

UNIVERSITY OF CAPE COAST

EDUCATIONAL BACKGROUND OF SOCIAL STUDIES TEACHERS AND
ITS EFFECTS ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC
JUNIOR HIGH SCHOOLS IN MFANTSEMAN MUNICIPALITY

WINFRED KANDA

2012

UNIVERSITY OF CAPE COAST

EDUCATIONAL BACKGROUND OF SOCIAL STUDIES TEACHERS AND
ITS EFFECTS ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC
JUNIOR HIGH SCHOOLS IN MFANTSEMAN MUNICIPALITY

BY

WINFRED KANDA

Dissertation submitted to the Institute of Education of the Faculty of Education,
University of Cape Coast, in partial fulfillment of the requirements for award of
Master of Education Degree in Teacher Education and Development

AUGUST 2012

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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: Winfred Kanda

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:

Date:

Name: Mr. Kankam Boadu

ABSTRACT

The main purpose of this study was to investigate the educational background of Social Studies teachers and how it relates with pupils' academic performance in Public Junior High Schools in Mfantseman Municipality. The study was carried out in all the 103 Public Junior High Schools in the Municipality. The researcher's main focus was on Social Studies teachers' educational background and pupil's academic performance. A descriptive survey was used for the study. The sample for the study was made up of all the Social Studies teachers in the Mfantseman Municipality numbering 103. The purposive sampling method was used to collect data. A seven item questionnaire was developed made up of close-end six (6) questions with one likert scale.

The results of the study show that majority (41.7%) of social studies teachers have professional status with diploma in education. Most of the teachers have taught for less than ten years. Academic performance of pupils over the last four years (2009-2012) was average and there is a weak positive relationship between educational background of social studies teachers and academic performance of pupils in the Municipality.

ACKNOWLEDGEMENTS

I wish to express my profound gratitude to all who contributed in diverse ways to the success of my study. I am particularly indebted to Mr. Kankam Boadu, my supervisor. His expert advice, constructive criticism and suggestions greatly shaped this study. Mr. Kankam Boadu's affection really edges me on throughout the entire period of the research. I am indeed grateful.

I wish also to thank all the lecturers and non-teaching staff members of my Department - Institute of Education for their support and encouragement during my course work and the period of writing my dissertation. In fact the support was so good that, the institute became my second home and this feeling greatly aided my studies.

My course mates deserve special thanks for their support. Mention should be made of George Kurensir, Suleman Sapaka Sampson, Franklin Bissi, Eric Osei, Philip Owusu-Ansah and Peter Twum.

Again, to Mr. Isaac Atta, a Research Assistant, Department of Arts and Social Sciences Education, University of Cape Coast, for setting and editing the work, Mr .Godwin Aboagye for the data analysis, Mr. Cosmas Nutakor for his advice and to Comfort Baffoe who did the typing. I say well done.

I wish to thank the Municipal Director of Education – Mfantseman, Mr. Obotan Larbi Simon for his assistance, the Examination Co-ordinator- Madam Felicity Dadzie and all workers of the directorate.

Mention should be made of my family members especially my siblings, (Fo Kwami, Fo Worlanyo, my only sister-Pearl, and Fo Eyram) my cousin, Henry Afflu who supported me so much. The Akyea family of University of Cape Coast, my staff members and pupils of Narkwa M/A Junior High School for their support, my daughter – Charity Kanda and my relatives. I really cherish your investment in my life till this moment. I am extremely grateful.

DEDICATION

To my parents.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	v
DEDICATION	vi
LIST OF TABLES	x
CHAPTER	
ONE	INTRODUCTION
	Background to the Study 1
	Statement of the Problem 4
	Purpose of the Study 5
	Research Questions 5
	Null Hypothesis 6
	Significance of the Study 6
	Delimitation of the Study 7
	Limitation of the Study 7
	Definition of Terms 7
	Organization of the rest of the Study 8
TWO	REVIEW OF RELATED LITERATURE
	Overview 9
	Historical Development of Social Studies Education 9
	Concept of Social Studies Education 12

	Purpose and Objectives of Social Studies Education	15
	Scope of Social Studies Education	16
	Attributes of Social Studies Education	17
	Background to Knowledge Base of Teaching	19
	Content Knowledge of Social Studies Teachers	20
	Pedagogical Knowledge of Social Studies Teachers	21
	Qualities of a Social Studies Teacher	23
	Problems faced by Social Studies Teachers	26
	Role of Social Studies Teachers in the Development Of Social Studies Education	29
	Initial Teacher Preparation of Social Studies Teachers	30
	Academic Performance of Pupils	34
	Educational Background of Social Studies Teachers	36
	Continuing Professional Development of Social Studies Teachers	38
	Summary of Literature Review	41
THREE	METHODOLOGY	
	Overview	42
	Research Design	42
	Population	42
	Sample and Sampling Procedure	43
	Instrument	43
	Pilot-Testing of Instrument	43

	Definition of key Variables	44
	Data Collection Procedure	44
	Data Analysis	45
FOUR	RESULTS AND DISCUSSION	
	Overview	46
	Biographic Data	47
	Sex Distribution	47
	Age Distribution	47
	Educational Background	48
	Teaching Experience	49
	Problems of Teaching Social Studies	50
	General Academic Performance of Pupils	52
	Mean Distribution	53
	Null Hypothesis	53
FIVE	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Overview	55
	Summary of Findings	55
	Conclusions	56
	Recommendations	56
	Areas for further Studies	57

REFERENCES	58
APPENDICES	67
A Introductory Letter	68
B Questionnaires for Social Studies Teachers	69

LIST OF TABLES

Table		Page
1	Sex Distribution of Respondents	47
2	Age Distribution of Respondents	47
3	Educational Background of Respondents	48
4	Teaching Experience of Respondents	49
5	Problems of Teaching Social Studies by Respondents	50
6	Percentage Score Distribution of Respondents	52
7	Mean Distribution of Respondents	53
8	Correlation Coefficient Distribution of Respondents	54

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is said to be the key to development. If this is so, then nations all over the world in search of development must pay particular attention to education (Amedahe, 2008). That education is the key to development implies, education builds and develops the human resource base that serves as an engine of growth to society. A key element in this process is the teacher (Amedahe, 2008). This is where the educational background or qualification of teachers becomes pertinent in the whole enterprise of education for that matter the social studies teacher. Basically, educational background or qualification of social studies teachers entail all the forms of prior schooling that has been successfully completed which qualifies them with a certified certificate to teach. This background starts right from the basic level, to the secondary level and the tertiary level which includes college of education where they are finally certified to teach.

Educational background of teachers for that matter Social Studies teachers over the years with regard to their preparation has been with problems (Agyemang -Fokuoh, 1994). Thus, the frequent change in certification and the number of years spent while being trained as a teacher is inconsistent. For instance, teacher certification started as Post Middle Certificate through to

Certificate “B”, Certificate “A”, Advance Certificate and Diploma. This was either two, three or four years of teacher education.

Also, the change of name from Teacher Training College to College of Education and curriculum in preparation of the teacher is another contributing factor. With these, student teachers are expected to be well equipped so that they can help students in the classroom to pass their examinations with better grades at the Basic Education Certificate level.

For learners to achieve such high academic standards in education, it depends largely on the educational background or qualification of the Social Studies teacher to help learners with various forms of assessment strategies to attain such academic performance standards. But the frequent change in certification, duration of schooling and the school curriculum has affected the quality of their educational background thereby affecting the quality of results produced at the BECE level over the last couple of years (Agyemang-Fokuoh, 1994). Due to this, most Social Studies teachers in the Mfantseman Municipality from the Colleges of Education; who are teaching the subject lack the basic preparation skills to teach it well.

Again, some teachers from the Colleges of Education who did not offer Social Studies as a course but were asked to teach the subject by their headmasters find it difficult to teach. Also, these teachers do not have access to internet facilities to conduct action research work in the subject, organize educational trips to explore the subject imperially. In line with the educational reforms; the subject became compulsory in the basic schools and the Colleges of Education. Due to this, a Bachelor of Education Degree and Diploma programmes in Social Studies were introduced in Cape Coast University,

University of Education, Winneba, and the Advanced Teacher Training College (ATTC) at Winneba respectively. The attempts were aimed at producing competent teachers for the Initial Teacher Education programme to train learners who would intern move to the basic schools to teach the subject (Agyemang-Fokuoh, 1994). However the subject is to help learners to understand their society better, investigate how society functions and hence assist them to develop that critical and developmental mind that transforms society. Based on these learners are prepared for their final examinations by these teachers to be able to pass their BECE successfully.

It is rather sad to note that most tutors in the Colleges of Education who are to educate the Social Studies student teachers learnt Geography, History, Economics and Government as separate subjects and therefore lack the basic philosophy and methods of teaching integrated Social Studies (Agyemang-Fokuoh, 1994). He went further to explain that, the lecture method which tends to place emphasis on rote learning is the principle methods of teaching in many Colleges of Education which is in contrast with the general principles of Social Studies Education.

The main purpose of initial teacher preparation in Colleges of Education is to train generalist teachers who can teach any of the subjects at any level at the basic schools (Ministry of Education [MOE], 1999). According to Djan (2011), out of the thirty eight (38) Colleges of Education in Ghana, eleven (11) do not offer Social Studies because they specialize in French and Technical education. Due to this, academic performance of learners in Social Studies under these teachers over the last four years was below average in the Municipality (Obotan, 2011).

The issue of poor academic performance of learners in the subject has been of much concern to all stakeholders in the Municipality. The problem is so much that it has led to the widely acclaimed fallen standard of education in the Municipality. The standard of academic performance of learners in the BECE seems to depend on the higher educational qualifications of the Social Studies teacher. To (Agharuwhe, & Nkechi, 2009) effective teachers with higher educational qualifications produce better performing students. It is therefore important to find out the educational background of Social Studies teachers and how these relates to the academic performance of learners at Public Junior High Schools in Mfantseman Municipality.

Statements of the Problem

The teacher is trained as a professional in a subject area of study with the right educational background qualification to achieve high academic performance of learners. In spite of this, most Social Studies teachers in the Public Junior High Schools in the Municipality appear not trained in the subject but are appointed by their headmasters due to lack of trained qualified teachers in the subject. Not all the thirty eight Colleges of Education in Ghana offer Social Studies, therefore pre-teachers posted from such colleges find it difficult to teach the subject when they are assigned to them by their headmasters.

Most of these teachers seem not to have access to internet facilities to conduct action research work in the subject. This makes them lack the basic skills to prepare to teach the subject. Again, limited reference materials and obsolete information in the textbooks make teaching of the subject difficult.

There are also fewer periods allocated to the subject on the time table (Obotan, 2011). Importance is placed on other subjects more than Social Studies. Again, frequent change of certificate titles, duration of schooling and change of school names which affects curriculum inputs also affects academic performance of learners. Due to this; academic performance of learners under these teachers over the last four years appears to be average in the Municipality. The study therefore seeks to find out the educational background of Social Studies teachers and how it relates to learners' academic performance.

