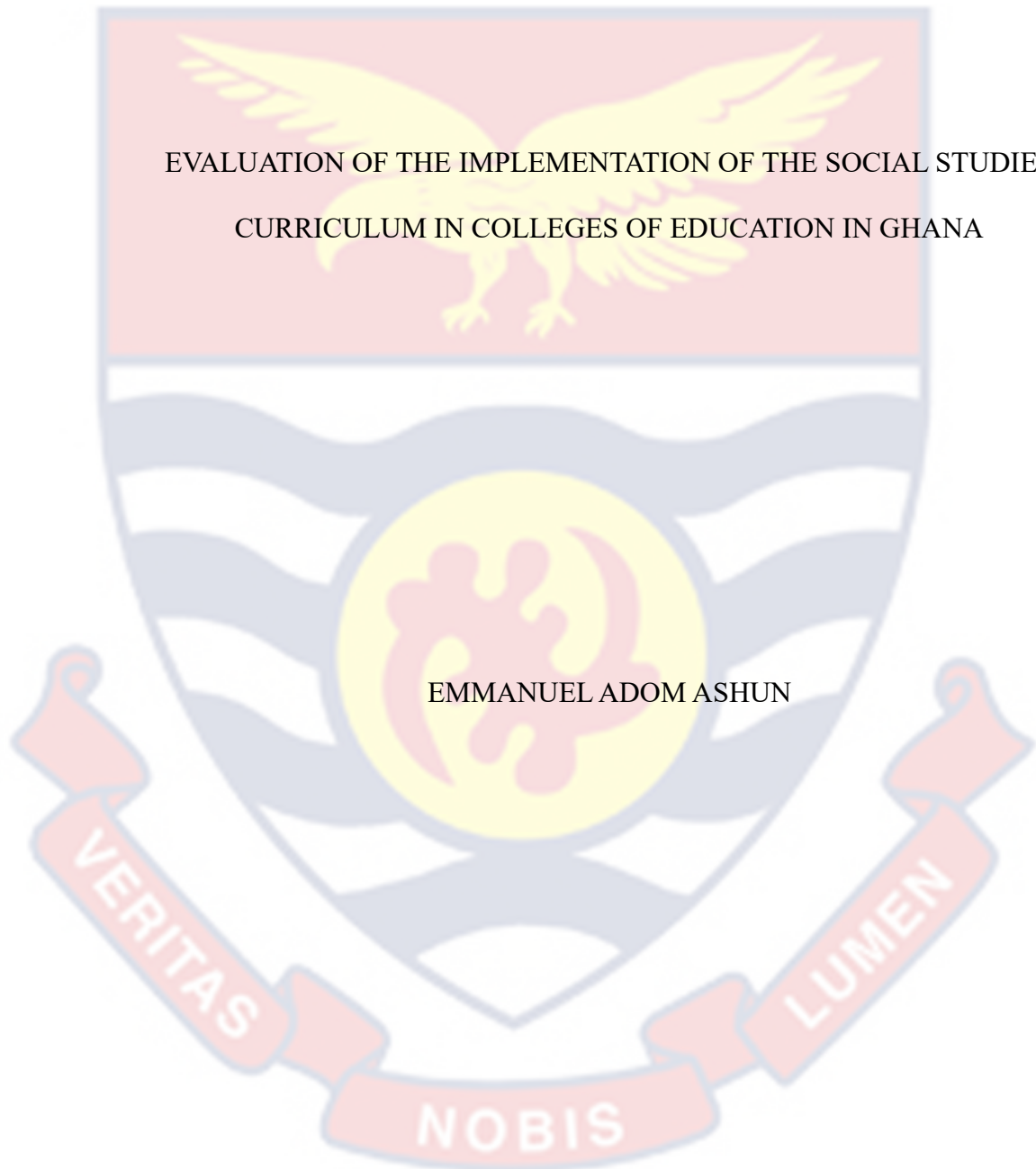


UNIVERSITY OF CAPE COAST



EVALUATION OF THE IMPLEMENTATION OF THE SOCIAL STUDIES
CURRICULUM IN COLLEGES OF EDUCATION IN GHANA

EMMANUEL ADOM ASHUN

2023



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EVALUATION OF THE IMPLEMENTATION OF THE SOCIAL STUDIES
CURRICULUM IN COLLEGES OF EDUCATION IN GHANA

BY

EMMANUEL ADOM ASHUN

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

JULY 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 in this university or elsewhere.

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

Name: Emmanuel Adom Ashun

Supervisors' Declaration

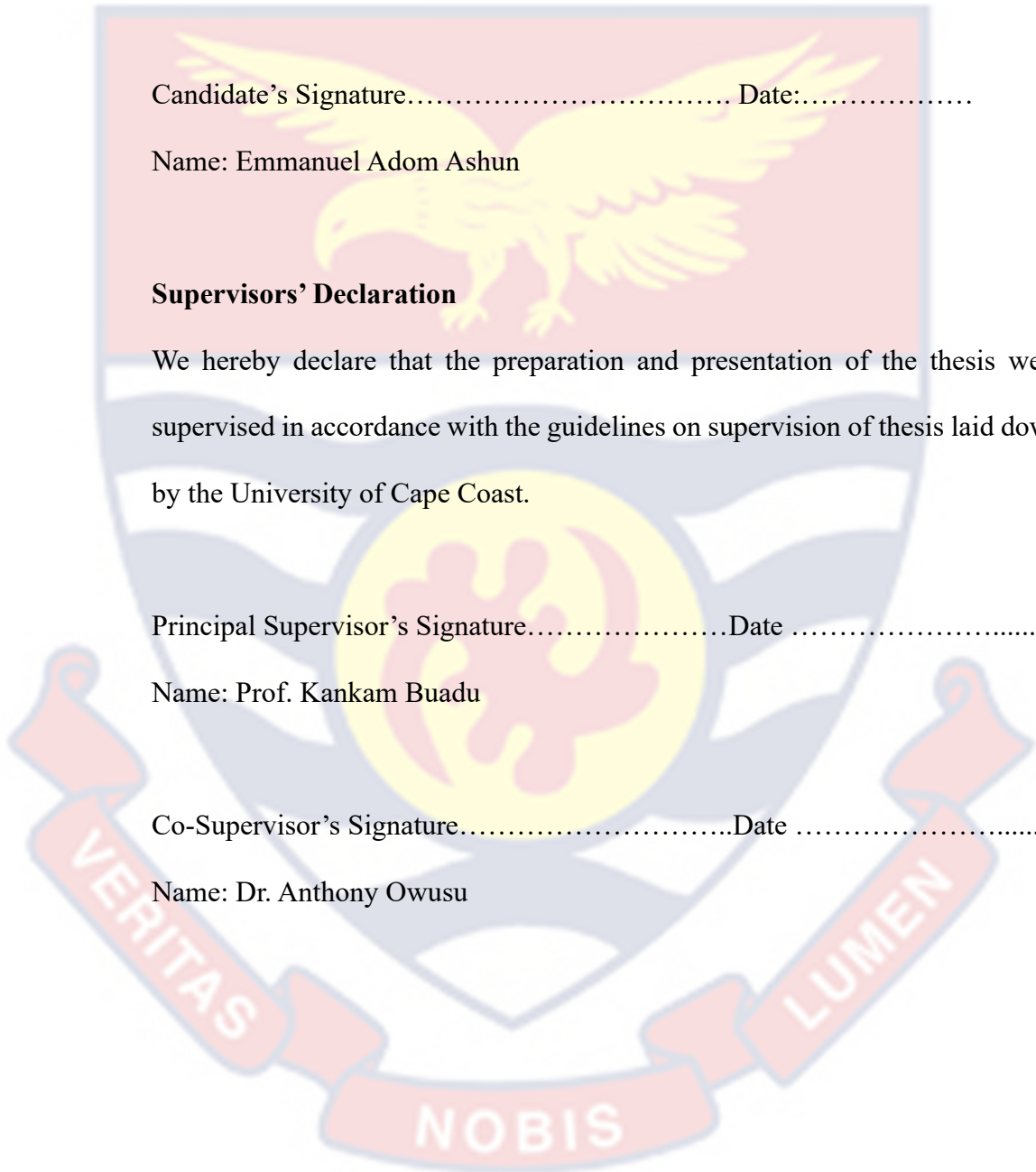
We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature.....Date

Name: Prof. Kankam Buadu

Co-Supervisor's Signature.....Date

Name: Dr. Anthony Owusu



ABSTRACT

The study evaluated the implementation of the four-year Bachelor of Education Social Studies curriculum for Colleges of Education in Ghana. The concurrent embedded research design was employed. A sample of 360 teacher trainees selected using proportionate simple random technique. Also, 27 tutors, 10 HoDs and 10 principals were engaged using the census method. Both quantitative and qualitative data were collected for the study. Quantitative data was collected using a 5-point Likert scale questionnaire and qualitative data was collected using an interview and observation guide. The data was analysed using both descriptive and inferential statistical tools. Exploratory and explanatory factor analysis and structural equation modeling were also performed. The study found that tutors employed the use of think-pair-share, inquiry design model, group works, presentations, concept mapping, debates, audio-visual, tactile analysis and projects in lesson delivery. It was also found that content selected by tutors meets the requirements of the New B.Ed. Social Studies curriculum as required by the objectives. The study concluded that CoEs tutors adopted and used modern pedagogies and technological tools that built competencies needed for the field of work and lifelong learning. It was recommended that efforts should be made by various stakeholders to help CoEs acquire the needed textbooks and physical materials needed for effective teaching and learning to give teacher trainees real life experiences in the classroom. Also, CoEs tutors should ensure appropriate pedagogies are used in the delivery of specific topics to assist teacher trainees to have real life experiences in the classroom.

KEY WORDS

Bachelor of Education

College of Education

Curriculum Evaluation

Curriculum Implementation

Social Studies

Teacher-Trainees

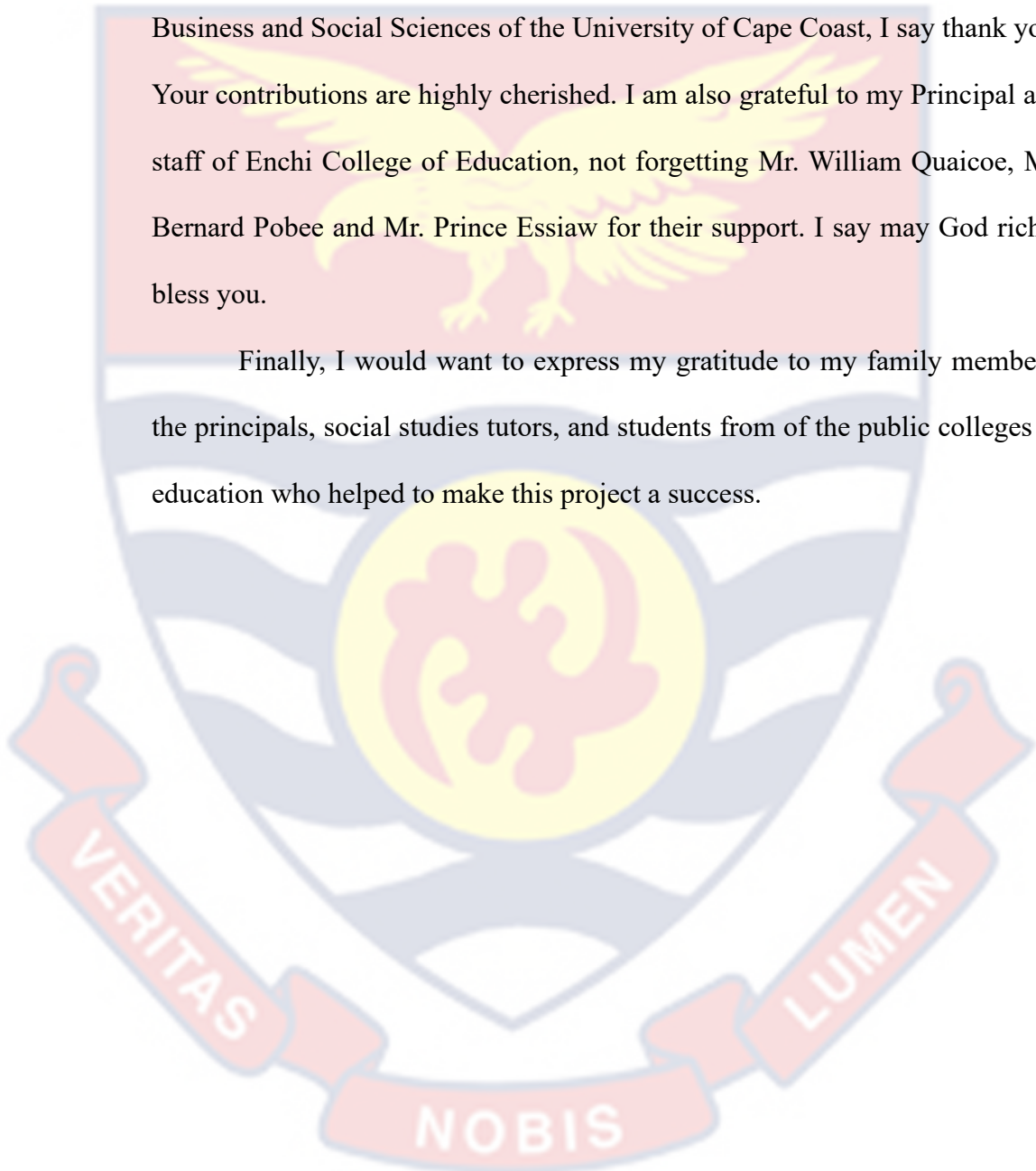
Tutors



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Finally, I would want to express my gratitude to my family members, the principals, social studies tutors, and students from of the public colleges of education who helped to make this project a success.



DEDICATION

To my Mother, Helena Blay; Wife, Mavis Ashun, Children, Peter Nanabanyin

Ashun, Kemuel Joojo Ashun and Emmanuel Adom Ashun Jnr; and Late

Father: Peter Kingsley Ashun.



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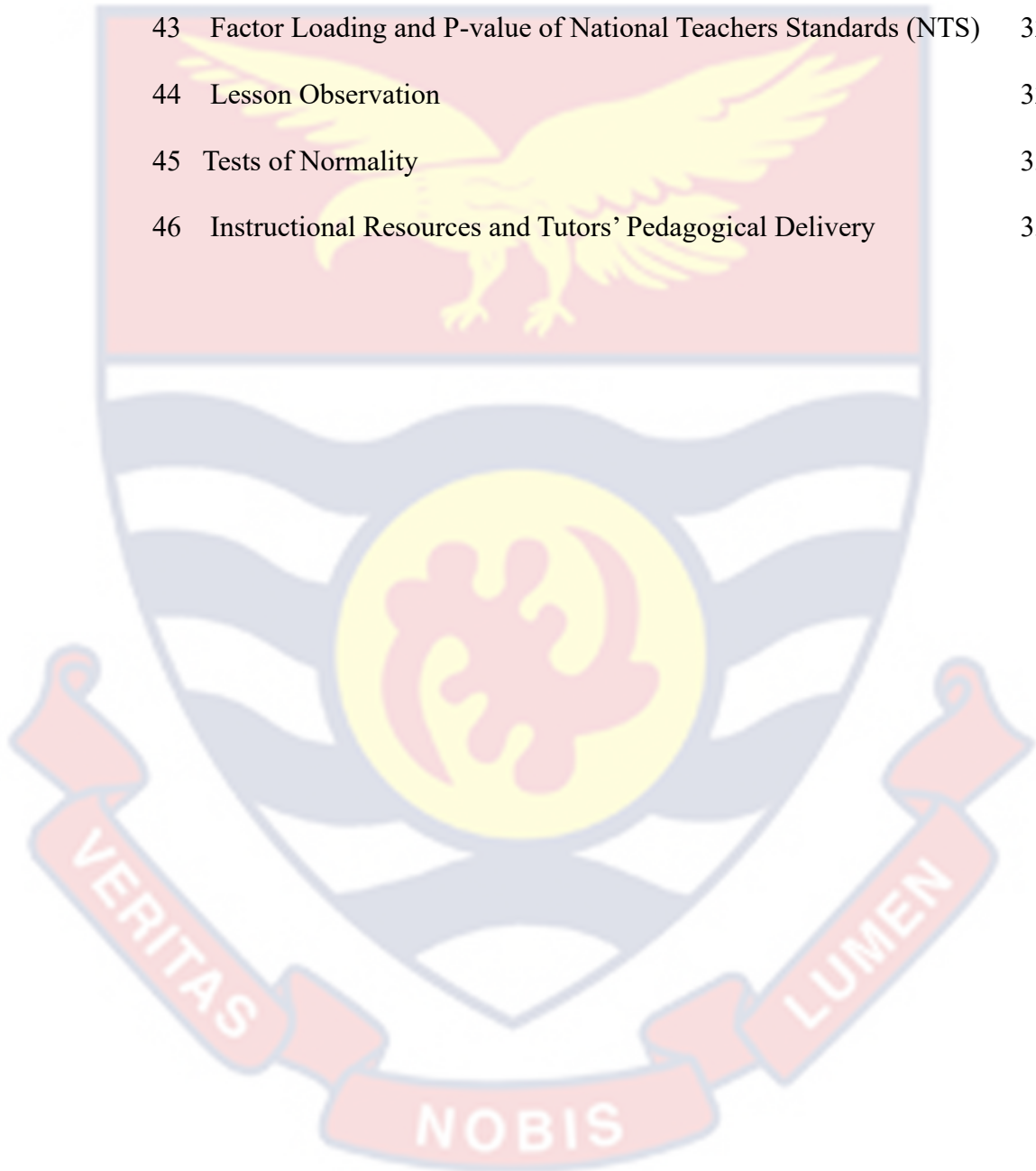
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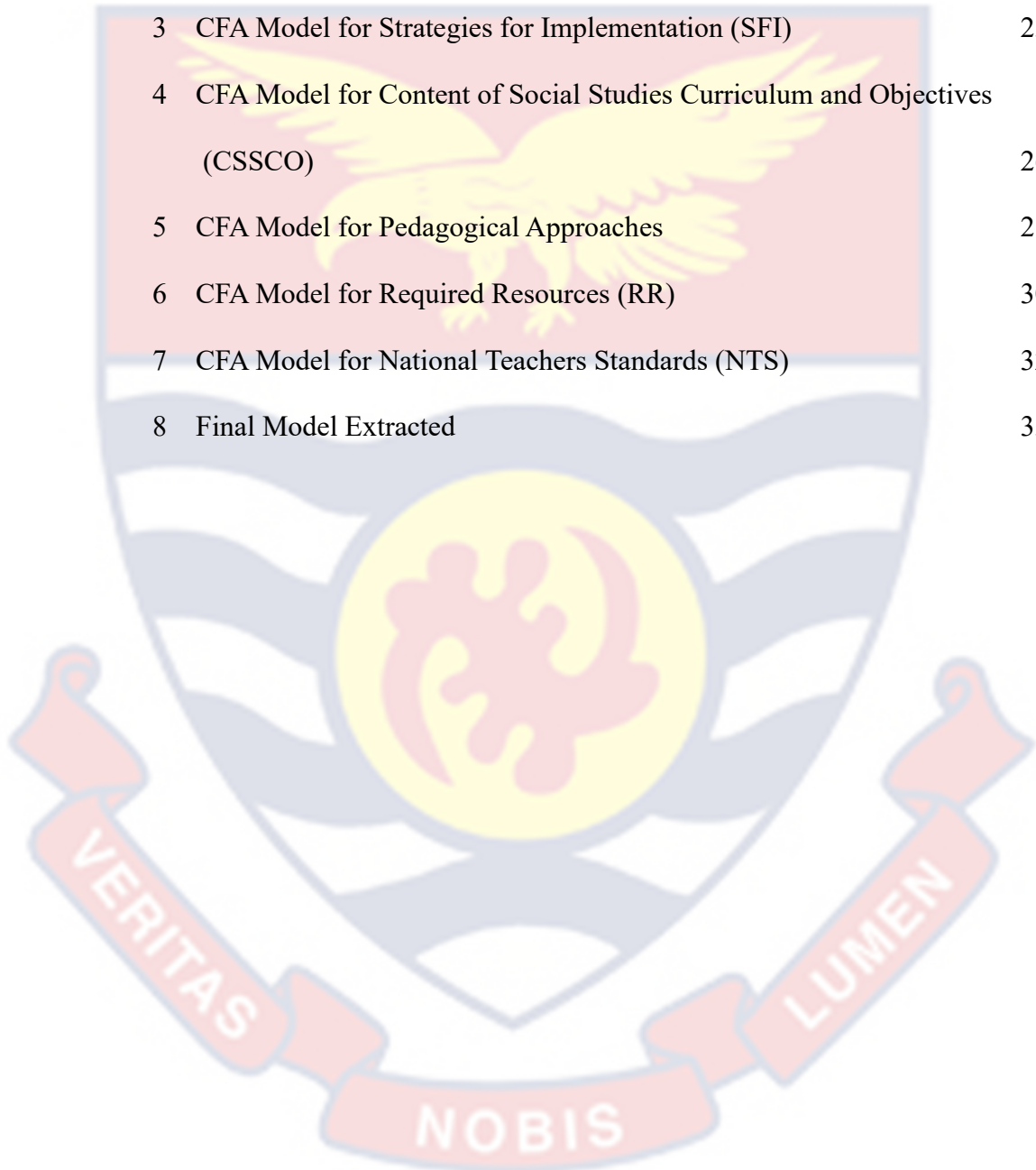
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LIST OF ACRONYMS

CIPP	Context, Input, Process, and Product
CoE	College of Education
CRDD	Curriculum Researcher and Development Division
NaCCA	National Council for Curriculum and Evaluation
NCSS	National Council for Social Studies
NTS	National Teachers Standard



CHAPTER ONE

INTRODUCTION

Overview

This study aimed to evaluate the implementation of the B.Ed. Social Studies curriculum in CoE in Ghana. The introduction to the study was presented in this chapter focusing on the background issues and the problem upon which the study was conducted. The chapter again provided the purpose, objectives, research questions, limitation, delimitation and the organisation of the study.

Background of the Study

Over the years, countries have embarked on various curriculum reforms to ensure that learners are equipped with the skills, knowledge, competencies, and experiences required for future development (Huang et al., 2020). Countries all over the world regard curriculum reform as a significant and required means to ensure that schools enter the twenty-first century and respond to the fast-changing world (Huang et al., 2020). Curriculum reform involves a change in the curriculum objectives, which includes the year, skills, knowledge, experiences, attitudes, and values students should develop (Gilbert, 2010). Curriculum reforms made by countries were necessitated because of the fast-changing society.

Countries such as the United States of America, Finland, New Zealand, Estonia, Japan, Ireland, Scotland, and Ghana embarked on various curriculum reforms to ensure that students acquired the skills needed in a 21st-century society. Skills such as “intellectual curiosity, learning skills, self-reflection, critical thinking, self-expression, social and cultural identity and participation

in lifelong learning were the skills that called for these reforms” (Huang et al., 2020, p. 12).

In Ghana, various reforms have been made at all levels of education i.e basic, secondary and tertiary levels after independence, notable among them are the sixteen guiding principles of education introduced by Governor Gordon Guggisberg. The 1951 Accelerated Development Plan and the 1961 Educational Act introduced by Dr. Kwame Nkrumah, educational reforms under Major A.A. Afrifa and General E.K. Kotoka, as well as the introduction of the New Structure and Content of Education in 1974 by General Acheampong (Adu-Gyamfi, 2016).

Over the years, education in Ghana has undergone various transformations from spreading the gospel to developing elites to manage the economy and bringing about national development. Ghana's education has moved from the British system to the current education system after independence in 1957. Specifically, “in the 1980s, the education system was changed from purely academic to move in tune with the nation's manpower need” (Adu-Gyamfi, Donkoh & Addo, 2016). This reform brought up the education structure consisting of six years of primary school, three years of junior high school, three years of senior high school, three years of training, and three years of polytechnic, and four years of university education (Aziabah, 2019).

The pre-tertiary education curriculum overhaul 2020 was just unveiled by the National Council for Curriculum and Assessment (NaCCA), which stresses a student-centered approach to learning and ongoing assessment rather than learning to pass the test. Another change that aimed to enhance teacher

preparation was the replacement of the former three-year Basic Education Diploma programme at Colleges of Education with the new four-year Bachelor of Education programme. This was in one way to replace rote learning and to assist teacher trainees in using interactive, learner-centered pedagogical paradigms (T-Tel, 2018).

It is obvious that countries start curriculum or educational reform in order to accomplish a certain goal or satisfy the needs of modern society. The present educational changes in Ghana are similar to this. For example, the New Four-Year Bachelor of Education curriculum at the Colleges of Education (CoE) was put in place to train teachers to be efficient, interesting, and inspirational in their instruction. Additionally, the reform intends to create an inclusive, egalitarian, high-quality education for all students in line with Sustainable Development Goal (SDG) four and to develop in teachers the nation's essential values of honesty, integrity, innovation, and responsible citizenship (UG Four-Year Curriculum for JHS, 2018).

National Teachers' Standards (NTS) was also developed and introduced in line with government directives on teacher preparation. They were introduced to ensure efficient professional knowledge, professional values and attitudes and professional practice for the teacher and subsequent quality education for the Ghanaian child. With this introduction of standards, all tutors in Initial Teacher Education (ITE) institutions were expected to apply the NTS in their lessons. Also, all preservice teachers (student teachers or mentees) are expected to demonstrate that they are acquiring the competencies in the three domains of the NTS. As a new intervention in teacher preparation, monitoring how the NTS is being implemented in the ITE institutions in particular, the colleges of education (CoEs) are a requirement (Ananga, 2021)

Ghana's NTS defines the minimum levels of practice that are expected of student teachers and teachers to be licensed. These standards are concise written statements of the criteria against which teachers are to be assessed. The three domains of Ghana's NTS are Professional Knowledge, Professional Values and Attitudes, and Professional Practice (MoE, 2017a). It is argued that teaching standards are very relevant because of the strong relationship that they have with learning outcomes as they are used to streamline instruction and ensure that teaching practices deliberately focus on agreed upon learning targets (OECD 2013).

Teacher education reform in Ghana introduced the NTS to be used in the sense of accreditation benchmarks, to judge whether an ITE institution meets national government requirements. They are also used to certify teachers and assess their performance. For instance, all new teachers must prove that they meet the standards in order to be licensed to teach (Ananga, 2021)

The efficacy of this New Four-Year Bachelor of Education curriculum and its ability to meet the needs for which it was introduced requires an evaluation of the curriculum to determine whether it is functioning as planned, determine the challenges tutors are facing in implementing the curriculum, determine the appropriateness of the pedagogical strategies, and how the contents are aligned with the objective of the curriculum.

Because the growth and development of Social Studies has been a global phenomenon, discussing Social Studies thought in the United States (US) of America and Britain without addressing Africa as a continent may be considered an incomplete exercise (Lawal & Oyeleye, 2003). A detailed examination of the evolution of Social Studies historical thought in the U.S. and Britain will demonstrate that it has had a significant impact on Social Studies thought in Africa (Lawal, 2003). Numerous events and motivations have contributed to the

expansion of Social Studies in various parts of the world. For instance, it has been employed in many nations around the world as a part of the solution to societal issues.

While training students for their role in society, Social Studies in Britain served to legitimize the tutoring of social sciences, especially in the field of sociology. Instilling patriotic values in young people and preparing pupils for active citizenship in a democratic society are the two main goals of Social Studies instruction in the USA (Kissock, 1981).

Even though social studies has been around for a long time, it is still a relatively recent field when taught as a single school subject in Ghana and many other nations. It is new because the majority of the school curriculum's courses and disciplines, often known as conventional disciplines, predate Social Studies by decades or even centuries. It is also new since it still relies on ideas and generalizations from other fields of social science and humanities and hasn't established its own body of knowledge (Kissock, 1981).

After a long history of colonial domination, Social Studies have been employed in African countries to help people feel better about themselves. Understanding the interrelationships between the social and physical environments and their effects on Ghana's development and appreciating the influence of the narrative of the nation's ongoing and prospective development initiatives. Again, appreciating components of the environment and sustaining these in order to achieve sustainable development and recognizing the key setbacks Ghana faces. Finally being capable of advancing fundamental ideas and competencies for deaf people were all goals of the programme in Ghana (CRDD, 2007).

In recent years, as Social Studies has become a more prominent academic discipline, the paradigm of studying it has shifted from knowing to experiencing and producing meaning. A uniform and integrated set of goals, standards, and performance indicators appears to be increasingly replacing the implicit and fragmented curriculum that has traditionally defined the Social Studies classroom. This strategy places a focus on learner outcomes, including the information, abilities, attitudes, values, and dispositions to action that teachers want students to acquire (Farris, 2001).

Farris (2001) accurately summarizes the development of Social Studies as a single discipline of study within the Ghanaian school curriculum. As opposed to the early Social Studies curriculum's focus on a set of themes from the geography and history subjects, it has developed into a subject that is issue-centered (trans-disciplinary). The creation of the African Social Studies Programme (ASSP) in 1968 was a precursor to the inclusion of Social Studies in many African countries' school curricula (Eshun, 2013).

Following the 1969 Mombasa Educational Seminar in Kenya, which saw its adoption as a component of the school curriculum, Social Studies was later introduced in Ghana. In the primary schools, it was first introduced in 1972 under the name Environmental/Social Studies. All Ghanaian Teacher-Training Colleges were instructed to begin preparing basic school teachers in 1976 as well. The aforementioned situation persisted till the 1987 Educational Reforms (Eshun, 2013).

The introduction of Social Studies was restricted to teacher-training institutes, Junior Secondary School (JSS), and Junior High School (JHS). Environmental Studies became the name of the course taught in elementary

schools. In 1998, the introduction of social studies in senior secondary schools (SSS), currently known as Senior High Schools, in Ghana underwent another development, or maybe a revolution. This resulted from the 1994 Educational Review Committee's proposal that Social Studies be introduced in favour of Life Skills at the SSS level in order to serve as the foundation for the discipline's continued study from the JSS to the SSS level.

However, this committee was successful in changing Social Studies from the amalgam (Kissock, 1981; Quartey, 1984; Barnes, 1982) of distinct conventional social science disciplines to one that is issue-centered (Farris, 2001; Noddings, 2000; Kissock, 1981) and problem-solving in character. This is due to the fact that the committee that created the new SSS syllabus was different from the committee that created the JSS Social Studies curriculum in 1987 in terms of both makeup and orientation.

The Social Studies teaching syllabus in Ghana helps in preparation by educating students about the customs and culture of their community (CRDD, 2010). Additionally, it exposes students to societal issues, cultural norms, and societal expectations for the future. These somewhat demonstrate how citizenship education is viewed as the ultimate goal of Social Studies. According to Eshun and Mensah (2013), Social Studies instruction should be comprehensive and reflect students' behavioural changes rather than only the findings of other social sciences. Teachers of Social Studies should place greater emphasis on teaching skills than on factual information. The development of students' relevant information, good attitudes, sense of worth, and problem-solving abilities is the core mandate of the Social Studies teacher.

It is crucial to remember that Social Studies is a subject and a course of study at Ghana's two teacher-training universities. These are the University of Education, Winneba (UEW), which came after the University of Cape Coast (UCC), which was the first to establish it as a programme of study. The current state of affairs in Ghana's Social Studies curriculum is that, while UCC continues to teach the subject as a combination of sociology, history, geography, and economics, UEW teaches it in accordance with the issue-focused and problem-solving curriculum that has been in place since 1998 in the SSS, which are now SHS.

It should be mentioned that the different approaches to social studies are not exclusive to Ghana; they also exist in other nations and have sparked intense discussion there. In the context of what is known as curriculum politics (Kelly, 1999; Giroux, 2000; Coulby, 2000), where opposing and competing views for social forces, educators, and scholars, among others, compete for the primacy of their ideas in and control over the school's curriculum, the discussion about how Social Studies should be conceived or defined is very much held.

According to Osei et al., (2018) although teacher trainees may be well-prepared in Ghanaian Colleges of Education to teach Social Studies at the basic school level, they are likely to face instructional challenges or difficulties. For instance, there is a misalignment in structure of the basic school Social Studies syllabus vis-à-vis the contents of the Social Studies curriculum for Colleges of Education in Ghana. This mismatch or incongruence in Social Studies curriculum content at both levels is a threat to Social Studies curriculum implementation at the basic education level in Ghana. This buttresses the views of Bekoe and Eshun (2013) that the Social Studies curriculum has feuding and

implementation challenges in Ghana. This could undermine teacher trainee efficacy in Social Studies instruction at the basic level.

Again, Goodlad (1979) also postulates that the implemented curriculum often differs to various extents from the ideal or formal curriculum. The perceived and implemented curricula vary from the conception of persons (policy-makers or curriculum developers) who plan or devise a curriculum innovation. This implies that curriculum conception of Social Studies is of high importance in the implementation process as this may shape teaching practice positively or negatively or result in content non-alignment.

Like other curricula, the goals of CoEs Social Studies curricula are to help students develop their overall personalities, including their cognitive, emotional, and psychomotor skills. This implies that a subject's curriculum, materials, and teaching strategies are crucial since they aid in achieving the goal of a course of study. There is a mismatch in subject teaching that occasionally fails to identify how these will be taught and assessed, despite the fact that many Social Studies tutors at CoEs define and prepare classes with cognitive, psychomotor, and affective objectives or outcomes.

How will Social Studies tutors make sure that the objectives of the Social Studies curriculum are being met when teaching the chosen content? The researcher contends that if there is a discrepancy or mismatch between curriculum objectives and course material training, even the best-designed educational programme will not have the desired impact or results. The instructional resources used by tutors may have a direct influence on their pedagogical practices.

In this sense, the researcher sought to find out the relationship between the instructional resources and pedagogical approaches used by tutors in their delivery. Again, to achieve a successful implementation of the B.Ed. Social Studies curriculum, the National Teachers Standards have been proposed as an effective guideline. The researcher, therefore, sought to understand the extent to which tutors are integrating the National Teachers Standards in the implementation of the B.Ed. Social Studies curriculum. This necessitates a reconsideration of the goals of the Social Studies curriculum and the subject matter taught in Ghanaian teacher-training institutions.

Statement of the Problem

In Ghana, the vision of pre-tertiary teacher education programme is to “prepare teachers to enable them function in the basic and second cycle schools and to develop and nurture them to become reflective and proficient practitioners capable of providing quality education for Ghanaian children” (Ministry of Education [MOE], 2012, p. 8). This statement and several others in the past have led to a number of reforms involving curricula changes and restructuring of teacher education institutions tasked with the responsibility of preparing teachers from the early grades to the Senior High School levels.

Many changes have taken place in the pre-tertiary curriculum in Ghana over the last few decades. These changes, usually in the form of newly designed or revised curricula, have been necessitated by the continuing need to update both subject matter and teaching methods, as well as by recurring changes in the education system. The final destination of any curriculum is the classroom where teachers and students translate plans and intentions into activities and actions. Implementing the curriculum is therefore the most crucial and

sometimes the most difficult phase of the educational change process (Cobbold, 2017)

One significant recent reform in teacher preparation is the B.Ed. Social Studies curriculum for Colleges of Education (CoEs) in Ghana introduced in 2017 with the aim of improving the quality of social studies education in the country. This curriculum is responsible for providing future teachers with the knowledge and skills they need to teach Social Studies effectively in the Basic schools. However, there is limited evidence in literature to assess the extent to which the curriculum has been successful in achieving its objectives.

Cobbold (2017), argues that in Ghana the main reason for the failure of educational programme implementation appears to be the lack of proper understanding by both experts outside the school system and educators in the system of the issues involved in this “multilevel social process” and how to translate these into actual practice. The inability to manage the difficulty often results in implementation failure, which has been a characteristic of most innovations and reforms in education. This has been attributed to a number of factors including dogmatic resistance, lack of clarity about the programme in terms of its goals and means of achieving them, and in terms of teacher roles; lack of required resources; teacher unpreparedness; and lack of support from leaders at the central administration, district and school levels.

No matter how well articulated the philosophy and objectives of a curriculum are and how well the contents are selected and organised, if the implementation process is faulty and hard-hit with challenges, all the efforts may be a waste of time (Fwangle, 2015). Again, the extent to which a given programme is implemented will affect whether or not the programme's outcomes are successful, which also depends on

evaluation (Ruiz-Primo, 2006). It is therefore pertinent to evaluate the implementation of the Social Studies curriculum in for Colleges of Education in Ghana.

A recent study conducted by the Ghana Tertiary Education Commission (GTEC) showed that only 15% of CoE in Ghana are effectively able to implement the New Four-Year curriculum which include the Social Studies curriculum (GTEC, 2022). Out of the 46 CoEs in Ghana, the report revealed that only 7 were categorized as high performing (GTEC, 2022). In other words, about 39 CoEs have not effectively implemented the curriculum.

This situation is alarming as it can lead to producing graduates of higher institution who are found to be grossly deficient in practical and professional competences (Izuagba & Afurobi 2009). The result of this state of affair according to Idaka and Joshua (2005) is the production of half baked, ill-trained and sometimes confused graduates. This problem and other related problems should be a cause for concern to all patriotic Ghanaians and educational stakeholders. Failure in education is unavoidable if difficulties with curriculum implementation are not fixed (Cobbold, 2017).

From the above discussions and literature cited, it could be said that the problem under investigation appears to be the ineffective implementation of Social Studies Curriculum for CoEs in Ghana. This calls for the evaluation of the implementation of the B.Ed Social Studies curriculum for Colleges of Education to ascertain its successful implementation or otherwise.

According to studies on evaluation of the implementation of Social Studies curriculum, there has not been much research, if any, done on the B.Ed Social Studies curriculum for Colleges of Education in Ghana. Ocaik and Karakuyu (2021), conducted a study on the evaluation of Social Studies in

Turkey; Unimna & Ameh (2018), also conducted a study and evaluated Social Studies Curriculum in 21st century in Nigeria; Zehra & Nazan (2012), evaluated primary social studies curriculum in North Cyprus; Ayandele (2016) conducted a study on the evaluation of curriculum implementation of bachelor of education degree in Social Studies in Colleges of Education and Universities of affiliation in Southwestern Nigeria.

In Ghana, Arko and Kporvi (2023), conducted a study on the evaluation of the implementation of distance education Social Studies curriculum in Ghana; Oteng et al (2023,) investigated the implementation of the social Studies and history Assessment in Colleges of Education in Ghana; Boadu et al., (2022) investigated into Teachers' Knowledge in the Implementation of Social Studies lessons in the Classroom: Formative Assessment Practices; Cobbold (2017), also conducted a study on moving from page to playground: the challenges and constraints of implementing curriculum in Ghana; Babah (2016) evaluated Eastern and Greater Accra regions Colleges of Education former Social Studies curriculum; Quashigah et al (2014), evaluated Colleges of Education Social Studies Curriculum Vis-à-vis JHS curriculum; Bekoe and Eshun (2013), studied on curriculum feuding and implementation challenges: the case of Senior High School (SHS) Social Studies in Ghana.

However, it might be argued that the study on evaluation of the implementation of the B.Ed. Social Studies curriculum for CoEs in Ghana is scant to non-existent. This knowledge gap, coupled with likely pedagogical and content-alignment issues cited in literature is what inspired the researcher to conduct a study on the evaluation of the implementation of the B.Ed Social

Studies Curriculum for Colleges of Education in Ghana using ten colleges affiliated to the country's five public universities.

Purpose of the study

The purpose of the study was to undertake an evaluation of the Four-Year Bachelor of Education (B.ED.) Social Studies curriculum in the CoEs in Ghana.

Objectives of the Study

Specifically, the study sought to:

- i. examine the strategies employed to implement the objectives of the B.Ed Social Studies curriculum for CoEs
- ii. find out how the content of the Social Studies curriculum aligned to the objectives of the curriculum
- iii. determine the pedagogical approaches utilized by Social Studies tutors in their instructional delivery
- iv. assess how CoEs are equipped with the required resources needed to ensure successful implementation of the B.Ed Social Studies curriculum
- v. explore the ways tutors in CoEs effectively integrate the three components of the National Teachers' Standards in their Social Studies lesson delivery
- vi. establish the statistically significant relationship between instructional resources used by tutors and their pedagogical delivery.

Research Questions

The study was guided by the following research questions.

1. Which strategies were employed to implement the objectives of the B.Ed Social Studies curriculum for CoEs?

2. How are the contents of the Social Studies curriculum aligned to the objectives of the curriculum?
3. Which pedagogical approaches were utilized by Social Studies tutors in their instructional delivery?
4. How are CoEs equipped with the required resources needed to ensure successful implementation of the B.Ed Social Studies curriculum?
5. What ways do tutors in CoEs employ to effectively integrate the three components of the National Teachers' Standards into their Social Studies curriculum delivery?

Research Hypothesis

H₀ There is no statistically significant relationship between instructional resources used by tutors and their pedagogical delivery.

H₁ There is a statistically significant relationship between instructional resources used by tutors and their pedagogical delivery.

Significance of the Study

This research holds significant value for various stakeholders in Ghanaian education, impacting curriculum development, teacher training, and ultimately, student learning outcomes in social studies.

The study will help in informing Curriculum Development. The study will help in identifying gaps between the current B.Ed Social Studies curriculum and the needs of 21st-century education to guide future curriculum revisions. The study's findings will inform the inclusion of other contemporary social issues like digital citizenship, and social justice movements. It will highlight the need for incorporating other technological active learning pedagogies that foster critical thinking, problem-solving, and collaboration skills.

