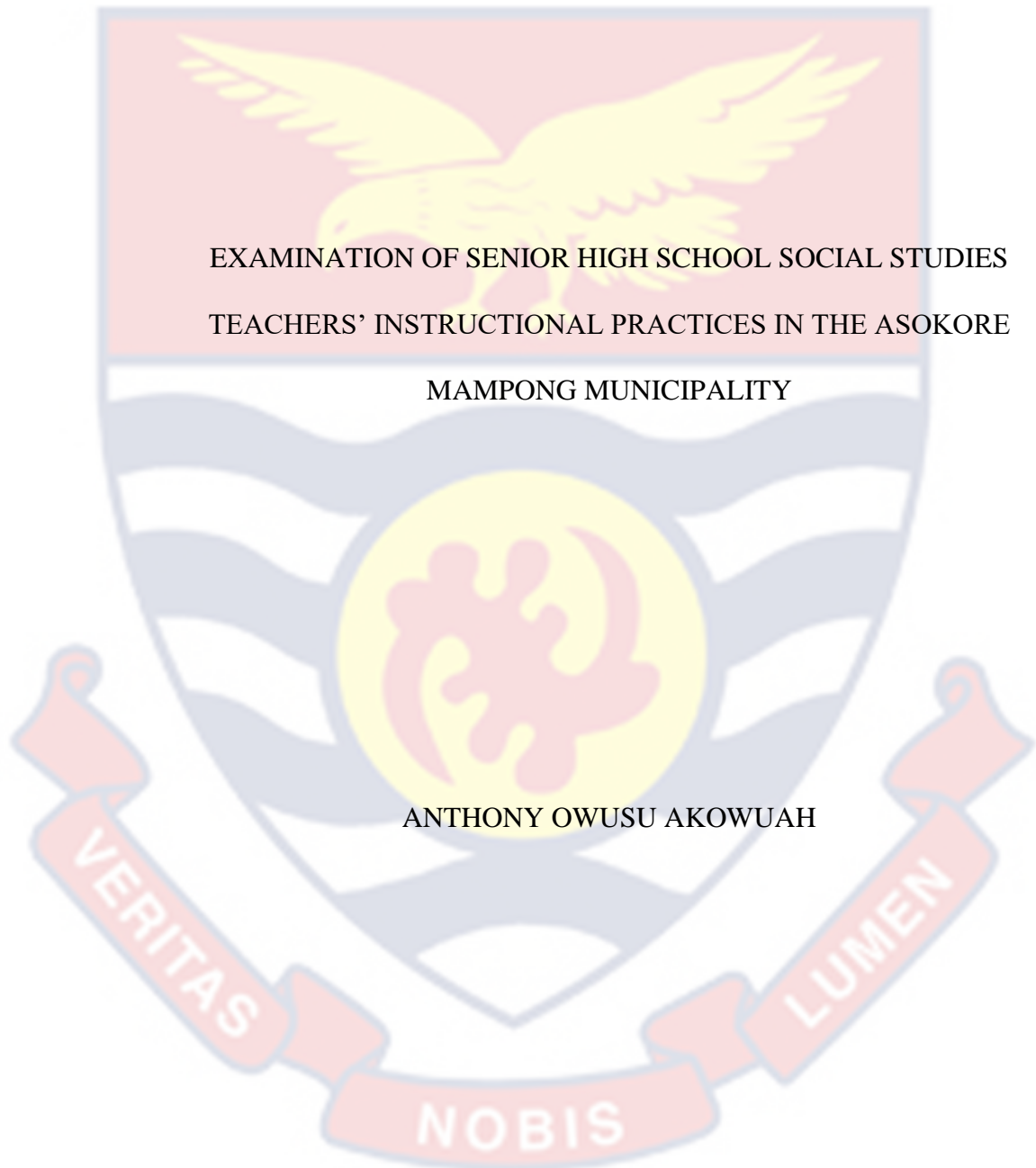
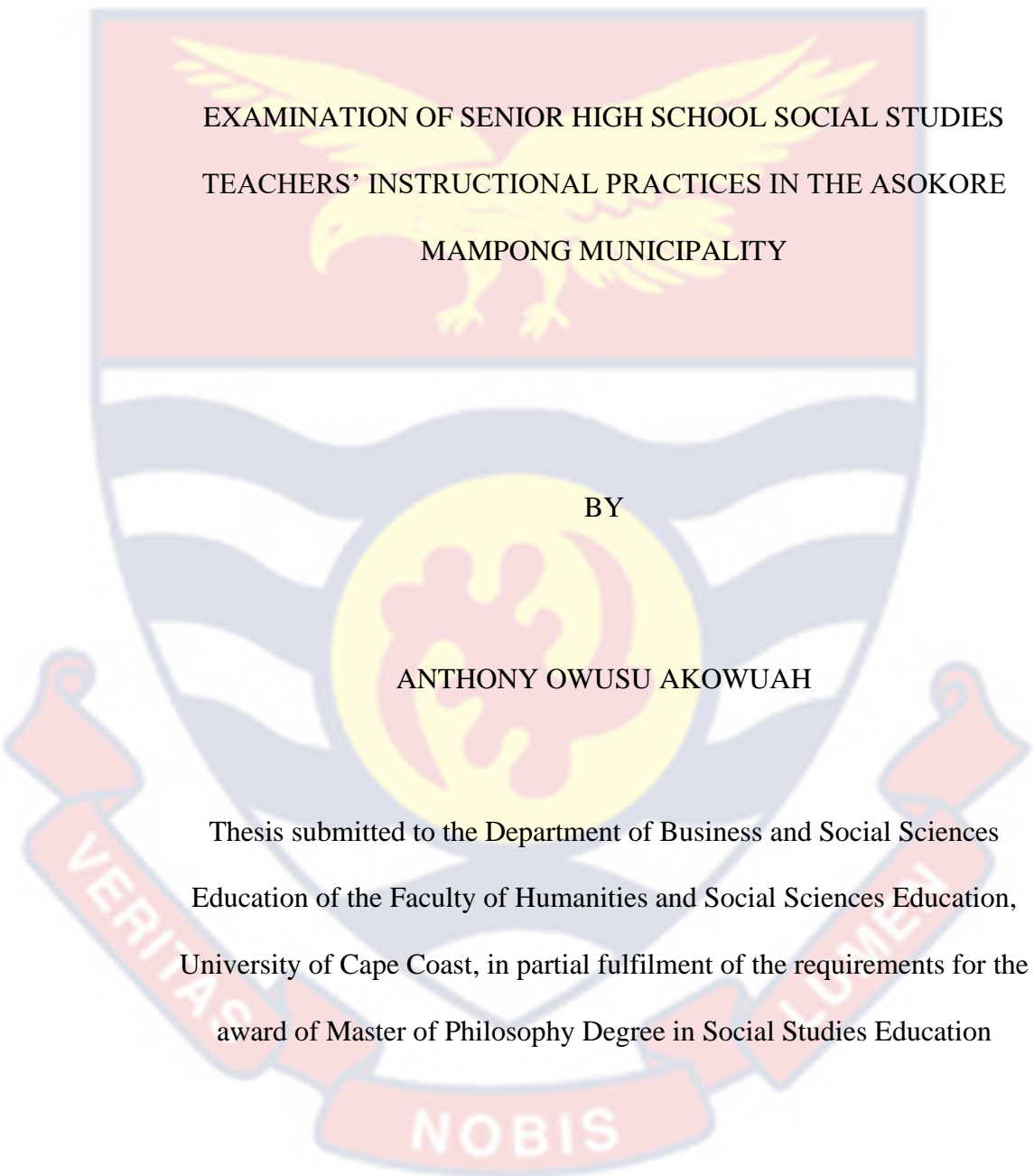


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EXAMINATION OF SENIOR HIGH SCHOOL SOCIAL STUDIES  
TEACHERS' INSTRUCTIONAL PRACTICES IN THE ASOKORE  
MAMPONG MUNICIPALITY

BY

ANTHONY OWUSU AKOWUAH

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

APRIL 2023

## DECLARATION

### Candidate's Declaration

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

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

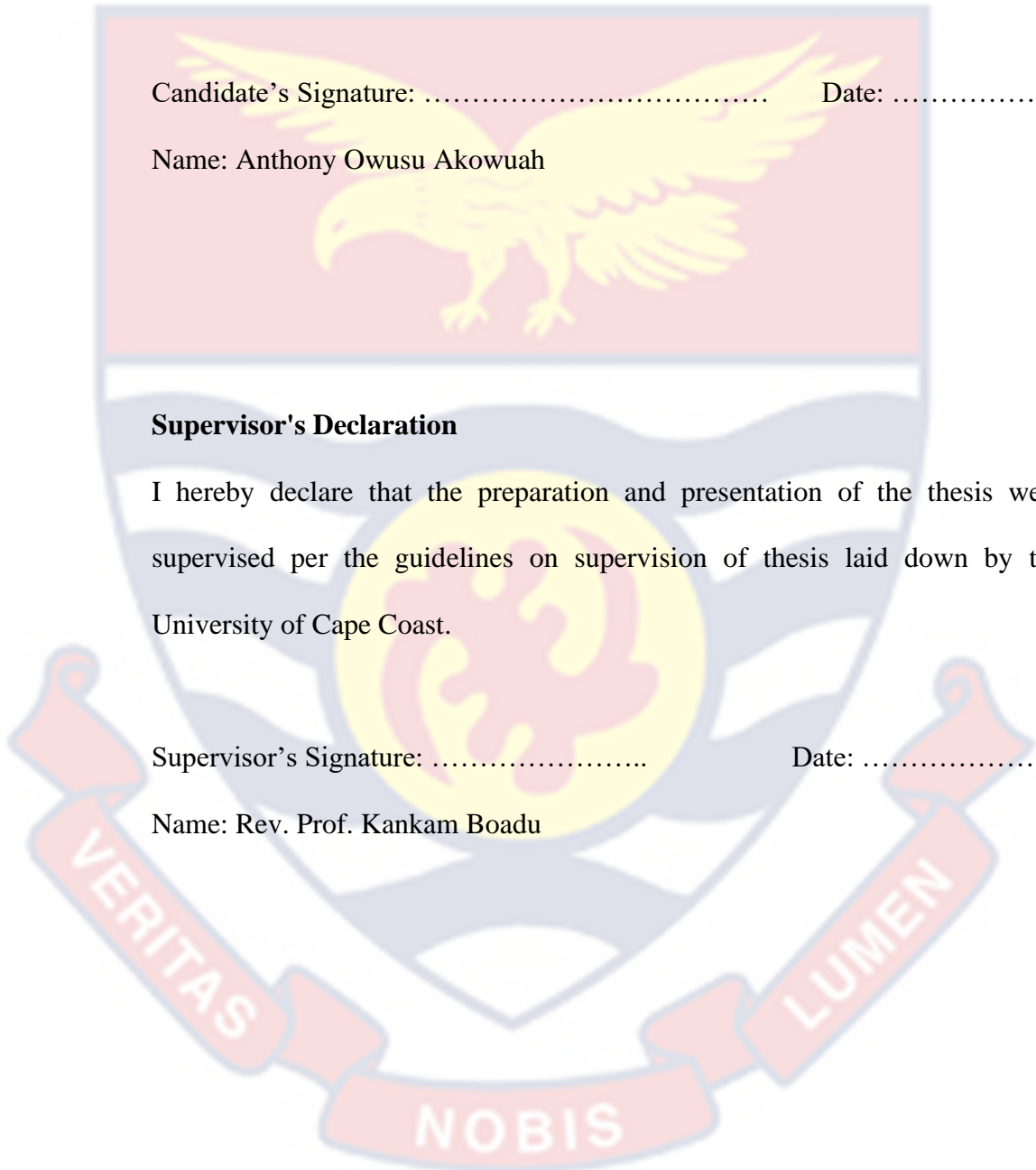
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### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised per the guidelines on supervision of thesis laid down by the University of Cape Coast.

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

Name: Rev. Prof. Kankam Boadu



## ABSTRACT

An excellent education mostly depends on the capability and efficiency of teachers. It is vital to examine the instructional practices of instructors since the teacher is the principal actor in the education of students. This study examined instructional practices that Senior High School (SHS) Social Studies teachers (SST) adopt in the Asokore Mampong Municipality, located in the Ashanti Region of Ghana. A descriptive survey design was employed for the study. A sample size of 51 teachers was chosen using the census technique from six SHS. Being a mixed methods study, two main instruments including a self-designed questionnaire and observation guide together with a documentary analysis were employed for gathering data from teachers. After collecting the data with a questionnaire, they were analysed using frequency counts, percentages, mean and standard deviations via Statistical Package for Social Sciences (SPSS), Version 22. Further, an observation guide was used to observe the lessons of the teachers. The observation guide was also adapted from the Centre for Teacher Professional Development, University of Cape Coast. Data analysis was done using descriptive and interpretive methods following the lessons observed. Teachers' lessons were observed based on the research questions and interpreted the matters mooted in the research questions to validate the responses generated from the questionnaire. Documentary analysis on the other hand was used to gather enough evidence concerning SST teaching. The study discovered SST to be moderately aware of the overall objectives of Social Studies, but lacked innovative techniques for teaching Social Studies. It was, therefore, suggested that repeated conferences and training are organised to update SST knowledge and skills of teaching.

**KEY WORDS**

Gatekeeping Function

Instructional Practices

Senior High School (SHS)

Social Studies Teachers (SST)

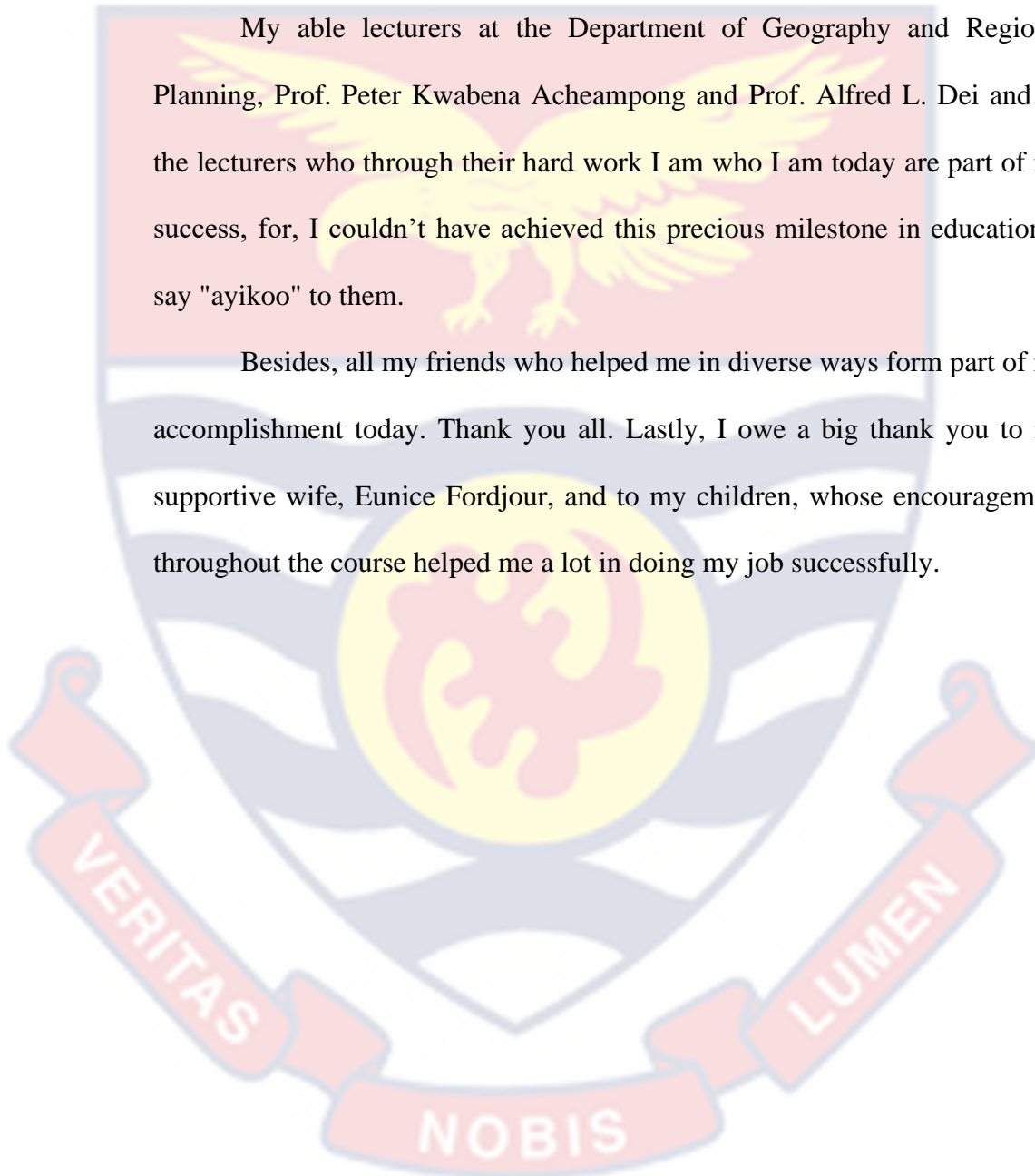


## ACKNOWLEDGEMENTS

I would like to thank my supervisor, Rev. Prof. Kankam Boadu of the Faculty of Arts and Social Sciences Education, the University of Cape Coast for his instrumental counsel regarding this work.

My able lecturers at the Department of Geography and Regional Planning, Prof. Peter Kwabena Acheampong and Prof. Alfred L. Dei and all the lecturers who through their hard work I am who I am today are part of my success, for, I couldn't have achieved this precious milestone in education. I say "ayikoo" to them.

Besides, all my friends who helped me in diverse ways form part of my accomplishment today. Thank you all. Lastly, I owe a big thank you to my supportive wife, Eunice Fordjour, and to my children, whose encouragement throughout the course helped me a lot in doing my job successfully.



## DEDICATION

To my wife, Eunice Fordjour and all my children.



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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

Teachers seem to have an essential function in effective lessons and high-quality education worldwide (Barberos, Gozalo & Padayogdog, 2021). Recently, studies on school and educational results have emphasised the duties of teachers regarding enhanced learning results. This idea substantially deviates from the normal educational tasks that suggest that efforts channelled into education, generate corresponding results (Baafi, 2020). Great variances exist when schools and classrooms are compared with each other, despite the considerable work done in schools and the supply of teaching resources (e.g., teachers, books and physical facilities for learning). These disparities have shifted the devotion of numerous experts to school and classroom elements that impact the results of education (Baafi, 2020, p. 18).

According to Curtiss, Hofmann and McNally (2016), “school quality, teacher quality and teaching quality currently dominate educational discourse”. They described the variables as instructional practices. Instructional practices denote the procedures and methods that instructors employ to help learners acquire the requisite knowledge during instructional periods. These teaching practices characterise the pivot of excellence of teaching and that of the instructional environment (Curtiss et al., 2016). A study by Morrison, Ross, Morrison and Kalman (2019) found that different teaching practices are used in several contexts for several expected results. Findings in educational processes research have divided teaching practices into four categories namely: active learning, group learning, learning based on assessment and discovery learning

(Baafi, 2020). Additional categorisation established on an action basis clusters the practices of teaching based on the teacher, the learner and integrated approaches (Illeris, 2018). The different teaching practices conform to diverse learning configurations to determine different expected results (Morrison & Sasson, 2019).

The teacher-based teaching approach connotes instructional methods whereby instructional events are teacher-based (Baeten, Dochy, Struyven, Parmentier & Vanderbruggen, 2016). In such a learning atmosphere, the instructor is the person of definitive specialist, and the learners are considered extremely unknowledgeable about the teaching content and are expected to inactively understand the information the teacher passes on. The teacher claims to publish knowledge through direct lessons with the belief that evaluating the students based on what the teacher depended on will yield great outcomes. van de Kuilen, Altinyelken, Voogt and Nzabwirwa (2019) asserted that the signs of learning in teacher-based strategies are empirically marked tests and appraisals. Conversations between teachers generally known as lectures, class demonstrations, assignments, and memorising are good examples of teacher-based strategies (Baeten et al., 2016).

With teacher-based strategies, learning follows certain curricula, and achievement of the learning outcome is centred on completing the curricula. Students are frequently anticipated to pen down knowledge declared in the class. In the same way, quizzes and examinations are curriculum-based and the success of the examinations is founded on a distinct scheme (Di Biase, 2019). Questions students ask are supposed to be usually responded to by teachers since they

(teachers) are the maximum foundation of knowledge in this approach and learners are not usually allowed to participate (Di Biase, 2019).

The benefit of the teacher-based instructional approach is its support for large classes, which is not ideal to meet the instructional needs of each learner. It also permits a relatively lesser period for classroom activities (Baeten et al., 2016). In addition, instructors can organise learning resources appropriately, because a specific learning material can serve all learners. Further, the expected learning objectives can be easily attained since the curriculum is usually designed by the teacher (Baeten et al., 2016). The strategy also provides for the shortcomings of the teachers, which include a feeling of uneasiness, shame or voice attacks (Baeten et al.). Besides, the approach encourages a coherent disposition of the content or theme of the teaching activity, thus preventing inappropriate material or topics (Baeten et al., 2016). In the past, teacher-dominated teaching strategies were useful, especially where the fundamental educational goal was solely the transmission of information coupled with a scarcity of resources (Starkey, 2019).

Notwithstanding, the teacher-dominated strategies were criticised for their inability to stimulate a change in student attitude, thereby defeating the ultimate objective of Social Studies (Di Biase, 2019). Lack of sources and resources is the other main problem of the strategy. This applies in particular to the idea that all knowledge is assumed to have an origin, thus the teacher (Di Biase, 2019). By using teacher-based methods, rigid administration, planning and management undermine learners' ability to innovate and explore knowledge.

Student-based strategies, on the other hand, are centred on instructional obligations with the teacher as a facilitator (Olayinka, 2016). In such a learning

atmosphere, the learner is considered an active individual in the learning process and the teacher must facilitate the processes through which the learner vigorously explores knowledge (Olayinka, 2016). The approach encourages a learning atmosphere where learners are trained based on their skills and talent rather than a predetermined objective outlined in curricula. Thus, learning is structured in a standard grounded on the interests, knowledge and needs of students (Olayinka, 2016). In this strategy, the crucial objective is to allow learners to discover their studying characteristics so that each can understand how to learn in such a process (Sakata as cited in Baafi, 2020).

The most important characteristics of learner-based techniques comprise collaborative learning, critical thinking and the combination of information with prior knowledge. Based on this, the strategies were described as interactive learning. The learning process implies enhancing the presentation of enquiries for working in minor groups. The possibility to use the media and the fieldwork of the students applies to this strategy. The strategy has six broad domains namely inquiry-based, project-based, case-based learning, problem-based learning, learning to discover and teaching just in time (Sakata cited in Baafi, 2020). The supporters welcome it due to its capacity to allow practices of different learning styles in consonance with the promotion of the active participation of each learner as well as facilitating the improvement of the weakness of each student (Starkey, 2019). This procedure also offers the students the opportunity to ask questions, initiate talks and define problems. It, therefore, calls for strategies that connect students' worlds with their classroom learning activities. Arguably, learners can efficiently apply the learned knowledge and



abilities which are subsequently improved, (Starkey, 2019), if the teacher enables the exchange of experiences through group discussions.

Student-based teaching strategies imply the autonomous involvement of every learner in the process of learning, which promotes critical thinking and improvement in learning results (Baafi, 2020). Interest in student-dominated strategies has gained attention worldwide (Day, Gu & Sammons, 2016; Kang & Keinonen, 2018; Li, FlowerDew & Cargill, 2018). It has been found that there are best results for the student with teaching strategies dominated by students (Day et al.). Day et al. stressed that the approaches improve learning performance more than the teacher-based approach. Other academics have also shown that the teaching methods dominated by students are better suited for describing multifarious or difficult educational materials and can help teachers to achieve social learning and interpersonal relationships (McKnight et al., 2016, pp. 194-211).

However, the student-based strategy has some setbacks that include a chaotic classroom because they promote students' participation and discussions among students (Starkey, 2019). The teacher also has the disadvantage that the activities of all students must be handled at the same time as far as the student-based strategies are concerned and this is a complicated order especially when students work in different phases of the same project (Starkey, 2019).

The integrated teaching approach was developed by a combination of instructional strategies focused on the teacher and the learner (Chick & Hassel, 2009). The technique can be achieved via a curriculum that combines the different learning parts that emphasise the amalgamation of ideas. To Riordan, Hine, and Smith (2019), the approach is to establish associations for learners

and, therefore, relevant to make them sensible to do activities which are related to actual life events. The procedure promotes the investigation, collection and processing of information, demonstration and refinement of information in instructional areas devoid of restrictions or conventional impediments. In an integrated approach, the teacher uses lectures, PowerPoints, performance-focused techniques, writing of journals and drawing maps, audiovisuals, group discussions and demonstrations to attain learning results (Riordan et al., 2019).

Students are encouraged to see networks and interrelations between the curricula in the integrated strategy (Day et al., 2016). In addition, the technique is founded more on the elaboration of skills across a fundamental idea that is significant to students (Day et al., 2016). The enquiry approach is essential for the strategy. It emphasises the need to make students active. That is, being functioning students, they can investigate issues, infer their results, communicate these discoveries and, eventually educate themselves and their colleagues (Riordan et al., 2019). The strategy enables the students to distinguish their previous knowledge of a topic from fresh knowledge throughout the learning activity and ultimately construct meaning (Riordan et al., 2019). An integrated approach is advantageous in that it takes into account many learning, theories and intelligence styles. While the strategy enables the fusion of different subjects, the usage of appropriate actual experiences in everyday life, as defended by the supporters of the learning procedure deduces the benefit of active involvement of the student. Integrated study plans are also the basis for a profound understanding of content (Baafi, 2020). The practice of this instructional approach was accepted based on the belief that sufficient time could not be allocated during periods of instruction to clarify everything in seclusion.

The integrated approach to learning, therefore, is an important ideal for producing a constructive and cooperative learning atmosphere (Day et al., 2016). One shortcoming of integrated strategy is its provision of little room for effective planning of learning areas. Again, teachers have to integrate different concepts, encourage high cognitive stress and try to overwhelm students (Riordan et al., 2019).

Further, integrated strategy entails that the students properly assign and sufficiently regulate their cognitive resources while learning so that they can apply concurrently attained information in the learning process (Drinkwater et al. 2014). The implication here is during the presentation of issues in an integrated way, the learner has to toggle from one side to the other between the perspectives to form a consistent mental image. Again, when students with diverse knowledge are assigned the same tasks, there is the likelihood that those with previous knowledge are rather overwhelmed; others vary in the skills needed to manage their attention to quickly maintain information in an active and recoverable state and therefore display the problem of the segregated learning result (Riordan et al., 2019).

Based on the disparities associated with teachers' teaching practices, the SHS Social Studies syllabus detailed teaching and learning activities that would help teachers attain Social Studies objectives. The activities are to guarantee the highest learner involvement during teaching sections including eschewing memorisation and exercise-driven strategies and instead emphasise instructions that involve all students; domains of cognitive, affective, and psychomotor in their (teachers) lessons delivery whenever applicable. This prominence will help

learners advance critical thinking; apply problem-solving techniques, and obtain desirable attitudes and values (MOE, 2010).

Nevertheless, the goals of Social Studies have not yet been reflected in the youth of Asokore Mampong in particular, and Ghana in general. That is, the countless number of students who were taught Social Studies set negative behaviours, including cyber fraud; mismanagement of national wealth; sexual promiscuity; drug abuse; hooliganism in our Parliament House; hooliganism in schools, and also, during voting, sports and games; murder; reckless driving on our roads and disrespect for the elderly and those in authority, among other things, that cloud the country's good image (Abdulai, 2020; Mensah, 2017). These affect the security and development of the country.

Also, a common practice of assessment in Social Studies in Ghana is in the cognitive domain (Ayaaba et al., 2014). Therefore, the SST tends to rely on paper-and-pencil tests based solely on cognitive domains, ignoring other procedures and domains (Ayaaba et al., 2014). This is reflected in the questions, which usually require students to articulate what they have learned. If Social Studies is to effectively teach citizenship education, SST and the external examination body, the West African Examinations Council (WAEC) ought to reconsider how students are assessed (Ayaaba et al., 2014). A major problem is that the Social Studies curriculum and educational practices tend to completely ignore the important role that values and attitudes play in promoting understanding and solving social problems (Ayaaba et al., 2014).

It appears there is a gap between the instructional practices of SST in Social Studies classes and the anticipated deeds of learners within society. Several studies have been published in other municipalities, regions and

countries on several teaching techniques that are available for teachers of Social Studies that can be used to advance knowledge, morals, attitudes and students' proficiencies, especially those who pass through their hands in the classroom (Ayaaba & Odumah, 2013; Dynneson & Gross, 1999; Tamakloe, Amedahe & Atta, 2005), but little or no study has been carried out in my study area. This is confirmed by Eshun and Mensah (2013) and Kankam, Bordoh, Eshun, Bassaw, and Andoh-Mensah (2014), who say that many studies went to the growth of SST content knowledge and the Social Studies curriculum. Some treated Social Studies textbooks, while others examined students' attitudes to practising democratic values in the school environment. For this reason, it is necessary to examine the instructional practices adopted by SHS SST in the Asokore Mampong Municipality.

### **Statement of the Problem**

Given a long-time teaching of Social Studies in the world and Ghana and its academic and social importance, it is still doubtful whether Social Studies has achieved or is in the process of achieving its goal of effective citizenship, while citizenship education is vital in primary and pre-school study plans (Akhtar, 2008; Ayaaba et al., 2014; Bekoe, 2006). For Lawal (2002), the historical growth of Social Studies in the United Kingdom and the United States (USA) shows that the subject has a great influence on the mindsets of citizens. To Akhtar (2008), citizenship education is the mainstay for developing the skills, ethics, experiences and understandings necessary to develop responsible and patriotic citizens within a country.

To realise this goal requires the understanding and use of several educational practices in Social Studies lessons to attain its planned goals. Social

Studies classes should be attractive (Adeyemi, 2003). This means that they must be filled with activities that assist the students to obtain the necessary principles and mindsets to work satisfactorily in communities. Therefore, when choosing the corresponding teaching methods, teachers must take into account those that positively influence the attitude, values and skills of learners that are at the centre of Social Studies or citizenship education (Ayaaba et al., 2014).

It is alarming, however, that several SHS in Ghana are facing disciplinary challenges and problems and this has become a burden to all stakeholders in the country (Gyan, Baah-Korang, McCarthy & McCarthy, 2015). The situation is not much different from Asokore Mampong Municipality. Evidence from the files of the disciplinary committees and guidance and counselling units of the schools where the study took place revealed several disciplinary actions, including suspensions and withdrawals against students in those schools. These suspensions and withdrawals have myriad consequences for the students and their parents, and teachers. Gyan et al. (2015) noted that students' misconduct is attributable but not limited to lack of commitment, poor manners, inadequate instruction, transition into adolescence, unacceptable home environment, poor school organisation, and lack of social change and all these happenings portray a reaction by students as a result of their external environment but in which the students' psychological tendencies stimulate their responses. It is against this background, that Mengler (2017, p. 35) believed that if Social Studies is not given enough attention, learners can have the wrong impression of many aspects of the modern world, with negative consequences for these learners and society at large.

So many efforts have been made to deal with the indiscipline nature of students in the Asokore Mampong Municipality but to no avail. For example, disciplinary committees, guidance and counselling units, parent associations (PAs), the municipal director of education, heads of the SHS and so forth have attempted to reverse the situation but have yielded no positive results. Therefore, because Social Studies focuses on effective citizenship, it is believed that SST instructional practices may be faulty since the subject focuses on effective citizenship. This is because Ananga and Ayaaba (2004) said that Social Studies should develop virtuous citizenries who are extremely patriotic and possess the traditional practices for future generations.

Despite the highly controversial notion of good citizenship that Social Studies aspires to, it is still important to note that the urgent need for a greater emphasis on citizenship education in Ghana is a validation for the teaching of Social Studies (Ayaaba et al., 2014). It was this need that prompted the National Council for Social Studies [NCSS] (1979) to call for action in Social Studies education to promote the public virtues and moral character of young people. For Ayaaba et al., the New Social Studies movement emphasised, among other things, social participation and good citizenship; active student engagement with information to construct meaning; and the use of discovery learning or inquiry whereby students generated and tested hypotheses to develop conclusions, concepts, and generalisations about geographical, economic, sociological, and historical phenomena.

A teacher's mindset is arguably integral to the process of implementing a subject curriculum (Oppong, 2009). Kundu and Tutoo (1988) asserted that teachers' and learners' performance is suboptimal if teacher-learner perceptions

and attitudes about a subject are not positive. Put differently, SST perceptions and attitudes about a subject are likely to influence engagement with the subject, which can subsequently lead to a reflection in teacher contributions and learner outcomes. Huberman (1983) observed that a teacher's psychological state could impact positively or negatively on the implementation process. Typically, teachers who have a negative attitude towards the programme are less enthusiastic about its implementation. Oppong (2009) confirms this by stating that a teacher's mental state can positively or negatively impact the instructional process.

