education have advocated for the provision of the necessary resources by the Government of Ghana and other stakeholders (Community Supports) to ensure effective implementation of reforms in Social Studies. This was to ensure that Social Studies education in senior high

schools play the significant role in the development of human resource capacities of the nation.

Impacts of these Educational Reforms on Senior High School Social Studies Curriculum.

Research Question Two: What are the Impacts of these Educational Reforms on Senior High School Social Studies Curriculum?

The research question three was asked to find out whether the stated recommendations vis-à-vis the intentions of the various educational reforms implemented in the country have had any impacts on the development of Social Studies at the SHS level. Questions asked were mainly based on the recommendations suggested by the various educational reform committees.

Results from Table 3 show that five (71.4%) heads of second cycle institutions in the Cape Coast metropolis agreed that educational reforms implemented in Ghana have impacted positively on the development of curriculum of instruction in Social Studies. On the part of the assistant heads, 16 (88.9%) were in support of the statement. Again, 78 (88.6%) Social Studies teachers agreed to the statement that educational reforms implemented in Ghana have impacted positively on the development of curriculum of instruction in Social Studies. The views of the majority confirm that the recommendation suggested by the Anamuah-Mensah's Committee on the need for the Government of Ghana through the Ministry of Education to supports the provision of syllabus and teaching text books in Senior High School Social Studies has been achieved.

The view of the majority also confirms the implementation of the suggestions by the various reforms that there is the need for the establishment

of appropriate body with the responsibility of assessing from time to time the extent to which innovations teaching and learning in Social Studies are implemented posit by the 1972 educational reforms. The heads and assistant heads as well as Social Studies teachers were also of the view that reforms implemented in Ghana have the capacity to influence positively, assessment and evaluation strategies in Social Studies. Six (85.7%) of heads, 14 (77.8%) assistant heads and 78 (88.6%) Social Studies teachers agreed to the statement. However, only one (1.1%) of the teacher disagreed to the statement. The views of the majority assert that there has been the introduction of standardized assessment instrument for Social Studies teachers.

This buttresses the factor that the 1987 Reform recommendation on the need for the Curriculum Research and Development Division (CRDD) of the Ghana Education Service team up with the West African Examinations Council, the Faculty of Education - University of Cape Coast, the Department of Mathematics and Statistics of the University of Ghana, and the University of Science and Technology, Kumasi, to produce standardized assessment instrument for Social Studies teachers had positive effect on the development of the Senior High School Social Studies.

Again, the views of the majority attest that the use of creative evaluation tasks recommended by the 2002 reforms to Social Studies teachers to ensure that students have mastered the instruction and behaviours implied in the specific objectives has had positive impacts on teaching of Social Studies.

Table 3: Impacts of Educational Reforms on Social Studies Curriculum

Impacts of Educational Reforms	Head Master/ mistress				Ass. Head Master/mistress				Teacher			
	A	U	D	Total N	A	U	D	Total	A	U	D	Total
	N %	N %	N %	%	N %	N %	N %	N %	N %	N %	N %	N %
Emphasize development of curricula of instruction in social studies	5 71.4	2 28.6	0 0	7 100	16 88.9	2 11.1	0 0	18 100	78 88.6	10 11.4	0 0	88 100
Suggests assessment and evaluation strategies in social studies	6 85.7	1 14.3	0 0	7 100	14 77.8	4 22.2	0 0	18 100	78 88.6	9 10.2	1 1.1	88 100
Ensure maintenance of Social Studies as a core subject	7 100	0 0	0 0	7 100	15 83.3	3 16.7	0 0	18 100	82 93.2	6 6.8	0 0	88 100
Suggests adequate instructional periods in teaching social studies	6 85.7	1 14.3	0 0	7 100	13 72.2	3 16.7	2 11.1	18 100	69 78.4	9 10.2	10 11.4	88 100
Emphasize the need for infrastructural facilities in teaching social studies	4 57.1	2 28.6	1 14.3	7 100	11 61.1	5 27.8	2 11.1	18 100	59 67	14 15.9	15 17	88 100
Suggests strategies for teaching and learning of social studies	6 85.7	1 14.3	0 0	7 100	15 83.3	2 11.1	1 5.6	18 100	73 83	11 12.5	4 4.5	88 100
Enshrines the need for the development of Social Studies teacher	4 57.1	1 14.3	2 28.6	7 100	12 66.7	4 22.2	2 11.1	18 100	69 78.4	7 8	12 13.6	88 100

Source: Field Survey, 2013

Note: D – 'Disagree', U = 'Undecided', A = 'Agree'

All heads of second cycle institutions within the Cape Coast metropolis also agreed that educational reforms implemented over the years have helped in the maintenance of Social Studies as a core subject in Ghanaian schools particularly at the senior high school level. The views of the assistant heads were not different, 15 (83.3%) agreed. Similarly, 82 (93.2%) of the Social Studies teachers agreed. The views of the majority appear to depict that the recommendations put forward by the 1972, 1987 and 2002 educational reforms that Social Studies be introduced and maintained as part of secondary comprehensive curriculum and Continuation School Curriculum (the then senior secondary school) and the current senior high school as a core subject in order to lay a strong foundation for the elective subjects has ensured the continuous teaching of Social Studies in Ghanaian Senior High Schools.