In this study, the evaluation of the implementation of the B.Ed. Social Studies curriculum is vital for the CoEs themselves as it will allow them to gauge the curriculum's alignment with current educational policies and standards. By examining its strengths and weaknesses, CoEs can identify areas that require improvement or modification. This will enable them to make evidence-based decisions regarding curriculum development, resource allocation, and faculty training, ultimately enhancing the quality of education provided to teacher trainees in social studies.

The study will also enhance teacher training. Evaluating the effectiveness of the implementation of the B.Ed Social Studies curriculum will identify areas where Colleges of Education need further support. The study will inform the development of professional development programmes to equip Colleges of Education with skills that will help translate curriculum objectives into engaging classroom practices. The evaluation will help understand challenges faced by the Colleges of Education to inform strategies to improve resource allocation and support systems for Colleges of Education by the Government through the Ministry of Education.

Again, the study will help improve students' learning. The evaluation of the implementation will result in a more robust B. Ed Social Studies curriculum which will ultimately lead to better-prepared social studies teachers entering the workforce. Effective curriculum implementation will foster the development of critical thinking skills, essential for informed and engaged citizens. By addressing the content misalignments, pedagogical and other issues, this study will contribute to enhanced student learning outcomes in social studies, preparing them for active participation in a complex and ever-changing world.

This study will inform Policy and Practice. The study will inform policy decisions regarding curriculum development and teacher training in social studies education. The findings will provide valuable evidence for stakeholders like the

Ministry of Education, Ghana Tertiary Education Commission (GTEC), National Council for Curriculum and Assessment (NaCCA) to advocate for necessary changes within the educational system. This study will contribute to a national dialogue on the importance of a well-designed and effectively implemented B.Ed Social Studies curriculum for building a more informed and engaged citizenry in Ghana.

Again, the evaluation of the implementation of the B.Ed. Social Studies curriculum has implications for the professional development of practicing Social Studies teachers. By examining the curriculum's effectiveness in preparing pre-service teachers, the study will provide insights into areas where ongoing professional development is needed. Using this knowledge, in-service training programmes will be organized to ensure that current tutors stay abreast with new developments, teaching methodologies, and content knowledge. The study's outcomes will contribute to enhancing the overall quality of social studies instruction in Ghana's schools.

Lastly, the significance of this study extends to the broader society since, Social Studies education plays a vital role in nurturing active citizenship, critical thinking, and social responsibility. By evaluating the implementation of the B.Ed. Social Studies curriculum as in the current study, the findings will enhance the curriculum's relevance and responsiveness to societal needs. This, in turn, will contribute to producing teacher trainees from the CoE who will be well-equipped to address contemporary social, economic, and political challenges, fostering a more informed and engaged citizenry in Ghana.

Delimitation

The four-year Bachelor of Education Social Studies curriculum at CoEs was the subject of the study. As a result, colleges running Social Studies programme were involved in the study. Hence, the study was delimited to

analysing the Social Studies curriculum in 31 CoEs in Ghana. Theoretically, the study focused on the first three elements of the Context, Input, Process and Product (CIPP) model espoused by Stufflebeam (2003). It concentrated on the first three elements of the CIPP model of curriculum evaluation.

The CIPP evaluation model created by Stufflebeam (2003) formed the theoretical basis for this study. The justification for this evaluation model was its versatility in numerous ways. The model permits evaluators with the necessary tools to assess their level of achievement or success at each stage of the process. It also describes procedures that could be adopted by heads of educational facilities (institutions) and administrators to efficiently select, implement, and evaluate the outcomes (effects) of a programme. The CIPP evaluation model is grounded in providing decisions making information (Stufflebeam, 1971b). The model helps to focus on the evaluation study by paying attention to specific informational needs of the curriculum planning and implementation process and thereby helps to prevent the blind collection of information which is not directly appropriate to the critical issues or concerns that are being addressed.

Furthermore, the study focused on the objectives, content, pedagogical strategies, resources, and integration of the National Teachers' Standards (NTS) into the four-year B.Ed. Social Studies curriculum. Additionally, only Social Studies tutors, Social Studies teacher-trainees, Social Studies department heads, and principals of the chosen colleges were included in the study. These parties were chosen for the study because they had the qualities required for its completion and because they were the ones who were most familiar with the present Social Studies curriculum.

Limitations

The study was not free from limitations that might have compromised the reliability of the findings. The concurrent design might limit the depth of analysis for each data type. There may be less time to fully explore nuances within each dataset compared to other designs where you focus on one method at a time. Again, juggling data collection and analysis from both quantitative and qualitative methods simultaneously can be challenging. It requires careful planning, strong organizational skills, and the ability to manage multiple data sets effectively.

The effect on the study was that, the researcher might unintentionally prioritize the data collection or analysis method which is more comfortable. Being mindful of potential bias, steps which include careful and meticulous procedure to collect data was instituted to mitigate the challenge. The complexity of the concurrent design can lead to delays in data analysis and potentially miss opportunities for deeper exploration of insights revealed in one data set that could inform later stages of collecting the other data type.

Similar to quantitative data, qualitative data depend on respondents' subjectivity, including their opinions, attitudes, and viewpoints, all of which frequently result in some degree of bias (Oppenheim, 1992; Morrison, 1993). Again, collecting, transcribing, and analysing the qualitative data required a longer time span and enough resources to complete.

Moreover, the unavailability of some of the respondents for interview schedules served as a limitation to this study. Due to the busy schedule of the respondents, mainly the principals of Colleges of Education, it was not possible to obtain all data at the scheduled time. Again, due to the busy schedule of the

principals, It was possible that some submitted incomplete data to save time for other undertakings. This was seen in the analysis of the data as some questions in the interview guide were not answered by the respondents. This may affect the validity and reliability of the results of the study.

Organisation of the study

This study comprised five chapters. The first Chapter looked at the background of the study and the overall structure for the rest of the study. The second chapter of the study consisted of the review of literature that is relevant to the issue under investigation. It provided the theoretical, conceptual, and empirical review for the study. Also, the chapter contained a discussion and summary of other early empirical studies that were related to the issue under investigation.

Chapter Three details the methods and approaches the researcher used to conduct the study. The chapter described the research paradigm, research design, the population, the sample and sampling procedure, the research instrument, validity and reliability of the research instruments as well as the data collection procedure. The process of analysing the data that was collected was discussed in this chapter.

The findings of the data analysis were presented in the fourth chapter. The study's summary and results were presented in the fifth chapter. Recommendations were given to problems found based on the conclusions reached.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses earlier scholars' work that is pertinent to this investigation. The theoretical review, the conceptual review, and the empirical review are the three divisions of this chapter. The Context, Input, Process, and Product (CIPP) model by Stufflebean (2003) and the Education Production Function (EPF) by Bowles (1971) are both covered in the theoretical examination. The main topics of the conceptual review of literature were the concept of curriculum, the stages of curriculum implementation, models of curriculum implementation, and the role of the teacher in curriculum implementation.

The conceptual review also looked at the concept of curriculum evaluation; models for curriculum evaluation; the historical growth of Social Studies; its goals and objectives; its pedagogical approaches; lesson delivery resources for the new B.ED. Social Studies curriculum for CoE; and the integration of elements of the National Teachers' Standards (NTS) into the curriculum in lesson delivery. The empirical review was the last component of the literature review. This section examined the research questions from several studies that were pertinent to the study's research issue.

Theoretical Review

This aspect of the review is concerned with relevant theories that place the construct under investigation into its rightful theoretical perspective. The theories reviewed include the models/approaches to curriculum evaluation. Every successful curriculum implementation depends on its model and

strategies. Hence, Mkpa (2016) agreed that the successful implementation of curriculum models must take into consideration a well-articulated plan of strategy through policy provision and monitoring. Several approaches to or perspectives of curriculum implementation can be used to determine to what extent curriculum should be implemented in schools. Although several models of approaches have been reviewed in line with this study, the major focus is on the Context, Input, Process, and Product (CIPP) Model propounded by Stufflebeam (2003) and the Education Production Function propounded by Bowles (1971).

Context, Input, Process and Product (CIPP) Evaluation Model

The context, input, process, and product (CIPP) model of curriculum evaluation developed by Stufflebeam in 2003 served as the basis for evaluation of the Social Studies curriculum in Ghana's Colleges of Education. The goal of the CIPP model is to help make an informed decision about curriculum implementation. It is the "complete framework for directing formative and summative evaluation of programmes, individuals, products, institutions, and systems" which is known as the CIPP Model (Mathison, 2005, p. 60). The CIPP Model was developed by Stufflebeam (1971) in the 1960s "to offer timely information in a systematic way for decision making, which is a proactive application of evaluation" (p. 1). Later, it was determined that the CIPP Model could also be used for accountability and summative evaluation. The CIPP model was developed for formative evaluation before being expanded to encompass summative evaluation, in contrast to many other evaluation models. The model is adaptable by nature.

The CIPP model is quite adaptable and can include a wide variety of additional models, techniques, and strategies. It "is not exclusive of other justifiable ways of evaluation or the large spectrum of specific inquiry techniques," according to Stufflebeam and Zhang (2017). Instead, it embraces and creates space for carefully choosing and using a whole pharmacopeia of reliable qualitative and quantitative research methods and instruments. Additionally, it is stakeholder and student-centred, offering voice to the numerous participants in the programme in a variety of roles. For these reasons, Ghanaian educational institutions can use the CIPP model to teach and learn Social Studies in an effective way.

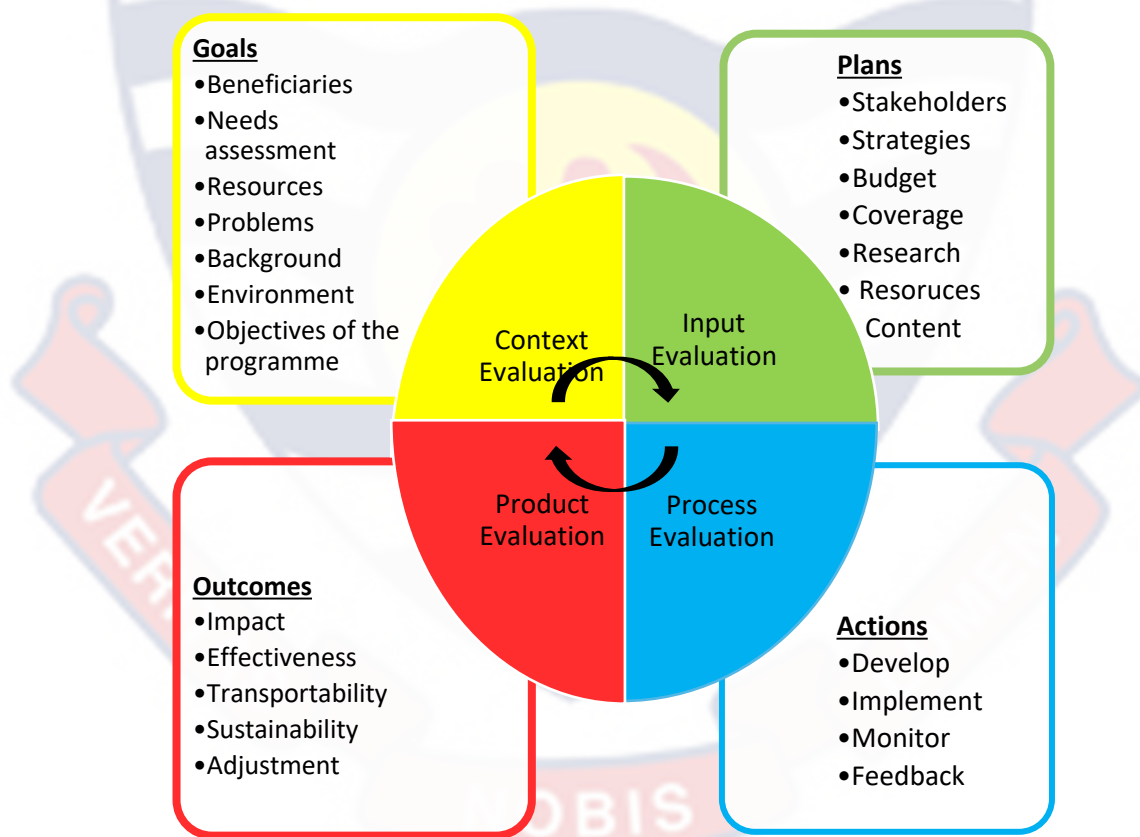


Figure 1: CIPP Model of Evaluation

Source: Stufflebeam (2003)

Context, input, process, and product are the four programme indicators that the CIPP model considers when evaluating a programme. To determine objectives and priorities, context indicators look at "needs, issues, assets, and opportunities" (Stufflebeam, 2003, p. 2). In this current study, the context concentrated on ways the content of the Social Studies curriculum is aligned to the objectives of the curriculum. To choose a plan that would optimize effectiveness, input indicators "examine various approaches, competing action plans, staffing plans, and budgets for their practicality" (Stufflebeam, 2003, p. 3).

This study also aimed to determine the strategies, approaches and the resources that are available to tutors for the implementation of the Social Studies curriculum. Plan implementation is the main subject of evaluation. Later on, these assessments support "evaluating programme performance and interpreting outcomes." "Evaluation of products" identify and assess results-planned and unanticipated, short-term and long-term. The CIPP Model's primary outcome is the identification of unintended consequences.

It is important to note that the specific components of each facet of the CIPP Model are not well-defined. For instance, whereas staffing plans are routinely included in input indicators, their inclusion is not mandated. The model's timing can also be adjusted. It may be used before or after a certain process.

According to Sopha and Nanni (2019), utility, feasibility, propriety, and accuracy standards govern the application of the CIPP model. While each of these characteristics is significant, utility is the most crucial of the four. This criterion states that evaluation should only be done when it will result in

improvement rather than just for the purpose of doing it. In other words, evaluation should not be done unless the findings can actually be put to use.

Figure 1, created by Stufflebean in 2003, shows how the context, input, process, and product elements of the model relate to one another. According to Stufflebean, the context focuses on objectives, while the input, process, and products focus on plans, actions, and outcomes. The discussion that follows focuses more on the individual indicators.

Context indicators

Context indicators also called needs analysis, involves the assessment of issues, resources, and possibilities within a clear community and environmental context by asking, "What needs to be done?" (Stufflebeam & Shinkfield, 2007). Context indicators also defines the pertinent context, identify the target population and evaluate its needs, find opportunities to address the needs, identify issues that underlie the needs, and assess whether the project goals are sufficiently responsive to the assessed needs. Some of the things that are used for the context indicators are system studies, surveys, document reviews, secondary data analyses, hearings, interviews, diagnostic tests, and the Delphi method (Dalkey & Helmer, 1963).

The service-learning project's goal identification phase is addressed by the context indicators component. Finding both the needs of the community and the requirements of service providers (students) is the first step in creating a successful service-learning project. Needs evaluation are fraught with danger. The majority of them can be attributable to the inadequate identification and articulation of important indications in advance. These errors might be avoided by using the CIPP evaluation model's context indicators component.

Furthermore, using the CIPP evaluation model for this study involves understanding the context (that is CoEs in Ghana) in which the Social Studies curriculum operates. Therefore, the model is used in this study to evaluate the social, cultural, economic, and political factors that influenced the design and implementation of the B.Ed. Social Studies curriculum. Hence, this study used the CIPP model to investigate how the curriculum addresses Ghanaian cultural values, historical perspectives, and societal challenges.

Context indicators aim at providing a rationale for the determination of objectives. It is the most basic kind of evaluation that defines the relevant environment, describes the desired and actual conditions about that environment, identifies the needs and opportunities and diagnoses the problems that prevent needs from being met and opportunities from being used. Context indicators are the characteristics of the society and structure of the education system. Demographics, a fundamental financial and economic background, educational aims and standards, public community attitudes toward education, the role of the school in the community, and the level of educational preparedness of the community are some of the key context indicators (Amedahe, 2016; Stufflebeam & Shinkfield, 2016). The diagnosis of the problem enables the evaluator to formulate objectives whose achievement will result in the programme improvement. This depends on the need to have a critical look at the environments of the schools. As a result, the context indicators may have an impact on the input, process and outcome.

For this study, four main context issues was considered. They are needs assessment, curriculum goals and objectives, resources and infrastructure and finally stakeholders. Needs Assessment refers to the social and political context which looked at current social, political, and economic trends in Ghana. Are there specific skills or

knowledge emphasized in national development plans that the curriculum should address?; Student needs looked at, what are the needs, interests, and prior knowledge of B.Ed Social Studies students?; Teacher needs also attended to what are the challenges and support systems available to Colleges of Education tutors who implemented the curriculum?

The context indicator also considered curriculum goals and objectives. It considered alignment with National Standards in terms of how well does the B.Ed Social Studies curriculum align with national frameworks or standards for social studies education?; in terms of programme goals, are the goals of the B.Ed programme clearly defined, and how does the Social Studies curriculum contributed to achieving them?; it also looked at learning objectives, are the learning objectives of the Social Studies curriculum clear, measurable, and relevant to the needs of students and the changing world?

Resources and Infrastructure was another context indicator which considered human resources. What are the qualifications and experience levels of College of Education tutors responsible for delivering the Social Studies curriculum, are there adequate textbooks, technology resources, and other materials to support effective curriculum implementation, and do Colleges of Education have appropriate facilities and learning environments conducive to quality social studies education?

Stakeholders are also part of the context indicators considered. It considered how do B.Ed Social Studies students perceive the relevance and effectiveness of the curriculum, how did Colleges of Education tutors consider their strengths and weaknesses in the curriculum implementation and the expectations and priorities of policymakers regarding the B.Ed Social Studies curriculum

Input indicators

Zhang et al. (2011) claim that input indicators aids in the prescription of a project to satisfy the stated needs. "How should it be done?" is the question. It

pinpoints the procedural layouts and instructional techniques that are most likely to provide the required outcomes. As a result, its primary focus is on identifying and evaluating the capabilities of the current system; looking for and critically analysing possible pertinent techniques; and recommending alternate project strategies. The project created to address the specified needs is the outcome of the input indicators process. A good project plan is needed for a service-learning project to be successful. If the project is done right, both the people who receive the service and the students who give the service will benefit.

A range of methodologies are used to carry out an input indicator, including resource inventory and analysis, budget and schedule suggestions, recommended solution options, and procedural designs. Relevance, practicality, superiority to competing techniques, cost, and expected cost-effectiveness are important factors to consider while evaluating inputs. To find and evaluate different project techniques, it is appropriate to conduct literature searches, visit model projects, use advocate teams, and conduct pilot projects. Once a project plan has been made, it can be evaluated based on the criteria that were set during the input indicators process (using tools like cost analyses, logic models, Programme Evaluation and Review Techniques [PERT], and different scales).

The input indicators speak about the human, financial, and material resources used for education. They include classroom and facility amenities, funding, instructor qualifications, teacher backgrounds, teacher experience, and parental support (Amedahe, 2016). Guga (2015) asserted that input evaluators help decision-makers to select and design procedures considered suitable for promoting the achievement of programme objectives. Regarding the quality of

instruction in the basic schools, these input indicators are quite significant. This is so because the resources required for any programme include both human and material resources. The goals of Social Studies education in colleges of education can be attained using input indicators methods since it seeks to promote, improve programme inputs, procedures to sustain the programme.

In line with the current study, the “input” or resources focuses on the required resources needed for the effective implementation of the B.Ed. Social Studies Curriculum in the Colleges. That is resources that go into the curriculum implementation process. It includes sufficient and appropriate teaching and learning materials for the course, library resources, sufficient globes, charts, maps etc. In the context of this study, the alignment between the curriculum objectives and the desired outcomes of Social Studies education, as well as the availability and adequacy of resources for effective curriculum delivery are discussed. Hence, the ‘input’ context is realistic for this study.

Process Evaluation Indicators

Monitoring the project implementation process is called process evaluation. It poses the question, "Is it being done?" and offers a continuous review of the project's implementation procedure. Documenting the process and providing feedback on (a) how well the planned activities are carried out and (b) whether any changes or revisions to the plan are required are important goals of the process evaluation indicators (Zhang et al., 2011). Process evaluation indicator also tries to figure out how well participants accept and do their jobs.

Monitoring the project's procedural obstacles and unexpected defects, identifying necessary in-process project adjustments, gathering additional data for corrective programmatic changes, documenting the project implementation

process, and regularly interacting with and observing the project participants' activities are all examples of process evaluation indicators methods (Stufflebeam & Shinkfield, 2007). Some of the ways process indicators is done are on-site observation, participant interviews, rating scales, questionnaires, record analysis, photographic records, participant case studies, focus groups, staff self-reflection sessions, and tracking expenses.

The development of relationships between the evaluators—in this case, the two task force members in research and evaluation methodology—and the clients/stakeholders is fostered by process evaluation indicators because (a) it provides information to make on-site adjustments to the projects; and (b) it fosters the development of relationships based on a growing collaborative understanding and professional skill competencies between the evaluators and the clients/stakeholders, which can promote the project's long-term success (Zhang et al, 2011).

The process evaluation indicators provide periodic feedback to the managers of programmes that have been designed, approved and are being used. The process evaluation has three main purposes which include: detects or predicts defects in the procedural design or its implementation during the implementation stages; provides information for programme decisions, and maintain a record of the procedure as it occurs. Process evaluation indicators monitor the actual procedure in education to help educate decision-makers to anticipate and overcome procedure difficulties. This is similar to the functions of the formal Ghana's National Council for Tertiary Education (NCTE) which monitors the operations of the tertiary institutions in Ghana. The process indicators may have an impact on the result because, if the indicators are well-

managed in a favorable environment, there is a chance that the result will be positive (Amedahe, 2016; Stufflebeam & Shinkfield, 2016).

In line with this study, the process component of evaluation focusses on the actual evaluation of the curriculum implementation. In this case, the process evaluation indicators stage determines how the lesson delivery is functioned, how teaching methods are employed and the extent to which instructional strategies promote active learning, critical thinking, and student engagement. Therefore, it considers the professional development opportunities provided to teachers to enhance their instructional practices in Social Studies.

Product indicators

Once more, according to Zhang et al. (2011), product evaluation detects and evaluates project outcomes. "Did the project succeed?" it asks. It is comparable to outcome assessment. A product evaluation measures, interprets, and judges a project's results by determining their value, relevance, merit, and objectivity. Its main goal is to evaluate how well the needs of each participant were addressed. A variety of procedures, according to Stufflebeam and Shinkfield (2007), should be utilized to evaluate a wide range of results. By doing this, the various findings may be cross-checked.

For example, case studies, hearings, focus groups, document retrieval and analysis, analysis of photographic records, achievement tests, rating scales, trend analysis of longitudinal data, longitudinal or cross-sectional cohort comparisons, and comparisons of project costs and outcomes are just a few of the many techniques that can be used to evaluate products. It is crucial to provide feedback at every stage of the project, including the end. Stakeholder review panels and routinely scheduled feedback sessions are recommended

(Stufflebeam & Shinkfield, 2007). They emphasize how crucial it is for the evaluation process's communication component to ensure that the findings are used properly.

The relevant and appropriate participation of at least a representative sample of stakeholders throughout the entire evaluation process is necessary for success in this portion of the review. Zhang et al. (2011) claim that the use of product evaluation in service-learning initiatives can accomplish at least three significant goals. In the beginning, it offers summative data that can be assessed to determine the value and effects of the service-learning project. Second, it offers formative data that can be used to modify and enhance the project in preparation for a later launch. Third, it tells us about the project's long-term viability and adaptability, or if it can be kept going and if its methods can be used in many different situations.

The product indicators seek to measure and interpret attainment as often as necessary in the process of the programme and at the concluding stage. They discuss attainment, involvement, and educational success. The indicators include post-secondary results, participation rates at different educational levels, progression through the educational system, and student academic achievement in basic curricular domains (Amedahe, 2016; Stufflebeam & Shinkfield, 2016). To guarantee high-quality instruction at the foundational level, all the key elements are required. The Social Studies curriculum's execution consequently depends on teachers' professional development, teacher availability, school administration, methodological materials, and students' academic progress (Amedahe, 2016).

Therefore, the quality of certain teaching processes, the relationships between specific school system components, and the relationships between an institution and its surroundings may all have a role in how well the Social Studies curriculum is implemented using this model (Amedahe, Stufflebeam & Shinkfield, 2016). For complete and successful implementation of the Social Studies curriculum, all these indicators are to be considered.

Therefore, the model is appropriate for the current study due to the fact that the last element (product), focuses on the result or outcome of the implementation of the curriculum. In this case, the evaluation of the knowledge, skills, and attitudes of the students who are receivers of the content of the curriculum are evaluated. That notwithstanding, the product element in the CIPP model was applied in the investigation of the extent to which the B.Ed. Social Studies Curriculum in CoE in Ghana is used to prepare students in line with civic education for active citizenship, civic responsibility and their contribution to their societies and the nation at large. Therefore, the CIPP model is appropriate for the current study to evaluate the implementation of the B.Ed. Social Studies Curriculum.

Strengths and weaknesses of the CIPP model

The CIPP Model relies on triangulation to function. Rarely will evaluators have complete access to all available data. They must base their evaluation on the most accurate information at their disposal. To do this, they must use triangulation, which is the process of combining data from various sources to increase the reliability of any inferences made (Yin, 2014). According to the CIPP Model, this involves using a variety of qualitative and quantitative

methods as well as triangulation techniques to evaluate and interpret a variety of information. This is one of the model's greatest advantages.

According to Sopha and Nanni (2019), the CIPP Model, which offers a formal but flexible system of evaluation and encourages educators to use multiple forms of assessment, is a strong addition to the professional practice of any educator. This is because of its breadth, flexibility, focus on values, emphasis on utility, and incorporation of data from diverse sources. Stufflebeam (2003), who came up with the CIPP model, says that evaluation is "the process of defining, gathering, reporting, and using descriptive and evaluative information to guide decision making, support accountability, spread effective practices, and increase understanding of the phenomena involved."

The CIPP Model's open-ended and adaptable character also brings a similar drawback: using this model can take a lot of time (Anh, 2018). When deciding which sorts of assessments, data, and views to include in their evaluation process, evaluators must exercise judgment. Adding small details can slow down the evaluation process if they do not choose which ones to add carefully.

Due to its emphasis on both formative and summative evaluation, compatibility with the student-centred approach to education, and potential for advocacy, the CIPP Model is a good fit for the subject of Social Studies. For instance, input assessment is described as "the most underutilized, yet crucially necessary sort of evaluation" by Stufflebeam (2003). The benefit of learning about the model and formalizing evaluation methods is that they can help close any gaps in evaluation processes. The CIPP Model puts a lot of weight on the

importance of both formative and summative evaluation, which is in line with what is thought to be the best way to teach Social Studies.

Numerous educational projects and organizations have been evaluated in educational contexts using the CIPP evaluation paradigm. For instance, Felix (1979) used the approach to assess and enhance instruction in the school systems of Cincinnati, Ohio. The CIPP evaluation approach was suggested by Nicholson (1989) to evaluate reading teaching. In accordance with the CIPP evaluation methodology, Matthews and Hudson (2001) created recommendations for the evaluation of parent training programmes.

Using the CIPP evaluation paradigm, a faculty development project intended to assist the instruction and assessment of medical students' and residents' professionalism was reviewed. The approach was employed to create Taiwan's national educational indicator system. The model was also used as the basis for Osokoya and Adekunle's (2007) evaluation of the trainability of participants in the programmes of the Leventis Foundation (Nigeria) Agricultural Schools. Combs, Gibson, et al. (2008) also made a course assessment and improvement model based on the CIPP evaluation method because it can be changed to give both formative and summative results.

The CIPP evaluation technique places a strong emphasis on "learning-by-doing" to find solutions for unfavourable project characteristics. As a result, it is ideally suited for assessing emergent projects in a fluid social environment (Alkin, 2004). The most important principle of the model is "not to prove, but to improve," as Stufflebeam has noted. When used retrospectively, the model enables the faculty member to continually reinterpret and "sum up the project's merit, worth, probity, and relevance" (Stufflebeam & Shinkfield, 2007, p. 331).

“Proactive application of the model can aid in decision-making and quality assurance” (Stufflebeam & Shinkfield, 2007, p. 329).

While Michael, (1971) has a far more positive opinion of the CIPP model than Scriven, he nevertheless points out certain flaws in the approach. He states that during the context, input, process, and product evaluation stages, the search for "explicit and implicit assumptions regarding plausible cause and effect relationships" must be focused. He also says that the approach to establishing value systems needs to be developed more. In his conclusion, he expresses concern that external validity issues may be more common than internal validity issues. He claims that the threats to external validity may be most frequently caused by a lack of randomization or by the evaluator's inability to assume a position of power and influence that he might assume in evaluation studies involving decisions about a multimillion-dollar educational enterprise. He indicates that the CIPP model is the most complete way to think about evaluation that is available right now.

Despite the CIPP model's critics, many people have found it to be a very effective tool for assessing programmes. Les Goodwin's paper, “A Proposed Paradigm for Educational Accountability,” utilized Stufflebeam's CIPP model. Goodwin (1975) claims that the CIPP model offered a framework for "conceptualizing the decision-making that is required in an accountability programme" in addition to "focusing attention on the supporting information required for making such judgments." Goodwin praised the CIPP model for establishing a link between the decision-making process in educational accountability and the model's findings. and for demonstrating how content, input, process, and result worked together methodically. In addition, the author

remarked that "applying this model also allows focus on only those components which were crucial for understanding the overall accountability system, so restricting the study to its most important aspects."

By applying the CIPP model, you can comprehensively evaluate the Social Studies curriculum in CoEs in Ghana, considering its context, inputs, processes, and products. This evaluation can help identify strengths, weaknesses, areas for improvement, and recommendations for enhancing the effectiveness of the curriculum in achieving its intended goals.

Educational Production Function

The Education Production Function (EPF) idea by Bowles (1970) serves as another foundation for this investigation (Hanushek, 2007). The Education Production Function sees the field of education as one that employs a variety of inputs to maximize output. The Education Production Function theory can be applied to this study since the education sector is seen as a corporation that is managed according to input-output principles. The idea is that some things, like what is put in and how it is done, help to maximize results by affecting educational results.

The sole aim of education and schools is to transform young people—who are essentially raw materials—into graduates with marketable skills and knowledge. Bowles (1970) defined the Education Production Function using the production function theory as follows: A = some measure of school output or product, such as performance, where $X_1 \dots$ = Variables measuring the school environment. These factors include the number and quality of teaching services, the school's physical infrastructure, and the length of time a student is exposed to these inputs. $X_n \dots X_u$ = Variables that represent environmental influences on

learning outside of school, such as parental education level, student socioeconomic status, etc. $X_w \dots X_z$ = Variables that describe a student's skills and where they were in their learning before they started the type of education in question, such as how well they did in their previous classes.

As a result, the Education Production Function Theory views schools as businesses where "raw materials" like students and teachers are mixed with other inputs like books and libraries to create certain outputs (products). $A = f(X_1(1) \dots X_1(4), X_2(1) \dots X_2(5), X_3(1) \dots X_3(4))$ where X_1 = settings X_2 = input factors and A = academic achievement of students. Process factors are denoted by the letters X_3 (e.g., $X_3(1)$: teacher utilization of instructional time, $X_3(2)$: level of community and parental involvement, $X_3(3)$: leadership style, $X_3(4)$: curriculum coverage). This implies that, over time, a variety of inputs towards the development of education have functioned as a whole. So, when evaluating the theory for this study, it was thought that the Ghanaian educational system is a production function where different educational inputs are used to make the desired output.

The context factor serves as the study's initial determining factor. These are the geographical places where the various colleges are located in Ghana. Geographically, the colleges are located in urban and rural settings. Also, the colleges are grouped into college categories under the context, and they are made up of public institutions for this study. The input factors are those inputs that the colleges have influence over. They are class size, the availability of teaching and learning resources, infrastructure (suitable furniture), and the quality of the teaching materials in this study. All of these factors were used in

this study to see how they affected or how well college students in Ghana did in school.

Pedagogical methods, instructors' use of educational resources in the classroom leadership styles, and curriculum covering in the classroom are considered process factors for this study. These elements are thought to have some effect on students' performance, particularly in Ghana at the college level. They were employed in this study to ascertain how they affect students' performance at the college level in the Ghanaian context. This study looked at the evaluation of the four-year B.Ed. Social Studies curriculum in Ghana's institutions of education.

Conceptual Review

The conceptualization in this chapter offers a way to clarify concerns that support contemporary interpretations of the new bachelor of education Social Studies curriculum for Ghanaian educational institutions. Curriculum, curriculum implementation, stages of curriculum implementation, models of curriculum implementation, and the role of the teacher in curriculum implementation are among the ideas covered in this section. The review also took into account the concept of curriculum evaluation; models for curriculum evaluation; the concept of evaluation; the historical development of Social Studies; its goals and resources; as well as the B.Ed. Social Studies curriculum for Colleges of Education and the integration of elements from the National Teachers' Standards (NTS).

Concept of Curriculum

The term curriculum is described as a collection of intentionally planned learning activities (Mkandawire, 2010), a way to provide students with learning

opportunities in a structured manner (Mojkowski, 2000), and involving all activities, experiences, materials, and methods, knowledge, values, attitudes, and skills that are consciously designed to achieve specific goals with a particular group of students (Cobold, 1999). Additionally, it is the most important component of total education since it serves as a roadmap for achieving targeted education, which implies that the curriculum is a factor in determining the effectiveness and influence of the educational system (Apsari, 2018). It comprises the information and abilities that students need to have in that particular field as a considerable factor. To reach these goals, it is important to make a curriculum that fits each student well (Muskin, 2015).

The word "curriculum" has Latin roots and originally meant "a run, race, loop around the track, or course" (Glare 2000). According to Merriam-Webster's Dictionary (2009), curriculum refers "courses offered by an educational institution or a series of courses defining an area of specialization." On the subject of the curriculum, numerous authors and theorists have put forward definitions. For instance, Tyler (1949:3) defined a curriculum as "all of the student learning that is planned and controlled by the school to achieve its educational goals."

There are numerous connotations associated with the word "curriculum." In one context, it refers to the overall study programme of the student; time allocation for various activities (such as time spent learning academic disciplines, manipulative skills, physical activity, prevocational or vocational training, etc.); determination of what subjects should and shouldn't be included in the student's programme; and decisions regarding how many periods per week should be devoted to each subject.

From the foregoing, I would agree with the statement that "curriculum" refers to a thorough collection of study materials, including textbooks, manipulative tools (such as kits for conducting experiments, educational games, simulation schemes), and audio-visual teaching aids (such as filmstrips, loops, records, and posters), with the aim of introducing changes in the student's cognitive, affective, or psychomotor behaviour in an agreed-upon direction over time.

What can and should be taught to whom, when, and how? These are just a few of the questions that the curriculum often addresses. (1974; Eisner & Vallance). The curriculum is "all prepared for the classroom," according to Begg (2005:6). This suggests that the curriculum should offer a model or layout that makes learning possible. It outlines the knowledge, abilities, and attitudes that students should learn over a course or programme of study. In addition to identifying the learning resources needed to support the efficient delivery of the course, it should outline the primary teaching, learning, and assessment strategies. A syllabus only does not constitute a curriculum. A syllabus, which Whitson (2007) claims can be viewed as a component of a curriculum, describes the subject matter of a programme. The majority of curricula do not start from scratch and all work within organizational and cultural limitations.

The curriculum has been conceptualized differently, and the academic, humanistic, social reconstructionist, and systems curricula all have a way of influencing it (Young, 2011). When implementing the curriculum, the instructor is expected to cultivate a rapport with the students and encourage individual learning. These connections and convictions will encourage students to think

creatively and empower them to take calculated risks while learning in an environment where failing is seen as a step forward (Young, 2011).

In addition to selecting information and employing specific methodologies, the curriculum includes both planned and impromptu activities that involve student engagement. A designed, tested, and revised curriculum guarantees that students and teachers engage in a learning environment while using the school's physical facilities and resources to accomplish certain goals (Olamo et al., 2019) and contribute to the advancement of society (Olamo et al., 2019). (Badugela, 2012).

The curriculum is a model and a document that organizes the learning environment, guides instructors' judgments on how to educate, and incorporates the views of society, families, and outside groups (McLachlan et al., 2018). The curriculum takes into account a variety of factors, including how society views knowledge, the most popular sorts of information, the responsibilities that teachers should play, and where students should fit in with regard to these factors (Hickey, 2005). Definitions of the duties of the student, teacher, school administration, and family are also based on the idea upon which the curriculum is based. (Akkoç et al., 2008). According to Mkandawire (2010), the curriculum and its underlying philosophy will determine how textbooks are made, what tools and resources are used in the classroom, what kind of training teachers receive, etc.

Socioeconomic, cultural, and political issues may have an impact on curriculum philosophy. Each point of view may have distinct interests, values, and attitudes toward the curriculum, and these variations may be desired to be reflected in the curriculum. This is why it has fundamental components in

various architectures as a dynamic tool to develop a real-time process (Mkandawire, 2010; Mojkowski, 2000; McLachlan et al., 2018). A curriculum, according to Glatthorn, Boschee, and Whitehead (2012), is both prescriptive and descriptive, and they developed a definition that incorporates these two ideas. According to these authors, a curriculum is a written plan for instruction that results in a learning experience that gets students ready for the workforce. Also, they say that the accepted definition of curriculum comes from combining these two ideas.

According to the aforementioned talks, I agree with Stotsky (2012) that a curriculum is a plan of action intended to achieve specific aims and objectives. It is a collection of educational exercises designed to push learners toward the objectives defined by the educational system. Typically, it covers the disciplines and pursuits that fall under the purview of a specific educational system. Additionally, it describes the setting in which particular learning activities are conducted. No school or university can operate without a curriculum since it specifies what happens in any official educational institution. Due to the changes that take place in daily life, the concepts controlling curricula are dynamic in character.

Based on the aforementioned definitions, I would state that a curriculum is prepared content meant to instill knowledge, skills, and attitude in a particular set of learners over time while taking into account their backgrounds, the environment they are in, and the demands of the society.

To the researcher, curriculum is a process and is an ongoing journey of learning experiences that unfold within a classroom. It is a dynamic and collaborative interaction between teachers, students, the learning environment, and the chosen content to arrive at an expected goal or achieve some specific results. It therefore means

that curriculum is not a fixed plan. It evolves from time to time based on student needs, societal and national needs, global and technological needs, and teacher expertise. Teachers and students often work together to design and adapt the curriculum, fostering a more engaging learning experience. It allows for flexibility and collaboration, ultimately leading to a more engaging and effective educational experience for all stakeholders.

Curriculum Implementation

Curriculum implementation is the fulfilment of officially prepared course content and process (Chaudhary, 2015; Mabale, 2013); application of ideas and innovations to teach knowledge, skills, concepts, and interpretations (Mulyasa, 2009; Chhem & Eng, 2007; Mabale, 2013); regular classroom activities involving students and teachers (Ogar & Opoh, 2015); a means of minimizing differences (Cobbold, 1999); an action taken to carry out an idea or reform (Cheung & Wong, 2012), a black box (O'Sullivan, 2002), a structure that aims to translate the curriculum into classroom activities and to create an attitude toward students accepting and participating in these activities (Okello and Kagoire, 2016; Mkandawire, 2010), the teaching of subjects according to rules (Badugela, 2012), and a systematic process that anticipates successful completion of each stage, from the lowest to the highest level.

Curriculum implementation was defined by Fixsen, Naoom, Blasé, Friedman, and Wallace (2005) as "a specific set of actions aimed at putting into practice an activity or programme." (p. 5). Because the emphasis is placed on defined activities intended for implementation rather than the actual implementation process, this definition presents curriculum implementation as being static. Onyeachu (2008), Ofaha et al. (2009), Olufu (2003), Rogan and Grayson (2003), and the University of Zimbabwe (1995), all viewed curriculum

implementation as ongoing, in contrast to Fixson et al. (2005)'s definition. Chikumbi and Makamure say that, in theory, curriculum implementation means putting into practice the official courses of study, syllabuses, and disciplines.

According to Gaba, referenced in Ali and Ajibola (2015), curriculum implementation refers to putting the curriculum into practice in order to achieve the objectives for which it is intended. According to Mkpa, who was referenced by Onyeachu, curriculum implementation is the process by which students, teachers, and other educational professionals work together to transform the curriculum document into the operational curriculum. According to Ofaha et al., curriculum implementation entails putting the curriculum into practice in order to achieve the objectives for which it was created. According to Olofu (2003), putting a curriculum into practice is the process of turning theory into action in order to achieve the desired outcomes.

The success of any educational programme, according to Anderson, as cited in Anderson, (2017), hinges on its execution. No matter how thoroughly a curriculum is developed, constructed, and recorded, Onyeachu (2008) suggested that its implementation is crucial because most programme difficulties occur during this phase. A planned curriculum's success or failure will therefore depend on how implementation issues are resolved and how the process goes. Implementation issues in education are widespread.

According to Cheung and Weng (2012), major hurdles and obstacles to curriculum reform were present in Hong Kong during the implementation stage, as they are in many other nations. They identified problems that make it difficult for the curriculum to be effectively implemented in Hong Kong, including

teachers' heavy workloads, the diversity of student learning in the classroom, and teachers' poor curriculum comprehension.

Studies by Anderson (2017) and Etsey (2007), among others, on the implementation of the 2007 curriculum in Ghana found that unfavourable school conditions, management and administrative problems, teacher qualifications, lack of teaching and learning resources, supervision, students coming late and leaving early, power conflicts, value conflicts, psychological conflicts, and practical conflicts were some of the things that made the implementation less effective.