Here, also, Wilkins (2010, pp. 23-36) suggested that the behaviours and attitudes of teachers and students can and do influence teaching practice. The comprehensive knowledge about teachers' mindsets towards all subjects provides supplementary knowledge to comprehend the differences in understanding educational strategies relevant to several fields of study. In a similar literature study, Wilkins observed that no study on Social Studies education and programme in Jordan was revealed. Most of the research dwelled on university education without focusing directly on education in pre-university schools (Wilkins, 2010).

Further, Abdulai (2020) carried out a mixed-methods study about how the knowledge of SST teaching methods in SHS impacts the behaviour, ideals and proficiencies of students using interview guides and questionnaires in the North East Region of Ghana. The study recommended that given the increasing change in the way Social Studies is clarified in SHS today, more emphasis must concentrate on the affective domain to determine the extent of attitudinal changes among students during the successful completion of the course. Also,



educational providers should organise a comprehensive pedagogy in Social Studies to improve teachers' knowledge of appropriate teaching techniques to help students develop attitudes, values and skills and essentially, the successful delivery of the subject (Abdulai, 2020).

Additionally, Bordoh et al. (2021) studied teachers' attitudes and factors related to Social Studies instructional concepts in selected SHS in the Sefwi Wiawso Municipality, Western Region of Ghana using interview checklists. Their study made the following recommendations: SST be supported to stay current with the kinds of subject concepts and techniques and methods that promote successful subject delivery; SST who have a positive attitude toward the instructional processes of the subject's concepts are needed if Social Studies aims at fostering attitude change in Ghanaian society, and SST should cultivate a constructive approach regarding the teaching of the subject but they should also be trained to teach the subject well (Bordoh et al., 2021).

Indications are that there is a mismatch between SST knowledge of cross-curricula teaching techniques and subject-specific teaching techniques that enable students to imbibe attitudes, values and skills in the Asokore Mampong Municipality. These identified gaps have compelled the study to examine SST instructional practices leading to the achievement of the curriculum's overall goals, as in most cases, teachers employ instructional methods that facilitate their job concerning their insights and their attitudes, personal inclinations, and institutional cultures. In addition, teachers adjust the nature and eminence of the instructional process based on student entry behaviour and level of engagement (Curtiss et al., 2016).

### **Purpose of the Study**

This study examined SHS SST instructional practices in the Asokore Mampong Municipality.

### **Objectives of the Study**

Particularly, this research aimed to:

1. Investigate the level of knowledge of the teachers of Social Studies on the overall objectives of the subject;
2. Evaluate the views of SST on teaching techniques used in teaching Social Studies;
3. Determine how SST use teaching techniques to attain the overall objectives of the subject;
4. Evaluate the assessment techniques used by SST and
5. Assess the perceived factors militating against the teaching of Social Studies in the Asokore Mampong Municipality.

### **Research Questions**

The following research questions were formulated to carry out the study.

1. What level of knowledge do the SST have on the overall objectives of the subject?
2. What are the views of the SST on the instructional techniques used in teaching Social Studies?
3. How do the SST use teaching techniques to attain the overall objectives of the subject?
4. What assessment techniques are used by SST?
5. What perceived factors are militating against the teaching of Social Studies in Asokore Mampong Municipality?

### Significance of the Study

The information generated from this research is essential to reveal teachers' knowledge of the general objectives, instructional practices and authentic assessment techniques used by teachers regarding the teaching of Social Studies in the SHS in the study area. Teachers' knowledge of the general objectives of the Social Studies curriculum will enable them to adequately prepare their lessons well for effective lesson delivery towards the realisation of the subject's objectives. Heads of SHS and heads of Social Studies departments will be able to insist on the regular application of Social Studies objectives in the preparation of the daily or weekly lesson plans of SST and base their (teachers) assessments, that is, the before, during and after form of assessments on the general objectives of Social Studies as well.

Additionally, the study would enable the MOE, Ghana Education Service (GES) and Non-governmental Organisations (NGOs) to organise regular in-service training courses for SST. This will enhance the teachers' knowledge of teaching techniques of Social Studies, more importantly, those who completed their university programmes long ago to assist them abreast of appropriate teaching techniques that can be used to develop attitudes, values, and skills of the students that they teach. It will also allow SST to focus more on learner-centred methods other than the traditional methods of teaching.

Further, in a bid to accomplish the broad objectives of Social Studies, SST will be able to involve students in practical and meaningful discussions, role-plays, debates, invitations of resource persons and field trips as often as possible. This in a way will help cultivate citizenship education goals in the students. Students will also be able to solve their personal and societal problems.

Social Studies teachers will be better able to use multiple assessment techniques in assessing students' knowledge to better achieve the goal of Social Studies. Similarly, WAEC will be encouraged to set questions that would enable learners to reproduce what they have been taught in class towards solving personal and societal problems instead of replicating what is being learnt during examinations. WAEC will, therefore, see the need to concentrate more on affective and psychomotor domains to ascertain the level of attitudinal changes in learners in setting up its questions. Also, all stakeholders including SHS coordinators, school administrators, parents, teachers, supervisors and students will be influenced to work in concert to ensure the successful assessment of students.

Moreover, the MOE and GES will be better able to make an upward adjustment to the period allotted to the teaching of the subject. Further, the government of Ghana and other donor agencies will be encouraged, in any case, to provide SHS with the requisite facilities and the necessary teaching materials to enhance teaching and learning in the Asokore Mampong Municipality. Essentially, while copies of this thesis would be available in the library, the study could serve to add up to what is already known. Hence, scholars who wish to further investigate the topic can use the findings as a guide to carry out their studies. Finally, findings from the current study will be published in journals and presented during seminars and conferences to ensure that the information gets to all stakeholders.

### **Delimitation of the Study**

The study adopted the descriptive research design using a questionnaire and observation guide to collect data in six SHS in the Asokore Mampong

Municipality. The schools included Tawheed SHS, Nuru Ameen Islamic, Kumasi Academy, Parkoso Community Day Senior High, Ibadur Rahman Islamic and Sakafia Islamic Senior High Schools. The Census technique was used to select teachers from the six SHS. The choice of Asokore Mampong municipality was informed by the high rate of indiscipline among students in the municipality.

### **Limitations of the Study**

This study was limited to the generalisation of the results and the data collection instrument. In terms of the generalisability of this research findings, the main facts remain that the relatively pre-determined population might not be large enough to generalise the results to reflect the opinion of all SST. As such, the study findings can be generalised to only the study population. Also, respondents were of the view that the items in the questionnaire were complex, that is, they found them difficult to understand, most especially the short answer type. This could have affected the results. However, time was allocated to explain everything on the questionnaire to the respondents. The explanation aided them in responding to the questionnaire appropriately.

It was also observed that the questionnaire should have included assessment tools such as sociometry, oral presentation, project, chats, observation, experimental and investigative studies inter alia. These assessment procedures are believed to help students cultivate affective skills in Social Studies. However, the observation guide and documentary analysis aided the researcher to gather appropriate results. Finally, officers in the administration of certain schools felt reluctant to provide information necessary for the study, especially the WASSCE results.

## **Definition of Terms**

### **Gatekeeping Function**

This is the role performed by the Ministry of Education (MOE) and Ghana Education Service (GES) in trying to control or regulate the calibre of personnel and material resources for instructions regarding the teaching and learning of Social Studies.

### **Instructional Practices**

This study investigated instructional practices in terms of methods or strategies employed by SST in Social Studies lesson delivery.

### **Senior High School(s) (SHS)**

Pre-tertiary institutions that focus on a more specialised discipline. Regarding this study, though, students turn to specialise. All students read Social Studies as a compulsory subject among their specialised disciplines.

### **Social Studies Teacher(s) (SST)**

These are the tutors who handle Social Studies as a subject of learning.

### **Organisation of the Study**

This empirical study has five distinct chapters. The first chapter comprised the background, problem statement, purpose, research questions, the significance of the study, delimitation, limitations, definition of terms, and organisation of the rest of the study. Chapter Two focused on the literature review. The research method for the study is described in Chapter Three and comprises research design, study area, population, sample and sampling procedure, data collection instruments, data collection procedures and data processing and analysis. The main focus of Chapter Four is the presentation of results and discussion. Summary of findings, conclusions, recommendations and suggestions for further studies are presented in Chapter Five.

## CHAPTER TWO

### LITERATURE REVIEW

The review of this chapter is organised along with the theoretical, conceptual and empirical reviews to guide the study. This chapter reviews SHS SST' instructional practices in the Asokore Mampong Municipality, knowledge of the teachers of Social Studies regarding the subject, SST views on instructional procedures used in teaching Social Studies, how SST use instructional procedures to attain the subject's purposes, the assessment techniques used by SST in the Asokore Mampong municipality and the perceived factors that militate against the teaching of Social Studies in the Asokore Mampong Municipality.

#### **Theoretical Framework**

The framework developed by Charlotte Danielson for professional practice supported this study. According to Danielson (1996), every framework for specialised training should give procedures about the teacher's duty. This theory is thus used to gain an in-depth understanding of teachers.

#### **Danielson's Framework for Teaching**

This framework identifies features of a teacher's responsibilities that experiential studies have shown how students' learning can be improved. This framework is valuable to design the different aspects of competency, which professional teachers have to cultivate experience because teaching is an extremely intricate activity. The systematic appraisal of the areas offers guidelines for the skills that new teachers have to develop. Danielson segregated the complex activity of the lessons into 22 elements grouped into four domains

of teaching responsibility: scheduling and organisation, classroom setting, tuition and expert obligation.

Danielson's framework was adopted because the teacher's instructional practices that take place before, during and after classroom interactions with students are duly reflected in the framework.

### **Domain 1: Scheduling and Organisation**

The elements in Domain 1 describe teachers' organisation of the content of what students should learn, in other words, how the teacher designs the lessons. This includes the proof of knowledge in content and pedagogy, the demonstration of students' knowledge, the selection of teaching objectives, the demonstration of knowledge about resources, the design of coherent lessons and the evaluation of student learning (Danielson, 1996). This component of the framework is in line with Research Question One of the current study since it talks about selecting the subject's objectives and values which must be clear and suitable for diverse students by ensuring balance. Also, the demonstration of Knowledge of resources for teaching students to suit instructional groups corresponds to Research Question Five of the study. Further, the design of coherent instructional activities in the framework corresponds to the second research question. Lastly, Danielson suggests that the assessment of students' learning should be harmonious with the subject's objectives is also in line with Research Question Four.

### **Domain 2: Classroom Setting**

These components comprise the non-teaching aspects of classroom interactions. These include creating a respectful environment and relationship



between learners and their teacher, building a learning culture, managing classroom routines, managing learners' behaviour and arranging the space in the classroom (Danielson, 1996). This domain of Charlotte Danielson reveals certain elements such as the interaction between teacher and students; interaction among students; effective management of classroom procedures; managing instructional groups; managing shifts; managing materials; ensuring safety and arrangement of furniture; approachability to instruction by students; use of physical resources for learning; learning expectations and achievement of students. These elements demonstrate how the teacher uses instructional techniques and assessment procedures to interact with students, which form the foundation of the current study in that research questions two and four talk about teaching and assessment in the classroom respectively.

### **Domain 3: Tuition (Instruction)**

Under this domain is the formation of the instructional procedure. The commitment of learners to learning competitions. This includes clear and precise communication, the use of discussion and questioning techniques, occupying learners in studying, providing students with feedback, and displaying elasticity and sensitivity (Danielson, 1996). This domain guarantees that teachers communicate plainly and precisely to students via oral and written language; give appropriate directions and procedures using questioning and discussion techniques to students and ensure that questions are of good quality. Teachers are also advised to guarantee the active participation of students; provide activities and assignments for students both in groups and individuals and feedback to students that are worthy, precise, functional, useful, specific and time-bound.

These elements demonstrate teachers' use of instructional techniques and assessment modes to achieve the overall objectives of Social Studies.

#### **Domain 4: Expert Obligations**

The elements in this domain characterize the broad nature of teachers' obligations outside of the classroom. This includes thinking about instruction, keeping accurate records, interactions with learners' relatives, contributing to the school and locality, the progress and improvement of the profession and demonstrating professionalism. Teachers who display these skills are extremely esteemed by their coworkers and superiors and considered real experts. In this domain too, Charlotte Danielson highlighted teachers' reflection on teaching for precision and effective utilisation in future teaching. Teachers must maintain precise records of students and ensure that students complete their assignments and submit them on time. SST teachers must also keep appropriate non-instructional records of students such as their conduct both in school and out of school. Lastly, the framework ensures that teachers enhance their content and pedagogical skills. These said and done will help track students' progress in learning. It can be deduced from the foregoing that Danielson's Framework for Teachers' Professional Practices is directly associated with instructional practices of SST, hence the current study.

As Danielson pointed out, there are several advantages to using this framework for professional practices. First, a framework allows the instructors to use everyday vocabulary to communicate effectively. It provides some level of excellence for beginning teachers by interpreting the 22 essential elements that make up a professional habit. A teaching framework provides a structure for

teachers' deliberations and serves as a resource for teachers. This structure also communicates to the community at large and aids in the selection of skills required to be an effective teacher (Danielson, 1996).

### **Conceptual Review**

#### **How Social Studies was Evolved**

Thomas was the first scholar who used the name "Social Studies" in 1905, according to Saxe (1991). During the larger exploration of the reorganisation of secondary education in 1917, he published his final report and found that the prevalence of Social Studies did not increase dramatically until the decades of the 1920s and from the 1930s, when before 1913 the word had a small but important record (Saxe, 1991). It was perhaps based on this research that Obebe (1990) pointed out that the USA is the "mother" of Social Studies and that it was first used in the first two decades of the 20th century as a programme in the education system of the USA. Obebe added that although it was a stormy and demanding birth, the midwives were renowned academics such as Edger Wesley, George Counts, John Dewey, Harold Rugg and Earle Rugg.

Wesley (1937) also wrote that economics, sociology, and civics were called "Social Studies" as early as 1905. Wesley was probably denoting the original curriculum specifically labelled as "Social Studies" that intended for citizenship education, "The Social Studies in the Hampton Curriculum." This curriculum taught at the Hampton Normal and Agricultural Institute in Hampton, Virginia, (also known as the alma mater of Booker T. Washington) was fashioned in 1905 by a Columbia University-educated sociologist, Thomas Jesse Jones (Palmer, Davis & Smith, 1991). The school was originally established to

educate the autonomous people of the south at the close of the American Civil War. "Though controversial because its prominence was on social control, Jones's Social Studies curriculum was innovative as it uniquely combined economics, sociology and political science," according to Palmer et al. This attempt was to bestow to Hampton's students who were initially African Americans and indigenous Americans, a series of individual Social Studies. To Palmer et al., that would be the aggregate effect of these individual Social Studies and the result would enable the Hampton students to obtain a kind of appropriate behaviour leading to the education of an upright citizen.

According to Obebe (1990), the Social Studies scene in the USA is not limited to a stagnant framework and has moved from being citizenship education to national growth by expanding the dream and value of citizenship to encompass the local society, state and country but also the globe. This confirms that no single or national Social Studies curriculum in America, instead, each district prepares its curriculum in harmony with the necessities of the districts.

Ogundare (2000) alerts that no evidence of the presence of pre-1930s Social Studies in Britain and other European nations and that what could be described as the substance of Social Studies in this period contained materials learned as civics education, economics, and political science. Lawal (n. d.) noted that after the establishment of universal secondary education, the Social Studies programme was fully established in Great Britain, as the age of departing from school was increased from 14 to 15 years old and teachers had to be retrained in 1944. A detailed study of the history behind the progressive expansion of Social Studies in the USA and Great Britain has shown that it has had a significant effect on the opinion regarding Social Studies in Africa (Lawal, 2002). In the late

1950s, when African nations gained independence, they found ways to reform legacy educational structures to increase their suitability for the requirement of new countries. No course has been considered to be more meticulously connected to nationwide ambitions than those about the region, its people and its nationality obligations (Dondo, Krystall & Thomas, 1974). To support the efforts of the United States and Great Britain, the Universal Institute of Education in Hamburg has promoted Social Studies teaching as elements of the social sciences at the pre-university level. Consequently, an international Social Studies conference was held in Hamburg in 1961 to consider what suitable arrangements could be made for the teaching of the elements of social sciences to secondary school pupils between the ages of 14 and 18 in such a way that they can receive an introduction both to the knowledge provided by these disciplines and to the characteristics, approaches or methods adopted by them in an attempt to solve the challenges of human existence. In addition, in 1961, another international conference on Social Studies was held at Endicott Summer House Studies at the Massachusetts Institute of Technology (MIT) (EDC & CREDO, 1968).

The social sciences and humanities subcommittee of this conference, made up of American, African and British educators and academics, examined the problems and challenges of education in Africa and how to solve them. The subcommittee recommended that "Social Studies" must be taught cohesively and proposed the idea of introducing integrated Social Studies in Africa as a school subject in primary schools. Once again, in compliance with this platform, in September 1967, another summit convened at Queen's College, Oxford was funded by the Centre for Educational Development (EDC) and the Centre for Curriculum Renewal and Educational Development Overseas (CREDO). The

Oxford Conference highlighted the essence of placing a lot of emphasis on the Social Studies course in African primary schools. The forum proposed that another meeting be held in the ensuing year, 1968, to finalise the topic (EDC & CREDO, 1968).

The foundation work for understanding the meaning of Social Studies and its applications to Africa was laid during the Mombasa Conference, funded by EDC, USA and CREDO. Issues discussed included the involvement of Social Studies philosophy in education, the training of teachers, and preparation and procurement of resource materials as well as assessment procedures. Eleven countries from Africa were represented during the conference. They include Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Uganda and Zambia. The main decision taken was the creation of a Social Studies curriculum in African schools, and the course was to be started in primary schools. Each country was charged to form a government-approved committee that was to develop a curriculum that meets the needs of their nation. EDC and CREDO (1968) indicated that the conference also sparked the creation a year later of a permanent African international secretariat based in Nairobi, Kenya, called the African Social Studies Programme (ASSP) which was later renamed the African Social and Environmental Studies Programme (ASESP). The organization was charged with the responsibility of coordinating the further development of Social Studies on the African continent. Therefore, it advocates an integrated approach to the teaching of Social Studies and this has greatly influenced future thinking on the subject. These reflections have included the cultivation of national aspirations, love of one's country and responsible citizenship (Merryfield, 1988).

The colonial education method inherited by Ghana was the form of grammar education, according to McWilliam and Kwabena-Poh (1975), which emphasised only reading, writing and arithmetic. This shows that teaching and learning were teacher-based at the time and the emphasis was on the acquisition of knowledge while the affective and psychomotor domains were ignored. Therefore, to counter this inherited colonial education system, Social Studies was completely embraced as a subject that enables learners to develop the dexterities they need to integrate into their society and new ways of inheriting distinct disciplines such as history and geography, according to Merryfield (1988).

In the late 1960s, geography classes turned into "Social Studies" in Africa. In Ghana, on a try-out basis, the study of Social Studies was amalgamated into the education curriculum of certain training colleges from the early 1940s. Wesley College, Kumasi, Presbyterian Training College, Akropong, and Breku Training College (Tamakloe, 1988), had Social Studies as part of their curriculum. However, due to some problems in its unfolding, these experiences were briefly lived, and according to Tamakloe (1994), some of the problems that followed included the lack of qualified teachers to deal effectively with the subject (Social Studies). This is because the instructors had no training in theory, expectations and goals, as well as teaching methods. In addition, there was a paucity of resource materials and funds at the time.

Between August and September 1968, a meeting was organized at Winneba by the British Council. The conference tried out the new subject in four communities in the Central and the then Volta region. The centres were the Central region (Saltpond and Assin-Fosu) and Volta region (Ho and Hohoe). The name Social Studies sparked a debate. Although one party thought that the term

Social Studies should be, others argued that the name environmental studies should be changed (Mensah, 2019, p. 12). Therefore, attempts were made in 1969 and the 1980s to restart Ghana's Social Studies.

In 1976, the curricula of the middle schools in the then nine state capitals were applied to the social sciences. Due to a surplus of specialised Social Studies teachers after the training of the first three groups of teachers, Social Studies teaching came to a halt at the experimental junior high schools in the 1980s (Tamakloe, 1994). During the academic year, 1978/1979 (Abdul-Kediri, 1994) noted that the subject was nearly deserted in training colleges of education because of this surplus of teachers.

The launch of the New Education Reform Programme (NERP) in the late 1980s led to the active growth of Social Studies in Ghana. NERP had in its wake the adoption of nationally offered Social Studies as a core subject. In 1987 it became a core subject of the JSS programme with the support of a curriculum and textbooks. In 1991, the study of Social Studies was extended to primary schools in Ghana. To facilitate the expansion of Social Studies, several books had been produced for primary schools (i.e., the Ghana Social Studies Series). The introduction of Social Studies in basic schools required the training of teachers to handle the subject. Given this, the UCC established a B. Ed degree course for senior secondary school students in 1980 and pioneered it in the 1988/89 school year and the first group of eight students completed it in the 1991/92 school year. Postgraduate courses in Social Studies are offered at UCC and UEW. To support the teacher training initiated by UCC and with the help of the Institute of Education, UCC, the Advanced Teacher Training College also set up a diploma Social Studies teacher training programme in the same year.



Currently, Social Studies is studied from basic up to higher education institutions in the country (Kankam & Kwenin, 2019).

### **Social Studies Schools of Thought**

The historical antecedent of Social Studies is a history of turf wars, each with its founders, ideologies, values and pedagogical methods, between opposing camps (Evans, 2004, p. 1). This suggests that there are numerous schools of opinion on what the word "Social Studies" is or could be (Sawer, 2015). Aggarwal (1982) observed that numerous boards, committees, and writers have described the word "Social Studies" differently. According to Quartey (2003), some of its stakeholders have interpreted Social Studies differently since Social Studies came into being on the continent. Based on this, it is still not clear whether the subject among different people leads to the achievement of educational goals such as understanding, developing skills and desirable attitudes and beliefs, which would allow students to be more disciplined and solve problems both personal and social. For example, Engel cited in Evans (2004) identified three foundations for Social Studies when he formulated Social Studies as the social sciences; as a way to cultivate decent people and as a way to enforce those contents and values. Barth and Shermis (1981) and Barr, Barth and Shermis (1977) highlighted modern ideas in Social Studies by recognising three key teaching traditions in Social Studies: dissemination of citizenship, social science and a reflexive inquiry.

Moreover, following the work of these researchers, Newmann cited in Evans (2004) declared a new classification and concluded that environmental competence is one of the main components of Social Studies. Evans (2004), posited that The major opposing Social Studies camps have repeatedly struggled

to retain control or influence the direction of Social Studies (p. 1). He continued that “not only do these two camps advocate an approach to curriculum material and practices, but also a clear vision of citizenship and what it means to be a good citizen (Evans, 2004, p. 2).

The opinions of the authors clearly show that many Social Studies educators wanted to describe Social Studies based on their cultural context and understanding of the subject and that these camps can be grouped as follows: The former, conventional historians, uphold history as Social Studies core and emphasize the content acquisition, timeline, and textbook as the backbone of the course. This camp defined its focus in the 1890s and has seen a revival in recent years. A second field advocated Social Studies as social science and includes those who want a broader place for the teaching of the disciplines in schools and those who support a discipline's structure approach, which was at the core of the new 1960s Social Studies Movement. A third group, "social efficiency educators", was keen on creating a more efficient and efficiently well-ordered civilization by applying standardized techniques from business and industry to education. More often than not, they have envisioned a more directly functional and scientifically constructed curriculum intended to prepare students for various life roles. A fourth group is made up of social meliorists. They are Deweyan experimentalists who want to develop the reflective thinking capacity of students and, therefore, contribute to social improvement. These theorists advocated a reflective or problem-focused curriculum and often emphasised curricular attention to social problems. Finally, a fifth and related group is comprised of critical social reconstructionists or pedagogues, who place Social Studies in schools in a leadership role in transforming American society (Evans, 2004).

In consideration of the current study, ideas of the fourth group, that is, social meliorist must be practised by SST to enhance the learning results of students as well as their (students) attitudes.

### **Definition of Social Studies**

Knowledge about the essence and intent of Social Studies is an important area for the effective teaching of Social Studies. As Farrant (1982) put it, the character of Social Studies requires that knowledge be viewed holistically and that human understanding of problems and solutions to problems should be promoted by all disciplines or fields (p. 132). The essence of a subject is derived from its definition, according to Quartey (2003), and the character of Social Studies is to be derived from the most accepted definition of citizenship education. Despite this, efforts have been made to respect the different meanings offered by the professionals of the Social Studies programme, whose efforts have brought Social Studies to this stage. Since the time of its introduction in 1916, there has not been any agreement among practitioners on the subject of how to describe the word "Social Studies".

In August 1968, the First African Conference (Mombasa Conference) was held in Kenya on Social Studies to enable member countries to work together closely, comprising 25 African countries, seven British and six American delegates assembled during the Mombasa Conference to discuss critical issues such as: "What is Social Studies? What should be the priorities for education in Social Studies? And in teaching Social Studies, what approach should be used?" (Merryfield, 1988).

The answers to these questions may have influenced the concepts, strategies and methods to be used in Social Studies education to achieve its goals

successfully at the SHS in Ghana. The subject of meaning regarding Social Studies has troubled many from the time of its introduction, according to Shane and Longstreet (1993). From the beginning, researchers have never settled on a standard meaning, that is, whether a singular verb or a plural verb should be used for Social Studies (Zevin, 2000). However, it is convincingly shown by professional usage that the word "Social Studies" is used as a plural noun (McCledon, 1965), but it should be applied in a common context that adopts the singular verb "is".

Ravitch (2003) raised these questions based on the aforementioned argument, "What is Social Studies?" Or "What is the subject of Social Studies?" "Do history, geography, civics, economics, sociology, and all other social sciences merge?" "Is it a combination of courses such as vocational education, ethnic studies, gender studies, consumer education, environmental studies, peace education and drug education?" Concerning fostering abilities such as policymaking, relationships at the personal level, and strategic discerning, as well as creating acceptable behaviours such as international understanding, ecological awareness, and multicultural and gender equality, is it an area that determines its objectives? Ravitch continued that with these questions over time, the pioneers of Social Studies have always faced problems with the goals and definition of the subject.

Based on disagreement among scholars on the definition of Social Studies, Wesley (1950) opined that there has not been a mutual basis for defining Social Studies because of overlying roles and uncertain viewpoints. If this was the case regarding the concept of Social Studies, everybody would possibly side with Tabachnick (1991) who suggested that in an attempt to identify the general

meaning of "Social Studies" recommended by educators with a specific interest in the subject should be investigated. In that case, some authors have defined Social Studies according to how they perceive it. Preston and Herman cited in Kankam and Tawiah-Dadzie (2015) said that Social Studies is the common curriculum name that encompasses the social sciences ... the domain is vast, and all about human beings providing the potential Social Studies content. Jasim (2008) posited that Social Studies is the integrated study of social sciences and humanities to promote effective citizenship (p. ii). To Jasim, Social Studies covers the challenges faced by society and trains people to become law-abiding and patriotic with an understanding of the culture, principles and future optimism (MOE, 1987).

Michealis (1953) believed that Social Studies are concerned with man and his interaction with his social and physical environment, they deal with human relations (p. 2). Tamakloe (1991) in agreement with Michealis indicated that this subject entails humans and their relationship with their environment. From these explanations, it is seen that Social Studies talks about the development of people, and their society through training. Mathias (1973) supported this idea when he said that Social Studies integrates themes, ideas, concepts, theories, generalizations and so on of social science subjects. The intention of this is to solve a problem and describe phenomena. Integration is therefore the foundation of Social Studies. Another conception of Social Studies is what Kenworthy cited in Kankam and Tawiah-Dadzie (2015) perceived Social Studies as a kind of shorthand for the study of people by elementary and secondary school students. Notwithstanding, Angel as quoted in Kankam and Tawiah-Dadzie (2015) thought that Social Studies is a wider arena than that

covered by the social sciences. Therefore, Angel pointed out that it is fairer to see Social Studies as an applied field that attempts to merge scientific knowledge with ethics, the philosophical, religious and social considerations that arise through the decision-making process as practised by citizens. Banks (1985, p. 3) seems to have given a concise and comprehensive outlook of Social Studies that said:

Social Studies is part of the high school curriculum that has the prime concern to helping students cultivate the knowledge, skills, attitudes and values essential to contribute to the civic life of their communities, nations and world. He continued that Social Studies is the only part of the curricular that has the development of civic skills and abilities as its goal, though other curricula also support students to cultivate certain skills in a democratic society.

Wesley (1950) viewed Social Studies as the approaches and procedures of teaching the social sciences for educational determinations. On the other hand, Jarolimek (1971) described it as the way young learners mature in their comprehension of thoughtfulness to the physical and social influences at work around them so that they can mould their lives harmoniously among these influences. In addition, he asserted that the subject should be based on wisdom, reason and rational processes and not on myth, superstition and ignorance. Therefore, it is evident that Social Studies is indeed broad in scope. Jarolimek and Walsh (1965) pointed out that a Social Studies programme designed to maximize the ability of learners to understand and explain satisfactorily human

and natural problems should incorporate within itself relevant topics and activities. Further, Aggarwal (1998) hinted that Social Studies is the life of a man in a particular place at a particular time (p. 2). From the above, it can be said that Social Studies is the subject that integrates essential elements of disciplines from all walks of life to solve the problems of humans.

### **Scope of Social Studies**

The occurrences of World Wars I and II brought forth new representations for choosing the subject matter of the Social Studies programme. Tamakloe (1994) indicated that the phrase "scope of Social Studies" was gradually being disregarded. Specialists of curriculum differ in the "scope of Social Studies". For instance, Banks (1990) suggested that at the early level of school concerns family, schools, and communities, whiles at the college level diversity of electives including "sociology, psychology and democracy" are issues learnt.

Martorella (1994) contended that numerous teachers would agree that the scope of Social Studies has some similarities with other subjects in the social sciences encompassing geography, economics, history, sociology, political science, psychology and anthropology. According to GES (2001), Social Studies originates from geography, history, economics, and civics and integrates them in a way that forms a theme by itself. Ravitch (2003) noticed that Social Studies is perceived as a canopy covering a variety of subjects, disciplines, and skills (Mensah, 2020, p. 21). These subject areas as the scope of Social Studies aid in appreciating and comprehending the character of the subject.

Aggarwal (1982) suggested the scope of Social Studies ought to include studies on interpersonal relationships, natural sciences, arts, and contemporary

issues. According to Tamakloe (1991), Social Studies is thematic. Tamakloe continued, the content of Social Studies must be such that it crosses disciplines. Besides, issues about the school community, our local community, the national community, our continent, and others such as citizenship, cooperation, interdependence, and nationalism simply contribute to an organisation that is profoundly contingent on the application of concepts, facts, skills, and values from different subject areas. However, Social Studies is entirely different from social sciences. The latter, for example, afford occasions for students to be actively involved in the interpretation and evaluation of knowledge (Tamakloe, 1991). This means the subject is limitless.

This context supported the views of Leming and Ellington (2003) that the scope of Social Studies is limitless, avoiding substantive content and lacking guidance for effective practice. The writers further argued that students rank Social Studies courses as one of their least popular subjects, and Social Studies textbooks are largely superficial and bland. In the personal prologue, Zevin (2000) stated that one of the reasons Social Studies is hated by so many students is the arguments, knowledge of facts, names, places and all the facts they must know. This disagreement about the scope of Social Studies is attributed to the subject's character. This limitless nature of the subject, according to Tamakloe (1994), is the clear outcome of the diversity of concepts, skills, knowledge and values that can be used to explain problems, and phenomena and solve any problem to which that society is facing.

On the scope of Social Studies, Ross and Marker (2005) noted, Social Studies is the most inclusive of all subjects and determining the limits of what is taught in Social Studies requires deciding which social knowledge is most



important, which skills and behaviours are most valuable, and which values are more important. Based on this, there will be a continual debate on the scope of the Social Studies programme. Perhaps the problem concerning the scope of the Social Studies programme is due in part to the proliferation of its content and also to curricular improvements. Given this, Preston (1985) wrote that these innovations influence not only the method of study but seek to shape the scope and sequence of Social Studies and also, thus, the broad scope of the subject and the amount of material that could be included in Social Studies is a serious concern for Social Studies educators. Evans (2004) argued that the choice of the content of Social Studies is essential for designing instruction in Social Studies because of its competing vision and contradictions.