Six (85.7%) head master and mistresses agreed that reforms help allocate adequate instructional periods in teaching Social Studies at the senior high school level. On the part of the assistant heads, while 13 (72.2%) agreed, two (11.1%) disagreed. In the same vein, 69 (78.4%) Social Studies teachers agreed while 10 (11.4%) disagreed to the statement. The majority of the views of the respondents support Benavot and Amadio's (2004) claim that the more time that educational authorities require that pupils be present in classrooms for a particular subject, the greater the chances of positive time effects on desired learning outcomes - knowledge acquired, skills mastered, values and attitudes internalized. The views of the majority imply that the recommendation of the 2002 educational reform committees' that there should be increases in instructional period in Social Studies has impacted positively on the teaching and learning of Social Studies at the Senior High level in

Ghana. The views of the majority also refute Anderson's (1984) and Demfer's (1987) claims about the learning effects of more instructional time on learning.

Again, majority of the head masters and mistresses, four (57.1%), were of the view that educational reforms emphasize the need for infrastructural facilities in teaching and learning of Social Studies. In opposition to this idea, was one (14.3%). On this same view, while 11 (61.1%) assistant heads were in support and two (11.1%) disagreed. On the part of Social Studies teachers, 59 (67%) agreed to the statement. However, 15 (17%) disagreed. The views of the majority confirm that there has been the provision of basic infrastructural amenities to ensure effective teaching of Social Studies in Ghanaian Senior High Schools. The views of the majority imply that the 2002 reform committee recommendation on the need for the Ministry of Education to provide all senior secondary schools, as a matter of necessity, with basic infrastructural facilities such as adequate number of classrooms, workshops or teaching laboratory (for practical work) with store rooms, library or resource centres, computer science laboratories, stand-by generators/electricity plant – a necessity for effective teaching and learning of Social Studies has been implemented. Again, as a result of the introduction of new courses, drastic revision of new syllabuses, and the new type of teacher education programmes, the 1974 reform recommendation on the provision of adequate teaching materials, relevant books, equipment and other types of learning aids to ensure effective teaching of Social Studies for which provision was to be made by the Government of Ghana was implemented.

Results in Table 3 also show that six (85.7%) headmasters and mistresses agreed that educational reforms have positive impacts on strategies

for teaching and learning. On the part of the assistant headmaster and mistresses, while 15 (83.3%) were in support, only one (5.6%) disagreed. Moreover, while 73 (83%) of Social Studies teachers agreed 4 (4.5%) disagreed to the statement. The 2002 educational reform sheds more light on teaching strategies when it entreated Social Studies teachers to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, the cognitive, affective and psychomotor domains of knowledge in instructional system wherever appropriate. Again, the 2002 reform encouraged Social Studies teachers to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. These recommendations, per the responses of the majority, have been adopted by Social Studies teachers to ensure effective teaching of the subject in Ghanaian Senior High Schools.

Finally, results in Table 3 depict that while four (57.1%) heads of second cycle institutions agreed to the statement that educational reforms implemented in Ghana have had a positive impact on development of senior high school Social Studies teachers, two (28.6%) disagreed. On this same issue, while 12 (66.7%) assistant heads agreed, 2 (11.1%) disagreed. On the part of Social Studies teachers, while 68 (77.3%) agreed to the statement, 12 (13.6%) disagreed. Majority view of the respondents imply there has been the implementation of the 1987 educational reform committee recommendations that in-service training for Social Studies teachers are to be made integral part of the system and every teacher should receive such education, at least once every two years. The views of the majority also implies the recommendation on the need for co-operation between Ghana Education Service and the Ghana

National Association of Teachers to plan a country-wide programme of in-service teacher education for Social Studies teachers has been achieved. Again, majority views of the respondents also agree that there have been supports from the Government of Ghana in training Social Studies teachers for the senior high schools as recommended by the 2002 educational reform committee.

Comparative analysis of the various Educational Reform Committee reports indicated that reforms have greater impact on the development of the Social Studies curriculum only if recommendations of the various committees would be implemented.

Factors that Affect Effective Implementation of the Various Reforms in Social Studies

Research Question Three: What are the Factors that Affect Effective Implementation of the Various Reforms in Social Studies Curriculum?