The primary goals of curriculum implementation are also stated in the literature as follows: to give students knowledge and skills (Chaudhary, 2015) and to ensure students take full advantage of the opportunities already available (Mkandawire, 2010). Again, it is to first effect change and then provide educational development (Cobbold, 1999). Again, it is to make sure students gain knowledge and experience and make them use all of them effectively (the University of Zimbabwe, 1995 as cited in Bader, 2003, Muskin, 2015). So, the right curriculum can be put in place when students have the right knowledge, skills, experiences, and attitudes (Chaudhary, 2015).

Additionally, curriculum implementation seeks to have all educational institutions employ the same curriculum at the same grade levels and anticipates that students' behaviour will change under the implementer's supervision (Muskin, 2015). Teachers can help kids reach the same level of development and readiness if they follow the same curriculum at the same grade levels (Tweedie & Kim, 2015).

Implementation of the curriculum is a crucial, challenging, and a necessary stage. This is because, without putting a curriculum into practice, its strengths, shortcomings, success, limitations, and insufficient components cannot be identified (Dzimiri & Marimo, 2015). Recognizing a curriculum's flaws and shortcomings gives educators the chance to analyse and restructure it (Ekawati, 2017). Each curriculum often provides books, lesson plans, suggestions for teaching, and opportunities for assessment. The instructor is expected to implement the curriculum appropriately to turn it into classroom activities (Marques & Xavier, 2020; Okello & Kagoire, 1996).

These educational exercises are done to track students' development and grade them (Ogar & Opoh, 2015). However, issues might arise during any of these processes with educators, instructors, implementers, and school management (O'Sullivan, 2002; Okello & Kagoire, 1996). These issues could be caused by implementation. It is important to correctly apply the curriculum. If not, teachers become discouraged, families get disappointed, and students lose interest in the course (Rosen & National Research Council, 1989). This causes teachers to want to go back to traditional, old-fashioned ways of teaching and learning (Hurd, 1989).

Stages of curriculum implementation

According to Rogers (1983), there are three steps involved in curriculum implementation. The re-intervention stage, the clarification stage, and routinization stage are the three phases.

Re-intervention

The stage of re-intervention occurs when changes are made to the implementation. This is done to successfully apply the curriculum. Most of the

time, the method of using the curriculum may not anticipate a problem in its implementation procedure. Sometimes the fault assumes a completely different shape. Either more institutions need to be established to aid in the implementation process, or a different procedure needs to be used entirely. The key point in all of them is that whatever the problem is, it is tied to the goals that the curriculum was designed and built to attain. When things like this happen, implementers are expected to come up with ways to deal with them.

Rogers (1983), cited in Cobbold (1999), lists a few circumstances that may call for re-intervention: when the change is so complicated and hard to understand; when the implementers lack in-depth knowledge of the new idea; when a change needs to be implemented but it is meant to address multiple issues rather than just one or two; and when there is a constant need to modify or adapt to a helpful idea.

Clarification stage

The next phase of curriculum implementation is clarification. This stage has typically been based in institutions, where a curriculum is adopted and used. The institution is in charge of making sure that the changes made in the first stage are carried out (Rogers, 1983).

Routinization stage

Routinization is the final stage identified by Rogers (1983). The institution implementing the curriculum at this point presents the subject as if it were a project, or curriculum they themselves designed and developed. The curriculum is now flowing smoothly, with all objections, issues, and complaints resolved. There is a sense that the curriculum was created internally rather than by a different group. This is the situation with educational courses. All schools

currently employ the curriculum as if it were planned and created by that institution, despite the fact that they are national programmes. The most frequent occurrence is that implementers gather collectively (or separately) to process and respond to new difficulties as they arise. It is to ensure that the difficulties are overcome successfully.

Cobbold (1999) draws the conclusion that the process alters users' behaviour regardless of whether a curriculum is freshly created or changed. Most of the time, implementers—teachers and students—work on a path that is inferred or recommended by a curriculum. And when new information, abilities, attitudes, and values are in play, these implementers might be engaged. Therefore, it becomes crucial for a researcher to learn about the developmental strategies that subject-matter teachers use in their teaching methods. In this way, literature helps teachers fill in any gaps in their knowledge of how to apply a subject.

Approaches to curriculum implementation

The successful implementation of a curriculum can be accomplished via a variety of strategies. Three different methods of curriculum implementation were recognized by Snyder et al. (1992): the mutual adaptive or process orientation; the fidelity or planned approach; and curriculum enactment. This section offers a critical review of various methods for implementing curricula, their underlying assumptions, and whether each technique is suitable for the Ghanaian setting. Teachers use a variety of strategies to integrate the curriculum in every school setting, including fidelity, mutual adaptation, and enactment approach. The main job of those who use the fidelity approach to implement curriculum is to get information about the curriculum to the right people.

While people who implement curriculum work as curriculum-makers and make significant curriculum changes, are those who follow the adaptation approach, produce curriculum and make curriculum adjustments (Snyder, Bolin, & Zumwalt, 1992). Although there are variations in curriculum revisions, these variations are not particularly significant. Craig (2006) and Schultz and Oylar (2006) say that each strategy uses different steps and has different effects on students, teachers, the curriculum, and school growth.

Furthermore, differing approaches to teaching the curriculum can change the official curriculum from what is being taught (Doyle, 1992; Randolph, Duffy, & Mattingly, 2007). The diverse roles and possibilities associated with each method, however, have a different effect on how teachers develop professionally (Schön, 1983; Munby, 1990; Parker, 1997; Eisner, 2002; Craig, 2006). Additionally, instructor curriculum strategies directly affect students' motivation and learning (Erickson & Shultz, 1992; Wells, 1999; King, 2002; Shaver, 2006).

Fidelity approach

The "fidelity" approach, also known as the "programmed approach," advises using the curriculum as "a course of study, a textbook, and a guide" and faithfully putting it into practice (Snyder et al. 1992, p. 427). Curriculum is known as knowledge for instructors by experts in the field. This implies that curriculum change takes place using a central model in orderly steps, restricting the teacher's role in the educational system to dispensing curricular materials. Shaver (2003) also said that the fidelity method turns teachers into curriculum transmitters who only use the student's book to teach.

Shawer (2003) asserts that teachers convey textbook knowledge in accordance with its structure using linear unit-by-unit, lesson-by-lesson, and page-by-page tactics. They don't apply "adaptation" techniques to modify the curriculum to fit their needs, nor do they use "skipping" tactics to pass over pointless classes, assignments, or other parts of the curriculum. Additionally, these teachers, in his opinion, rarely complete the curriculum's gaps and concentrate entirely on teaching information without taking into account the dynamics of the classroom. In the end, these teachers don't do much more than skim the surface of the curriculum and syllabus, skipping over some important topics that teachers should care about.

Lewy (1991) defined fidelity of implementation as delivering instruction in the manner intended by the designer. The fidelity approach is predicated on the idea that executing a certain educational programme's principal objective is to effect change. Additionally, to evaluate how closely the way the programme is really used adheres to the intended usage that its creators had in mind when they came up with the novel concept. It has been defined by Fullan and Pomfret (1977); Dobson and Shaw (1986), as cited in Ruiz-Primo, (2006) as how well a programme is run according to how it was designed or how its creators wanted it to be run.

In research, the idea of fidelity of implementation is aimed at guaranteeing that every intervention results in success. Since faithful application of an innovation is the condition for successful adoption, the strategy is frequently referred to as the "Fidelity Perspective" (Ruiz-Primo, 2006). Other authors have also used the terms "integrity verification" (Dane & Schneider, cited in Ruiz-Primo, 2006) or "treatment integrity" (Gresham; Waltz,

Addis, Koerner, & Jacobson, cited in Ruiz-Primo, 2006) to talk about how well a treatment was put in place.

According to Fullan et al. (1977), the foundation of the fidelity approach is the premise that any educational change has a set of essential programme needs that have been spelled out by its creators. Any group of people attempting to utilize this programme can have it installed and then have its requirements evaluated. Thus, teachers must follow specific curriculum and evaluation protocols in order to implement a programme with accuracy. To ensure fidelity of implementation, the developers must set up procedures for checking on teachers' adherence to the protocols. In this case, the implementation phase puts a lot of focus on making sure that the new practice really meets the developers' goal (Lewy, 1991, citing Barman, Hall, & Locks).

By adopting this viewpoint, curriculum implementers frequently have a very high level of optimism towards the accomplishment of the ideal set goals. Because of this, implementation is done in a rigorous, logical manner, and any innovative initiative that is deemed valuable is seen as the only solution to address societal issues. According to the strategy, any innovation should address specific issues inside the educational system. Accordingly, fidelity orientation will lead to identical curriculum and instructional practices across the nation, which will serve as a solid foundation for assessment consistency in a variety of contexts (Lewy, 1991).

The educational programme's full implementation will enable the implementers to find solutions to their difficulties, so they are driven to offer it their full support and attention. Therefore, it is assumed that the implementation of any curriculum material will be simple and the result of "reasonable

individuals readily realizing the value of an innovation and sticking to its prescribed procedures." (Lewy, 1991, p.144).

According to Lewy (1991), the following characteristics of the fidelity approach to implementation are particularly suggestive of it: It entails strategic planning from a top-down, centralized system; content rules influence decisions; the nature of the change process tends to be incremental; the outcomes are predictable because they are predetermined by the innovation; it is linear and mechanistic; and implementers are passive in the process.

The mutual adaptation approach

The "adaptation" approach is a "process whereby curriculum developers and people who use it in the school make adjustments to a curriculum" (Snyder et al. 1992, p. 410). Teachers and outside developers will have discussions on modifying the curriculum to meet regional needs. The strategy does not indicate curriculum knowledge that is separate from the fidelity approach because experts continue to generate curriculum knowledge, but curriculum change has become more flexible through mutual changes.. Through curriculum modifications made by teachers, the teacher's role has also increased in activity. Shaver (2003) pointed out that while both the adaptation and curriculum-development approaches require changes to the official curriculum, the development approach excludes teacher-to-teacher communication about adaptations made by the instructors. When teachers make changes to the curriculum, they become curriculum developers who use more than just the curriculum materials.

Additionally, teachers modify already-existing resources and themes, add new ones, exclude irrelevant ones, use adaptable lesson plans, take into

account student peculiarities, and employ a variety of teaching methods. The approach to development is consistent with Cohen and Ball's (1999) concept of instructional capacity, which they define as "the interactions between teachers and students around curriculum materials," where "teachers' knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can" (p.4). In this approach, Cohen and Ball concur with Doyle (1992), who asserted that teachers may use this connection to move the curriculum from the institutional level to the pedagogical level (experienced or enacted curriculum).

Ben-Peretz (1990) and Remillard (1999), on the other hand, call this two-leveled interaction between teachers "teacher curriculum development. "Level one curriculum resources are created by curriculum professionals using skills, knowledge, concepts, and values. This version has been referred to as the official curriculum (Eisner, 1990), the paper (Munby, 1990), and the plan (Westbury, 1983). (Pollard & Triggs, 1997). Teachers create the second version of the curriculum utilizing the implemented curriculum and curriculum-in-use materials (Munby, 1990; Doyle, 1992). So, the curriculum development (adaptation) approach is seen as one type of curriculum development at the classroom level.

This approach to curriculum implementation involves both the creators and implementers making changes to a course of study. Proponents of this method encourage "proadaptation" or "reinvention," which permits programmes to be modified to satisfy community needs (Berman & McLaughlin, 1978). According to Barnes (2005, p. 2), teachers acknowledge the existence of programmes, rules, directives, school regulations, and

suggestions, but in practice they frequently pretend to do what is required to meet standards. The process through which curriculum designers and those who actually use it in a school or classroom environment make adjustments to a curriculum is known as curriculum implementation (Fullan & Pomfret, 1977; Snyder et al., 1992).

A modification to an existing programme component, an upgrade to an existing model, or changes to the manner or degree of administration of programme elements are all examples of adaptation. To get the best outcome possible, teachers are free to modify the change. Paris (1989) states that "...for teachers, the abilities, aptitudes, and knowledge required to carry out a curriculum were context-specific... due to the absence of homogeneity in conditions among schools" (p.13). By modifying the traditional curriculum to match their local demands, teachers can maximize the educational results. The teachers' beliefs, what the kids' peers believe and do, and other cultural factors affect the curriculum that the pupils actually get (Sergiovanni, 1996; Wallace, 1998; Barnes, 2005). Because different cultures have different ways of doing things, the standard curriculum needs to be "modified."

Curriculum enactment

The "enactment" approach views the curriculum as a process that "students and teachers jointly design and jointly and individually experience" (Snyder et al. 1992, p. 428). As opposed to the fidelity and adaptability approaches, continual constructions of curriculum-knowledge are made out of "the performed experiences... [that] students and instructors produce" (p.410). "External knowledge is seen as a resource for instructors who build curricula" as part of the continuing teaching and learning process in the classroom.

Additionally, "the curriculum that is implemented is created by teachers and their pupils." Additionally, curriculum transformation is "a process of growth for teachers and students, a shift in thinking and practice," rather than just applying or even changing existing curriculum (p.429). The responsibility of the teacher encompasses creating a curriculum as well as utilizing, modifying, and enhancing external curricula (Connelly & Clandinin, 1988; Craig, 2006). Teachers now develop curricula by evaluating students' needs and using tactics including curriculum planning, curriculum design, material creation, and curriculum-free subjects. They also innovate, create, and employ their own pedagogical methods. The curriculum can also be developed in the classroom by putting it into action (Shawer, 2003).

Curriculum enactment is defined by Snyder et al. (1992, p. 418) as the educational experiences that student and instructor jointly construct. This method focuses on how a curriculum develops because of the changing viewpoints of teachers and students. Externally produced curriculum materials and teaching techniques are viewed as tools for both teachers and pupils. Then, using these, teachers and students create their own classroom learning activities. Because of this, teachers and students don't just learn what's in the curriculum; they also help make it (Fullan & Pomfret, 1977).

According to this strategy, researchers are interested in what curriculum teachers and students perceive to be and what they produce depending on this impression. It has historically been the practice in decentralized educational systems to leave the development and execution of school curricula to individual school districts or local schools. In the United States of America, this has been a standard procedure. It is difficult to discover consistent solutions to

educational difficulties, according to May (1991), who made the assertion that practical problems are regarded to be context-bound, situation-dependent, and complex.

Instead of being established centrally, school curricula are locally tailored to fit the needs of each community and are applied in centralized and decentralized educational systems. However, the local school curricula are based on the country's educational philosophy. Educators can use this chance to make pedagogies that meet the needs of different fields while also focusing on sustainability, citizenship, enterprise, and globalization.

According to Paris, teachers in this method take on the role of explorers who never stop practicing in order to improve. Teachers are involved in this process in a variety of ways, including writing new syllabuses and curriculum guides at various stages, serving on advisory committees for those writing the syllabuses, and taking part in school-based trials of those materials (David & Macdonald, 2001). The benefit of their participation is obscured by the secrecy surrounding the promotion of their interests and the advancement of their opinions over what the curriculum should be. Martin (1993a, 1993b), as cited in Handal and Herrington, (2003) asserts that approaches to curriculum implementation that do not take teachers' beliefs into account are only effective in the short term. Incorporating teachers' beliefs is the best way to get them excited about the curriculum and to get their support for it. Nevertheless, giving teachers too much independence without any kind of restriction could result in a misuse of that freedom.

From the discussions above on the three approaches to curriculum implementation, namely, mutual adaptive, fidelity, enactment, it can be said that

the fidelity approach is in line with the objectives of this evaluation of the implementation of the B.Ed Social Studies curriculum for Colleges of Education. This is because the study aims to assess how effectively this curriculum is being implemented, in other words faithfully executed. For reasons for the support of the fidelity approach to this study has been indicated below.

Fidelity approach ensured adhering to the curriculum's intended design. It maximizes the likelihood of achieving its established learning objectives. This ensures graduates develop the necessary skills and knowledge outlined in the curriculum. The approach ensures a consistent delivery of the curriculum across all CoEs. This standardization helps maintain quality control and ensures all B.Ed graduates possess a common foundation in social studies knowledge and pedagogy.

The fidelity approach minimizes variation in how the curriculum is taught. This reduces confusion for students and allows teacher educators to focus on effective delivery methods within the established framework, leading to greater efficiency in the learning process. Again with a well-defined curriculum, professional development for Colleges of Education can be targeted to address specific challenges or enhance specific pedagogical approaches outlined in the curriculum. This focused training fosters expertise in delivering the curriculum effectively.

In conclusion, the fidelity approach offers a strong foundation for ensuring consistent, high-quality implementation of the B.Ed Social Studies curriculum in Ghana. Its benefits in terms of standardization, quality control, and targeted professional development can significantly contribute to preparing

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Role of teacher in curriculum implementation

In order for a student to receive the curriculum, teachers are essential (Lochner, Conrad & Graham, 2015). The curriculum must be followed by teachers. The connection between curriculum and implementation is ensured by teachers' compliance with rules; the validity of curricular principles; and how suitable opportunities are presented (Penuel, Phillips, & Harris, 2014). Teachers' roles in the process of implementing the curriculum have recently changed. Instead of disseminating knowledge, the instructor now oversees the learning process. According to Bingolbali, Ozmantar, and Akkoç (2008), activity-based instruction needs to be provided where students concentrate on cause and effect, collaborate, communicate, and share. Teachers can sometimes change how the curriculum is taught to make sure that all of these things happen (Penuel et al., 2014).

During implementation, the teacher looks for potential issues, observes the political and social structure of the school, assesses the curriculum's suitability and applicability, uses pedagogical knowledge and creativity to advance his or her career, and decides how to support learning and student development (McLachlan, et al., 2018). Thus, a teacher must apply the curriculum, encourage students' development at the desired level, and provide

solutions to any issues (Hickey, 2005). If you leave them on their own, they will struggle. Due to all of these duties, a teacher is required to step outside of their comfort zone and engage in a balanced process; nevertheless, depending on their workload, teachers may not be able to handle difficulties (Chapman, 2019; Hickey, 2005).

Curriculum implementation describes how teachers apply the curriculum, how they instruct and assess pupils, and how they perceive the curriculum (Nevenglosky, 2018; Marques & Xavier, 2020; McLachlan et al., 2018). Depending on how successfully a curriculum is executed, it will have an impact on schooling. Different teaching philosophies are implemented well in this situation (Ogar & Opoh, 2015). For instance, although some teachers thoroughly and meticulously implement every stage of the curriculum, others may avoid variations by sticking to established techniques (Chapman, 2019). The teaching curriculum generally entails employing formulaic teaching techniques, providing a mechanical education, and ignoring the student's fundamental learning requirements (Cheng, 2001).

Similarities and variances are also crucial for teachers' curriculum implementation. Implementation is impacted by school infrastructure, organizational structure, and curriculum adaptation. For instance, a curriculum can be implemented more successfully given the elementary schools' lower size and collaborative culture. However, it could be challenging in larger institutions, like secondary and high schools, where some programmes and differences are more pronounced than others (Chapman, 2019).

Additionally, a teacher needs to be able to understand and interpret the curriculum adequately in order to implement it effectively (Badugela, 2012). He

or she should also understand how to use the course materials (Pak et al., 2020). The more thoroughly a teacher grasps the curriculum, the more successfully she or he will plan or develop lessons and carry out the curriculum (McLachlan et al., 2018). Cheung and Wong (2012) say that it is up to the teacher to decide whether or not to fully implement the curriculum when it is not fully understood.

Concept of curriculum evaluation

Curriculum evaluation is the process of determining if a curriculum, its components, or all of them are worthwhile (Bhavard, 2010; 72). The evaluation of curricula reviews, monitors, and informs the appropriate stakeholders about the quality of education. Stakeholders are people like the public, teachers, students, and the government who are affected by the choice of a curriculum.

The majority of scholars, including Eisner (2002), Kelly (2009), and Stufflebeam (2000), contend that curriculum evaluation refers to the methods used to compare the relative qualities of educational choices that are thought to, at any given time, be under the purview of curricular practice. In this technique, evaluation is simply considered as a way to gauge how well students are learning. According to McKimm (2007), evaluation is a sort of feedback that provides planners, instructors, students, parents, and anyone in charge of making decisions about teaching and learning with knowledge.

According to Hussain, Dogar, Azeem, and Shakoo (2011), discussion, experiments, interviews (both group and individual), agency opinions, stakeholder observation techniques, questionnaires, practical performance, and official records are among the most crucial approaches and techniques. The majority of curriculum developers concur that following the adoption of a developed curriculum in schools, proper assessment procedures should be

developed to look at the curriculum's efficacy in accomplishing its purposes, goals, and objectives. Any unexpected consequences must also be mentioned in the feedback given so that information about the curriculum may help inform future changes, if any, to the curriculum. Once a new curriculum has been introduced in schools, it will remain in place until the time comes when it is no longer necessary.

Either the entire curriculum or specific curriculum portions may be evaluated. The utilization of evidence-based teaching strategies, the logical flow of experiences, the alignment of concepts, the contribution of each course to the programme's outcomes, and student involvement are all included (Valig, 2017).

A new curriculum can be assessed in a variety of ways, just like anything else. We can omit some of these from the illustration. In order to instil loyalty to the Party, a dictator may judge that a history curriculum is superior to its rivals. A curriculum could be seen as popular and an excellent way to boost a mercenary educational publisher's earnings. I presume that when education experts analyse new curricula, they do so primarily from an educational perspective rather than a political or economic one. There definitely seem to be circumstances where non-educational evaluations are necessary, which is why I say "primarily from an educational point of view" (Valig, 2017).

Curriculum evaluation models

Literature has a number of curriculum evaluation models. Finding a single, accurate method to carry out an evaluation in education is challenging. Several approaches to curriculum evaluation in education have emerged as a result of this. Some of these evaluation models worth mentioning are Tyler's objectives-based assessment, formative and summative evaluation, decision-

oriented evaluation, goal-free evaluation, responsive evaluation, and illuminative evaluation. The goals and objectives of what is being examined heavily influence the evaluation model that should be used (Bakar, 2015).

There is no one right approach to carrying out an evaluation exercise (Cobold, 1999). There have been different theories put forth regarding how an educational evaluation should be conducted. These efforts have produced a number of evaluation models that collectively represent several evaluation ideologies and, as a result, the formal curricular evaluation material. In this section, the researcher looked at the models: the Stufflebeam CIPP, Tyler's Objectives-Based, Stake Countenance Evaluation, Formative and Summative Evaluation, Decision-Oriented Evaluation, Goal-Free Evaluation, Responsive Evaluation, and Illuminative Evaluation which are frequently referenced in evaluation reports.

Studying curriculum evaluation models holds significant relevance for various stakeholders in education and for this study. By understanding evaluation models, educators can assess the strengths and weaknesses of the curriculum they are using. This knowledge allows them to identify areas for improvement, leading to a more effective learning experience for students. Evaluation models provide a framework for gathering and analyzing data on curriculum implementation. This data can inform decisions about curriculum revisions, resource allocation, and professional development needs for teachers. It is for this and many other reasons why this study discussed the various curriculum models as seen below.

Tyler objectives-based model

The development of evaluation from 1930 to 1945 bears Ralph W. Tyler's name, and he played a crucial part in the creation of educational evaluation and testing (Madaus & Stufflebeam, 2000). In the 1940s, Tyler created the initial version of the objective model, often known as the Tylerian model or Tyler's objective model. The fundamental tenets of this methodology involve aligning the pre-behavioural goals with the actual results (Tyler, 1949). According to Tyler, evaluation is defined as a comparison between intended and actual results. Tyler's model is truly founded on an objective-oriented methodology, as the name would imply.

By its very nature, Tyler's objective model assesses the degree to which the aims or objectives of an instructional programme were met. The approach's major elements include "careful formulation according to three educational goals (the student, the society, and the subject matter), as well as two goal screens (a psychology of learning and a philosophy of education)" (Popham, 1995, p.25). The outcome goals are then changed into quantifiable goals.

The evaluator can assess the degree to which the programme's goals are met using Tyler's evaluation. Unmet goals indicate that the teaching programme is insufficient. On the other hand, objectives met indicate a successful instructional education programme. Tyler's objectives model can only be used to evaluate programmes with stable and unambiguous objectives because they may change during programme execution or they may not have any at all.

Although Tyler's objective model was initially developed for use in evaluating educational programmes, objective-based evaluation can be found in all types of services, and it is common to see government requirements

specifying that evaluations should be carried out to ascertain how much each funded programme achieved its objectives (Stufflebeam, Coryn, & Chris, 2014). Tyler's objective model served as the foundation for the objective-based method, which is particularly useful for evaluating programmes with narrow scopes and measurable goals. By comparing programme aims to beneficiaries' estimated needs, searching for side effects, and examining the process along with the results, such evaluations can be reinforced (Scriven, 1974, 1991).

Tyler's objective model is the ideal option if the evaluator wants to determine the extent to which the programme achieves its intended goals. However, the approach can be applied if the programme has distinct goals. Therefore, before choosing to utilize Tyler's goal model, the evaluator must ensure that the programme's objectives are distinct and consistent throughout programme implementation. Tyler (1976) focused the creation of the curriculum on the following four areas: choosing educational goals; choosing learning experiences; planning learning experiences; and evaluating learning experiences.

The answers to the question, "What should the educational objectives of the curriculum be?" are incorporated into Tyler's model's guiding principles. What educational opportunities should be created to help pupils meet these goals? What should the educational activities be set up to maximize their cumulative impact? How should the curriculum's effectiveness be assessed? (p.42). There are three fundamental steps to the evaluation using Tyler's objective approach. The learning objectives are first described. The performance information is then gathered. The performance data will be compared with the stated objectives in the last phase.

Tyler's objective methodology for evaluation, particularly in curriculum building, has many advantages. The curriculum is seen as a means of achieving an educational objective in Tyler's model, which plainly draws its inspiration from the objective-oriented approach. The paradigm makes students' emerging behaviours the primary focus of instruction.

It is an undeniably fact that one of the innovations of the early 20th century in the field of education as the use of the Tyler's model, which is today utilized as a method that aids in better curriculum building with reference to the objectives of the curriculum (Chen, Chen, & Cheng, 2005).

In fact, Tyler's objective model is currently being utilized to specify goals for the new curricula and gauge the extent to which the goals are ultimately accomplished as a result of the model's development and innovation. Stufflebeam and Madaus (2000) assert that a curriculum is a set of educational experiences that are carefully planned and put into place to help students achieve certain behavioural goals.

Second, because Tyler's technique involves an internal comparison of results with objectives, evaluations based on such comparisons between experimental and control groups are not applicable. The methodology places a higher priority on learning outcomes than on organizational and instructional inputs since it calls for measuring behaviourally stated aims. In this instance, the model aids in avoiding the approach's subjectivity, which is certification or professional judgment (Madaus & Stufflebeam, 2000).

There have been some criticisms of the model in the domain of educational evaluation, despite the fact that it is frequently lauded for curriculum development (Chen, Chen & Cheng, 2005; Huang & Yang, 2004;

Stufflebeam & Shinkfield, 1985). The lack of a feedback mechanism to inform stakeholders or assessors of how to handle improvements is criticized by Huang and Yang (2004). This means that evaluating programmes using Tyler's objective model is not very useful for determining how valuable a programme is or for improving it. Additionally, there is no relationship between organization and evaluation.

Despite the advantages that behavioural objectives provide for curriculum design, Tyler's objective model evaluation has other drawbacks. The evaluation that prioritizes behaviour does not examine goals. Second, not all subjects or the layout of a subject's content are covered by the objectives (Huang & Yang, 2004). The programme's or project's objectives may alter depending on the environment in which the programme is being implemented. For this reason, Tyler's objective approach cannot be used to evaluate these programmes or projects. The Tyler's objective model's goal-based character is its ultimate drawback. The evaluation of a programme with unstable objectives fails because they can be changed at any point during the programme's implementation. Chen et al. (2005) found that Tyler's objective model cannot be used to evaluate any educational programme with unclear goals.

Stenhouse (1975) further supports the aim model by outlining what it assesses without providing any justification. As a result, the creator of any curriculum cannot profit from it. Stenhouse pointed out that the objective-based model can't help figure out why a curriculum worked or didn't work, but other models can.

Stake's Countenance Responsive Evaluation model

In the 1970s, Robert E. Stake developed a system for conducting educational evaluations (Popham, 1995). After that, the model was created and given the name Stake's responsive model (Stake, 1975, 1983). The responsive approach developed by Stake "gives up some measuring precision in the hopes of increasing the utility of findings to those in and around the programme (Stake, 2011, p.8)."

When an evaluation "orients more directly to programme activities than to programme intents, responds to audience information requests, and refers to the various value perspectives that are present in reporting the success and failure of the programme (Stake, 1975, p.14)," it is said to be responsive (Spiegel, Bruning & Giddings, 1999, p2). The major stakeholders' issues, which were obtained through regular dialogues with these parties during the evaluation, are given special attention in the responsive evaluation. The evaluator is a complete, subjective partner in the educational programme in the responsive model, and they are extremely involved and interactive. During the evaluation process, the evaluator's responsibility is to offer a channel for ongoing contact and feedback (Stake, 1975).

Stake maintains that everything has a relative worth and that there is no objective standard of value. It implies that, depending on one's perspective, area of interest, and beliefs, there may be numerous legitimate interpretations of the same occurrences. The evaluator's responsibility is to gather opinions and viewpoints from those involved with and close to the programme (Stake, 1983).

The evaluation process should comprise (a) describing a programme, (b) reporting the description to relevant audiences, (c) getting and evaluating their

judgments, and (d) reporting the analysed judgments back to the audiences, according to Stake's Countenance Model (Stake, 1967). Stake (1975) later advocated for an ongoing "dialogue" between the evaluator and all other parties connected to the evaluand in his Responsive Evaluation Model. He listed 12 steps for the dynamic interaction between the evaluator and his viewers during the evaluation process. In his five-step evaluation process, Provus (1971) outlined the following steps: (a) clarification of the programme design; (b) evaluation of the programme's implementation; (c) evaluation of the programme's short-term results; (d) evaluation of the programme's long-term results; and (e) evaluation of the programme's costs and benefits.

Complete description and assessment of the programme are said to be the two main activities, or countenances, of every evaluation, according to Stake. To help an evaluator gather, arrange, and understand quantitative and qualitative data for these reasons (Worthen & Sanders, 1987), Stake developed an assessment framework. His plan highlights the distinctions between descriptive and judging acts in relation to the antecedent, transaction, and outcome phases of an educational programme (Popham, 1993). An antecedent is a circumstance that existed before teaching and may have an impact on outcomes. Transactions are the subsequent commitments or dynamic interactions that make up the teaching process. The results of the educational process are called outcomes (Popham, 1993; Stake, 1977)

Stake further distinguished between intended and actually observed outcomes while classifying descriptive behaviours. Depending on whether they pertain to the criteria used to make judgments or the actual judgments, different judgmental acts are classified (Popham, 1993). The evaluator writes down what

the developer wanted, how observers saw it, what customers expected, and how important each feature was (Stake, 1977).

Stake's model is helpful because it documents logical connections between all of the course programme's components, offering substantial evidence to support the effectiveness of a course (Hamm, 1985). An assessor starts by examining the intent. Intentions are intended outcomes, including anticipated, feared, and desired effects. Next, the evaluator will examine the descriptive matrix's data for congruence between observations and intents. Observations are accounts of environmental occurrences and their effects (Stake, 1977).

The responsive model has a number of benefits. First off, questions are not pre-formulated in responsive evaluations; rather, they are permitted to surface throughout the evaluation process. The evaluation using a responsive approach aids evaluators in quickly comprehending the programme and identifying the issues and concerns that matter the most to diverse stakeholder groups. Second, the responsive evaluation describes the programme employing content-rich information in a way that makes it simple for consumers to understand (Stake, 1983; Hurteau & Nadeau, 1985).

Additionally, the responsive evaluation gives viewers the ability to respond to the evaluator's comments and communicate with the evaluator about their problems and worries (Paolucci-Whitcomb, Bright, Carlson, & Meyers, 1987). In other words, the values and viewpoints of various audiences are openly acknowledged, which creates a context for analysing various issues. In conclusion, Stake's responsive model does a good job of making this kind of review available to a wide range of stakeholders.

But in addition to these advantages, Stake's responsive model also has disadvantages. The model's first flaw is that applying it takes a lot of time because utilizing it to evaluate something takes a long time (Popham, 1995). Second, if the evaluator lacks experience, applying the model to evaluate educational programmes is difficult (Hurteau & Nadeau, 1985). The third comes from the extensive dialogue between the assessor and the stakeholders. The job of the evaluator is vague in this situation because of the high level of engagement, and in this circumstance, they "serve as resource people rather than researchers" (Popham, 1995, p. 3). Finally, because of the model's flexibility, it may be difficult to keep the evaluation's focus, which could prevent it from providing answers to some problems (Hurteau & Nadeau, 1985).

But the evaluator also looks at the connections, or contingencies, between the factors that affect the antecedents, transactions, and outcomes. Programme outcomes are the consequences of the programme, both planned and unintentional. Programme antecedents are situations that exist before the programme is run; programme transactions are dynamic encounters and processes that occur throughout the programme's execution. Transactions and antecedent conditions affect outcomes (Stake, 1977; Worthen & Sanders, 1987).

Formative and summative evaluation

Scriven (1967), created two phrases to explain the diverse roles that evaluations play. The roles in the educational process and the complete curriculum were observed. According to Scriven, formative evaluation is a sort of evaluation in which the curriculum and assessment procedures are utilized to keep an eye on the teaching process and check if learning is taking place the way it should. On the other hand, the summative evaluation is conducted at the

end of an educational activity to determine whether learning or the curriculum is adequately and successfully complete in order to determine whether transferring or moving the learner or activity to the next section of instruction. It is also used to determine whether to continue executing a developed curriculum (Alkin, 1974). Both ways of evaluating are meant to change and improve the curriculum or the way that teaching is done.

The formative is used when or during instruction or when a programme is in progress to establish the differences between the two. On the other hand, summative evaluations take place often at the conclusion of the educational process or the curriculum's implementation. Formative instruction gives students of a curriculum an advantage in evaluating the efficacy of novel methods and procedures. Additionally, it establishes the procedures and material resources that must be used to guarantee that a curriculum produces superior results. Once more, it indicates that an enhanced curriculum has been found to have shallow and minor flaws that call for adjustment. On the other hand, the summative assessment makes sure that the effectiveness of the designed curriculum is also verified. It also shows that the effectiveness of a curriculum is good enough to reach the goals that were set for it (Stake, 1977).

Once more, formative evaluation aims to offer pertinent or relevant information that could be employed in curricular monitoring. It provides curriculum users with feedback along with teaching exercises or useful techniques. By doing this, students of the curriculum will be able to assess data. (Tamakloe, 1997). The data could be helped by the ways it offers helpful feedback and suitable, accessible, and obvious educational tactics. The summative procedure is flexible. It also establishes the degree to which a

curriculum has been accomplished. It looks at the marks and scores that students receive for their coursework and exams. It also looks at what users have so far been able to do with the aid of a curriculum.

Finally, formative evaluations satisfy all duties regarded to be improved, much like summative evaluations, but again, the former provides for more precise curricular monitoring. It acknowledges the overarching objective that every curriculum aspires to. Additionally, it finds errors so that changes can be made promptly to advance the software. (Adentwi, 2005). The formative evaluation method offers a wide range of data collection techniques. Paper tests, classroom observations, questions, and checklists are a few examples of these, whereas summative assessments have relatively few means for acquiring data. Scales for rating survey test performance, final exams, and a few others are among them.

Decision-oriented evaluation

In order to enhance decision-making in regard to the planning, design, and implementation of curricula, this technique focuses on providing data. This approach is based on the premise that evaluation is only worthwhile if its results have an effect on actions made in the future. (Lewy, 1977). The proponents of this evaluation model are of the opinion that evaluation data should be gathered and presented in a fashion that will assist curriculum designers and implementers in reaching more informed conclusions in this area. So, evaluations should be done at the same time as the many stages of planning and implementing a curriculum, when more information is needed to make better decisions (Stufflebeam, 1971).

Once more, evaluation procedures must be made flexible enough to accommodate any necessary modifications and revisions to curriculum preparation and implementation. In this instance, the evaluator must comprehend the cycle regarding curriculum creation and execution, and be prepared to provide a variety of knowledge relevant to specific decision points at various phases. One crucial aspect of this idea is that the work of the evaluator goes beyond simply assisting the decision-maker in choosing among a variety of potential approaches to handling a situation. Even if the decision maker does not recognize the alternatives, he or she is nevertheless expected to pay attention to them. In fact, the audience for a decision-focused assessment is always the decision maker, and this technique directs an evaluation in accordance with the decision maker's concerns, informational needs, and effectiveness criteria. This theory's proponents include Alkin (1969) and Stufflebeam (1971).

This approach tries to solve one of the primary complaints about evaluation in the 1950s, that it did not produce useful information. It accomplishes this by carefully considering the information requirements of the people who are anticipated to utilize the evaluation. Also crucial to ensuring that the curriculum doesn't advance is the decision-oriented methods' capacity to provide decision-makers with feedback at various phases of curriculum preparation and implementation. Without being changed by new information about needs, resources, educational advances, the connections between daily activities or the results of delivering education in a particular manner (Worthen & Sanders, 1987).

Stecher and Davis (1987) cite the fact that many significant decisions are not taken at a single moment in time but rather develop over time as a key

flaw in the decision-oriented approach. Once more, many decisions are made based on the subjective impressions, emotions, and personal requirements of programme planners and implementers rather than objective evidence. In addition, the decision-oriented method looks to take away the evaluator's function as a judge of the programme's design and implementation, claims the argument. House (1980), seems to put at the programme manager's disposal how to achieve his goals, thus rendering evaluation unjust and undemocratic. House (1980) takes this stance because, under the decision-oriented approach, evaluators are simply expected to present decision-makers with a variety of possible solutions to a problem rather than making the final decision on programmes.

However, according to Cronbach (1980), one crucial function of the evaluator is to provide information rather than make decisions. Therefore, a legitimate purpose of evaluation is to aid customers in understanding the complexity of issues rather than provide short answers to specific inquiries. Another problem with decision-oriented evaluation is that it can be very expensive and hard to do if priorities are not carefully set and followed.

House (1980) takes this stance because, under the decision-oriented method, evaluators are only supposed to give decision makers a few possible ways to solve a problem, not make the final choice. However, it could be claimed, as Cronbach and others (1980) have emphasized, that the evaluator's only significant duty is to provide information rather than make decisions. Therefore, a legitimate purpose of evaluation is to aid customers in understanding the complexity of issues rather than to provide short answers to

specific inquiries. Decision-oriented evaluation can also be very expensive and hard to do if priorities are not set and followed carefully.

Scriven's goal-free evaluation (GFE)

Michael Scriven developed the goal-free evaluation paradigm in 1972.

Much money was put into education at the time for the purpose of making it a more effective management practice. Such a move made it necessary to assess the educational initiatives that received government funding. Scriven observed that the evaluations of these initiatives were affected by the programs' objectives, which led to their poor quality. Scriven was one of the people participating in the evaluation of these initiatives. Since official or stated programme goals and objectives are typically hidden or screened from the evaluator, he proposed the new "goal-free evaluation" approach for programme evaluation (Youker & Ingraham, 2013, p.51).

Here, the word "goal" is used instead of the word "objective." Weiss and Jacoss (1988, p.528) say that goals are "broad statements of a programme's intentions or intentional consequences that are often not exact enough to be defined and frequently deal with long-term rather than short-term goals. A programme's or intervention's objectives, on the other hand, are "statements that express in clear and concrete words the goals or effects of a programme or intervention" (Weiss & Jacoss, 1988, p.533).

Goal-free evaluation, as opposed to goal-based evaluation, concentrates on the educational programme's intended and unexpected consequences. Instead of paying attention to what the curriculum designers say about what they want to achieve, a goal-free evaluator (Popham, 1995) looks at what happens when they try to teach.

By rigorously avoiding "false" information derived from the programme or project aims, the goal-free evaluation seeks to ascertain what the project's overall consequences are. This will lessen any unintended consequences that may result from the projects' or educational programmes' objectives. In other words, the objectives of the projects or programmes have no bearing on the evaluations. However, this does not mean that goal-free evaluation should replace goal-based evaluation. In addition to the goal-oriented method, Scriven advises utilizing goal-free evaluation (Popham, 1995).

As a rule of thumb, Youker and Ingraham (2013) recommend that evaluators use this when conducting a goal-free evaluation. The recommendation states that evaluators should undertake the following four main processes; without mentioning aims or objectives, identify relevant effects to investigate; determine what happened in the absence of goals and objectives; determine whether the programme or intervention can be logically blamed for what happened. 4. Ascertain whether the effect is more favourable, negative, or neutral.

One of the main benefits of the goal-free evaluation model is that it allows evaluators to pay more attention to a wider range of programme outcomes than only those that comply to the programme's purposes and goals. Goal-free evaluators serve as either internal or external evaluators in this situation. For example, in a project to develop a curriculum, one team member could serve as an internal evaluator who assesses the worth of various project endeavors based on their outcomes, while another evaluator who is not a team member takes on the role of an external evaluator (Scriven, 1991; Davidson, 2005).

The ability to supplement goal-based evaluation is the second benefit of goal-free evaluation (Youker & Ingraham, 2013; Youker, Hunter, Bayer, & Zielinski, 2016). For example, in a project to develop a curriculum, one team member could serve as an internal evaluator who assesses the worth of various project endeavors based on their outcomes, while another evaluator who is not a team member takes on the role of an external evaluator (Stufflebeam & Shinkfield, 1985). In other words, the GFE results can be used as the starting point for future GBEs. Also, a more thorough examination can be done when goal-free evaluation is used to improve the results of goal-based evaluation.