Furthermore, in defining the Social Studies scope, the MOE (1990) elaborated that Social Studies integrates disciplines such as history, geography, civics, and elements of economics, government, and sociology. It is also argued that the scope of Social Studies extends past social sciences. Thus, Shiundu (1988) described that the Social Studies scope has an infinite limit and therefore cuts across all existing disciplines and new social problems that are yet to be developed. Owing to this fact, the scope of Social Studies has no definite limit, Beard (1963) said that the scope of Social Studies is a seamless web too large for any human eye (p. 1). Bar, Barth, and Shermis (1977) also described it as a schizophrenic bastard child (p. 1). Mehlinger and Daves (1981) perceived Social Studies to have a credited social recognition because of its wider area but emphasised that Social Studies is deficient in a constantly discernible heart. Mehlinger and Daves added that the subject provides fruitful ground for unlimited promotion.

While the core content of Social Studies has sparked serious debate, experts who design this curriculum are faced with the difficulty of designing a teaching programme that accentuates or covers all important areas of its scope. In this regard, the content should gear toward training students and serving the needs of society as both are complementary. This must lead to producing people who have acquired the needed skills, and uphold their values and culture to fit well in their society.

### **SST Knowledge of Teaching Social Studies**

Teachers' expertise can significantly lead to an effective enactment of every educational programme. Professional teachers are expected to demonstrate certain skills and knowledge on a certain topic at a certain time. Such expertise is regarded as "disciplinary knowledge". Shulman (1987) described this as the quantity and organisation of knowledge as such in teachers' minds. Stanley (1991) opined that a teacher's knowledge of a subject determines their capabilities. He added that: Effectual educators frequently inspect their learners' improvement and provide them with adequate schoolwork or tasks. This is done gradually over time to warrant the fast development of learners. What Stanley meant was that the teacher demonstrates subject matter knowledge via blameless practices in and out of the classroom and school. MacNamara (1991) proposed the following arguments for effective teachers:

1. They must have an amenable and advanced understanding of subject knowledge for teaching to improve the understanding of learners. This, in turn, requires teachers to have a sophisticated understanding of a subject and its interaction with other subjects.

2. The core of instruction is the facts of kinds of depiction and the important amount of instruction implies knowledge and the way content is formulated to facilitate learners' understanding.
3. Teachers' knowledge of the subject affects the teaching methods. This knowledge makes teachers vary their style to keep the interest of all learners as well as ensure efficiency. Inadequate knowledge leads to avoidance of difficult issues or topics and thus teaching becomes didactic without the participation and questioning of the students and does not draw on the experience of the children. Adequate subject knowledge is necessary to assess textbooks and other instructional materials (p. 113).

These proposals call for dedicated teachers with in-depth knowledge about the subject and scope of Social Studies to be able to develop learners and inculcate in them the values of society and nation. In other words, the effectiveness of teachers is an obligatory aspect of Social Studies success in schools. As indicated by Melton (1994), expertise or competence represents appropriateness, purposefulness, suitability, training, and skill. Jordan and Powell (1995) further stated that being knowledgeable is having all the needed skills and capabilities as well as the application of an adaptable and approachable set of eminent approaches, which are desirable and results-oriented.

Dynneson and Gross (1999) introduced 10 principal characteristics that must be demonstrated by SST. They included;

1. The precision of teaching,
2. Diversity of approaches and events exercised,
3. Remaining focused on the job,
4. Securing learning practices deprived of disruption to fill student activities,

5. Providing a spotless teaching structure,
6. Engaging learners in intellectual improvement,
7. Increasing the knowledge of learners,
8. Promoting and strengthening the self-esteem of learners,
9. Student involvement, and
10. The zeal of teachers for teaching the subject.

A critical look at the suggestions of these specialists shows significant emphasis on the competencies of teachers, knowledge of the subject matter, teacher planning, and the methods employed to change the behaviours of learners. "Teacher knowledge of course content in the taught subject area and pedagogy, for Rice (2003), contributes to positive teacher effectiveness at all grade levels". The vibrant and complex nature of Social Studies, calls for updates on teachers' content knowledge. Also, whilst the subject matter increases in complexity, (Laczko-Kerr & Berliner, 2002), teachers are required to have the in-depth content knowledge to succeed.

The type of environment students find themselves in highly influences their attitudes towards the concept of instruction. Several studies reveal that students' attitudes towards instructional concepts are an open classroom climate, an environment whose significant traits are teacher respect for students' ideas and the teacher's use of democratic leadership behaviours (Angell, 1992; Ochoa, 1991). The kind of teaching environment directly impacts their behaviour towards learning. As revealed by Harwood's insight from research, unrestricted classroom settings that feature involvement and freedom of students' articulation, impact positively students' attitudes toward concept absorption (Goodlad, 1986; Harwood, 1992). Blankenship was of a similar view when he

said, open classroom climates positively correlate with various civic concepts and measures of attitude (Blankenship, 1990). The role of the teacher in building an interesting school and learning atmosphere is critical. Hepburns (1982) believed that the role of the teacher is crucial because the teacher's way of managing the class establishes the climate of self-direction, free exchange of views, equal treatment of classmates and, at the same time, maintains order and direction in the group.

### **Knowledge of SST on the Overall Objectives of the subject**

It is to be called upon to the full appreciation and understanding of the essence, the intent and historical growth of Social Studies to provide productive instruction of Social Studies at the SHS level in Ghana. This is quite significant since, as noted by Lawal and Oyeleye (2003), early researchers in the field of Social Studies were allowed to be dominated by their area of specialization as the concepts, essence and application of Social Studies were so confined to the confines of the unique competence of the social sciences. Social Studies has diverse definitions from many experts (Ananga & Ayaaba, 2004; Savage & Armstrong, 2000). These definitions can be clustered into three namely, (i) as a medium of teaching the social sciences; (ii) Social Studies as a unification of social sciences and (iii) Social Studies is viewed as citizenship education.

Tamakloe et al. (2005) expounded that the main goal of the subject for learners is to train them for the ever-changing social environment and the world at large due to the teeming population and related challenges. Such training also is essential for the rapidly developing world population to meet every challenge. Social Studies affords learners the appropriate understanding, abilities, mindsets, and support system which are essential for everyday life. These qualities are

significantly important for challenges at the individual and social levels. This goal of Social Studies is consistent with the assertion of Ananga and Ayaaba (2004) who revealed that the subject is to develop virtuous citizenries, who are extremely patriotic and possess the traditional customs for the next generations.

This is true because Social Studies teaches the traditions of a country to learners. Ayaaba and Odumah (2013) noted that advocates of Social Studies as citizenship education have proposed these aims to guide instructional procedures for the programme:

1. Adjusting the learner to a varying setting. Studying Social Studies ought to equip learners with relevant knowledge, positive attitudes, values and skills to adapt to their shifting society;
2. Inculcating national mindfulness and unity. This goal aims to make learners aware that despite the diversifying nature of Ghanaian ethnic groups, we are all one people fitting the same nation with a common destiny;
3. Inculcating positive attitudes, values and skills. This goal would instill positive attitudes in learners who will become good citizens to cooperatively to ensure a forward-moving nation;
4. Training good citizens willing and able to contribute to national advancement. This objective would instill in learners the need to avoid all manner of negative work habits including laziness, and pilferage among others and rather work diligently and promote national advancement; and
5. Ability to make rational decisions to solve problems. This objective too would make learners thoughtful citizens, citizens capable of applying the acquired knowledge via problem-solving and decision-making.

These objectives could be achieved if the teacher has the requisite knowledge and understand the right methods of teaching. It is, therefore relevant that the curriculum has long and short-term objectives that guide the implementation of the course. These objectives detail the required knowledge that every learner must obtain during every instructional section and the completion of the entire course. Based on this, Tyler (1949, p. 44) highlighted that whilst the actual goal deprives the instructor of performing certain activities but causes substantial amendments in the pupils' behavioural pattern, it becomes important to recognise that any declaration of behavioural objectives should be directed on amendments that will occur in pupils. The preface to the 2010 Social Studies curriculum for SHS contains the overall objectives. These have been purposefully devised and indicated to regulate learners' attitudes to become virtuous residents of Ghana. More precisely, there are six overall objectives which cover the areas indicated by Bloom's (1956) Taxonomy of Educational Objectives. The curriculum is devised to support learners who will have the ability to:

- i. Grow the capability to adjust to the evolving and constantly varying society of Ghana;
- ii. Develop helpful mindsets and morals concerning personal and social issues;
- iii. Cultivate critical and analytical skills in assessing problems for objective decision-making;
- iv. Be equipped with national consciousness and unity;
- v. Use inquiry and problem-solving skills to solve personal and social problems; and

- vi. Become a responsible citizen capable and willing to contribute to national advancement (MOE, 2010, p. ii).

Column 4 of the SHS syllabus detailed teaching and learning activities that would help teachers attain Social Studies objectives. The activities are to guarantee the highest learner involvement during teaching sections including eschewing memorisation and exercise-driven strategies and instead emphasise instructions that involve all students; domains of cognitive, affective, and psychomotor in their (teachers) lessons delivery whenever applicable. This prominence will help learners advance critical thinking; apply problem-solving techniques, and obtain desirable attitudes and values (MOE, 2010, p. v). The ensuing profile dimensions on the same page are also related to Bloom's (1956) and Krathwohl (1956) taxonomy of educational objectives: Knowledge and understanding, Use of Knowledge, Attitudes and values. These three profile dimensions explain the fundamental attitude of the subject and are advantageous for instruction, learning and appraisal of Social Studies (MOE, 2010, p. v).

The dimensions indicated under the three areas are to foster a complete learner capable of acquiring the required knowledge, thinking critically to solve problems as well as possessing good dispositions and tenets to live cordially with others in society. In totality, the curriculum aims to enable students to become worthy Ghanaians. Notwithstanding the above, the MOE through the National Council for Curriculum and Assessment (NaCCA) has developed a draft innovative Social Studies curriculum that aims to produce thoughtful and knowledgeable citizens with good decision-making skills for themselves and the well-being of society. Social Studies rightly focuses on producing ethically principled citizens; trustworthy; proficient in keeping strong daily lives and



conserving their setting or surroundings to achieve sustainable lifestyles. The subject will precisely enable learners to achieve the following:

- i. discovery and protection of their environment,
- ii. displaying the spirit of togetherness in the family and society,
- iii. appreciation of their exclusive identity,
- iv. proving to be mature citizens,
- v. cultivation of attitudes for well and undisturbed cohabitation,
- vi. guaranteeing the maintainable utilisation of national assets,
- vii. cultivation of the spirit of loyalty and national dignity and
- viii. development of global competitiveness (MOE, 2020).

In Ghana, the Ministry of Education Science and Sports (MESS) obliged all teachers to be acquainted with the overall objectives prior to their appointment and teaching. Following the completion of every topic, instructors are to review the objectives to ensure that these objectives are in line with the overall objectives and were adequately covered during their teaching and learning processes (MESS, 2007). This means that Social Studies teachers' knowledge of the subject is very crucial. To Tiberus and Tipping quoted in Odekyi (2020), the general objectives and knowledge of the teachers on the teaching of the subject influence the students in their daily life by enabling them to obtain the necessary experience, attitudes, principles and abilities.

### **SST View of Teaching Techniques**

Given the high goals of citizenship and productivity, what are the best practices in teaching Social Studies (Bolinger & Wilson, 2007, p. 75)? Lawrence Resnick and Leopold Klopfer pointed out that knowledge is acquired not from information to be communicated and recalled but about the information that

students expand, question and apply. It is the use or application of acquired knowledge that is both a product and a process of educational formation (Resnick & Klopfer cited in Bolinger & Wilson, 2007).

When it comes to the techniques and approaches for teaching Social Studies, effective mastery is very important. Therefore, each of the methods must touch on affective learning results. Mehlinger (1981) described methods as a precise way of teaching, while strategy is the general blueprint adopted by teachers to direct instruction over a while. Byrne (1983, p. 14) also pointed out that it is certainly plausible ... that to the extent that knowledge of a teacher forms the foundation of their success, the most relevant knowledge will be that which relates to the topic, the relevant pedagogical strategies employed and the types of students under consideration. Here, Byrne tried to convey that instruction entails both knowledge and the techniques employed to translate the knowledge to students (Darling-Hammond, 2000). Darling-Hammond describes this as a positive holistic approach adopted by teachers to ensure fruitful lessons. The ASESP (1994) wrote that approach means global methodology to lesson delivery, whilst the strategy concerns the sequence of techniques during instructions. Based on the statements provided by Mehlinger, Byrne and ASESP on the procedures, there should be an interaction between teaching skills and teacher content knowledge for effective lesson delivery. Techniques, on the other hand, refer to the activities a teacher performs with his students or students perform on their own in or outside the classroom but under the care of the teacher.

Tamakloe (1991) believed that Social Studies can be effective if a teacher utilises diverse approaches in addition to possessing adequate knowledge in

several disciplines. The inference here is that the teacher should have content knowledge in the different subjects that make up Social Studies, strategise and group them in themes and not the overall objectives of the individual subjects, and use an array of techniques relating to students to instill positive attitudes in them. The method or technique embraced by teachers relies heavily upon their understanding of the teaching approaches. Aggarwal (1982) noted that a wholesome Social Studies teaching technique should aim to instill adoration for work, develop the love to work efficiently as permitted by one's ability, provide ample opportunities for learner participation and develop the ability to think among other things. Each plan and strategy, as well as the approach, is used to transmit knowledge to the learner with citizenship as the focal point. In this case, Aggarwal advocated that the learner should be made to enjoy the job, cooperate with others, and develop critical thinking skills.

The wish to work effectively must be established following one's capabilities (Sawer, 2015). Prospects for involvement must be offered. The result is that nation-building is based on hard work. Social Studies is essential but without its appropriate teaching, effective learning cannot be realised. Social Studies must, therefore, be taught using the following methods: lecture, team teaching, role play, enquiry method, simulation, discussion, project work, fieldwork and resource person. However, not all the techniques are appropriate for instruction in the affective domains of Social Studies (Banks, 1990). These will ultimately be deliberated as far as possible.

### **Lecture Method**

Lecture, one of the commonly adopted teaching techniques, has preoccupied formal education for a long period. This method is among the

erstwhile and most long-established approaches to instruction. It is a teacher-centred teaching method. The students become mere receptacles of knowledge while the teacher speaks. That is why some educators call the lecture method the “banking method” of instruction (Mensah, 2020). In that case, Merryfield and Muyanda-Mutebi (1991) reported that various investigators in Africa signal that SST use unchanged expository and teacher-based methods to teach history and geography. Agyeman-Fokuo (1994) stated that this method emphasises memorization learning as the widely used technique for Social Studies teaching in various academic institutions across Ghana. The lecture, Vella (1992), is perceived as the prime transmission of knowledge by the instructor for ultimate studying and recollection during examinations by the learners. Lyule (1995) indicated that the method is a verbal exposition of teaching stuff. Bligh summarised the results connected with the lecture method as the balance of the evidence supports this conclusion. Use lectures to teach information (Bligh, 2002). The inference from Bligh's claim is that the lectures aim at explaining the subject to a sizeable crowd in a brief period. It is mainly concerned with covering a quantum of content since it allows a large amount of material for teaching, which is usually a one-way communication. The information is presented by the instructor to the audience of students.

### **Team Teaching**

The disposition of Social Studies with varieties of disciplines requires cooperative instruction as an instructional technique (Adu-Yeboah, 2008). Several subject teachers, consider team teaching as the ultimate way to resolve the difficulties faced in the classroom (Booth, Dixon, Brown, & Kohut, 2003). Team teaching connotes instruction conducted in an interdisciplinary course by

numerous instructors who meet to deliver that course (Davis, 1997). Bess (2000) described team teaching as a practice where members of a team have the same chance and are responsible for teaching, assessing, setting and achieving learning objectives for students. Further, Goetz (2000) explained team teaching as a group of two or more teachers working together to plan, conduct and evaluate learning activities for the same group of students. From the above, Social Studies is made up of many disciplines and thus the techniques should vary according to George and Davis-Wiley (2000), and teachers within a group take turns in teaching an aspect to attain the same objective as well as the supervision and instruction of the subject. Five Models for team teaching presented by Maroney (1995). They include:

1. Traditional Team Teaching–This approach requires instructors to allocate content and skills instruction to every student. A recurrent treatment of this approach is when a teacher presents recent information to the whole class while the other teachers take notes or construct a semantic map on the overhead projector while the student listens and observes. In long-established team teaching, teachers involved accepting equal obligation for the education of all students by actively involving themselves during the lesson,
2. The harmonising and solidarity team teaching- this type occurs when one teacher takes charge of delivering the content to the student with the other teacher taking charge of offering follow-up activities on related topics,
3. Corresponding teaching- this allows for two classifications of students and a teacher is liable for presenting equal stuff to their learners.
4. Differentiated Split Class-this technique is a classification of learners into minor units based on their instructional needs.

5. Teacher monitoring-the method requires a teacher from a team to do the teaching while the other teacher moves around the classroom to supervise learners' knowledge and attitude.

Maroney's model has two characteristics. First, two or more teachers share the chance of teaching a group of students simultaneously. The second is the regular class teacher or a coordinator who schedules the lessons for a class, the greater the number of team members, the greater the chance that a student will meet a teacher who befits their learning style. These teachers also serve as mentors to their students. Teachers also learn from each other as sharing of ideas occurs during instruction and thus enhances their capabilities and friendship through such interaction (Adu-Yeboah, 2008).

#### **Role-Play method**

"Role-play is aimed at clarifying a situation or solving a problem through an unprepared dramatization" (Clarke, 1973, p. 73). Mehlinger (1981) described role play as a coordinated activity that allows learners to take on the role of an individual based on a fictional event and play the role as realistically as possible. Shaftel and Shaftel (1982), on the other hand, saw role play as a method of group problem-solving allowing learners to study human problems in an instinctive representation where a guided discussion follows (p. 9). To support this, Jacob et al. (2002) asserted that role-play enables students to experience people's actual emotional responses in an actual condition. Such a teaching method uses the school environment for efficient problem-solving as learners select societal complications to study (Martorella, 2001). It is recommended that the adoption of affective learning order depends on the Krathwohl hierarchy or the Neuman hierarchy so that one can play a role perfectly. This is because you cannot

pinpoint a problem if you have not recognised one. Again, the solution provided to a problem helps students to progress. In others, what he is capable of doing is better than others and someone characterises him.

### **Enquiry Method**

The character and goals of Social Studies at the SHS level in Ghana stress that learners must be familiar with their surroundings (Akintola, 2001). The enquiry technique helps to achieve this goal. Akintola explained that the enquiry approach refers to a teaching-learning activity that highlights the active involvement of learners in the instructional procedure. ASSP (1990) described the enquiry method as a situation in which students are invigorated to evaluate evidence, formulate and test hypotheses, make an inference, ascertain connections, and draw conclusions. This method allows students to obtain knowledge through exploration and experimentation. The method promotes easy absorption and recall since the knowledge is acquired through enquiry. Students become familiar with the challenges and requirements of society hence promoting good citizens who investigate and find solutions to the problem in their community (Kadeef, 2000).

### **Simulation Method**

Simulation is a teaching method that is intimately connected to role play. ASESP (1994) described this method as pretending, an imitation. Furthermore, it indicated that in some cases, the simulation is a role play like an imaginary event that has a set of rules. Giley (1991) described simulation as a technique that allows students to acquire skills, competencies, knowledge or behaviours by engaging in situations similar to those in real situations. Clarke (1973) identified that the simulation method syndicates both role-play and problem-solving. The

simulation thus encompasses a model of bodily experience which aims at simplifying complex social realities. Sometimes you come across the term pretend play. Educational games aim to guide students to learn via play. The teacher here acts as a mediator and at the same time as a judge.

According to Martorella (1994), simulations are based on game procedures and are, therefore, sometimes called simulation games. The game is a mixture of simulation and play that enables learners to undertake the opinions of other people and make decisions for them. In this case, the student becomes independent during decision-making and becomes less reliant on the teacher. For example, footballers train themselves using simulation techniques to be good footballers. Simulation is a means used by employees to practise their skills. It occurs in institutions such as police training academies. Ultimately, simulations are useful in training emergency preparedness in police academies (Mensah, 2020).

### **Discussion Method**

The teacher in this approach asks relevant questions about a theme or topic to summon students to have concepts, views or thoughts on an issue. Sometimes an idea that students perceive about such issues may be false and thus the method helps the teacher to clarify by asking questions to understand the opinion of learners. This allows new knowledge to be built on the previous one when it is true Brookfield (1991) opined that a discussion is inclusive and participative because it means that each learner has a useful contribution to make to the educational effort while it claims to succeed in vigorously engaging students (p. 14).



Arends (1998) perceived the discussion method to be a three-ingredient approach. First, it requires talking to both the student and the teacher; Students are expected to engage in dialogue and conversation with academics and with academic materials; Students are obliged to practise and openly display their thought (p. 352). This is what Brookfield (1991) was referring to when he said, "The purpose of the discussion is to generate a change in students, which teachers define as a desirable attitude (p. 189)." The discussion technique is pertinent in Social Studies because the subject has several contentious issues that demand different points of view to clear things up (Amoah, 1998). Amoah continued that discussion is a common instructional approach for teaching Social Studies due to its democratic nature and the active involvement of learners and their instructors. In discussion, students are trained to appreciate each other's points of view, be tolerant, sometimes cooperate in discussions, and adapt and assimilate the cultural differences of others.

### **Project Method**

This technique is an intentional and cordial act (Kilpatrick, as cited in Adu-Yeboah, 2008). Knoll (1997) pointed out that it is considered the channel through which learners obtain freedom and obligation and practise collective and democratic styles of behaviour. It is revealed by Adu-Yeboah (2008) that various approaches discussed for delivering Social Studies lessons demand project work. The above definition suggests that project work must be seen as a student-based action that enables students to meet a definite objective (Adu-Yeboah, 2008). Just like the professional environment, the "project" enables student(s) to try occupational-related tasks defined by the curriculum to develop independence and apply theory to real-life activities. Student(s) starts schoolwork, which could

be self-determining observation to help them handle a problem, which is a project method. In this instance, learners grasp the real nature of a problem to which they find solutions. Such studies undertaken by learners are community, individual, and national related challenges which they investigate and write a report.

The capabilities of learners must be extremely considered when allocating projects. On the other hand, projects assist learners to develop abilities in the analysis and formulation of hypotheses, which produces coherent comprehension of a situation (Adu-Yeboah, 2008).

### **Fieldwork**

Fieldwork has been described by Kilpatrick (1965) as a field trip, excursion, study tour, and educational walk. Adu-Yeboah (2008) for her part defined fieldwork as an instructional technique that happens beyond the classroom or laboratories, mostly scheduled and organised to take place within the school, in the vicinity of the school and the local community. Also, Tamakloe (1991) identified it as a teaching technique in which the learner collects evidence in their close and larger environment. In the words of Hayford (1992), educational walks are excursions to sites beyond the classroom to obtain evidence and provide a chance for direct observation of phenomena. The approach allows teachers to use real-life settings to make learners comprehend the theories learnt. Thus, the term "fieldwork" by Kilpatrick (1965) does not mean touring but knowledgeable hikes that identify the goal of fieldwork as the pedagogical information students acquire. Upon arriving at the location, students gain information that they lacked or earlier held.

Fieldwork helps learners identify and decode information acquired from manuscripts (Sawer, 2015). Group work instills tolerance to diverse opinions and working in collaboration with people of diverse cultural origins is a culture of the affective domain of the characters and since the fieldwork activities foresee it, it is a question of a very educational methodology in the Social Studies instruction. As signalled by Anderson and Piscitella (2002), field trips generate lifelong effects on learners, usually concerning recollections of particular content. Teachers should therefore always employ fieldwork activities in Social Studies education to make it more effective.

### **Resource Person**

The method requires using specialists or experts to help in teaching learners (Mensah, 2020). According to Mensah, there are people in the community who have extraordinary abilities that when harnessed would be valuable for learners. A resource person is an individual who is not a regular classroom or regular subject teacher who is familiar with a field of study or experience and who may be called upon to deal with a topic that the classroom teacher cannot treat more honourably. Mostly, resource persons have sufficient knowledge on an issue than the teacher. Instructors often invite personalities like health personnel, leaders in the vicinity, and politicians to teach topics that the subject teacher cannot handle creditably (Mehlinger, 1981). Mehlinger added that teachers may not be knowledgeable in a particular topic or theme, hence the relevance of a resource person in teaching. The presence of specialists makes the class further exciting due to their unfamiliar nature with the learners.

For Abdulai (2020), a typical example is, inviting personalities such as nurses, doctors, the police, and traditional leaders to teach important issues

including adolescent reproductive health, child abuse, culture and festivals. When these resource persons are capable of effectively handling these issues or topics with the students, it will improve students' respect for community members, forming an aspect of effective citizenship. The students can also emulate the lives of these personalities in the community (Abdulai).

### **Dramatisation**

Research dealing with Social Studies education indicates that dramatisation can be effective in teaching this subject by helping learners to vigorously occupy with and retain the concept being taught (Anderson, 2017). Drama-centred approaches are particularly effective in enhancing learners' reading comprehension (Rose et al., 2000). In an effort of strengthening these fundamental dexterities, dramatisation helps learners improve their Social Studies performance. Instructional approaches that use historical stories have proven to occupy learners effectively in the subject matter of Social Studies, thereby enhancing their understanding (Downey et al., 1991; Brophy et al., 1991). Dramatisation can serve as an aspect of historical stories and is particularly effective in getting to learners (Otten et al., 2004; Jackson et al., 2005). Dramatization also complements the Social Studies curriculum and fits multicultural educational practices, cross-curricular learning, and the study of social justice issues (Lement & Dunakin, 2005).

Morris (2001) argued that integrating drama into Social Studies instruction increases learner engagement and improves assessment performance. Teacher trainees agree with this belief when they were taught with the incorporation of performing arts (Colley, 2012). The dramatisation method forms the origin of the Live and Learn Method (Feyzullah & Ülkü, n. d.). For San

(1990), the word drama comes from the Greek word "doran" which means to do, to make, and to act. A dramatisation, on the other hand, means using techniques such as improvisation and role-playing to bring purpose and ideas to life resulting from the knowhows of the group and its members (Adigüzel, 1993).

Dramatisation is a playful process in which individuals work in groups using improvisation, role-play, drama, or theatrical techniques via reorganising past intellectual patterns, observations, and knowhows, to create events, ideas, educational entities, experiences, and sometimes abstract concepts or behaviour (San, 1996). Also, according to Ustündağ (1996), dramatisation as an educational method and artistic training ground is a strategy that enables individuals to become people who are exposed to group work and who are creatively free to express themselves.

Feyzullah and Ülkü (n. d.) noted that dramatisation is called creative drama in the United States; educational drama in the United Kingdom; school play, play and interaction in Germany, and creative drama in Turkey. To Ustündağ, creative drama is prevalent at all levels of education. Formal education is aimed at transforming students from passive listeners to active individuals. This is made possible through the use of creative drama methods in educational settings. In this way, students become active during the learning process, activating their sensory organs and learning by performing and experiencing events and situations (Ustündağ, 1996). Tekerek defines creative drama as experiences that contribute significantly to the acquisition of human qualities that influence self-confidence and self-esteem, such as creativity, imagination, communal action, organisation, empathy, self-discipline, freedom

and respect (Feyzullah & Ülkü, n. d.). These human qualities exist in the process of progressing from the abstract to the concrete (Tanrıseven & Aytaç, 2013).

Drama is very important in education (Feyzullah & Ülkü, n. d.). Drama is an efficient way to guide people to acquire specific qualities such as cultural development, self-confidence, self-knowledge, creativity, critical perspective, self-actualization, problem-solving, and solution presentation (Feyzullah & Ülkü). Viewing creative drama as an approach aimed solely at getting learners to conceptualise a body of knowledge leads to a dead end. Creative drama helps students socialise and build confidence. Various activities can be included at any stage of formal, informal, and classroom education, and can be viewed and used as separate areas of education through creative drama (San, 1992). Creative drama broadens the domain of language use and individual quality (Feyzullah & Ülkü, n. d.). It creates different opportunities for learners to experiment with different speaking styles. Creative drama with a certain kind of language guarantees that learners treat themselves and others critically (Feyzullah & Ülkü). During creative drama activities, learners find opportunities to freely express their feelings and thoughts. Therefore, it increases self-confidence and develops the ability to discriminate between one's emotions. Learners may acquire the opportunity of producing solutions for possible problems they may face in life since creative drama provides real sections from daily life.

The creative drama method, which brings the opportunity of contributing to the cognitive, affective and behavioural development of the individual, has been used to increase the academic success of students in different subjects and to acquire certain acquisitions in curricula (Feyzullah & Ülkü, n. d.). Study results revealed that drama is influential in increasing students' success. For example,

significant increases were reported in the academic success levels of students in Social Studies in favour of creative drama (Yilmaz, 2013).

### **How SST Use Teaching Techniques to Attain the Objectives of the Subject**

Darling-Hammond (2000) and Goe (2007) disclosed that students' performance is a true reflection of teachers' training. This assertion was, however, contested by Hanushek, Kain, O'brien, and Rivkin (2005). Hanushek et al. considered that postgraduate (master) degrees harm student performance. The test scores of teachers in their main area of specialisation (Social Studies), according to Cavalluzzo (2004), did not affect the overall performance of students in Social Studies. Therefore, the attitudes of teachers in the classroom are seen as a direct expression of their beliefs. Teachers with experiences above 2 years often impact the performance and success of students (Rockoff, 2004).

According to Schacter and Thum (2004), knowledge of the subject matter of teachers is among the qualities of teachers that lead to learners' success. From these pieces of evidence, it could be deduced that teachers' qualification influences their learners' performance. Goe (2007) also explained that cooperation among teachers enables them to share relevant information and skills among themselves which improves their competencies in teaching. On the practices of teachers, Goe (2007) wrote on those encompassing group work, project work, feedback, aligning whole-class teaching with assessments, mental engagements, interactional practices, on-time work submission by learners, and quality work strongly help learners achieve high academic standards. Goe is of the view that broad findings have regularly shown that utmost adaptations in teacher efficiency in increasing student attainment marks are owed to "unobserved" variables.

Goe's (2007) review of the qualities of teachers centres on four class indicators. They are (i) teacher qualifications encompassing the credentials, knowledge and knowhows that teachers apply in student achievements, such as coursework, certificates and internships; (ii) teacher qualities comprising the attitudes and attributes that teachers have in the form of collegiality; (iii) Teacher practices including their interaction with students and the strategies used to achieve specific teaching responsibilities, such as brainstorming, providing intellectual challenges, and (iv) teacher effectiveness, that is, the added value assessment of the extent to which teachers already in the classroom contribute to their student's learning, as indicated by higher-than-anticipated increases in student achievement scores. About a decade ago, Dadzie quoted in Kanda (2012) found that tertiary teacher institutions have a lower effect on the educational achievement of students from public secondary institutions, especially, in the Mfantseman Municipality.

It is argued that the teachers' knowledge regarding the broad goals of a subject directly influences instructional quality. This implies that teachers who have mastery of the general objectives can vary their teaching methods and solve a wide range of students' questions in class that will aid learners obtain the basic awareness, attitude, ethics and skills. Such a category of teachers can excite and motivate students to find learning more interesting than teachers without familiarity with the overall goals of Social Studies (Odekyi, 2020).

An assessment of Jordans' tenth-grade Social Studies programme was carried out by Alazzi and Aldowan (2011). As perceived by practitioners of Social Studies, the investigators deliberated on the state of Social Studies and the challenges of the programme. To assess their strengths and drawbacks, the



textbooks were studied. Their results indicated that Social Studies goals did not help students improve critical thinking or critical questioning in their progress.

In light of this, Ayaaba et al. (2014) studied the success of the citizenship instruction objective of the SHS Social Studies syllabus, its challenges and future direction and found that the subject is ideal for that role, thanks to its specific focus and orientation. It should be recognised, however, that for Social Studies to offer successful training to learners, especially in SHS, some profound improvements are needed in how the subject has been conceptualised, taught, and studied. UCC and UEW are the main institutions that train SST for high schools. However, UCC and UEW seem to have different views on the issue, especially on the method by which the goal of citizenship education can be achieved. Social Studies fall under the social sciences at the UCC, where experts view the subject as a multidisciplinary integration (Ayaaba et al., 2014).

Therefore, the Social Studies material has been organised for students to acquire knowledge in geography, history, economics, and political science, to name a few, from which the objectives of citizenship education can be achieved. The UEW also has the overarching goal of educating adolescents to become successful and productive members of society, as it has a different opinion of how learners should be well prepared for education in citizenship. The subject is thus seen as problem-oriented (Ayaaba et al., 2014). In Quartey's (1984) statement, subject survival is not about the problems per se, but how to help the person deal with the problems here and now. The areas that should be considered the most are those that put the lives of individuals at risk and not only gain social science expertise but should also involve the development of healthy beliefs, ideas and skills to help resolve issues, both personal and social. Such variations

in university expectations appear to have contributed to the differences in perception among teachers in municipal high schools in Asokore Mampong. Sefah (2008) opined that perception requires feeling as well as inside the body, the world over. The information collected could be used directly or kept for later use. Perceptions are impressions of whole things and events through the arrangement and perception of stimuli, according to Sefah (2008). The literature shows that people's expectations drive them to do what they do (Sefah). Social Studies educators and practitioners offer different expectations and goals according to their perceptions of the subject. The predominant style found in all classes was one in which teachers emphasised whole-class instruction so that teachers controlled the study more (Sefah, 2008). In other words, student learning depends on the instructional behaviours of individual teachers in a formal or mainstream teaching environment.