This research question was asked to find out about the factors that affect effective implementation of the various reforms in Senior High School Social Studies curriculum. The specific issues include the discussion of respondents' views regarding factors that affect effective implementation of the various reforms in Senior High School Social Studies curriculum.

On the factors that affect effective implementation of educational reforms, Table 4 reveals that while six (85.7%) headmasters and mistresses agreed that most reforms implemented in Ghana especially in Social Studies do not reflect the needs of the learner and the society, one (14.3%) disagreed. Again, while 10 (55.6%) assistant heads agreed, five (27.8%) disagreed to the statement that reforms implemented in Ghana especially in Social Studies do

not reflect the needs of the learner and the society. Table 4 also shows that majority 59 (67%) of Social Studies teacher agreed to the statement while 17 (19.3%) disagreed. The view of the majority conforms to Fullan's (1991) claim that many innovations are attempted without reflection on whether or not they deal with what are seen as priority needs of the learner and the society.

Again, the view of majority of the respondents is in line with Adentwi's (2005) claim that where there is recognition of the need for change, implementation of such changes takes place with much success, and Arnott's (1994) assertion that it is important that school needs and the need s of the society match the new programme introduced in Social Studies.

Also, while five (71.4%) head masters and mistresses agreed that clarity in the curriculum affects reform implementation in social studies, one (14.3%) disagreed. On the other hand, while 10 (55.6%) assistant heads agreed, one (5.6%) disagreed. Again, as 62 (70.5%) Social Studies teachers agreed, 12 (13.6%) disagreed. The views of the majority of the heads, assistant heads and Social Studies teachers are, therefore, in line with the views Altrichter (2005), Arnott (1994), and Fullan (1991) that unclear goals and means pertaining to educational change in general and changes in Social Studies curriculum is a problem that affects reform implementation. Again, the views of the majority supported Adentwi's (2005) position that where teachers are not clear about the implementation of purposes of changes being introduced and the means of implementing such changes, it will simply be difficult, even where they are sufficiently motivated, to effect the change.

On the other side, others disagreed to the statement on Altrichter's (2005) claim that though innovations in Social Studies should be clear, it is only after working with the innovation over a period of time that teachers come to experience and understand its complexities. Hence, the proposed changes in Social Studies should be clear but not too linear and restricting in the sense that just one way of doing is advocated and no alternatives are possible.

On complexity (amount of new skills, altered beliefs and different materials) required by an innovation as a factor that affects implementation of educational reforms, Table 4 reveals that while five (71.4%) head masters and mistresses agreed, one (14.3%) disagreed. On the same issue, while 11 (61.1%) assistant heads agreed, three (16.7%) disagreed. Also, while 62 (70.5%) Social Studies teachers agreed, six (6.8%) disagreed. The views of the majority ascribe to the factor that complexity which reflects the amount of new skills, altered beliefs and different materials required by an innovation as described by Altrichter (2005) affects reform implementation. It, again, conforms to the claim that complexity can create problems if schools or teachers attempt to implement innovations that are beyond their ability to carry out suggested by Fullan (1991).

However, the views of the minority assert to Arnott's (1994) claim that if a complex change is composed of a variety of components which combine into a logical and coherent whole, complexity may be an enabling rather than a hindering factor affecting implementation. The findings depict that complexity can be a positive or a negative factor when it comes to implementation of reforms.

Table 4: Factors that Affect Implementation of Reforms in Social Studies Curriculum

Factors that Affect Implementation of Reforms in Social Studies Curriculum	Head Master/ mistress A N %	U N %	D N %	Total N %	Ass. Head Master/mistress A N %	U N %	D N %	Total N %	Teacher A N %	U N %	D N %	Total N %
Do not reflects the needs of learners and the society	6 85.7	1 14.3	0 0	7 100	10 55.6	3 16.7	5 27.8	18 100	59 13.6	12 13.6	17 19.3	88 100
Clarity in Social Studies curriculum	5 71.4	1 14.3	1 14.3	7 100	10 55.6	7 38.8	1 5.6	18 100	62 70.5	14 15.9	12 13.6	88 100
Complexity required by an innovation	5 71.4	1 14.3	1 14.3	7 100	11 61.1	4 22.2	3 16.7	18 100	62 70.5	20 22.7	6 6.8	88 100
Perceived quality and practicality of the innovation	4 57.1	2 28.6	1 14.3	7 100	10 55.6	6 33.3	2 11.1	18 100	63 71.6	21 23.9	4 4.5	88 100
The attitude of regional administrators, inspectors, and teachers	5 71.4	0 00	2 28.6	7 100	9 50	3 16.7	6 33.3	18 100	72 81.8	7 8	9 10.2	88 100
Activities of community	6 85.7	0 00	1 14.3	7 100	10 55.6	7 38.8	1 5.6	18 100	74 84.1	6 6.8	8 9.1	88 100
The commitment, and attitudes, competences, and interaction patterns of teachers	4 57.1	0 00	3 42.9	7 100	10 55.6	6 33.3	2 11.1	18 100	72 81.8	8 9.1	8 9.1	88 100
Activities of government and other agencies	7 100	0 0	0 0	7 100	15 83.3	3 16.7	00 00	18 100	76 86.4	9 10.2	3 3.4	88 100