Purpose of the Study

The main purpose of the study was to investigate the educational background of social studies teachers and it relates to pupils' academic performance in public Junior High Schools in Mfantseman Municipality.

Research Questions

The study was conducted to find answers to the following questions:

1. What are the educational backgrounds of Social Studies teachers in Public Junior High Schools in Mfantseman Municipality?
2. What are the problems associated with the teaching of Social Studies in the Public Junior High Schools in Mfantseman Municipality?
3. What is the general academic performance of learners at the BECE level over the last four years in Public Junior High Schools in Mfantseman Municipality?

Null Hypothesis

There is no significant relationship between educational background of Social Studies teachers and learners academic performance in Social Studies.

Significance of the Study

The study is significant in the sense that it will help Social Studies teachers in Public Junior High Schools build a proper link between learner's academic performance at the BECE level and the quality needed for Social Studies teachers' effectiveness in impacting knowledge. It will help the Social Studies teacher to teach the subject in an integrated form rather than separate subjects. It will help the Social Studies teacher to be abreast with current trend of changes in education. Again, it will help place the Social Studies teacher in a good position to be able to impact good knowledge in pupils to perform well in examinations.

Also, it will inculcate into pupils good citizenry and be active participants in society, it will also help in the advancement of knowledge and academic performance by both the teacher and the learner to meet changing needs of society, be abreast with current affairs and prepare the learner to leave a life worthy of emulation. It will be useful to educational planners, policy makers and administrators to support the development of the subject and adopt better policies on the curriculum, certification, duration and appropriate name of school. It will serve as a source of reference for further investigation into the educational background of teachers in other subject areas. It will also improve on the research skills and practices of educational researchers.

Finally, policy makers will be able to design and implement planned professional development programmes for Social Studies teachers to complement what is provided during initial teacher preparation period.

Delimitation of the Study

The study covered all Social Studies teachers in the Public Junior High Schools level in Mfantseman Municipality. It covered only the educational background of Social Studies teachers and how it relates to pupils' academic performance in Public Junior High Schools.

Limitation of the Study

The research could not cover the entire Central Region due to inadequate resources. However, the Mfantseman Municipality was used for the study because the researcher is working in the Municipality and he is familiar with the teachers.

Definition of Terms

The following terms were used in the study and are explained below:

Educational Background: It is all the forms of prior schooling from basic education level to secondary education level and tertiary education level that has been successfully completed with certified certificate which qualifies an individual to perform a job.

Academic Performance: It is the ability to pass a standardized test or examination successfully.

Organization of the rest of the Study

Chapter two which is concerned with literature review and related research takes a look at the overview, historical development of Social Studies Education, concept of Social Studies Education, purpose and objectives of Social Studies Education, scope of Social Studies Education, attributes of Social Studies Education, background of knowledge base of teaching, content knowledge of Social Studies teachers, pedagogical knowledge of Social Studies teachers, qualities of a Social Studies teacher, problems faced by Social Studies teachers, role of Social Studies teachers in the development of Social Studies Education, initial teacher education preparation of Social Studies teachers, academic performance of pupils in Social Studies Education, educational background of Social Studies teachers, continuing professional development of Social Studies teachers and summary of literature review. Chapter three represents research method employed for the study. It deals with the research design, the population, sample and sampling procedure, instruments, data collection procedure, pilot study, definition of key variables and data analysis. Chapter four looks at the analysis and discussion of results. Finally, chapter five deals with the summary of the findings, conclusion, recommendations and areas for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

This chapter looks at literature related to the topic – “Educational background of Social Studies teachers and how it relates to pupils’ academic performance in Public Junior High Schools.” The review of related literature is organized using the following sub-headings: Historical development of Social Studies Education; concept of Social Studies Education; purpose and objectives of Social Studies Education; scope of Social Studies Education; attributes of Social Studies Education; background of knowledge base of teaching; content knowledge of Social Studies teachers; pedagogical knowledge of Social Studies teachers; qualities of a Social Studies teacher; problems faced by Social Studies teachers; role of Social Studies teachers in the development of Social Studies Education; initial teacher education preparation of Social Studies teachers; academic performance of pupils in Social Studies in Public Junior High Schools; educational background of Social Studies teachers in Public Junior High Schools, continuing professional development of Social Studies teachers and summary of literature review.

Historical Development of Social Studies Education

The contemporary Social Studies Education has its roots in the progressive education movement of the early twentieth century (National Council for the Social Studies [NCSS], 1994) with emphasis on the nature of

the individual learner and the process of learning itself. The movement challenged the assumptions of subject-centered curricula. Until this time, the Social Studies Curriculum was composed of discrete subject areas with emphasis on History, Geography and Civics. By 1893, there were indications that change was coming based on the report of the committee on Secondary School Studies. The committee advocated an interdisciplinary approach to Social Studies. By 1916, the National Education Association (NEA), committee on Social Studies was urging that an interdisciplinary course of instruction be created based on the Social Sciences. When the NEA report established Social Studies as the name of the content area, it presented the scope and sequence that is still in the use at the start of the twenty-first century. Social Studies received further support when the 1918 cardinal principles of Secondary Education called for the unified study of the subject areas heretofore taught in isolation. This course Social Studies, would have as its main goal, the cultivation of good citizens. Citizenship development was the main emphasis because of increased in migration across the world into America due to the First World War (National Council for the Social Studies [NCSS], 1979).

Indeed, Citizenship Education was one of the main missions of the National Council for the Social Studies (NCSS). It was intended to close the gap between Social Scientist and Secondary School Teachers to advance an integrated study of the course and a broader conception of Social Studies Education (NCSS, 1979).

For some time, these subjects (Civic, History and Geography) have been taught as separate disciplines in African countries instead of using the

integrated approach as in the case of the United State of America. Due to these, a conference was organized in the United State of America between June, 19th – July, 29th 1961, at Endicott Summer House Study, Massachusetts Institute of Technology for educators from Africa, America and Britain to find out problems associated with education in the newly independent African states and come out with solutions to solve them (Tamakloe, 1988). The sub-committee on the Humanities and Social Studies made several suggestions and recommendations. (African Social Studies Programme [ASSP], 1977 p. 57) stated that:

The teaching of Geography, History and Civic as separate disciplines in Primary Schools in Africa introduces as artificial division in the Social Sciences as an integrated field of study and should be made to appreciate right from the start of his education, the close relationship between disciplines which later emerge as distinct fields of learning.

In 1967, a conference was held at Queens College, Oxford by the sub-committee to further give more attention to the development of Social Studies Education in African Primary Schools. The sub-committee again recommended that a Social Studies conference be called in Mombasa, Kenya the following year. Eleven (11) Anglophone African countries including Ghana attended the conference where the leader of Ghana's delegation was elected the chairman. The conference gave birth to the African Social Studies programme (ASSP) in 1969 (Tamakloe, 1988). By 1975, the membership has

risen to seventeen (17). Since then, Nairobi, Kenya has served as the headquarters of the ASSP. By 1987, Social Studies has taken a firm root in the new educational reform in Ghana with an approved curriculum in the Public Junior Secondary Schools, where it is taught as an integrated subject by equipping the learner with knowledge, skills and desirable attitudes to be able to fit and function well in the society (Ghana Education Service [GES], 1987).

Concept of Social Studies Education

One of the most significant dimensions of history of Social Studies is lack of agreement among its scholars over the definition of the subject. It is because of this that in the literature, too much attention has been focused in this direction. Various definitions have been offered by different writers which revealed a variety of perspectives on the subject. According to Jasim (2008) “Social Studies is the integrated study of the Social Sciences and Humanities to promote effective citizenry” (p.ii). It is also the study of the problems of society. To him, the subject prepares the individual to fit into the society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. To Linquist (1995) it is “an integration of knowledge, skills and processes that provide powerful learning in the Humanities and Social Sciences for helping children to be good problem solvers and wise decision makers” (p. 1). In a similar definition, the National Council for the Social Studies (NCSS) (1994) sees it as the “integrated studies of Social Sciences and Humanities to promote civic competence” (p. 105). From the above definitions, it is gathered that Social Studies is based on “Integration.” This means using the various Social

Sciences and Humanities such as History, Geography, Economics, and Government taught as a unit or themes to equip the learners with knowledge, skills and desirable attitudes to be able to fit and function well in the society.

In this regard Martorella (1994) states that the field of Social Studies gains a significant portion of its identity from the disciplines of the Social Sciences. He adds that the methods of enquiry used in the Social Sciences are important sources of Social Studies subject matter. He gave a threefold definitions of Social Studies as follows: The Social Studies are selected information from any area that relates directly to an understanding of individuals, groups and societies and application of the selected information to Citizenship Education.

Another dimension to the concept of Social Studies is that, “it is that part of the School Curriculum which deals with human relationships and aims to contribute to the development of good citizenship” (Tabachnick, 1991, p. 36). To Banks (1990) “it is that part of the elementary and high school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in a democratic society” (p. 8). “It is also the study of the problems of society.” (Ministry of Education Science and Sports [MESS], 2007, p. 1.). The subject prepares the individual to fit into society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, values and hope for the future. Barr, Barth, and Shermis (1977) see it as “an integration of experience and knowledge concerning human relations for the purpose of Citizenship Education” (p. 16). Wesley (1984) on the other hand, views the subject in terms of the method and purpose of teaching it when he

states that “the Social Studies are the Social Sciences simplified for pedagogical purposes” (p. 34). Kenworthy (1969) in the same vein states that “Social Studies is a kind of shorthand for the study of people by pupils in elementary and secondary schools” (p. 6).

Tamakloe (1994) agrees to the assertions raised by the writers that “Social Studies deal with man in relation to his environment” (p. 4). It can be inferred that, irrespective of the dimensions on the subject, man is paramount in the development of the society with the requisite knowledge, skills, and desirable attitudes acquired. Michealis (1953) also shares in the same view of the writers when he says “Social Studies are concerned with man and his interaction with his social and physical environment, they deal with human relationships” (p. 2). But in a rather sharp contrast, Jerolimek (1971) sees the subject as how young learners grow in their understanding of sensitivity to the physical and social forces at work around them in order that they may shape their lives in harmony with those forces. He went further that the subject must be based on wisdom, reason, and rational processes not on myth, superstition and ignorance. This dimension to the concept clearly paints the picture that Social Studies is indeed wide in scope. Jerolimek and Walsh (1965) explained that a Social Studies programme which is designed to maximize the ability of learners to understand and satisfactorily explain human and natural problems should incorporate within itself relevant topics and activities. Aggarwal (1998) also sees Social Studies as “the life of a man in some particular place, at some particular time” (p. 2). Social Studies is indeed a subject with wide coverage area and it behoves on the educators of the subject to be up-to-date on knowledge and information.