Borich (2004) pointed out that the success of teachers in the subject requires a good teacher who delivers students of good calibre. For Borich, the primary importance of the state must be the need to produce quality students. Student trainees who have been posted to the field to teach should be monitored by their educational institutions to obtain information about the challenges the teachers are confronting in their teaching (Borich, 2004). After that, it is important to solve the challenges found and use the knowledge gained to support other trainees. Borich indicated that teachers can successfully fulfill their roles as teachers, thanks to the qualifications they possess.

Hanover Research (2013) identified that to better achieve the general objectives of Social Studies, teachers can successfully involve learners via exploration, deliberations, critical thinking, clarification and analysis of sources

further than the textbook, exciting class discussion and dialogue, personalising the material, raising contentious issues, and giving excitement about the content. Additionally, joint learning was identified as a means to disseminate empathy toward other people, in other cultures (and times), citizenship education, and critical thinking (Slavin quoted in Hanover Research). Other four assuring teaching approaches comprise the use of technology, interactive pedagogy, differentiated instruction and instructional time (Hanover Research, 2013).

### **Assessment Techniques SST Use to Assess Learners in the Subject**

In Social Studies, assessment and evaluation must start from the formulation of behavioural objectives. Behavioural goals consist of two categories namely the general objectives and specific objectives. Whereas the 'general objectives' are comprehensive, hidden in form and difficult for classroom assessment, the specific objectives are restricted in scope, and explicit and easily lend themselves to measurement because they are open to limited interpretations (Eshun & Mensah, 2013). In light of this, it is more practical for Social Studies teachers to become conversant with the central purposes of Social Studies to devise behavioural goals in all areas of learning per the various classifications (Eshun & Mensah (2013).

Although taxonomies differ in each level or category they comprise, their primary purpose is to prompt teachers to distinguish amid higher and lower intellectual performance. In general, any cognitive achievement or thinking that involves more than memorising or recollecting is rated higher, on the other hand, Bloom's taxonomy of knowledge and understanding levels, Anderson's and Krathwohl's taxonomy of memory level or Quellmalz's taxonomy of memory level are a representation of minor intellectual accomplishments. Therefore,

teaching and assessment by Social Studies teachers should focus on providing students with higher-order thinking abilities such as application of knowledge, enquiry, synthesis, evaluation and creation that go further than memorization (Eshun & Mensah, 2013).

However, the cognitive domain mainly emphasises the memory or reproduction of the information learned. This area is information and mental-oriented. The affective domain emphasises feelings and emotions. It is concerned with the parts and viewpoints of behaviour. The psychomotor encompasses the handling of aptitudes and goals (Eshun & Mensah, 2013). According to Eshun and Mensah (2013), "The area of affective learning reflects the values and beliefs we put in the information available to us. Social Studies as a subject encourages the inculcation of socio-civic and personal behaviours. Its approach is in the area of affective learning. Therefore, this applies that evaluation of the affective learning sector should be prevalent among teachers who teach Social Studies to train learners in citizenship. The achievement of a trustworthy learner is due to the operation of all of his/her individuality. In addition to the evaluation of all three domains, cognitive, affective and psychomotor skills also require an essential place in the assessment of a student's results. Therefore, Pierre and Oughton (2007) affirmed that while many colleges of education teachers formulate educational programmes for students with affective results, they do not specify how the lessons should be instructed and appraised.

The affective results are developed from the effectiveness of a teaching method. Eshun (2013) supported that Social Studies lessons ought to emphasise learner-dominated methods. Eshun emphasised brainstorming, role play, simulation, discussion and debate to be the most important techniques that were

highlighted by the curricula of both the College of Education and the JHS in Ghana. This study disclosed the vital nature of SST to be conversant with the general goals of the subject and devise objectives that sync with all domains as defined by the various classifications of Bloom (1956), Krathwohl (1956) and Taba (1962).

In another development, the concept of profile dimensions has been the focus of the curriculum since 1998. A dimension is an emotional element used to describe a certain learning outcome. To the MESS (2007), a profile of such dimensions is formed from more than one dimension. A particular objective can be formulated as follows with an action verb: The student can describe and so forth. The ability to explain something after completing the teaching means that one has gained knowledge. Being able to describe, summarise, and cite instances connotes a well understanding by the learner. Likewise, ability to cultivate, plan, and solve problems, learners can apply the acquired knowledge during the instructional period (MESS). Each of the specific objectives of the Social Studies syllabus includes an action verb that describes the behaviour the student may display after class (MESS, 2007). The profile of dimensions describes the underlying behaviours for teaching, learning and assessment. In Social Studies, the three dimensions of teaching, learning and assessment are:

1. Knowledge - 35%,
2. Use of knowledge - 40% and
3. Attitudes and Values - 25%.

These percentages must guide the goals of every instruction and appraisal. The weightings (percentages) of the dimensions display the comparative prominence that every instructor must attach to the teaching,

learning and assessment processes of the subject and that is not only taught and learnt on a cognitive level but also leads to a positive attitude on the part of students (MOE, 2010). The SHS Social Studies syllabus details the keywords associated with each of the profile dimensions as follows:

### **Knowledge and Understanding (KU) Knowledge**

This profile dimension comprises two main levels (i.e., knowledge and understanding). Details of these levels of learning are provided below.

- i. Knowledge: This is a student's ability to remember, recall, identify, define, describe, list, name, match, and state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
- ii. Understanding: Understanding, on the other hand, is the ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to comprehend the meaning of some material that may be oral, graphic, or symbolic (MOE, 2010).

### **Use of Knowledge (UK)**

As suggested in the SHS Social Studies syllabus by the MOE (2010), there are different levels of learning/behaviour in the ability to use and apply knowledge. These levels include application, analysis, innovation or creativity, and evaluation, which can be separately taught so that they are considered equally in the lesson. The Use of Knowledge dimension is the summary dimension for all four levels of learning. The following are the details for each of the four sub-levels:

- i. Applications: This is the ability to apply rules, methods, principles, and theories to new and unfamiliar concrete situations. It also includes the capability to produce, solve, operate, demonstrate, and discover.
- ii. Analysis: Analysis involves the ability to break pieces of material down into their parts, that is, to differentiate, compare, distinguish, sketch, separate, and identify important points; recognise implicit assumptions and logical fallacies as well as recognise conclusions from facts.
- iii. Innovation/Creativity: Creativity or innovation comprises the ability to combine parts to produce a new whole. It includes the capability to synthesise, combine, compile, compose, devise, and propose new ideas or possible methods; plan, modify, design, organise, create, and generate new solutions. The ability to create or innovate is the highest form of learning. As a result of learning, the world is a better place because there are people who develop new ideas, design and create new things.
- iv. Evaluation: Evaluation consists of the ability to appraise, compare, comment on or judge the characteristics of various things; the ability to contrast, criticize, justify, support, discuss, conclude, and recommend. Evaluation is the ability to judge the worth or value of some materials or ideas based on some criteria, it is, therefore an ongoing decision-making process. We usually compare, evaluate and choose all day long. Every decision we make is evaluated. Evaluation, like application, analysis, innovation or creativity, is a high-level skill beyond simple knowledge acquisition and understanding (MOE, 2010).

It must be noted that many high school examination questions begin with the word "discuss". Discuss belongs to the evaluation thinking ability and means

the ability to analyze, compare, contrast, and judge. The word “discuss” calls for a wide range of thinking skills and is a higher-order thinking behaviour. As a result, students perform poorly on examination questions that begin with "discuss". For this reason and for the reason that discussion of issues, and reports are just a few important intellectual activities that students engage in, in work situations and at higher levels of learning after they leave secondary school. Therefore, there is a need for SST to highlight discussion questions both in class and on the tests they set up (MOE, 2010).

### **Attitudes and Values (AV)**

According to the MOE (2010), attitudes and values belong to the affective domain of knowledge and behaviour. Attitudes and values comprise a series of learning and levels of behaviour including receiving, responding, valuing, and organising.

- i. **Receiving:** Receiving involves the ability to follow instructions, listen, show awareness and sensitivity, accept, ask questions, give, and point to responses.
- ii. **Responding:** In this dimension, the learner should be able to greet, participate, assist, comply, enjoy, present, show interest, participate voluntarily in work and respect the rights of others.
- iii. **Valuing:** The students should be able to show attitude, believe, initiate, invite, suggest, report, share, work, and read.
- iv. **Organising:** The learner should be able to absorb new and different values to establish a new coherent system of value. Organising also means the ability to accept, change, defend, organise, formulate, generalise, modify, and defend and justify belief systems (MOE, 2010).



SST are advised to use the action verbs provided in the various profile dimensions to structure their lessons to achieve the desired effect. SST are to choose from the action verbs provided for their lessons to evaluate their teaching before, during and after class. Also, the teachers should use action verbs when writing test items. This will allow students to develop good thinking abilities and excel in examinations and real-life situations. The teachers should further check the weights of the profile dimensions to ensure that each dimension is appropriate in their teaching and assessment (MOE, 2010).

### **Form of assessment**

It should be emphasised again that it is important that both teaching and assessment are aligned with the profile dimensions of the subject. When creating an assessment procedure, select specific objectives so that a representative sample of syllabus objectives can be assessed. Each specific objective in the syllabus is considered a standard for students to achieve. When designing a test consisting of items or questions based on a representative sample of the specific learning objective, it is termed the "Criterion-Referenced Test" (MOE, 2010).

Teachers often cannot test all the learning objectives taught in a semester or year. Any assessment procedure teachers use, such as class tests, homework, assignments or projects, should be designed to comprise a sample of important objectives that have been taught over a period. Table 1 is an example of an examination conducted by the SST at the end of a particular semester or year.

**Table 1: Allocation of SHS Social Studies Examination Paper Weights and Marks**

Dimensions	Paper 1	Paper 2	SBA	Total Marks	Weight of Dimension (%)
Knowledge and Understanding	40	30	-	70	35
Use of Knowledge	20	50	10	80	40
Attitudes and Values	-	-	50	50	25
Total Marks	60	80	60	200	-
Contribution of Papers (%)	20	50	30	-	100

Source: MOE (2010)

From Table 1, the examination comprises two papers, Paper 1, Paper 2, and School Based Assessment (SBA). Paper 1 is usually an objective test. Paper 2 consists essentially of structured or essay questions that test the use of knowledge but also includes some knowledge and comprehension questions. The SBA focuses on 'attitudes and values and also includes some tasks on the 'use of knowledge. The test paper and SBA score distribution should be based on the weights of the profile dimensions already given, as shown in the last column of the table (MOE, 2010).

The West African Examinations Council (WAEC) on the other hand, normally sets about 60 objective test items in WASSCE. SST should emulate this by designing a 60-item objective test paper (Paper 1). Paper 2 can consist of structured questions and essay questions. In general, have students answer five essay questions from a list of 7- 10 essay questions. In the examination structure

shown in Table 1, Paper 1 scored out of 60. Paper 2 also scored out of 80, and SBA scored out of 60, providing a total of 200. The last row shows the weights assigned to each of the three test components. SST must remember that the three papers are weighted differently. Paper 2 is more intellectually demanding and therefore has a higher weight than Paper 1. In the last row, it can be seen that Paper 1 has a contribution of 20% to the overall marks. Paper 2 has a 50% share of the overall marks and SBA has a 30% share of the overall marks. The numbers in the cells indicate the points assigned to the items/questions testing each dimension of the respective test paper (MOE, 2010).

### **Guidelines for School Base Assessment**

For the MOE (2010), a new School Base Assessment (SBA) will be introduced to the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that would assist SST to achieve the following purposes:

1. Standardise the implementation of all SHS internal assessments nationwide.
2. Provide reduced assessment tasks for subjects studied in SHS.
3. Provides teachers with guidelines for designing test items/questions and other assessment tasks.
4. Introduction of performance standards for each subject and each SHS class.
5. Provide direction for marking and grading test items or questions, and other assessment tasks.
6. Implement a moderation system that ensures the accuracy and reliability of teacher evaluations; and

7. Provide advice to teachers on how to provide corrective instruction in difficult areas of the curriculum to improve class performance (MOE, 2010).

To the MOE (2010), the SBA may be categorised as follows: Project, Mid-Term test, Group Exercise and End of Term Examination. The following are details of the categories:

- a) The project will comprise selected topics that students in groups work on over a year. Segments of projects are executed each semester toward the final accomplishment of the project at the end of the year. The project comprises i) research studies, ii) practical work, and iii) case studies;
- b) A mid-term or semester test that follows a prescribed format will be part of the SBA;
- c) Group exercises made up of written assignments or hands-on work on one or more topics that are considered important or complex in the term or semester syllabus and
- d) The end-of-term examination is a system of summative assessment that covers the knowledge and skills students have acquired during the term. For instance, the Term 3 end-of-term examination should cover questions/items on the specific objectives that have been taught over the three terms. The SST is supposed to apply a distinct system of weightings including reflecting the importance of the work done in appropriate proportions during each term. For instance, the teacher can structure the test at the end of the third term to cover 20%, 20% and 60% of the objectives taught in the first, second and third terms respectively (MOE, 2010).

Apart from the above, the NCSS has recognised that Social Studies appraisals must be life experiences and should replicate the aims of the curriculum, such as understanding and engaging with the political and civic world students inhabit. Thus, performance assessments, in which students actively produce content rather than regurgitate information, can be particularly well-suited to the Social Studies curriculum. Evergreen Public Schools, for instance, provides suggested Social Studies assessments in which students are asked to apply learned concepts to contemporary issues or to take a position on an issue and support it (Hanover Research, 2013).

### **Perceived Factors Militating Against the Teaching of Social Studies**

Social Studies instructions are inhibited by some challenges including a paucity of material resources, competent teachers, time allocation and in-service training among other things (Churchman, 2019; Kanda, 2012; NCSS, 1979; Odekyi, 2020; Tamakloe, 1988). In the teaching of Social Studies, instructional resources play remarkable roles. It is against this background that the NCSS pointed out that Social Studies education requires not just the traditional way but demands the use of reference manuscripts, maps, audio and pictorial resources, periodicals, great lectures and field trips (NCSS, 1979). Just like the science laboratory, Social Studies classes should use a wide array of resources to make lessons more practical for learners.

Teachers in Social Studies have faced certain tasks related to discharging their responsibilities. Many of these SHS teachers are not professionally trained to handle Social Studies, especially teachers with a speciality in ICT and Business-related programmes in initial teacher training institutions (Kanda, 2012). According to Kanda, such unqualified individuals are entrusted with

teaching Social Studies due to the inadequate number of trained teachers. In the view of Aggarwal (1982), the subject is alleged to be very easy and thus every individual with tertiary education background could teach and that students can educate themselves without/ or with less input from a teacher to perform better.

To the MOE (2010), Social Studies was allotted the least amount of time on the school timetable. Besides, the sizeable classes adversely affect effective instruction.

There is also a lack of structure to ensure that SST acquire continuous development while in the profession. This is seen as a problem on the part of officials and decision-makers entrusted with the subject's curriculum. This challenge has led many teachers to become sterile and dead, lacking the necessary experience to transmit to students the goal for which the subject was created (Cobbold cited in Amedahe, 2008). Again, to the NCSS (1994) there is a problem with the door watch function thus permitting unprofessional to flood the teaching of Social Studies. Several teachers do not possess the right knowledge needed to teach the subject. This makes it a challenge for students to acquire in-depth knowledge about the subject and apply the knowledge to solving social problems. Shulman (1986) also reported that there was a mission link in the body of knowledge for the subject's impartation. Additionally, the subject is deprived of materials and resources to help in the efficient delivery of the subject.

In addition, the absence of cooperation from members of society to aid teachers in identifying practical community resources affects effective instruction. It is evident, therefore, that the development of a slow pace is because the Gate Keeping Function of Social Studies has not been managed well, which makes the subject instructors not perform up to expectations (NCSS,

1994). To Schug, Todd, and Beery (1984), learners lack a sense of the importance of the subject in their future life. This negative attitude of learners is usually because of teachers' attitude towards teaching the subject as a whole (Haladyna & Shaughnessy, 1982). Further, Hawkins (1997) discovered that the adverse attitude of teachers toward Social Studies could be blamed on the poor parameters set out by the programme and how they suppressed the prospects to impart learners effectively. From the foregoing, it can be deduced that the challenges to teaching Social Studies are a multidimensional phenomenon that originates from policy-makers to teachers and subsequently passed to learners. This eventually reflects the adverse attitude of learners and the minimal retaining of concepts and theories (Wade, 2002). According to Wade, the problem is also compounded by insipid textbooks.

Another study by Christensen et al. (2001) revealed that Social Studies was disturbed by government policies, official directives, and standardised examination. This is because several instructors and officials sensed that developing subjects such as English and mathematics took a lot of time from the focus of the curriculum of Social Studies (Mills, 1988). This points to the fact that officials who developed the curriculum are not united in finding solutions to the challenges of Social Studies instruction. The solutions lie in the hands of enthusiasts of the subject to enact policies that guide and sustain the successful development of Social Studies. This means the door watch function needs to be strengthened for effective teaching and learning.

Churchman (2019) argued that instruction needs what he describes as a constant balancing act, demanding teachers to manage school and district necessities, learners' requirements, and the greater purpose of training success-

oriented students, yet these tasks are more demanding in Social Studies than any other subject, due to challenges faced by the curriculum and other events. Churchman said among other things, siloing or cutting down Social Studies minutes, falling back on legacy materials, only patronising big events and well-known names and not delivering full-bodied assets for instruction in multifaceted areas are certain downsides confronted by teachers. Churchman in explaining falling back on legacy materials noted that administrators may think that legacy materials like textbooks are still providing good value in the classroom, but from a teacher's perspective that is often not the case. A current report by Newsela showed that while district and school administrators believed SST use textbooks as core content for their students, 15 days per month, instructors reported using them for only 6 days per month. So, if teachers do not use textbooks, what do they use (Churchman, 2019)?

Churchman (2019) also noted that a greater percentage of teachers indicated that they obtained teaching materials and relevant information from diverse sources on the Internet, which is quite time-consuming. This undermines the quality and coherent nature of the materials presented to students thus wreaking the attainment of the subject's objectives. Further, siloing or cutting down Social Studies minutes is another challenge facing the teaching of Social Studies (Churchman, 2019). Time is a necessary commodity since Heafner and Fitchet (2015) are of the view that how time is perceived, depending upon the position the SST has in connection with the classroom (Werner, 1988; Hargreaves, 1994), is an important consideration, as time is a measure of the opportunity for students to learn.



To Heafner and Fitchet (2015), time allocations provide the foundation for the planning of instruction and are suitable in offering control for how time might be efficiently utilized to back the study of a learner when time is viewed as a resource for teaching and learning. Time complexes the problem of innovation and confuses the implementation of changes (Heafner & Fitchet, 2015). Therefore, limited time inhibits the creativity of the lessons, the selection of content resources and the depth of learning opportunities (Heafner & Fitchet, 2015). The time allotted to the teaching of Social Studies is nothing to ride home about. The statement is true given that the Centre on Education Policy noted that after the No Child Left Behind (NCLB) Act took effect in 2002, many school districts reduced time for certain subjects or periods, including Social Studies, science, art and music, physical education, recess, or lunch, to increase instructional time for English Language, Arts and math (Hanover Research, 2013).

In-service education and training of teachers, commonly abbreviated as INSET (Asare et al., 2012) has been defined as:

Those education and training activities are engaged in by primary and secondary school teachers and principals, following their initial professional certification and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes so that they can educate children more effectively (Asare et al., 2012).

The Ghana Education Service (GES) acknowledged the fact that pre-service training alone could not produce a complete teacher who would be able

to meet the challenges of a world that are changing rapidly. It recognizes that pre-tertiary teacher professional development has three phases (i) initial teacher training; followed by (ii) induction and initial INSET programmes and then (iii) continuing INSET for updating certified experience and proficiencies (GES/TED cited in Asare et al., 2012). In this regard, the GES has over the years made several attempts at providing continual professional development programmes for its teachers, especially, in the basic schools aimed at sharpening their skills and knowledge to improve quality education in schools (Asare et al, 2012).

Passe (2006) argued that teachers feel uncomfortable handling subject content that was inadequately addressed during their preparation. He further noted that under such circumstances, some teachers resort to the use of textbooks and solved past questions-based instructions as a cover-up of their deficiencies (Odekyi, 2020). Odekyi wanted to find out how frequently teachers in the sampled schools attended workshops, seminars and courses for the construction of test items and assessments over the past five years. This is because workshops, seminars and courses will help teachers to be conversant with new ways and procedures for assessing students. For, Akyeampong (1997), there is a need to construct test items that can be common or similar among all SHS and JHS across the country. This calls for consistency in the test construction knowledge acquired by social studies teachers in Ghana (Odekyi). These could be achieved over "organised workshops on teaching techniques and test construction and administration as in-service training for serving teachers".

## **Empirical Review**

### **Knowledge of SHS SST of the Overall Objectives of Social Studies**

Poatob (2015) embarked on Understanding the Goal of Social Studies: A Step to effective teaching of the Subject. The study examined the understanding of the SHS SST in the objective regarding the subject. Participants were SST within Cape Coast Metropolitan Assembly, Ghana. Twenty-two teachers were sampled using purposive and convenience selection procedures. The research adopted the qualitative approach which largely depends on interviews in the collection of the data required for the work taken over and analysed by the thick description of the events that were produced during the investigation.

The results of Poatob's study showed that five of the in-field SST regarded the fundamental objective of Social Studies as a course that should tackle matters of social concern; four in-field replied that Social Studies' purpose is to educate the citizens; four in-field and one out-of-field said that the subject is responsible for preparing people to fit into society; one in-field mentioned that the subject offers general knowledge of the entire curriculum; one in-field declared that the subject creates awareness of rights and responsibilities. In addition, a teacher pointed out that the ultimate objective of the subject is to inculcate the enquiry skills of students, critical thinking, reflective thinking, and the solution to social and personal problems. Only four participants indicated that they had elapsed into the purpose of the subject (Poatob, 2015).

Poatob (2015) disclosed that most SST teach the subject with no knowledge of the overall objectives that are found in the Social Studies curriculum. Therefore, the researcher recommended that experts in Social Studies from various training institutions find it necessary to hold a conference to

discuss the objectives of the subject regardless of the institutions in which they were trained, their understanding of the subject's objectives will be compatible. This would enable the teachers to have synchronisation of content.

Odekyi (2020) investigated the level of awareness of teachers of Social Studies' overall objectives. The descriptive survey of 40 SHS SST from the Eastern Region of Ghana from 15 schools was used. Data were gathered using both quantitative and qualitative approaches. The study results showed that 39 representing 97.5% of teachers disclosed that they were familiar with the general objectives of teaching Social Studies while the remaining teacher (2.5%) said he was not familiar with the objectives of teaching Social Studies. In addition, 10, which represented 25% of the teachers, stated that they always refer to the general objectives if they want to teach their students. Twenty-one, which represented 52.5% of the teachers, stated that they referred to the general goals many times. Two of the teachers that represent 5% indicated that they sometimes refer to the general objectives if they want to teach. Six (15%) stated that they rarely relate to the general objectives if they want to teach, but one (2.5%) did not refer to the objectives at all. The data show that most teachers refer to the general objectives of Social Studies before teaching. Therefore, SST can properly prepare their students to achieve the necessary objectives and aspirations of the subject.

Further, 27 which represented 67.5% of the teachers, declared that they use the general objectives while preparing their lesson notes. Ten, who represent 25% of the teachers, declared that they refer to them during the lesson and the learning process. Two, who represented 5% of the teachers, declared that they used them when they were setting test items, and the remaining teacher (2.5%)

did not answer this question. The data showed that most teachers used the general objectives of Social Studies in one way or another since no one reacted to not really. Regarding the research question, it was discovered that the greatest number of teachers were familiar with the overall Social Studies objectives and that they most frequently refer to them if they wanted to prepare their lesson notes or teach, but the interview showed that most of the notes they prepared, were for the students to copy and study. Therefore, Odekyi suggested that teachers ought to easily have the general objectives of Social Studies at hand. This allows them to stay concentrated on teaching to avoid unnecessary deviation and glue themselves to the external examination that makes teaching and learning examination inclined.

There is a disagreement between the two studies conducted by Poatob and Odekyi. The reason is that while the first (Poatob) investigator indicated that most SST teach the subject with no knowledge of the subject's overall objectives, the second researcher discovered that the greatest number of teachers were familiar with the general objectives of Social Studies. This goes on to say that knowledge of the general objectives of Social Studies can be localised, that is, depending on the location of the teacher and also, the initial teacher training and probably, the kind of in-service training the teacher receives could determine the level of knowledge of the Social Studies objectives.

### **SST View on Teaching Techniques in the SHS**

With the above, Abdulai (2020) studied SHS SST instructional practices in the West Mamprusi Municipality. The study assessed the teaching procedures used by SST in the SHS. For the study, a total of 32 teachers were chosen using simple random and convenient sampling techniques. The results of Abdulai's

study showed that several teachers taught the subject exclusive of taking into consideration the teaching methods adopted to attain the objectives of the subject. Eight participants employed questions and answers, teacher-led discussion, and lecture techniques to provide their lessons about current affairs related to the subject. Through the observation session, barely two teachers applied the role-play technique to provide their lessons. Again, Abdulai found that the teachers dominated the discussions in the lessons of the observed teachers and that the students did little. The teachers blamed the use of teacher-led discussion for a limited period and large class size.

Furthermore, it was discovered that SST knowledge about the overall objectives of the subject did not meet the required standards of an SST; participants also showed an inadequate level of knowledge of the approaches used in Social Studies lesson delivery. In addition, most instructors used the lectures, discussions and techniques of questions and answers for teaching. Abdulai advocated that the GES must recruit teachers who have the requisite qualification for teaching (Abdulai, 2020).

### **How SST Use Teaching Techniques to Attain the Overall Objectives of Social Studies**

On the issue of teaching methods used by SST in SHS to impact students' attitudes, values and skills, the following studies were reviewed. Based on this, Abdulai (2020) explored SST instructional techniques knowledge and its impact on learners' attitudes, values and skills in senior high schools in the North East Region of Ghana. This study examined how teachers' knowledge about teaching methods in SHS influences students' values, attitudes and skills. The study gathered data through qualitative and quantitative procedures from 54 teachers.

Abdulai's study's results showed that 50 (92.6%) of the respondents agreed that the teacher develops learners' attitudes through suitable teaching techniques such as project work, simulations and games, problem-solving, role-playing, etc. 3 (5.6%) of the respondents were undecided in the declaration and 1 (1.9%) did not agree to the declaration. In addition, 48 (88.9%) of the respondents agreed that the students' values were developed by the teacher through the correct teaching techniques in Social Studies such as field trips, corporate learning, simulations and games, etc. Five (9.3%) respondents were undecided about the declaration; 1 (1.9%) respondent did not agree with the declaration. In addition, the data collected revealed that 53 (98%) of the teachers agreed that the skills of the students were developed by the teacher using teaching techniques in the subject. One (1.9%) of the respondents was not sure and no respondent did not agree with this declaration (Abdulai, 2020).

Again, Abdulai's findings indicated that 10 (19%) of participants largely agreed that the project works, simulations and games and problem-solving among other things, provide good examples of teaching techniques in Social Studies that can develop attitudes, values and student skills; 42 (77.8%) of them were not sure whether the project works, simulations and games, problem-solving etc. were good examples of teaching techniques that can develop attitudes, values and skills of the students. Two (3.7%) of the respondents did not fully agree with the declaration. After all, 53 (98%) of the respondents agreed that students, when given the chance to interrelate with their surroundings outside of school could help develop their attitudes, values and skills. No respondent was not sure; 1 (1.9%) of the respondents did not agree with the declaration (Abdulai, 2020).

For Abdulai to confirm that teachers know the teaching techniques in the lessons of Social Studies, 16 teachers' lessons were observed and the results disclosed that: 3 (5.6%) of the respondents made good use of appropriate teaching techniques, for example, role-playing, problem-solving for the development of attitudes, values and skills of their students; 13 (24.1%) did not try to use suitable teaching techniques of the topic to develop attitudes, values and skills of their students. The implication here is that the teachers did not teach the students to develop their (students) attitudes, values and skills. Also, from the data, 3 (5.6%) of the teachers properly applied the teaching techniques to remedy the problems set in their classes. Thirteen (24.1%) of the teachers' teaching techniques did not adequately deal with the problems specified in their classes. The data further showed that 6 (11%) teachers had largely made repeated efforts to relate their lessons to current problems in society. Three (5.6%) of them undertook reasonably repeated efforts to relate their lessons to current problems in society, and 7 (13%) did not make any efforts to relate their lessons to current problems in society (Abdulai, 2020).

Further, Abdulai's study's results, generally, showed that most SHS teachers who teach Social Studies do not focus their lessons on building learners' morals, attitudes and skills. The learners were not exposed to instructional methods comprising demonstrations, project works, simulations and games and problem-solving among other related methods. Based on the findings, Abdulai advocated that workshops and training seminars aimed at developing teachers' knowledge of instructional approaches to the subject area be organised periodically to advance effective lessons (Abdulai, 2020).



## Assessment Techniques Used by Social Studies Teachers in Senior High Schools

A study was conducted by Adam, Bekoe and Poatob (2018) to examine Formative assessment in the classrooms of Social Studies: How SHS teachers actualise it in Ghana. The study aimed at exploring the formative appraisal exercises of six SST in SHS, conveniently selected from the Northern and Central regions of Ghana. The Formative Assessment Classroom and Observation and Lesson Plan Tool (FAFOLPT) was adopted for data acquisition. The data gathered was analysed thematically. However, the results of the study relevant to this (i.e., Adam et al. study) demonstrated that the formative evaluation in the classroom was rarely practised, apart from the realisation of the product of learning. The sharing of learning objectives was a common practice among teachers who were observed, except in the case of Ms Awaafu (a 32-year-old teacher in one of the SHS in the northern region of Ghana) who failed to identify or share the learning results with students. The study of Adam et al. showed that the evaluation practices of these teachers did not coincide with the established contemporary practices. Therefore, it was recommended that the teachers receive sufficient pre-service and in-service training in the formative evaluation to increase their understanding of the concept and realign their beliefs. It was believed that if they trained appropriately in this direction, teachers would see evaluations more positively and not only use them to improve the performance of students but also to improve their teaching practices (Adam et al. 2018).

The study of Adam et al. was in the right direction, but the sample size for the study was not enough, that is, they could have extended the sample size to

have wider generalizability for the study. Also, the study adopted only one instrument, meanwhile, they could have employed one or more instruments to ensure the reliability of the study.

Similarly, Sawyer (2015) examined the competence of SST in the teaching and evaluation of studying results in affective skills in the SHS in New Juaben Municipality in the Eastern Region of Ghana. Sawyer sampled 55 SST to answer a 32-item questionnaire. According to the findings of Sawyer's study, a sizeable percentage of teachers were not very conversant with affective goals. The teachers completely ignored the affective domain since WAEC in no way rated it. The findings also showed that the teachers had an inadequate array of skills used in teaching to make the lesson attractive to students. The teachers were further not appraising the affective learning as required by the general goal of the subject. An appeal was made to stakeholders to organise in-service training courses in such a way that the teachers would be equipped for the task. The coordinators of the teachers in the second cycle must monitor the SST in teaching affective objectives. The teacher educational providers must emphasise more on the application of affective skills in teaching Social Studies (Sawyer, 2015). The study could not capture areas such as cognitive and psychomotor learning domains since evaluation must be diverse to develop the entire individual (Kankam & Yidana, 2015, p. 155).

### **Perceived Factors that Militate Against the Teaching Of Social Studies**

Social Studies teaching is beset with a plethora of problems (Tamakloe, 1988). Based on that there is a need to review studies in that direction. Bizimana (2014) examined the readiness of resources for teaching and the effectual classroom management of teachers coupled with the provision of Social Studies

content in secondary schools in Huye District, Rwanda. Bizimana's study was to ascertain the connection between the readiness of resources for teaching and efficient classroom management coupled with the provision of content in secondary schools in the Huye district, Rwanda. Bizimana's study was established on the system theory proposed by Bertalanffy in 1968, employing a descriptive survey research design. Six hundred and nineteen respondents from 81 school administrators, 160 teachers and 378 students were chosen using a stratified sampling technique. A questionnaire was adopted for data collection. Pearson's Product Moment Correlation Coefficient statistical technique was employed for analysing the data (Bizimana, 2014).