Source: Field Survey, 2013

A = Agree, U = Undecided, D = Disagree

Table 4 further shows that while four (57.1%) heads of second cycle institutions were in agreement with the statement that perceived quality and practicality of innovation affects educational reform implementation, one (14.3%) disagreed. On the part of the assistant heads, while 10 (55.6%) were in support, two (11.1%) disagreed. The results affirm Fullan's (1994) submission that since most innovations in reforms address 'urgent and ambitious needs', it happens that decisions are frequently made without the follow-up or preparation time necessary to generate adequate materials" necessary for its implementation. The views of the majority also support Thomas' (1994) view that innovation proposals must fit to available funds, specific student characteristics, the communities' language patterns, teachers' abilities, parents' expectations, cultural values and much more.

Results from Table 4 also indicate that five (71.4%) heads agreed that the attitude of regional administrators, educational inspectors and teachers affect implementation of educational reforms especially in the senior high school curriculum. However, two (28.6%) disagreed. In the same vein, while nine (50%) assistant heads were in support, six (33.3%) disagreed. Again, the Table 4 depicts that 72 (81.8%) Social Studies teachers were in agreement with the statement, nine (10.2%) disagreed. Fullan (1994) supported the views of the majority of the respondents by stating that the support of administrators is critical for changes in schools to take place and that without the support of regional administrators, change may happen with individual teachers or single schools but it will most likely remain isolated in some innovative pockets without affecting the broader system.

It is further revealed in Table 4 that, while six (85.7%) heads of SHSs believe that activities of community affect reform implementation in education, one (14.3%) disagreed. On the part of assistant heads, while 10 (55.6%) agreed with the statement, one (5.6%) disagreed. Similarly, 74 (84.1%) Social Studies teachers agreed with the statement, while eight (9.1%) disagreed with the statement. In support of the views of the majority, Fullan (1991) claims that community support of the school correlates positively with innovativeness. He further adds that where communities are not directly involved in implementation they can become activated against certain innovations. Again, the views of the majority of the responds also buttress Altrichter's (2005) claims that community's activities affect educational reforms especially where the planning and implementation process does not attend to the political undercurrents in the school's surrounding community.

Table 4 also shows that while four (57.1%) heads of SHS's were in agreement that the commitment, and attitudes, competences and interaction patterns of teachers affect reform implementation, three (42.9%) disagreed. On the part of the assistant heads of SHS's while 10 (55.6%) were in agreement, two (11.1%) disagreed. Table 4 again, shows that while 72 (81.8%) agreed, eight (disagreed). The views of majority of the respondents support the claim that teachers are a constant factor in the education system and thus have a key role for classroom innovation (Havelock, 1970). Again, the views of the majority buttress Arnott's (1994) claim that change stands or falls on the motivations and skills of teachers; and relationships with other teachers is critical, given that change involves learning to do something new and interaction is at the root of this learning. He further adds that development and

refinement of new knowledge, skills and beliefs necessary for reform depend on whether teachers are working as individuals or whether opportunities exist for interaction. The majority view is indicative of the fact that where significant teacher input is present, the staffs are more likely to invest considerable energy needed to make the project work. Early participation increases teachers' willingness to continue new practices after the initial incentives have been withdrawn. Engaging teachers in their planning process also helps to equip them with skills required by the innovation and enhances the likelihood that the reform will be adapted to local circumstances as claimed by Thomas (1994).

Finally, Table 4 depicts that all heads, seven (100%), of SHS's in the Cape Coast metropolis involved in the study agreed to the statement that activities of the government and other agencies affect implementation of educational reforms. Table 4 also indicates that 15 (83.3%) assistant heads agreed to the statement. On the part of the Social Studies teachers, while 76 (86.4%) agreed, three (3.4%) disagreed. In line with the views of the majority of the respondents who agreed to the statement, Fullan (1994) argues that priorities for education which arise from political forces, lobbying of interest groups and public concerns to channel resources and gratification put pressure on local districts also to provide various incentives for changes in the desired direction during educational reform implementation. The views of the majority also affirm Herriott and Gross (1977) observation that the difficulties which some school districts encounter in their change endeavors partly arise because of problems in their relationships with the agencies that support them. Lütgert and Stephan (1983) do not differ when they stated that through resource

support and training, external agencies can promote curriculum implementation.