Purpose and Objectives of Social Studies Education

Like the definition of Social Studies, it appears to have unlimited goals and importance. According to Jasim (2008) “the subject prepares the individual to fit into society” (p.ii). Again, it helps the learners to understand their society better; helps them to investigate how their society functions and hence assist them to develop their critical and at the same time developmental kind of mind that transforms societies. To the Ministry of Education Science and Sports (2007) the subject is designed to help the learners to: develop the ability to adapt to the developing and ever-changing Ghanaian society; develop positive attitudes and values towards individual and societal issues, develop critical and analytical skills in assessing issues for objective decision-making; develop national consciousness and unity; develop enquiry and problem-solving skills for solving personal and societal problems and become responsible citizens capable and willing to contribute to societal advancement. To Banks (1994) the subject “is to prepare citizens who can make reflective decisions and participate successfully in the civic life of the local community, nation and the world” (p. 9). Martorella (1994) also shares a similar view point. He opines that the basic purpose of Social Studies is to develop reflective competent and concerned citizens.

Also, (NCSS, 1994) asserts on the same line of thought that, the primary purpose of Social Studies is “to help young people develop their abilities to make informed and reasonable decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world” (p. 105). It can be deduced from the above explanations that, there appears to be similarities about the purpose and objectives of the subject, in that, it is to

prepare young citizens so that they possess the knowledge, skills and values needed for an enlightened citizen to participate in society. According to (NCSS, 1994) the body of knowledge relevant to Social Studies Education should be what it calls “Social Understanding” (p. 10). It explains it as knowledge of human beings’ social world. These includes a deep sense of appreciation for the people and places on earth, their relationships, similarities and differences among them, the problems they encounter and social trend and processes that are likely to shape the future. Social Studies also inculcate in learners the right type of attitude, knowledge and values needed for the survival of the individual and society. Aggarwal (1982) warns that the development of desirable attitudes and values should not be done through indoctrination via lecturing or preaching, rather it should be the natural outcome of all the discussions and activities carried on by the class. He emphasizes that values and attitudes are caught but not taught. This assertion confirms the fact that learners are to develop reflective competent and become concerned citizens Martorella (1994).

Scope of Social Studies Education

The scope of Social Studies has been viewed by writers from different points. Some explained the scope in terms of the subject discipline, from the perspective of the community, as an integrated body or theme and in terms of the societal life. However, to MESS (2007) the subject at the basic and senior high levels, is concerned with equipping the learner with an integrated body of knowledge, skills and attitudes that will help the student develop a broader perspective of Ghana and the world. To Banks (1985) the scope of Social

Studies at the lower grades is based on “Institutions and Communities such as the Home, Family, School, Neighbourhood and the Community” (p.9). To him, at the high school level, schools offer a variety of elective courses such as Sociology, Psychology and the problems of Democracy. On the other hand, Martorella (1985) sees the scope as “gaining its identity from the Social Sciences, namely History, Political Science, Geography, Economics, Sociology, Anthropology and Psychology” (p. 5). Again the scope is discipline based, dimension based and concern based. Beard (1963) described it as a “seamless Web too large for any human eye” (p. 5). To Barr et al. (1977) “it is a Schizophrenic bastard child” (p. 12). Aggarwal (1982) confirms the assertions raised by the writers that, the scope is “very vast and wide, and in fact, as wide as the world itself and as lengthy as the history of man on this earth” (p. 3). Mahlinger and Davis Jr. (1981) add that the scope “lacks a consistently discernable heart” (p. 1).

It can be deduced from the above dimensions on the scope of Social Studies that, it is not limited but cuts across all fields of human endeavour. This made the scholars in the field to focus much attention in the direction of the development of the subject.

Attributes of Social Studies Education

One major attribute of Social Studies is that, it is integrated in nature. Tamakloe (1991) referred to it “as the pith and core of Social studies” (p. 1). Thus it is the blending of disciplines and curriculum elements. To him, integration breaks the artificial wall of partition between and among disciplines so that each one makes an in-road into the territory of the other.

Farrant (1982) sums it up by saying that “any pursuits of learning that tries to restrict such interaction, soon becomes sterile and dead” (p. 32). It can be seen from Tamakloe (1991) and Farrant (1982) that, learners in their natural learning situations do not draw dividing line between subjects, they do not compartmentalize knowledge into subjects but rather the knowledge and skills acquired are the results of learning experiences gained through the integration of the relevant aspects of the various subjects. The basic objective of integration is to address issues, problems, topics and phenomenon intelligently and wholistically to help learners create meaning and order out of the world in which they find themselves by involving in the world beyond the classroom (Mathias, 1973).

The subject also places emphasis on the development of student’s ability to acquire, investigate and discover. It encourages active, integrative and participatory learning in which the learner is personally involved. Tamakloe (1991) explains that “the subject seeks to break the traditional two-by-four type of education where it is limited to that two end of the textbook and the four corners of the classroom” (p. 43). To Nesiah (1965) he sees it as “the inquiry into nature and the process of interaction with and between human groups, community as related to their environment” (p. 31). From the above, it can be deduced that for Social Studies to achieve its attributes, there is the need for learners and teachers to change from the traditional ultimate giver and taker of knowledge but by exploring the world beyond the classroom through enquiry, local study, field work, project work, out-of-door activities in a bid to finding solutions to the problems that confront us.

Background to Knowledge Base of Teaching

Researchers and other scholars seeking to understand and define the knowledge and thinking underlying teaching have focused on numerous issues and brought multiple perspectives to bear on this complex domain. Much of this work has addressed some combination of three sets of interrelated questions. What do teachers know? (What domains or knowledge are important for teaching?); how do teachers know? (What is the nature of various kinds of knowledge needed for teaching?); and how do teachers think? (What thought processes underlie teaching?) (Gage, 1978). Efforts to address these questions are motivated, in parts, by the connection between how teachers teach and what teachers think, know and believe.

During the first half of the twentieth century the substance and nature of teachers' knowledge was relatively unproblematic. Teachers needed to know the content that they would teach and have some knowledge of pedagogical practice (Gage, 1978). To Shulman (1986) he catalyzed interest in the systematic study of the knowledge underlying teaching, arguing for the importance of understanding the role of teachers' knowledge of the content they teach. To him, teaching is a complex act, requiring many kinds of knowledge. Some of this knowledge is general and fairly enduring – such as knowledge of subject matter content or of general pedagogical principles; some are more specific and transient – such as knowledge of the particular student being taught and what has taken place in a particular class. Various domains for describing the knowledge needed for teaching have been developed with varying emphasis and purpose (Shulman, 1986). These domains of knowledge are not discrete entities but the boundaries between

them are fuzzy in nature (Shulman, 1987). These domains include: Knowledge of subject matter content; knowledge of general pedagogical principles and strategies; knowledge of learners, their characteristics and how they learn; knowledge of educational contexts; knowledge of educational goals; purpose and values. The main area of interest is knowledge of subject matter content and general pedagogical knowledge because they are central to the daily work of teachers.

Content Knowledge of Social Studies Teachers

Content, meaning subject matter is “about what to teach” (Jiang, 2007, p. 2). To (Mishra, & Koehler, 2006) “content knowledge is about the actual subject matter that is to be learned or taught” (p. 21). Content knowledge is a structure of knowledge which encompasses theories, principles and concepts of a particular discipline (Brophy, 1991, p. 13). He adds that, it is important because it deals with teaching process including the most useful form of representing and communicating content and how student’s best learn the specific concepts and topic of a subject. It can be deduced from the above that, there exists similarities in the meaning of content knowledge as explained by the various writers, which is teaching students what they need to understand in a subject in order to make informed decisions.

To Shulman (1986) he distinguished three kinds of content knowledge: subject matter content, pedagogical content and curricular knowledge. Subject matter content knowledge is what a content specialist knows, for instance, what Social Studies teacher knows about Social Studies, pedagogical content is specialized knowledge needed for teaching the subject, such as understanding how key ideas in Social Studies are likely to be misunderstood

by learners, and multiple ways of representing important ideas in the domain. Curricular knowledge is knowledge of materials and resources for teaching particular content, including how subject matter content is structured and sequenced in different materials. To (Kathy, Carter, Doyle & Walter, 1987) teachers with rich subject matter knowledge tend to emphasize conceptual, problem solving and inquiry aspects of their subjects; less knowledgeable teachers tend to emphasize facts, rules and procedures, again they stick to detailed plans or the textbook, sometimes missing opportunities to focus on important ideas and connecting to other ideas.

When one thinks of understanding a discipline, such as Social Studies and Mathematics, one means knowing important concepts and principles in the field, how they are related to one another and how they connect to ideas in other domains (Brophy, 1991). To him, to be truly knowledgeable in a particular field involves knowing how experts in that field think. Knowing Social Studies, for instance, entails knowing something about civic participation and solving societal problems. To teach a particular discipline well, a teacher must be aware of these aspects of discipline knowledge and be able to make them explicit in ways that are accessible to learners.

Pedagogical Knowledge of Social Studies Teachers

Pedagogy means “how to teach” (Jiang, 2007, p. 1). To Dewey (1916) “it is not external in nature but instead entails teaching subject matter knowledge in an effective way” (p.3). According to Harris, Mishra and Koehler (2007) pedagogical knowledge is “deep knowledge about processes and practices or methods of teaching and learning encompassing educational purposes, values aims and more” (p.66). To them, it is a generic form of

knowledge that is involved in all issues of students learning, classroom management, and lesson plan development, implementation and student evaluation. As such, it requires understanding of cognitive social and developmental theories of learning and how they apply to students in their classroom. Again, knowledge about this domain is closely related to knowledge about teaching and learning, it is also related to classroom management – knowledge of how to keep groups of students engaged with various classroom tasks. Teachers should have repertoires of routines and strategies for establishing classroom procedures, organizing classroom events, keeping activities on track and reacting to students' misbehaviour (Kathy, Carter, Doyle & Walter, 1987). To them, teachers also need knowledge of instructional strategies for arranging classroom environments and conducting lessons to promote students learning. It can be observed from the above explanations that one key word runs through, thus class management. It can therefore be said that pedagogical knowledge places emphasis on managing classrooms and conducting lessons in an intertwined manner with knowledge and beliefs about learners, teaching and learning. A further dimension about this kind of knowledge is that theories about how students learn guide teachers' instructional decisions and interactions with students, often in an implicit way (Kathy et al., 1987).

Content knowledge and pedagogical knowledge are vital in the teaching and learning process of the Social Studies teacher. They are intertwined in that a teacher cannot do without them. According to Shulman (1986) the two domains are the “subject matter for teaching” (p. 11). He described it as the most useful form of content representation..., the most

powerful analogies, illustration for instance, explanations and demonstration. In a word, the ways of representing and formulating a subject that makes it comprehensively to others (p. 9).