Another advantage of goal-free evaluation (GFE) is the avoidance of the rhetorical genuine objective. When all available resources are devoted to a programme's goal-directed assessment, but the stated goals do not even begin to cover all significant outcomes, it is terrible (Fitzpatrick, Sanders, & Worthen, 2004, p.85). In fact, it can be challenging to decide which goals to utilize when evaluating a programme with several stakeholders who have various objectives. GFE can prevent this problem by doing away with goal-related distraction (Youker & Ingraham, 2013).

The creator of this model, Scriven (1967), categorically created this evaluating methodology to assess a curriculum's value by looking at its actual results. It determines if a curriculum has explicit goals or not. This purpose is stated without any mention of the aims or objectives of a particular curriculum. He acknowledges that a curriculum's evaluation is limited by such a rigid adherence to the objectives. Consequently, the assessor could have received a wide variety of facts. In this way, the curriculum demonstrates what it actually

demonstrates rather than what a particular component should have been created in accordance with predetermined aims or objectives.

Finally, goal-free evaluation can be modified or amended to accommodate periodic changes in programme goals, consumer demands, and resource availability (Scriven, 1991; Davidson, 2005). The programme's objectives might no longer be relevant because consumer needs, the foundation of the programme, and the environment are dynamic and subject to change over time. If changes in goals or objectives show up in the programme's activities and results, the goal-free evaluator can still see and write down the effects.

Although the goal-free paradigm has a lengthy history, it has only a small number of practitioners and writers who have written about it, remaining conceptually complex and extremely theoretical (Youker & Ingraham, 2013). Goal-free evaluation has received a lot of flak for lacking adequate operations (Shadish, Cook, & Levinton, 1991, p.61). To put it another way, it is challenging for evaluators to evaluate educational programmes utilizing GFE because they only have a theoretical understanding of the concept and little experience using it (Irvin, 1979; Mathison, 2005). Shadish, Cook, and Levinton (1991) say that evaluators think they cannot use GFE in real life because they don't have enough experience in that area.

According to Stecher (1991), the goal-free evaluation is a rather challenging task because the evaluator's expertise must be of the experienced variety. By posing the query, "How will the evaluator determine the observed effects assigned to the curriculum, whether investigated or not?" he emphasizes the problem. Since only time can tell for such a model, one may suppose that precise objectives and directions will be decided at some point in the future. It

may contain clear objectives or guidelines for evaluators to follow, albeit the motivation at this time does not ensure that established procedures will be followed. But Scriven made the "Modus Operandi Method," which is a similar but unofficial way to judge things (Cobbold, 1999).

Once more, the Goal-free model offers assessors a platform for data that reflects problems on the field. Additionally, it guarantees that every component of the curriculum is identified and thoroughly researched. It should be emphasized that the evaluator's characteristics have a significant impact on the study. This is because there are no guidelines to ensure that the evaluator has his own set of established standards to adhere to. When an evaluation study is completed, the goals of the evaluators are still in effect (Fitzpatrick, Sanders, & Worthen, 2011).

CIPP model

Daniel Stufflebeam created the Context, Input, Process, and Product (CIPP) model in the late 1960s (Stufflebeam, 2000, 2003, 2014). It is one of the earliest and most well-tested models. The concept was initially developed to assist in enhancing and achieving accountability for American school programmes. Later, the concept was widely used in a variety of industries, including business, social programmes, the health professions, and even the military (Stufflebeam, 2000). The model is described as a comprehensive framework for directing assessments of programmes, projects, people, goods, and evaluation systems (Stufflebeam, 2003).

Context evaluation, input evaluation, process evaluation, and product evaluation are the four distinct dimensions of the CIPP model (Stufflebeam, 2000, 2003; Vol, 2017). Assessment of needs, issues, and possibilities within a

specific area is the focus of context evaluation. Through input evaluation, the work plans and budgets for the competing techniques used to carry out projects or programmes are assessed. Monitoring and evaluating project or programme implementation activities is done through process evaluation. Product evaluation assists in determining and assessing the intended, unintended, and short-and long-term effects of initiatives or programmes (Stufflebeam, 2000, 2003, 2014).

The approach is one of "learning by doing" (Stufflebeam, 2014, p.318). The CIPP model is an ongoing attempt to find and fix errors in evaluation practice. It is also a means of creating and testing necessary new practices that are more effective. The core idea of the CIPP model is that "improving rather than proving" is the most crucial goal of evaluation (Stufflebeam, 2003, p.58).

Both summative and formative evaluations are stressed by the CIPP paradigm. CIPP evaluations are summative when they rate the results of completed projects, programmes, or service performances, but they are considered formative when they focus on data collection and reporting for improvements. The summative role accumulates the value implications of pertinent information and focuses on accountability in evaluations (Stufflebeam, 2000, 2003). In addition, the paradigm is built on the idea that "moral virtue is objective and independent of personal or merely human impulses" (Stufflebeam, 2000, p.281). To put it another way, the evaluation using the CIPP model is devoid of human subjectivity in order to arrive at a more accurate judgment.

The evaluator has the option of using the entire CIPP model or just one of its dimensions. In his proposal for a specific evaluation guideline,

Stufflebeam (2000) outlines the goals, procedures, and application of each CIPP model component. Based on the rules, evaluators can choose which CIPP component or dimension to use in their evaluation and what method to use.

The CIPP model has a lengthy history and is frequently revised, making it very useful in evaluation. First of all, because the model was not created with any particular programmes or solutions in mind, it can be used in a variety of evaluation scenarios. Evaluators, programme specialists, researchers, developers, policy groups, leaders, administrators, committees or task groups, and layer personnel use it (Stufflebeam, 2014). According to Zhang from East Carolina University, during her search for pertinent literature on the CIPP model, she discovered over 200 evaluation studies, journal articles, and doctoral dissertations that were related to the model across many different countries and subject areas (Stufflebeam, 2014). The model is also found to be used in 134 PhD dissertations from 39 different areas at 81 universities. The CIPP model is used in many academic fields, such as agriculture, aviation, business, communication, online learning, elementary, secondary, and tertiary religion, and sociology.

Second, the CIPP model's four distinct dimensions—Context, Input, Process, and Product—can be used together to evaluate programmes or projects or independently, depending on the needs of the evaluation. Context evaluation aids in structuring decisions for creating instructional procedures; input indicators aids in implementing decisions for using, monitoring, and improving procedures; and product evaluation aids in recycling judgments for judging and responding to the results produced by methods (Popham, 1995).

Thirdly, the CIPP model was designed by Daniel Stufflebeam and his colleagues, and as a result, it offers clear instructions that make it simple to employ in evaluation. Stufflebeam (2000, 2003, 2014) offers detailed instructions on how, when, and why to utilize the CIPP model for evaluators. Evaluators can opt to employ the entire CIPP model or only one specific factor in their evaluation based on this advice. The CIPP model's comprehensive structure is a great resource for evaluators when conducting their assessments. Additionally, Stufflebeam (2007) offers a checklist for assessors to employ in order to determine what has to be done while doing the evaluation. The checklist also enables evaluators to determine what issues to address in their evaluation.

Despite being widely utilized, CIPP has a few flaws that should be taken into account before applying it for evaluation. It is first claimed to be comparable to the needs assessment. When it comes to needs, context evaluation shares some characteristics with needs assessment. Second, using the entire model requires a lot of time in the application.

Responsive evaluation

A programme evaluation strategy known as responsive evaluation prioritizes making certain measurement compromises in order to increase the value of assessment findings to stakeholders (Stake, 1975). Increased evaluation use is achieved by involving the stakeholders (programme implementers and beneficiaries) early in the evaluation process, continually modifying the evaluation criteria throughout the evaluation, and starting with considerations of the final product (i.e. what will the evaluation be used for or who will use the evaluation findings). In comparison to the pre-ordinate approach, responsive evaluation is less formal and less precise since it focuses on resolving the

concerns of various programme participants through a constantly changing evaluation criterion. The pre-ordinate approach is concerned with or focuses on the setting of goals, the use of statistical testing, the values of programme staff, and communicating in a research-style (Stake, 1975).

Robert Stake and others created this strategy in the field of education in the late 1960s as a substitute for "pre-ordinate" or experimental approaches, which paid little attention to the development and implementation of programmes and had little involvement from stakeholders, including the beneficiaries, during the evaluation (Abma & Stake, 2001). The people whose interests are affected by the programme and are up for discussion during the evaluation are referred to as stakeholders. Its emphasis on the significance of the evaluation being conducted in the settings where learning occurs, i.e., the programme's implementation areas, stems from the fact that it was created to evaluate educational programmes. Therefore, it may be claimed that it is more focused on programme activities than on programme intent.

Initial programme design elements, such as the objectives and hypothesis, are incorporated in the planning and structuring of the evaluation but are not the evaluation's primary building blocks. When conducting a response assessment, the evaluator bases his or her decisions on the reasons the review was requested as well as the problems that have arisen throughout the programme's execution (Stake, 1975). The challenges or issues that organizations face that are brought up by stakeholders serve as the conceptual basis for organizing an evaluation study (Stake, 1975; Tineke, 2005).

The research questions for the evaluation are then derived from these two, being careful to take the programme participants' worries into account. The

evaluator must now strike a balance between the requests for only satisfactory (or only unsatisfactory) information and the notion that only evaluators' and external authorities' needs merit discussion (Stake, 1975).

Standard evaluation tools are not required; they may be employed in accordance with the evaluator's preferences after initial programme observation and identification of the various and crucial issues from all engaged stakeholders. Participating stakeholders at this stage also protects the evaluator from criticism for relying too much on preconceived assumptions of success (Stake, 1975). Consensus is reached when the right ways of communicating are used, or when people with different points of view learn from each other (Tineke, 2005; Stake, 1975).

It's vital to highlight that using structured instruments and statistical techniques or other quantitative research methods, such as testing students, is not prioritized in responsive evaluation. People are used in this scenario more as informants than as subjects. Contrarily, more emphasis is being focused on qualitative data collection methods that capture the perspectives of many groups, such as participant observation, unstructured interviews, and other participant-oriented approaches. People are asked more questions about how they think they have changed than about how they have changed (Stake, 1991).

The project's stakeholders' values are expressed as concerns or information needs, which are subsequently addressed through evaluation. However, communication with the pertinent parties and eliciting their feedback on the significance and applicability of the data being acquired at each stage of the evaluation helps to preserve the quality of the information gathered (Stake, 1975). The methods utilized to collect information are those that the various

stakeholders can easily understand, making it simple for them to take part in the evaluation. This can be considered one of the advantages of this style of evaluation because it looks at a programme or project from a variety of perspectives rather than the typical one from the evaluation leader's perspective (Abma & Stake, 2001).

Stake suggested a structure for the assertions and data to be gathered during evaluation: six cells for description, six cells for judgment data, and one cell for the programme's justification. He says that an evaluation should focus on the programme's results, causes, and how it works (Stake, 1975). The benefits of responsive evaluation are numerous. First of all, questions are not preformulated in responsive evaluations; rather, they are permitted to surface throughout the evaluation process. By using a responsive evaluation strategy, evaluators may quickly comprehend the programme and identify the issues and concerns that matter most to different stakeholder groups. Second, the responsive evaluation uses content-rich information to explain the programme in a way that is simple for people to grasp. (Stake, 1983; Hurteau & Nadeau, 1985).

Additionally, the responsive evaluation gives viewers the ability to respond to the evaluator's comments and communicate with the evaluator about their problems and worries (Paolucci-Whitcomb, Bright, Carlson, & Meyers, 1987). In other words, the values and viewpoints of various audiences are openly acknowledged, which creates a context for analysing various issues. In conclusion, Stake's model for responsive evaluation is a good way to make sure that a wide range of stakeholders can use these kinds of evaluations.

Stake's responsive architecture does, however, have significant disadvantages in addition to its benefits. The model's first drawback is that it takes a long time to apply because it must first be evaluated using the model (Popham, 1995). Second, if the evaluator lacks experience, applying the model to evaluate educational programmes is difficult (Hurteau & Nadeau, 1985). The third drawback results from the extensive communication between stakeholders and the assessor. The job of the evaluator is vague in this situation because of the high level of engagement, and in this circumstance, they "serve as resource people rather than researchers" (Popham, 1995, p. 3). Finally, because of the model's flexibility, it may be difficult to keep the evaluation's focus, which could prevent it from providing answers to some problems (Hurteau & Nadeau, 1985).

Illuminative evaluation

It is asserted that insightful evaluation fits into the paradigm of anthropological research, where the methodology calls for a thorough examination of the entire programme. It is a method of evaluation that aims to address and clarify a wide range of concerns about the application of innovative educational projects, including how they function, how they are impacted by the various school settings in which they are used, what those who are directly affected see as their benefits and drawbacks, and how students' intellectual experiences are most impacted. It tries to find out and write down what it's like to be a part of the programme, whether as a teacher or a student. It also tries to figure out and talk about the programme's most important features and problems (Tuah, 1982).

In response to the objective-based or conventional approach of evaluation, Parlett and Hamilton (1987) created an insightful evaluation. The

"agriculture-botany" paradigm was the name given to the objectives model by Parlett and Hamilton (1987, p.86-88). The most popular sort of "agriculture-botany" evaluation is the evaluation of an innovation by determining whether or not it meets the necessary standards for the predetermined criteria. Pre-tests are given to students, similar to how seedlings are weighed or measured, and then they are exposed to various situations (treatment conditions).

After some time has passed, their achievement (growth or yield) is measured to determine the relative efficacy of the techniques (fertilizers) employed. According to Parlett and Hamilton, research of this kind is intended to produce objective numerical data that can only be analysed statistically. According to Parlett and Hamilton, "agricultural-botany" failed to provide curriculum developers and evaluators with an understanding of the reasons why a programme failed because it placed too much focus on outcome metrics. The methodology fails to explain how and why students learn some things and not others. As a result, Illuminative evaluation, a novel, unconventional method of curriculum evaluation, was created by Parlett and Hamilton (Parlett & Hamilton, 1987).

Illuminative evaluation, which takes inspiration from anthropology, concentrates on documenting classroom practice as it actually happens in order to compare descriptions to what was intended and noted in the curricular blueprint as a basis for adjudication. Additionally, it concentrates on topics that come up during an evaluation so that it can gradually investigate them in greater detail and determine what is explicitly stated and what might be covered up in a curriculum (Basson, 2006). This evaluation strategy considers the larger

contexts in which educational innovations operate. The description and analysis of the circumstances of educational advancements are its main concerns.

The objectives of an illuminative evaluation, according to Parlett and Hamilton (1987, p.89), are to examine the innovative project's operation, its influence by the many school settings in which it is used, and perceptions of its benefits and drawbacks by the people who would be directly affected. It tries to find out and write down what it is like to be a teacher or student in the programme. It also tries to find and talk about the key parts of the innovations.

The fundamental function of the evaluator in an illuminated evaluation is that of an information broker for the various stakeholder groups. Instead of having a privileged position, evaluators participate in the review process as one voice among many (Basson, 2006). The assessor therefore spends time with them in order to understand what people "inside" the school (students and instructors) think and feel about the innovation. In other words, the evaluator's observations offer insider perspectives or sentiments, or what is known as an "emic" perspective. The "emic" perspective looks at the stories, descriptions, and evaluations of an innovation that the members or participants in the study think are appropriate.

Parlett and Hamilton believe that the curriculum changes when it is put into practice in a challenging and naturally occurring situation. As teachers and students interpret and reinterpret the educational system for their specific context, curriculum elements can be emphasized or de-emphasized, expanded or abridged. As a result, the programme's objectives may be rearranged, revised, dropped, or forgotten (Parlett & Hamilton, 1976).

In addition to an emphasis on rigor gained through modifying the learning environment for evaluation, the fact that the curriculum is changing while being implemented in a complicated existing context demands the necessity for an evaluator (Basson, 2006). When observation data is written down, it is in the form of a description that shows how things actually happen in the classroom and presents them as human events, in order, or as themes that are starting to emerge (Basson, 2006).

This approach's main strength is that it makes an effort to shed light on a variety of complicated topics, concerns, and circumstances as well as to pinpoint the processes that produce both favourable and unfavourable outcomes of an educational innovation. So, it is a thorough evaluation that tries to see how effective a programme is as a whole by looking at intervention-related issues from different points of view.

Concept of process evaluation

Process evaluation is skilled at probing the mechanics of how programme elements operate and attempting to identify the many elements that either facilitate or obstruct programme execution (Ritchie, Lewis, Nicholls, & Ormston, 2014). Process evaluation are centered on the programme's functionality, and the instructional procedures. Inputs are effectively employed during the implementation phase to accomplish the targeted aims, objectives, and goals of the product. The assessor evaluates the processes to determine how the school operates and which procedures oversee improving operations and preserving educational quality. Decisions on implementation are made during this phase (Patil & Kalekar, 2014).

Process evaluation can provide further insight into the implementation process and useful information that can highlight areas of the programme that need improvement. When interventions produce noteworthy results, it is crucial to determine which programme elements were successful and which ones were not (Linnan & Steckler, 2002). Additionally, crucial knowledge regarding the kinds of intervention techniques that may or may not be routinely used for particular behaviours, programme participants, and situations can be learned (Ward, Windsor, & Atkinson, 2012). Such information enables the content and structure of programmes to be tailored to the capabilities of their producers, which can lead to the deployment of other services and an increase in the number of programme participants (Ward et al., 2012).

Process evaluation establishes crucial links that aid in understanding and enhance theory-informed treatments (Linnan & Steckler, 2002). Identifying and comprehending reasons for how and why specific components of the programme are successful or unsuccessful is critical to improving theory and programme efficacy (Linnan & Steckler, 2002). It is crucial to examine the programme's constituent parts before a programme's effectiveness can be determined based on its overall results. For instance, if a programme was not implemented as intended, it would be logical to assume that its poor implementation reduced its overall efficacy (Baranowski & Stables, 2000). So, evaluators must think about the important parts of a process evaluation (Baranowski & Stables, 2000; Linnan & Steckler, 2002) that are needed to plan and finish it.

It can be inferred that process evaluation seeks to keep track of, record, and evaluate programme actions. As a result, the study's attention was drawn to

the element of classroom procedure. The project implementation process is monitored via process evaluation. It poses the question, "Is it being done?" and offers a continuous review of the project's implementation procedure. Documenting the process and providing feedback on (a) the extent to which the planned activities are carried out and (b) whether adjustments or amendments to the plan are required are important objectives of process evaluation. Process evaluation also tries to figure out how well participants accept and do their jobs.

Monitoring the project's procedural obstacles and unexpected defects, identifying necessary in-process project adjustments, gathering additional data for corrective programmatic changes, documenting the project implementation process, and regularly interacting with and observing the project participants' activities are all examples of process evaluation methods (Stufflebeam & Shinkfield, 2007). Processes can be evaluated in a number of ways, such as through on-site observation, participant interviews, rating scales, surveys, record analysis, photographic records, participant case studies, focus groups, self-reflection sessions with staff, and tracking of expenses.

Process evaluation is even more advantageous for service-learning projects since it (a) contributes to the knowledge needed to make on-site adjustments to the projects and (b) encourages the growth of connections between the evaluators. In this instance, the clients or stakeholders, who are based on a growing collaborative understanding and professional skill capabilities, and the two task force members in research and evaluation techniques, can support the project's long-term sustainability.

The researcher would define process evaluation as a step-by-step procedure used by evaluators to assess the degree to which an ongoing

programme, project, or curriculum is being carried out to fulfill the stated aim. This definition comes from the discussion above. It looks at the programme's goals, procedures, resources, target audience, and time frame and answers questions like "what, which, when, who, and how" and "what challenges are being faced" and "how can we improve or change the strategies to get the results we want?"

Concept of Social Studies Curriculum

The definition of Social Studies has been developed over time, for example, earlier Social Studies was defined as the study of man, the way he behaves and organises in a group, his relationship to the social and physical environment and his interaction with them in the past, present and emerging future. According to Durbey and Barth (2016), social studies is the incorporation of the humanities and social sciences with the purpose of educating people.

In this way, according to Mezieobi (2016), social studies is a subject that focuses on society and was designed to develop students' creative potentials in terms of thinking creatively and giving ideas toward recognizing societal problems as well as proposing solutions. With the use of a social studies curriculum, a society can impart to its youth the knowledge, abilities, attitudes, and behaviors that society deems crucial for understanding how people interact with one another, their environment, and themselves.

According to Akubue (2015), the group charged with developing the social studies curriculum saw social studies as a subject that would help kids acquire good citizenship. They defined Social Studies as all subject matters

relating to the organization and development of human society and man as a member of a social group.

According to Enem (2017), social studies is the study of man in relation to his surroundings. He added that the goal of social studies education is to help students gain the knowledge and skills they need in order to succeed in their overall development. A solid social studies curriculum attempts to include knowledge, experience, and resourcefulness to promote national cohesion and civic education. Students are exposed to their cultural surroundings through social studies, which helps them form positive beliefs, values, and attitudes (Enem, 2017).

This is so that educators can better understand their area and its issues, encourage an awareness of cultural diversity and human heritage, and foster the development of patriotic and self-actualized citizens. In addition, according to Enem (2017), social studies foster a spirit of interdependence, unity in difference, and cooperation among all local government officials as well as those from other countries and around the world. It also provides the pupils with the fundamental knowledge and social behaviours that should aid in their social integration.

Social Studies enable people to develop a good sense of judgment and a sense of moral and social responsibilities which enables them to become useful members of society (Uchendu, 2017). In summary, Social Studies is applied social sciences, the Humanities and other fields of study that bear direct or indirect relevance to effective social action. The ultimate goal of the study being or is to enable man to adapt to his environment, utilize available resources

optimally for his betterment, appreciate his ecological limitations, constraints and conditionality as well as preserve his environment.

The concept of Social Studies denotes the idea and the general notion underlying the course. Social Studies is a subject that helps individuals to be useful to society and to appreciate current cultural practices to be acceptable by the immediate and larger society. Social Studies involve the critical assessment of man's social and physical environment. According to Kissock (2016, p. 3), "Social Studies is a programme of study which a society uses to instil in students' knowledge, skills attitudes and actions which it considers important concerning the relationships human beings have with each other, their world and themselves".

According to Onipe (2017), social studies is a topic that cultivates in students self-awareness, self-discipline, self-reliance, and self-services, all of which help students grow a sound mind and a sound body that can handle life's stresses and strains. A body of study called social studies explores every aspect of the educational system from a social perspective. The exploration of man and his complex relationship with his environment is the subject. The entire educational system is viewed from a social perspective by the field of study known as social studies.

The core of the field is the investigation of how man interacts with his environment in complex ways. According to Onipe (2017), social studies are conceptualized as an organized, integrated study of man and his physical and social environment that places an emphasis on cognition, practical skills, and desired attitudes and behaviors to create a productive citizenry.

The goal of social studies is to understand environmental issues and identify solutions. It is a multidisciplinary investigation into a subject, issue, problem, worry, or aspiration (Ogundare, 2017, p. 4). Ndan (2017) asserts that social studies education has created a variety of ways and techniques to promote people' positive attitude and value development.

Social Studies as perceived by Sunal (2016, p. 10) “is the integrated study of the Social sciences and humanities to promote civic competence”. Social Studies education helps an individual to critically examine and re-examine one’s views and stand in the various unresolved societal issues. Social studies is a multidisciplinary field of study that incorporates material from many other academic fields.

According to a thorough definition provided by the National Council for the Social Studies in 1994, Social Studies are the study of the social sciences and humanities that are combined to foster civic competency. As a component of the curriculum, Social Studies offers coordinated, systematic study that draws from a variety of academic fields, including Anthropology, Economics, Geography, Political Science, Philosophy of Law, Psychology, Religion, and Sociology, as well as relevant material for the humanities, mathematics, and natural sciences.

From this vantage point of cross-disciplinary content and kid-centered pedagogies, educators note that Social Studies stands out as the best topic for citizenship education (Barton & Levstik, 2017; Biesta, 2006; Parker, 2016; Ross, 2016; Ross, 2016; Thornton, 2015). We can better understand the arguments made by these educators if we have a brief understanding of the origins of social studies in Ghana, English-speaking Africa, and the USA.

People who study social studies are better equipped to form sound judgments and senses of moral and social obligations, which helps them become contributing members of society (Uchendu, 2017). Applied social sciences, humanities, and other academic disciplines that have a direct or indirect bearing on effective social action are together referred to as social studies.

The study's ultimate purpose is to help man adapt to his surroundings, make the best use of the resources at his disposal for his benefit, recognize his ecological limitations, restrictions, and conditionality, and protect his environment. The idea and overarching thought supporting the course are indicated by the term "concept of social studies." Social studies is a discipline that teaches people how to contribute to society and how to understand contemporary cultural norms in order to be accepted by both their local and wider community. The critical evaluation of man's social and physical environment is a component of social studies.

Social Studies is a study of problems of survival in an environment and to find solutions to them. It is a multi-disciplinary study of a topic, a problem, an issue, a concern or an aspiration (Ogundare, 2017, p. 4). In the opinion of Ndan (2017), "Social Studies education has developed a variety of strategies and techniques to bring about the positive development of attitudes and values in citizens". According to Sunal (2016), the main goal of social studies is to support young people in gaining the capacity to make wise judgments in their daily lives.

The course critically views how man manipulates and is manipulated by various environmental factors around him. According to Onipe (2017, p.19), Social Studies "involves a study of the basic characteristics of man; and a

detailed investigation into the many and varied expressions of the adoption of man to the area in which he lives, and his relationship with other men”.

The subject and its main elements share this quality. Facts, ideas, and generalizations from the field of social science make up the subject of social studies. The integrated concepts, problem-solving techniques, civics education, and decision-making process that make up social studies are all interconnected. Social Studies is of prime relevance in the inculcation of citizenship and societal values. Sunal and Haas, (2016, p. 10) posited that “the defining characteristics of Social Studies is that it is multi-disciplinary in nature, encompassing and integrating knowledge and processes from many disciplines”.

Historical Development of Social Studies education

Early in the 20th century, in the United States of America, the area of Social Studies was founded. It was built on the tenets of history, which was recognized as the primary component of social studies. The Jones Report on Social Studies was the reason why traditional history courses were replaced with social studies courses. This study, which was a part of the renowned Cardinal Principle Report of the National Education Association in 1918, asserted that the purpose of social studies is to develop responsible citizens and that historical investigations that do not result in social reform are pointless (Ravitch, 2003).

This report significantly improved Social Studies instruction. History classes were viewed as being overly "intellectual," removed from students' urgent needs, and having no positive impact on societal efficiency. Social Studies was developed in the pursuit of social effectiveness (African Social Studies Programme, 1968; Adu-Yeboah, 2008).

The goal of introducing Social Studies was to equip pupils with knowledge and abilities pertinent to the institutions of their own society as well as to get them ready for life after school. The Social Studies curriculum, which by the 1930s had expanded to include themes of the home, neighbourhood, and community, had replaced history (Ravitch, 2003). So, the point of Social Studies was to give students a well-rounded education that would help them learn how to make decisions.

Tamakloe (1976) notes that, before 1968, the primary school curriculum included a topic of study known as "centres of interest," which, although only taught at the lower primary level, seemed to include subjects like history, geography, and civics (primary one to three). He goes on to say that the curriculum was just a bunch of things that had been thrown together under the guise of integration, but the content did not make sense.

Ideas on how to modernize the teaching of Social Studies in the school curriculum were first expressed at the Endicott Summer House Study at Massachusetts Institute of Technology (MIT), where eminent African, British, and American educationalists discussed the issues of educational problems facing post-war Africa, particularly the newly independent nations, and how to find solutions to their educational problems in the humanities and social sciences.

It was determined, among other things, at the several Social Studies subcommittee meetings that teaching geography, history, and civics separately in primary schools in Africa led to fictional divisions in the social sciences, which should be discouraged in the early years of education. Children should be exposed to the social sciences as a broad subject of study, and the relationship

between the disciplines that will later become different fields of study should be made clear to them from the start of their education (ASSP Report, 1977, p.57).

The group thought that this would help the child understand how geographically, historically, socially, and economically intertwined he and the community were. The subcommittee proposed calling such an integrated field of study "Social Studies" in the absence of a more appropriate name. Participants at a meeting conducted in 1967 at Queens College in Oxford concluded that Social Studies curriculum development in primary schools needed to be prioritized. The Education Development Centre (EDC) and the Center for Research and Educational Development Overseas sponsored this meeting (CREDO). Another conference took place in Mombassa, Kenya, in 1968. (Tamakloe, 1988).

In order to properly plan for the future of African Social Studies, another meeting was held in Mombasa, Kenya (African Social Studies Programme, 1968). According to Tamakloe (1988), the Mombasa Conference represented a turning point in the advancement of Social Studies in Africa. During this meeting, the African Social Studies Programme (ASSP) was created. Its main goals were to help African countries to:

1. collect data and disseminate for Social Studies projects in Africa and around the world via reports, newsletters, and original documents.
2. assist member countries in organizing workshops, courses, seminars, and conferences for idea exchange and in-service teacher training in order to adapt to the new approach to Social Studies teaching.

3. encourage the beginning of research on how to teach Social Studies in primary and secondary schools in Africa, with the help of professionals and academics (Melinger, 1981).

Three teacher preparation institutions—Presbyterian Training College in Akropong, Wesley Training College in Kumasi, and Achimota College in Accra—started including Social Studies into the curricula of the then-Gold Coast schools from the beginning of the 1940s. However, the programme was abandoned by 1955 since no one was available to teach the merged topics (Bruce, 1988).

With the establishment of the Ghana Curriculum Research and Development Division in 1967, the development of the Social Studies curriculum was renewed (CRDD). The British Council sponsored a conference that took place at the former Advanced Teacher Training College in Winneba in the months of August and September 1968. After that, four chosen centers—Saltpond, and Assin Fosu in the Central Region; Ho and Hohoe in the Volta Region—began a pilot programme for the teaching of Social Studies. In actuality, Social Studies' early development was fraught with difficulties (Tamakloe, 1976; Adu-Yeboah, 2008). There was significant disagreement about the name of the new programme being designed, Tamakloe (1988). The two groups disagreed as to whether it should be called "Social Studies" or "Environmental Studies," with one believing it should be labeled "Social Studies" (p. 16). The National Association of Curriculum and Courses was established as part of the initiative, which is now in its fourth year of pilot testing (NACC).

In Ghana's primary schools, Social Studies progressively began to be taught starting in 1972. At that time, it was known as Social Studies in junior secondary schools and Environmental Studies in primary schools. All Ghanaian Teacher Training Colleges were instructed to begin preparing Social Studies teachers in 1976 for all of the nation's primary schools. Due to its benefits in addressing societal challenges, the development of human resources, and the development of the country, social studies received a lot of attention when it was kept as one of the essential core subjects in the 1987 educational reform programme for all basic schools in Ghana and as an elective subject in some of the then-Teacher Training Colleges, now Colleges of Education (Cobbold, 1999).

In 1988, the CRDD released brand-new textbooks under the name "Ghana Social Studies Series" to replace the environmental studies curriculum in all schools. When the Free Compulsory and Universal Basic Education (FCUBE) was adopted in 1996, the term "Social Studies" was still used for the subject at the elementary and junior secondary levels. However, the phrase "environmental studies" was once again employed at the primary school level in the syllabus that had been adopted in the primary schools in 1988. At that moment, the terms "Social Studies" and "Environmental Studies" are used at the junior and senior secondary levels, respectively. The programme was called as "environmental and Social Studies" at the University of Cape Coast and Teacher Training Colleges.

Following the 1994 Education Review Committee's recommendation, Social Studies was added to the curriculum in Ghana's senior high school system as a core subject in 1996, taking the place of Life Skills (Ministry of Education,

1998). The Anamuah-Mensah Committee suggested that Social Studies be taught and studied at JHS and SHS, giving the subject more recognition (Government of Ghana, 2004; Ministry of Education, Youth & Sports, 2004).

Another wave of educational reforms was implemented in Ghana in 2007, and Social Studies continued to be one of the basic courses that could be examined for the Basic Education Certificate Examination (BECE) and the West African Senior Secondary Certificate Examination (WASSCE) (Ministry of Education, Youth and Sports, 2007). The subject is now known as "Environmental Studies" in primary schools, while "Social Studies" is utilized in junior high and senior high schools. Social Studies was still taught at both the undergraduate and graduate levels at the University of Cape Coast and University College of Education, Winneba. At the College of Education level, the programme was called "Social Studies" (Cobbold, 2013).

Objectives of Social Studies Curriculum of the Colleges of Education

The goal of the multidisciplinary subject known as Social Studies is to provide students with the knowledge, attitudes, values, and skills necessary to become responsible, educated, active citizens. The difficulties or issues that Ghanaian society faces and that endanger its survival are covered in Social Studies. It does this by giving the student the chance to apply ideas, generalizations, and concepts from a range of pertinent disciplines to analyse, research, and find workable solutions to their own and societal problems. It gives students the chance to delve deeper into both their immediate surroundings and the wider globe (NaCCA, 2020).

Because of this, the goals of the Social Studies curriculum for Colleges of Education place a special emphasis on helping students develop their

curiosity, critical thinking, problem-solving abilities, and leadership capabilities. Additionally, it aims to improve digital literacy, cultural identification, global citizenship, creativity, and teamwork. So, the Common Core Programme of the Pre-tertiary Education Curriculum includes Social Studies to help students learn the skills they need to become responsible, active citizens (NaCCA, 2020).

Scope of Social Studies

After World War II, in 1945, the term "scope" was widely employed in textbooks and curricula for the educational sector. New methods of choosing the material for the Social Studies programme emerged as a result of developments in the years between the two world wars. The term "social studies scope" had been a moving target until recently (Tamakloe, 1994). Tamakloe was implying that the focus of social studies was amorphous or unfocused. Since the word "scope of Social Studies" differs from writer to writer, curriculum experts have yet to reach consensus on what it means. According to Banks (1990), the focus of the subject is centered on institutions and communities such the house, family, school, neighborhood, and community in the lower grades. Additionally, many elective courses, including those in sociology, psychology, and democratic concerns, are available at a higher level. According to Martorella (1994), the majority of educators would agree that the social sciences, including political science, geography, economics, sociology, anthropology, and psychology, contributed to some of the social studies' identities.

In describing the scope of social studies, MOE (2015) notes that the subject draws from geography, economics, and civic education and merges these topics to form a unique subject. According to Ravitch (2016), social

studies is considered as a large umbrella that covers a variety of subjects, disciplines, and abilities. It is crucial to note that when subject areas are utilized to determine the scope of Social Studies, possibly the goal is to enhance understanding and values related with the subject areas. According to Aggarwal (1982), a study of relationships, a functional study of the natural sciences and the arts, and a study of current events should all be included in the purview of social studies. According to Tamakloe (1991), "the structure of the content selected for the teaching and learning process in Social Studies must be such that it crosses across disciplines" in accordance with this thematic nature (p.46). He believes that if the content is themed, this is doable. He continues:

Themes such as citizenship, cooperation, interdependence, and nationalism, as well as others like, our school community, our local community, our national community, and our continent, easily lend themselves to an organization that heavily utilizes concepts, facts, skills, and values from various disciplines (p.46).

The distinction between social sciences and social studies must be made clear, nevertheless. Social Studies encourages learning experiences that have both a clear subject focus and a procedural focus in order to accomplish its ultimate aims. For instance, the latter gives students the chance to actively participate in interpreting and evaluating knowledge. The discussion suggested that social studies has a very broad application.

Leming and Ellington (2016) refer to the scope of social studies as being limitless, ignoring meaningful content, and lacking focus for efficient practice in this context. Students consider social studies classes among their least favorite topics, and the majority of social studies textbooks are shallow and

inane. In his preface, Zevin (2017) claims that one of the reasons why Social Studies is detested by so many students is because of the arguments, knowledge of facts, names, and locations, as well as all the facts they had to know. It's possible that the topic's nature contributes to the argument over social studies' intended audience.

According to Tamakloe (1994), the scope of the diversity of concepts, skills, knowledge, and values that can be applied to explain issues, phenomena, and resolve every problem that faces society exhibits the infinite character. Commenting on the social studies' nature Ross and Marker (2015) stated the following:

Since social studies is the subject that encompasses the widest range of information, deciding what should and shouldn't be taught within its confines necessitates weighing the importance of various social knowledges, abilities, and values. As a result, there will continue to be discussion about the field curriculum terrain (p.139).

It seems that the issue with scope selection is a result of both curriculum improvements and the profusion of topics in social studies. According to Preston (2016), these innovations aim to affect not only the technique of study but also the scope and sequencing of the social studies (p.34). There is significant worry regarding the teaching of social studies due to the wide range of topics and the volume of information that may be covered. Due to its conflicting visions and contradictions, everyone agrees that choosing what to study is a significant problem when arranging social studies training (Evans, 2017). The problem for social studies curriculum designers is to create an instructional programme that stresses the depth of significant ideas within the proper breadth of topic covering,

despite the fact that social studies appears to lack an apparent core material. As a result, the choice of content must take into account both the demands of the student and the character of society. Therefore, a comprehensive Social Studies curriculum must support the development of skills and attitudes that will enable students to be innovative, productive, and creative, which opens the door to a high quality of life.

Methods of Teaching Social Studies

The active involvement of the student in the teaching-learning process is necessary to guarantee that Social Studies is effectively taught in schools, as it should be, and in recognition of the fact that it teaches problem-solving, analytical, and reflective skills (Chukuemeka, 2017). Therefore, the emphasis of social studies teaching and learning activities is on strategies that enable successful and efficient course delivery and, ultimately, the achievement of the stated goals. As a result, the Social Studies Teaching style is a pattern and progression of teachers' behaviors that are purposefully and methodically created to account for all significant aspects. Some of the teaching strategies for social studies are covered in this section of the essay.

Inquiry method: According to Nti (2017), inquiry methods are defined as the processes involved in resolving problems, such terms as reflective thinking, critical thinking, discovering method, problem solving are often used in methods related to the method of inquiry. The keyword in this process is 'Finding Out'. Inquiry can be described as a group of methods that helps students to find out information by themselves.

There are five types of inquiry methods according to Yunusa, Ololobou, and Nwachukwu (2016). In Social Studies for tertiary institutions.

1. Surveys – In this technique, the teacher gives the students a topic and asks them to collect specific information on it. In conducting surveys, the information should be put in a form to allow the drawing of conclusions or generalizations. The question asked should be in such a way that responses can be counted and interpreted.
2. Opinion Polls - In opinion polls, a large number of people are asked some questions or several questions that demand short and direct answers. This technique is used to find out what people within a community or nation think about a specific issue or problem e.g. Local government election. The objective is to predict the outcome of the situation being investigated.
3. Interviews - Students are asked to go and ask questions designed to find out the required information. Usually, the person to be interviewed is told the purpose of the interview. The interviewer knows the questions in advance and prepares himself, unlike the opinion poll which does not give room for preparation. Only a small number of people are discussed in the interview, but many people are discussed in an opinion poll.
4. Questionnaire - A questionnaire is a list of questions designed to extract certain facts from a certain group of people. There are two types of questionnaire;
 - (a) Open questionnaire - the respondent usually has the freedom to comment to justify his answer. It is opened for the respondent to respond in a way he thinks the answer should be.

- (b) Closed questionnaire - in this type the respondent is given alternative replies to choose from, he either responds Yes/No, True/False or Tick.

5. Field trips - As the name implies, students are taken away from the classroom so that they can see things with their own eyes. They are often more productive if well planned. The teacher is normally required to give the guidelines.

Discussion method: According to Yunusa, Ololobou and Nwachukwu (2016), this is one of the most widely used methods in Social Studies. It is a thinking together process or a type of cooperation in learning. The method is organised on the principle that the knowledge and ideas several people pooled together have greater merit than those of a person. Discussion simply means talking over the subject from various points of view and the teacher's role is not to dispense or, communicate knowledge but to act as moderator. It implies that every student has background information that provides him with viewpoints. It is ridiculous for the teacher to ask the student to discuss a topic about which they know nothing. When a discussion takes place, students are free to express their feelings on a particular issue. The teacher motivates questions that help students to reason rather than recall.

These several techniques of discussion method such as (a) small group discussion and (b) panel discussion. Ornstein and Lesley (2017, p. 294) opined that the "small group occurs when the large group is broken up into subgroups according to ability, interest, project, or another criterion. Wu (2017) states small group discussion could stimulate students to be involved in the active process of constructing knowledge. A small group is a small member of humans,

work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz & Greg, 2017). The students can work together in solving their problems or they can answer the question from the teacher. Sagala (2017) says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily. In a group, the students are free to talk and discuss the solution to answer the questions because they do not accomplish their tasks individually.

A study conducted by Larson (2017) revealed that many types of discussion can vary in purpose, format and content. The panel discussion is a replacement to the typical student-centred assignments that get students to react to online postings where they have a lot of reaction time before giving a response. Moreover, students' responses are rather difficult to obtain especially when students are not able to express their opinions clearly because they are shy. According to Riasati and Nordin (2016) individuals that feel they lack the proficiency to communicate well would be more reluctant to start communicating or be involved in communication.