In Bizimana's study, the results for the availability of resources in the classroom showed an average mean of 1.97, meaning the degree of resources in the classroom was not sufficient since this average on the Likert scale varies between 1.76 and 2.50 (Bizimana, 2014). This realisation implies that teaching and learning in most secondary schools that lack essential resources for teaching and learning were ineffective. Once again, the average mean calculated for the library resources was 2.26, which fell into the range of 1.76 to 2.50, which was insufficient on the Likert scale (Bizimana, 2014).

In addition, the calculated average mean (2.02) of computer resources is between 1.76 and 2.50 on the Likert scale. Needless to say, the resources of the computer laboratory were not sufficient. This means that computers that should accelerate computer literacy and the application of the computer are lacking in secondary schools in the district of Huye. This finding hinders the search for computer literacy in Rwanda. The general notion of the above represents the calculated grand mean index of 1.92 for all categories of resources for teaching

and learning, which on the Likert scale is in the range of 1.76 and 2.50. This means that the whole teaching and learning resources in the Huye district are not sufficient (Bizimana, 2014).

In furtherance to the above, Bizimana compiled data on the relationship between the availability of teaching and learning resources and the degree of effective classroom management of the teacher and the provision of content. The result showed the calculated correlation coefficient of ( $R = 0.711$ ,  $p = 0.001$ ) at  $\alpha = 0.05$  level of statistical confidence as an indication of a positive and significant correlation between the availability of teaching and learning resources and the degree of effective classroom management of the teacher and the provision of content in the study area of the District of Huye (Bizimana, 2014). The overall finding of Bizimana's study was that the degree of teaching materials in the study area was inappropriate, which affected the efficiency of managing classrooms and content delivery. A positive and significant relationship existed among most teaching materials, classroom management and content provision ( $R = 0.711$   $p < 0.001$ ) in  $\alpha = 0.05$  level of statistical significance. Hence, it was recommended that the Rwanda government through the MOE and other important educational stakeholders must intensify the allotment of significant teaching aids including audiovisual aids, library and computer facilities to bring progress to the study area of Huye district and extend to the whole of Rwanda. Similarly, the Rwanda government must ensure that the teaching and learning resources acquired should be fairly disseminated in secondary schools throughout the state to ease the appropriate operation of the curriculum (Bizimana, 2014).

Bizimana's study had a wider coverage and could generate consistency since it was extended to different stakeholders including administrators, teachers and students. However, a study like this could have employed additional instrument(s) to guarantee the reliability of the study.

Further, Shaibu (2016) undertook a study on the factors influencing the use of instructional materials for teaching Social Studies in secondary schools in Gwagwalada Area Council, Abuja. The purpose of the study was to identify the level of teaching aids readiness for imparting knowledge in Social Studies in secondary schools in Gwagwalada Area Council, Abuja. Shaibu employed a descriptive survey design and selected a sample size of fifty SST in Public Secondary Schools in Gwagwalada Area Council using the census technique. Shaibu, therefore, used a questionnaire to collect the data. The data were analysed with frequency counts and mean statistics (Shaibu, 2016). The study discovered most teachers agree that printed materials for teaching Social Studies (e.g., textbooks, newspapers, teacher's guides etc.) were the only Social Studies instructional materials appropriately available. Therefore, Shaibu's study recommended that appropriate and sufficient textbooks for the utilisation of Social Studies content should be made available to all secondary schools (Shaibu, 2016). The limitation here was that the researcher failed to research fundamental teaching materials for students with special needs.

In a related development, Akubue (2010) conducted research bordering on Social Studies teaching materials in secondary schools. The main purpose of Akubue's study was to discover the availability of instructional materials and their usage in secondary schools for Social Studies lessons. The study employed an observation guide to observing the lessons of SST in addition to a

questionnaire for data collection. A sample size of 20 SST was randomly drawn from the 20 secondary schools in Nsukka Local Government Area. Percentages and frequency counts were used to analyse the data. The results of Akubue's study showed inter alia that, very few instructional materials were available for teaching Social Studies in the schools studied. Also, Social Studies teaching was dominated by subject matter textbooks. The teachers, therefore, ignored the activity-oriented nature of Social Studies. Upon the findings, Akubue's study, also discovered inter alia, that SST in the schools selected were limited in resourcefulness; instructional materials like bulletin boards, pictures, atlases, maps and newspapers that might be obtained and used by teachers were completely lacking in the schools. As a result, Akubue recommended that government must allot funds to the various secondary schools in the Nsukka Local Area for the acquisition of teaching and learning resources. Also, SST must obtain and use resources in their locality for their lesson delivery (Akubue, 2010). The implication here is that the lesson will not be student-dominated if teaching resources are not available.

Sawer (2015) investigated the competence of SST, and it was necessary to determine how many in-service training programmes teachers had benefitted from. Sawer's study reported that almost half of the teachers had never been involved in any continual professional development in aspects of Social Studies. Furthermore, only 11 out of 55 teachers had participated in on-the-job training. Sawer's study's results showed that the majority of teachers lacked adequate post-tertiary training to update themselves with new methods for making instructions in Social Studies effective (Sawer, 2015). Rosenfield (2004) is vindicated when

he said SST receive fewer professional development prospects than teachers in other disciplines.

In addition, a study by Odekyi (2020) explored the scope of SST awareness of the general objectives of teaching Social Studies at the SHS level in Ghana and indicated that eight, that is, 20% of the 40 teachers said that they often participated in workshops and seminars in the last five years, while 10 representing 25% of the teachers, declared that they occasionally attended courses and workshops in the construction of tests and the form of evaluating students in recent times. Nine, which represented 22.5% of the teachers, rarely attended workshops, seminars and refresher courses in the last five years while the remaining 13 (32.5%) had never attended any in-service training before (Odekyi, 2020). According to Odekyi, a good number of SST were unfamiliar with the new teaching methods and the new forms of evaluation for their students, since 32.5% of them had never participated in workshops or refresher courses during the last five years. Therefore, Odekyi's study concluded that teachers who are deficient in good teaching methods and the best form of test construction cannot motivate their students to acquire the necessary skills and attitudes effectively and efficiently, as is necessary for the goals of the subject. This is because regular in-service training and refresher courses are important parts of the professional development of teachers (Odekyi, 2020).

Finally, Mengler (2017) researched Slavery Wasn't that bad: Exploration of the Influence of Minimised Social Studies time allocation and Students' Perception in the US. Mengler's study aimed to investigate how teachers were adjusting to the inadequate period allocation for Social Studies and to identify whether students had any false impressions concerning this occurrence. Veteran

teachers were interrogated about how they managed Social Studies, transformations they had recently effected owing to the diminished time allocation for Social Studies, and any false impression they had observed in the classroom using semi-structured interviews. Mengler's study's results showed that Ms Johnson talked about the minimised Social Studies time in her interview as having a half-hour a day. Ms Johnson added that they were even lucky if they could approach it three or four days, three or four instances per week. They were practising it on daily basis. Ms Johnson further declared that just by removing one or two days of Social Studies lessons from the week, Social Studies used to get 30 to 60 fewer minutes weekly. "This cumulatively leads to a substantial time deficit," she concluded (Mengler, 2017).

Mengler enquired about the loss of instructional time and Ms Johnson replied that the time they could officially do reading had then increased, that is, they usually did 60 minutes and then they were almost expected to teach two hours. Thus, she was teaching reading in the morning and the afternoon and then squeezed the extra things provided she was willing. There had been a great urge for reading and math in basic schools. In this case, Ms Johnson had to devote 60 minutes to teach math, reading and language arts daily. Therefore, less time was left for her to devote to other subjects when they considered all the extra things that occurred each day in basic school. Intervention periods were not even considered; that might occur if students had poor test scores. Thus, Ms Johnson clarified that:

... they tested their students in reading thrice per annum; her class was scoring minimal on fluency all the time. As a result, they had to organize an intervention for the whole class in



twelve days which couldn't take place either during the time of reading or math period. Therefore, the Social Studies period was the only time they had when she could have all students in her room, which was the last 30 minutes of the day. This was to be done two times in the winter and the spring. Thus, that was four school weeks that they had no Social Studies (Mengler, 2017).

Further, Ms Smith talked about the inadequacy of time allocation for Social Studies. She realised the influence of math and reading in embracing more time allocation though she did not teach math or reading and language arts all over the day due to the shift system practised by grades 5 and 6 teachers. Commenting on the amount of time she would want to offer Social Studies, she alerted that she could readily lend it 45 minutes per day. They spent 90 minutes teaching reading and another 90 minutes teaching math (Mengler, 2017).

Besides, Mengler revealed that the respondent complained that several other issues in the school used to embrace Social Studies time allocation and at the same time served as impediments to the lessons of Social Studies. The researcher probed about the distractors to the Social Studies time. Ms Smith responded that their exclusives dropped on recess, the music, art, PE, all those issues, and lunchtime. Ms Smith continued that early out, Social Studies and science were the first to be binned if they had an early out. A very big question that came out from this quote was how could instructors persuade students that Social Studies is significant if it is rejected by the district as trivial when there is an early out. All that Ms Smith was able to say was that she believes Social

Studies is not a high-priority subject as far as students' readiness in this subject was taken into consideration (Mengler, 2017).

Ultimately, Social Studies being an individual subject, Social Studies being realized as not a high priority, as well as false impressions and additional issues that the instructors deliberated on were the key issues that were ascertained in these interviews. While in this research it was discovered that Social Studies is an individual subject for teachers who were interrogated and these teachers tried to personalise this subject for their students, it was noted that Social Studies was not considered a high priority; this was possible due to inadequate time allocation, limited professional development and Social Studies not considered as part of the standardised test. Finally, other concerns of the teachers surveyed during the investigation were expressed. The teachers' worries comprised the shortcomings of instructional manuals (textbooks), limited educational walks; the feeling that students have a misunderstanding of Social Studies owing to the blend of damaging topics described by the teachers scrutinised. These misunderstandings are part of the most important results of this survey. If Social Studies is denied the required attention, learners could misunderstand many aspects of the current world and that could lead to adverse effects for these learners and society in general (Mengler, 2017).

### **Summary of Literature Review**

The theory that underpins this study, that is, Danielson Framework, has been reviewed. According to Danielson (1996), "Any framework established for career practice must provide guidelines on what a teacher does when teaching. Danielson divides the complex activity of teaching into twenty-two elements clustered into four domains of teaching responsibility including planning and

preparation, the classroom environment, instruction, and professional responsibilities".

Also, the literature review emphasised issues concerning the conceptual framework that dealt with the historical development of Social Studies. It has been discussed that in 1905, Thomas was the one who foremost coined the name "Social Studies," according to Saxe (1991). Obebe (1990) pointed out that the United States of America tended to be the mother of Social Studies and that Social Studies first appeared in the first two decades of the 20th century as a curriculum of the education system of the United States of America. In the late 1950s, when African nations gained independence, they found ways to reform legacy educational structures to upgrade them to suit the requirements of every country. No course has been considered to be more intently connected to a country's ambitions than those concerning the region, its societies and its citizens' obligations (Dondo, Krystall & Thomas, 1974). Therefore, the subcommittee of social sciences during the 1961 Massachusetts Conference recommended that Social Studies be taught in a combined way and proposed the idea of this concept should be introduced in schools and colleges in Africa. The Oxford Conference of 1967, which led to the Mombasa Conference of 1968, opened a gateway to the formation of ASSP and the development of the subject in many African countries. Later the launch of the New Education Reform Programme (NERP) in the late 1980s led to the active development of Social Studies in Ghana.

It has also been discussed that Social Studies has diverse schools of thought, for example, Social Studies as the social sciences; as a way to cultivate decent people and as a way to enforce those contents and values. Different

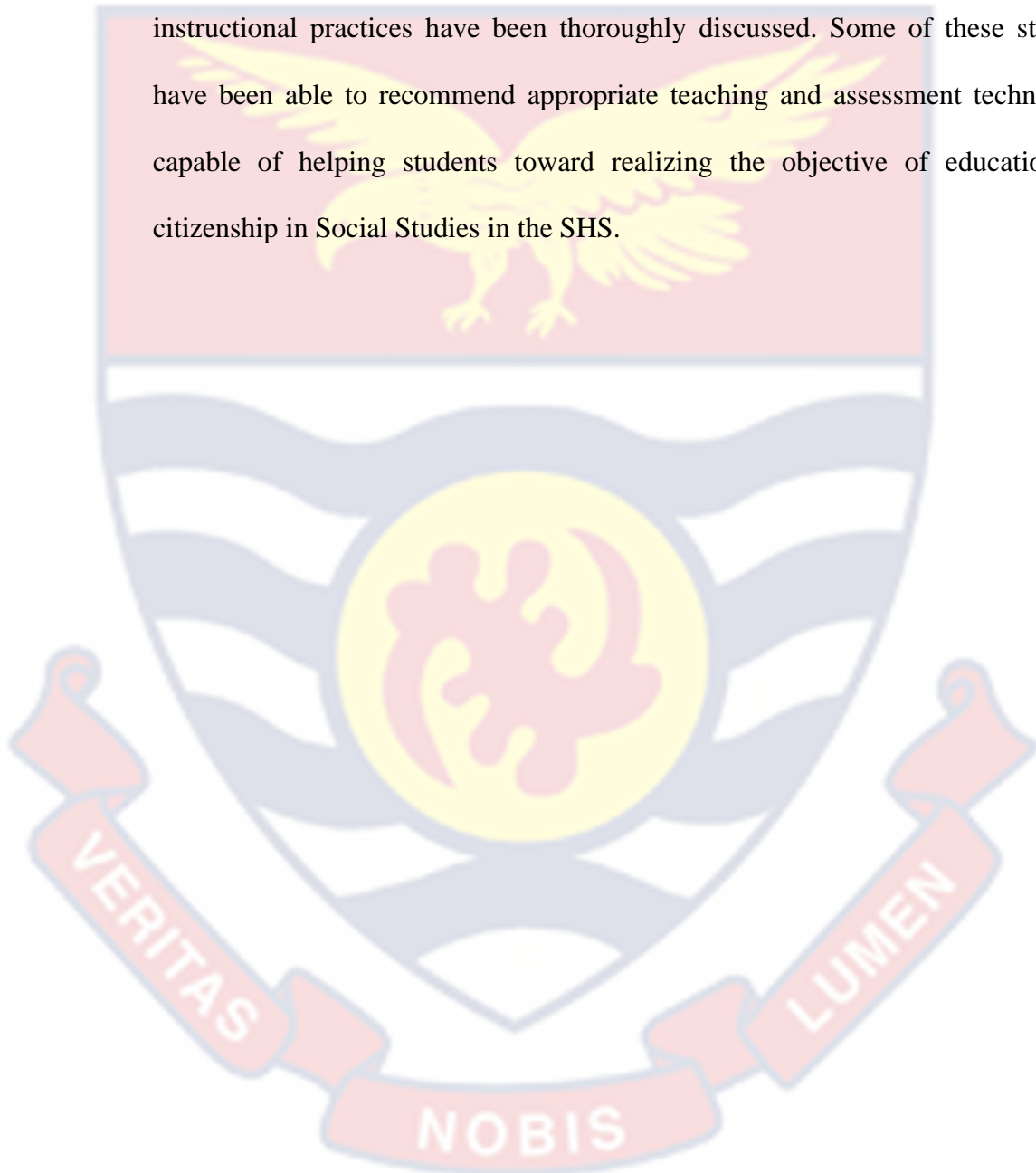
writers have defined Social Studies variously according to their understandings and orientations. Certain authors have defined Social Studies in line with its integrated approach whereas others have defined it according to its major purpose as citizenship education. On the scope of Social Studies, there is no common agreement among experts in the field of the subject as the subject combined many disciplines. The review revealed that Social Studies prepare students to be useful citizens in their communities and the entire world. Overall, the goal is to equip learners with skills for becoming patriotic and selfless individuals for their society and country.

Teachers' knowledge of the subject matter is important in the realization of this goal since it can be demonstrated through good practices in the classroom and outside of school. Another important concept that forms the core of this study is the instructional techniques in Social Studies. The idea here was that the teacher should have the highest level of content knowledge in the different subjects that are integrated into Social Studies as well as the appropriate pedagogical skills. The techniques that are most important to the Social Studies teacher may include lecture, discussion, discovery, team teaching, role play, simulation, debate, dramatization, resource person, fieldwork and question and answer methods.

Assessment techniques in Social Studies education were also identified. Social Studies assessments should be more of life experiences and should reflect the goals of the Social Studies curriculum, such as understanding and engaging with the political and civic world students inhabit. Thus, performance assessments, in which students actively produce content rather than regurgitate information, can be particularly well-suited to the Social Studies curriculum.

Factors militating against the teaching of Social Studies in the senior high school including paucity of resources and time allocation and inadequate in-service training among others were discussed.

Finally, certain studies that are in line with Social Studies teachers' instructional practices have been thoroughly discussed. Some of these studies have been able to recommend appropriate teaching and assessment techniques capable of helping students toward realizing the objective of education in citizenship in Social Studies in the SHS.



## CHAPTER THREE

### RESEARCH METHODS

This section illustrates the methodology adopted for this empirical investigation. It specifically focused on the research design, study area, population, sampling and sampling procedures, data collection instruments, data collection procedures, and data processing and analysis.

#### Research Design

The study employed a descriptive survey design to obtain participant data to examine the instructional practices of SHS SST in Asokore Mampong municipality. A survey design, according to Aborisade (1997), is one in which the researcher is interested in studying certain characteristics, attitudes, feelings, beliefs, motivations, behaviours, and opinions of a population, which can be large or small, without trying to manipulate any variable. Osuala (2001) also believed that descriptive surveys are versatile and practical, especially for educators, as they identify current conditions and indicate current needs. Osuala added that descriptive research is a prerequisite for conclusions and generalisations since it is fundamental to all manner of situation assessment research. To Fraenkel and Wallen (1993), descriptive design is beneficial since it generates a great number of responses from a good number of people so it is ideal for studying respondents' perceptions of a phenomenon. Equally, it offers a significant portrait of issues and finds explanations for people's opinions and behaviours based on the data collected at a given period.

The descriptive research was chosen for its appropriateness for this current study because it allowed me to seek explanations for the respondents' perceptions of aspects of Social Studies (Ponterotto, 2005a). The descriptive survey seemed appropriate since the breadth of coverage of many people or

events means that other approaches are more likely to obtain data based on a representative sample and therefore can be generalised to a population (Kelly, Clark, Brown and Sitzia, 2003). Additionally, it offers the opportunity to gather data from many participants in a short time.

As a mixed methods survey design, there was a collection and analysis of qualitative and quantitative data. Multiple data sources and data collection methods improved the credibility, reliability and dependability of the data. The reason was that potencies in one source offset prospective flaws in others (Johnson & Christensen, 2008). Since I did not limit myself to a specific method or approach, the mixed methods approach was used to answer wider and multiple research questions. The mixed methods also offered stronger validation for the conclusions of my study via merging and justification of findings. The fact remains that mixed methods are not intended to seek confirmation but to advance a better understanding of the phenomenon under study. Both the responses from the questionnaire and the observational guide were used along with document analysis for the provision of a complete breakdown of the research questions posed. Put differently, one instrument's results were used to corroborate or support the results of other instruments (Creswell, 2003).

Further, I used a cross-sectional survey because I collected the data at some point in time. I gathered data from teachers at specific times (i.e. 11th to 28th February 2022). Cross-sectional research can collect information from respondents using both questionnaires and observational guides (Ary, Jacobs, Razavieh, & Sorensen, 2006; Babbie, 2007; Creswell, 2003). My findings not only showed the magnitude of the problem at any given time but also offered a source to suggest suitable ways to address the challenge. My research did not

address the research questions within the framework of a wholly qualitative or quantitative means to design and methodology, but both were combined. This design also improved the logic of triangulation, that is, the ability to fill gaps left using common approaches, the use of quantitative research to facilitate qualitative research, and vice versa.

Nonetheless, this approach could lead to erroneous discoveries due to its nature to investigate personal issues, which are difficult to reveal. According to Cohen, Manion and Morrison (2003), some of the ways to mitigate this weakness were to first, clarify the research goal to participants. Second, to assure respondents of their anonymity and confidentiality, and finally, to give them as much time as possible to complete each item in the questionnaire. Therefore, the researcher addressed the weakness of this design by following the suggestions of Cohen et al. (2003), thus assuring respondents of their anonymity and confidentiality and also giving them ample time to complete the instrument.

### **Study Area**

Asokore Mampong Municipal covers a total area of 23.91 km<sup>2</sup> and is located in the northeastern part of the Kumasi Metropolis [Ghana Statistical Service (GSS), 2010]. It shares borders with the Kumasi Metropolitan Assembly (KMA) to the east, south and west, Kwabre East District to the northwest, and the Ejisu Municipal Assembly to the northeast. The geology of the municipality of Asokore Mampong is preoccupied with the Middle Precambrian Rock. The existence of this geological structure boosted the construction industry, which has had a positive impact on the local economy (GSS). However, this activity is currently on a small scale. The municipality is located on the plateau of the physical region of the southwest which extends from 250 to 300 meters above



sea level. The topography of the area is hilly, that is, it is characterised by lowlands and highlands.

The municipality had 280 different educational facilities, 137 of which are private and 143 public. Preschools number 93, primary schools number 103, junior high schools number 76, seven SHS, including Kumasi Academy, one tertiary school (i.e., Garden City University College), and one special school. Two prominent homes serve orphans within and outside the municipality. These homes include the Kumasi Children's Home (Airport Roundabout) and the SOS Village in Asokore Mampong. Considering the cosmopolitan nature of the municipality, the examination of SST instructional practices in the selected high schools was important.

### **Population**

The study's population comprised SST in SHS in the Asokore Mampong Municipality. There were six public SHS with 51 SST in Asokore Mampong Municipality. These schools were Kumasi Academy, Tawheed Senior High, Parkoso Community Day Senior High, Sakafia Islamic, Ibadur Rahman and Nuru Ameen Islamic Senior High Schools. The researcher used the above-mentioned schools since they were all in the same study area and were assumed to possess similar attributes. Data from the six SHS indicated that there were 51 SST. Table 2 displays the number of teachers in the respective schools.

**Table 2: Distribution of the Teachers' Population in the SHS**

Name	N	%
Kumasi Academy	14	27
Tawheed SHS	8	15
Parkoso Community Day SHS	7	14
Nuru Ameen Islamic SHS	6	12
Sakafia Islamic SHS	9	18
Ibadur Rahman Islamic SHS	7	14
Total	51	100

Source: Field Data, Akowuah (2022)

### Sampling Procedures

A sample describes a segment of a population chosen to represent the entire group in a study (Cohen et al., 2007). Taking into consideration the overall purpose, research questions posed, and research design chosen for this study, the Census technique was adopted.

The Census procedure was adopted to sample all 51 SST from the six schools in the Asokore Mampong Municipality. This is because according to Cohen et al. (2011), the quality of any research relies on suitable methodology and instrumentation and the correctness of the sampling approach employed. A population that falls under the 100, Census is ideal for the study. Further, 10 of the 51 SST were selected for lesson observations. Based on the year of teaching experience, especially SHS 3 SST were selected for the lesson observation. SHS 3 teachers were selected because the Social Studies syllabus contained detailed

guidelines on the various topics listed and that was the class most of the characteristics to be observed could be realised. This means that a purposive sampling procedure was applied to include the 10 SHS 3 teachers for lesson observations.

### Demographic Features of the Respondents

This section discusses the demographic characteristics of the SST used for the study. Specifically, this section presents the results on the gender, the age distribution of the teachers, the subject areas of the teachers, their academic and professional qualifications as well as their years of teaching experience. The demographic characteristics of the SST are illustrated in Table 3.

**Table 3: Demographic Characteristics of Respondents (N = 51)**

Variable	Category	f	%
Gender	Male	31	61
	Female	20	39
Age	26 – 35	11	22
	36 – 45	24	47
	46 – 55	16	31
Highest Academic Qualification	B. Ed	19	37
	BA	14	27
	M. Ed	13	26
	MA	5	10
Highest Professional Qualification	Cert 'A'	14	27
	DBE	5	10
	B. Ed	19	37
SST' Subject Areas	M. Ed	13	26
	One	14	27
	Two	19	37
	Three	13	26
Teaching Experience	Four	5	10
	Less than one year	9	18
	1 – 5 years	15	29
	6 – 10 years	11	21
	11 – 15 years	9	18
	16 – 20 years	7	14

Source: Field Survey, (2022)

### **Gender Distribution of SST**

An observation of Table 3 indicates that concerning the gender of the teachers, out of a total of 51, 31(61%) were males whereas 20(39%) were females. This variation confirms that the number of male SST is greater than female SST (Kanda, 2012).

### **Age Distribution of SST**

Table 3, again, illustrates the teachers' ages and a higher percentage (47%) were between 36 and 45 years old. Next, come the 46-55 age group which had 16(31%) teachers. Finally, 11(22%) of the teachers being the lowest indicates that they were within the age group of 26 to 35 years. A higher proportion of teachers were in the 36-45 age group who are expected to be energetic. Presumably, this would invoke the interest of the students, as the teachers would be zealous in teaching the Social Studies subject.

### **Academic Qualification of SST**

Taking into account the highest academic qualifications of teachers, all the teachers said that they had a noticeable level of education, as shown in their academic qualifications. Here, while B. Ed holders were recorded as 19(37%) of the teachers, 14(27%) teachers were BA, M. ED holders were 13(26%), and five (10%) teachers were observed as MA holders. This suggests that the teachers are projected to have a degree of significant knowledge and skills that could be useful in their profession.

### **Professional Qualification of SST**

Concerning the teachers' professional qualifications it was disclosed that there were more Bachelor of Education holders than any of the other qualifications. While B. Ed holders were recorded as 19(37%) of the teachers,

13(26%) were M. Ed holders and 14(27%) teachers were recorded as Cert 'A' holders. Also, five(10%) teachers were recorded as DBE holders. This shows that a greater percentage of teachers possess the least teaching qualification as demanded by GES for SHS tutors. Assessing the qualification of teachers is relevant based on the assertion of Kanda (2012) that students' performance is determined largely by the qualifications and the educational level of teachers handling Social Studies. The result of Kanda (2012) is supported by Agharuwhe and Nkechi (2009). Agharuwhe and Nkechi (2009) discovered that teachers with a higher level of competence and adequate level of knowledge of the subject matter often develop higher-performing learners.

### **SST' Subject Areas**

In terms of teachers' number of subject areas, most of them, 14(27%) of the 51 teachers showed that they had only one subject area. Afterwards, 19(37%) of the respondents that were surveyed hinted that they had two subject areas. Thereafter, 13(26%) indicated that they had a speciality in three subject areas. Only five (10%) teachers revealed that they had four subject areas of speciality. The results show how interlaced or integrated the subject, Social Studies is to give several study areas so that students can explore. Tamakloe (1988) identified the shortage of knowledgeable instructors as the biggest setback facing Social Studies education. He believed that teachers should have adequate knowledge in several of the disciplines or subject areas of the social sciences.

### **SST Years of Teaching Experience**

Finally, an observation of the data in Table 3 will reveal that most teachers, that is, 15(29%)] of the teachers had taught Social Studies within 1 to 5 years. In addition, 11(21%) teachers indicated that they had Social Studies

tutoring experiences of 6 -10 years, as nine (18%) of the teachers declared that they had taught Social Studies for 11 - 15 years. Another nine (18%) of the respondents disclosed that they had taught the subject for less than one year and seven (14%) of the teachers revealed that they had also taught the subject for 16 - 20 years. A critical observation of the data shows most of the teachers had taught for more than five years. In general, there is a belief that long-serving teachers who had acquired adequate experiences portray their proficiency and are conversant with the discipline they teach. Based on this result, most teachers are experienced as argued by Rockoff (2004), teaching experience of up to two years positively contributes to the success of learners.

### **Data Collection Instruments**

The research instruments adopted for the study were a self-developed questionnaire, an observation guide together with documentary analysis. The questionnaire, observation guide and documentary analysis were all applied to collect data during the study.

### **Questionnaire**

First, a questionnaire titled "Questionnaire for Teachers" was the main means of data collection from teachers. The questionnaire was constructed based on the various literature reviewed. The application of this research instrument aided the investigator to collect varied responses considering the number of teachers for this study. The questionnaire assumed "close-ended and open-ended questions". The close-ended questions provided check-mark responses about the SST knowledge of Social Studies as a subject. The close-ended questions included the challenges associated with the stakeholders' level of support for teachers. The open-ended questions for teachers provided the chance for them to

offer needed information that the researchers did not capture in the questionnaire concerning the SST knowledge of the objectives of Social Studies. Additionally, instructional techniques adopted by SST for Social Studies teaching were captured in the questionnaire. The use of the questionnaire also offered teachers a greater assurance of anonymity about whatever information they provided. Although the questionnaire did not offer any opportunity for probing and motivation on the part of the teachers, the instrument tended not to be affected by problems of no contact (Sarantakos, 1998).

The teachers' questionnaire comprised 53 items, 50 close-ended and three open-ended questions for teachers in the form of sections, thus Sections A, B, C, D, E and F. Section A (items 1-8) solicited demographic data of teachers. Sections B (items 9-15) and Section C (items 16-27) of the questionnaire gathered information on knowledge of the subject's objectives from SST and SST view of the teaching techniques used in Social Studies instructions in the SHS, respectively. In addition, Section D (items 28-35) and Section E (items 36-39) solicited information on how the techniques used by

teachers were applied in teaching and the assessment techniques used for students regarding Social Studies, respectively. Finally, Section F (items 40-53) asked about the perceived factors that militate against the teaching of Social Studies in the Asokore Mampong Municipality. Multiple-choice responses and the five-point Likert scale were scored as Strongly Agree = 5, Agree = 4, Not Sure = 3, Disagree = 2 and Strongly Disagree = 1 format was developed to elicit information on knowledge regarding teaching skills used for lesson delivery and assessment, how the teachers use the techniques and the perceived factors that militate against teaching in the Asokore Mampong Municipality. SST were

necessitated to rate their agreement or disagreement with each statement whereas the techniques used for Social Studies teaching assumed multiple responses only (See Appendix B).

### **Validity and Reliability of the Questionnaire**

Validity is the degree to which a test can assess its intended purpose (Feldman, 2007). To guarantee this purpose, my colleague researchers carried out the validity and reliability of the instruments and by using my supervisor's expert advice. In this sense, after the development of the questionnaire, copies of the questionnaire were presented to my supervisor for him to give comments and corrections. This ensured that the items in the questionnaire were registered properly and comprehensively. The corrections and suggestions from the supervisor led to a change in some items in the questionnaire. In addition, my supervisor examined the content of the questionnaire to eliminate ambiguities, and mechanical problems and focused the statements in the instrument on the research questions. However, he proposed to make certain corrections and variations to enhance its validity.

Later, the questionnaire was pilot tested among 10 SST selected from Kumasi-Anglican SHS. Kumasi Anglican SHS was selected for the try-out exercise because the population in the school were believed to have similar properties to that of the Asokore Mampong Municipality. In the pilot study, it was revealed that some of the statements seemed ambiguous and the teachers had difficulty answering them. These statements were redesigned later to make them more understandable. The data collected were coded into themes and transferred to a Statistical Package for Social Sciences (SPSS) for analysis. Reliability was tested as reliable quality to collect valuable information. The instrument is



reliable and of good quality, (Fraenkel & Wallen, 2000), provided the alpha value is .70 or beyond. Therefore, Cronbach's alpha value of .87 was established for all sections of the questionnaire. Therefore, the questionnaire was of good quality to compile useful data for the study. After the try-out exercise and the reliability test, six items were recast out of a total of 53 items.

On the account of the open-ended items, trustworthiness was ensured in terms of credibility, transferability, dependability and confirmability. Details of these factors are provided under the observation guide.

### **Observation Guide**

Observation was another means of gathering data in this study. The observation was titled "Lesson Observation for Teachers". Largely, the observation guide was utilised to corroborate, substantiate or validate the replies given in the questionnaire. Observation refers to what the researcher sees in the classroom based on the daily instructional practices of the teacher and student participation. Observation is the collection of impressions of the world around us via all of our primary human functions: hearing, sight, smell, and touch (Adler & Adler, 1998). Adler and Adler added that observation allows investigators to access parts of the social environment that may be invisible to the entire public. That is, those activities behind-the-scenes that the public do not see. Observations allow investigators to generate rich and detailed descriptions and interpretations of the social environment of the study area (Adler & Adler).

The observation guide was adapted from the Center for Teacher Professional Development observation and lesson evaluation format at the University of Cape Coast. The observation guide was constructed mainly for research questions 2, 3, 4 and 5. For research question 2, the observation guide

was used to assess the instructional techniques that SHS teachers adopt for teaching. Also, for research question 3, the observation guide was used to assess how teachers practise these teaching procedures together with the students to realise the Social Studies' overall objectives. Lastly, for research question 4, the observation guide was used to have information about assessment procedures applied by SST and for research question 5, the observation guide was used to gather data on the perceived factors militating against Social Studies instructions by SST in the SHS. Nineteen items of the observation guide for the Social Studies lessons were written to observe and record under specific items such as the behaviour of both teachers and students, as well as the verification of definite facilities for instructions regarding Social Studies. However, the observation guide went through processes similar to those of the questionnaire. After the investigators' supervisor made comments and suggestions on the items, the final version was typed for use (See Appendix C).