Qualities of a Social Studies Teacher

The core purpose of Social Studies is Citizenship Education. A good Social Studies teacher is invariably a good citizen in the society. Martorella (1994) explains that one quality of a Social Studies teacher for that matter a good citizen is that “the person must be reflective, competent and concern” (p. 10). Thus the person has knowledge of a body of facts, concepts and generalizations concerning the organization, the understanding and development of individual groups in society. He went further to defend the fact that, the person can also formulate hypothesis that can be tested, think critically, make decisions and solve problems on the basis of the best evidence available. Furthermore, the person serves as a reservoir of knowledge from which learners draw their knowledge and are abreast with current issues and changing trends in the society. To Parker and Jarolimek (1997) a good Social Studies teacher exhibits the ideals of a democratic free society by involving in civic activities such as elections, paying of tax, and obeying the constitution. Aggarwal (1982) opines that, a good Social Studies teacher is tolerant and broad-minded, a good leader, a patriot, devoted to freedom, make independent decisions and believes in the ideals of a democratic free society. This assertion was also confirmed by Brophy (1988) when he described the teacher as someone who is an informed person, skilled in the process of free society, who is committed to democratic values and who not only is able to but feels oblige to participate in social, physical, political and economic processes in the

society. A good Social Studies teacher has a store of skills to make decisions and solve problems. The person has an awareness of his or her rights and the privileges in the nation. Again, the person has a sense of social consciousness and a well grounded framework for deciding what is right or wrong for acting on decisions. Furthermore, the person can identify and analyze issues and to suspend judgments concerning alternative beliefs, attitudes, values, customs and cultures (Banks, 1990).

From the above qualities espoused by the various writers, it is evidently clear that, the qualities of a good Social Studies teacher depends on the kind of environment in which the individual is, the values cherished in the community and the individuals temperaments. Therefore, the qualities of a Social Studies teacher range from the passive compliance member of the community and nation to the active informed citizen who is committed to improving existing conditions. Again, a good Social Studies teacher should be natural thus speaks in a normal voice and express feelings of not pretending, be warm, pleasant, approachable and tolerant to learners. Thus individual differences of learners and colleagues must be prized high, respect the opinion of others and establish a fine base for personal relationships.

According to Louis (1964) cited in Kenworthy (1969) “a good Social Studies teacher has eight qualities that makes him or her effective” (p.236). Listed below are the qualities:

1. **Content.** The best Social Studies teachers know a great deal. They have read much. They have travelled widely. They are “saturated” in subject matter. But they are also able to organize this subject matter around important concepts, generalizations, or “bit ideas”.

2. **Confident.** Such teachers have confidence in themselves and in their pupils. They know their shortcomings, but also their strengths. Because they have relatively secured themselves, they are free to help others.
3. **Caring.** The best teachers care a great deal about boys and girls and about society. And they know how to communicate their caring about boys and girls and about society. And they know how to communicate their caring.
4. **Communication.** One can know a great deal and not be a master teacher. The master teacher has studied carefully the various means of communication and knows well how ideas are communicated to learners.
5. **Creativity.** The effective teacher has imagination. To him or her history is drama – the pageant of mankind. People - all people are important. Such a teacher has a wide variety of methods or strategies to make the present and the past live for children.
6. **Curiosity.** Effective teachers are never satisfied with what they know. They are eager to explore, to inquire, to discover. They are continuously learning.
7. **Commitment.** Effective Social Studies teachers are not dogmatic. But they have developed a set of values to which they are committed, including commitment to a better world for children as well as adults and a world of diversity.
8. **Catalytic Power.** Above all, the effective Social Studies teacher is a catalyst. He or she knows how to excite children, to arouse them, to stimulate them and to spur them on to better learning.

Indeed, the quality of a Social Studies teacher is endless. It ranges from his or her personal qualities, level of knowledge, social relationships, temperaments and the desire to aspire to greater heights to the development of Social Studies Education.

Problems faced by Social Studies Teachers

Like any other subject, Social Studies teachers are faced with some problems or challenges in the delivering of their duties. Most Social Studies teachers at the basic schools are not trained in Social Studies especially the French and Technical education students from the Colleges of Education. These teachers are given the subject to handle, due to lack of trained teachers in the field (Obotan Larbi, 2011). Again he lamented that periods allocated for the subject were few on the time table. Aggarwal (1982) explains that Social Studies Education is perceived to be an easy subject in that any person can teach it and learners can learn at their chosen time and perform well in examination. He further adds that, the subject is not treated as an integrated unit of study but as an aspect of Social Science such as History, Geography and Economics. Learners do not put into practice what they have learnt in the society which affects their moral uprightness and discipline. To the Ministry of Education, Science and Sports (MESS) (2007) there is less number of periods allocated to the subject on the time table and sometimes large class size affects teaching and learning negatively.

There are no well planned programmes initiated by policy makers and professional trainers to complement the initial teacher preparation programme to continue to provide educational development for Social Studies teachers throughout their career path but rather an ad hoc nature of Continuing

Professional Development (CPD), Cobbold (2009) (cited in Amedahe, 2008). Also the National Council for the Social Studies (NCSS) (1994) does not regulate the “Gate Keeping Function” well thereby allowing non professionals into the field to teach the subject. Some Social Studies teachers do not have the requisite content and pedagogical knowledge to teach the subject thereby denying learners to effectively grasp the themes and understand the concepts to be able to solve the societal problems which affects pupils’ level of motivation. Shulman (1986) confirms this fact when he realized that there was a mission link in the body of knowledge for teaching of subjects. There are inadequate resources such as resource persons, resource centres and reference materials in the effective delivery of the subject.

Again, lack of co-operation from the community members to help teachers identify useful resources in the community to use in teaching affects teaching. Due to the ad hoc nature of continuing professional development programmes most of the teachers are “Sterile and Dead” thereby lack the basic knowledge to impact into learners and finds it difficult to teach the subject. From the problems, it is evident that, the development of the subject is at a slow pace due to the fact that the “Gate Keeping Function” is not well regulated thereby making teachers of the subject not performing up to expectation.

Another problem identified by Schug, Todd, and Beery (1984) was that, older learners do not feel Social Studies is important in preparing them for the future. To Haladyna and Shaughnessy (1982) learners’ poor attitude was directly influenced by the attitudes of teachers themselves because of the way the materials are presented in the curriculum. Hawkins (1997) also

confirms the assertion raised by Haladyna and Shaughnessy (1982) that many teachers struggling with Social Studies had a poor attitude that was influenced by curriculum guidelines and the way they strangled opportunities to effectively teach the material. The above writers share similar view of poor attitude on the part of learners and teachers and how the curriculum materials are structured. This ultimately reflects in learners negative manner and retention of ideas and concepts minimal (Wade, 2002). Again, Wade (2002) explains that, bland and boring textbooks negatively affects teachers attitude.

To Christensen, Wilson, Andess, Dennis, Kirkland, Beacham and Warran (2001) the subject is affected by administration, state mandates and standardized testing. Echoing this idea was the fact that many teachers and administrators felt the more pressing need of developing Reading and Mathematics skills for testing purposes took time from the Social Studies Curriculum (Mills, 1988). From the above, the problems teachers face is complex in nature in that curriculum developers and administrators do not work together to solve the problems confronted by the subject. To address the problems faced by Social Studies teachers it is expedient for the stakeholders in the field to formulate rules as to how the subject can be developed. The “Gate Keeping Function” is not well regulated thereby making the teachers of the subject not performing to expectation.

Role of Social Studies Teachers in the Development of Social Studies

Education

According to NCSS (1994) “Social Studies Education was immersed in disagreement on the scope and sequence” (p.10). Thus dissent ensued among teacher educators, content specialist and certification requirements in the subject were non-existent. The founders of the council envisioned its unification and played a leadership role in promoting an integrated study of the subject and offer support and services to its members. This brings to light the role of the teachers in the development of the subject. In this regard, the roles of the teacher changes from the traditional ultimate giver of knowledge to a guide, director, facilitator and motivator.

The result of actively engaging the students in the teaching and learning process through enquiry is that learning extends to the world and beyond the classroom Tamakloe (1991). He further explains that, teachers are to regard their environment – the textbook for learning Social Studies. Every theme needs to be directly and related to some problem or issue of society and students motivated to identify themselves with such issues and voluntarily seek solutions to them. To (Barr et al., 1977; Brubaker et al., 1977; Engle, 1982 & Gross, 1983) they see the teacher as a developer of learners to be able to understand and carry out their civic responsibilities as required of by a democracy and learners who can think critically and solve problems in order to make wise, civic, social and personal decisions and choices. Another major role of the teacher is fostering a feeling of importance in the subject, should be paramount (Haladyna & Shaughnessy 1982).

The way to foster this feeling is by showing students the relevance of the curriculum to their lives. By including more community based and real-world experiences (Schug et al., 1984). Also by including more diverse experiences and shifting away from traditional methods. Teachers could present the Social Studies Curriculum with more variety and active approaches (Schug et al., 1984). NCSS (1994) (cited in Wade,2002) suggests that teachers can develop Social Studies by formulating programmes that reflects the changing nature of knowledge, fostering entirely new and highly integrate approaches to solving issues of significance to humanity. The level of teacher's enthusiasm also affects learner's achievements (McKinney & Larkins, 1982). To them, in order to achieve the necessary enthusiasm, teachers are to vary their vocal delivery, use their eyes more frequently, include more hand gestures and body movement, including facial expression and vary energy level to demonstrate enthusiasm to learners. In addition to increase enthusiasm of teachers, Hawkins (1997) says "History lessons should be taught in a thematic manner" (p. 18). In this way the whole scope of the Curriculum will be addressed.

From the above discussion, it can be deduced that, for Social Studies Education to be developed, the teacher of the subject is key. Therefore adequate preparations must be put in place for the teacher to be well equipped with the needed resources to be able to deliver.

Initial Teacher Education Preparation of Social Studies Teachers

To ensure effective Initial Teacher Education (ITE), for Social Studies teachers there is the need for a more purposeful and functional teacher education preparation programme for training teachers Agyemeng-Fokuoh (1994) cited in Tamakloe (1994). He went further to explain that for a Social

Studies teacher to be effective and efficient in the school, there is the need to critically examine the mode of selection of prospective teachers, their preparation and competence to be able to deliver. Cobbold (2010, p.264) stated that:

Teacher Education is the planned process of attracting, selecting and preparing candidates for the task of teaching in formal school systems, as well as motivating them to remain in their profession for as long as they wish in order to benefit learners and society with their knowledge, skills and experiences.

A good Social Studies teacher shows mastery of the subject matter, knows how to transmit this knowledge, give assignments, and provide feedback on assignments, cater for individual differences in learning and manage classes and instructional time well. These are professional skills which are taught in Teacher Education (UNESCO, 2007). Feimer-Nemser (1990) shares in the words of UNESCO (2007) when he identifies five orientations of Teacher Education that at different points in history have been particularly influenced in shaping the nature of Initial Teacher Education (ITE) programmes. The orientations include: academic, practical, technical, personal and critical-inquiry orientations. It is evidently clear that, for Social Studies teachers to be properly trained to teach the subject, he or she must be selected, prepared with the requisite knowledge, skills and desirable attitude to become competent.