Process Evaluation focuses on the identification of potential procedural barriers and restructuring decisions that are likely to impede implementation of the program. The evaluation approach used with document analysis method identified possible difficulties the country encountered as far as the implementation of the reforms were concerned. For instance the Evans-Anfom Committtee reported that "one problem of our educational system has been the lack of effective implementation of progressive reforms spelt out by previous Committee on education (pg. 66). In the same vein, the Dzobo Committee contended that factors such as insufficient finance, administrative bottleneck, as well as attitude of certain personalities and pressure groups affect implementation of innovation proposed by various educational committees.

Measures that Contribute to Effective Implementation of Reforms in Social Studies Curriculum.

Research Question Four: What are the Measures that Contribute to Effective Implementation of Reforms in Social Studies Curriculum?

Research question five was formulated to solicit from the respondents some of the measures that contribute to effective implementation of reforms in Social Studies curriculum. The outcome of their views has been presented in Table 5.

Table 5 indicates that all heads, seven (100%), of SHS's involved in the study agreed that there should be clear connection between socio-economic themes and educational objectives in Social Studies. 15 (83.3%) assistant heads of senior high schools in the Cape Coast Metropolis also

agreed with the statement. On the part of the Social Studies teachers, 81 (92%) agreed with the statement. The result is acknowledged by Maroun, et. al (2008) who state that educational reform objectives in Social Studies should be based on socio-economic themes, and must have an ambitious long-term view of objectives with realistic measures. They further add that objectives set must have a transparent assessment of the situations within the society in order to set achievable goals in Social Studies, and effective strategy that is capable of garnering board support.

Also, all the headmasters and mistress indicated that there should be co-ordination between curriculum developers and implementers of the reforms. On the part of assistant heads, 16 (88.9%) agreed to the statement. It can be deduced from Table 8 that 86 (97.7%) Social Studies teachers agreed. The majority view therefore affirms the position of Maroun et al. (2008) that to ensure effective reform implementation in Social Studies, different stakeholders need to believe in reform feasibility, objectives and urgency. The finding also supports the statement that stakeholders must be involved or informed on policy formulation and implementation so that the gap of understanding would be resolved (Ahmed, Rauf, Imdabullah & Zeb, 2012).

It can also be observed from Table 5 that all heads, seven (100%), of SHS's in the Cape Coast metropolis agreed that there should be stable and good governance in order to ensure effective implementation of reforms. On the part of the assistant heads, while 13 (72.2%) agreed, one (5.6%) disagreed. The views of the majority of the respondents correspond with the view of Maroun, et al. (2008) that good and stable governance is a requirement to education advancement and reform in Social Studies. Hence, the sector

governance or the government of the implementing country needs to provide opportunities for citizen participation in the design and oversight of education, as well as the development of civil society partnerships that open the channels of communication between policymakers and society.

Table 5 depicts that all seven (100%), six head masters and one headmistress confirm that adequate funds are needed to ensure effective implementation of reforms especially in Social Studies. On this same view, it can be seen from Table 8 that 16 (88.9%) of assistant heads agreed with the statement. On the part of the Social Studies teachers it can be ascertained from Table 8 that while 82 (93.2%) held that adequate funds are needed for effective implementation of educational reforms, two (2.3%) disagreed. The view of the majority is supported by Adentwi (2009, 2010) when he asserts that Social Studies usually involves enormous expenditures (of money) in providing logistics, equipment, training of teachers, motivating teachers and other personnel and where a country lacks such financial resources, proposed changes can only remain on the drawing board and will never see the light of day. The view of the majority also supports Maroun, et al., (2008) claim that funds are necessary to ensure proper delivery and sustainability of the strategic action plans in Social Studies reforms.

Table 5 shows that all seven (100%) heads of SHS's agreed that adequate staff development is essential as far as the implementation of educational reform is concerned. In the same vein, while 16 (88.9%) assistant heads of SHS agreed with the statement, two (11.1) disagreed. Similarly, while 79 (89.8%) Social Studies teachers agreed to the same statement, two (2.3%) disagreed.

Adentwi (2005) confirms the views of the majority when he stressed that Social Studies teachers and other resource persons needed to ensure holistic implementation of reforms in Social Studies need to be trained through workshops, in-service education and training programmes to really understand and appreciate the skills, techniques and methods that should be used to effect the desired changes. The views of the majority also tally with the view of Dare (1995) that since teachers are the most important group of actors that can promote or impede the changes envisaged, it is essential that teachers should be adequately prepared and coaxed to win the commitment to reforms they must implement.