### **Validity and Reliability of the Observation Guide**

Concerning the observation, 18 items on the observation guide for Social Studies lessons were written and recorded under certain items, such as the behaviour of teachers and students and the review of certain facilities for the lessons in Social Studies. The observation guide was adapted from the Center for Teacher Professional Development observation and lesson evaluation format at the University of Cape Coast. However, there was a need to ensure the credibility, transferability, confirmability, and positionality of the observation guide. In this sense, according to the development of the observation guide, copies of the guide were presented to my supervisor to seek his comments and input. The purpose was to confirm that the items in the observation guide were

recorded properly and comprehensively. The corrections and suggestions of the supervisor led to a change in some items in the observation guide.

In addition, my supervisor examined the content of the observation guide for the elimination of ambiguities, and mechanical problems and directed the statements in the instrument to the research questions raised. However, he suggested that certain corrections and changes were made to improve the data-gathering tools. The pilot testing of the observation guide was carried out among six Social Studies teachers who were drawn from Kumasi Anglican SHS. In the pilot study, it was shown that some of the statements seemed ambiguous and that the researcher had difficulty compared to what had happened during the observation of teachers' lessons for Social Studies. These statements were redesigned later to make them more understandable. In this case, of the 18 items that were constructed three of them were recast (see Appendix C).

There was also the need to ensure the trustworthiness of the study. To Farnsworth Group (2022), trustworthiness is demonstrated in the form of validity and reliability as far as quantitative research is concerned. However, Lincoln and Guba (1985) based their approach to qualitative research on trustworthiness on four general criteria. These are credibility, Transferability, dependability and confirmability. Credibility is the true value of qualitative research, or a measure of whether the results of the research are correct and accurate (Farnsworth Group, 2022). It depends on the credibility of the researchers themselves and their research methods, to some extent. Therefore, triangulation, long-term engagement with the data, constant observation, negative case analysis, member confirmation, and appropriateness of reference were all techniques used to increase the credibility of the study. Another method of pursuing credibility was

to involve informants (e.g., colleague researchers and experts) in the validation of the study's interpretations. Additionally, research participants were assured of receiving a copy of the research report before publication to gather feedback on data accuracy.

The second way to ensure trustworthiness proposed by Lincoln and Guba (1985) is transferability. This suggestion is a bit devious because, in principle, qualitative research is not (and cannot) be reproducible. However, qualitative researchers argue that patterns and explanations can be applied from one context to another. For the Farnsworth group (2022), transferability is a measure of whether or to what extent the findings of a study apply to other situations, circumstances or settings. It can also be considered as generalisability. To achieve transferability to the current study, I provided a substantial description, including providing reasonable detail regarding the site, participants, and methods or procedures used to collect data during the study. Data triangulation (i.e., questionnaire and observation, all focused on the same phenomenon) was employed, which uses multiple types of data to determine outcomes. However, this study addressed the different inherent positions of power that participants and researchers have and how these relationships influence feedback sharing and gracious adherence to recommendations. Associated with peer debriefing was the practice of consulting my supervisor, department and University of Cape Coast institutional review board (UCCirb) for the procedures, and findings throughout this study.

Observations made during the study were regular, constant, and spontaneous (from the participant's perspective). During these regular, sustained, and spontaneous observations, I practised what is known as spontaneous self-

analysis. This was often facilitated by daily notes in the research log. Indeed, I tirelessly questioned the study's findings and provided bracketed comments for opinions and evaluative comments that might have included what is intended as a "long explanation" or notes containing rich descriptive data (Lincoln & Guba, 1985). The transfer was possible given that the detailed description provided a sufficient description of the situation that could apply to the situation of others, usually at the request of local participants. Such transfer applications depended on detailed descriptions of researchers to provide circumstantial information about fieldwork sites. In this case, the schools and significant participants in the original study were accurately identified and described. Similarly, any excluded memberships that might impact data collection were documented. The method and time frame of data collection in the original study and the total duration of the field study were fully described. These factors influence the extent to which a completed study can be applied to additional sites and settings (Lincoln & Guba, 1985).

Moreover, dependability was another factor I selected to ensure the reliability of the study. According to the Farnsworth Group (2022), dependability is used to measure or demonstrate the consistency and reliability of research results. To achieve this, I had to track the exact methods used for data collection, analysis and interpretation, and provide appropriate contextual information about each part so that other researchers could theoretically replicate and consistently derive results. One of the tools used to ensure the dependability of the study was an enquiry audit, a verification that could create an unspoken reality for the researcher (Farnsworth Group, 2022). This was achieved through an audit trail that detailed each step of data analysis, which is a demonstration of research

results that accurately reflect participants' responses rather than being coloured by conscious or unconscious bias. The final method used to ensure trustworthiness in this study was confirmability, that is, researchers prove the neutrality of their qualitative data by avoiding assumptions and biases (Farnsworth Group, 2022).

### **Documentary Analysis**

Documentary evidence was gleaned from the Social Studies curriculum and other available documents. This data helped the researcher to identify gaps between curriculum requirements and what was happening in the classroom. However, trustworthiness (i.e., credibility, transferability, dependability and confirmability) was ensured as far as the use of this instrument was concerned.

### **Data Collection Procedures**

An ethical clearance letter was collected from the Institutional Review Board of the University of Cape Coast (UCCirb) (see Appendix A) to facilitate data collection from the selected institutions. Based on this letter, an authorization letter was acquired from the director of education of the Asokore Mampong Municipality to warrant me to go to the various schools in the municipality. The two letters served as cover letters for the heads of the selected institutions to inform them of the planned exercise. With their approval, the researcher contacted the teachers concerned about the intended exercise. Afterwards, the researcher went to the staff room that suited the administration of the questionnaires for the teachers.

First, the questionnaire was given to the SST personally. Teachers were informed of the research purpose and the questionnaire was administered to them. The researcher sought the consent of the SST and explained the purpose of

the study to them before the data were collected. Although the introduction of the questionnaire captures areas such as the confidentiality and anonymity of the respondents and how the information would be used, the researcher assured them that any information they gave would be treated confidentially and as anonymously as possible since the researcher adopted the use of pseudonyms for both human and institutional representations. The researcher informed the SST about their right to refuse their participation.

After the SST consented to partake in the data collection, the researcher helped SST to complete the items on the questionnaires. This measure allowed SST to ask questions about things that might not be clear to them. The SST were guided by the researcher to answer the items.

Observation, on the other hand, was conducted by myself. A structured observation guide was used. Areas observed in the teachers' lessons include inter alia teachers' knowledge of the subject matter, teachers' lesson plans, teachers' teaching methods, students' participation in lessons, classroom climate, use of materials for teaching and evaluation techniques that the teachers usually adopt. The researcher personally observed the teachers' lessons in five schools, though there were six public SHS in the Asokore Mampong Municipality, one of the schools did not have Form 3 since the school was absorbed by the government not long ago. The researcher visited each school three times for the exercise, that is, one day for the administration of the questionnaire and two days for the Social Studies lesson observation of the selected teachers (hint: These teachers were part of the respondents of the questionnaire).

The selected teachers, that is, two teachers from each school were given prior information before their lessons were observed. During the administration

of the questionnaire in a school, the researcher would inform the SST of his intention to observe their lessons. The timetable for Social Studies of each school was copied to enable the researcher to know the exact date and time the SST had lessons. Then, the researcher went to the class of the teacher who was ready to be observed, asked permission and described the purpose of his visit to the teacher. The researcher sat at a place where he would see the ongoing lesson. The researcher would do the observation using the observation guide to evaluate the teacher as he carried out the teaching. The researcher also took his time to observe the lesson plan of the teacher whose lesson was being observed. The researcher filled out the types of data in the observation guide, Form A and the necessary comments on another, Form B. After the observation, the researcher organised the information obtained about each teacher's lesson for analysis and gave out Form B to the particular teacher for discussion.

During the collection of data using the questionnaire and observation guide, the researcher sought permission from the teachers and the head of the Department of General Arts to review the Social Studies syllabus and other documents such as the school timetable and students' exercise books. This was made successful with the aid of documentary analysis.

### **Ethical Consideration**

Creswell (2008) guides scholars to obtain or receive approval from establishments and individuals answerable to the location to access data for the study. In this study, the researcher discussed with the heads of the schools when, how and from who data would be collected in the various schools. When access had been granted, the researcher discussed other ethical matters with the study respondents.



After receiving permission from the authorities responsible for the schools, it was important to receive the consent of the subjects (teachers) of the study. Informed consent is an ethical requirement entailing that a respondent may decide to participate or not participate in the study after having received complete information about the possible risks or advantages of participation, (Makore-Rukuni, 2001). The voluntary nature of the study was also emphasized to all participants.

Another ethical issue discussed was confidentiality. This important issue specifies the ethical responsibility of the investigator to maintain the identity and the answers of the respondents private (Babbie & Mouton, 2001). It was ensured that the data collected was used for its intended purposes and that no other party or individual had access to it. Thus, the anonymity of respondents was upheld. None of the participants was asked to indicate either their names or any identifying information. In addition, the participants of this study were identified by alphabets (pseudonyms) instead of names. The anonymity was ensured by grouping data instead of presenting individual answers.

### **Data Processing and Analysis**

Data collected from participants were analysed quantitatively. "Descriptive statistics enabled the researcher to analyse and describe the data to address each specific research question in the study," Patton (2002) hinted. Descriptive statistics such as frequencies, percentages, mean and standard deviation were calculated to analyse the quantitative data. These were done using the Statistical Package for Social Sciences (SPSS Version 22.0). The process involved, first, collecting the questionnaire to be checked with corresponding question numbers to see whether all questions were answered by the SST.

Secondly, the coding of the test items was done such that the teachers' level of opinions on the questionnaire items and the options provided by the researcher were determined. Thirdly, after coding, such information was then entered into SPSS version 22 for data to be analysed and finally analysed to compute the Cronbach alpha reliability coefficient for items in each instrument. The analysis and the corresponding research questions are provided in Table 4.

**Table 4: Summary of Data Analysis Plan**

Research Questions	Analytical tool
1. What knowledge do Social Studies teachers have on the general objectives of the subject?	Mean and standard deviation
2. What are the views of Social Studies teachers on the teaching techniques used in teaching Social Studies?	Frequency and percentages
3. How do Social Studies teachers use teaching techniques to achieve the general objectives of the subject?	Frequency, percentages, mean, and standard deviation
4. What assessment techniques are used by Social Studies teachers?	Frequency and percentages
5. What are the perceived factors that militate against the teaching of Social Studies in Asokore Mampong Municipality?	Frequency, mean, and standard deviation

Source: Field Data (2022)

Lastly, the open-ended items including Section C (items 26 & 27) and Section F (item 49) of the questionnaire (see Appendix B) and data from the lesson observation (see Appendix C), as well as data from the documentary analysis, were analysed using descriptive and interpretive techniques. Put differently, the open-ended items and the observation data were analysed using thick or thematic descriptions.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

The chapter concerns the results and discussion of the findings from data analysis. Illustration of the results covered issues such as knowledge of the teachers of Social Studies on the general objectives of the subject; views of SST on instructional techniques used in teaching Social Studies; SST' use of instructional techniques to achieve the general objectives of the subject; assessment techniques used by SST and the perceived factors that militate against the teaching of Social Studies in the Asokore Mampong Municipality. The items were tested on a 1 to 5 Likert-type scale (5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, 1 = strongly disagree). The weights were computed to get the average for the acceptable mean value ( $1 + 2 + 3 + 4 + 5 = 15$ ;  $15/5 = 3$ ). Thus, a mean value of three meant that the respondents were not sure of a specific item(s) and a mean value greater than 3.1 to 5.0 meant that respondents were harmonized while a mean value less than 3.0 meant that respondents were in disagreement. The results of the various research questions have been discussed below.

#### **Research Question 1: What knowledge Do SST Have of the General Objectives of the Social Studies Curriculum?**

In Ghana, the MOE obliged all teachers to be acquainted with the overall objectives prior to their appointment and teaching. Following the completion of every topic, instructors are to review the objectives to ensure that these objectives are in line with the overall objectives and were adequately covered during their teaching and learning processes (MOE, 2007). This means that Social Studies teachers' knowledge of the subject is very crucial. According to

Tiberus and Tipping quoted in Odekyi (2020), the general objectives and knowledge of the teachers on the teaching of the subject influence the students in their daily life by enabling them to obtain the necessary experience, attitudes, principles and abilities.

Research Question One, thus, sought to investigate the knowledge of SST about the general objectives of the subject. In Ghana, the MESS obliged all teachers to be acquainted with the overall objectives prior to their appointment and teaching. Following the completion of every topic, SST are to review the objectives to ensure that these objectives are in line with the overall objectives and were adequately covered during their teaching and learning processes (MESS, 2007). This means that SST's knowledge of the subject is very crucial. According to Odekyi (2020, P. 37), no teacher can adequately treat a subject without knowing its aims and objectives, as this could lead to poor curricular orientation. In this section, the responses of SST to adapt to these objectives are presented in Table 5.

**Table 5: Teachers' Knowledge of the General Objectives of Social Studies (N = 51)**

Statement	M	Std.
Social Studies focuses on ensuring the education of citizens.	4.02	.93
It helps students to be aware of their physical, social and cultural environment.	3.57	.92
Social Studies grooms individuals to suit society.	3.55	.97
“Social Studies is capable of addressing issues of human concern”.	3.53	.97
Social Studies helps students to obtain relevant knowledge, and the right attitudes, values and skills.	3.47	.14
It creates awareness of the rights and responsibilities of the individual.	3.39	1.02
Social Studies gives individual learners a broad knowledge of the full curriculum.	3.28	2.96

Source: Field Survey (2022)

An observation of Table 5 shows a maximum mean of 4.02 and a standard deviation of 0.93, revealing that teachers agreed that Social Studies is aimed at educating the citizens. This was followed by a mean of 3.57 with a standard deviation of 0.92, indicating that SST agree that Social Studies focuses on students' awareness of their physical, social and cultural environment. Additionally, respondents were able to disclose that Social Studies helps students to fit well into their society, with a mean of 3.55 and a standard deviation of 0.97. Further, respondents agreed that the subject enables students to obtain appropriate experiences, behaviours, morals and proficiencies as the statement (M = 3.53, SD = 0.97). Another interesting revelation was that respondents were

of the view that Social Studies deals with issues of human concern ( $M = 3.47$ ,  $SD = 0.14$ ).

However, the teachers were not sure whether the Social Studies course raises awareness of people's rights and responsibilities, as the statement generated a mean of 3.39 and a standard deviation of 1.02. Lastly, SST were not certain whether Social Studies provides the individual student with a general understanding of the entire curriculum. This was clear as the statement contained a mean score of only 3.28 and a standard deviation of 2.96.

These results show that SST are moderately familiar with its objectives as their responses on average give a general assessment of the different objectives for the subject, Social Studies. This is because the overall computed mean was 3.54 which is considered as high falling under the range of 3.5 to 4.4 mean and a mean of the standard deviation of 1.13 on the Likert scale mean ranges of interpretation (Bhandari & Nikolopoulou, 2022). Also, the current study coincides with the framework for professional practices proposed by Charlotte Danielson that said that teachers should focus on selecting the subject's objectives and values which must be clear and suitable for diverse students by ensuring balance. Further, the results are in line with a study by Ayaaba et al. (2014) who posited that, although Social Studies is not the only subject that educates learners on patriotism, it is ideal for that role, thanks to its specific focus and orientation. Besides, the results side with Tiberus and Tipping quoted in Odekyi (2020, p. 37) that instructors' knowledge of the general objectives of a subject matter influences the teaching of the subject to enable students to acquire knowledge, attitudes, and values and necessary skills in their daily lives. Further, from the results, teachers can see that the subject can holistically develop the

students, especially in their physical, social and cultural areas as well as in their political and civic areas of life. Finally, the results affirm that of Ananga and Ayaaba (2004), who suggested that on the whole Social Studies train learners to acquire the skills and values crucial for the development of their society and nation in general.

On the contrary, the study does not agree with Poatob (2015) who found that most SST teach the subject without knowing its general objectives, as found in the Social Studies curriculum which serves as a guide in teaching. In addition, some of the teachers could not say the goal of Social Studies. Also, Abdulai (2020) suggested that most SST are not familiar with the dominant goal Social Studies possesses, and thus might merely rely on WAEC past questions for teaching, leading to their inability to achieve the subject's overall objectives.

**Research Question 2: What are the views of SST on the teaching techniques used in teaching Social Studies?**

The documentary analysis in the Social Studies syllabus disclosed that SHS SST should emphasise teaching and learning activities that would help the teachers attain the objectives of Social Studies. These activities are to guarantee the highest learner involvement during instructional sections including eschewing memorisation and exercise-oriented methods and instead emphasise participatory teaching and learning, the cognitive, affective, and psychomotor domains of knowledge in their (teachers) instructional system whenever appropriate. The emphasis is to help students develop analytical thinking, practise problem-solving techniques, and acquire positive attitudes and values (MOE, 2010). Based on the requirement provided by the MOE in terms of the teaching of Social Studies at the SHS, the second research question aimed at



evaluating the views of teachers about the teaching techniques they use in teaching Social Studies. The results of this objective are given in Table 6. In addition to the questionnaire data, information on teaching techniques in Social Studies lessons was also obtained by observing teachers' lessons in the classroom.

**Table 6: Views of SST on the Use of Instructional Techniques in Teaching Social Studies (N = 51)**

Techniques	Never		Rarely		Sometimes		Often		Very often	
	f	%	f	%	f	%	f	%	f	%
Enquiry/Discovery	20	39	19	37	7	14	5	10	-	-
Team Teaching	23	45	18	35	6	12	4	8	-	-
Discussion	-	-	-	-	11	22	21	41	19	37
Role Play	19	37	18	35	9	18	5	10	-	-
Debate	21	41	16	31	8	16	6	12	-	-
Fieldwork/Project	22	43	19	37	5	10	5	10	-	-
Lecture	-	-	-	-	11	22	18	35	22	43
Resource Person	19	37	19	37	6	12	7	14	-	-
Simulation	19	37	18	35	8	16	6	12	-	-
Dramatisation	19	37	20	39	6	12	6	12	-	-

Source: Field Survey, (2022)

Table 6 exhibits that a maximum number of teachers favoured discussion and lecture methods in Social Studies classes. Teachers' responses to these techniques show that out of 51 respondents, a majority of 19 (39%) and 22

(43%) responded that they frequently use discussion and lecture methods respectively, which are generally known as traditional teaching methods. This suggests that there are some methods during the teaching process that teachers use that pave the way for the active participation of students, while in some cases teachers prevent students from actively participating in the teaching process. A study found that the discussion method is favourably commended due to the astronomical level of participation among students, and thus learners acquire an adequate level of knowledge and better storage of the material (Balogun, Okon, Musaaazi & Thakur, 1981). Besides, the discussion method is most commonly used by SST because discussion methods help increase learners' interest in the topic and further reduce student passivity. This is also consistent with the position of Myers (1986) that discussion methods are more commonly used because the discussion format helps to engage learners, challenge their current thought processes, and create an atmosphere in which active reflection and sharing replace attention and passivity. It is also possible that the method forces the learner to seek knowledge.

Additionally, the discussion technique, to Kam-Fai (1973), fosters interest by allowing the student to share the course's obligation and the exploration of knowledge. These results also corroborate the proposition of Kochhar (2000) who suggested that the lecture method enables students to listen and take notes. Further, the method is inexpensive and can be used for a large number of students, but it makes teaching teacher-dominated, making students passive participants during the class. According to Oppong (2009), lectures address the habit required of learners who particularly depend on them (teachers)

at the commencement of a lesson. These factors may explain its popularity with Social Studies teachers.).

Despite the emphasis placed by the MOE (2010) on to use of interactive methods of teaching such as role-playing and discovery learning, these techniques were less preferred than the lecture and discussion methods. For example, when looking at the enquiry/discovery, a remarkable 20 (39%) of teachers stated that they never use the technique in class. This means that learners do not benefit from the relevance associated with the discovery method since Mayers (2003) reveals that the discovery method encourages students to take an active role in the teaching and learning process by answering a series of questions or solving problems to introduce a general concept.

Furthermore, the teachers said, with a notable majority of 23 (45%), 19 (37%), 21 (41%), and 19 (37%) surveyed, that they never use team teaching, role-play, debate and the invitation of resource persons as teaching techniques respectively. Given the infrequent use of the role-play method, Manorum and Pollock (2006) state that this does not allow students to apply the concepts and problems presented via lectures and readings to a realistic situation. Also, with the seldom use of debate as a methodology by SST, Jagger (2000) reveals that it does not allow students to actively participate in classroom learning and develop their critical thinking or analytical thinking skills.

In addition, a majority of 22 (43%), 19 (37%), and 19 (37%) teachers respectively said that they did not favour fieldwork/project, dramatisation, and simulation techniques, but sometimes they prefer these techniques in the teaching process. However, some teachers disclosed that they often use team teaching, fieldwork or project, dramatisation, simulation, and invitation of

resource persons expressed numerically as 4 (8%), 5 (10%), 6 (12%), 6 ((12%) and 7 (14%) respectively. Particularly about the occasional use of projects or fieldwork, learners may not be able to gain first-hand learning experiences, and therefore unable to make meaning of their learning, as suggested in reverse by Tamakloe et al. (2005) and Awuah (2000). Also, the occasional use of simulation, to Martorella (1994), inhibits students' independent thinking during decision-making thereby becoming more reliant on the teacher. Besides, Mensah (2020) suggested that learners benefit from the rich knowledge of certainly experienced personalities in the community including politicians, health personnel, lawyers, traditional authorities and personnel at the metropolitan, municipal and district assemblies if they are invited by the classroom or subject teacher to share their experiences with the learners. On the contrary, this will lead learners to lose the rich knowledge and experiences of the personalities in the community since SST do not often make good use of them by inviting resource persons to the classroom. It is, therefore, a pity that such methods are not used by SST. Their non-involvement in those methods, especially fieldwork may be the lack of funds. It is not uncommon for SST to reject fieldwork and other methods that require large sums of money and time. However, in the researchers' frank opinion, the paucity of state funding and time should not prevent the use of fieldwork as a teaching method.

In the case of dramatisation, a study at the elementary school level has proven a positive impact on students' performance (Otten et al., 2004). Elementary school learners who attended a series of historical musicals for fifth Graders showed both higher levels of historical knowledge and more positive feelings about the subject than their Sixth-grade classmates when retested (Otten

et al.). Walker et al. (2011) detected that fourth-grade and fifth-grade learners in language arts and Social Studies, who received 20 hours of dramatisation during the academic year, performed appreciably better on proficiency tests and were more likely to hold positive beliefs about the arts than their counterparts in a traditional classroom. This effect was also seen at state-level assessments, where a student exposed to dramatisation was better in Ohio in mathematics, science, and citizenship (Social Studies) Grade Four performance tests (Kinney & Forsythe, 2005). Drama is an efficient way to guide people to acquire specific qualities such as cultural development, self-confidence, self-knowledge, creativity, critical perspective, self-actualization, problem-solving, and solution presentation (Feyzullah & Ülkü). This means that SST teachers should constantly apply the dramatisation method in their teaching so that students do not lose the benefits associated with it.

Hence, the researcher asked the teachers to mention the methods listed in Table 6 that seem most successful with students (see Appendix B, items 26-27). Here, the teachers stated such methods as role-playing, project or discovery, debate, fieldwork, small group discussion, dramatisation, team teaching and invitation of resource persons to be most successful with students. These methods are successful with students because the methods are student-based as suggested by certain researchers such as Anderson, 2017; Day, Gu and Sammons, 2016; Feyzullah, n. d. and Ülkü; Li, FlowerDew and Cargill, 2018; Olayinka, 2016; Kang and Keinonen, 2018; Sakata cited in Baafi, 2020 and Starkey, 2019. The researcher further asked the teachers to list the problems they encountered in using any of the methods listed above in teaching Social Studies. The SST went ahead to list the problems associated with the use of the above

methods (i.e., role-playing, project or discovery, debate, fieldwork, small group discussion, dramatisation, team teaching and invitation of resource persons). The problems the teachers mentioned include lack of finance, time factor and sometimes, large class size which inhibit the use of these methods with students.

The teachers explained that fieldwork, team teaching and invitation of resource persons, for example, involve travelling that requires transportation expenses. Also, the methods they mentioned require ample time for rehearsals or preparations and even during their (methods) use in class before success can be attained.

The observational guide (see Appendix C) was also used to evaluate the actual and appropriate use of the methods identified by teachers as the most widely used methods in Social Studies teaching. Items 4-12 of the observation guide (see Appendix C) were used to appraise the teachers' teaching. The observation found that SST used discussion, question-and-answer, and lecture techniques, although not as frequently as the questionnaire responses suggested. In addition, the teachers did not show that they master these strategies. They were, thus keener on large discussions than focus group discussions. Also, some of the teachers did not give enough time for students to discuss through question exchange and analysis. This is simply because the teachers did not provide students with the opportunities to illustrate the points.

Further, no questions were asked to check the student's understanding. Besides, the principle of logical presentation of the lessons was lacking. It was also observed that the questions asked by the teachers were simply recalled type. In other words, the teacher did not ask questions about higher-order thinking. Again, the way the teachers asked questions and processed students' responses

were not the best. These observations indicate that the teachers lacked the skill to use questions as a teaching method. That is, SST could not fairly distribute questions to students. Some of the teachers too used to mention students' names before asking questions. They ought to have asked the question first, and paused for some minutes before they could call students by their names to answer the question (Kankam & Yidana, 2015).

In sum, the teachers indicated that they frequently used discussion and lecture methods, but classroom observations portrayed that these techniques were more likely to be teacher-centred recitation or lecture on factual details instead of discussion and questioning. From the foregoing, the results do not coincide with the framework for professional practices by Danielson (1996). This is because Danielson postulated that teachers should communicate plainly and precisely to students via oral and written language; give appropriate directions and procedures using questioning and discussion techniques to students and ensure that questions are of good quality. Also, there should be a design of coherent instructional activities by the teacher; positive interaction between teacher and students; interaction among students; effective management of classroom procedures; approachability to instruction by students, managing instructional groups; managing shifts; active participation of students; provide activities and assignments for students both in groups and individuals and worthy, precise, functional, useful, specific and time-bound feedback to students (Danielson, 1996).

**Research Question 3: How do SST use teaching techniques to attain the overall objectives of the subject?**

A teacher needs to evaluate how he/she uses teaching techniques and the stated objectives at the end of the instructional period rather than just standing in front of the class claiming to be an excellent teacher. Research objective three thus sought to determine how participants in the Asokore Mampong Municipality used teaching techniques to attain subject objectives. To achieve this objective, the researcher used Section D (i.e., items 32-35) of the questionnaire. Table 7 indicates teachers' responses to the application of integration in the teaching of Social Studies.

**Table 7: SST' Responses to the Application of Integration in the Teaching of Social Studies (N = 51)**

Category	Yes		No		M	Std.
	f	%	f	%		
Do you teach Social Studies topics in the following areas: History, Geography, Government and Economics?	35	69	16	31		
Do you ask other teachers to assist you in a form of team teaching of Social Studies topics?	10	20	41	80		
Teachers require enough time to plan, organize, design and help implement an integrated programme.					4.16	.81
Integration is considered more as a way of teaching or learning rather than as content of learning.					3.84	.95

Source: Field survey (2022)



It can be observed from Table 7 that a greater percentage, 35 (69%) of the teachers agreed that they teach topics under history, geography, government and economics, even though there were some of the teachers, that is, 16 (31%) who were not in agreement in that direction. This means that most of the SST have received training in most of the social science subjects that enable them to teach topics under those subjects. Also, when asked "Do you ask other teachers to assist you in a form of team teaching of Social Studies topics?", the majority of the teachers representing 41 (80%) did not accept that they invite other teachers to assist them to teach certain topics while few of the teachers also representing 10 (20%) agreed that they invited other teachers to assist them to teach certain topics in Social Studies. The implication is that the teachers were capable of handling most of the topics treated in Social Studies. Further, the teachers agreed that they required enough time to plan, organise, design and help implement an integrated programme (i.e.,  $M = 4.16$ ;  $Std. = 0.81$ ). Here also, SST have adequate knowledge about integration since they were able to disclose that the concept requires enough time for its implementation. Lastly, the teachers agreed that integration is considered more as a way of teaching or learning rather than as a content of learning.

The impression created from Table 7 is that the teachers handling Social Studies in the SHS in Asokore Mampong perceived that integration is a necessary approach to the efficient running of the Social Studies curriculum. Integration is founded on a total view of learning that emphasises the need to understand the big picture rather than breaking it down into small parts. Brazee and Cappelluti (1995) found that integration should abandon traditional subject lines to explore questions that are important to learners. To Brazee and

Cappelluti (1995), curricular integration is an educational strategy to help students establish connections within and between disciplines. Vars (1991) postulated that integration allows students to demonstrate knowledge and understanding, skills, values and attitudes that go beyond the main individual learning areas. Although the results obtained from the questionnaire were positive about integration, the lesson observation revealed a different result in the sense that while items 1-3 of the observation guide (see Appendix C) solicited data about how SST apply integration to attain the objectives of Social Studies, a weak response was yielded almost throughout the 10 teachers whose lessons were observed in the five schools in the municipality. Having received the teachers' responses on integration, the researcher wanted to find out if the teachers could use appropriate teaching methods together with integration to achieve the objectives of Social Studies. In this case, the researcher used items 28-31 in Table 8 to solicit the responses of the teachers.

**Table 8: How SST could achieve the general objectives of the subject using relevant instructional techniques.**

Category	Yes		No	
	f	%	f	%
Do you organize excursions for students to visit places of relevance to Social Studies?	10	20	41	80
Do you organize discussions among your students?	16	31	35	69
Do you give individual students assignments that require the collection of information from their local community?	14	27	37	73
Do you assign group work to students?	16	31	35	69

Source: Field survey (2022)

Observation from Table 8 indicates that SST do not take their students on fieldwork in that the first item "Do you organise excursions for students to visit places of relevance to Social Studies?" displays a negative response from the SST as far as the use of fieldwork as a technique of teaching is concerned. This is because the teachers who selected "yes", 10(20%) were less than those who selected "no", 41(80%). Also, the second item, that is, "Do you organise discussions among your students?" yielded negative responses with yes, 16(31%) being less than no, 35(69%). This could hinder the student's ability to develop tolerance and critical and analytical thinking among themselves. Further, the researcher wanted to know if the teachers gave individual students assignments that require the collection of information from their local community. This questionnaire item yielded negative responses with yes, 14(27%) being less than no, 37(73%). It, therefore implies that SST did not allow their learners to interact with the environment and the community in which they live. A cursory look at Table 8 finally reveals that the researcher wanted to find out if SST assigned group work to students. This questionnaire item also received negative responses from the teachers, that is, yes, 16(31%) was less than no, 35(69%). This could also undermine the students' ability to develop team spirit, tolerance and leadership qualities among themselves

After attaining these results, the researcher used the observation guide to authenticate how SHS SST in the Asokore Mampong Municipality used teaching methods to attain the overall objectives of the subject. This was to confirm what the teachers agreed on as their practices in developing their learners' attitudes, values, and skills in the questionnaire. In this case, 10 teachers were observed from the selected schools, thus two teachers each from a school (see Appendix

C, items 4-12). The observation results brought to bear how some teachers engaged in teaching without considering the teaching techniques which would enhance the attainment of the stated objectives. The observation found that SST used discussion, question-and-answer, and lecture techniques, although not as frequently as the questionnaire responses suggested. In addition, the teachers did not show that they master these strategies.

They were, thus keener on large discussions than focus group discussions. Also, some of the teachers did not give enough time for students to discuss through question exchange and analysis. This is simply because the teachers did not provide students with the opportunities to illustrate the points. Further, no questions were asked to check the student's understanding. Besides, the principle of logical presentation of the lessons was lacking and based almost all their questions on recall type. In other words, the teachers did not ask questions about higher-order thinking. Again, the way the teachers asked questions and processed students' responses were not the best. These observations indicate that the teachers lacked the skill to use questions as a teaching method. That is, SST could not fairly distribute questions to students. Some of the teachers too used to mention students' names before asking questions. They ought to have asked the question first, and paused for some minutes before they could call students by their names to answer the question (Kankam & Yidana, 2015). In sum, the teachers indicated that they frequently used discussion, and lecture methods, but classroom observations portrayed that these techniques were more likely to be teacher-centred recitation or lecture on factual details instead of appropriate discussion and questioning.