Mode of Selection

The boundless nature exhibited by the scope of Social Studies, according to Beard (1963) makes it mandatory for minimum academic standards to be set for the selection of Social Studies candidates for entry into the Colleges of Education and the universities (University of Cape Coast and University of Education, Winneba). According to Udofot (1988) those to be selected should be talented individuals who have inter-active skills necessary to understand and able to handle difficulties of teaching the subject. In addition to the minimum academic qualification, Admission Boards of various colleges should ensure that certain entry behaviours are identified for the selection of prospective student teachers Agyemang-Fokuoh (1994). For instance, personality traits like initiative, drive, and tolerance. These serve as a background characteristic for the preparation of these teachers.

Preparation

To enable prospective Social Studies teachers to be well grounded in the content and pedagogy of Social Studies, the syllabus and the allocation of time should ensure that the programme for educating the teachers considers their environments, teach integration of the Social Sciences, guarantees a broadly based general education and facilitate the utilization of the community's human and material resources (Agyemang-Fokuoh, 1994). He further adds that, "the education they receive should be professionally based so as to enhance their skills development, which they may require for effective teaching of the subject" (p. 15).

For the Social Studies teacher to be well prepared, Patrick (1981) thinks that learning experiences should be designed in such a way that learning will

continue even if the teacher is not available. He adds that essential skills are needed in group participation and civic activities. These include: studying and learning, enquiry and decision-making. To Maddox (1963) “prerequisites to acquiring knowledge and putting them to practical use are necessary for conducting sophisticated inquiries or solving significant social problems” (pp. 11-12).

Various forms of practicum are put in place to enhance the teachers’ ability to teach the subject. For instance, Observation, Micro-Teaching, Peer Teaching, On-Compose Teaching and In-In-Out programmes. Taylor (1978) agrees to Maddox (1963) that, these teaching strategies which involve learners directly in the learning processes are more beneficial than the traditional mode of college instruction.

Competencies

The integrated approach to Social Studies may demand more ingenuity from teachers than instruction based upon a single subject (Agyemang-Fokuoh, 1994). Based on this assertion, Aggarwal (1982) warns that “the Social Studies more than any other subject demands well prepared conscientious men and women of sound knowledge and training, whose personality rank high among men” (p. 84). He further stresses that, if the teacher is to brave the storm, there are some basic competencies he must possess. They include: scholarship, professional training, personality, teaching skills and human relations. To Dray, John, Jordan and Davis (1962) “the teacher must himself possess an alert, adventurous and inquiry mind if he is to be able to cope with the problems which the new method will introduce” (p. 56).

With regard to professional training, Wesley (1984) opines that, their importance, difficulty, complexity and changing content make them a field which calls for more than passing familiarity. He adds that, “a sound professional training, a desire for improvement and a professional attitude should not be compromised” (p. 15). The teachers’ personality was described by Kellog (1981) as the “values and attitudes of a teacher and the way in which they manifest themselves through what he says – particularly with regards to ethnic issues – are very significant in influencing learner’s attitudes” (p. 367).

The kind of teaching skills at the disposal of the teacher is a determinant factor in any Social Studies programme. Apart from being an innovator and an experimenter, it is significant that the teacher should be remembered for his roles as a facilitator, resource manager and a learner. Aggarwal (1982) lists the teaching skills of the Social Studies teacher to include class management, communication, interaction and use of teaching aids.

With regard to relationships, the teacher’s competence should include those with students, colleagues, parents, school personnel, administrators and professional bodies. It is evident that ITE programmes in Ghana especially in Social Studies must constantly be undergoing innovations to train the right caliber of teachers to meet the changing needs of society.

Academic Performance of Pupils in Social Studies Education

Quantitative analysis indicates that measures of teacher preparation and certification are by far the strongest correlates of student achievement (Darling-Hammond, 2000). Goe (2007) also supports this assertion in that his

research review provides a snapshot of the current state of research on teacher quality and practices that hold the greatest promise for improving learners' outcomes. Teachers' major subject of specialization marginally improves learners' achievements (Goldhaber & Brewer, 1996). Hanushek, Kain, O'Brien and Rivkin (2005) rather in a sharp contrast found no impact. They are of the view that graduate (Master's) degrees negatively impact learners achievement. Teachers' test score in their major area of specialization (Social Studies), to Cavalluzzo (2004) found no impact of undergraduate institutions (College of Education) on the academic achievement of learners in Social Studies. With regard to initial teacher preparation programme, mentoring, induction and professional development, there is high significant impact on learners' achievement in Social Studies (Goe, 2007). Teaching experience according (Rockoff, 2004) up to two years positively contribute to high achievement by learners. Schacter and Thum (2004) observed that content and pedagogical knowledge was part of a composite of teacher practices that positively imparted learners' achievement.

It can be observed that, teacher qualification variables have positive impact on learners' achievement academically. Goe (2007) again, explains that, teacher collaboration thus Social Capital where teachers share information, vision and trust among colleagues positively improve instructional quality, likewise teacher efficacy and high expectations. On teacher practices, Goe (2007) explains that practices such as the use of group assignments, project works, feedbacks, whole class instruction alignment of instructional content with assessments, cognitive engagements, interactive practices submission of work on time by learners and quality assignments

strongly help learners achieve high academic standards. He claims that, overall studies have consistently indicated that the majority of variations in teachers' effectiveness of raising learners' achievement scores was due to "Unobserved" variables. Goe's (2007) examination of teacher quality focuses on four categories of teacher quality indicators. These indicators include teacher qualifications; which are credentials, knowledge and experiences that teachers bring to bear on learners' achievement such as course work, certificate and internships, teacher characteristics; are the attitudes and attributes that teachers possess in the form of collegiality. Teachers practices; include the ways in which they interact with learners and the strategies they use to accomplish specific teaching task like brainstorming, providing intellectual challenges, and teachers effectiveness which is the "Value-Added" assessment of the degree to which teachers who already in the classroom contribute to their students' learning, as indicated by higher-than-predicted increases in students achievement scores. From the above discussed opinions, the impact of teachers on learners is quite different in the Municipality. It is clear that the effects of teachers from Colleges of Education appear to have low impact on the academic achievements of pupils in Public Junior High Schools specifically in the Mfantseman Municipality over the last four years (Dadzie, 2011).

Educational Background of Social Studies Teachers

Many teachers are not well informed about Social Studies as a subject because they often receive little pre-service and in-service professional development to prepare them adequately for teaching the subject (Asimeng-Boahene, 2003). Odada (1993) notes that there is confusion and lack of clarity

about what Social Studies entails and many teachers lack not only specific training in Social Studies but also basic preparation to teach. Asimeng-Boahene (1995) found out that very few Social Studies teachers have Diploma and Degrees in Social Studies and are teaching the subject. He further noted that many Social Studies teachers do not attend workshops, receive in-service training or attend Social Studies conferences. The courses taken during teacher training do not sufficiently prepare the potential Social Studies teacher in content knowledge (Asimeng-Boahene, 1995) so that colleges churned out teachers who are not well trained to teach the subject. He further stressed that Social Studies teachers currently serve in positions could be classified as splendid misery or dignified slavery. To him, it is splendid because the teachers operate in contradictory roles and in unenviable teaching conditions.

Also, it is dignified slavery because they teach with little administrative support in unfavourable political climates, implementing test-driven curricula without adequate professional training and instructional materials. Even though, the purpose of the 3 year Diploma in Basic Education at the Colleges of Education is to train a generalist teacher in content and pedagogy, most teachers who teach Social Studies at the Public Junior High level appears not trained in Social Studies. According to Djan (2011) out of the thirty eight (38) Colleges of Education in Ghana, eleven (11) do not offer Social Studies because they offer Technical and French subjects. This presupposes that, teachers from such colleges do not offer Social Studies, there by creating problems if offered the subject to teach without the trained Social Studies teacher available He further explained that it appears that most Social Studies teachers in the Municipality are holders of Senior School Certificate

Examination (SSCE), or West Africa Senior School Certificate Examination (WASSCE), General Certificate Examination Ordinary Level (GCE 'O' Level), General Examination Certificate Advance Level (GCE 'A' Level) who are not trained while the other holders of Teachers Certificate 'A', Diploma Degree and are trained. Judging from the discussions espoused above, it is evidently clear that more than 50% of prospective Social Studies teachers with educational background qualifications in English, Geography, History, Economics, and Government are compromised. Also learners with low qualifications who are selected as Social Studies teachers tend to be demotivated in understanding the approach to the new Social Studies in schools (Udofot, 1988). There is therefore the need to adequately train Social Studies teachers in order to develop the subject.

Continuing Professional Development of Social Studies Teachers

The philosophy of Continuing Professional Development (CPD) is the culture of continuous and life-long self directed learning, and it is about learning by doing, reflecting and learning from that experience to improve on everyday performance (Cobbold & Dare, 2009). To Stuart, Akyeampong and Croft (2009) CPD means providing all teachers with regular opportunities for professional growth, ranging from working with colleagues through short In-Service Education and Training (INSET) courses to gaining further qualifications. Craig, Kraft and du Plessis (1998) describe it as a comprehensive development programme which may include training, on-going support, career growth, incentives, etc. To them, CPD is a process, not an event, and that it happens in stages, over many years.

It should also include improving both teachers' subject matter knowledge and their skills in teaching, observing, assessing and reflecting. Again, they maintain that as part of CPD, teachers need other teachers and supervisors to help them solve problems and support each other through discussion, modelling and coaching, and that, these should be closely tied to the realities of classroom and teacher's current needs. Day (1999) explains it as consisting of all natural learning experiences and those unconscious and planned activities which are intended to be direct or indirect benefit to the individual group or school, and which contributes, through these, to the quality of education in the classrooms. From the explanations espoused by the various writers above, it can be explained that, CPD is a systematic maintenance, improvement and broadening of relevant knowledge, skills and development of personal qualities necessary to the execution of professional and technical duties to a suitable standard throughout a person's working life.

Continuing professional development of teachers has, since become an important subject in the world. Ding (2001) and Cobbold and Dare (2009) realized that teaching is a specialized work and that teachers (Social Studies teachers) as developing professionals should reach their maturity both in the context and level of their profession through lifelong learning and exploring. In addition to this realization is the changing role of the teacher in the information and knowledge society. Hargreaves (2003) sees teachers (Social Studies teacher) caught in a triangle of competing interests and imperatives in the knowledge society as: catalysts, counterpoints and casualties. Today's teacher therefore needs to be committed to and continually engaged in pursuing, upgrading, self-monitoring and reviewing their own professional

learning, in the form of face-to-face and virtual professional learning networks (Lieberman & Wood, 2002). Again, adopting continuous professional development portfolios is vital because teachers accumulate and review their own professional learning (Day, 1999).

Consulting and critically applying the evidence of educational research to their practice is always informed by it (Hargreaves, 2003). Undertaking action research and inquiry of their own and connecting professional learning with levels of reward in teacher pay is also important (West, 2001). Cobbold and Dare (2009) therefore concluded that teachers for that matter, the Social Studies teacher can no longer take refuge in the notion that teaching is technically simple, and that once a teacher qualifies to teach, he or she knows the basics of teaching forever.