Further to the research question, it can be derived from Table 5 that six (85.7%) heads of SHSs agreed that traditional boundaries separating the vocational and academic learning tracks in Social Studies must be buried to ensure proper implementation of reforms. As 15 (83.3%) of the assistant heads agreed to the same statement, one (5.6) disagreed to the statement. On the part of Social Studies teachers, as 82 (93.2%) agreed, one (1.1%) disagreed. In support of the views of the majority, Maroun, et al., (2008) maintain that curriculum reform in Social Studies must focus on giving students a broader choice with the motive of ensuring that traditional boundaries separating the vocational and academic learning tracks are being buried with the aim of equipping students with vocational as well as academic skills.

Finally, it can be seen from the Table 5 that all seven (100%) heads of SHSs in the metropolis agreed with the statement that there should be frequent monitoring and measurement of reforms implemented. Again, 16 (88.9%) assistant heads also agreed with the same statement.

Table 5: Measures that Ensure Effective Implementation of Reforms in Social Studies Curriculum

Measures that Ensure Effective Implementation of Reforms in Social Studies Curriculum	Head Master/ mistress				Ass. Head Master/mistress				Teacher			
	A	U	D	Total	A	U	D	Total	A	U	D	Total
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
There should be clear connection between socio-economic themes and educational objectives	7 100	0 0	0 0	7 100	15 83.3	3 16.7	0 0	18 100	81 92	7 8	0 0	88 100
Co-ordination between curriculum developers and implementers of reform	7 100	0 0	0 0	7 100	16 88.9	2 11.1	0 0	18 100	86 97.7	2 2.3	0 0	88 100
There should be stable and good governance	7 100	0 0	0 0	7 100	13 72.2	4 22.2	1 5.6	18 100	82 93.2	3 3.4	3 3.4	88 100
Adequate funds	7 100	0 0	0 0	7 100	16 88.9	2 11.1	0 0	18 100	82 93.2	4 4.5	2 2.3	88 100
Adequate staff development	7 100	0 0	0 0	7 100	16 88.9	2 11.1	0 0	18 100	79 89.8	7 7.9	2 2.3	88 100
Traditional boundaries separating the vocational and academic learning tracks must be buried	6 85.7	1 14.3	0 0	7 100	15 83.3	2 11.1	1 5.6	18 100	82 93.2	5 5.7	1 1.1	88 100
Frequent monitoring and measurement	7 100	0 0	0 0	7 100	16 88.9	2 11.1	0 0	18 100	83 94.3	3 3.4	2 2.3	88 100

Source: Field Survey, 2013

Note: D = Disagree, U = Undecided, A = Agree

On the part of Social Studies teachers, 83 (94.3%) agreed while two (2.3%) disagreed. Further to the views of the majority, Sonntag et al, (1998) cited in Altricher, (2005); and Reinmann-Rothmeier and Mandl, (1999) maintain that self-reflection, self-evaluation and monitoring both the outcomes and the process of change are an essential element of every effective impleme ntation strategy.

The view of the majority also tallies with the statement that when monitoring and measurement of performance are organized effectively, it provides some emotional support when implementation problems arise and when participants are in danger of falling into the "implementation dip", into the feeling that situational control is lost among changing circumstances and 'everything is getting worse' (Maroun, et al., 2008). Furthermore, it confirms Lütgert and Stephan's (1983) claim that monitoring may fuel or influence the exchange of implementation experience and collaborative planning of next steps by users and curriculum makers.

The Input Evaluation used in the study was meant to identify and assess alternative strategies for achieving the stated objectives in the reforms. Thus, it was meant to find out how the objectives can be efficiently and effectively achieved. Research question four was posed to meet this approach. The research questions were evaluated to examine the possibilities of meeting or achieving objectives of the reforms per the proposed educational-sector measures framework. Comparative analysis of the various Educational Committee reports showed that the committees recommended to the Government the need to provide the Ministry of Education and the Ghana Education Service the required resources to ensure implementation of

proposed reforms. The Dzobo Committee, for a example, stated that "the Committee would like to recommend in no uncertain terms to the Government that effective steps should be worked out to counteract the harmful effects of factors that may work against the implementation of the … educational proposals (pg.5)".

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was a descriptive survey to evaluate the impacts of National Educational Reforms implemented in Ghana from 1972 to 2007 on the Senior High School Social Studies Curriculum within the Cape Coast Metropolis in the Central Region. It consisted of 7 Head Masters and Mistresses, 18 Assistant Head Masters and Mistresses and 88 Social Studies teachers in selected Senior High Schools.

The main instrument used to evaluate the impacts of the reforms was questionnaire. The instrument was designed to cover five major research questions. The questionnaire consisted of three point likert scale items developed to solicit responses from the respondents. SPSS version 21 was used to analyze the data collected from the questionnaire.

Key Findings

With regard to research question one, findings showed that:

Social Studies plays an essential role in the development of individuals in the areas of desirable attitudes and values, civic competences, skills and knowledge.