The teachers were, thus doing a great disservice to the students in that direction. Based on this a study conducted by Ayaaba et al. (2014) posited that although Social Studies is not the only subject that educates learners on patriotism, it is ideal for that role, thanks to its specific focus and orientation. It recognises, however, that the subject provides a successful education to individuals to be patriotic, especially at the SHS level, some profound improvements are needed in the way the subject is hypothesised, instructed, and studied. This goes on to say that the general objectives of the subject cannot be achieved unless Social Studies teachers can incorporate some innovative methods of teaching including discovery, project, case study, role play, simulation and team teaching among others in their mode of teaching and not always relying on the traditional methods of teaching such as discussion, and lecture methods inter alia.

Further, before SST can better accomplish the objectives of Social Studies, Goe (2007) describes that collaboration among teachers comprising information, vision, and trust sharing help to enhance teachers' competencies in teaching. With regards to practices of teachers, Goe (2007) writes that practices such as using group work, project work, feedback, aligning whole-class teaching of instructional content with assessments, cognitive engagements, interactive practices, on-time work submission by learners, and quality work strongly help learners achieve high academic standards. Goe is of the view that many researchers have revealed that most changes in teacher effectiveness in increasing student accomplishment scores are a result of "unobserved" variables.

Further, Hanover Research (2013) is of the view that to better achieve the general objectives of Social Studies, SST can effectively engage students

through research, debates, critical thinking, interpretation and analysis of sources further than the textbook, stimulating class discussion and dialogue, personalising the material, raising controversial issues, and conveying excitement about the content.

"Other techniques include role plays, simulations and demonstrations which can render Social Studies content more dynamic," Hanover Research (2013) continued. Furthermore, cooperative learning has been found to promote empathy toward other people, in other cultures (and times), citizenship education, and critical thinking (Hanover Research). In this vein, Class Wide Peer Tutoring, a cooperative learning strategy, and project-based units are instructional strategies that are assuring (Hanover Research). Besides, instructional strategies are methods to ensure that the sequence and delivery of instruction support student learning (Hanover Research, 2013).

#### **Research Question 4: What assessment techniques are used by Social Studies teachers?**

The documentary analysis of the Social Studies syllabus revealed that assessment exercises in Social Studies can take the form of oral questions, quizzes, tests, essays, structured questions, investigative studies, case studies, hands-on tasks, assignments and project work (MOE, 2010). Ask questions or, as mentioned above, try setting tasks and assignments that challenge students to apply their knowledge to problems and issues. This will drive the students to come up with solutions and develop a positive attitude after being taught Social Studies. Suggested assessment tasks have not been limited to what is in this syllabus. SST are, thus encouraged to create other creative assessment tasks to ensure that students master the instruction and behaviours embodied in each

unit's specific objectives. Evaluation during instruction determines the level of proficiency that students achieve in answers and responses. For example, if a student's proficiency level is 70%, ensure that each student answers the lesson's question to meet that proficiency level (MOE, 2010).

Generally, in the classroom, it can be observed that the standardised normative test (paper and pencil) and the criterion reference test remain the routine standard for evaluating students. The ultimate objective of this study is to evaluate the assessment techniques used by SST in the Asokore Mampong Municipality. Teachers were asked to report the total number of assessment tasks given to their students per semester about class exercises, assignments, and class tests. Teachers' responses are shown in Table 9.

**Table 9: Assessment Tools Used by SST in an Academic Semester (N = 51)**

Assessment Tool	Range	f	%
Class Exercises	1 - 3	23	45
	4 - 6	18	35
	7 - 10	10	20
Assignment	1 - 3	30	59
	4 - 6	15	29
	7 - 10	6	12
Class test	1 - 3	37	73
	4 - 6	14	27

Source: Field survey (2022)

Table 9 displays the assessment tools used by SST in an academic semester for exercises, assignments, and class tests. In terms of exercises, most of the teachers gave 1-3 exercises per semester. Out of 51 teachers, 23 (45%) indicated they gave exercises ranging from 1-3. However, 18 (35%) of the teachers indicated they conducted 4-6 exercises per semester while the remaining 10 (20%) administered 7-10 exercises per semester. Regarding assignments, 30 (59%) of the teachers gave 1-3 assignments per semester. Fifteen (29%) gave 4-6 assignments and the remaining 6 (12%) of the teachers gave 7-10 assignments. With the total number of class tests conducted by the teachers, the situation was no different. While most of the teachers gave 1-3 class tests, which corresponds to 37 (73%) of the total participants, 14 (27%) of them gave 4-6 class tests per semester. The results in Table 9 illustrate that most teachers gave 1-3 exercises, assignments and class tests per semester.

Data from the questionnaire showed that the assessment tools necessary to gain attitudes and values were not being used. The Social Studies curriculum encourages the use of assessment tools such as project work, investigative studies, practical studies, class tests, assignments and class exercises to assess students. Despite this guide, responses gleaned from teachers' questionnaires, verification from students' exercise books and results from the lesson observation showed that the teachers usually used in their assessments class tests, class exercises, end-of-term exams, and sometimes homework to commonly assess students' knowledge and understanding. These are all traditional assessment methods (Gronlund, 2003).

Arguably, teachers' efforts to complete the topics listed in the syllabus lead them to use less demanding assessment methods such as class exercises, and



class tests. Teachers also seem to have the idea of helping students pass external exams and not considering alternative and authentic assessment methods such as project work, and oral presentations to enable students to acquire desirable attitudes and values. Again, recent high student numbers as a result of the free SHS may explain why teachers prefer such assessment procedures to ensure that student performance can be assessed promptly. From the discussion, using traditional forms of assessment such as class exercises and class tests by SST and ignoring other forms of assessment does not improve Social Studies instructions making students unsuccessful in their academic achievement. In support of this statement, Ari's (2007) study showed that students do not believe that daily assessments such as tests, and class exercises improve academic performance.

However, a few of the teachers were applying certain assessment tools like oral presentations, quizzes and portfolios during the lesson observation and review of the student's work (see Appendix C, items 13-15). This in a way could help the students to cultivate affective aspects of their learning including healthy interaction, leadership qualities, communication skills, tolerance and other important social skills. The researcher continued to find out if the exercises and test items given by the teachers were closely related to the objectives of the Social Studies syllabus. As a result, the researcher was motivated to find out the endpoint of the assessment which is the main area of emphasis in terms of cognitive, affective and psychomotor arenas on class exercises, assignments and class tests. The answers are shown in Table 10.

**Table 10: Area of Emphasis in the Class Exercises, Assignments and Class Tests (N = 51)**

Area of emphasis	f	%
Cognitive	38	74
Affective	8	16
Psychomotor	5	10

Source: Field survey (2022)

In Table 10, most of the teachers used cognitive domain objectives as the main area of emphasis in class exercises, assignments and class tests, representing 38 (74%). These results confirm the proposition of Erinoshio and Badru (2000) that the cognitive domain is the most essential for school subjects and easy to measure. For Eshun and Mensah (2013), affective learning is a concept that most teachers are unlikely to know that they can be taught and thus, least consider its pedagogy. Similarly, affective teaching and learning as well as its assessment are often rejected in the sense that it is a concept that is not very much comprehended. The implication is that students are always taught facts and their memorisation, for examination. Eshun and Mensah continued that learning skills related mainly to mental processes are found in the cognitive domain. Processing information, the construction of understanding, the application of knowledge, problem-solving and conducting research are all skills learned in the cognitive domain. The cognitive domain tries to improve the mental abilities and knowledge acquisition of a person. The cognitive domain contains skill groups that organise a complete, compact and complementary list of key learning capabilities for each process.

The results also corroborate the proposition of Ayaaba et al. (2014) which states that a common practice of assessment in Social Studies in Ghana is in the

cognitive domain (Ayaaba et al., 2014). Therefore, the SST tends to rely on paper-and-pencil tests based solely on cognitive domains, ignoring other procedures and domains (Ayaaba et al., 2014). This is reflected in the questions, which usually require students to articulate what they have learned. If Social Studies is to effectively teach citizenship education, it makes a lot of sense to reconsider how students are assessed by teachers and the external examination body, the West African Examinations Council (WAEC) (Ayaaba et al., 2014). One most pressing issue is that most Social Studies curriculum activities and teaching practices tend to completely ignore the important role that values and attitudes play in promoting understanding and solving social problems (Ayaaba et al., 2014). The results were further in support of Sawyer (2015) whose study revealed that SST did not outline affective objectives and also required the skills in teaching the affective domain leading to a conclusion that SST in the New Juaben Municipality do not teach the affective domain. For Sawyer, the teachers completely ignored the affective domain since WAEC in no way rated it. The teachers were further not appraising the affective learning as required by the general goal of the subject. As a result, the affective domain is neglected (Sawyer, 2015).

However, eight (16%) of the teachers used affective domain objectives as the main prospective area in class exercises, assignments and class tests. Also, a thorough check of the students' workbooks, and the lesson observation (see Appendix C, items 13-15) revealed that certain teachers occasionally used certain assessment tools such as quizzes, oral presentations and projects. These assessment tools could help the teachers to realise affective objectives. The affective area emphasises feelings and emotions. Besides, it influences the

beliefs and aspects of behaviour. According to Eshun and Mensah (2013), the area of affective learning reflects the values and beliefs we put in the information we have done. Social Studies encourages the development of socio-civic and personal behaviours. Its emphasis is on the area of affective learning. Therefore, this applies that the evaluation of the affective learning sector should be popular among the teachers of Social Studies to prepare students for the responsibility of citizenship.

The achievement of a responsible student is the result of the functioning of the entire student's personality; in addition to the evaluation of the cognitive domain, the affective and psychomotor domains must receive a principal place in evaluating a student's results. Therefore, Pierre and Oughton (2007) affirm that although many college teachers outline and plan many lessons for students with affective results, they decline to specify how they are taught and evaluated. The affective results are derived from effective teaching methods. Eshun (2013) affirms that "the teaching of Social Studies is emphasised on student techniques and strategies." The author emphasised that brainstorming, role-play, simulation, discussion and debate were the most important techniques that were highlighted by both the curricula of the College of Education and the Junior High School Social Studies in Ghana. This makes it prudent for the teacher of Social Studies to be familiar with the main goal in the subject area to formulate objectives in all areas of learning per the various classifications of Bloom (1956), Krathwohl (1956) and Taba (1962).

Further, five (10%) teachers applied the objectives of psychomotor domains in their class exercises, assignments and class tests. This category contains natural, autonomous or reflexive responses. The use and coordination of

motor competencies are part of the psychomotor range (Eshun & Mensah, 2013). Lectures, manuals, self-instructions and live demonstrations are some of the classic methods to teach psychomotor arenas (Eshun & Mensah, 2013).

Although taxonomies differ in each level or category they comprise, their primary role is to retell teachers to distinguish between higher and lower-level of cognitive performance. On the whole, any cognitive achievement or thinking that entails more than memorizing or recalling is rated higher. By implication, Bloom's taxonomy levels of knowledge and understanding, Anderson's and Krathwohl's taxonomy level of memory or Quellmalz's taxonomy level of memory are a representation of minor intellectual accomplishments, hence, teaching and assessment by SST should focus on providing students with higher-order thinking competencies that go further than committal to memory (Eshun & Mensah, 2013).

Finally, Charlotte Danielson suggested to SST to assess students' learning in harmony with the subject's objectives.

Upon getting information on how SST assess their students in SHS, there was the need to obtain evidence of the student's performance in the external exams conducted by WAEC. This enabled the researcher to ascertain how the teachers' use of instructional techniques and assessment procedures influence students' performance in school. Therefore, Table 11 illustrates the combined performances of five SHS in the WASSCE in the Asokore Mampong Municipality from the years 2019-2021.

**Table 11: Combined Results of Five SHS in the WASSCE in the Asokore Mampong Municipality from the Years 2019-2021**

Year	No. of Candidates	No. of Candidates with A1-B3 f(%)	No. of Candidates with C4-C6 f(%)	No. of Candidates with D7-E8 f(%)	No. of Candidates with F9 f(%)
2019	2,546	813(32)	1,015(40)	488(19)	230(9)
2020	2,915	610(21)	1,141(39)	641(22)	523(18)
2021	2,322	530(23)	848(37)	591(25)	353(15)

Source: Field survey (2022)

It must be noted that the results in Table 11 represent five SHS, even though there were six SHS in the Asokore Mampong Municipality. The reason was that one of the schools had just been absorbed by the government not long ago so they did not have a Form 3 class. That is, the school had never registered students for WASSCE before. Table 11 presents interesting results of the SHS in the WASSCE in the Asokore Mampong Municipality from the years 2019-2021. A close observation of Table 11 reveals that in the year 2019, the number of candidates who wrote WASSCE in Asokore Mampong Municipality was 2,546. Out of this number, 813(32%) got A1-B3, 1,015(40%) also got C4-C6, 488(19%) got D7-E8 and 230(9%) got F9. The results of the candidates in 2019 show that 1,828(72%) of them were able to get a better pass since their grades fell within the range of A1-C6, but 488(19%) also got a mere pass, that is, D7-E8. However, 230(9%) candidates could not pass as they got an F9 (WAEC, 2022).

Conversely, in the year 2020, it could be observed from Table 11 that 2,915 candidates were presented for the WASSCE. Out of this number, 610(21%) obtained A1-B3, 1,141(39%) also obtained C4-C6, 641(22%) obtained

D7-E8 and 523(18%) obtained F9. This means that 1,751(61%) of the candidates were able to pass well because they fell within the range of A1-C6, while 641(22%) got a mere pass that also fell within the range of D7-E8. The rest of the candidates did not pass since they got F9 representing 523(18%) (WAEC, 2022).

Finally, 2,322 candidates sat for the WASSCE in the year 2021. In that year, 530(23%) of the candidates obtained A1-B3 with 848(37%) getting C4-C6, while 591 got D7-E8. It is clear that in 2021, 1,378 of the candidates got better passes because their grades were between A1-C6, while 591(25%) got between D7-E8. The other candidates who obtained F9 did not pass and which represented 353(15%) (WAEC, 2022). The general implication of the results in Table 11 is that the number of candidates who passed the exams is greater than those who failed. Therefore, Ayaaba et al. (2014) were right when they said that a common practice of assessment in Social Studies in Ghana is in the cognitive domain, ignoring the affective domain of learning. They added that this is reflected in the questions, which usually require students to articulate what they have learned. Also, for Sawyer (2015), the teachers completely ignored the affective domain since WAEC in no way rated it.

**Research Question 5: What perceived factors militate against the teaching of Social Studies in Asokore Mampong Municipality?**

The researcher later solicited information about the challenges faced by SST regarding Social Studies education in the various SHS in the Asokore Mampong Municipality. Concerning the difficulties faced by SST in their attempt to promote Social Studies education in the municipality, the researcher tackled three major issues including teaching resources, in-service training and

time allocation. The sections below are a further development of the challenges being mentioned.

### Issues with teaching resources

This section dealt with stakeholders' responses to education in the Asokore Mampong Municipality that also requested information from the SST concerning the accessibility and appropriate use of teaching materials. Section F (items 40-53) answers this research question, but Table 12 is on items 40-46. The information gathered is summarised in Table 12.

**Table 12: Availability of Teaching Resources (N = 51)**

Kind of support	M	Std
1. There is a useful resource room for the teaching of Social Studies.	1.90	.92
2. The government provides your school with adequate facilities and support for the teaching of Social Studies.	2.26	0.84
3. There is the availability of resource materials such as textbooks, pamphlets, supplementary reading materials etc.	2.06	0.68
4. My school has a well-equipped and functional library.	2.43	1.06
5. There are adequate teaching materials like desks, marker boards, marker pens, chalks etc.	2.59	1.03
6. There are textbooks in the school.	2.78	0.80

Source: Field Survey, (2022)



Observation from Table 12 indicates that there is a very low response to the statement "There is a useful resource room for the study of Social Studies," represented by a mean of 1.90 and a standard deviation of 0.92, meaning the schools in the Municipality do not have resource rooms that serve as a Social Studies laboratory where students can go there to familiarise themselves with some artefacts and learn issues about their culture. Again, when the teachers were asked whether the government provides their school with adequate facilities and support for teaching Social Studies which is represented by 2.26 (mean) and 0.84 (standard deviation) in Table 10, it yielded a low response. What it means is that even though the government comes to their aid, it is not sufficient. Most of the schools in the Municipality lack lots of facilities including classrooms and boarding facilities. For example, one of the schools I visited did not even have a dining hall. All these may hamper efficient lesson delivery in those schools.

Based on the above, there was a follow-up item in the questionnaire which was requesting teachers' views on the availability of teaching resources such as textbooks, pamphlets, and supplementary readers represented by a mean of 2.06 and a standard deviation of 0.68. This means that most things requested were in acute shortage since this average on the Likert scale varies between 1.50 and 2.40, even though item 6 in Table 12 indicates an average response with a mean of 2.78 and a standard deviation of 0.80. It goes on to say that whilst some schools had textbooks provided by the government, other schools had not and even if they had, they were not in enough supply. Also, some teaching and learning materials such as pamphlets, and supplementary reading materials such as maps, atlases and globes that are essential tools necessary for teaching Social Studies were lacking. Further, another item in Table 12 received a low response,

that is, "My school has a well-equipped and functional library" of 2.43 (Mean) and 1.06 (Standard deviation). From this observation, some of the schools in the Municipality do not have a well-resourced and functional library because according to (Bhandari & Nikolopoulou, 2022), the average on the Likert scale that varies between 1.50 and 2.40 is woefully inadequate. On the issue of a library, I asked the head of the department (HoD) for General Arts in one of the schools whether they had one or not. Indeed, he said they had one just that they did not have a librarian to operate it. So, these were some of the challenges some of the schools were facing.

Conversely, the response to the questionnaire item "There are adequate teaching logistics like desks, marker boards, marker pens, chalks and so forth". was 2.59 (Mean) and 1.03 (Standard deviation). This means that furniture and logistics such as markers, chalks, marker boards and other essential things are available in some schools but are lacking in other schools. Based on the information gathered from the teachers, the implication here is that the resources available in the schools within the Municipality are woefully inadequate since the average mean was 2.34 and the corresponding mean of standard deviation was 0.89 which in actual sense is below average per the Likert Scale (Bhandari & Nikolopoulou, 2022).

### **In-service Education and Training for SST**

After the researcher had received information on teaching and learning facilities and materials, he went further to collect data on in-service training that SST benefit to promote the teaching of Social Studies. This can be found under Section F, items 47 and 48 of the questionnaires. Table 13 illustrates this data.

**Table 13: In-service Education and Training for SST for SST**

Statement	Yes	No	1	2	3	4	5
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)
Have you ever attended any in-service courses in Social Studies since you started teaching the subject?	22(43)	29(57)					
If yes, how many such courses have you attended?			6(27)	7(32)	3(14)	3(14)	3(14)

Source: field survey (2022)

A cursory look at Table 13 indicates that 22(43%) of the teachers responded that they had attended in-service training before while a greater number of the teachers 29(57%) showed that they had not attended any in-service training before. The follow-up question went to the teachers who said they had attended in-service training before. The teachers were asked to state the number of times they had attended an in-service course. Table 13 indicates that six teachers had attended in-service courses just once, 6(27%) while seven teachers revealed that they had attended in-service courses twice, 7(32%). However, nine teachers, that is, three each indicated that they had attended in-service training three, four and five times respectively, 3, 3 and 3(14%, 14% &14%). It must be noted that the frequencies and the percentages for the second item in Table 13 were calculated out of 22 since 22 of the teachers said they had

attended in-service courses before. The information generated from Table 12 demonstrates that SHS SST in the Asokore Mampong Municipality do not benefit so much from in-service training. Thus, SHS SST in Asokore Mampong Municipality do not receive adequate in-service training on the various aspects of teaching including inter alia, preparation of the scheme of work and lesson plan, methods of teaching, and assessment techniques. This result is in line with Ossindi quoted in Adu-Yeboah (2008) who scrutinised the limits of efficient Social Studies education in Kissi, a district in Kenya, and resolved that lack of on-the-job training in Social Studies education was one of the shortcomings.

Rosenfield (2004) agrees with this assertion when he says that teachers in the humanities enjoy fewer professional development prospects than teachers in other disciplines. Teachers are assisted to develop their knowledge and skills that are vital to improving their operations in the classroom through on-the-job training. Considering the transformations occurring throughout the world, the matter of the 1993 Social Studies in Ghana might not be appropriate today, and the methodology and strategies used for imparting knowledge at that time might also be variant. Teachers who were then trained in Social Studies must be taken through continuing education to keep them up with new developments in the field. Several scholars have gained an insight that this is a shortcoming for teacher functioning or as a reinforcement. Although the results of previous research had resolved that the association between teacher know-how and learner accomplishment may vary, current research has nonetheless recognised the significance of in-service training for learner accomplishment (Cimbrix, 2002).

Apart from the researcher's use of close-ended items to elicit responses from the SST, there was one open-ended item (item 49) that allowed the teachers

to enumerate four factors that had been undermining the effective implementation of the Social Studies programme in their respective schools. Here, the researcher sifted the responses generated by the questionnaire in this section. The teachers, however, provided the following responses upon summary even though the responses they provided were similar to those that were answered in the questionnaire including inadequate teaching and learning materials; inadequate training for teachers; lack of stakeholders' support and limited period. However, other responses were quite different also including teachers with no background in Social Studies and the uncooperative nature of students. The teachers reiterated the problems that were already identified in the questionnaire because these problems exist in the SHS that need serious attention. The only problems among what the teachers mentioned and that were not part of the questionnaire were teachers with no background in Social Studies and students' uncooperativeness.

The teachers' statements were true because some of the SST had been trained in only one aspect of the social science disciplines representing 14(27%) (see demographic data) which could hinder the effective teaching of Social Studies in an integrated manner. This is because the recommendations that were made at the Endicott Summer House Studies at the Massachusetts Institute of Technology (MIT) in 1961 were that (i) the social science disciplines including geography, history and civics should be combined and taught as a single subject and (ii) the child should be introduced to the social sciences as an integral 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 a distinct field of learning (Merryfield, 1988). Also, Tamakloe (1988) opined that teachers must

possess adequate knowledge in several of the social science disciplines including history, geography, political science, sociology, economics and so forth. This means that if an SST qualifies for only one social science discipline, it poses a great challenge in teaching Social Studies in an integrated manner. Students' uncooperativeness towards teaching is also not the right call. This is because teaching can be effective if there is positive teacher-student interaction, (Danielson, 1996), so if students do not cooperate in Social Studies instructions, then teachers will find it difficult to achieve the objectives of the lesson. The general impression from the SST responses was that most schools in the municipality do not have adequate teaching and learning resources coupled with the teachers' inability to access in-service training, lack of cooperation from students as well as the limited period for lessons presentations in Social Studies which pose very great limitations to Social Studies lessons, especially in the teachers' choice of instructional techniques and how Social Studies over-all objectives could be achieved.

It is against this backdrop, that NCSS (1994) stated that Social Studies lessons have been beset with a paucity of resources such as resource persons, resource centres and sourcebooks. In addition, the lack of cooperation from members of the community in assisting teachers to locate relevant resources in the community for proper utilisation in lesson delivery thereby affecting instruction. The gradual evolution of Social Studies is because the Gate Keeping Function is not well controlled, which makes the subject teachers not perform up to expectations (NCSS, 1994).

In furtherance of the above observation, the lesson observation (see Appendix C, items 16-18) provided information on the availability and actual use

of the materials. A thorough study of the Social Studies syllabus showed that educational resources recommended in the syllabus to teach each topic effectively include textbooks, visual aids such as maps, charts, pictures and photographs; audiovisual aids such as recorded audio, radio, and video, the use of museums, resource persons and films. Table 11 shows teachers' views on resource availability and adequacy. Through observation, it was detected that recommended materials for teaching Social Studies were not available in the schools visited. The only materials available were syllabuses and textbooks, but even these materials were insufficient. These materials were also found to be in poor condition.

That notwithstanding, few of the 10 teachers observed had teaching materials, such as audiovisual materials including those provided by the Secondary Education Improvement Project (SEIP), those materials were for the entire school but not peculiar for the teaching of Social Studies. This made those audio-visual materials not always available for the SST. From the questionnaire and observational data, a conclusion can be made that the materials needed to teach Social Studies are unfortunately not available in schools. The situation may imply, in the first place, paucity of funding makes the provision of educational materials so challenging. Also, the unavailability of educational resources can be ascribed to the recent increase in student enrollment at the SHS, making an adequate supply of quality textbooks, curriculum materials, and other resources more acute.

Nevertheless, the scarcity of these resources makes it less likely that students will have access to the knowledge and skills they need to master at every level of high school. Also, students may not get enough learning

opportunities. However, access to textbooks and other educational materials is related to student performance given that these teaching materials are required for students to pass high-stakes tests and meet college and university admission requirements. Therefore, these important educational inputs that are not obtainable in schools are quite unfortunate. The results support several studies on the availability and validity of Social Studies materials (Harris, 2002; Oakes & Saunders, 2002; Rand, 2002). All these studies indicate that many Social Studies teachers do not have access to the necessary number and quality of teaching materials to provide students with the learning prospects necessary to encounter educational benchmarks. The poor quality of teaching materials that were indicated in the lesson observation results is consistent with the findings of Oakes and Saunders (2002), who found that many schools had scarce and poor-quality Social Studies materials, and other challenging school situations. Oakes and Saunders added that it reduces student learning prospects. Also, results like these do not support what scholars say about the need for access to educational resources. Jarolimick and Foster (1989) argue that any learning environment requires a sufficient quantity of high-quality resources suitable for different learning styles. Oakes and Saunders (2002) postulated that due to the essence of educational resources, their availability and quality are urgent and needed replies. The reason is that access to educational resources improves the quality of learning activities and improves student performance (Bruce 1987; Levin & Lockheed, 1991; Wang, Haertel & Walberg, 1993).

The results of the current study also demonstrate the availability of Social Studies textbooks in some of the selected schools. For Adeyinka (1990), textbooks are the most common materials for teaching Social Studies. These are



the basic materials teachers use to organise their lessons and provide content knowledge and skills to their students. The results also indicate the unavailability of audio materials such as radio and tape recorders. According to Farrant (1980), this situation prevents students from understanding what historical figures said in Social Studies lessons. The findings also revealed that visual materials such as maps, globes, charts, atlases and photographs were not accessible in schools. The scarcity of these materials presents a serious obstacle to teaching a subject like Social Studies. The reason is that these are basic teaching materials that can minimise the abstract nature of the subject and make Social Studies lessons active and stimulating. Added to this is the lack of access to audiovisual materials such as television and film strips. The lack of availability of these resources at school is unacceptable. These resources are considered very important in Social Studies teaching because these resources help students see events that happened long ago and help them understand the abstract nature of lessons in Social Studies. Tamakloe et al. (2005) argued that such resources are generally better suited for classroom instruction than for one-on-one instruction. The observation indicated that some of the schools also had large class sizes which can be attributed to inadequate classroom facilities which have already been indicated in Table 11 (item 2). This factor can also hinder the SST's choice of instructional method (Kankam & Yidana, 2015).

Largely, the results are contrary to the theory and conditions suggested by Danielson (1996) as the theory proposes that teachers must demonstrate the use of physical resources for teaching so the unavailability of the required resources poses a major challenge to the teaching of Social Studies.

### Time Allocation for Social Studies Lessons in SHS

The idea of time is very crucial as far as Social Studies lessons are concerned. Teachers were requested to provide information on the total time allotted for the teaching of Social Studies and Table 14 illustrates the responses they provided.

**Table 14: Time allocation for Social Studies lessons in SHS (N = 51)**

Variable	Category	f	%
The period allotted per week	2 hours	37	73
	3 hours	14	27
Duration of lesson	40 minutes	37	73
	60 minutes	14	27
Suitability of periods	Very suitable	8	16
	Fairly suitable	11	21
	Unsuitable	32	63

Source: Field survey, (2022)

Observation from Table 14 portrays that most SST favoured two hours for a period per week representing 37(73%) of the teachers whilst the lower majority of 14(27%) favoured three periods per week. In furtherance of this, the period allotted for the teaching of a particular lesson in Social Studies in SHS was also considered. Observation from Table 14 also exhibits that 37(73%) of the teachers declared that the period allotted for a Social Studies lesson at the SHS is 40 minutes. Also, another group constituting 14(27%) responded that the period for the teaching of Social Studies at the SHS is 60 minutes.

To be much more certain about the period allocation for the teaching of Social Studies, the researcher wanted to know if the period allocation was

enough for the teaching of the entire SHS Social Studies content. From Table 14, the majority of the teachers, that is, 32(63%) had the view that the time allotted for the teaching of Social Studies is woefully inappropriate. Also, 11(21%) of the teachers said the time allotted for the delivery of Social Studies at the SHS is fairly suitable. Further, 8(16%) of the teachers had the view that the time allotted for the teaching of Social Studies is very suitable.

Upon a review of the timetables in the various schools visited and the Social Studies syllabus, there were some discrepancies in terms of the instructional time for the teaching of Social Studies. Evidence in the timetables of the six schools selected for the study, Social Studies classes in most of the schools were two hours a week. This evidence was confirmed by the Social Studies syllabus. To the MOE (2010), time allocation for Social Studies over the three years should be three periods of 40 minutes each a week, for all three levels at the SHS. Teachers were recommended to give reading assignments ahead of time so that students would have acquired adequate knowledge from their reading before the relevant lessons are held. The ministry added that the time allocation for Social Studies is short. If students are required to read ahead, the time should be adequate to complete the course.

Nevertheless, there were some of the schools whose timetables were three periods but 60 minutes per period for a week. In the researcher's candid opinion, the discrepancies arising in the various schools in terms of Social Studies instructional time in the Asokore Mampong Municipality were a result of the inadequacy of the instructional time that had convinced heads and management of those schools to adjust the periods to suit the teaching of the subject.

Based on the above information, it means that in general, the time allotted for Social Studies lessons in the SHS in the Asokore Mampong Municipality is not enough regarding the content of Social Studies. Thus, SST find it difficult to use certain methods of teaching the subject inter alia, fieldwork, team teaching, debate, simulation and resource persons, and also the application of certain assessment techniques such as giving enough exercises and conducting class tests. Kanda (2012) hinted that on the timetable the duration allotted to the subject was less.

This notwithstanding, time is a necessary commodity since Heafner and Fitchet (2015) are of the view that how time is perceived, depending upon the position the SST has in connection with the classroom (Hargreaves, 1994; Werner, 1988), is an important consideration, as time is a measure of the opportunity for students to learn. According to Heafner and Fitchet (2015), time allocations provide the foundation for the planning of instruction and are suitable in offering control for how time might be efficiently utilised to back the study of a learner when it is viewed as a resource for teaching and learning. Time complexes the problem of innovation and confuses the implementation of changes (Heafner & Fitchet, 2015). Therefore, limited time inhibits the creativity of the lessons, the selection of content resources and the depth of learning opportunities (Heafner & Fitchet, 2015). This, in part, leads to Social Studies teachers' inability to achieve the general objectives of the subject.

### **Summary of Results**

The study found that the teachers' knowledge of Social Studies' broad objectives showed that, on average, teachers were moderately familiar with the objectives of the subject as reflected in their responses.

Concerning teachers' views about the teaching techniques they use in Social Studies lessons, they were found to use discussion, question-and-answer, and lecture techniques, although not as frequently as the responses suggested in the questionnaire. Additionally, the teachers did not demonstrate proficiency in using these strategies.

As a result, teachers of Social Studies hardly achieve the overall goal of Social Studies because they did not use integration together with some modern teaching methods such as enquiry, role play, group discussion, and team teaching. This was confirmed by the results of the lesson observation that showed that some SST teach the subject without considering the teaching approaches that must be used in the classroom to achieve the overall Social Studies objectives in a particular topic or unit.

Further, it was found that most teachers gave 1-3 class exercises, assignments, and tests per semester and that these teachers used cognitive domain objectives as the primary focus in class exercises, homework, and class tests.

However, the time allotted for Social Studies lessons in the SHS in the Asokore Mampong Municipality is not enough regarding the content as well as the methods used in the teaching and learning of Social Studies. Besides, it was disclosed that SST were deprived of in-service training on a timely basis, what they benefit from is ad hoc continuous professional development. Finally, there was an acute shortage of teaching and learning resources and facilities for the effective implementation of the Social Studies curriculum in SHS.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary, the conclusions and the recommendations of the study are illustrated in this chapter. This chapter shows the general description of the research problem, the objectives, the methods of research and the findings of the study. The conclusions contain all results of the study findings grounded on the research objectives. In addition, policy recommendations to be implemented and directions for future investigations are covered in this chapter.

#### Summary

This study examined SHS SST practices of instruction in the Asokore Mampong in the Ashanti region of Ghana. To achieve the purpose or objectives of the study, the descriptive research design of the cross-sectional survey was chosen for the study. A self-designed questionnaire was adopted to gather the primary data used for the analysis. Also, an observation guide together with documentary analysis was applied to collect data about teachers' lessons.