The knowledge society means that teachers must be able to build a special kind of professionalism where they, among other things, promote deep cognitive learning; learn to teach in ways they were not taught; committed to continuous professional learning; work, learn in collegial terms, develop and draw on collective intelligence (Hargreaves, 2003). To Sparks and Hirsh (1997) CPD is critical to implementing new educational programmes. They assert that sustained implementation of new practices requires a new form of professional development affecting not only the knowledge, attitudes and practices of individual teachers, administrators and so on, but also the cultures and structure of the organizations in which they work. They further argue that teachers must have opportunities to discuss, think about, try out and horn new practices by taking new roles, create new structures, working on new tasks and creating a culture of inquiry Cobbold and Dare (2009) (cited in Amedahe,

2008). Fullan (1995) sees teachers not only crucial to successful improvement efforts, but also key initiators, arguing that the rapid pace of change today imposes upon teachers moral and cultural imperatives compel them to be active change agents. Continuing professional development of Social Studies teachers is indeed a continuous and life-long learning to improve on performance to be able to meet the changing needs of society and be abreast with current events.

Summary of Literature Review

The picture that emerges from the literature reviewed is that Social Studies as a contemporary subject have gone through a “Chequered History” (Tamakloe, 1994). On the other hand, the various writers have described the subject differently in terms of concept, scope, purpose and attributes, but one key element that runs through is that “Social Studies is Citizenship Education” (Martorella, 1985, p. 42).

To ensure the development of Social Studies Education, there is the need for a more purposeful and functional Teacher Education model to evolve around the initial teacher preparation programme, continuing professional development of Social Studies teachers which will intern reflect in the high academic achievements of learners in the Public Junior High School level.

The views expressed in the literature review would be of value to the current study because they would serve as the basis for an unbiased study of the situation in the Mfantseman Municipality. A clear picture of the actual educational background of Social Studies teachers and how it relates to learner’s academic performance will emerge out of the study.

CHAPTER THREE

METHODOLOGY

Overview

This chapter deals with the Research Methodology. It covers the Research Design, Population, Sample and Sampling Procedure, Instrument, Data Collection Procedure, Pilot-Testing of Instruments, Definition of key Variables and Data Analysis.

Research Design

The study employed a descriptive survey design. According to Maxim (1987) he said “the purpose of descriptive survey is to describe physical and social phenomena primarily through observation” (p. 168). To Amedahe (2010) it deals with interpreting the relationship among variables and describing their relationships. He went further to add that, it seeks to find answers to questions through the analysis of relationships between or among variables. Descriptive research in my opinion involves the collection of data on a phenomena and scientifically finding answers to the phenomena to make informed decisions. The researcher used this method because it was found to be most credible means of studying a phenomenon and also devoid of biases.

Population

The target population for the study was made up of all Social Studies teachers in the Public Junior High Schools of Mfantseman Municipality. The

researcher chooses the Social Studies teachers in the Municipality because he has been teaching in the Municipality for the past eleven years and currently heading one of the Public Junior High Schools in the Municipality. In all, 103 Social Studies teachers constituted the population of the study.

Sample and Sampling Procedure

The census sampling technique was used to sample all the 103 Social Studies teachers in the Municipality. All the 103 teachers were used as respondents in the study due to their small size.

Instrument

The main instrument used for the study was questionnaire (See Appendix B). It was developed based on the literature review and research questions. The questionnaire for the respondents was made up of 7 items. The items consisted of close-end six (6) and one Likert Scale. Section A contained the biographic data of respondents. Section B contained the educational background and teaching experience of the teachers. Section C consisted of the problems associated with teaching of the subject expressed on a five point Likert Scale of strongly disagree SD, disagree D, uncertain U, agree A , and strongly agree SA. Section D looked at the percentage score at the BECE and general performance of pupils.

Pilot-Testing of Instrument

Some selected Public Junior High Schools were visited in the Cape Coast Metropolis. The reason of the visit was to obtain enough information about the proposed target population. The designed tentative questionnaires on 20 sampled social studies teachers with similar qualifications and teaching

experiences were administered. Twenty Public Junior High Schools in the Cape Coast Metropolis were used for the pilot study. The purpose of the pilot study was to cross check whether the various items were properly constructed and if there is the need to reframe an item to answer a specific research question. The results show that majority (85%) of the teachers have completed successfully their education before teaching the subject. Due to this, performance of pupils under these teachers over the last four years (2009-2012) was average. The result was used to compare with that of the Mfantseman Municipality. It was realized that the educational background of the teachers and how it relates to pupils performance in the two places were similar.

Definition of key Variables

Educational Background: It is all the forms of prior schooling which includes basic education, secondary education and tertiary education that has been successfully completed with the certified certificate which qualifies an individual to perform to teach.

Academic Performance: It is the ability to pass a standardized test or examination successfully.

Data Collection Procedure

A letter introducing the researcher to the various schools for the conduct of the research was obtained from the Institute of Education, University of Cape Coast (see Appendix A). The questionnaires were administered to the Social Studies teachers at a forum organized by the Municipality for teachers on their welfare by the welfare association on circuit bases. An announcement

was made that all Social Studies teachers should meet a researcher at the end of the programme. The researcher explained the rationale behind the research to the respondents and distributed the questionnaires to them. Teachers who were able to finish answering their questionnaires were collected. Those who could not finish completing their forms, the researcher made a follow-up to their schools and collected the answered questionnaires. Teachers who could not attend the forum, the researcher identified them on the list of schools in the Municipality and went to administer the questionnaires to them in their schools. It took the researcher four weeks to complete the administration of the questionnaires. All the 103 questionnaires were retrieved. This represented a 100% return rate.

Data Analysis

The descriptive nature of the study made the researcher to use both inferential and descriptive statistical tools in the data analysis. The data was put into tables of frequencies and percentages using the Statistical Products Services Solutions (SPSS). The biographic data, sex and age distributions, teaching experience and research questions were analyzed using the frequencies and percentages with the SPSS.

The percentage score marks for the various schools from their BECE results from (2009-2012) in social studies were obtained and computed. A preliminary analysis was done to show the percentage score distribution of marks of pupils and the mean distribution were computed and the grand mean determined using the SPSS out of it. The results were used to test a formulated hypothesis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The main focus of the study was to investigate the educational background of Social Studies teachers and how it is related to pupils' academic performance in Public Junior High Schools in the Mfantseman Municipality. This chapter analyses data collected from 103 Public Junior High Schools in the Municipality. Four key elements, thus, Social Studies teachers' educational background, teaching experience, problems associated with the teaching of the subject and pupils' academic performance are examined. In examining these elements, lenses are focused on variables like educational background with the aim of finding out their relationship on pupils' academic performance. The first part of the chapter is devoted to a description of biographic data of respondents, the second part looks at the educational background and teaching experience of teachers, the third part looks at the problems associated with the teaching of the subject, the fourth part looks at the percentage scores obtained by schools in the Municipality over the last four years, the fifth part looks at the mean score for the last four years of the schools and null hypothesis.

Biographic Data

Data examined under this heading include sex and age of respondents.

Sex Distribution

Table 1 shows the sex distribution of respondents.

Table 1: Sex Distribution of Respondents

Sex	No	%
Male	74	71.8
Female	29	28.2
Total	103	100.0

Table 1 shows that out of 103 Social Studies teachers, 74 (71.8%) are males while 29 (28.2%) are females, this shows that the number of male Social Studies teachers far outweighs the females.

Age Distribution

Table 2: Age Distribution of Respondents

Age Range	No	%
20-25	19	18.4
26-31	26	25.2
32-37	36	35.0
38 and above	22	21.4
Total	103	100.0

Table 2 is a presentation of the age range of Social Studies teachers. It reveals that out of 103 respondents, 19(18.4%) fall within 20-25 years of age

and 26(25.2%) are between 26-31 years of age while 36(35.0%) are within 32-37 and 22(21.4%) are above 38 years.

These data clearly shows that the Municipality has few young Social Studies teachers, middle age Social Studies teachers as well as few mature Social Studies teachers. It can be observed that, most of the teachers are below 38years.

Educational Background of Social Studies Teachers

Research question one sought to find the educational background of Social Studies teachers.

Table 3: Frequency Distribution of Respondents by their Educational Background

Qualifications	N	%
SSCE/WASSCE	14	13.6
CERT 'A'	12	11.7
DIPLOMA	43	41.7
FIRST DEGREE	34	33.0
Total	103	100.0

Table 3 is a presentation of respondents according to their educational background. It indicates that Social Studies teachers in the Municipality possess different educational qualifications. Those with Diploma constitute the dominant group of 43(41.7%). Holders of First Degree form the second largest group of 34(33.0%). Table 3 also shows that cert 'A' Holders are 12 in number representing (11.7%) while 14 (13.6%) are SSCE/WASSCE. It can be seen that majority of the Social Studies teachers are diploma and first degree

holders while those with cert ‘A’ and SSCE/WASSCE are the least who are non professionals in the Municipality.

Teaching Experience of Respondents

Table 4 represents the distribution of respondents by their teaching experience in social studies.

Table 4: Frequency Distribution of Respondents by their Teaching Experience in Social Studies

Teaching Experience In Social Studies	N	%
1-5	45	43.7
6-10	27	26.2
11-14	19	18.4
15years and above	12	11.7
Total	103	100.0

Table 4 shows that 45(43.7%) of respondents have been teaching the subject between one to five years while 27(26.2%) between six to ten years. Within eleven to fourteen years, 19(18.4%) teachers have been teaching the subject and above fifteen years they are 12(11.7%). It can be seen from the table that majority of the teachers have been teaching the subject between one to five years representing 43.7%.

Problems Associated with the Teaching of Social Studies

Research question two sought to find out the problems associated with the teaching of Social Studies

Table 5: Problems associated with the Teaching of Social Studies

Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
My school is having a few reference material.	19	(18.4)	9	(3.7)	-		44	(42.7)	31	(30.1)
The period on the time table for teaching the subject is not adequate.	6	(5.8)	34	(33.0)	-		36	(35.0)	27	(26.2)
Large class size affects my teaching negatively.	11	(10.7)	33	(32.0)	-		35	(34.0)	24	(23.3)
Teachers do not motivate pupils to learn the subject.	32	(31.3)	71	(68.90)	-		-		-	
I find it difficult to teach some of the topics in the subject.	17	(16.5)	67	(65.0)	1	(1.0)	18	(17.5)	-	
Few teachers can teach the subject.	4	(3.9)	4	(3.9)	-		58	(56.3)	37	(35.9)
INSET programmes in Social Studies are not regular.	3	(2.9)	17	(16.5)	-		51	(49.5)	32	(31.1)
Grand Mean										20.17

Table 5 shows that 28(22.1%) disagree that their school is having a few reference material available for teaching the subject while 75(72.8%) agree. This confirms the assertion that there is lack of resources such as personnel, centers and materials for effective teaching of the subject (Shulman, 1986). On the number of periods allocated for the teaching of the subject 40(38.8%) of the respondents said the periods are not adequate while 63(61.2%) thinks it is enough. This debunks the issue raised by (MESS, 2007) that the number of periods allocated for the subject on the time table is not adequate. Again, 44(42.7%) of the respondents disagree that large class size affects their teaching negatively while 59(57.3%) agree. All the 103(100.0%) respondents disagree that they do not motivate pupils to learn the subject because it develops them to become active participants in solving the problems of society (Jasim, 2008).