In using the input evaluation to identify and assess alternative strategies of achieving reform objectives in Social Studies, it was revealed that Social Studies education in senior high schools can play a very significant role in the development of human resource capacities of the nation only if appropriate measures will be employed to ensure its effective teaching and learning.

Context evaluation provides information about the strengths and weaknesses of a total system to assist in planning improvement-oriented objectives at each level of the system. Context evaluation deals with determining the actual condition and isolating "unmet needs" as well as the opportunities that could be utilized. In using the context evaluation to find out the strengths and weaknesses in the reforms that have been implemented, it was revealed that there were a lot of unmet needs as far as the planning, designing and the implementations of the various reforms were concerned. Thus, if all major reforms implemented were meant to address inadequacies within the educational system, then the objectives stated in the various implemented reforms were either inadequate to solve the problems that led to the introduction and implementation of earlier reforms or a lot of factors impeded the realization of the stated objectives.

With regards to research question two which sought to find out the impacts of educational reforms on the Social Studies curriculum, it was found that;

1. Educational reforms have positive impacts on development of curriculum of instruction in social studies.

2. Educational reforms suggested assessment as well as evaluation strategies in Social Studies.

3. Reforms in education have ensured continuous teaching of Social Studies in Ghanaian senior high schools.

4. Strategies for effective teaching of Social Studies were suggested by various educational reforms implemented in Ghana.

5. Educational reforms have helped to ensure provision of infrastructural facilities necessary for teaching and learning of Social Studies by the government.

6. Educational reforms ensured the development of the Social Studies teacher.

The Product evaluation is meant to provide interim and final assessment of the effects of educational programs. The product evaluation used in the study assesses the effects of the reforms on the selected key component areas. The findings were that:

1. Reforms have greater impacts on development of the senior high school Social Studies curriculum.

2. The impacts of the reforms can effectively be realized if appropriate measures can be put in place by the Government to ensure that the objectives stated in reforms are realized.

Findings from research question three which was meant to find out factors that affect reform implementation in Ghana, reveals the following:

1. Most reforms implemented in Ghana do not reflect the needs of learners and the society,

2. Unclear goals and means pertaining to educational change in general and Social Studies curriculum affect reform implementation,

3. Implementation of reforms requires new skills, attitude, and beliefs on the part of the implementers,

4. Since innovations in reforms address urgent and ambitious needs, decisions are often made without follow-up or preparation necessary to generate adequate materials,

5. Without the supports of the school administrators, change may happen with individual teachers or within single schools,

6. Where the planning and implementation process do not attend to the political undercurrents in the school's surrounding community, implementation is affected negatively.

Process Evaluation focuses on the identification of potential procedural barriers and restructuring decisions that are likely to impede implementation of the program. The approach was used to identify possible difficulties the country was likely to encounter as far as the implementation of the reforms were concerned. Findings from the use of the approach did depict that:

Several difficulties were encountered during the planning, designing and the implementation stages of reforms in the country hence affect the attainment and achievement of stated objectives.

1. First , inadequate supports from the public,

2. Inadequate resources,

3. Inadequate communication of the intended objectives of the reform to the stakeholders.

The findings from the study on research question four reveal that:

1. There should be clear connection between socio-economic themes and educational objectives.

2. Stakeholders need to believe in reform feasibility, objectives and urgency.

3. Good and stable governance is instrumental to educational advancement and reform implementation.

4. Adequate resources are needed to ensure proper delivery and sustainability of the strategic plans in reforms.

5. Since teachers are the most important group of actors that can promote or impede the changes in reforms envisaged, it is essential that teachers be adequately prepared and coaxed to win the commitment to the programme.

6. There should be frequent monitoring and evaluation of reforms implemented.

The Input Evaluation used in the study was meant to identify and assess alternative strategies for achieving the stated objectives in the reforms. Thus, it was meant to find out how the objectives can be efficiently and effectively achieved. Research question four was posed to meet this approach. The research questions were evaluated to examine the possibilities of meeting or achieving objectives of the reforms per the proposed educational-sector measures framework. The findings' from the study revealed that:

1. Objectives spelt-out by the various reforms could have been fully achieved if factors such as adequate funds, adequate staff development, frequent monitoring, among others were considered during the planning and the implementation of the reforms.

2. It was also found that Social Studies education in senior high schools can play a very significant role in the development of the

nation only if appropriate measures would be employed to ensure its effective teaching and learning.

Conclusions

The study adopted the CIPP Evaluative Model to evaluate the perceived impacts of national educational reforms on the development of Senior High School Social Studies Curriculum in the Cape Coast Metropolis. Most of the respondents involved in the study strongly agreed that Social Studies as a core subject of study plays an important role in the economic, democratic, political and civic development of the country. However, though several factors affect the implementation of educational reforms in general and reforms in Social Studies, in particular, educational reforms implemented in Ghana have significant impact on development the senior school Social Studies curriculum. The realization of the essential roles the subject plays in the development of the country can be fully achieved if reforms are effectively implemented, monitored and evaluated, and if resources needed for its implementation are efficiently provided to the institutions involved.