The panel discussion has been known to serve several educational purposes because it is a distinctive form of student talk that will contribute to the dynamic of the classroom. In general, panel discussion requires students to talk with high cognitive and affective levels about the subject matter. Students talk to each other and use turn-taking in conversational democracy. The panel discussion is similar to classroom discussion, but it is carried out in a microcosmic setting. Dillon (1994) has simplified the general understanding discussion as “what they talk about is an issue, a topic that is in question for

them. Their talk consists of advancing and examining different proposals over the issue.”

Discussion is known to be a good teaching technique for students to develop higher-order thinking skills that let them be able to analyze, manipulate and interpret information rather than regurgitating details and facts. With that, students are not passive receivers of information. Faust and Paulson (2016) state that Panel Discussions are beneficial as it includes the whole class rather than just certain individuals in a classroom setting.

Buzz or brainstorming: This process is intended to stimulate the generation of ideas in a small group by reducing the level of risk involved with creativity. Participants are given a task or issue. Brainstorming questions rather than answers are called questioning. One of the members or an external facilitator is instructed to write down all ideas generated on a blackboard, whiteboard, or a Word document projected digitally against a wall. The members of the group are then instructed to shout out ideas that the facilitator writes down. No one is allowed to criticize or comment upon any of the ideas because the emphasis is on creativity and generating a lot of ideas first. As with most exercises stressing creativity, there needs to be a lot of trusts already developed in the group for unusual ideas to emerge.

After the group determines that enough ideas are up on the wall, or after an allotted period, participants are instructed to improve or combine these ideas. Participants may elaborate on their ideas to ensure clarity. Duplicate ideas or ones that are infeasible are then removed. At this point, the group selects one or more ideas and determines how they will be implemented and how their success will be evaluated, or the group divides to develop individual responses based on

the list of possible ideas. Studies have shown that brainstorming does not increase the number of ideas generated, but it may improve morale, build teamwork, and increase student satisfaction.

A technique for discussion in the class can be organised in form of small group discussion. This technique can be used when there is a need to examine in greater detail various aspects of a larger issue, for example, on a field trip four or more groups may be set up to obtain information on different questions. Controversial issues are best taken in small groups. In this, the participants can talk frankly and freely without inhibition, ask questions about why, how and when about the issues at hand. The following steps can be adopted in using a small discussion class (a) divide the class into small groups of five or six (depending on the population), (b) each group appoints a leader and a recorder. The leader directs the discussion while the recorder writes down points arrived at after a detailed discussion. The teacher should make efforts to see that no one is inhibited and no simple discussant dominates the discussion (Uchegbu & Ikwuazom, 2017).

Discovery method: This method of instruction gives the student the freedom to use his or her own mental processes to contribute to knowledge, comprehend previously challenging ideas, make generalizations, apply principles, or come up with solutions to problems that are appropriate to achieving learning objectives, with little or no teacher direction. This method involves students choosing problems that are connected to the learning objectives, asking questions, gathering, analyzing, and interpreting the data that would help them solve the problem or achieve the learning objective, as well as applying their findings or generalizations to unusual circumstances. The student

is given the chance to conduct independent research. Children and adults alike are given plenty of opportunities to investigate things independently because it is also in keeping with their naturally adventurous nature. This approach promotes the learner's active participation in the teaching-learning process and gives them the opportunity to develop learning, memory, and retention skills as opposed to rote memorizing and forgetting (Mezieobi, 2016).

Simulation games: A simulation game is an activity or circumstance that resembles a game and replicates or recreates real-life situations with varying degrees of accuracy. In the absence of real learning experiences, schools must expose students to this kind of fabricated experience in order for abstract notions to be internalized. The elements of the real phenomenon that are of particular interest to the simulators or the class must be prominently displayed in the simulation. A simulation game is a teaching tool, making it an essential component of a successful Social Studies curriculum.

The creation of simulation games based on real-world issues that arise in the classroom, outside of it, and in the neighborhood is a skill that an indigenous social studies instructor possesses. Instead of just being a game played for fun, it should be seen as an educational opportunity or a chance to learn. Because they are customized to the needs and interests of the students, teacher-made simulation games are more engaging and save time when compared to finding games that are acceptable for learning objectives. It teaches pupils the habit or ability of classifying issues in order to identify solutions. Attention is a crucial component of successful learning since it piques students' interest and inspires them to learn (Uchegbu & Ikwuazom, 2017).

Role-playing: Role-playing, a dramatized activity, involves acting out or reenacting morally and ethically complex real-life scenarios. Decisions are made. Although they may share some characteristics, role-playing and plays are not the same thing. The preparation of scripts that will be learned and recalled prior to enactment is one way that a play, for instance, is organized around a clear pattern.

Since there is no elaborate writing for the participants, role-playing does not require any set-out structure like a play requires. If there is any scripting in role-playing, it is spontaneously created by the player himself in the process of role-playing; there is no trial performance of the role (pre-role-playing) prior to the actual act of role-playing. Instead, a player simply accepts a role, interprets it as he wants and feels, and creates a role by translating his interpretation of the role into action while performing the role.

The educational purpose of role-playing is compromised if it is reduced to mere playacting. Role-playing is nothing more than the temporary abandoning of one's own life roles and behavioral patterns in order to assume the real or imagined roles of another person now or in the past (Mezieobi, 2016).

By including real people in the research, role-playing makes the social studies curriculum more applicable. Since role-playing is a mirror of human concerns and how he interacts with his society, it helps students understand what social studies is all about. Role-playing not only helps kids understand social circumstances that may not have been as plain to them otherwise, but it also helps them become sensitive to or conscious of societal issues that they will face as adults. Role-playing helps one better comprehend other people's difficulties, other people's opinions or perspectives, and perhaps even gain insight into why

individuals behave in certain ways by allowing one to project one's self into another's roles and situations. In today's world, this kind of knowledge is crucial since it fosters better interpersonal relationships.

Problem-solving method: The name of this strategy reflects the problem-solving emphasis of social studies. This is a teaching-learning style where students attempt to solve problems by using the trial-and-error method, either individually, collectively, or in a group activity. With this approach, the pupils actively engage in the educational activities. Students become inventive and cultivate reflective or critical thinking skills as they work through difficulties and learn from their failures and accomplishments (Ogunyemi, 2015).

In order to reflect the changing times and demands, problem-solving instruction requires that students choose issues that are pertinent to their needs, the study topic, and the pressing social needs. The instructor may use the problem-solving method to: (a) The teacher may show difficult instances in order to introduce and clarify the issue, or the social studies teacher could start a conversation that would help the pupils recognize the issues, (b) students are then given the freedom to work alone, in couples, or in groups to come up with rudimentary proposals or solutions to the issues at hand, and they also have the opportunity to collect data and analyze it in the context of anticipated outcomes.

A generation or conclusion could be drawn from the actual results. The initial issue might be entirely or partially resolved, in which case data would be sought to guarantee that issues are significantly decreased. In the problem-solving teaching/learning approach, the student actively and directly participates in defining his learning assignment, setting his goals, and gathering,

rearranging, and assessing the essential facts to assist him in solving the problem (Mezieobi, 2017).

Project-based approach: The project-based learning approach is one of the educational approaches which are thought to be an appropriate structure suitable to the understanding of Social Studies (Başbay, 2016). A project-based learning approach is a learning approach that aims to solve problems by employing individuals or small groups in a method similar to living under natural conditions (Korkmaz & Kaptan, 2016). The project-based learning method allows students to throw out opinions about the topics covered in fields of interest, to ask questions, to estimate, to develop theories, to use different tools, to use the skills acquired in the context of a real and meaningful life and allows the learner to solve problems and creatively answer questions in the classroom and outside (Katz & Chard, 2017).

Furthermore, project-based learning highlights learning the concepts and principles rather than learning the facts on the desired content and highlights gaining complex problem-solving skills rather than gaining skills separate from each other (Newell, 2016). Project learning emphasizes truly student-centredness by sliding the attention away from the teacher to the learner (Erdem & Akkoyunlu, 2016). This approach is more frequently recommended for the teaching of social studies since it is effective at raising student involvement.

Pedagogical Approaches in Instructional Process

The goals of the Social Studies curriculum for Colleges of Education place a special emphasis on helping students develop their curiosity, critical thinking, problem-solving abilities, and leadership capabilities. Additionally, it

aims to improve digital literacy, cultural identification, global citizenship, creativity, and teamwork (NaCCA, 2020).

A number of teaching techniques (pedagogical techniques) and tactics are required for Social Studies due to the variety of aims and approaches as well as the broad multidisciplinary nature of the subject. Effective teaching, in the words of Glickman, "is not a set of generic practices, but rather a set of context-driven decisions about teaching (Glickman, 1991). Effective teachers don't always utilize the same set of strategies, whether or not their pupils are learning, and then modify their strategies as necessary; instead, effective teachers regularly evaluate their performance.

Every Social Studies teacher's primary responsibility, according to Ayaaba (2005), is to make sure that their pupils comprehend and apply the material they are taught. However, most educators would concur that educating pupils is not always simple. Even though understanding is at the core of any instructional effort, learners frequently struggle to conceptualize what they are taught. Many teaching techniques and approaches have been developed and employed in the teaching and learning of social studies since the subject was first introduced in Ghana's basic schools. Ensuring that students comprehend Social Studies topics, theories, and ideas requires using the appropriate teaching resources for teaching and learning.

While progressive educators view social studies as memorable student-centered learning opportunities that encourage students to think critically and develop a love of the subject, traditional educators view social studies as a collection of poorly structured activities that lack the content that students need to become informed citizens (Dicamillo, 2010). Rochester (2003) and Ravitch

(2003). Many proponents of orthodox methodologies blame advanced constructivist teacher preparation for students' poor performance on examinations of their knowledge of Social Studies (Leming, 2003; Schug, 2003).

Nevertheless, there aren't many classrooms that use these techniques. Constructivist approaches do not reliably translate to the classrooms for which they are designed, despite the efforts of teacher educators (Hollingsworth, 1989). Instead, regardless of their teacher preparation programme, new teachers usually follow a pattern where they provide material to students and then ask them to replicate it (Newmann, 1991). Even though they have been trained, many Social Studies teachers still teach in a way that puts subject coverage ahead of critical thinking skills.

In response to these and other issues, scholars have created several pedagogical methods for teaching and learning social studies. Experience-based learning and child-centered education are two examples of such strategies. This facilitated the growth of advanced educational thought processes (Folsom, 2009). Traditional pedagogy, also known as "scientific and behaviorist," is another pedagogical approach to the teaching and learning of social studies in schools and colleges.

Traditional pedagogy is sometimes referred to as teacher-centered or direct instruction (Schug, 2003). These teachers have a traditional understanding of education and believe that pupils need to be taught a particular body of subject-matter knowledge (Brooks and Brooks, 1993). Compared to constructivist teaching, traditional teaching is often called "transmission

teaching" because the student is more of a passive receiver of information (Darling-Hammond, 1997).

The education sector, the curriculum development division, educational institutions, and teachers all need to change the way they teach and learn and the way their classrooms are set up so that there is less overlap between the way people were taught in the past and how they will be taught and learned in the 21st century. This is because new technology have altered how knowledge is acquired. This restructuring process necessitates the effective integration of technology into current pedagogy and content in order to provide teachers with the necessary technological pedagogical content competencies and promote meaningful learning among students (Tomei, 2005).

Melinger asserts that whereas a teacher's overarching plan for directing education through time is known as a strategy, techniques pertain to a specific type of instruction (Melinger, 1981). According to the Africa Social and Environmental Studies Programme [ASESP], a strategy is the order in which a technique is used throughout a class period, while a method is the entire instructional strategy (ASESP, 1994). The quotations make it clear that teaching Social Studies requires a high level of pedagogical expertise.

As Byrne suggested, in so far as the teacher's knowledge serves as the foundation for his or her effectiveness, the knowledge that is most pertinent to the subject matter being taught and the appropriate pedagogical strategies for teaching it to the specific student populations to whom it will be taught will be those that are concerned with these topics (Byrne, 1983).

Byrne's statement makes it very evident that effective teaching techniques, which can either enhance or detract from a teacher's effectiveness,

are just as important as subject-matter expertise (Byrne, 1983; Darling-Hammond, 2000). It continues by stating that the teacher's all-around optimistic approach supports excellent instructional activities. Therefore, it can be concluded that effective teaching heavily relies on teachers' understanding of a variety of techniques and approaches.

According to Tamakloe, in addition to having a sufficient understanding of several disciplines, for the organization of Social Studies to be successful, the teacher needs to be proficient in the application of several teaching strategies and methodologies (Tamakloe, 1991). Therefore, it may be concluded that teachers' effective teaching strategies depend more on their entire approach to teaching. The following are some pedagogical strategies for Social Studies teaching and learning.

Lecture method

Although lectures as a form of instruction are frequently criticized, it is a reality that they have endured so long despite rapid technological advancements (Howe, 1980). At all academic levels, lectures are frequently employed to impart organized bodies of knowledge, and they have remained the main method of instruction in colleges and universities throughout all educational levels (Cuban, 1984; Goodlod, 1984). Perrott (1982) asserts that practically all classes or learning sequences require the teacher to provide concepts and information. He must introduce subjects, highlight the key takeaways from the learning experience, and encourage additional study. These all call for the employment of lecture-explanation methods.

The most common type of instruction, the lecture, has dominated formal education for a long time. It is the most established and conventional form of

instruction. With this approach, the instructor becomes a class hero. Students are forced to pay close attention as the teacher instils information in their minds. This is the reason why some educators refer to this strategy as the "banking way of instruction." Numerous studies conducted in Africa show that Social Studies instructors instruct history and geography using the same explanatory, teacher-centered techniques (Merryfield & Muyanda-Mutebi, 1991). According to Agyeman-Fokuo, the lecture technique, In many Ghanaian colleges, rote learning is the main way of teaching social studies (Agyemang-Fokuoh, 1994).

According to Vella, the lecture is how the instructor formally presents the subject to the class so that the learners can subsequently comprehend it and make use of it when taking an exam (Vella, 1992). According to Lyule, a lecture is an oral presentation of educational material (Lyule, 1995). The lecture method's results are succinctly summarized by Bligh as the balance of evidence favours this conclusion. A lecture is an oral presentation of educational material, according to (Lyule, 1995).

Use lectures to impart knowledge (Bligh, 2002). According to Bligh's claim, the goal of a lecture is to quickly and clearly explain knowledge to a large number of people. Due to the fact that it enables the most elements to be presented, it is generally employed to cover a specific amount of content. It often only communicates in one direction. The students listen and take notes as the teacher explains various topics or ideas. The teacher transmission approach or the teacher-focused approach are other names for this strategy (Bligh, 2002).

The lecture approach received criticism back in the day. Many professors have their doubts about the usefulness of the lecture as a teaching strategy. As Buguelski (1977) noted, the lecture paradigm is not effective for

imparting factual information. As an alternative to the lecture style, some teachers advise creating customized materials. People have the peculiar idea that everything should be taught through lectures, as Samuel Johnson observed in 1766. But I don't think lectures can be as beneficial as reading the books that the lectures are based on. He asserts in 1781 that lectures are no longer essential because there are so many books available and everyone is literate. Unlike a book, you cannot go back and listen to a lecture again if your focus wavers and you miss some of it (Boswell, 1952).

Despite these issues, Hergenhahn and Olson (1993) stated that "there appear to be at least three scenarios under which its usage is plainly warranted" despite the lecture's potential drawbacks. They go on to claim that it might be the best approach to spread novel concepts that haven't yet been published in print. Second, the majority of people find it fascinating to hear a famous person discuss their ideas in front of a crowd. Thirdly, because of his zeal and style of delivery, a good lecturer can inspire interest in a subject. As a result, in some cases, an excellent lecture will inspire pupils to learn in a manner that printed information cannot. In conclusion, we can say the above are the pros and cons of the lecture model (Sampath et al., 1987).

Discussion method

For the purpose of advancing students' thinking, learning, problem-solving, comprehension, or literary appreciation, discussion methods are a range of platforms for the open-ended, collaborative exchange of ideas between a teacher and students or among students. In an effort to increase their knowledge, understanding, or interpretation of the subject at hand, participants express

diverse points of view, respond to others' ideas, and reflect on their own opinions (Yale Poorvu Center for Teaching and Learning, 2016).

According to Kubi (2017), the discussion technique places a focus on the activity and the students, making it simple and efficient to meet course objectives. Everyone is urged to participate, which improves the kids' capacity for self-expression and is a sure fire method of learning. Students also grow in the reflective thinking spirit. Additionally, kids learn to think critically during discussions, which helps them come up with solutions to challenges and develops their problem-solving abilities.

The following are some instances in which the discussion method can be used, according to the Malawi Institute of Education (2011) (as cited in Fernando & Marikar, 2017): when assessing what has been learned following a field or educational trip; when examining the opinions, knowledge, and experiences of students; and when giving students practice in developing, expressing, and evaluating opinions.

Iornem (2016) suggests grouping the teaching strategy of discussion into three categories. They can be in small groups, the entire class, or during a panel discussion. The teacher facilitates the conversation for the entire class, while the students facilitate the discussion in small groups. The panel discussion is a specific format used in meetings, conferences, and conventions. Due to this, the study's sole focus was on the large and small group discussions.

Discussion is an essential strategy for engaging students in the subject matter they are expected to learn. The teacher asks a number of significant questions regarding a theme or issue before inviting the class to contribute their ideas, point of view, or opinions on the matter at hand. Brookfield described

discussion as "both inclusionary and participatory" because it suggests that everyone has a valuable contribution to make to the educational effort and because it claims to be successful with actively engaged learners (Brookfield, 1991).

For the purpose of advancing students' thinking, learning, problem-solving, comprehension, or literary appreciation, discussion methods are a range of platforms for the open-ended, collaborative exchange of ideas between a teacher and students or among students. To increase their knowledge, insight, or interpretation of the subject at hand, participants offer various points of view, answer those of others, and reflect on their own ideas.

Discussions may take place in pairs, small groups, or the entire class and may be teacher-or student-led. They typically entail discussion of a written text; however, debate may also center on a difficulty, concern, or subject that has a "text" in the broadest sense of the word as its foundation (e.g., a discipline, the media, or a societal norm). Other names for discussions used in pedagogy include instructional dialogues and substantial conversations (Tharp & Gallimore, 1988). (Newmann, 1990).

Students' significant agency in the creation of knowledge, understanding, or interpretation is a defining characteristic of debate. In other words, they have a lot of "interpretive authority" to judge whether participant responses are genuine or plausible. The following is an excerpt from a conversation between a teacher and a select group of second-graders to serve as an example (from Eeds & Wells, 1989).

In general, a "conversation" could be thought of as an activity that entails the written or spoken presentation of several points of view in a particular

circumstance (Cashin, 2011). Additionally, it is described as "an alternately serious and playful endeavour by a group of two or more to discuss opinions and engage in mutual and reciprocal critique" by Brookfield and Preskill (2005: 6).

Proper conversation would help learners and participants grasp the subject critically, develop self-awareness and the ability to self-criticise, appreciate diversity, and take informed action (Applebee et al., 2003; Parker, 2003). Unlike in a lecture, the debate process is not solely governed by one specific presentation. As the discussion's facilitator, the lecturer may attempt to strike a balance between overseeing the group and allowing students to express their opinions freely (Anastas, 2010). To prevent shy or introverted individuals from feeling uncomfortable, participation in class discussions can be elective (Rotenberg, 2000; 2010).

According to Berns (1984: 5), "interaction" is the character of language because it is an interpersonal activity and has a distinct connection to society. Accordingly, language study must consider how language is used in context, including both its linguistic context and its social, or situational, context. The lecturer and the students, as well as the students themselves, are both expected to participate in and contribute to the teaching-learning process. According to Blumberg (2008), interactions during this exercise will allow students to share thoughts and experiences that go beyond what is being taught by the speaker.

One frequent tactic that instructors could employ in a university setting to encourage active learning is debate (Kim, 2004). McKeachie et al. (2006) assert that discussion is superior to lecture if the goals of a course are to encourage long-term retention of material, push students toward additional

learning, allow students to apply information in different circumstances, or strengthen students' thinking skills. Using discussion during lectures is a good technique to help students learn (Nystrand, 2006). By giving their own opinions and asking their own questions, students can show the lecturer how well they understand the subject and the ideas (Nystrand, 2006).

According to Sybing (2015), debates give students a platform to engage in their own learning. Learning would be more fascinating for pupils and they would be more motivated if they were actively applying the relevant content. When students learn how to organize their thoughts and then persuasively communicate them, classroom debates are beneficial for the development of critical thinking (Silverthorn, 2006). Brookfield & Preskill, (2005) say people can find themselves in situations later in life where they have to take part in social conversations.

However, the authors make the supposition that there aren't any distinct, all-encompassing standards that can be used to judge a discussion leader's competency or the contributions of the students. Many academics tend to take the notion that conversation is a crucially essential learning technique for granted (Omatseye, 2007; Rasmussen, 1984). As a result, there isn't much research that has been done on the relationship between debate and learning. This research backs up the idea that having a proper discussion can lead to a variety of pedagogical learning outcomes. According to Barkley (2010), there is a rise in curiosity about the issue, more positive judgments of the subject's value, more time spent reading materials connected to the subject, as well as an improvement in the idea of relating to other people.

A professor who leads discussions well might have some sort of overarching strategy. When students make comments or ask questions in class, seasoned lecturers may decide it is fair to adapt or revise their objectives during a discussion (Henning, 2005). Making such quick selections could be challenging without a general strategy at the beginning of a lesson. A lecturer may take more time and effort to prepare thoroughly for a discussion than for a lecture in order to start a fruitful class discussion.

The professors may be knowledgeable enough about the subject to be able to comprehend the ideas even when the students present them (Anastas, 2010). They must be mindful of concepts that might divert the lecturers' attention and steer the conversation away from these concepts. Without taking over the entire discussion, the lecturer can also direct the students away from extraneous ideas and toward the intended goals. Before the start of the group discussion, allow enough time for individual reflection.

Individual reflection, as suggested by McKeachie et al. (2006), may improve the diversity of viewpoints within the group and lower the propensity for the group to follow a single line of reasoning in response to the lecturer's question. Setting aside certain activities, such as study questions, at the start of each session is one way to establish a context. These could set the stage for the conversation and draw the students' attention to the course goals (Redfield, 2000). Another method is to decide on the topic for the day and the possible subheadings before the discussion session even begins (Rotenberg, 2010). The lecturers could steer the discussion in the discussion class toward the educational goals they wanted to reach by asking questions, listening, and giving answers.

Sometimes the lecturers will interrupt with a question or a summary. Other times, they might permit the conversation to continue with a few overt displays of their authority. A foreign language in an English class could make it hard for students to get their ideas across because they might not know enough English to do so. This could make group discussions less productive.

Henning (2005) notes that in order to enable text-discussion in the language classroom, the lecturer's support may be required because students may not be accustomed to the vocabulary of debate, such as summarizing ideas, signaling agreement or disagreement, and turn-taking. Because of the rise in student engagement, the learning is more effective, and students do not have to rely on memorization because this method fosters creativity in the students. The discussion "tool" might be recognized as a preferred method of teaching (Anastas, 2010). It tends to be more relaxed when class conversation is informal, which can encourage some students to speak up more frequently. However, discussions that are more formal are typically more intriguing and productive (Howard, 2015).

Although discussion may be strong, McCarthy and Anderson (2000) contend that it may also have certain drawbacks, such as the possibility that only a few students will dominate it for the duration of the session; some students may not participate at all; and the conversation itself may veer off course (Brookfield & Perskill, 2005). Redfield (2000) observes that while the talk may occasionally flow smoothly, more frequently it drags and loses its enchantment. Since it can be applied to students who have some prior knowledge of topics like social sciences or humanities, the discussion technique would be suited for some subjects (Brookfield & Perskill, 2005).

Class discussions can take a long time because of their nature, especially if they veer completely off topic and away from the topic at hand. While it is feasible to get a veered debate back on course, lecturers risk losing students' attention to the material (Craven & Hogan, 2008). The lectures lose control over the audience and the discussion, which could disrupt the learning process. University lecturers are used to evaluating students' written work; therefore, they could struggle to evaluate conversational interactions during a discussion. Rewarding a kid who talks a lot but contributes little could be unjust. They might also undervalue a student's contribution if they try out novel concepts that may seem completely off the mark (Craven & Hogan, 2001).

Another scenario is when a student is simply unable or unwilling to contribute anything to the conversation. There can be some more barriers that prevent productive conversations. With more than 20 pupils in a class, conversation may lose some of its effectiveness (Brookfield & Perskill, 2005). Whenever a class has more pupils than this number, people are less likely to participate and the class is less likely to be able to focus on one subject (Chingos, 2013).

However, seasoned instructors might try to use more efficient class management to create a suitable learning atmosphere. The process of discussion contains both positive and clearly bad features. It could be challenging to get all kids to participate in a conversation (Brookfield & Perskill, 2005). Additionally, discussions could take longer than lectures and are less effective at covering substantial amounts of material. Effective discussion requires more planning than lectures, and the presenter has less control during discussion than during lectures (Cashin, 2011).

It is asserted that discussion teaching is generally thought of by many lecturers as a less demanding and freer style of teaching and learning than traditional lecturing (Brookfield & Perskill, 2005). Redfield (2000), however, refutes this assertion and contends that several of the fundamental elements of discussion teaching are problematic. It might be challenging to engage children in conversation at times since it takes effort to initiate and sustain a productive discussion. Even more seasoned instructors occasionally struggle to engage particular personality types in conversation.

Role-playing/Dramatization

Role-playing is one of the educational techniques and strategies that foster social awareness, self-awareness, and critical evaluation (Cherif & Adams, 1993; Ruiter, Massar, van Vugt, Kok, de Zavala, & Cichocka, 2012; Willemsen & Van Vianen, 2008). Role-playing is praised for its educational benefits as well as its efficiency in implementing curricula (Briggs & Hansen, 2012). It has been used to study racism, ethnicity, social inequality, gender, social exclusion, and other social problems in the classroom (Monchinsky, 2008).

Children may specifically study the roles of people who belong to minorities or other social groups, such as people of color, the homeless, the unemployed, the disabled, etc. Since they can take part in role-playing themselves, educators can be both coordinators and participants in this process, which benefits both of them and the entire school community. So, role-playing in the classroom can help students learn more about bias and discrimination and find ways to stop them (Lamb & Lerner, 2015).

Numerous studies have demonstrated that a sizable portion of kids and teens experience discrimination, rejection, and other negative behaviours in the school setting, which hinder their ability to participate in the educational and social activities of the institution (Szalacha, Erkut, Garcia, Coll, Alarcon Fields, & Ceder, 2004; Stone & Han, 2005). Studies of students' memories and traumatic experiences (Morina Diez, 2010a; Moria Dez, 2010b) show how important the school and teachers are in preventing discrimination.

Role-playing and certain of its specialized tactics, including role reversal, can help end the culture of silence and include people who experience prejudice and discrimination because of their differences (Cook, 2000; Gibson, 2006; Galinsky & Moskowitz, 2000; Stephan & Finlay, 1999). Role-playing is employed in empathy training programmes as well as classroom instruction to limit prejudice and discrimination against people of all ages and ethnic backgrounds (Aboud & Levy 1999). Through role-playing, players can approximate other people's thoughts and ways of living by putting themselves in their shoes, feeling what they would feel, and seeing the world through their eyes (Levesque, 2015).

Exercises like role-playing are useful for reducing verbal bias and discrimination (Plous, 2000; Lawson, McDonough, & Bodle, 2010). Role-playing should also be used in curriculum, anti-bias programmes, programmes designed in the framework of antiracist or intercultural education, or even independently (McGregor, 1993). These programmes combine role-playing with lectures, discussions, and other activities (Whitley & Kite, 2016).

According to some experts, this is because role-playing lacks a "clear and widely acknowledged definition" since it lacks crucial "characteristics that

identify" this approach (Ruiz, Doreste, & Mediero, 2016). Many definitions are ambiguous and excessively vague, and confusion has been noted with reference to specific instructional approaches, including simulation games (Randel, Morris, Wetzel, & Whitehill, 1992). Role-playing is therefore frequently utilized, yet it is still challenging to provide a comprehensive definition of the term (Shapiro & Leopold, 2012).

Role-playing is a game-like activity focused on the interpretation or performance of one or more characters in a story, to put it in a more comprehensive and descriptive light. It is free in terms of choice and is governed by rules that are unique to each role-play. Regarding the interpretation level, it entails making an effort to not be oneself when making choices and attempting to behave as the game character would. In addition, it serves as a narration for an interactive tale set in a fictional world where viewers will encounter other characters from different scripts (Roda, 2010, p. 192).

According to Tompkins (2001), role play is one of the classroom teaching strategies that encourages students to actively participate in the process of learning English. Therefore, foreign language learners practice the target language in situations that are like real-life ones and are free of tension and shyness (p. 1). When we discuss Role Play as a teaching technique, we can think of it as a problem that can be solved consciously and is swiftly carried out so that the learner can relate to the characters (Blanter, 2009).

According to Keneth (2008), role play can be described as the way in which a student behaves in a particular situation. Conflicting roles that do not match for a person or by others when Role Play as a technique of instruction, which is the conscious acting out and discussion of the role in a group, can be

considered role conflict in the field of management. The challenge can be briefly played out in class so that the students can relate to the parts. Role-playing exercises could be used to demonstrate how students operate in various contexts and circumstances. The role-playing technique is described by the researcher as a methodology for instruction that entails conscious depiction and group discussion of the role. A problematic context is briefly acted out in class so that the pupils can manage the character.

Role play can be divided into three categories: completely written role play; semi-scripted role play; and unscripted role play. Each word is provided in a completely scripted role-play, and each pupil should be familiar with or memorize his or her role (Harper-Whalen & Morris 2005). One example of this type is discussing the model conversation from the required textbook, which has as its primary goal to make each word in the discussion relevant and simple to remember. According to Byrne (1986), low-level pupils who are unfamiliar with the situation depicted in the semi-scripted role play may benefit from this sort of role play.

The second role-playing scenario offers a sample discussion with some words missing, and students should be able to fill in the gaps with appropriate terms for these scenarios (Livingstone 1983). Students can therefore alter the main conversation in a particular direction and start their own conversation. In this kind of role play, the teacher or the assigned textbook might say something, but the students should also say that the materials depend on a frame that gives the scenarios needed to build a framework for real life. Since semi-scripted role-play is less regulated and controlled than fully scripted role-play, it can be used with students whose skill levels are between upper-beginner and intermediate.

These students should know how to do the basics and want to move on to more difficult tasks.

In the third type of role play, where students may be provided with dialogue keywords, information, or contexts and objectives in looser-knit assignments, students create mini-conversations based on the dialogue keywords listed above. Materials or situations are merely used to fill in any gap (Pi-Chong 1990). They categorize this kind of role play as non-scripted role play and contend that it offers excellent opportunities to use knowledge of procedures in specific circumstances. According to Davies (1990), pupils can expand on their ideas and beliefs, develop language at their level, and act out in particular circumstances based on their comprehension. Middle-to-advanced students may find non-scripted role-play useful since it allows for free-form, structured role-playing that occasionally calls for specialized abilities like problem-solving.

The most frequent uses of role-playing involve circumstances involving attitudes and feelings, such as simulating someone's emotions in a certain social setting. Role-playing is not usually employed in this way, although it can be a useful technique for cognitive development. Additionally, it is employed to hone abilities like coaching, listening, and dispute resolution. Confucius is credited with saying, "I hear and I forget; I see and I remember; I do and I understand." Thatcher (1990) offers a more recent insight on role-playing as a form of "doing":

Role-playing encourages classroom interaction and peer learning, which boosts motivation (Livingstone, 1983). Role-playing in the classroom tends to reduce anxiety and dread in the environment. As a result, a classroom

environment that emphasizes "community sharing" is created (Adams, 1973). In other words, kids are more willing to express their thoughts and views. Students frequently engage in more extensive experimentation due to the absence of worry and increased drive. Instead of only witnessing role-play, we, as instructors, actively participate in it. So, it is easier to help people learn when role-playing is a big part of a course.

Role-playing is one method that can be applied to the teaching of Social Studies. This method motivates pupils to study by having them express the drama of the incident in their own words. Role-playing, in Clark's opinion, is an attempt to clarify a problem or find a solution through spontaneous dramatization (Clarke, 1973). Shaftel and Shaftel describe Role Play as a group problem-solving strategy that enables young people to investigate human problems through unscheduled enactment and supervised discussion (Shaftel & Shaftel, 1982). Mellinger says that role-playing is a planned activity that lets students take on the role of a person in a made-up situation and act as realistically as possible in that role (Glickman, 1991).

Role play may therefore be described as spontaneous acting out of a scenario to represent the emotional reaction of the characters in a real-world setting. As students select social problems to study, it is used in the classroom to teach them how to solve problems effectively. The difference between role play and drama is that role play is impulsive, whereas dramatization requires rehearsal. Drama is not considered to be on-the-spot acting, although role-playing is. Drama involves a lot of role-playing. ASESP says that role-playing can help students remember as much as 80% of what they have learned.

Children in pre-school and primary education enjoy role-playing during social interactions with one another in both the educational context and the broader social milieu (Corsaro, 2005). It is a way to teach that helps the student learn and gain new skills by making the learning process easier, preparing the student for learning, affecting and improving the student's emotional reactions, and making the learning process deeper (Maier, 1989).

Children "show an intrinsic aptitude to engage in role-play, and that is a fundamental characteristic of their early development," said Sue Rogers and Julie Evans (Rogers & Evans, 2008, p.52). Because of this, role-playing is an essential educational practice, especially for young students in primary schools. Johan Huizinga (2002) asserts that play fosters a child's autonomy and self-direction, which in turn promotes the child's growth. Play also maximizes the child's sense of fulfillment and enjoyment. The most common sort of play among younger children is role-playing (Singer, 2013).

Simulation/Game

A simulation game is any scenario or competition between rivals that adheres to constraints or guidelines in order to achieve a certain goal, such as winning, victory, or a play-off. Overt rivalry and rules are two hallmarks of simulation games. They are simulations of a real social or physical environment that have been scaled down to suit a particular need. According to Adoke (2015), simulation games offer unique characteristics that make them appropriate for situations where the focus is on interactive learning. It produces effective, efficient, and somewhat realistic learning. Games that imitate many facets of reality are what they refer to as simulation games. Students can assess issues,

make judgments, handle real-life situations, manage projects, and observe how their decisions pan out with the use of simulation games.

They are made to teach students how to actively do tasks rather than passively. Playing simulation games makes learning more participative and removes it from the realm of abstraction. It involves experiential learning, which is particularly advantageous when it comes to human relationships, interactions, and emotions. Through practice, participants can learn the necessary skills as well as information, procedures, and alternate tactics. The teacher has full responsibility for choosing the best suitable strategy from among the available ones in order to successfully deliver the lesson (Adoke, 2015).

Well-designed simulations and gaming environments can facilitate students' learning of particular topics and fields of knowledge. The ability to recognize patterns and make decisions, as well as solve problems, will be improved. Randel (1992) drew the conclusion from his review that educational games might be used to stimulate language arts, mathematics, and physics when specific teaching goals were targeted. Funk made the discoveries about information processing, problem-solving, social development, and intellectual abilities (Funk, 2002). Additionally, simulation games can aid students in achieving a variety of cognitive objectives, transferable process skills, a commitment to student-centered learning, creative thinking, emotional objectives, a sense of accomplishment, and the capacity to connect knowledge (Ellington, 1998).

Similarly, the National Teachers' Institute (2000) cited in Adoke (2015) divided the educational strength of the approaches into four categories, namely: social skills, knowledge goals, valuing, and problem solving. This was done to

examine the significance of simulation methods in Social Studies. When examining the effectiveness of simulation methods in developing social skills among the students, the National Teachers' Institute (2000) also noted that because every learner is an active participant, the shy ones do not feed the "observed" and "trends" to communicate successfully with peers. The aggressive learner is also compelled to alter his social interactions because of the new acquaintances he makes while playing the game.

Students are required to share their views with others during the majority of simulations, which rely on peer interaction. As students are compelled to play by the rules and cooperate with classmates to achieve team goals, social skills are developed. At Mafoni Day Secondary School in Maiduguri, Borno State, Nigeria, a study was conducted to determine the impact of instruction on students' academic progress. This study must first determine the relationship between simulation game technique and the lecture method (National Teachers' Institute, 2000).

According to ASESP, simulation is "pretending, an imitation" (ASESP, 1994). In other instances, simulation is also described as role-playing a fictional event with predetermined rules. Giley describes simulation as a technique that enables students to interact in environments that are comparable to those seen in real-world circumstances in order to develop skills, competencies, knowledge, or behaviors (Giley, 1991). According to Clark, simulation involves students acting out a made-up scenario that resembles a real problem in order to help children understand the real situation (Clarke, 1973). So a simulation is a representation of the real world. It aims to make a complicated social reality

simpler. The purpose of educational games is to encourage play-based learning in pupils. Here, the teacher serves as both a judge and a referee.

Martorela claims that as simulations rely on gaming principles, they are sometimes referred to as simulation games (Martorela, 1994). In order to give students the opportunity to assume the roles of others and make decisions for them, simulation games combine simulation and gaming elements. As they actively engage in the class rather than simply as onlookers, it does enable pupils to depend less on the teacher. Boxers, for instance, practice using simulation techniques to improve their skills. Mensah made it clear that workers can develop their skills through simulation. Mensah was explicitly referring to the police academy programs. He emphasized the value of using simulations during disaster preparedness training in police academies.

Team teaching

Social studies' wide range of specialized issues makes collaborative instruction an essential pedagogical technique. Collaborative learning is one approach that many Social Studies educators use to address the problem of one teacher per class (Booth, Dixon, Brown, and Kohut, 2003). Davis claims that there is no clear concept of team teaching. He asserts that there have been several divergent definitions (Davis, 1997). Team teaching, according to Bess (2000), is a strategy in which each team member shares equal responsibility for instructing, assessing, and defining learning goals for students.

Maroney names five different approaches for teaching Social Studies, including (Maroney, 1995);

1. Traditional team teaching: In this situation, the teachers work actively together to teach the subject and skills to every student. This approach

is typically utilized when one teacher teaches new information to the class, and the other observes and takes notes or projects a semantic map for the class to see and follow along with. The two teachers share equal responsibility for the education of all the pupils when teaching in a typical team environment.

2. Complementary, supportive team teaching: In this case, one instructor presents the information to the class, and the second instructor is in charge of assigning follow-up activities on relevant topics.
3. Parallel Instruction: Two groups are formed in the class, and the same content is being taught to both groups by each of the teachers.
4. Differentiated Split Class: This approach breaks the class up into smaller groups according to learning requirements. The pupils who picked up the concepts more quickly would be challenged by one teacher, while the students who needed more training would be reviewed or challenged by the other teacher.
5. Monitoring Teacher: In this scenario, one teacher leads the entire class in instruction while the other moves around the classroom keeping an eye on the students' behaviour and understanding.

These qualities can be recognized from the definitions. First, educating a group of pupils simultaneously is a shared job of two or more teachers. Second, while additional teachers are invited to teach a specific component of a topic, the topic is planned to be taught by the usual class teacher or a coordinator, which invariably results in collaboration. There are a lot of educational advantages for both teachers and students, notwithstanding any possible problems that may result from team teaching due to a lack of cooperation and

unity among team members. First of all, it goes beyond the underlying issues with traditional instruction, such as instructor seclusion in the classroom and students learning from subject-matter specialists (Goetz, 2000; Buckley, 2000; Letterman & Dugan, 2004).

Once more, teachers learn new teaching methods while exchanging ideas in the classroom, which supports teacher professional development. The development of relationships between teachers can also benefit from team teaching. However, students are exposed to a variety of teaching techniques, boosting the team's ability to cater to the students' various learning preferences (Goetz, 2000; Helm, Alvis, & Willis, 2005). The opportunity for students to learn from authorities in certain fields of a discipline's body of knowledge benefits them by exposing them to fresh issues (Buckley, 2000). When they stated in 2002 that "the more individuals teach as a team, the more likely it is that a student would find a teacher who matches his or her learning style," Jacob, Honey, and Jordan provided support for their claim.

Project method

The project is described in terms of education by Potocka and Nowak (2002). They view it as a teaching strategy that affects a variety of skills and incorporates knowledge from throughout the curriculum. The authors claim that the goal of the project technique is to promote independence and teamwork. Also worth mentioning is Szymaski's (2000) proposal for a project description, which includes an extensive definition. According to the author, the project method is a style of instruction in which a group of students' initiate, organize, and complete particular projects while also receiving performance feedback.

A team of researchers from Kazakhstan (2014) concentrated the majority of their study's attention on the analysis of the advantages of using the project technique in instruction. The initiative can be helpful in many aspects of school education, according to the study's authors. The project method helps, among other things, to raise the standard of knowledge acquisition; enhance problem-solving skills; and broaden communication and cultural competency. The project method, according to their description, "has some peculiarities; with its systematic nature and narrow focus, it can influence the quality of teaching, show students' knowledge and qualifications in a clear and precise manner, be simple to evaluate, and directly identify the competence formation and future development opportunities of the students." (p. 621).

Stevens and Slavin (1995) conducted similar studies on the feasibility of employing the project method to enhance the reading and writing abilities of students with disabilities. The project that was put into place at school included storytelling, reading aloud, and joint reading by impaired and non-disabled children. Teachers in the comparison groups tracked student progress, gave comments to students, and planned their lessons using either their standard operating procedures or the project method. The results of the study demonstrated that the struggling students had improved in their language use, reading and writing skills, and self-expression.

However, the point is that the project method is a flexible method for the implementation of a teaching plan and programme through which many other projects and ways of learning, such as learning through play, can be achieved. It may not seem like a big change to learn through projects, and there are other trends in education (Heick, 2013).