Next, the census method was used to select 51 teachers as respondents. Questionnaire items were designed mostly on a Likert scale. The Cronbach's alpha value for the internal consistency of the questionnaire was 0.87. Observational guides asked for information on teacher-student interactions in the classroom as well as the availability and appropriate use of teaching resources and materials. Available documents were analysed by the researcher to help validate the degree to which Social Studies teaching conforms to established procedures. The Statistical Package for Social Sciences (SPSS), Version 22 was adopted to analyse the data using descriptive statistics (percentages, frequencies, mean and standard deviation). The data analysed (results) were illustrated using

tables and figures. The observation results including the documentary evidence and open-ended questionnaire items were also analysed using descriptive and interpretive methods.

### **Key Findings**

The results of the study on teachers' knowledge of the broad objectives of Social Studies showed that, on average, teachers were moderately familiar with the objectives of the subject according to their responses.

Concerning teachers' views about the teaching techniques they use for Social Studies lessons, they were found to use discussion, and lecture techniques, although not as frequently as the responses suggested in the questionnaire. Additionally, the teachers did not demonstrate proficiency in using these strategies.

Further, it was realised that almost all the teachers observed did not put learners in problematic situations for them to struggle with to find solutions to them or relate lessons to issues in society. Results of the lesson observation also showed that some of the SST presented the lessons with little or no consideration of the teaching methods that must be used in the classroom to achieve the overall Social Studies objectives in a particular topic or unit.

Furthermore, it was found that most teachers gave 1-3 class exercises, assignments, and tests per semester and that these teachers used cognitive domain objectives as the primary focus in class exercises, homework, and class tests.

However, the time allotted for the teaching of Social Studies in the SHS in the Asokore Mampong Municipality is not enough regarding the content as well as the methods used in the teaching and learning of the subject. It was

disclosed that SST do not attend in-service training on a timely basis, what they benefit from is ad hoc continuous professional development. There was, also an acute shortage of teaching and learning resources and facilities for the effective implementation of the Social Studies curriculum in SHS.

### **Conclusions**

The conclusions below have been outlined following the findings generated from the study.

SST are moderately conversant with the general objectives of the subject which would help them to adequately prepare their lessons and assess their students well towards accomplishing the objectives of the subject.

Again, SHS SST lesson delivery usually centres on students passing a final examination or WASSCE. As a result, the teachers choose and apply teaching methods or techniques such as the whole-class discussion, lecture, questions and answers to assist them to finish the teaching units in the Social Studies syllabus, which for them, remains the hallmark of a competent teacher in the country. Therefore, SST are discriminatory in applying teaching methods to their classes. Usually, they choose methods and techniques that facilitate their jobs concerning their insights and their attitudes, personal inclinations and institutional cultures, thus undermining students' complete understanding. It also seems to be inadequate for helping students to develop critical thinking skills, requisite knowledge as well as desirable attitudes and values which are necessary tools for nation-building.

Besides, SST are barely able to achieve the overall goal of the subject unless they can incorporate innovative methods of teaching such as enquiry, role-play, debate and team teaching into their instructions. Thus, an inference can be



made that most SST in the SHS have been teaching sketchy information about various topics instead of using the classroom to solve tangible Social Studies issues such as citizenship, democracy, conflict and ethnicity issues among others which seem to be the heartbeat of the subject.

Further, when SST use traditional assessment methods and ignore other methods, students are underprepared which leads to memorisation of content or facts. The consequence is that SST could hardly assist students to realise the effective citizenship education goal of the subject unless they comply with the affective domain which is an essential aspect as far as the assessment in Social Studies is concerned.

Finally, SST are denied the opportunity to upgrade and update their content and pedagogical skills in the teaching of Social Studies. SST, also face the problem of paucity of teaching materials and resources as well as instructional time. These together force the teachers to compromise effective lesson delivery and would also hardly complete the Social Studies syllabus if they want to exhaust each topic effectively.

### **Recommendations**

Based on the five research questions, subsequent findings and conclusions, the following recommendations were made.

1. Heads of SHS and heads of Social Studies departments must insist on the regular application of Social Studies objectives in the preparation of the daily lesson plans of SST and base their assessments, that is, the before, during and after form of assessments on the general objectives of Social Studies as well, as suggested by Danielson's (1996) theory.

2. Regarding the methods used by SST, it is proposed that the MOE, GES and Non-governmental Organizations (NGOs) should organise regular in-service training courses for SST. This will enhance the teachers' knowledge of teaching techniques of Social Studies, more importantly, those who completed their university programme long ago to assist them abreast of appropriate teaching techniques that can be used to develop attitudes, values, and skills of the students that they teach. It will also allow SST to focus more on learner-centred methods other than the traditional methods of teaching. To achieve this, SHS SST must be encouraged to have a clear understanding of the conditions and theories underpinning the instructional practices as suggested by Danielson's (1996) theory.
3. In a bid to accomplish the broad objectives of Social Studies, SST must involve students in practical and meaningful discussions, role-plays, debates, invitations of resource persons and field trips as often as possible to help cultivate citizenship education goals in the students.
4. Besides, WAEC is encouraged to set questions that would enable learners to reproduce what they have been taught in class towards solving personal and societal problems instead of replicating what is being learnt during examinations. More emphasis must concentrate on affective and psychomotor domains to ascertain the level of attitudinal changes in learners upon successful completion of the course. Also, all stakeholders including SHS coordinators, school administrators, parents, teachers, supervisors and students must work in concert to ensure the successful assessment of students. This means assessment should be multi-faceted, that is eclectic approach should be used in assessing students' performance.

5. It is also advocated that the MOE and GES must consider making upward adjustments to the duration allotted to Social Studies lessons in the SHS. Besides, the government of Ghana and other donor agencies are encouraged, in any case, to provide SHS with the requisite facilities and the necessary teaching aids to enhance Social Studies instructions as proposed by the theory of Danielson (1996).

### **Suggestions for Further Research**

The outcome of the current study necessitates the conduct of further research by other researchers on the following basis:

- i. It will be more creditable if the current study is replicated across the nation by the MOE or GES; interested organizations, institutions or individuals. It is anticipated that this will lead to an increase in the sample size and a deeper examination of issues related to Social Studies education in the country.
- ii. Future research should also address students' assessments of the effectiveness of SST. This will be helpful to know the competency level of SST.
- iii. Further research must also cover SST instructional practices at junior high schools since the current study is limited to the SHS.

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#### Chapter I

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## APPENDIX A

Ethical clearance from the Institutional Review Board, University of Cape Coast

## UNIVERSITY OF CAPE COAST

## INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309  
E-MAIL: [irb@ucc.edu.gh](mailto:irb@ucc.edu.gh)  
OUR REF: UCC/IRB/A/2016/1218  
YOUR REF:  
OMB NO: 0990-0279  
IORG #: IORG0009096



19<sup>TH</sup> JANUARY, 2022

Mr. Anthony Owusu Akowuah  
Department of Business and Social Sciences Education  
University of Cape Coast

Dear Mr. Akowuah,

**ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/152)**

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research titled **An Examination of Senior High School Social Studies Teachers' Instructional Practices in the Asokore Mampong Municipality**. This approval is valid from 19<sup>th</sup> January, 2022 to 18<sup>th</sup> January, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

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

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

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

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Samuel Asiedu Owusu'.

Samuel Asiedu Owusu, PhD  
UCCIRB Administrator

ADMINISTRATOR  
INSTITUTIONAL REVIEW BOARD  
UNIVERSITY OF CAPE COAST

**APPENDIX B**

**UNIVERSITY OF CAPE COAST- DoBSSE QUESTIONNAIRES ON THE  
INSTRUCTIONAL PRACTICES OF THE TEACHERS OF SOCIAL  
STUDIES IN THE ASOKORE MAMPONG MUNICIPALITY OF THE  
ASHANTI REGION OF GHANA**

KWAME NKRUMAH Hall,  
FLOOR G,  
UNIVERSITY OF CAPE COAST,  
CAPE COAST.

12<sup>TH</sup> FEBRUARY, 2022.

Dear Respondent:

**QUESTIONNAIRE FOR TEACHERS**

I am writing to inform you that the questionnaire below is part of a study undertaken regarding a Master of Philosophy (MPhil) thesis on the above-mentioned subject at the Department of Business and Social Sciences Education (DoBSSE), University of Cape Coast. However, the success of this study depends on your genuineness to answer the questions provided. Strict confidentiality will be attached to the information you will give and be anonymously handled through the use of pseudonyms and will be used only for this study.

Your cooperation is highly anticipated and gratefully acknowledged.

Yours sincerely,

.....

ANTHONY OWUSU AKOWUAH

(PHONE NUMBER: 0550316964).



**SECTION A**

Demographic

**GENERAL INSTRUCTION**

You are required to tick the suitable box () or column or write in the blank spaces where applicable.

**PERSONAL/DEMOGRAPHIC DATA**

1. Gender Male () Female ()
2. Age: Under 26 years ()
  - 26-35 years ()
  - 36-45 years ()
  - 46-55 years ()
  - 55 years and above ()
3. What is your highest academic qualification?
  - GCE 'O' Level ()
  - GCE 'A' Level ()
  - SSSCE/WASSCE ()
  - Diploma in .....
  - Bachelors' Degree in BA () B. Sc () B. Ed ()
  - Masters' Degree in MA () M. Sc () M. Ed ()
  - Others (specify) .....
4. What is your highest professional qualification?
  - Cert 'A' () DBE () B. Ed () M. Ed () Others (specify) .....

5. How many of the Social Studies subject areas (e.g., History, Economics, Sociology, Geography, and Political Science) do you qualify for?

None ( ) One ( ) Two ( ) Three ( ) Four ( )

6. Identify the maximum level of your study in each of the underlisted disciplines:

<u>Discipline</u>	<u>'O' Level</u>	<u>'A'-Level</u>	<u>SSSCE/WASSCE</u>	<u>Diploma</u>	<u>Degree</u>	<u>Masters</u>
History	( )	( )	( )	( )	( )	( )
Economics	( )	( )	( )	( )	( )	( )
Sociology	( )	( )	( )	( )	( )	( )
Geography	( )	( )	( )	( )	( )	( )
Political Science	( )	( )	( )	( )	( )	( )

7. You are to indicate your teaching experience in Social Studies in SHS.

- One year or less ( )
- 1-5 years ( )
- 6-10 years ( )
- 11-15 years ( )
- 16 - 20 years ( )

8. a) Were you taught Social Studies and its methods of teaching at a teacher's training institution? No ( ) Yes ( )

- b) If yes, at what level?
- i. College of Education ( )
  - ii. Specialist/Diploma Awarding Institution ( )
  - iii. Degree ( )
  - iv. Others (specify) .....

**SECTION B**

Social Studies teachers' knowledge of the goal or objectives of teaching Social Studies in the senior high school

Tick (√) the most preferred box in the table below as an indication of your knowledge of the objectives of Social Studies teaching in your school, that is, either you strongly agree (SA), agree (A), not sure (N), disagree (D) or strongly disagree (SD).

<b>The Objective of Social Studies</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
9. Social Studies focuses on ensuring the education of citizens.					
10. It helps students to be aware of their physical, social and cultural environment.					
11. Social Studies grooms individuals to suit society.					
12. Social Studies helps students to obtain relevant knowledge, and the right attitudes, values and skills.					
13. "Social Studies is capable of addressing issues of human concern".					
14. It creates awareness of the rights and responsibilities of the individual.					
15. Social Studies gives individual learners a broad knowledge of the full curriculum.					

**SECTION C**

Social Studies teachers' instructional techniques in the teaching and learning of Social Studies

**Methods/strategies used in teaching and learning Social Studies**

You are to use the provided rating scale to rank the listed methods of teaching to indicate the frequency of your use when teaching Social Studies.

Method of Teaching	Never	Rarely	Sometimes	Often	Very Often
--------------------	-------	--------	-----------	-------	------------

16. Enquiry/Discovery

17. Team Teaching

18. Discussion

19. Role-playing

20. Debate

21. Dramatisation

22. Fieldwork/Project

23. Lecture

24. Use of Resource  
Person

25. Simulation

26. Which of the methods listed in items 16-25 above seems most successful with students?

27. List the problems you encounter using any of the methods listed in 26 above, in teaching Social Studies.

i. ....

ii. ....

**SECTION D**

How Social Studies teachers could achieve the general aims of the subject using relevant instructional techniques.

Tick either yes or no under the appropriate column of your use of the following teaching techniques.

Statement	Yes	No
28. Do you organise excursions for students to visit places of relevance to Social Studies?		
29. Do you organise discussions among your students?		
30. Do you give individual students assignments that require the collection of information from their local community?		
31. Do you assign group work to students?		

**Integration**

Select yes or no in each of the following items.

Statement	Yes	No
32. Do you teach Social Studies topics in the following areas: History, Geography, Government and Economics?		
33. Do you ask other teachers to assist you in a form of team teaching		

of Social Studies topics?

---

Tick (✓) whether you strongly agree (SA), agree (A), uncertain (U), disagree (D) or strongly disagree (SD) to each of the statements below.

Statement	SA	A	U	D	SD
34. Integration is considered more as a way of teaching or learning rather than as content of learning.					
35. Teachers require enough time to plan, organize, design and help implement an integrated programme.					

## SECTION E

## ASSESSMENT

Indicate the total number of continuous assessments you give to your students per term about exercises, assignments and class tests.

36. Exercises 1 – 3 ( ) 4 – 6 ( ) 7 – 10 ( ) 11 – 13 ( ) 14 – 16 ( )

37. Assignments 1 – 3 ( ) 4 – 6 ( ) 7 – 10 ( ) 11 – 13 ( ) 14 – 16 ( )

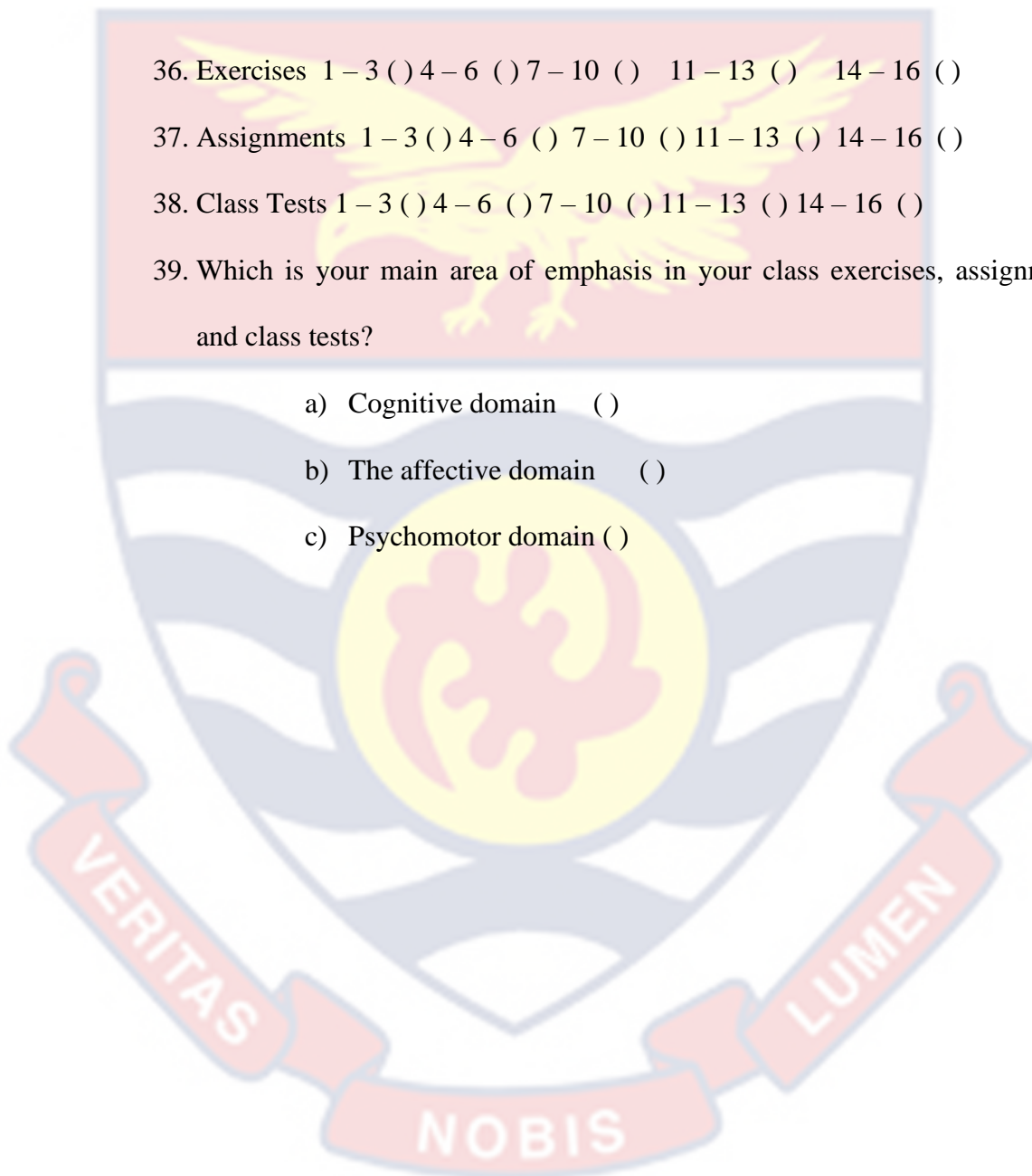
38. Class Tests 1 – 3 ( ) 4 – 6 ( ) 7 – 10 ( ) 11 – 13 ( ) 14 – 16 ( )

39. Which is your main area of emphasis in your class exercises, assignments and class tests?

a) Cognitive domain ( )

b) The affective domain ( )

c) Psychomotor domain ( )



## SECTION F

**STAKEHOLDERS' LEVEL OF SUPPORT FOR SOCIAL  
STUDIES TO ENSURE ITS SUSTENANCE IN THE NATIONAL  
CURRICULUM**

Please you are to indicate whether you "Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) or Strongly Disagree (SD)" by trying to tick one of the boxes against each of the following questions.

STATEMENT	SA	A	U	D	SD
40. The government provides your school with adequate facilities and support for the teaching and learning of Social Studies.					
41. There are adequate learning facilities like desks, marker boards, marker pens, chalks etc.					
42. My school has a well-equipped and functional library.					
43. There is a useful resource room for the study of Social Studies.					
44. There are enough Social Studies teachers.					
45. There are textbooks in the school.					
46. There is the availability of resource materials such as textbooks, pamphlets, supplementary reading materials etc.					



**In-service Training and Education**

47. Have you ever attended any in-service courses in Social Studies since you started teaching the subject?      No ( )      Yes ( )

48. If **yes**, how many such courses have you attended?

1 ( )      2 ( )      3 ( )      4 ( )      5 ( )

**FACTORS THAT INFLUENCE THE TEACHING OF SOCIAL STUDIES**

49. Enumerate **four** factors that have been undermining the effective implementation of the Social Studies programme in your school.

- i. ....
- ii. ....
- iii. ....
- iv. ....

50. Please provide your school's Social Studies WASSCE results for the past three years under the titles provided.

Year	No. of Candidates	No. of Candidates with A1-B3	No. of Candidates with C4-C6	No. of Candidates with D7-E8	No. of Candidates with F9
2019					
2020					
2021					

**TIME ALLOCATION**

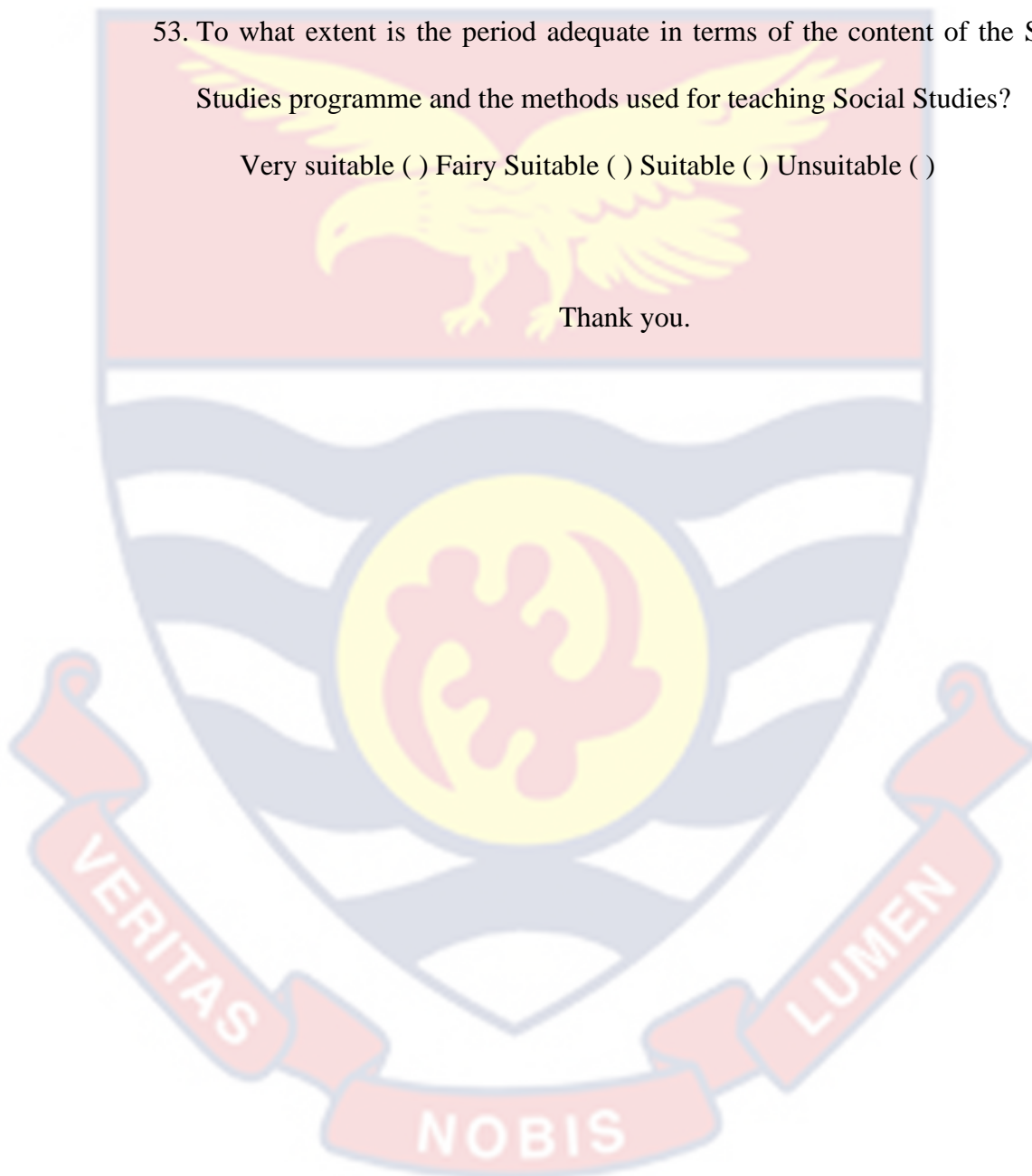
51. How many periods per week are allocated to teaching Social Studies in your school? .....

52. How long is a period? ..... Minutes

53. To what extent is the period adequate in terms of the content of the Social Studies programme and the methods used for teaching Social Studies?

Very suitable ( ) Fairly Suitable ( ) Suitable ( ) Unsuitable ( )

Thank you.



**APPENDIX C**  
**SOCIAL STUDIES LESSON OBSERVATION GUIDE**

The following sections, I and II, are to be completed by the observer.

Tick the suitable box or fill in the blank spaces when the need arises.

**SECTION I**

**PERSONAL DATA OF TEACHER**

1. Sex:    Male ( )    Female ( )
2. Age (years):    18-23 ( )    24-29 ( )    30-35 ( )    36-41 ( )    41+ ( )
3. Number of years of teaching experience in Social Studies  
    Less than 1 year ( )    1-5 ( )    6-10 ( )    11-15 ( )    16-20 ( )
4. Which is your highest **academic** qualification?  
    GCE 'O' Level ( )  
    GCE 'A' Level ( )  
    SSSCE/WASSCE ( )  
    Diploma in .....
- Bachelors' Degree in BA ( )    B. Sc ( )    B. Ed ( )  
    Masters' Degree in MA ( )    M. Sc ( )    M. Ed ( )  
    Others (specify) .....
5. What is your highest **professional** qualification?  
    Cert 'A' ( )    DBE ( )    B. Ed ( )    M. Ed ( )    Others (indicate) .....
6. Name of School: .....
7. Class/Form: .....
8. Number of Students in Class: .....
9. Topic: .....
10. Date: ..... Time: .....

**OBSERVATION OF LESSON**

Tick (✓) the appropriate column that you think merits what you observed.

**Observation of Lessons**

Description of areas to look for	Absent 0	Weak 1	Fair 2	Good 3	Very Good 4	Excellent 5
1. Is the teacher able to use accurate facts and concepts relevant to topics with confidence?	2	2	1	2	2	1
2. Does the teacher perform teaching tasks related to activity based on the integrated method?	4	3	-	2	1	-
3. Does the teacher use different approaches to achieve integration?	3	2	2	2	1	-
4. Is the teacher able to reach	4	3	1	1	-	-

- every student  
in the class?
5. Does the teacher encourage both group and individual work? 3 1 2 1 1 2
6. Is there classroom interaction between student and student, teacher and student? 2 3 3 1 1 -
7. Does the teacher use probing and divergent questions to elicit students' reasoning? 1 4 2 2 - 1
8. Does the teacher involve more students in many ways 2 2 3 2 1 -
9. Are students free to ask questions and 2 2 3 1 2 2

discuss issues?							
10. Is the teacher able to summarise students' sentences which are responses to questions?	-	3	3	2	1	1	
11. Does teaching involve the acquisition of skills, values and attitudes?	2	5	2	1	-	-	
12. Is the teaching systematic, clear and logically structured?	2	2	3	3	-	-	
13. Does the teacher constantly assess students throughout the lesson?	2	2	3	2	1	-	
14. Are assessment items	2	3	2	2	1	-	

carefully  
 selected to  
 suit all  
 categories of  
 students?

15. Is the - 3 3 - 2 2

teacher's  
 objectives  
 clear,  
 measurable,  
 and  
 achievable?

16. Does the 6 2 1 1 - -

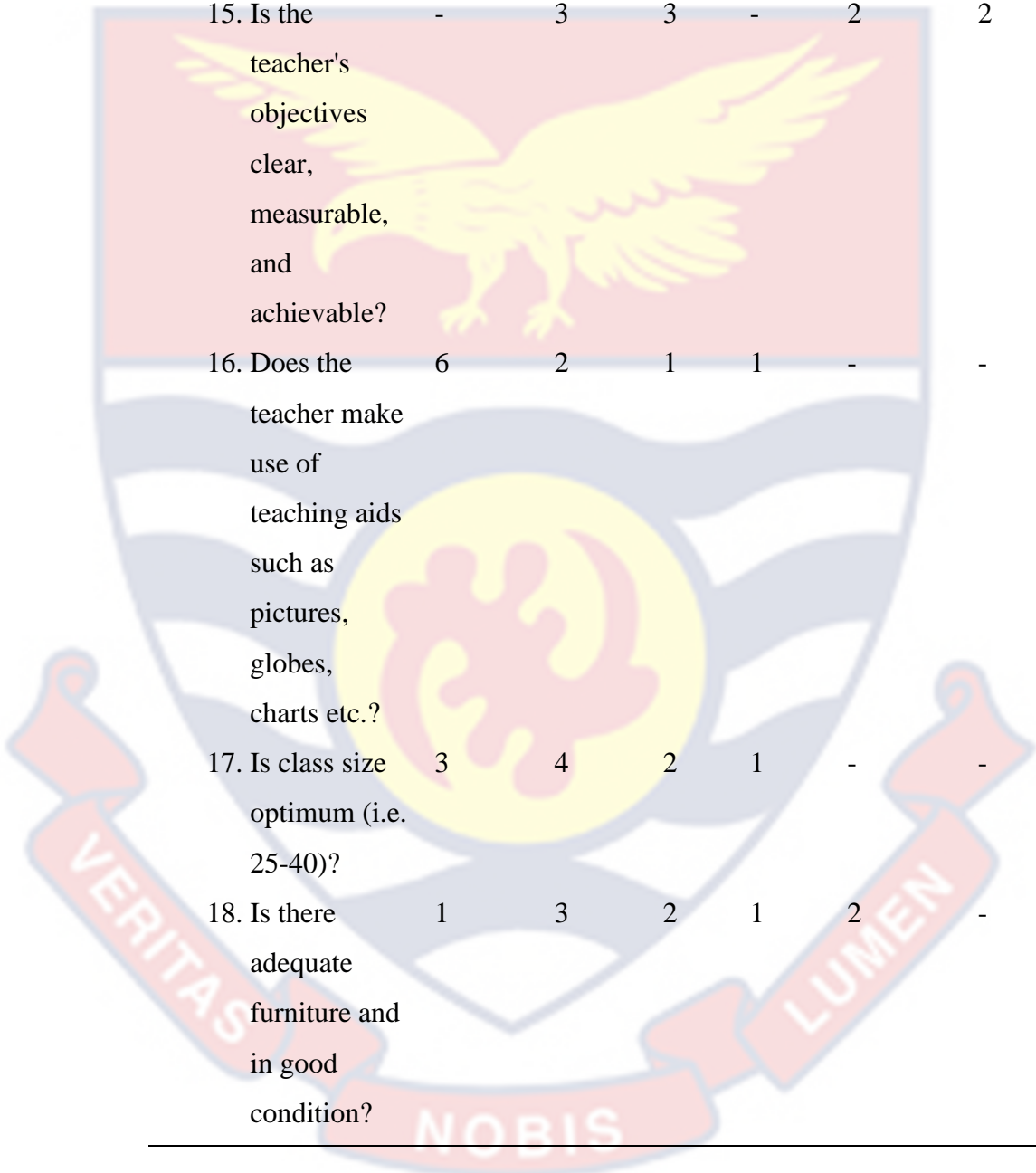
teacher make  
 use of  
 teaching aids  
 such as  
 pictures,  
 globes,  
 charts etc.?

17. Is class size 3 4 2 1 - -

optimum (i.e.  
 25-40)?

18. Is there 1 3 2 1 2 -

adequate  
 furniture and  
 in good  
 condition?



## APPENDIX D

Letter for permission from Asokore Mampong Municipal Education Office

TAWHEED SENIOR HIGH SCH.  
P. O. BOX 14333  
KUMASI.

31<sup>ST</sup> JANUARY, 2022.

THE MUNICIPAL DIRECTOR,  
GHANA EDUCATION SERVICE,  
P.O. BOX WE 585,  
KUMASI.

Dear Sir/Madam,

**REQUEST FOR AUTHORISATION TO DO RESEARCH IN THE SENIOR HIGH  
SCHOOLS IN YOUR MUNICIPALITY**

I am a postgraduate student at the University of Cape Coast and I intend to undertake a study on "Examination of senior high school Social Studies teachers' instructional practices in the Asokore Mampong Municipality".

I would be grateful if you could authorise me to use the schools and the teachers under your jurisdiction for the conduct of the study and allow the teachers to provide me with all the information necessary for the study.

I, therefore assure you that any information offered will be for academic purposes only, and will be treated as strictly confidential and anonymous.

The duration of the study is expected to be 12 school days.

Find attached a photocopy of my ethical clearance from the University of Cape Coast Institutional Review Board (UCCIRB) to authenticate my request.

Thank you.

Yours faithfully,



ANTHONY OWUSU AKOWUAH  
(MOBILE: 0550316964).



## APPENDIX E

## Permission letter from Asokore Mampong Municipal Education Office

**GHANA EDUCATION SERVICE**

Tel: 0249334625/ 0268286501

Email: [asokoremampongmunipal@ges.gov.gh](mailto:asokoremampongmunipal@ges.gov.gh)*In case of reply the ref. number and date of this letter should be quoted.*Our Ref: GES/ASH/AMM/QR/4/V.II/54

Your Ref: .....



REPUBLIC OF GHANA

ASOKORE MAMPONG MUNICIPAL

P. O. BOX WE 585

ASOKORE MAMPONG

ASHANTI - GHANA

GPS: AS-024-7881

Date: 10<sup>th</sup> February, 2022.**ANTHONY OWUSU AKOWUAH****TAWHEED SENIOR HIGH SCHOOL****ASOKORE MAMPONG****RE: REQUEST FOR AUTHORISATION TO DO RESEARCH IN THE SENIOR HIGH SCHOOLS IN YOUR MUNICIPALITY.**

With reference to your letter dated 31<sup>st</sup>, January, 2022 on the above subject, the Directorate has given approval to your request to conduct a study on “**An examination of Senior High School Social Studies teachers’ instructional practices in the Asokore Mampong Municipality**”

We encourage heads of Senior High Schools to cooperate and support the research.

You are also to ensure that the exercise does not unduly affect teaching and learning. Treat your findings as confidential.

Thank you,

  
.....  
**WILLIAM KWAME AMANKRA APPIAH (ED. D)**  
**(MUNICIPAL DIRECTOR OF EDUCATION)**