Recommendations

Based on the findings of the research, the researcher recommends the following;

1. That proper planning must be done before any educational policy would be implemented in Ghana.

2. That the Government of Ghana should supply the needed resources (both human and material) to ensure effective implementation of educational policies.

3. That implementers of educational policies should be involved in the planning of any reform.

4. That there should be regular monitoring and evaluation of educational policies implemented in Ghana.

5. That Social Studies should be effectively taught to promote total development of Ghanaian youth.

Suggestions for Future Research

This study was limited only to the impacts of national educational reforms on senior high school Social Studies curriculum hence research must be conducted in the following areas:

1. Impacts of educational reforms on any of the subject in the senior high school.

2. Efforts of school administrators in the implementation of educational policies.

3. Impacts of educational reforms on development of education in Ghana.

4. Role of the government in the implementation of educational policies.

5. Resource implications and achievement of national educational goals.

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APPENDICES

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Date: 15th July, 2013

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Enoch Mensah-Williams** is a graduate student of the Department of Arts and Social Sciences Education of the University of Cape Coast, Ghana.

He requires some information from your institution for the purpose of writing a thesis which is a requirement of M. Phil Degree Programme.

I would be grateful if you could kindly allow him to collect the information from your institution. Kindly give the necessary assistance.

Yours faithfully,

REV. DR. SETH ASARE-DANSO
HEAD OF DEPARTMENT
DEPARTMENT OF ARTS &
SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA

UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRES

This questionnaire is meant to solicit information in evaluating THE PERCEIVED IMPACTS OF EDUCATIONAL REFORM PROGRAMMES (1974-2007) ON DEVELOPMENT OF THE SENIOR HIGH SCHOOL SOCIAL STUDIES CURRICULUM.

Please, indicate with a tick [√] your level of satisfaction with the statements below on the scale of 5 to 1, with 5 represents strongly agree (SA) while 1 representing strongly disagree (SD).

Tick [√] only one question option in 1—5.

Your confidentiality is assured. Thank you for your co-operation.

SECTION A: DEMOGRAPHIC DATA
Please tick, where appropriate.
1.   Sex:

a.   Male   [   ]

b.   Female   [   ]

2.   Staff Status

a.   Head Teacher   [   ]

b.   Assistant Head Teacher

i.   Academic   [   ]

ii.   Domestic   [   ]

iii. Administration		[ ]
c. Teacher		[ ]

SECTION B: THE ROLE OF SOCIAL STUDIES IN SHS

STATEMENTS Social studies:	A	U	D
1. promotes acquisition of knowledge.			
2. promotes acquisition of skills			
3. promotes development of desirable attitudes and values			
4. promotes civic participation in students			

SECTION C: IMPACTS OF REFORMS ON SENIOR HIGH SCHOOL SOCIAL STUDIES CURRICULUM

STATEMENTS Reforms:	A	U	D
5. Development of curriculum of instruction in social studies			
6. Assessment and evaluation strategies in social studies			
7. Maintenance of Social Studies as a core subject			
8. Adequate instructional periods in teaching Social Studies			
9. Need for infrastructural facilities in teaching Social Studies			
10. Strategies for teaching and learning of Social Studies			
11. Development of Social Studies teacher			

SECTION D: FACTORS THAT AFFECT EFFECTIVE IMPLEMENTATION OF THE VARIOUS REFORMS IN SOCIAL STUDIES

STATEMENTS	A	U	D
12. Many reforms implemented do not reflect the needs of the learner and the society			
13. Unclear goals and means pertaining to educational change in general and changes in Social Studies curriculum			
14. Complexity which reflects the amount of new skills, altered beliefs and different materials etc. required by an innovation			
15. Perceived quality and practicality of the innovation			

16.	The attitude of regional administrators, inspectors, and teachers		
17.	Activities of community affects reform implementation		
18.	The commitment and attitudes, competences, and interaction patterns of teachers		
19.	Activities of government and other agencies affect reform implementation		

SECTION D. MEASURES TO ENSURE SUCCESSFUL REFORM IMPLEMENTATION

STATEMENTS	A	U	D
20. There should be a clear connection between socio-economic themes and educational objectives			
21. There should be co-ordination between curriculum developers and implementers of reform			
22. There should be stable and good governance in implementing country			
23. There should be adequate funds to support implementation			
24. There should be adequate staff development			
25. Curriculum reforms must focus on giving students a broader choice by ensuring that traditional boundaries separating the vocational and academic learning tracks are buried			
26. There should be frequent monitoring and measurement of reform implementation			

Figure. 1 PROPOSED STRUCTURE OF EDUCATION