The project approach in Social Studies teaching can entail having students conduct a local study, for which they would then be required to research and produce a report about their neighborhood. Collaboration could be used to approach the report; some places to look in their neighborhood include events, places, and jobs. Each team creates a report and shares its ideas. There are several advantages to the project method. Working with children who have different skill sets is advantageous. Project-based learning offers the advantage of allowing more seasoned students to mentor less seasoned ones, which is advantageous for both parties. So, the learning process is integrated because a student who is good at writing can help a student who isn't as good at writing edit and revise their essay (Peterson, 1999).

In contrast, project work helps students hone their analytical and hypothesis-forming skills, which helps them grasp the rationale behind the issue or problem that has to be resolved. Students set the objectives for their projects based on their personal experiences and their enthusiasm or motivation for the subject being studied. In some cases, a teacher or a supervisor can assist a student's development of his/her love for a project or even their field of interest in academics. In the end, the teacher or mentor motivates these students to finish the many project writing steps so that they can reach their goals.

Fieldwork

Students are thought to learn the scientific method and reasoning in geoscience more effectively through fieldwork than in other learning contexts (Mogk & Goodwin 2012). Overall, there is a recurring theme in the literature on education that "fieldwork is helpful" for both social and intellectual goals (i.e., Boyle et al. 2006; Orion & Ault 2007; Kastens & Manduca 2012). Biggs

et al. (1999) claim that the definition of field work is "active involvement with the external environment," although it is questionable if all activities referred to as "fieldwork" meet the requirements for "active engagement." (Raheem and Ajibade, 1999). "Fieldwork" is defined as "any arena or zone within a subject where, outside the confines of the four-wall classroom environment, supervised learning can take place by personal experience." This definition includes field teaching, field trips, field research, field camps, and more. Field work can be divided into five categories, per Gold and Jenkins (1991): Short field trips involve minimal travel and time; Cook's Tour involves limited activity but lengthy travel; and residential courses involve extensive travel and time. At several locations, participant observation and learner-practitioner project work are both involved.

According to Sarah (1996), fieldwork provides learning in a different environment, and some students lose interest in a particular course due to classroom monotony. She claims that during the field study, the students have the opportunity to go above and beyond and gather all the information they desire and are able to. She says that whereas classroom instruction is frequently generic and frequently overlooks the group's slower learners, outdoor activities present challenges that allow for more individualized learning. She continues by saying that it allows students a chance to get to know one another and socialize in a more laid-back setting, free from the demands of grades or the confines of the classroom. She also claims that fieldwork allows us first-hand experience of geographical realities. She notices in her work that specialists hold that there are several modes of learning, such as visual, aural, and tactile. She concludes by stating that field study, where the senses are used much more

often than they would be in a classroom, is an excellent way to help kids gain tact (also known as kinesthetic learning).

According to Swenson and Kanstens (2011), even when the underlying data set was huge or complex, learners who typically view by themselves were able to assess the evidence required to develop scientific arguments and test theories. Teachers and instructional designers need to understand how students see and comprehend data visualization because it is common for learners to not retain it. By taking their lessons outside, teachers would be able to see how well the students are using a colorful, shaded-relief elevation map of the world, which can be used to explain many things about how the earth works.

Fieldwork refers to instruction and learning that takes place outside of a classroom or laboratory. It is often planned and scheduled to take place inside or outside of the school, in the near vicinity of the school, or in the local community. Field trips, according to Hayford, are planned outings to places outside than the classroom with the intention of acquiring information and giving students the chance to see phenomena up close (Hayford, 1992). Tamakloe is aware that the nature of the educational process should permit the learner to collect knowledge from his immediate and larger environment (Tamakloe, 1991).

Fieldwork is viewed by Hayford and Tamakloe as an essential teaching and learning technique for social studies. Teachers should take note of their comments and steer clear of situations when both students and teachers are trapped within the four walls of the classroom. Numerous names have been used to describe fieldwork (Kilpatrick, 1965). Fieldtrips, excursions, study trips, and "educated walks" are all phrases Kilpatrick uses interchangeably. Despite the

fact that Kilpatrick calls his fieldwork "excursions," he actually calls them "educated walks," which implies that the purpose of fieldwork is to provide students knowledge.

Fieldwork activities can be categorized into three stages: pre-fieldwork, fieldwork, and post-fieldwork activities. The length of the fieldwork will depend on the objectives and amount of work that needs to be studied. From an economic, historical, geographic, or cultural perspective, studies of phenomena may be important. Fieldwork is advantageous because it teaches students how to think critically, solve issues, collaborate with others, and find and assess knowledge from books and other sources. Most field trips are organized by the school with educational goals in mind.

Field trips, when done correctly, can be beneficial in terms of geography, environment, history, culture, social interaction, economy, politics, and religion. Students' knowledge of the numerous educational aspects that are stated is widened as a result of this. Field trip experiences have long-lasting effects on pupils, according to Anderson and Piscitelli (2002), usually involving memories of both specific content and a particular social environment. Fieldwork activities must take centre stage if Social Studies instruction is to be successful.

Inquiry method

According to Barlow (1985), intellectual inquiry is a method of learning where students search for and arrange concepts and principles in a hierarchy that makes sense to them. According to Kardi (2003), inquiry is a paradigm of learning intended to educate pupils how to analyse problems and questions using facts. The inquiry model places an emphasis on the process of seeking and discovering.

In this model, students are expected to seek out and discover their own answers in a field of study, with the instructor serving as a mentor and facilitator. Inquiry is a process that can take many different shapes and involves the following steps: observing, asking relevant questions, evaluating books and other sources of information critically, planning an investigation, reviewing what is already known, doing experiments, using a tool to get data, analysing and interpreting the data, making predictions, and sharing the results.

According to Sagala (2006), there are five steps that need to be followed in order to implement the inquiry model, including: (1) formulating the problem that students are trying to solve; (2) establishing a temporary solution (hypothesis); (3) students seeking information, data, or facts needed to answer the problem; (4) drawing conclusions or generalizing the answer; and (5) applying the conclusions or generalizations in new situations.

The core idea behind inquiry-based learning is that students engage in a process of self-discovery. The students are guided to ask pertinent questions or construct their own inquiries in order to come up with the right answers through critical thought. Inquiry-based learning also shows students how information is made, shared, and added to by many different people, such as experts, teachers, parents, and people in general. Students can learn to respect both their own interests and the interests of others when they learn through inquiry (Donham, 2001).

The process of gathering or getting knowledge through investigation is often referred to as an "inquiry," and it is frequently carried out individually and willingly by the person who is curious about the occurrence in question. Investigating an issue, discovering truth or knowledge that necessitates critical

thinking, making observations, asking questions, doing experiments, and drawing conclusions, as well as thinking creatively and employing intuition, all form part of the explanation of inquiry (Hiang, 2005).

The inquiry-based scientific teaching approach uses three different media: inquiry, discoveries, and experiences. Understanding the properties of science through scientific experiments is the process of inquiry. People start to see patterns or connections through experiments, testing, and more research, which frequently results in discoveries, knowledge, concepts, and generalization acquisition. While facilitating the development of science process skills and fact gathering, experience serves as the focal point for both inquiry and discovery processes.

Inquiry, in the words of Rashid (1999), is the act of challenging something in order to understand more about it. Understanding, gathering, analyzing, drawing conclusions, and creating thoughts on anything pertinent are all steps in the discovery process. Finding and researching problems, creating hypotheses, planning experiments, gathering data, and drawing conclusions are all steps in the inquiry process. Searching for the truth, details, or knowledge by questioning is another aspect of inquiry. Beginning with information gathering through sight, hearing, touch, taste, and smell.

Sivakumar (2018) asserts that the inquiry or discovery technique inspires students to approach problems logically, stimulates divergent thinking, and gives them the freedom to search out facts on their own. The inquiry technique involves identifying an issue, analysing the data to find a potential solution, and using the solution to make generalizations. Students may be expected to research the causes of the nation's fuel crisis, power outages, the

scarcity of certain items, etc. The inquiry technique's emphasis on using higher-order thinking is a very desirable feature.

The focus of Social Studies instruction in Ghanaian schools is on helping students become familiar with their social and physical environment. This necessitates the use of the inquiry method, which is defined as a teaching and learning setting that stresses students' active involvement in the learning process (Akintola, 2001). The benefit of inquiry approaches is that they enable pupils to retain and remember information as they work through difficulties independently. Through inquiry, students gain knowledge of the needs and problems in their environment (Kadeef, 2000). It is therefore strongly advised for managing Social Studies lectures because it teaches students how to pose inquiries and carry out investigations.

Resource persons

According to Osakwe and Itedjere (1993), humans provide the most useful resource in the teaching of Social Studies. They claimed that "material resources in themselves are not self-instructing," adding that they should only be utilized as a supplement to the regular daily teaching activities that teachers are responsible for. They described human resources as resource people who might be used to advance knowledge in particular in fields of human endeavour.

Ezekoka (2007) wrote that all people who contribute to the teaching-learning process are considered human resources in her work. Both people inside and outside the school community can serve as resources. Teachers of specific subjects, lecturers, students, farmers, and professionals like doctors, nurses, lawyers, etc. are a few examples of resource people. A lawyer might be

asked to lecture on "crimes: causes, consequences, and prevention," for instance.

According to Ukadike (2013), both teachers and students can benefit greatly from having access to resources. The following are the most important ones:

1. A resource person aids the students' or pupils' comprehension of the subject under discussion.
2. A resource person can assist in inspiring students. When students have a motivator, they are typically encouraged to be interested in teaching. After hearing them, people may be inspired to become nurses or doctors or want to become one.
3. A resource person assists in instructing and educating the students on the best practices for gathering information related to their academic careers.
4. The resource person can make learning more enduring.
5. A resource person helps to broaden students' experiences. For instance, different resource people will cover different topics, and this will greatly broaden their experience.
6. The resource person helps to foster critical thinking. When a resource person gives a talk, students can learn to think positively by listening and asking questions.
7. A resource person (often a professional) provides students with first-hand knowledge of the subject that they are covering.
8. The resource person relieves the class teacher's monotony. The class teacher manages the class at all times, but bringing in a resource person

breaks up the monotony and benefits the students greatly because variation is the flavour of life.

A resource person for Social Studies lessons can be chosen from within the area or from elsewhere. Doctors, nurses, local leaders, and police personnel might all be invited. These individuals may be requested to speak as guests (Melinger, 1981). The necessity for a resource person arises because the instructor might not have first-hand experience in the subject matter being taught. Adding resources helps learning by bridging the gap between what teachers know and what students know.

Instructional resources available for implementing a curriculum

Okunloye (2011) defined instructional resources as persons or objects that are used to enhance learning. Usually, this is accomplished by simplifying complicated situations or by making boring learning more interesting. This explains Dewey's remark in his essay from 1967 that "a gram of experience is worth more than a kilogram of theory." It is more crucial than ever to employ instructional tools for teaching and learning social studies in order to assist students in achieving their academic, personal, and social objectives.

Aggarwal (2001) claims that the school community provides the actual, seeable, and palpable resources that are extremely dynamic, interesting, and significant for the teaching and learning of Social Studies. These findings from the research strongly suggest that effective Social Studies teaching and learning depend on the use of suitable instructional resources. It is also crucial and helpful to employ teaching tools when educating students about concepts that aren't always evident, such as democracy, the constitution, leadership, families, rights, and duties, to mention a few.

By utilizing instructional resources, the instructor aims to engage students completely in the learning environment by stimulating as many of their senses as possible. It is easier to understand the lesson when you use a range of learning techniques, such as hearing, seeing, touching, smelling, and tasting. David and Lawrence (2007) assert that using instructional resources to explain subjects, ideas, theories, hypotheses, and principles has long been a tried-and-true method of instruction. Aggarwal (2001) agreed and stated that since they are used to teach all subjects and courses across all curricula, instructional resources are present in all domains of learning.

A major facilitator for enhancing the assimilation, comprehension, retention, and application of concepts, theories, and hypotheses in every learning engagement is an instructional resource. Despite the fact that employing instructional materials to teach and learn Social Studies has apparent advantages, research reveals that teachers present a variety of justifications for not doing so (Talabi, 2003; Farrant, 1980).

Whatever their type and make-up, instructional resources are a crucial and pertinent part of effective teaching and learning. The use of teaching and learning resources, according to many social studies educators and educationists, considerably helps pupils understand and retain what they have studied. Mehlinger (1981), adds that while it is possible to teach without instructional tools, it is much easier to do so when they are available. The reception of messages during a communication encounter is influenced by all of the senses, according to research on learning and memory. These findings suggest that effective social studies teaching and learning depend on the use of relevant educational resources (Amuzu, 2018).

Talabi (2003) asserts that instructional resources encompass a wide range of resource materials and equipment to create realistic visuals and serve as a stand-in for experience. Materials that advance students' knowledge, skills, and talents are employed as instructional resources; keep track of how they are assimilating information; and support their overall growth and development (Soviet encyclopedia, 1979). Tamakloe, Amedale, and Atta (2005) say that instructional resources are any tools the teacher uses to help students learn, understand, or get skills, ideas, and principles.

As a result, an instructional resource is any material utilized by teachers or students during the teaching and learning process to promote knowledge, internalization, and application of course information. Odumah (2002) describes instructional resources as a range of resources available both inside and outside the school environment that can be used to make teaching and learning for students engaging, relevant, and effective. Ericson and Curl (1972) provided evidence in favor of the aforementioned position when they said that instructional materials are instruments that can be used to impart meaning without only depending on spoken symbols. This point of view was shared by Awoyemi (2003), who defined instructional materials as any tools a teacher has available in a learning environment that he employs to make his teachings engaging and successful for student understanding.

Okunloye (2011), who stated that instructional resources are people, events, places, or objects used to facilitate learning, provided additional support for this. Usually, this is accomplished by simplifying complicated situations or by enhancing the educational value of uninteresting material. Instructional resources abound in both human and non-human items for the instructor's use.

To attain the cognitive, emotional, and psychomotor domains of knowledge, Social Studies has the sole right to use a variety of instructional tools. A professional social studies educator can no longer only rely on the theories and tenets of the traditional style of education, in light of the aforementioned definitions. A modern teacher who is informed about traditional educational resources is essential in today's continuously evolving and technologically advanced environment.

The core elements of a curriculum that support good teaching and learning include effective communication, instruction, and the expert management of themes and resources by teachers. These materials are very important because they are the major way that students learn the skills and knowledge that are mentioned in the syllabus. Some of the materials include marker boards, pictographs, maps, projectors, and slides (the California Department of Education, cited in Oppong, 2009). These tools support kids in remembering and using the information they learn in school. Lack of text augmentations and insufficient visual aids in books (Likoko, Mutsotso, & Nasongo, 2013).

Adeogun (2001) discovered that schools with more teaching resources do better than schools with fewer, which may be one reason why students do poorly in the subject. Therefore, without instructional resources, effective teaching cannot succeed. Adeogun (2001) asserts that there is a great likelihood that pupils may leave out important information if they do not bring their bibles to class. Lack of textbooks, libraries, and other physical resources in many courses have impact on how and what students do to meet the needs of the subjects.

Makau (1986) asserts that a variety of elements, including instructional resources like textbooks and science instruments for both teachers and students, have an impact on students' learning and performance at all academic levels. It has been noted that instructional resources are crucial in understanding the stark disparity in academic achievement between students. Therefore, textbooks and other reference materials are essential for efficient teaching and learning. When teachers cannot or do not have enough information, they treat issues in a general way, which makes the subject seem boring and uninteresting.

According to Das (1993), the non-projected aids do not require any projection onto a screen. They consist of a chalkboard, actual things, models, images, and photographs. The printed objects that make up the projected visual assistance through the use of projectors, the magnified images are projected onto a screen. The third group, referred to as projected audio-visual aids, includes any devices that project both sound and images. Video, television, and the cinema are among examples. Resources for instruction are broken down into four categories: teachers as resources, other resources, resource settings, and resource materials (Dubey and Barth, 1980).

Banks (1990) defined this category as including reading resources, visual, audio, and audio-visual materials, Role Play, creative dramatics, simulation, and the use of the community as a learning resource. The two types of instructional resources are projected materials and non-projected materials, according to Aggarwal (2001). Movies, filmstrips, opaque slides, and overhead images are some of the materials that are shown. There are five groups of non-projected materials: Visual aids include cartoons, graphs, and maps; Flannel, chalk, and bulletin boards are used as display boards; Three-dimensional items

such as models, schematics, and realia; Audio-based media, including television, radio, and records; Activity resources, including teaching devices, dramatizations, field trips, demonstrations, and computer-assisted instruction.

Teaching resources can be categorized into four groups, according to research by the African Social and Environmental Studies Programme (ASESP, 1990): Display boards, which can be made of collage, posters, flannel boards, or chalkboards; dioramas, realia, models, and mobiles made into three-dimensional objects; Diagrams, graphs, charts, and other visual resources; Electronic aids such as computers, radios, televisions, tape recorders, overhead projectors, and opaque projectors.

Parker (2001) separated instructional resources into reading and non-reading components for a different study he carried out. Among the reading materials are textbooks, encyclopedias, journals, reference books, magazines, and newspapers. Non-reading resources include images, motion pictures, filmstrips, recordings, field trips, simulations, maps, globes, and other kinds of community tools. He believes that the two groups collaborate to provide teachers and students of social studies with the information they require for instruction and learning.

Regardless of the labels, educational tools can be categorized as visual, auditory, or audio-visual: Visual resources are those that can transport information and be coded and decoded by the visual sense. Among them are pictures, filmstrips, globes, maps, transparencies, charts, bulletin boards, news publications, and journals. According to Banks (1990), Social Studies teachers frequently employ visual tools to introduce topics, support learning, and deepen knowledge; Audio resources: These contain data that can only be understood by

the aural sense. They consist of the gramophone, radio, sound broadcasting, language lab, and tape recorder. These tools are beneficial for improving Social Studies instruction and learning; Resources that support both audio and visual reception are known as audio-visual resources.

Accurate conceptions, interpretations, and appreciations can be explained, established, correlated, and coordinated using audio-visual resources, according to Aggarwal (2001), who was cited by Ayaaba. This gives the instructor the ability to make learning more accurate, effective, fascinating, inspirational, relevant, and vivid. Films, television, computers, videotapes, and sound strips are all examples of multi-media resources. Banks (1990) presents a compelling argument for the value of tools that combine sound, images, and motion in allowing students to interact with difficult concepts, moral dilemmas, and decision-making opportunities. Utilizing pertinent materials is crucial when teaching and learning social studies to aid students in internalizing and applying their lessons.

Integration of aspects of the National Teachers Standard in the new curriculum

Research studies have demonstrated the major impact of teacher performance on students' learning outcomes and the growing concern over the quality of student learning in various countries (Hattie, 2008; Barber & Mourshed, 2007; Hanushek & Rivkin, 2006; Rivkin et al., 2005; Rockoff, 2004; Nye et al., 2004). Some nations have created teaching standards to outline the minimal expectations of teachers in response to these worries. The development of teacher performance is supported by teaching standards.

Professional standards, according to Sergiovanni and Starrat (2002), can offer a helpful framework for instructors to reflect on their practice and communicate with one another about their work. According to research by Darling-Hammond (2006), Pyke and Lynch (2005), and Danielson and McGreal (2000), the formative objectives of standards-based teacher evaluation systems increase professional development by enabling teachers to take an active part in self-directed inquiry.

In the majority of developing nations, including Ghana, where Initial Teacher Education (ITE) institutions rely on their own unique guidelines for Pre-Service Teacher Preparation, standards for teachers and school administrators have only recently been developed (OECD, 2013). The absence of a national standard to direct teacher preparation and practice has caused a lot of concern among stakeholders. There were additional worries about how Ghana's teacher preparation was being driven by passing exams rather than acquiring the necessary professional teaching abilities and competences.

The National Teaching Council was founded under the 2008 Education Act (Act 778) with the goal of establishing frameworks for teachers' employment, continuous professional development (CPD), and routine reviews of professional practice and ethical standards. In accordance with government recommendations for teacher preparation, the National Teachers' Standards (NTS) were created and introduced. They were put in place to ensure that teachers had the necessary professional skills, morals, and practices and that students in Ghana received a high-quality education as a result. When these rules were put in place, all teachers in ITE schools were required to use the NTS in their lessons (OECD, 2013).

Any education reform that does not take teacher education into account is not judged effective, according to the OECD (2005), who also states that instructors are the school factor that has the greatest impact on student accomplishment. ITE preparation is essential for providing teachers with the necessary knowledge and abilities. Before individuals assume full responsibility for teaching one or more classes of students, they must complete ITE (Schwille & Dembélé, 2007). It is built on a foundation of professionalism and gives the teacher the resources needed to make meaningful learning a reality in the classroom.

Ghana's ITE reform places a strong emphasis on educating "competent, inspiring, and engaging teachers who can contribute to improved learning outcomes and opportunities for all students." The legal framework for ITE reform in Ghana is provided by the Education Acts (Acts 778 and 847), which were passed in 2008 and 2018, respectively. The latter tried to change Colleges of Education (CoEs) from places that gave out diplomas after three years to places that gave out degrees after four years. Their main goal was to improve the education system in Ghana (Buabeng, Otami, and Ntow, 2020).

The NTS in Ghana specifies the minimal standards of practice necessary for instructors and teacher-trainees to get licenses. These requirements are succinct written explanations of the standards by which teachers will be judged. Professional Knowledge, Professional Values and Attitudes, and Professional Practice make up Ghana's NTS's three domains. As they are used to streamline instruction and guarantee that teaching practices purposefully focus on set learning targets, it is suggested that teaching standards are extremely significant due to the close association they have with learning outcomes.

In Ghana, a reform of teacher education brought about the introduction of the NTS, which is now used as an accreditation benchmark to determine whether an ITE institution complies with national government regulations. They are also employed to accredit teachers and evaluate their effectiveness. For instance, in order to obtain a teaching license, all new teachers must demonstrate that they meet the requirements (MoE, 2017a).

The National Teacher Education Curriculum Framework (NTECF), curriculum, course manuals, and materials for continuous professional development were created using the NTS as a model for teacher preparation. These materials were also used to increase the capacity of mentors and tutors who use the CoEs to train teacher-trainees (MoE, 2017b).

Paying attention to the new elements provided in the initial teacher education curriculum is a crucial component of Ghana's NTS and the NTECF. For instance, the curriculum is structured to include pedagogical knowledge and practice in all disciplines, and teacher-trainees are required to do internships and practicum at an approved partnership schools while being supervised by mentors.

Specialization was also introduced in the NTS and NTECF, two policy texts. Teachers should have specialized training, for example, in early grade (KG to primary 3), primary school (lower primary and upper primary), or junior high school. The latter places a greater emphasis on specialization within the JHS curriculum's topics. Beginning with the 2018–19 school year, the CoEs began implementing the NTS.

Monitoring the implementation to evaluate NTS results and how the standards are being applied is a crucial component of Ghana's reform of teacher

education. The method for gathering data to support standards' achievement depends on the type of standard being evaluated (OECD, 2013). Direct or recorded observations of how students do in the classroom can be used to measure how well instructors do their jobs, including practical tasks that show how they create a good learning environment in the classroom (Santiago & Benavides, 2009).

The goal of teacher education in Ghana is to provide future educators with the knowledge, attitudes, and values that would enable them to adapt to changing circumstances, adopt inclusive practices, and pursue lifelong learning. The teachers must be passionate about both teaching and leadership, interact with people both inside and outside of the school, and be change-agents. Ghana's teacher education system has undergone reform and restructuring over time in response to the demands of a new vision and mission for education and to fulfill the needs of a knowledge society in which the teacher is a change agent. What has been lacking throughout the entire process is a set of professional standards for teachers that give a clear definition and serve as a crucial point of reference for the work that teachers do to achieve the learning and social outcomes outlined in the 2008 Education Act.

The National Teachers' Standards for Ghana Guidelines (2017) state that in order to codify what a "good teacher" in Ghana looks like and to elevate the status of teachers in their communities and nation, it is urgently necessary to improve the quality of the educational experience and outcomes for all students. The standards include Ghana's aspirations and the opportunities and difficulties of the twenty-first century. They also help Ghana achieve Goal 4 of the Sustainable Development Goals for 2030, which is to "provide inclusive and

equitable quality education and encourage life-long learning opportunities for all." The standards help to achieve this goal by being feasible and user-friendly while also being practical and few in number.

The formulation of the standards was also influenced by an examination of international teaching standards, where the application of topic knowledge in the classroom is seen as being the most crucial component of effective pedagogical subject knowledge. In line with this, the practicum within the teacher education programme may account for up to 25% of the course. These new standards for Ghana emphasize the applied practical work of a teacher as a valued professional in a community of practice and envision a warm and friendly teacher with secure curricular, subject, and pedagogical content knowledge. They also envision a teacher who plans for and uses various interactive instructional strategies and resources in order to engage her students. (NTS, 2017).

Conceptual Framework

Figure 2 shows that conceptual framework for the implementation of the B.Ed. Social Studies curriculum in the colleges of education in Ghana. The framework was personally designed by the researcher with regards to secondary information based on reviewed literature. It is anticipated that Figure 2 will clarify how the variables of interest in this study relate to the application of the social studies curriculum in schools of education. The framework explains the important factors that influence how the Social Studies program is implemented.

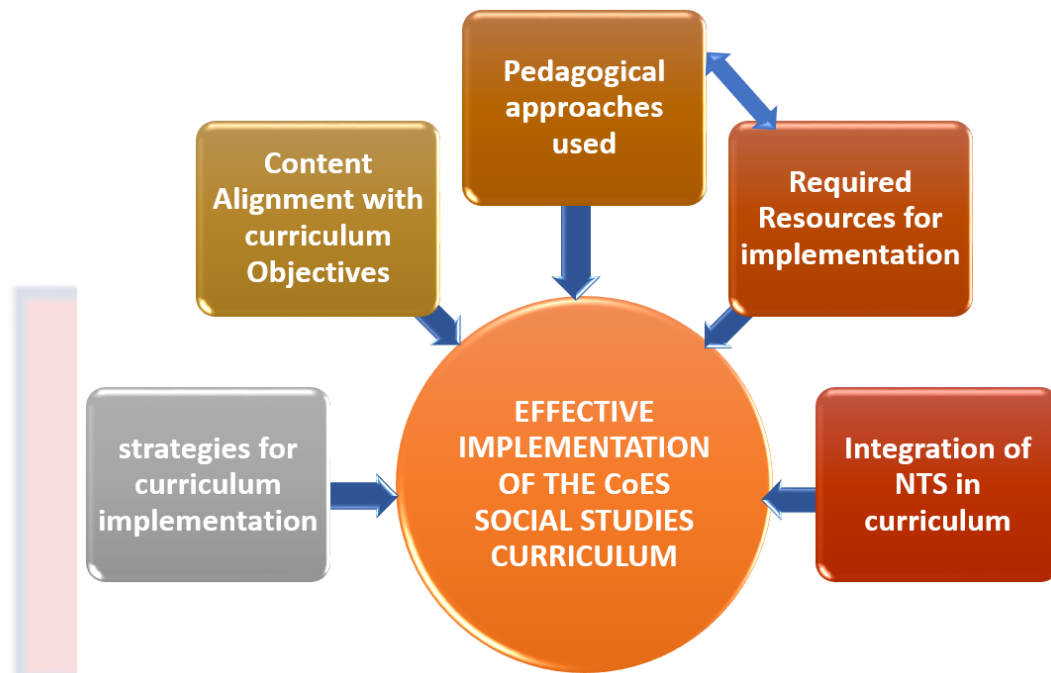


Figure 2: *Framework of Effective Implementation of Social Studies Curriculum*

Source: Author's Own Construct

Figure 2 is a conceptual framework that explains the interactions that exist among the study variables. The successful implementation of the College of Education's Social Studies curriculum is a multifaceted process that depends on the interaction of various factors. This framework has five independent variables that come together to contribute to the effective implementation of the Social Studies curriculum. These variables are Content Alignment with Curriculum, Ways of Curriculum Implementation, Integration NTS in Curriculum, Pedagogical Approaches Used, and Required Resources for Implementation. According to the framework, when these variable are properly instituted, it leads to effective implementation of the Social Studies curriculum.

Ensuring that the content taught in classrooms aligns with the curriculum standards is crucial for effective implementation. This alignment guarantees that students receive the intended knowledge and skills specified in

the curriculum guidelines. The methods and other activities that are employed to implement the curriculum play a significant role in its effectiveness. These include the instructional approaches, assessment methods, and the overall delivery of curriculum content. Also, effective implementation requires a structured approach that integrates innovative teaching methods, continuous assessment, and feedback mechanisms to adapt to the learning needs of students. The choice of pedagogical approaches significantly influences the effectiveness of curriculum implementation.

Again, utilizing diverse and student-centered teaching methods, such as inquiry-based learning, project-based learning, think-pair-share and collaborative learning, can enhance student engagement and understanding. Further, utilization of effective pedagogical strategy is key to effective curriculum implementation. This involves adapting teaching styles to meet the diverse learning needs of students, thereby promoting inclusive education. Moreover, the significance of teaching resources cannot be underscored when it comes to the implementation of curriculum. The availability and adequacy of resources are fundamental to the successful implementation of the curriculum. These resources include teaching materials, technological tools, funding, and professional development opportunities for educators. Ensuring that schools are well-equipped with these resources to support tutors in delivering the curriculum effectively and also fosters a conducive learning environment for students.

The implementation of the social studies curriculum will not be complete when teaching and learning are not aligned with the National Teachers Standards (NTS). This ensures that Social Studies teacher possess the requisite

professional knowledge, professional skills and professional attitude and ethics to make them successful in their professional journey. With this the National Teachers Standards should be integrated in all social studies instruction. In all, when content is well-aligned, curriculum implementation strategies are robust, NTS are integrated, pedagogical approaches are effective, and resources are adequately provided, the overall curriculum delivery is optimized. This leads to improved student outcomes, higher levels of engagement, the achievement of educational objectives and effective implementation of the Social Studies curriculum for Colleges of Education in Ghana.

Empirical Review

The objective of the empirical review was to evaluate previous research that is connected to or relevant to the current topic. This made it possible to compare the findings of this study with those of past investigations and to draw comparisons between them. The researchers also looked at the work of other researchers who had come before them. They looked at their summaries, methods, findings, conclusions, and suggestions.

Implementing the objectives of the Social Studies curriculum

As far as Social Studies education is concerned, several studies (Kankam, 2016; Babah & MacHubert, 2017; Okon, 2020) have been conducted to ascertain the implementation process and how the objectives have been situated in the context of the pedagogical process. As a result, teachers should use a variety of teaching approaches, according to Kankam (2016), who conducted a study on the degree of implementation of Ghana's social studies curriculum. However, the degree of the implementation was not established as

the study adopted the qualitative research approach hence, there was not correlational analysis performed.

Another investigation into the extent to which the Social Studies curriculum has been successfully implemented in schools was done by Okon (2020) revealed that government and other relevant groups hold conferences, seminars, workshops, etc. on the strategies, methods, and creation of unique tools for curriculum evaluation. The study of Okon concluded that by identification of the challenges confronting Social Studies teachers, it would help Social Studies to be put into practice in a good way.

In another study conducted by Babah and MacHubert (2017) in Ghanaian Colleges of Education, it was revealed that there is a strong correlation between the aims of the Social Studies curriculum and how that content is taught. The Curriculum Research and Development Division (CRDD) of the Ministry of Education provided the researcher with twelve (12) Social Studies tutors, ten (10) subject specialists, and four (4) curriculum experts. The researcher also selected 480 teacher trainees from four (4) Colleges of Education using a multi-stage sampling technique (proportionate stratified and simple random sampling methods). The information gathered from a self-made questionnaire (Cronbach's alpha = 0.83) and semi-structured interview guides was analysed both quantitatively and qualitatively using descriptive statistics (percentages and frequencies) and thematic and content analysis. The results were then written up as narratives.

The relationship between the curriculum objectives and the chosen Social Studies content was in the following areas: the teaching of inquiry and reflective inquiry techniques; the transmission of the Social Studies

curriculum's cultural heritage; and the integration and interdisciplinary teaching of Social Studies. The content of the present Social Studies curriculum or syllabus of Colleges of Education in Ghana has to be reviewed by the Ministry of Education, CRDD, universities, and Colleges of Education to make it more integrated (Babah & Mac Hubert, 2017).

Kankam (2016) asserts that there is evidence of continuous debate regarding the objectives of social studies instruction and potential methods for achieving certain societal goals (Brophy, 1990; Ross, 2006). However, the discussion does not stop the creation of the Social Studies curriculum's objectives. Citizenship education, which entails training citizens for active engagement in a democracy by giving them the necessary knowledge, skills, and values, has been stated as the primary objective of Social Studies (Hahn, 2001; Ross, 2006). The essential goal of social studies education is to prepare students to be courteous, considerate, and engaged members of a society that is growing increasingly interconnected, according to the National Council for Social Studies (1990).

In addition, according to the 1989 report of the National Commission on Social Studies in Schools, five topics are central to the goals of social studies: (a) fostering civic engagement and responsibility; (b) fostering a global outlook by appreciating students' life experiences as a component of the totality of human experience, both past and present; (c) cultivating "critical understanding" of history, geography, and the pluralistic nature of the civil institutions; (d) fostering in social students a multicultural perspective of the world's people via an appreciation of their similarities and contrasts across time

and location; (e) fostering in social students a capacity for critical analysis of human realities (Kankam, 2016).

Content selection and objectives of the Social Studies curriculum

In line with content selection and implementation, studies conducted have shown varied views with respect to the ability of teachers to select contents that reflect the objective of the social studies curriculum (e.g. Mezieobi, 1998; Hussain, Dogar, Azeem, & Shakoor; 2011; Babatunde, Benedict, & Adu, 2016). The study by Babatunde, et al. (2016) was on how teachers view the idea of integration within the Social Studies curriculum in Ekiti state, Nigeria with a sample of 80 Social Studies teachers at the junior secondary school level. The study adopted the qualitative research approach using interview and focus group discussion for its data collection. The result found out that the manner in which Social Studies' materials are collected from many topic disciplines makes it seem more easily digested integrated or interdisciplinary subject.

The study of Babatunde, et al. (2016), further revealed that the degree to which the notion of integration is understood by Social Studies instructors was determined using an instrument. More so, it was identified that most Social Studies teachers are unfamiliar with the idea of integration, which makes it challenging to implement in Social Studies instruction.

Therefore, inability of teachers to be creative and imaginative in order to make learning more applicable for both the students being taught in the classroom and the country as a whole will end with half-baked teachers. Critically, though the qualitative approach was used, the study established the link between the content selection and the objective of the curriculum however,

failed to ascertain the future implications of the inability of teachers to solely teach in line with the objectives of the curriculum as planned.

The results of a study conducted by Hussain, et al. (2011) to evaluate the assessment strategy used during curriculum creation showed that it is essential to guaranteeing that the curriculum's objectives are satisfied and that the final curriculum output is appropriate for use. The findings revealed a strong correlation between the anticipated approach for curriculum creation and the current process. Study tours and the cognitive level of learners are two recent trends that show a big change.

In the study by Hussain et al. (2011), data collected from 810 participants in the curriculum building process were acquired using a standard questionnaire with 84 items, and Chi-Square analysis was done.. Unlike the study of Babatunde, et al. (2016), though the study was conducted among colleges of education, the researchers adopted the quantitative research approach where both descriptive and inferential analysis were performed unlike the current study that adopted the mixed method approach.

Also, a study by Mezieobi (1998) on the availability of resources as means to appropriately teach the content of the social studies curriculum revealed among other findings that the relationship between the chosen content and the Social Studies curriculum objectives is held in high esteem by the teachers. This finding is in line with the progressive education movement of the first half of the twentieth century where the foundations of the modern Social Studies curriculum may be found. The characteristics of the individual learner and the learning process itself were emphasized. Likewise, the finding blends with the study of Mezieobi, Fubara and Mezieobi (2008) in their study that

focused on adaptation of social studies contents and the likelihood of teachers achieving the objectives of the planned curriculum.

However, the correlational study of Mezieobi (1998) identified only the content selection without thorough scrutiny of the teacher's competence in the influence between the selection of content and the pedagogical processes involved. This calls for a thorough study to determine how the teachers are able to apply pedagogical skills in the teaching of the contents as in the current study. Investigating the competence of the teachers is necessary in the determination for the evaluation of the implementation of the curriculum.

Mezieobi (2008) in his study, claimed that the breadth of Social Studies education appears to be unbounded or terrifyingly large; constrained or limited by society as a whole or by particular aspects of it. Because of this, it is now quite simple for any nation to specify the subject matter of its curricula for all levels of the educational system, including Colleges of Education. The educational strata, or the schools and levels for which the prescribed content is intended, also place limits on the substance of the curriculum. Furthermore, the focus on goals varies from nation to nation and from one level of the educational system to another. For instance, Social Studies education goals in Ghana and for Colleges of Education are different from those in Japan and the United States.

Once more, the degree to which the issue content and curriculum are related to one another depends on the program implementers for social studies education. The goals of social studies education will be more effectively achieved by trained and committed teachers than by uninspired, underqualified "teachers" in social studies education courses. The goal of the Social Studies curriculum in Colleges of Education is to teach students how to: connect Social

Studies to people's and communities' everyday lives; understand the social system better through culture and values to create a multi-ethnic society that works as a whole; connect the country to its history of building itself; and connect environmental events to the social and economic development of society.

Pedagogical approaches used in Social Studies instructional delivery

The goal of a study by Odumah, Babah, Osei Mensah, Yalley, and Sakyi-Darko (2020) on evaluating the pedagogical approaches of Social Studies tutors' instruction delivery in the CoEs in the eastern and greater Accra areas of Ghana was to evaluate the pedagogical approaches of Social Studies tutors' instruction delivery in these Colleges of Education. The study's methods included quantitative and qualitative techniques in the form of a descriptive survey. In this study, stratified sampling was employed. The sample for the study consisted of 480 Social Studies teacher candidates in total. The data collection tools used were questionnaires and semi-structured interview guides.

According to the research of Odumah et al. (2020), the majority of tutors successfully taught and pupils mastered Social Studies utilizing respectable pedagogical methods. The study once again revealed that the majority of participants agreed that the teaching-learning approaches and teachers' pedagogical subject mastery significantly enhanced the teaching and learning process in the classroom. It is advised that colleges, teacher education programs, and training facilities in Ghana provide instructors with the subject-specific instruction they require to enhance their teaching abilities.

Additionally, the results of Odumah et al. (2020) are consistent with those of Folsom (2009), who found that progressive education, which is an

experience-based, child-centered education fosters the development of thinking processes, is one of the pedagogical approaches to the successful teaching and learning process. Folsom (2005) came to the conclusion that teachers who have a solid grasp of these pedagogical approaches to teaching and the largely invisible learning processes can consciously create questions and learning activities that support students' development of their thinking and emotional processes as they learn content. Consequently, when tutors, subject experts, and curriculum experts were questioned about the pedagogical approaches used by tutors to teach and study Social Studies, it was discovered that the majority of them employed the appropriate ones.

According to Odumah et al. (2020), majority of the tutors implemented the curriculum and managed their everyday operations using positive techniques. For effective course delivery, the instructors also adopted more cutting-edge methods. One respondent to the interview remarked, "Look, you see, there is no need to argue the fact that the use of suitable teaching pedagogies plays a very significant part in the teaching and learning process." As a result, educators who work with students in the Social Studies topic claim that it is occasionally beneficial to inform people about the advantages of employing appropriate pedagogical approaches in the teaching and learning process.

The findings corroborated Russell's (2010) research, which showed that social studies may be learned through projects that allow students to express their creativity while simultaneously honing their critical thinking abilities of decision-making, planning, and self-evaluation. However, far too often social studies is taught in a way that makes it less engaging and memorable than it could be.

Additionally, Kwegyiriba, Awudja, and Babah (2021) investigated the pedagogical techniques of the Social Studies curriculum at the CoE in the Western Region of Ghana using the descriptive survey with a population of 480 teacher trainees selected through the multi-stage selection procedure. Data was gathered using self-developed questionnaires. The findings on the centrally showed that most tutors lacked the pedagogical strategies necessary to influence Social Studies teaching and learning. Again, the pedagogical strategies of tutors were key components of an earlier study conducted in Ghana's Eastern and Greater Accra Districts, where the majority of teachers did not use the appropriate pedagogies.

Again, the Social Studies instructors lacked sufficient pedagogical content knowledge for teaching and learning that would have greatly improved the Social Studies teaching process in the classroom. To enhance the standard of instruction provided in schools, it is advised that Social Studies tutors make every effort to incorporate the usage of various teaching and learning methods into their lessons. However, it appears that the sampling procedure stated was not applicable to the study as the procedure did not reveal a multi-stage sampling. Therefore, there is the need for a review of the methodology and its findings to that effect.

The majority of tutors did not use the appropriate pedagogical strategies to improve the effective teaching and learning of social studies, (Kwegyiriba, Awudja, and Babah, 2021). Most college tutors in the Western region of Ghana for instance, did not employ effective pedagogical strategies in their everyday work or when delivering the curriculum. The results of the study also showed that respondents did not agree that teachers' pedagogical content knowledge

significantly affected how they taught social studies in the classroom; as a result, the pedagogical approaches employed by the teachers do not correspond to the manner in which the curriculum requires that the content be delivered.