To find out if respondents do find it difficult to teach some of the topics, 84(81.5%) disagree while 18(17.5%) agree. This confirms the fact that more than 50% of the respondents are professional teachers therefore they can teach the subject. On the teaching of the subject, 95(92.2%) agree that few teachers can teach the subject while 8(7.8%) disagree .This confirms the assertion raised by (Shulman, 1986) that most teachers lack the in-depth content and pedagogical knowledge of the subject thereby unable to teach it. There are no regular INSET programmes on social studies 20(19.4%) disagree while 83(80.4%) agree. This confirms the assertion that there are no regular programmes but rather an ad hoc nature of CPD (Cobbold, 2009) (cited in Amedahe, 2008).From the grand mean of 20.17 it shows that there are problems associated with the teaching of social studies in the Municipality

General Academic Performance of Pupils over Four Years

Research Question three sought to find the general academic performance of pupils. Preliminary analysis was done to show the percentage score distribution of marks of pupils in social studies from 2009 -2012 as shown in Table 6.

Table 6: Frequency Distribution of Percentage Score of pupils in social studies for four years

Score Range	2009		2010		2011		2012	
	N	%	N	%	N	%	N	%
90-100	6	(5.8%)	5	(4.8%)	12	(11.6%)	14	(13.5%)
80-89	3	(2.9%)	4	(3.8%)	5	(4.8%)	6	(5.9%)
70-79	4	(3.8%)	12	(11.6%)	7	(6.7%)	7	(6.8%)
60-69	9	(8.7%)	8	(7.79%)	3	(2.9%)	6	(5.9%)
55-59	17	(16.6%)	2	(1.9%)	5	(4.8%)	2	(1.9%)
50-54	13	(12.6%)	1	(0.9%)	5	(4.8%)	5	(4.9%)
40-49	15	(14.6%)	33	(32.1%)	25	(24.3%)	36	(35.0%)
35-39	10	(9.7%)	18	(17.6%)	14	(13.6%)	12	(11.6%)
0-39	26	(25.3%)	20	(19.6%)	27	(26.2%)	15	(14.5%)
Total	103	(100)	103	(100)	103	(100)	103	(100)

Table 6 shows that the number of pupils that passed above the 50 mark are less than 50.4% while those below the 50 mark are more than 50.4% in 2009,2010,2011 and 2012 respectively.

Table 7 represents the mean scores which were computed from the percentage scores of pupils for the last four years (2009-2012).

Table 7: Mean Distribution of Scores for the last four years (2009-2012)

Year	Mean	Standard Deviation
2009	48.22	21.252
2010	48.45	21.899
2011	50.09	23.823
2012	53.95	23.190

Grand Mean 50.1

It can be seen from Table 7 that in 2009 (48.22) and 2010 (48.45) the mean scores were below average while in 2011 it was average (50.09) and in 2012 it was slightly above average (53.95). The grand mean is 50.1. Based on the discussions on tables 6 and 7, it is clear that the general performance of pupils in the Municipality was average over the last four years.

Null Hypothesis

Table 8 shows the results of the relationship between educational background of social studies teachers and academic performance of pupils. The Spearman' rank correlation coefficient was used to find the relationship between the educational background of social studies teachers and pupils academic performance in social studies. The Spearman' rank correlation was used because the teachers' educational background is a categorical data.

Table 8: Relationship between Educational Background and Academic Performance

		Educational background/qualification	Total score
Educational background/qualification	Correlation Coefficient	1.000	.054
	Sig. (2-tailed)	.	.589
	N	103	103
	Correlation Coefficient	.054	1.000
Total score	Sig. (2-tailed)	.589	.
	N	103	103

R= .054, P= .589

As shown in Table 8, there is a weak positive relationship between educational background of social studies teachers and academic performance of pupils ($r=.054$, $p= .589$). Even though majority of the social studies teachers are professionals, with higher qualifications it could not influence the performance of pupils over the last four years (2009-2012). I therefore fail to reject the null hypothesis; hence academic performance of pupils is independent of educational background of social studies teachers from (2009-2012) in the Mfantseman Municipality.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter seeks to summarize the findings of the study, draw conclusions, recommendations, and areas for further studies.

Summary of findings

Based on the results, the following findings were obtained:

1. Majority of social studies teachers are holders of higher teacher qualifications and non professionals with the least number. Majority of the social studies teachers have less than ten years teaching experience in the Mfansteman Municipality.
2. There are few reference materials available for teaching the subject, the number of periods allocated for the teaching of the subject is not adequate, not all the social studies teachers can teach some of the topics in the subject and there are no regular INSET programmes on the subject.
3. The general academic performance of pupils over the last four years (2009-2012) was average.
4. There is a weak positive relationship between the educational background of social studies teachers and academic performance of pupils in the Mfantseman Municipality.

Conclusions

Based on the findings the following conclusions were made:

1. Majority of the social studies teachers are professionals with less than ten years teaching experience in the Municipality.
2. There are few materials for teaching the subject, teaching period allocated for the subject is not adequate, some teachers cannot teach some of the topics in the subject due to their difficult nature and there are no regular INSET programmes on the subject.
3. Performance over the last four years (2009-2012) was average in the Municipality.
4. Even though majority of social studies teachers are having higher teacher qualifications, it is not related to higher pupil's academic performance at BECE due to ad hoc nature of INSET programmes for social studies teachers and inadequate standardised test for pupils before BECE in the Mfantseman Municipality.

Recommendations

The following recommendations were given:

1. Social studies teachers with qualifications below diploma level should up-grade to diploma status.
2. Stakeholders in education such as the government, curriculum planners and supervisors should play their roles such as provision of reference materials, adequate teaching periods and regular INSET programmes to complement the effort of social studies teachers in the Municipality.

3. Teachers should organize regular standardized test for pupils to improve on their performance.
4. Stakeholders should pay regular visit to schools to help teachers and pupils improve on teaching and learning for better academic performance by pupils in the Municipality.

Areas for further Studies

The following areas have been suggested for further studies:

1. Problems associated with the education of social studies teachers at the Colleges of Education in Ghana.
2. Attitude of pupils towards the study of social studies in Public Junior High Schools in Ghana.

REFERENCES

- African Social Studies Programme, [ASSP]. (1977). *The African summer study report of 1961*. Massachusetts: Endicott House.
- Aggarwal, J.C. (1998). *Teaching of social studies, A practical approach* (3rd ed.). New Delhi: Yikas Publishing House PVT Ltd.
- Aggarwal, J.C. (1982). *Teaching of social studies, a practical approach*. New Delhi: Vikas Publishing House PVT Ltd.
- Agharuwhe, A. A., & Nkechi, M. U. (2009). Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Stud Home Comm Sci*, 3(2):107-113.
- Agyemang-Fokuoh, J. (1994). *The education of social studies teachers in teacher training colleges in Ghana*. In Tamakloe, E.K. (Ed.). *Issues in social studies education*, (pp. 12-20). Accra: Black Mask Ltd.
- Amedahe, F.K. (2010). *Notes on educational research methods*. University of Cape Coast: Faculty of Education.
- Amedahe, F.K. (Ed.). (2008). *Teacher education conference proceedings*. University of Cape Coast: Adwinsa Publications (Gh.) Ltd.
- Asimeng-Boahene, L. (2003). *Understanding and preventing burnout among social studies teachers in Africa*. TR: C.P.D.
- Asimeng-Boahene, L. (1995). *A survey of educational preparation and problems of social studies teachers in the Junior Secondary Schools in the Ashanti Region of Ghana, with recommendation for teacher preparation*. Athens: Ohio University.

- Banks, J.A. (1994). *An introduction to multicultural education*. Boston: Allyn and Bacon.
- Banks, J.A. (1990). *Teaching strategies for the social studies: Inquiry, valuing and decision-making*. New York: Longman.
- Banks, J .A. (1985). *Teaching strategies for the social studies: Inquiry, valuing and decision-making*. New York: Longman.
- Barr, R.D., Barth, J.L., & Shermis, S.S. (1977). *Defining social studies, bulletin 51*. National Council for Social Studies, Washington D.C.: (NCSS).
- Beard, C. (1963). *A charter for the social sciences in the schools*. New York: Charles Scribner's Sons.
- Brophy, J. (Ed.). (1991). *Advances in research on teaching: Teachers' Subject Matter Knowledge*. Greenwich, CT: JAI Press.
- Brophy, J. (1988). Educating teachers about managing classroom and students. *Teaching and Teacher Education, 4 (1), 1-8*.
- Brubaker, J., Dale, D., Simon, C., Lawrence, K., Williams, J., & Jo, B. (1977). *A conceptual framework for social studies curriculum and instruction*. New York: Longman.
- Cavalluzzo, L.C. (2004). *Is national board certification an effective signal of teacher quality? Report no IPR 11204*. Alexandria, VA: The CNA Corporation.
- Christensen, L.M., Wilson, E.K., Andess, S.K., Dennis, M.B., Kirkland, L., Beacham, M., & Warran, E.P. (2001). Teachers' reflections on their practice of social studies. *The Social Studies, 92 (5), 205-208*.

- Cobbold, C. (2010). *Teacher retention in Ghana: Perception of policy and practice*. Saarbrücken: Lambert Academic Publishing.
- Cobbold, C., & Dare, A.L. (2009). Supporting the continuing professional development of teachers in sub-saharan Africa: An integrated teacher education model. In Amedahe, F. K. (Ed.). *Teacher education conference proceedings*. (pp. 13-22). University of Cape Coast: Faculty of Education.
- Craig, H.J., Kraft, R.J., & du Plessis, J. (1998). *Teacher development: Making an impact*. Washington D.C.: World Bank.
- Dadzie, F. (2011). *Examination co-ordinator, Mfantseman Municipal Education Directorate*. Saltpond: Central Region.
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. California: Stanford University.
- Day, C. (1999). *Developing teachers: The challenges of life-long learning*. London: Falmer Press.
- Dewey, J. (1916). *Democracy and education*. New York: Free Press.
- Ding, G. (2001). The integration of pre-service and in-service teacher education: The case of Shanghai and Jiangsu. *Asia-Pacific Journal of Teacher Education and Development*, 4 (2), 61-72.
- Djan, A. (2011). *Agricultural science tutor, Komenda College of education*. Komenda: Central Region.
- Dray, C., John, K., Jordan, C., & Davis, W. (1962). *A handbook for social studies*. London: Methuen and Co. Ltd.