Pedagogical Methods of Teachers and Implementation of the Social Studies

Curriculum

Ubah and Shu'aibu (2016), researched the evaluation of the implementation of Nigeria certificate in education Social Studies programme in federal colleges of education in the north-western political zone of Nigeria. They based their research on how Social Studies content, funding and teachers' qualifications influence the implementation of the Social Studies curriculum in federal colleges of education in the north-western political zone of Nigeria. The descriptive survey design was adopted and the questionnaire was used for data collection. The research population was 108 which comprised of lecturers and the management staff of federal colleges of education under study. The study sampled 3 schools. They discovered that traditional teaching methods, particularly the lecture approach, predominate in the implementation of the course materials at the expense of alternative teaching techniques.

Adeyemi (2012) examined the use of storytelling in the effective teaching of traditional values at a junior secondary school in Botswana. The national values of Botswana were briefly presented and especially linked with an aspect of hard work in producing effective citizens. The story of a lazy student was used to elicit questions and answers from a form one Social Studies class. An analysis of the students' qualitative responses indicated progressive low to high order responses. This is interpreted to mean that storytelling is a powerful tool in the teaching-learning process.

Many conclusions were made which included: the enhancement of learning through storytelling; the use of storytelling to elicit high order thinking; and the use of small groups for the acquisition of knowledge and decision making. Based on the findings and conclusions, it was recommended that teachers should adapt their methods of teaching to the specific teaching-learning situation; that storytelling should be emphasized as a technique of teaching in the syllabuses or the curriculum. This study has unveiled one specific strategy that teachers could use to affect the acquisition of a societal value – hard work. This serves as the eye-opener to the analysis at hand in this study. It, however, did not beam its searchlights on other indices of implementation.

Francis (2016), an assessment of the implementation of the Social Studies curriculum in effective citizenship in primary schools in Kaduna State. The main focus of this work is to find out the effectiveness of methods to be used in teaching and learning Social Studies at the primary school level in Kaduna State. He adopted a survey design with a population of 5552 primary school students and teachers and a sample of 357 students and teachers using the Krejcie and Morgan formula. The results of his research showed that social studies teaching strategies including discussion, inquiry, and role-playing have a significant impact on students' ability to be productive citizens in elementary schools.

Hwali (2015) investigated the level of teaching competency among school teachers in Malaysia. The population of the study consisted of 309 Social Studies teachers from a different secondary and primary school in Johor Bahru. The questionnaire instrument was used to measure their teaching competency skills. Data collected were analysed with mean, t-test and Pearson correlation.

The result revealed that all the teachers are competent and that there is a significant relationship between teaching competency and gender.

Deveci and Dal (2017) conducted a study with the main goal of learning what primary school teachers thought about the effectiveness of the Social Studies curriculum in promoting values. Conducted through the survey model, the study involved semi-structured interviews with 25 primary school teachers working with 4th and 5th graders. Data was analysed through descriptive analysis techniques; teachers held the opinion that students could not convert values they learn at school into behaviours. Participants mainly state that the Social Studies programme is efficient in terms of values gain. Furthermore, teachers believe that support from families and the environment was of crucial importance for the teach-ability of values within the Social Studies programme. He found out that teachers mostly utilized various activities such as stories, drama and case studies to communicate values to students.

Kadiri (2017) studied the effects of interactive teaching techniques and strategies on Junior Secondary School Students achievement in Social Studies. The study focused on 240 JHS III students sampled from four selected education zones of Kano state. The study, which employed a pre-test post-test group research methodology, discovered that interactive teaching methods could improve students' Social Studies performance regardless of gender, geography, or kind of school. The study is related to the present study in that it considered one very important aspect of curriculum implementation that this study was concerned with; the teaching methods. The study proved the fact that the methods teachers used, influenced the level of students understanding.

Onipe (2017), in her research assessment of Social Studies curriculum on value clarification, competence and utilization among junior secondary school students in Kano Metropolis. The work focused on value clarification, teachers' qualifications and methods used by Social Studies teachers in teaching Social Studies within the Kano metropolis. The researcher adopted a descriptive survey design, the study sample comprised of twenty teachers, one hundred and twenty students, and twenty parents. The main instruments used were questionnaires and documentary sources. The primary source of documentary used was official curriculum materials and relevant textbooks from the secondary source. The results revealed that the students' level of skill in value explanation was insufficient and that teachers prioritize teacher-centered strategies over activity-based or student-oriented ones.

Adoke (2016), studied teachers and students' perceptions of Social Studies and teaching methods in selected junior secondary schools in the northern states of Nigeria using a total of 2016 students and 160 teachers. The focus of this research work is to ascertain the methods used by Social Studies teachers, the availability of Social Studies teaching materials and the trained and adequate Social Studies teachers in selected junior secondary schools in the northern states of Nigeria. The research was conducted using a survey design, and the instrument for gathering data was a questionnaire. It was found that the most popular ways were storytelling and discussion, while the least popular were the problem-solving approach, group method, and utilization of resource people.

Resources needed for effective Social Studies curriculum delivery

Kigwilu and Akala (2017) investigated how Catholic-sponsored community colleges in Nairobi utilise the existing physical facilities and teaching and learning resources for the effective implementation of Artisan and Craft curricula. The study adopted a mixed-methods research design. Proportional stratified random sampling was used to sample 172 students and 18 teachers while four directors of community colleges were purposively selected. Questionnaires were administered to students and teachers, while directors were interviewed. Teaching and learning resources, such as workshops, equipment, lecture rooms, laboratories, raw materials for practical training and reference books, were found to be adequate, although underutilised.

However, sports grounds, libraries and course texts were inadequate. Resource inadequacies were often mitigated by signing equipment co-sharing agreements with peer institutions and local firms. Teachers rated highly the influence of physical facilities on curriculum implementation. Both students and teachers rated highly the influence of teaching and learning resources on curriculum implementation.

Another study was conducted by Chukwu, Eze and Agada (2016) to examine the availability of instructional materials at the basic education level in the Enugu Education Zone of Enugu State, Nigeria. One research question and one hypothesis guided the study. The research question was answered using mean and grand mean ratings, while the hypothesis was tested using t-test statistics at .05 level of significance and a critical value of 1.96.

The study of Chukwu et al. (2016) adopted the descriptive survey research design was adopted for the study, using a researcher-developed

instrument tagged; availability of instructional materials at the basic education level questionnaire (AIMBELQ). The instrument was validated by 3 experts, 2 of them in Educational Management, and 1 in Measurement and Evaluation. The reliability of the instrument was determined using Cronbach Alpha. Alpha value was found to be 0.73, indicating the high reliability of the instrument for the study. Results of data analysis indicated a little extent of availability of instructional materials at the basic education level in Enugu Education Zone of Enugu State. This has dire consequences for the entire system.

Ogaga, Igori and Egbodo (2016) investigated the effect of instructional materials on the teaching and learning of Social Studies in secondary schools in Oju with four purposes, four research questions and a hypothesis. The survey design was adopted and both students and teachers constituted the population for study. A sample of a hundred subjects was drawn from five schools and was administered questionnaires. Data collected was analyzed using simple percentage (%) for the research question and chi-square for the hypothesis. However, the four hypotheses were tested at 0.05 level of significance and were all rejected. The study revealed that the selection of relevant instructional materials, availability and ability of the teacher to improve all had a significant relationship with the teaching and learning of Social Studies in the Oju local government area.

In secondary schools, Ogheneakoke and Akpochafo (2015) evaluated the proficiency of social studies instructors in using the inquiry method. 1,110 Social Studies instructors from all the public secondary schools in Nigeria's Edo, Delta, and Bayelsa states. However, using stratified random selection approaches, the researchers selected 600 Social Studies teachers from 300

junior secondary schools. Both survey and observational methodologies were used in the investigation. The Social Studies Teachers' Competencies Inquiry Method Rating Scale served as the study's instrument (SSTC1MRS). Nonparametric statistics and inferential statistics were used in the data analysis. Mean and standard deviation were used to respond to the research question, and a t-test was used to evaluate the hypothesis. The results showed that there is no appreciable difference in the proficiency of male and female social studies instructors in using the inquiry approach in upper elementary schools. Both the male and female social studies instructors displayed an equivalent degree of proficiency.

Kankam (2015) investigated how teacher candidates perceived the nature, applicability, and sufficiency of the material for the execution of the Social Studies curriculum. A sample of 233 students from six Teacher Training Colleges in the Ashanti Region was chosen using basic random selection and stratified sampling techniques. The trainees were asked to rate their agreement with comments made about the official Social Studies curriculum and the resources available for its implementation on a questionnaire that was primarily made up of Likert-type items. According to the findings, more than 90% of the trainees thought that the program's objectives for social studies were true and essential, however they didn't think Social Studies textbooks and other reference resources were enough.

In a study on resource availability and utilization dimensions in the implementation of the junior secondary Social Studies curriculum in Ebonyi State, Nigeria, Nwaubani, Otoh-Offong, Usulor, and Okeke (2016) found that the twin issues of resource availability and utilization constitute part of the

crucial debate on the effective implementation of Social Studies curricula across different educational levels in Nigeria. In order to determine how the junior secondary Social Studies Curriculum was being implemented in Ebonyi Central Education Zone, Ebonyi State, Nigeria, in terms of resource availability and utilisation, the study's objective was to identify how it was being done. The investigation employed a descriptive survey research design. The study's sample of 476 respondents, which was selected at random and on purpose, included 92 teachers and 384 students. Information was gathered using a checklist, observational techniques, surveys, and written evidence.

The study's conclusions included, among other things, the fact that the bulk of the instructional resources required to successfully implement the junior high Social Studies curriculum are not provided in schools. However, the majority of the cutting-edge teaching strategies that are currently available, such as simulation, field trips, and theater, are heavily utilized by teachers. It was discovered that teachers should use the available instructional tools more creatively both during and after training.

In a similar vein, Joseph and Olatunde (2011) examined the provision of amenities in relation to the academic achievement of students studying Agricultural Science in Ekiti State, Nigeria, between 1990 and 1997. The results of the West African School Certificate Examination (WASSCE), which was given between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state, were the main source of data used to assess academic achievement or performance. The data were assessed using a mean and a t-test. The results showed that there was no appreciable difference in secondary school

students' access to library resources between rural and urban schools ($t = 1.79$, p).

Hubball and Burt (2007) looked into the use of an integrated approach in developing and implementing learning-centered courses. The study, which sought to offer a critical examination of the motivating factors, practices, and outcomes connected with learning-centred curriculum transformation in higher education, employed the Faculty of Pharmaceutical Sciences at the University of British Columbia as a case study.

It is still possible to apply important lessons from one setting to another without "inventing the wheel" or encountering the same implementation problems, even though academic units on university campuses frequently present a variety of unique contextual challenges and are not at different stages of curriculum re-design. Because both of these studies are engaged in investigating how to implement curricula, they are pertinent to one another. The current study, on the other hand, differs from the preceding one in that it focuses on resource use and curriculum implementation instead of curriculum development and implementation. While the reviewed study concentrated on the college Pharmaceutical Sciences curricula, the current study is focused on the junior secondary school (JSS) Social Studies curriculum. Between Nigeria and Canada, the research subject differs.

Akinsolu (2003), did research on the provision and management of facilities for elementary education in Nigeria with relation to the western part of the country. The study used a survey research design, and a questionnaire served as the data gathering tool. The primary schools in the metropolis of Ibadan made up the study's population. Simple percentages were employed to

analyse the data. The findings of this investigation showed that Nigerian primary schools had egregiously inadequate facilities.

The study came to the conclusion that the goals of teaching and learning would not be accomplished without physical facilities in schools, regardless of how good the teachers may be. As both studies examined the use of resources for efficient teaching, they are both pertinent to the current study. While the current study concentrates on junior secondary or upper elementary Social Studies, the earlier study was more concerned with elementary or lower basic education.

Ifeakor and Okoli (2010) assessed how scientific curriculum at Nigerian institutions were being delivered using new technological tools. The study was of a descriptive kind. The population consisted of all the science lecturers from the five state-owned and four federally-owned universities in the South-East of Nigeria. The study's sample consisted of 62 scientists from state colleges and about 78 scientists from federal universities. Utilizing stratified random selection and census approaches, the sample was selected. The tool was a 36-item questionnaire that the researchers devised. The reliability coefficient was computed after the instrument had undergone validation.

According to the study's findings, there were many of the instructional resources (materials) that were suggested for use in teaching junior high Social Studies. This is a sign that the government and other significant stakeholders in the education sector are beginning to gradually enhance their respective statutory obligations and financial liabilities for resource provisions in schools. Additionally, it is feasible for teachers to create their own copies of certain

educational resources for use in the classroom, including maps, drawings, magazines, books, etc.

This conclusion is consistent with Uba's (2009) observation that accessibility to instructional resources fosters efficient teaching and learning. It contrasts with Akinzolu's (2013) findings, which indicated that primary schools in Nigeria's Ibadan Metropolitan lacked enough teaching materials. Surprisingly, the survey indicated that lecturing, inquiring, and having discussions were the methods teachers choose to employ when teaching students how to use resources. Games and drama, Role Play, field trips, and simulation were a few of the related educational methods that were rarely employed. According to the statistics, teachers continue to utilize these strategies despite the fact that they are effective since they typically find them to be highly useful. The lack of creative, activity-based teaching techniques used by instructors, such as role-playing and field trips, may also be confirmed.

This finding is in line with Ifeakor and Okoli's (2010) contention that new technological resources are usually underutilized in the classroom. It is interesting to notice that while teachers and students appear to agree on how much teachers use instructional materials, they vary on how much teachers use the suggested instructional method. This finding was significant because the inquiry took into account the opinions of the students. In fact, the fact that students were free to agree or disagree with their instructors as necessary showed how objective and dependable they could be in circumstances as crucial to education as these. The fact that students receive instructions frequently and can attest to their professors' usage of the techniques and resources they have been instructed to utilize has greatly aided this.

The results of this study showed that teachers struggle to discover and use the most essential teaching resources when implementing the Social Studies curriculum. This stance might render Social Studies teaching and learning dull and unrealistic. Furthermore, it might hinder the successful application of the Social Studies curriculum. Additionally, it was shown that when teaching Social Studies, teachers do not employ creative teaching strategies such as game or drama approaches, field trips, or simulations. The inference is that the subject may not be taught and learned in an efficient manner. On the basis of the aforementioned, it was suggested that teachers and educational administrators be encouraged to supervise some instructional materials in schools in order to ensure their availability and utilization in junior secondary schools in order to implement the Social Studies curriculum in Nigeria. Lastly, to make the Nigerian Social Studies curriculum work better, teachers should use ways to teach and learn that involve the students' senses.

The goal of a study by Saglam (2011) on the investigation of teaching materials used in Social Studies sessions was to evaluate the teaching materials utilized based on a number of different characteristics. The researcher specifically wanted to know if elements such as a teacher's gender, length of employment, ownership of a personal computer, participation in in-service training on the use of instructional materials, interest in using technology, and the availability of sufficient teaching materials in the classroom had an impact on how they used printed materials, audiovisual materials, or experience-sharing techniques (such as field trips or visits to institutions) in their Social Studies lessons. 160 instructors (N=87 female teachers and N=73 male teachers) who worked in Istanbul and Sakarya during the spring semester of 2008–2009

provided the data. The researcher made a scale and gave it to the teachers who took part to see how well they used the teaching resources in the Social Studies classes.

The results of the study showed statistically significant differences in the usage of printed materials and experience-giving methods based on the gender of the teacher and in-service training, in favour of both female teachers and teachers who have received in-service training. Moreover, statistically significant differences were also observed in the usage of print materials, experience-giving methods, and the total score due to the service length of the teacher. The teachers, who have been working for 16 years or more, had significantly higher scores on the aforementioned variables. In addition, it was found that if schools had sufficient materials and equipment, the teachers tended to use the teaching materials more in their lessons. No correlation was found between the service length and the usage of audio-visual materials by teachers, as well as between having a personal computer and the usage of teaching materials.

Pala (2006) looked into how elementary school instructors felt about instructional tools. It has been discovered that instructors had good attitudes towards educational technology, and statistical comparisons showed no appreciable differences in those sentiments across genders, ages, schools served, and lengths of employment. On the other hand, Besoluk, Kurbanoglu, and Onder (2010) discovered that in-service science instructors with more than 15 years of experience have the least computer literacy. Additionally, they have said that the majority of scientific instructors and future teachers of science are

aware of the value of using technology in the classroom and wish they had greater knowledge about educational technology.

Akpinar and Simsek's (2007) investigation of teachers' use of a range of media to aid in students' learning. The creation of learning objects has been the subject of a heated dispute despite the fact that there are several new tools and developments in learning technologies and their specifications. They looked into how the usage of information and communication technologies by pre-service teachers affected their creation of learning objects. The usage of certain of the learning object components has been found to meaningfully correlate.

Integration of the National Teachers Standards (NTS) in the Implementation of the Social Studies Curriculum

Ananga (2021) conducted a study on the teacher education programme in Ghana and the instructors' quality within it. This study looked at how tutors and teacher-trainees (mentees) applied the National Teachers Standards (NTS) for teachers in Ghana, with an emphasis on the initial teacher education (ITE) programme. The results of this study, which used a mixed methods approach to collect data from participants (368 tutors, 3,600 students, of which 408 are mentees), revealed that not all tutors utilize the NTS in their practice as intended. The survey also discovered that few of the teacher-trainees (mentees) showed evidence of NTS application. If all instructors were to be expected to implement the NTS as intended, then deeper training was required for them in terms of policy.

The study of Ananga (2021) demonstrated how mentors and mentees interpret and use the NTS. According to the survey, only a small percentage of male and female tutors in the subjects of English language, mathematics, and

science were able to demonstrate understanding and implementation of the NTS. The study revealed that although mentees showed some application of the NTS, their performance was not significantly different from that of their mentors. The conclusions in this research reflect baseline data, which should be highlighted. As a result, it ought to be possible to undertake interventions to improve results and guarantee that the NTS is applied fully.

For the NTS to be implemented successfully, it is essential to provide ongoing professional development workshops for tutors to address issues linked to their capacity. It is equally crucial to specifically increase tutors' awareness of how to utilize all of the NTS competences so that they may apply them to the instruction of teacher-trainees. For the necessary and quick action, it is crucial to identify the striking discrepancies between male and female mentors and mentees on the NTS competencies.

Chapter Summary

This chapter offers a review of the literature that is relevant to this topic. A conceptual, theoretical, and empirical framework for the study has been developed by the researcher with guidance from the review of the literature. In addition to the underlying system models that are pertinent to the study, the theoretical review covered a wide range of theories and models for the implementation of curricula. These included Stufflebean's Context, Input, Process, and Product (CIPP) model and Bowles' Education Production Function (EPF) (2003). The following themes were the focus of the conceptual review of the literature: the notion of curriculum; curriculum implementation; stages of curriculum implementation; models of curriculum implementation; and the role of the teacher in curriculum implementation.

There are many ways to evaluate a programme, as demonstrated by the numerous techniques examined in the theoretical study, but the versatility of the CIPP evaluation model made it distinct and the evaluation model of choice. It was recognized as a successful concept that has been used extensively in education and other industries. It was renowned for its adaptability in outlining the practices that educational programmes and administrators might use to successfully choose, carry out, and assess outcomes. The CIPP model was thought to be one that could be utilized proactively to both assess and enhance a programme. The CIPP approach also aimed to support decision-makers in improving programs (Boulmetis & Dutwin, 2005).

The conceptual review also looked at the idea of curriculum evaluation; models for curriculum evaluation; the historical development of Social Studies; goals and objectives of Social Studies; pedagogical approaches to Social Studies; lesson delivery resources for teaching the New Bachelor of Education Social Studies curriculum for Colleges of Education; and the integration of elements of the National Teachers' Standards (NTS) into the curriculum in the lesson delivery.

Following a conceptual analysis of the literature, certain serious issues emerged. Although the term "curriculum" has been defined and interpreted in a variety of ways by different authors, the study discovered that it encompasses all experiences, knowledge, beliefs, attitudes, and skills that are specifically planned to aid a given group of students in achieving specific objectives. I believe that "curriculum" can refer to a comprehensive collection of study materials, including textbooks, manipulative tools (such as kits for conducting experiments, educational games, and simulation schemes), and audiovisual

teaching aids (such as filmstrips, loops, records, and posters), all of which are intended to alter the student's cognitive, affective, or psychomotor behaviour.

Some noteworthy problems were found during the conceptual evaluation of the literature. The study discovered that while the concept of curriculum has been defined and viewed in a variety of ways by different writers, it includes all experiences, knowledge, beliefs, attitudes, and abilities that are specifically planned to aid a particular group of students in achieving well-defined goals. According to the definitions I read, I believe "curriculum" can refer to a comprehensive collection of study materials, including textbooks, manipulative tools (such as experiment kits, educational games, and simulation schemes), and audiovisual teaching aids (such as filmstrips, loops, records, and posters), all of which are intended to alter the cognitive, affective, or psychomotor behavior of the student.

The empirical review was the last component of the literature review. This part examined the research findings from several studies related to the study's research topics. Implementing the goals of the Social Studies curriculum, the connection between the content chosen and the Social Studies curriculum objectives, the pedagogical methods tutors use to deliver Social Studies instruction, the resources needed for the effective delivery of the Social Studies curriculum, and how tutors incorporate the National Teachers Standards (NTS) into implementation were among the main topics covered.

A major gap the empirical review on the evaluation of the implementation of the B.Ed. Social Studies curriculum identified was that literature on the B.Ed. Social Studies curriculum for Colleges of Education in Ghana is scant to not. It can be said that there may be very little literature on

aspect of the curriculum but a comprehensive work on the B.Ed. Social Studies curriculum in Ghana is the first of its kind.

Finally, the study's empirical review looked at the breadth of the research questions and the contributions made by various authors. According to the empirical review, social studies instruction and learning require the best pedagogical methods and tools.



CHAPTER THREE

RESEARCH METHODS

Introduction

This study sought to evaluate the implementation of the B.Ed. Social Studies curriculum in CoE in Ghana. The study's methods are described in detail in this chapter, with special attention paid to the research paradigm, research design, population, sample, and sampling techniques, data collection tools, and data processing and analysis.

Research Paradigm

This study was underpinned by the pragmatic paradigm which is based on the notion that researchers should select the philosophical and/or methodological approach that is most effective for the particular issue they are examining. Pragmatism is primarily focused on “the outcomes of the research; the actions, situations and consequences of inquiry—rather than antecedent conditions” (Creswell, 2007, p. 22).

Pragmatists allude that, absolute truth and the specific way of accessing the truth does not exist. They use varied modes of investigation which promote a better understanding of complex social issues (Teddlie & Tashakkori, 2003). Thus, the researcher is not restricted to a single approach but both quantitative and qualitative approaches can be utilized in a single study (Johnson & Onwuegbuzi, 2004). This approach enables the identification of deficits and mitigation through the inclusion of other methods. For example, while quantitative results can afford causal relationships, qualitative findings present the specific and contextual details that best provide answers to the research questions. Approaches such as triangulation enables the researcher to compare

or expand on both qualitative and quantitative results (Creswell & Plano Clark, 2007).

Lincoln and Guba (1985) suggest that a paradigm comprises four elements, namely, epistemology, ontology, methodology and axiology. These comprise the basic assumptions, beliefs, norms and values that each paradigm holds. Therefore, the choice of the Pragmatist paradigm in this research study was guided by the assumptions, beliefs, norms and values of this paradigm. The relational epistemology supported by the pragmatic paradigm views knowledge derived from observable phenomena, subjective experiences, or a combination of the two, depending on the study's goal and research objectives (Morgan, 2014b). Thus, it is possible to combine several viewpoints to produce and analyze reliable data.

Pragmatist researchers adopt multiple views of reality and choose the best one to answer research questions. For the pragmatists, reality is legitimate if it can be used to practically solve problems in a particular context. This view of practical reality is also affected by the belief of what works for whom in specific context which is not philosophical in nature but has practical value for the study (Morgan, 2014). Therefore, pragmatism encompasses the objective, subjective and intersubjective realities and their interrelations to work out what is 'best in a specific context (Johnson & Christensen, 2014; Johnson & Gray, 2010). Hence, pragmatists are interested in finding out what, why and how something, in the case of the present study constitutes the evaluation of the four-year B.Ed. Social Studies curriculum in the Colleges of Education in the Ghanaian context.

Nevertheless, in line with pragmatism, appropriateness of a method depends on its ability to achieve its purpose (Maxcy, 2003). Also, Morgan (2014, p. 8) labels pragmatism as “a paradigm of choices” because of the many complex choices available to integrate the strengths of the qualitative and quantitative methods determined by the nature of research. Significantly, the knowledge validity and the justification for a mixed-method for the achievement of the purpose of the study should be determined before knowledge (Morgan, 2014). Thus, it is possible to combine several viewpoints to produce and analyze reliable data.

This pragmatist epistemology implies that the objective information regarding the implementation of the curriculum in Ghanaian colleges of education is relevant to this study., as well as the subjective experiences and knowledge about this phenomenon, were critically evaluated based on set scientific criteria. The focus of the study was the advancement and improvement of scientific and legitimate knowledge that is free from ambiguity.

The pragmatic paradigm is more appropriate for this investigation since it integrates data collection strategies including the use of interviews, questionnaires for quantitative data, and classroom observations during the research process, as advised by Creswell and Plano-Clark (2007). Therefore, the qualitative information obtained from the heads of departments; interviews and the observation of the tutors in the classroom were used to support or refute the quantitative findings from the teachers and students. This supports the claim made by Teddie and Tashakkori (2003) that the pragmatist seeks to refute concepts like truth and reality in favor of focusing on what constitutes the truth in regard to the open-ended research topics. Therefore, the pragmatism

paradigm performs best when social situations that are complex and pluralistic call for analysis that is informed by a variety of viewpoints (Teddie, Tashakkori, 2003).

Research Approach

This study, was conducted using a mixed methods approach. In general, there are three methodologies utilized in research: qualitative, quantitative, and mixed methods (Creswell, 2016; Creswell & Plano-Clark, 2011). A mixed method approach was used to answer the study questions and hypotheses since both qualitative and quantitative data were gathered and analyzed.

This approach is a blend of qualitative and quantitative data for a unified result. Based on the aforementioned, the current study falls within an explanatory mixed method research design that combines both quantitative and qualitative methods to evaluate the implementation of the Social Studies curriculum in CoE in the Ghanaian context.

A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study in which both data are concurrently or sequentially collected. The data were given a priority; this involves the integration of the data at one or more stages in the research process (Creswell, Plano Clark, Gutmann & Hanson, 2003). In other words, the approach helps the researcher to answer questions that cannot be answered using only qualitative or quantitative methods. Creswell et. al., (2003) further indicated that the mixed methods provide a more complete picture by noting trends and generalisations as well as in-depth knowledge of participants' perspectives.

The mixed method approach was adopted to combine both quantitative and qualitative data collection and analysis procedures in order to holistically address the phenomenon under investigation. Owing to the pragmatist's paradigm, it has been advocated that to investigate a phenomenon that is consistent with the nature of reality in order to ensure a robust research design, the mixed method approach is appropriate for use. As a result, the nature of the current study demands that both quantitative and qualitative data are collected from the respondents to permit triangulation techniques for the assessment and interpretation of the data set. The CIPP model also mandates the involvement in the collection of both qualitative and quantitative data, and even allows the use of a mixed technique (Stufflebeam & Shinkfield, 2007), which is why the mixed method approach was chosen for this study.

Research Design

The design selected for the study was the concurrent embedded design. The embedded design is a mixed method design where one data set provides a supportive, secondary role in a study primarily based on the other data type (Creswell et al. 2003). This design is used when researchers need to include qualitative or quantitative data to answer a research question within a largely quantitative or qualitative study.

The Embedded Design mixes the different data sets at the design level, with one type of data being embedded within a methodology framed by the other data type (Caracelli & Greene, 1993). This design was chosen because it allows for the simultaneous collection of both quantitative and qualitative data, thus enabling the researcher to use qualitative data to provide a supportive role to the findings from the quantitative analysis. This approach is particularly

advantageous when the research problem requires different types of data to be addressed comprehensively (Creswell & Plano Clark, 2007).

As Creswell and Plano Clark (2011) explain, using a concurrent embedded design helps to address complex research questions by combining the strengths of both quantitative and qualitative approaches. Researchers typically use the concurrent embedded design when they need to include qualitative data within a largely quantitative study to answer specific research questions that cannot be addressed by quantitative data alone (Creswell & Plano Clark, 2007). This design is particularly useful when qualitative data are needed to explain the mechanisms underlying quantitative findings, to develop a treatment, or to examine the process of an intervention (Plano Clark & Ivankova, 2016).

For this study, the qualitative data were embedded within the quantitative design to provide a deeper explanation of the quantitative results. This integration allows for a more comprehensive understanding of the research problem by explaining the quantitative data in more detail and providing context (Creswell & Plano Clark, 2007). According to Tashakkori and Teddlie (2010), integrating qualitative data within a quantitative framework can enhance the validity and reliability of the research findings. The concurrent embedded design was ideal for this study because it enabled the researcher to collect and analyze both types of data simultaneously, thereby providing a richer and more nuanced understanding of the research problem. By embedding qualitative data into a primarily quantitative study, the researcher was able to provide further explanation and context to the quantitative data, ultimately leading to more robust and insightful findings.

The design was used for two reasons. First, the research problem is quantitatively oriented and therefore reliable quantitative instruments were used to measure the evaluation of the implementation. Secondly, the results of the qualitative study helped to explain and provide insights into the quantitative results (Creswell & Plano Clark, 2018). Creswell et al. (2018) suggest that the combination of quantitative and qualitative approaches provide more complete understanding of the problem than the use of only one method. Although the quantitative method may identify the variables that are statistically related, the method may fail to provide insights into the reasons for the relationships that exist.

Additionally, the qualitative data analysis was used to explain further the quantitative data analysis' explanation for an in-depth discussion. The qualitative explanation can help clarify important concepts and to corroborate the finding from the quantitative data analysis. Further, it might give direction that enhances the interpretation of the findings. Due to the fact that neither quantitative nor qualitative methodologies can fully capture the patterns and complexities of the problem on their own, both forms of data were combined in this study. When combined, quantitative and qualitative research methods strengthen one another and enable a more thorough investigation by taking each method's advantages (Tashakkori & Teddlie, 1998; Green & Caracelli, 1997; Miles & Huberman, 1994). The use of the concurrent embedded design was beneficial in this study because it gave the researcher opportunity to understand the issue under study from two angles.

While the quantitative aspect of the study provided a general overview and understanding of the concepts, the qualitative data and their interpretation

enhanced and clarified the statistical findings (Creswell, 2003). Despite the advantages of concurrent embedded design, gathering and analysing both types of data require a certain amount of time and resource availability for execution. Despite these drawbacks, the design is crucial for carrying out the investigation.

Study Area

The study concentrated on every CoE in Ghana that ran the Four-Year B.Ed. Social Studies programme. These colleges are affiliated to the five public universities in Ghana. Table 1 shows the various Colleges of Education, their affiliated university and the administrative regions they can be located.

Table 1: Colleges of Education and their Affiliated University

Region	College	University Affiliation
Volta	Peki	University of Ghana, Legon
	Holy Spirit	University of Cape Coast
	St. Francis Akatsi	University of Cape Coast
	E.P. Amedzofe Accra	University of Education, Winneba
Greater Accra Ahafo	St. Joseph	University of Ghana, Legon
		Kwame Nkrumah University of Science and Technology
Brong Ahafo	Al Faruq	University of Development Studies
Bono East	Atebubu	University of Cape Coast
Northern	Bagabaga	University of Education, Winneba
	Gbewaa	University of Ghana, Legon
	St. Vincent	University of Development Studies
Bono	Tamale	Kwame Nkrumah University of Science and Technology
	Berekum	University of Cape Coast
Oti	Dambai	University of Development Studies
Western North	Enchi	University of Ghana, Legon
	Bia Lamplighter	University of Education, Winneba

Region	College	University Affiliation
North East	Gambaga	University of Development Studies
Western	Holy Child	University of Cape Coast
Eastern	Abetifi	University of Education, Winneba
	Methodist	University of Education, Winneba
	Mount Mary	University of Ghana, Legon
	Presbyterian, Akropong-Akwapim	University of Education, Winneba
Upper West	N. J. Ahmadiyya	University of Education, Winneba
Ashanti	Wesley	Kwame Nkrumah University of Science and Technology
	Offinso	University of Cape Coast
Central	SDA, Agona	University of Cape Coast
	St. Ambrose	University of Cape Coast
	Akrokerri	Kwame Nkrumah University of Science and Technology
	Foso	University of Education, Winneba
	OLA	University of Cape Coast

Source: Field survey (2022)

Population

The population of this study was made up of the all students teachers, tutors, HoDs, and principals from the 10 selected CoEs running the B.Ed. Social Studies curriculum. Principals and HoDs were involved in this study because they are the direct supervisors of the tutors in terms of course delivery, lesson assessment and internal evaluation of the teaching and learning process.

Therefore, they are in the best position to provide sufficient information with regards to the implementation of the Social Studies Curriculum. The population for the study was 1547. This was made up of 1500 teacher trainees,

27 tutors, 10 HoDs, and 10 principals in the study's population. The 4-year Bachelor of Education students at levels 200 and 300 comprised the population of teacher trainees for this study. These individuals were chosen for the study because they held the qualities required for the completion of the study. They were students offering Social Studies as their elective in the Colleges of Education.

Additionally, they were the appropriate entity to provide detailed information regarding the application of the Social Studies curriculum. The level 400 students were excluded in this study because they were performing their out programme in different location which was difficult for the researcher to reach them. They were therefore excluded from the study because of resources and time constraint (Lenth, 2001). Also waiting for these party to report on campus may prolong the completion rate of the study. The population for the study was carefully chosen because of their relevance to the study.

Sample and Sampling Procedures

The total sample for the study was 407, which was made up of 360 teacher-trainees and 27 Social Studies tutors; 10 Social Studies department heads and 10 principals of CoEs. Adam's (2020) sample size determination table informed the selection of 360 teacher trainees with a margin of error of .05. Adam (2020) holds that for a population of 2213 (that is the population for the student teachers), a minimum sample size of 327 is suitable and representative however, the researcher included additional 33 to cater for and incomplete data and also to give the study more statistical power. Also, 27 tutors, 10 HoDs and 10 Principals from the selected CoEs were engaged in the study using the census strategy.

Social Studies courses are offered by 31 public CoEs in Ghana. Therefore, the simple random sampling strategy was used to select 10 colleges for the study. This was informed by Davies, Williams, and Yanchar (2004), according to Davies, Williams, and Yanchar (2004), 33% of the total population is sufficient to accurately reflect the population under investigation. The simple random technique also gave all the 31 colleges equal probability of being selected for the study.

Furthermore, 360 Social Studies teacher trainees chosen from the 10 Colleges using the proportionate random sample technique. The proportionate sampling technique was implemented because the respondents were from different college with varied population. Also, the method ensured that the sample from each college represented the population of that college. Further, this technique was employed so that the sample is not skewed to one side (level) of the students. After the sample for each level for each college had been determined, the lottery system was employed to selected the respondents for the study by employing the following procedure.

The class lists for each level were submitted by the colleges' Curriculum and Assessment Officers and was used for the activity. A piece of paper with the pupils' names on it was placed into a basket. Students were asked to pick from the basket. When a name was chosen, it was placed back into the basket. The process continued until the necessary number was reached. A name that was chosen a second time was not noted. To maintain the likelihood that a respondent would be chosen, a name that had been chosen was changed. The procedure was carried out until the student teacher candidates' sample size was

attained. Table 2 indicates the sample size distribution of the student respondents.

Table 2: Sample Size Distribution of Respondents (Teacher Trainees)

s/n	College	Level	Level	Level	Level	Total
		200	300	200	300	
		N	N	N	n	n
1	Fosu	104	148	17	24	41
2	Berekum	148	123	24	20	44
3	Offinso	129	111	21	18	39
4	Wesley	129	117	21	19	40
5	Bia	92	86	15	14	29
	Lamplighter					
6	Ada	74	92	12	15	27
7	Agogo Presby	129	166	21	27	48
8	Bimbilla	80	111	13	18	31
9	Methodist	68	104	11	17	28
10	Holy Child	104	98	17	16	33
	Total	1057	1156	172	188	360

Source: Field survey (2022)

Data Collection Instruments

Because each technique makes a distinct contribution to empirical reality, no single approach can be used to tackle all research problems (Denzin, 2004). Three distinct instruments, involving the collection of both quantitative and qualitative data, were employed to get the necessary data and address the research topics. The instruments were questionnaire, interview guide and a class observation guide (checklist).

Questionnaire

A 5-point Likert scale type questionnaire adapted from Babah (2016) was used to collect the quantitative data. According to Amedahe (2002) and Oppenheim (1992), Likert scaled questionnaires have a high return rate and are favourable compared to open-ended questionnaires. The questionnaire using a five-point Likert scale was used and with a range of score values. Positive statements were graded as Very Good = 5, Good = 4, Average = 3, Poor = 2 and

Very Poor = 1. Negative statements were graded as Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (Un) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Six sections make up the teacher-trainees' questionnaire.

The first section collected bio-data such as name of college, sex and teaching experience from the respondents. The second segment was to ascertain the strategies used to implement the objectives of the B.Ed Social Studies curriculum. Statements such as “the objectives provided clearly states learning outcomes and learning indicators for each lesson” and “the objectives of the course take into consideration gender, inclusivity and equity” were given to the respondents for their opinions. The next session examined how the B.Ed. Social Studies programme's educational objectives were aligned to the content chosen. This aspect required the respondents to provide answers to statements such as “the content meets the requirements of the B.Ed. Social Studies curriculum as required by the objectives” and “the content of the curriculum has been carefully arranged to ensure objectives are fully achieved”.

The tutors' pedagogical approaches to teaching social studies were once more discussed in the fourth segment utilizing the statements, "tutors employ the usage of computer technology and multimedia in the delivery of course content.", “tutors employ the use of group works, presentations, and projects as part of the lesson delivery” etc. The required resources for the proper delivery of the Social Studies curriculum was the focus of the fifth segment. This section of the questionnaire required respondents to provide answers to statements regarding the sufficiency of globes, charts, maps and other resources that facilitate teaching and learning as well as availability of course packs, course manuals and handbooks that are used by both tutors and teacher-trainees.

The last portion tested the Social Studies instructors' adherence to the National Teachers Standards, which is a requirement of the B.Ed. curriculum. Statements such as “portions of the NTS forms part of every Social Studies lesson presented to teacher-trainees” and “teacher-trainees are guided to make reference to the NTS in their presentations and assignments” were presented to the respondents under this section of the questionnaire. In all, the questionnaire had 40 items, excluding questions about the respondents' demographic information.

Observation guide

The researcher used an observation guide in order to give insight to the research questions of this study. Amedahe (2002) asserts that in observation studies, rather than interviewing subjects, researchers gather information about their current conditions by observing, listening to, and recording what they see. Some items in the observation guide include extent of integration of subject knowledge and subject specific pedagogic knowledge are integrated in the lesson and tutors' demonstration and familiarity with the NTS in the remote lessons.

Observations can concentrate on activities that take place in a classroom, on information like the number of textbooks present, or on actions or characteristics like the manner things are done. Observation is an excellent research tool. Through observations, the researcher in this study was able to collect information on the physical setting (the classrooms' physical environment), the human setting (the characteristics and demographics of the tutors and students observed), the interactional setting (the interactions between students and tutors), and the programmatic setting. It was recommended by

Moyles (2002) that researchers record the physical and contextual setting of the observation, including the number, who they are, what they do, and what roles they play, the time of day, the setting's layout (including the seating and desk arrangements), the chronology of the events observed, and any critical incidents that took place. The observation schedule was based on Cohen's K (Kappa) Interaction Analysis.

Interview guide

Furthermore, a self-created semi-structured interview guide for 10 principals of the chosen colleges of education was employed to gather qualitative data for the study. To avoid deviating from the quantitative findings gathered, the interview guide was created in a semi-structured format. The questions on the questionnaire were used to select the material for the interview guide in this regard. The main purpose of the interview guide was to triangulate the responses from the quantitative aspect. The interview guide was developed out of the results from the quantitative data from the first phase of the study in order to better understand the quantitative results.

The interview guide developed for this study was structured in line with the items in the questionnaire. For the first research question, the participants (Principals) were asked to give their opinion on the teaching strategies used by tutors in the implementation of the objectives of the Social Studies curriculum in their respective Colleges. Furthermore, their opinion about the pedagogical approaches used by tutors for the implementation of the B.Ed. Social Studies curriculum was solicited. Again, the questions such as “does the College have appropriate human and material resources for the implementation of the B.Ed. Social Studies curriculum?”, and “what are some of the teaching resources the

College has for the implementation of the required resources needed for the effective delivery of the B.Ed. Social Studies curriculum?” were asked.

Additionally, the last part of the interview guide focused on the integration of NTS in the implementation of the B.Ed. Social Studies Curriculum by asking questions related to tutors’ knowledge of and access to the Assessment Policy for the B.Ed. curriculum and how the colleges ensure that tutors integrate Professional Knowledge (PK) and Professional Practice (PP) of NTS in the implementation of the B.Ed. Social Studies Curriculum.

Research question 2 which sought to find out ways the contents of the Social Studies curriculum are aligned to the objectives of the curriculum was intentionally omitted from the interview questions. This was mainly due to the fact that principals of the colleges may not have direct responses to this question. The contents of the Social Studies curriculum are best known to the tutors of the subject and their HoDs who also teach lessons from the curriculum.