- Engle, S.H. (1982). *Defining the social studies: What is the problem? The social studies teacher*. New Jersey: Prentice-Hall, Inc.
- Farrant, J.S. (1982). *Principles and practice of education*. Hong Kong: Longman.
- Feiman-Nemser, S. (1990). *Assessing conceptual orientations in teacher education programmes*. New York: Falmer Press.
- Fullan, M. (1995). The limits and the potential of professional development. In Guskey, T. R. & Huberman, M. (Eds.). *Professional development in education: New paradigms and practices*, (pp. 114-131). New York: Teachers College Press.
- Gage, N.L. (1978). *The scientific basis of the art of teaching*. New York: Teachers College Press.
- Ghana Education Service, [GES]. (1987). *Syllabus for teaching social studies—Junior Secondary School (JSS)*. Accra: GES.
- Goe, L. (2007). *The link between teacher quality and student outcomes: A research synthesis*. Washington, D.C.: National Comprehensive Centre for Teacher Quality. Retrieved February 27, 2008, from [http://www.ncctq.org/publications/Link between TQ and Student outcomes.pdf](http://www.ncctq.org/publications/Link%20between%20TQ%20and%20Student%20outcomes.pdf).
- Goldhaber, D.D., & Brewer, D.J. (1996). *Evaluating the effect of teacher degree level on educational performance*. Paper Presented at the NCES State Data Conference. New York: Cornell University.
- Gross, R. (1983). *Social studies for our time*. New York: John Wiley and sons.
- Haladyna, T., & Shaughnessy, J. (1982). Correlates of attitude towards social studies. *Theory and Research in Social Education*. 10 (1), 1-26.

- Hanushek, E.A., Kain, J.F., O'Brien, D.M., & Rivkin, S.G. (2005). *The market for teacher quality (Working paper No. 11154)*. Cambridge, MA: National Bureau of Economic Research.
- Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity*. New York: Teachers College Press.
- Harris, J., Mishra, P., & Koehler, M.J. (2007). *Teacher's technological pedagogical content knowledge: Curriculum-Based technology integration reframed*. Paper Presented at the Annual Meeting of the American Educational Research Association. Chicago: IL.
- Hawkins, D.L. (1997). It's more than teaching history. *Social Studies*, 88 (3), 108-112.
- Jasim, B. (2008). *Mastering social studies for Junior High Schools*. Accra: Excellent Publishing & Printing.
- Jerolimek, J. (1971). *Social studies in elementary education*. (4thed.). New York: The Macmillan Company.
- Jerolimek, J. & Walsh, H. M. (Eds.). (1965). *Reading for social studies in elementary education*. New York: The Macmillan Company.
- Jiang, M. (2007). Letters from readers: *Journal of Chinese Language Association*, 42 (1), 3-7.
- Kathy, C., Carter, B., Doyle, E., & Walter, P. (1987). "Teacher's knowledge structures and comprehension processes." In Calderhead, J. (Ed.). *Exploring teachers thinking*. (pp. 60-83). London: Cassell.

- Kellog, C. (1981). *International meeting of experts on the role of social studies education for peace and respect for human rights*. In Mehlinger, H. & Croom, H. (Eds.). *UNESCO handbook for the teaching of social studies*.(pp. 67-83) / Paris: UNESCO.
- Kenworthy, L.S. (1969). *Social studies for the seventies*. Waltham: Blaisdell Publishing Company.
- Lieberman, A., & Wood, D. (2002). From network learning to classroom teaching. *Journal of Educational Change*, 2 (3), 3-4.
- Louis, R. (1964). *Childhood education*. New York: New York University Press.
- Linguist, T. (1995). *Seeing the whole through social studies*. NH: Heinemann.
- Maddox, H. (1963). *How to study*. Connecticut: Greenwish Fawcett.
- Mahlinger, H., & Davis, O., Jr. (1981). *The social studies eightieth yearbook of the national society for the study of education*. Part II. Chicago: NSSE.
- Martorella, P.H. (1994). *Social studies for elementary school children: Developing young citizens*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Martorella, P.H. (1985). *Elementary social studies development reflective, competent and concerned citizens*. Glenview Scott: Foresman and Company.
- Mathias, P. (1973). *The teacher's handbook for social studies*. London: Blandford Press.
- Maxim, W.G. (1987). *Social studies and the elementary school child*.(3rded.). Columbus Ohio: Merrill Publishing Company.

- McKinney, C.W. & Larkins, A.G. (1982). Two studies of the effects of teacher enthusiasm on the social studies achievement of seventh grade studies. *Theory and Research in Social Education*, 10 (1), 27-41.
- Michealis, J.U. (1953). *Social studies for children in a democracy*. New York: Prentice-Hall, Inc.
- Mills, R. (1988). Elementary teachers' view of the role of social studies education at the elementary level. *Social Education*, 109 (1), 82-87.
- Ministry of Education, Science and Sports, [MESS]. (2007). *Teaching syllabus for social studies – Senior High School (SHS)*. Accra: MESS.
- Ministry of Education, [MOE]. (1999). *Teacher education division, (TED). Proposal on teacher education*. Accra: TED.
- Mishra, R., & Koehler, M.J. (2006). Technological pedagogical content knowledge: A new framework for teacher knowledge. *Teachers College Records*, 10816, 1017-1054.
- National Council for the Social Studies, [NCSS]. (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington D.C.: NCSS.
- National Council for the Social Studies, [NCSS]. (1979). Reviewing of the (NCSS) social studies curriculum guidelines. *Social Education*, 43:261-278.
- Nesiah, K. (1965). *Teaching social studies*. New York: Routedledge and Kegan Paul.
- Obotan, L. S. (2011). *The director of education, Mfantseman Municipality*. Saltpond: Central Region.

- Odada, M. (1993). *Social studies within the African social and environmental studies programme Nations: A Preliminary Assessment*. Canadian Social Studies, 28 (1), 19-22.
- Parker, W.C., & Jarolimek, J. (1997). *Social studies in elementary education* (10thed.). New Jersey: Prentice-Hall.
- Patrick, J. J. (1981). Essential skills in social studies. In Mehlinger, H., & Croom, H. (Eds.). *UNESCO handbook for teaching social studies*. Paris: UNESCO.
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94 (2), 247-252.
- Schacter, J. & Thum, Y.M. (2004). Paying for high-and low-quality teaching. *Economics of Education Review*, 23 (4), 411-430.
- Schug, M. C., Todd, R. J., & Beery, R. (1984). Why kids don't like social studies. *Social Education*, 48 (5), 382-387.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57 (1), 1-22.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15 (2), 4-14.
- Sparks, D. & Hirsh, C. (1997). *A new vision for staff development*. Alexandria, VA: Association for Supervision and Curriculum Development and National Staff Development Council.
- Stuart, J., Akyeampong, K. & Croft, A. (2009). *Key issues in teacher education: A sourcebook for teacher educators*. Malaysia: Macmillan.

- Tabachnick, B. R. (1991). *Reflections on reflective teaching. Issues and practices in inquiry-oriented teacher education*. New York: Falmer Press.
- Tamakloe, E. K. (Ed.). (1994). *Issues in social studies education*. Accra: Black Mask Ltd.
- Tamakloe, E. K. (1991). *The nature of social studies and its curriculum implications*. *Journals of Institute of Education*, 2(1), 47-48.
- Tamakloe, E. K. (1988). *A survey of the teaching of social studies in Ghana*. *African Social Studies Forum*, 2 (2), 34-35.
- Taylor, W. (Ed.). (1978). *Research and reform in teacher education; European trend report on educational research*. Council of Europe: NFER Publishing Co. Ltd.
- Udofot, M. A. (1988). *Training social studies teachers for Nigerian schools*. *African Social Studies Forum*, 1 (2), 67-68.
- UNESCO, (2007). *Global perspectives on teaching learning: Improving policy and practice*. Paris: UNESCO.
- Wade, R. (2002). Beyond expanding horizons: New curriculum direction for elementary social studies. *The Elementary Schools Journals*, 103 (2), 115-129.
- Wesley, E. B. (1984). *Teaching social studies in elementary schools*. Boston, D.C.: Heath and Co.
- West, M. (2001). *Reforming teachers' pay*. In Fielding, M. (Ed.). *Taking education really seriously: Four years hard labour*. (pp. 46-62). New York: Falmer Press.

APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

CAPE COAST, GHANA



INSTITUTE OF EDUCATION

TELEPHONE: (042) 36926, 33796 & 33793

Telegrams & Cables: UNIVERSITY OF CAPE COAST

FAX: 233-42-33793

E-mail: ioe@ucc.edu.gh

Our Ref.: M.Ed/TED/

Date: 29th July, 2011

Your Ref.:

.....
.....
.....

LETTER OF INTRODUCTION

This is to introduce to you Mr. Winfred Kanda and M.Ed (Teacher Education) student at the Institute of education. As part of the requirements for the award of the M.Ed Degree the student will have to conduct a research in education. We shall be grateful if he/she is accorded the necessary support in the collection of research data.

We count on your co-operation.

S.K Nti
Co-ordinator

APPENDIX B
UNIVERSITY OF CAPE COAST
INSTITUTE OF EDUCATION
QUESTIONNAIRE FOR RESPONDENTS
(SOCIAL STUDIES TEACHERS)

This questionnaire is designed to collect information on the educational background of social studies and how it relates to pupil's academic performance in Public Junior High Schools in Mfantseman Municipality.

You are kindly being requested to provide frank answers to the items on this questionnaire. The information provided will be regarded confidential and your identity as well as that of your school would be well protected.

Thank you.

Please tick (✓) or provide response(s) where appropriate.

SECTION A

BIOGRAPHIC DATA

1. Sex: Male [] Female []
2. Age: 20-25 [] 26-31 [] 32-37 [] 38 and above []

SECTION B

3. EDUCATIONAL BACKGROUND/QUALIFICATION

SSCE/WASSCE [] CERT 'A' [] DIPLOMA []

FIRST DEGREE []

4. TEACHING EXPERIENCE

a. How long have you been teaching social studies?

1-5 years []

6-10 years []

11-14 years []

15 years and above []

SECTION C

5. PROBLEMS OF TEACHING SOCIAL STUDIES

Problems of Teaching Social Studies	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
a. My school is having a few reference material.					
b. The period on the time table for teaching the subject is not adequate.					
c. Large class size affects my teaching negatively.					
d. Teachers do not motivate pupil to learn social Studies.					
e. I find it difficult to teach some of the topics in the Subject.					
f. Few teachers can teach the subject					

g. There are no regular INSET programmes on Social studies.					
---	--	--	--	--	--

SECTION D

6. What was your percentage score (BECE) results in social studies for the 2009..... 2010..... 2011..... 2012..... academic years?
7. How will you describe the general performance of learners in social studies? Above Average (), Average (), Below Average ().