The use of interview guide allowed the researcher to collect thorough information from the participants. Literature has established that the use of the interview guide gives the researcher the chance to further explore participants' ideas and attitudes and collect information that might not have been possible through other techniques like observation or survey (Cohen et al., 2000; Shaughnessy, 2007).

There are numerous and diverse goals for using interviews. They can be used to follow up on unexpected results, to validate other methods, to delve deeper into the motivations of respondents and their reasons for responding as they do, or as the primary method of gathering information that directly relates to research objectives (Tuckman, 1972). They can also be used as explanatory

devices to help identify variables and relationships (Barker & Johnson, 1998). In addition to emphasising categories and concepts over basic frequencies and discovering relationships between variables, it is more adaptable and reflective (Patton, 2002). Finally, they must evaluate each individual in certain ways, test or create hypotheses, collect data, and sample the opinions of respondents (Cohen et al., 2007).

Validity and Reliability of the Research Instrument

As advised by Cooper and Schindler (2001), the questionnaire underwent pilot testing to ensure its validity and reliability and, where necessary, make any necessary changes as soon as possible. Fraenkel and Wallen (2000) assert that an instrument is legitimate if it accurately serves the intended purpose and measures the variables it is supposed to assess. They continued by saying that the appropriateness, significance, and applicability of the inferences drawn by the researcher from the data gathered should be considered as part of validity.

The questionnaire adapted from Babah (2016) was sent to the supervisors so they could inspect the items for completeness and representativeness. The editors' and grammatical and mechanical errors were fixed with assistance from the supervisors. Where appropriate, adjustments were made in response to the supervisors' suggestions and constructive criticism. According to Sarantakos (2007), pre-tests are brief tests of individual research instrument components that are mostly used to check for potential mechanical issues with the instruments.

Pilot-Testing of the Questionnaire

Enchi College of Education was used by the researcher to test the tools beforehand. There were three (3) Social Studies tutors and forty (40) college-based Social Studies teacher trainees involved. According to Ary, Jacobs, and Razavich (2002), research instruments must be assessed to determine whether they are suitable for measuring the things they are intended to test. While face validity aims to establish a logical connection with what it plans to evaluate (Pallant, 2005), validity refers to the extent to which a research instrument accurately analyses the specific notion that a researcher is aiming to investigate (Kumar, 1999).

Due to similarities between Enchi College of Education and the other colleges selected for the main study, it was specifically chosen for the pre-test. The pre-testing of the instruments was carried out to assess their reliability and validity. Additionally, it gave advance notice of potential weak spots in the main research effort, potential violations of research protocols, and potential issues with the suitability or complexity of suggested methodology or tools. The purpose of pre-testing, in the end, was to improve the internal validity of the instruments. The test-retest process was used to pre-test the instruments.

Examining each test item using Cronbach's alpha allowed the researcher to verify the instruments' dependability. The computer programme Statistical Package for Social Sciences (SPSS) version 22.0 was used to measure the instrument's dependability on a scale. Before the major data collection, the dependability coefficient validated Sekaran's (2000) assertion that "alpha values less than 0.60 are deemed to be poor, those in the 0.70 range acceptable, and those over 0.80 high."

According to Baker (1994), 10–20% of the study's real sample should make up a pilot study's participant pool. To evaluate the validity of the questionnaire, the Cronbach Alpha Coefficient was calculated using the statistical programme for social science. Since it can offer an unbiased, simple-to-interpret coefficient, the Cronbach Alpha coefficient was utilised to assess the instrument's internal consistency. A dependability coefficient of 0.70 or greater is suitable, according to Fraenkel and Wallen (2000). On the other hand, Hulin, Netemeyer, and Cudeck (2001) indicated that an alpha value lower than 0.70 can be accepted during the early stage of the study or the scale development.

This was buttressed by Streiner (2003) who argued that an alpha coefficient value around 0.60 is accepted as reliable for an instrument. The pre-data collecting questionnaire has an alpha coefficient of .702, indicating that it was a valid and reliable tool for gathering the pre-data that it was designed to collect. The coefficients estimated for each component of the instrument during pre-data collection are shown in Table 3.

Table 3: Reliability Coefficient

Section	Alpha Coefficient
Implementation of objectives	.506
Relationship between the content selected and curriculum objectives	.803
Pedagogical approaches	.683
Resources needed for the effective delivery	.708
Integration of the National Teachers Standards	.780
Whole Instrument	.702

Source: Field survey (2022)

Trustworthiness of the qualitative data

Credibility of the qualitative data

Credibility refers to the level of acceptability, how acceptable or credible is the research? The criterion of credibility (internal validity) can be met by two standards: the use of more than one research method, and the use of respondent validation. The former is properly discussed in the design, and refers to the use of more than one method to ensure complementarity of findings. The latter refers to the findings of the research being sent to participants for their comments. This means that comments and conclusions can be supported or rejected by participants, and with that (if necessary) readjusted to best represent the nature of the concept investigated (Bryman, 2008). In this study, the researcher used more than one method to make sure there is complementarity of findings. After the conduct of the entire study, summary of the findings was made available to respondents for their comments.

Dependability of the qualitative data

Dependability is the degree to which a research is trustworthy. The names of the respondents, the interview guide, complete records of the research data and procedure, and sufficient details on the research techniques employed must all be made available to others for a qualitative study to be considered reliable. With these records, other researchers should be able to carry out the same study using the exact same techniques and respondents. According to Bryman (2008), maintaining such records also provides the chance for another individual to verify if the information gathered was adequate and whether the interpretations and conclusions were supported by the facts or not. In this scenario, it is reasonable to say that the data presented are true, and conclusions

are reached on the basis of the obtained data. For this study, it is implied that all research methodologies are disclosed in depth.

Confirmability of the Interview Guide

This section talks about the research criterion of objectivity. Objectivity is often thought of to be weak in qualitative research. In some respect, it is inarguably that full objectivity is not possible when researching social phenomena. However, as a researcher using the qualitative approach, it was necessary that I ensure my own values, thoughts and assumptions do not interfere with the presentation and analysis of the collected data. It is important that it is the voice of the participants that is represented in the discussions especially. Bryman (2008) offers proof for this claim. As was previously noted, the researcher played back the recorded tape to the respondents prior to the data's final analysis, which can help to a greater extent assure objectivity and prevent incorrect interpretations of the respondents' thoughts and actions. The researcher also made available the observed scores to the participants for scrutiny.

Since the interview schedule and the observations were designed based on the items on the final questionnaire, it provided a trustworthy and credible information. Consequently, they were not subjected to pre-testing. The responses from the qualitative data collection procedures were validated through member check. This was done to ensure that participants who took part in the interview sessions and the classroom observations gave confirmation to what was recorded. The process was done by playing back the responses made by the participants to each item and the scores of the observations sessions for

them to confirm. Thereafter, only the confirmed results were used for the analysis.

Data Collection Procedures

Before the administration of the instruments, an ethical clearance (IORG0009096) was given by the Institutional Review Board, University of Cape Coast (refer to Appendix F), which was used to obtain an introductory letter from the head of the Department of Business and Social Sciences Education. Prior to administering the instrument, the letter of introduction (Appendix E) was meant to introduce the researcher to the respondents. Additionally, the researcher had one-on-one meetings with respondents in their various offices and departments to determine the best times to administer the instruments.

Questionnaires, semi-structured interview guide, and observation guide were the main data-gathering tools used in the study. The respondents and the researcher agreed on the day and time that they would complete the questionnaire and conduct the interview. The researcher used a six-week interval for the distribution, administration, and collection of the instruments. During the fieldwork, some respondents filled out the questionnaire, while others were interviewed using semi-structured questions.

The researcher personally gave the questionnaires to the teacher trainees. The study's purpose was first explained to the college administrators and heads of the Social Studies departments prior to the distribution of the questionnaires. The heads of departments and the principals were each given copies of the introductory letter for their approval. This aided the researcher in winning the cooperation and support of school authorities and teacher trainees.

Then the researchers were given authorization to conduct the investigation by the principals.

Following further discussion of the study's justification and goal, copies of the questionnaires were distributed to the teacher trainees who were then asked to complete them. The quantitative data collection lasted for five weeks while the qualitative data collection exercise lasted for one week. This included receiving and using all the necessary instruments. The responders received guarantees of confidentiality, anonymity of the information provided, and the restriction of use to academic purposes.

The response rate for the questionnaires for teacher trainees was 100%. Also, the response rate for the questionnaires from the tutors and the HoDs were 100%, that is, all 20 tutors and 10 HoDs responded and returned the questionnaire given to them. As a result, 360 teacher trainees, 20 tutors, and 10 HoDs served as the basis for all of the chapter's analyses. Once more, 8 of the 10 principals who were interviewed were successful.

Ethical Considerations

Prior to entering the field to gather data, the researcher first requested for an ethical clearance from the Institutional Review Board at the University of Cape Coast. Also, the researcher took an introductory letter from the Department of Business and Social Sciences education which was sent to the principals of the institutions for their consent for the conduct of the study in their institutions. The researcher also sought the consent of all the respondents before the instrument was administered.

Again, the researcher ensured that any information is not divulged or for that matter, leaked out without the prior consent and permission of the

institution and participants of the study. Again, the instrument for data collection was sent to the Institutional Review Board of the University of Cape Coast for assessment to ensure that it meets the ethical requirement of conducting such a study.

Data Processing and Analysis

The quantitative data collected was coded and processed using SPSS. After the data had been processed, descriptive statistics were run to understand the nature of the data. This allowed the researcher to deal with any errors within the data. Again, descriptive statistics were used to analyse the demographic characteristics of the respondents. After the analysis of the demographic characteristics, research questions were analysed using descriptive and inferential statistics. Glass and Hopkins (1996) claimed that descriptive statistics involved tabulating, representing, and describing data sets. They indicated that simple summaries of the study sample and the measurements are provided by descriptive statistics.

After the quantitative data analysis, the qualitative data from the interview and the observation sessions were also analysed using the thematic analysis. The written and recorded data were transcribed and organized into a number of topics for convenience of study. In organising the data for analysis, content, case, and inductive analysis were used. The data was coded, theme-identified, categorised, pattern-classified, and coded using content analysis. Convergence and divergence in coding and classification were carefully observed. A case analysis was performed in order to organise the data and obtain specific information about the study.

Specifically, mean, standard deviation, exploratory and complementary factor analysis, structural equation modelling and thematic analysis were performed for the first research question which was raised to determine the nature of the objectives stated in the new Social Studies curriculum for Colleges of Education. They were analysed using mean and standard deviation and the results presented using tables. Also, research question two with the aim of assessing the structure of the contents in the Social Studies curriculum was analysed using mean, standard deviation, exploratory and complementary factor analysis, structural equation modelling. The third and fourth research questions were also analysed with the help of mean, standard deviation, structural equation modelling, complementary factor analysis, thematic analysis. Moreover, the hypothesis was analysed with structural equation modelling. Table 4 shows the summary of the data analyses tools.

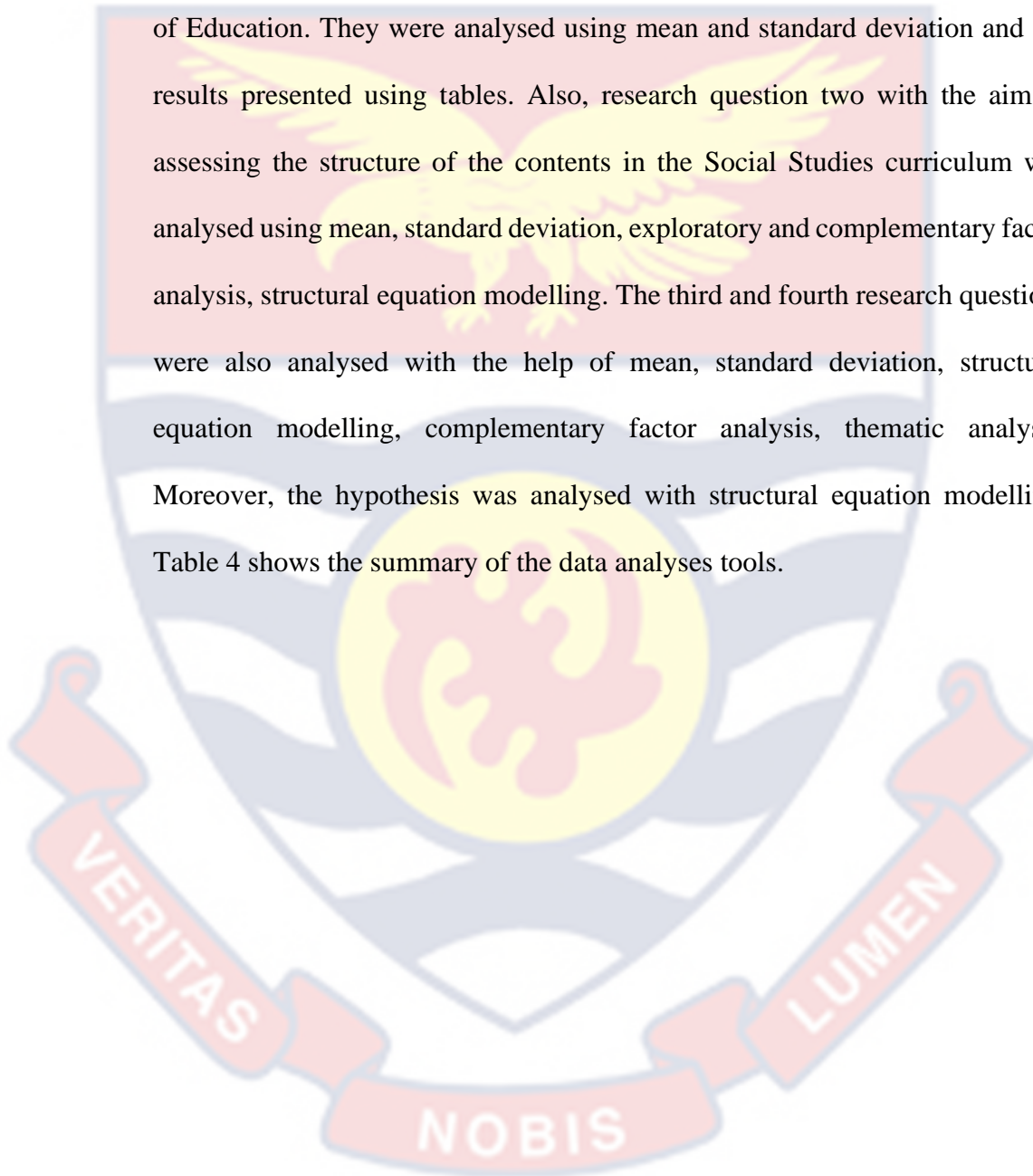


Table 4: Summary of Analysis Procedures

s/n	Question/Hypothesis	Data Collection Tool	Data Analysis tool
1	What teaching strategies are used by tutors to implement the objectives of the B.Ed. Social Studies curriculum.?	Questionnaire Interview guide	Mean, standard deviation, exploratory & complementary factor analysis, structural equation modeling, thematic analysis
2	In what way is the alignment between the content of the B.Ed. Social Studies curriculum and its stated objectives.?	Questionnaire Interview guide	Mean, standard deviation, exploratory & complementary factor analysis, structural equation modeling
3	What are the pedagogical approaches used by tutors in the B.Ed. Social Studies instructional delivery?	Questionnaire Interview guide	Mean, standard deviation, structural equation modeling, complementary factor analysis, thematic analysis
4	What are the required resources needed for the effective delivery of the B.Ed. Social Studies curriculum?	Questionnaire Interview guide	mean, standard deviation, exploratory factor analysis, structural equation modeling thematic analysis
5	To what extent are tutors integrating the National Teachers Standards in the implementation of the B.Ed. Social Studies curriculum.	Questionnaire Interview & Observation guides	Mean, standard deviation, Exploratory & complementary factor analysis, structural equation modeling, thematic analysis
H ₀	There is no statistically significant relationship between instructional resources used by tutors and their pedagogical delivery.	Data from questionnaire	Structural Equation modeling

Source: Field survey (2022)

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter analyses and discusses the survey data gathered from respondents. It starts with a look at the respondents' biographical information, then moves on to the responses to the study topic. The data was analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations. The chapter also included the outcomes of the study aims employing Multivariate correlational data analysis such as Exploratory Factor Analysis (EFA) using SPSS version 26, Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) using AMOS version 22. The data was organised in frequency distribution tables and figures.

Analysis of the Demographic Description of the Respondents

The first section of the analysis sought to establish the difference in the demographic characteristics the respondents. The researcher compared and contrasted the responses including difference in gender, College, Department, level, and teaching experience.

Table 5: Demographic Characteristics of the Tutors

Characteristics of the Tutors		Freq.	%
Sex	Male	22	81.5
	Female	5	18.5
Experience	Less than 5 years	4	14.8
	6 - 10 years	4	14.8
	11 - 15 years	3	11.1
	16 year and above	16	59.3

Source: Field survey (2022)

Table 5 indicates that 81.5 percent of the tutors were male while 18.5 percent were female. With regards to the teaching experience of the tutors, it was revealed that 59.3 percent of the tutors had taught for 16 years and above,

14.8 percent of the tutors have worked for 6 years to 10 years, 14.8 percent of the tutors had worked for less than 5 years, and 11.1 percent of the tutors had worked for 11 years to 15 years. Clearly, majority of the tutors of the selected colleges have worked for 16 years and above.

Table 6: Demographic Characteristics of the Students

Construct	Sub-Construct	Freq.	%
Sex	Male	156	43.3
	Female	204	56.7
Level	200	172	47.6
	300	188	52.4

Source: Field survey (2022)

Table 6 showed the demographic information for the students. On the gender of the students, Table 6 indicates that 56.7 percent of the students were female while 43.3 percent were male. With regard to the level of the students, it was seen that 47.6 percent of the students were in their second year whereas 52.4 percent of the students were in their third year.

Table 7: Demographic Information of the HoDs

Construct	Sub-Construct	Freq.	%
Sex	Male	7	70.0
	Female	3	30.0
Qualification	M.ED	2	20.0
	MPHIL	7	70.0
	PhD	1	10.0
Experience	6 - 10 years	1	10.0
	11 - 15 years	3	30.0
	16 year and above	6	60.0

Source: Field survey (2022)

Table 7 showed that 70.0 percent of the HoDs were male while 30.0 percent were female. The academic qualification of the HoDs ranged from M. Ed to PhD degree. The table showed that the respondents with M. Ed constituted 20.0 percent, those with MPhil constituted 70.0 percent whereas those with PhD degrees constituted 10.0 percent. The percentages affirm the fact that all the

HoDs have some form of education and thus can be concluded that they can write and read and thus understand the research questions posed to them. With regards to the experience of the HoDs, it was revealed that 10.0 percent of them have 6 to 10 years' experience, 30.0 percent of the HoDs have worked for 11 to 15 years whereas 60.0 percent of the HoDs have worked for 16 years and above. Clearly, majority of the HoDs from the selected colleges had worked for 16 years or more.

Presentation and Discussion of Main Results

Quantitative Results

This section presents the main results. The section presents result on each of the five research questions and the hypothesis stated in the study. The hypothesis was derived out of research questions three and four. For research questions 1, 2, 3, 4 and 5 a criterion mean score of 3.0 was used as the basis for judgment of the responses. Items with mean scores above 3.0 depict agreement, whereas items with mean score below 3.0 depict disagreement. Standard deviation values less than 1 were interpreted to be homogeneous (similar) responses while standard deviation values above 1 were interpreted to be heterogeneous (different) responses. Data on the hypothesis was however tested using correlation at p-value of 0.05.

Research Question One

Which strategies were employed to implement the objectives of the B.Ed Social Studies curriculum for CoEs?

The focus of this research question was to gather information from teacher trainees, tutors and HoDs regarding the implementation of the curriculum objectives. Respondents were asked to either agree or disagree to a

number of statements concerning the implementation of the curriculum objectives and their responses are presented in Table 8, 9 and 10.

The results presented on Table 8 indicates that most of the indicators received positive ratings (mean values exceed 3.0) suggesting that the respondents agreed with the indicators. Though there are variations in the responses, they are very low compared to the majority of the respondents who agreed. This is an indication that the tutors firmly believe that there are some required strategies for the effective delivery of the Social Studies curriculum.

Some of the strategies were sensitization for the programme, organization of trainer of trainers, systematic and sequential process of teaching the concepts. In general, the student teacher respondents were in agreement ($MM=3.85$, $ASd=1.14$) that there are variety of strategies employed by tutors to implement the Social Studies curriculum. The respondents disagreed ($M=2.82$, $Sd =1.12$) that professional development sessions were organized in CoEs and that there was no development of Pro-forma notes for lesson delivery by tutor in CoE ($M=2.11$, $Sd=0.99$).

The rate of the respondents who indicated that professional development sessions were not sufficiently organized were 314 representing 87.3% and 304 representing 84.4% also disagreed that pro-forma notes are developed for lesson delivery.

Table 8: Strategies for Implementation of Curriculum Objectives

Statement	M(Sd)	Teacher Trainees				
		SA F(%)	A F(%)	U F(%)	D F(%)	SD F(%)
1. There was sufficient sensitization on the implementation of the curriculum by the curriculum developers.	3.49(1.26)	66(18.3)	178(49.4)	25(6.9)	49(13.6)	42(11.7)
2. For effective implementation of the objectives, trainer of trainer's programmes for staff of CoEs was organized	4.11(1.02)	142(39.4)	165(45.8)	16(4.4)	23(6.4)	14(3.9)
3. Professional development sessions were organized in CoEs	2.82(1.00)	42(11.7)	114(31.7)	21(5.8)	102(28.3)	81(22.5)
4. There was the development of Pro-forma notes for lesson delivery by tutors in CoEs	2.11(0.99)	21(5.8)	12(3.3)	23(6.4)	139(38.6)	165(45.8)
5. As part of implementation of the objective's tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity	3.98(1.04)	120(33.3)	163(45.3)	41(11.4)	20(5.6)	16(4.4)
6. Tutors as part of implementing the objectives organized reflective session of teaching	3.94(1.07)	121(33.6)	158(43.9)	33(9.2)	34(9.4)	14(3.9)
7. Tutors also organized feedback sessions from the students to assess the level of understanding in implementing the objectives	3.63(1.24)	89(24.7)	163(45.3)	25(6.9)	52(14.4)	31(8.6)
8. Head of Department, the Principal and other stakeholders periodically monitored lesson delivery to ensure objectives were being implemented	3.58(1.29)	98(27.2)	134(37.2)	39(10.8)	55(15.3)	34(9.4)
9. As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons	3.46(1.39)	93(25.8)	135(37.5)	27(7.5)	53(14.7)	52(14.4)
10. In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum	3.89(1.15)	126(35)	147(40.8)	27(7.5)	43(11.9)	17(4.7)
Mean of means/Ave Std Dev	3.50(1.14)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F = frequency, SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

However, 33 representing 9.2% were in agreement. The results showed that 307 constituting 85.2% with a mean and standard deviation scores ($M = 4.11$, $SD = 1.02$), the respondents were in agreement that for effective implementation of the objectives, trainer of trainer's programmes for staff of CoEs was organized.

On the implementation of the objective's tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity, 283 constituting 78.6% of the respondents were in agreement with the indicator. Also, the calculated mean and standard deviation ($M = 3.98$, $Sd = 1.04$) indicated the same view. The rest of the statement came with a mean values greater than 3.0 indicating that the student teachers were in agreement to all the statements. It can also be seen from the frequency and percentage values that majority of the student teachers indicated agree to all the statements posed to them.

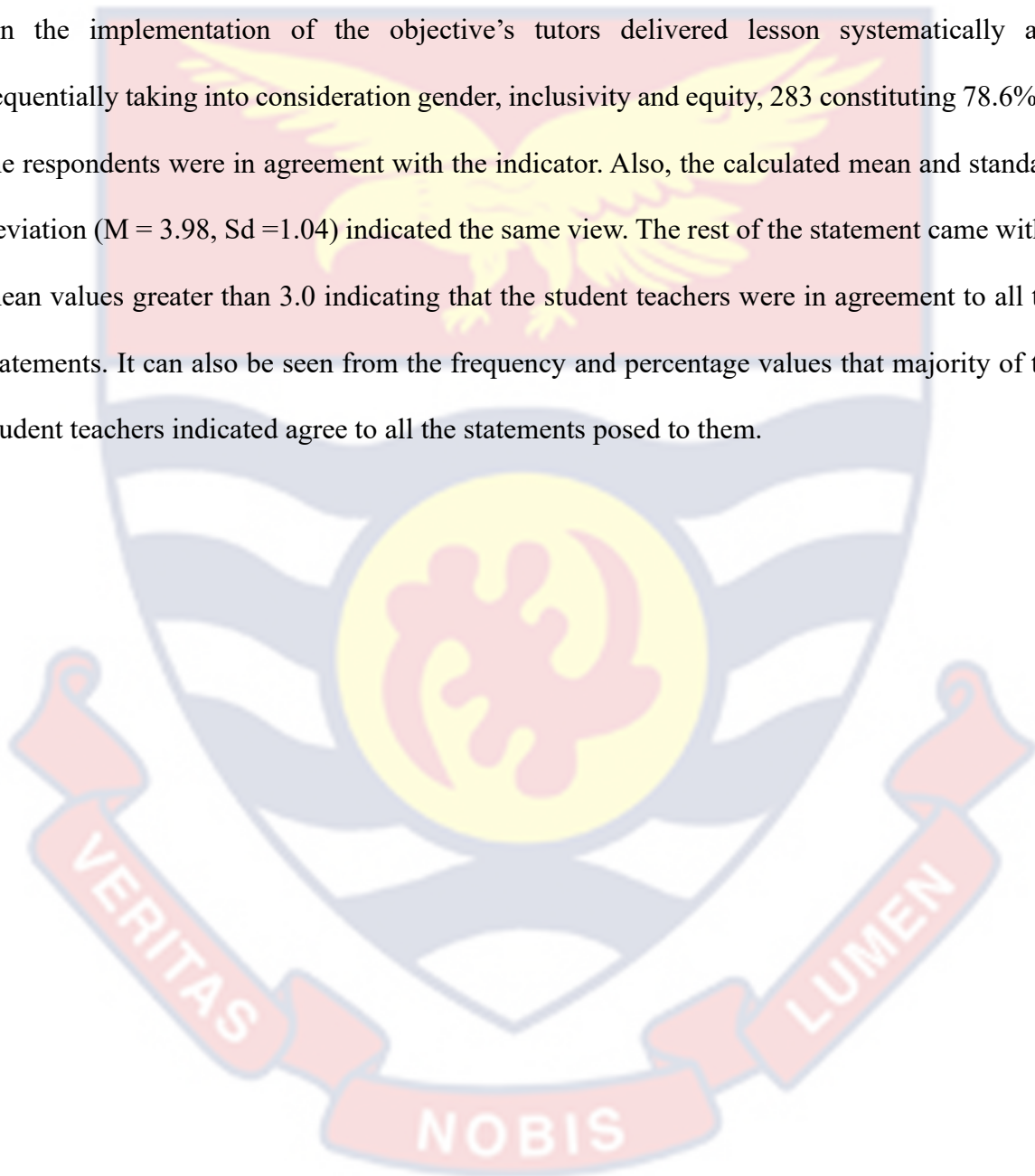


Table 9: Strategies for Implementation of Curriculum Objectives

Statement	Tutors					
	M(SD)	SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1 There was sufficient sensitization on the implementation of the curriculum by the curriculum developers.	3.20(1.32)	2(7.4)	14(51.9)	1(3.7)	5(18.5)	5(18.5)
2 For effective implementation of the objectives, trainer of trainer's programmes for staff of CoEs was organized	3.75(1.16)	6(22.2)	15(55.6)	1(3.7)	1(3.7)	4(14.8)
3 Professional development sessions were organized in CoEs	2.89(.89)	5(18.5)	7(30)	-	10(37)	5(18.5)
4 There was the development of Pro-forma notes for lesson delivery by tutors in CoEs	2.93(.91)	6(22.2)	3(11.1)	1(3.7)	17(63)	-
5 As part of implementation of the objective's tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity	4.15(1.04)	13(48.2)	10(37.0)	-	4(14.8)	-
6 Tutors as part of implementing the objectives organized reflective session of teaching	3.85(.075)	4(14.8)	20(74.1)	1(3.7)	2(7.4)	-
7 Tutors also organized feedback sessions from the students to assess the level of understanding in implementing the objectives	3.85(.75)	4(14.8)	20(74.1)	1(3.7)	2(7.4)	-
8 Head of Department, the Principal and other stakeholders periodically monitored lesson delivery to ensure objectives were being implemented	3.75(1.07)	8(29.6)	12(44.4)	2(7.40)	5(18.5)	-
9 As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons	4.35(.81)	14(51.9)	11(40.7)	1(3.7)	1(3.7)	-
10 In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum	3.20(1.24)	4(14.8)	10(37.0)	6(22.2)	2(7.4)	5(15.5)
Mean of means/Ave Std Dev	3.59(1.00)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F = frequency, SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

The results presented on Table 9 showed that generally the tutors agreed (MM = 3.81, ASd = 0.99) that they employed different strategies for the implementation of the Social Studies curriculum objectives. Again, the tutors disagreed (M=2.89, Sd=0.89) that professional development sessions were organized in CoEs with 55.5% of the respondents constituting the majority 15 showing agreement to the indicator. On the contrary 7.5% of the respondents disagreed to the statement.

Again 17 representing 63% of the respondents were of the opinion that no Pro-forma notes were develop for lesson delivery by tutors in CoE, this came with the calculated mean and standard deviation (M=2.93, Sd=0.91). It was agreed (M=4.15, Sd=.04) that tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity. This indicator was agreed by 85.2% of the tutor respondents. 24 of the tutor signifying 88.9% further agreed (M=3.85, Sd=0.75) that tutors organized reflective session of teaching to ensure that objectives of the curriculum are implemented.

Moreover, the respondents agreed (M=3.85, Sd=0.75) that they organized feedback sessions from the students to assess the level of understanding in implementing the objectives. With this, 88.9% of the respondents indicated their agreement to the statement posed to them. Further, 20 of the tutors signifying 74% were in agreement (M=3.75, Sd=1.07) that Head of Department, the Principal and other stakeholders periodically monitored lesson delivery to ensure objectives were being implemented. However, 25.9% of the tutor respondents indicated otherwise.

Again, the indicator, as part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons, was agreed by 92.6% of the respondents, with a calculated mean of 4.35. Furthermore, it was revealed that in implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum ($M = 3.20$, $Sd = 1.24$).

In all, it was revealed that there are ways in which tutors use in the implementation of the objectives of Social Studies curriculum of which among them includes sufficient sensitization on the implementation of the curriculum by the curriculum developers, training of the trainers' programmes for staff, organisation of the professional development sessions, tutors delivering lesson systematically and sequentially taking into consideration gender, inclusivity and equity, tutors organizing reflective session of teaching, tutors organizing feedback sessions from the students to assess the level of understanding in implementing the objectives, Head of Department, the Principal and other stakeholders periodically monitoring lesson delivery and tutors using various assessment practices to evaluate lessons.

Table 10: Strategies Implementation of Curriculum Objectives

Statement	M(Sd)	Tutor				
		SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1 There was sufficient sensitization on the implementation of the curriculum by the curriculum developers.	3.60(1.43)	3(30)	4(40)	-	2(20)	1(10)
2 For effective implementation of the objectives, trainer of trainer's programmes for staff of CoEs was organized	4.10(1.20)	4(40)	5(50)	-	-	1(10)
3 Professional development sessions were organized in CoEs	2.80(.43)		4(40)	-	6(60)	-
4 There was the development of Pro-forma notes for lesson delivery by tutors in CoEs	2.80(.43)		4(40)	-	6(60)	-
5 As part of implementation of the objective's tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity	4.60(.52)	6(60)	4(40)	-	-	-
6 Tutors as part of implementing the objectives organized reflective session of teaching	4.60(.52)	6(60)	4(40)	-	-	-
7 Tutors also organized feedback sessions from the students to assess the level of understanding in implementing the objectives	4.30(.67)	4(40)	5(50)	1(10)	-	-
8 Head of Department, the Principal and other stakeholders periodically monitored lesson delivery to ensure objectives were being implemented	4.30(.95)	5(50)	4(40)	1(10)	-	-
9 As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons	4.40(.52)	4(40)	6(60)	-	-	-
10 In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum	3.60(1.35)	3(30)	3(30)	2(20)	1(10)	1(10)
Mean of means/Ave Std Dev	3.91(.80)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F = frequency, SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

Table 10 indicates that generally, there are variety of strategies used to implement the objectives of the Social Studies curriculum. This is seen from the overall mean and the average standard deviation (MM= 3.91, ASd= 0.80). This implies that the HoDs agreed that the implementation of the Social Studies curriculum objectives was smoothly done through different approaches. Specifically, 90% representing the majority of the respondents were in agreement that tutors organized feedback sessions from the students to assess the level of understanding in implementing the objectives. The calculated mean and standard deviation values (M= 4.30, Sd= 0.67) support the respondents' opinion. Also, the HoDs indicated their agreement (M= 4.40, Sd= 0.52) that as part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons. This was revealed by 100% of the respondents

Again, the respondents confirmed that there was sufficient sensitization on the implementation of the curriculum by the curriculum developers (M= 3.60, Sd=1.43) which 7 of the HoDs representing 70% were in support of. Further, 9 of the respondents constituting 90% agreed that for effective implementation of the objectives, trainer of trainer's programmes for staff of CoEs was organized. This was also evident from the mean and standard deviation scores (M= 4.60, Sd= 0.52). All the 10 HoDs were in agreement that as part of implementation of the objectives, tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity (M= 4.60, Sd=0.52).

Exploratory factor analysis: Dimensionality of strategies for implementation (SFI) construct

The EFA was conducted to assess the one-dimensionality and reliability of strategies for implementation (SFI) indicators. Maximum Likelihood with Varimax rotation (ML Varimax) was specified as the extraction and rotation method. There were ten items measuring the Construct. The Kaiser-Meyer-Olkin (KMO) of 0.817 with Bartlett's test of sphericity of $p < 0.000$ was also obtained, indicating consistency with the recommended KMO cut off value of 0.70 and Bartlett's test of sphericity of $p < 0.05$ suggested by Hair et al. (2010). These results suggested that factor analysis could be conducted with the data. All the ten items (SFI1, SFI2..., SFI10) which are expected to measure teaching strategies and resources (SFI) loaded one component.

Using a threshold of 0.5 for factor loading which is greater than the recommended value of 0.40 as suggested by Field (2005) and Hair et al. (1998), some of the items had their factor loading exceeding 0.5 for the respective components. This excluded "*There was sufficient sensitization on the implementation of the curriculum by the curriculum developers*", and "*For effective implementation of the objectives, trainer of trainers' programmes for staff of CoEs was organised.*", which loaded below the threshold of 0.5 respectively, thus, making it un-presentable of the component.

For the component, eight (8) items recorded a threshold more than 0.5. They are "Professional development sessions were organized in CoEs", "As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons", "There was the development of Pro-forma notes for lesson delivery by tutors in CoEs", "As part of implementation

of the objective's tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity", "Tutors also organized feedback sessions from the students to assess the level of understanding in implementing the objectives", "Head of Department, the Principal and other stakeholders periodically monitored lesson delivery to ensure objectives were being implemented", "Tutors as part of implementing the objectives organised reflective session of teaching", and "In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum". These items measure strategies for implementation (SFI). Thus, they will be called strategies for implementation (SFI).

After using the EFA to extract the component, the corrected item-total correlation for the items of the components was extracted using the suggested cut-off value of 0.30. It was found that the items were good measures of the components since the Cronbach's alphas were greater than 0.800 at 0.881 for the component (SFI). indicating acceptable internal reliability (Nanually & Bernstein, 1994).

Table 11: One-Dimensionality and Reliability of Strategies for Implementation (SFI) Construct

Construct	TS	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Professional development sessions were organized in CoEs	0.894	0.788	0.807	0.856	0.881
As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons	0.842	0.774	0.851	0.857	
There was the development of Pro-forma notes for lesson delivery by tutors in CoEs	0.836	0.607	0.816	0.87	
As part of implementation of the objective's tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity	0.819	0.705	0.804	0.863	
Tutors also organized feedback sessions from the students to assess the level of understanding in implementing the objectives	0.818	0.49	0.601	0.88	
Head of Department, the Principal and other stakeholders periodically monitored lesson delivery to ensure objectives were being implemented	0.746	0.678	0.858	0.867	
Tutors as part of implementing the objectives organised reflective session of teaching	0.666	0.58	0.804	0.872	
In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum	0.552	0.616	0.782	0.87	
<i>There was sufficient sensitization on the implementation of the curriculum by the curriculum developers.</i>					
<i>For effective implementation of the objectives, trainer of trainers' programmes for staff of CoEs was organized</i>					

Source: Field survey (2022).

Structural Equation Model (SEM) for Strategies for Implementation (SFI)

Construct

After the constructs demonstrated sufficient evidence of one-dimensionality and reliability using EFA, a CFA was then administered. The analysis strategy of goodness of fit for the strategies for implementation (SFI) construct followed a three statistics strategy of fit indexes as recommended by Hu and Bentler (1999). The sample data on SFI model yielded the $S - B\chi^2$ of 3.219 with 9 degrees of freedom (df) with a probability of $p = 0.0000$. This chi-square value indicated that the departure of the sample data from the postulated model was significant and hence, indicative of good fit. The chi-square test is very sensitive to sample size and is used more as a descriptive index of fit rather than as a statistical test (Kline, 2005).

The CFI value was found to be 0.977 which was greater than the cut-off limit of 0.90 describes the model to be acceptable. The NFI value was 0.920 which is within the given range, but the given cut-off value of $NFI \geq .90$ as shown in Table 6. Therefore, the model is acceptable. The PNFI value obtained is 0.432 which is also below the cut-off value of 0.80. Also, the RMR of 0.023 which is less than 0.05 and GFI value of 0.926 greater than 0.090. These fit indexes for the teaching strategies and resources (SFI) model suggest that the postulated model adequately describe the sample data and could therefore, be included in the full latent variable model analysis (Table 10).

Table 12: Robust Fit Index for Strategies for Implementation (SFI) Construct

Fit Index	Cut-Off Value	Estimate	Comment
$S - B\chi^2$		3.219	
Df	$0 \geq$	9	Acceptable
CFI	$0.90 \geq$ acceptable $0.95 \geq$ good fit	0.977	Good fit
PCFI	Less than 0.80	0.465	Good fit
RMSEA	Less than 0.08	0.034	Acceptable
RMSEA 95% CI	0.00-0.08 “good fit”	0.020-0.048	Acceptable
NFI	Greater than 0.90 “good fit”	0.920	Good fit
IFI	Greater than 0.90 “good fit”	0.989	Good fit
PNFI	Less than 0.80	0.432	Good fit
RMR	Less than 0.05 “good fit”	0.023	Good fit
GFI	Greater than 0.90 “good fit”	0.926	Good fit

Source: Field survey (2022).

Table 13: Final Conceptual Model Indicator Variables for Strategies for Implementation (SFI) Construct

Latent Component	Indicator Variable	Measurement Variable	Label
Teaching Strategies and Resources (TSR)		Professional development sessions were organized in CoEs	SFI1
		As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons	SFI2
		Tutors also organized feedback sessions from the students to assess the level of understanding in implementing the objectives	SFI3
		As part of implementation of the objective’s tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity	SFI4
		There was the development of Pro-forma notes for lesson delivery by tutors in CoEs	SFI5
		Tutors as part of implementing the objectives organised reflective session of teaching	SFI6

Source: Field survey (2022).

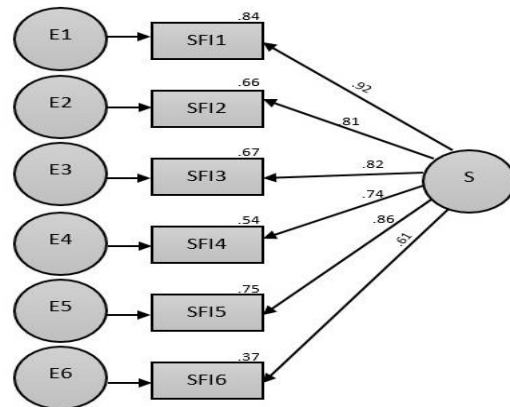


Figure 3: CFA Model for Strategies for Implementation (SFI)

Unidimensional model for strategies for implementation (SFI) features are presented (Figure 3 and Table 13). Out of the ten (10) indicator variables, six (6) were obtained and used for the final CFA analysis (Byrne, 2006; Joreskog & Sorbom, 1988). From the cases analysed for this construct, six (6) indicator variables made up of one (1) component realised as SFI (SFI1,

Table 14: Factor Loading and P-value of Strategies for Implementation (SFI)

Hypothesised relationships (Path)	Unstandardised Coefficient (λ)	Standardised Coefficient (λ)	P-Value	R-Square	Significant at 5% Level
SFI1 \leftarrow SFI	1.000	0.917	0.00	0.841	Yes
SFI 2 \leftarrow SFI	0.803	0.811	0.00	0.657	Yes
SFI 3 \leftarrow SFI	0.744	0.819	0.00	0.670	Yes
SFI 4 \leftarrow SFI	0.935	0.737	0.00	0.543	Yes
SFI 5 \leftarrow SFI	0.942	0.864	0.00	0.747	Yes
SFI 6 \leftarrow SFI	0.551	0.606	0.00	0.368	Yes

Source: Field survey (2022).

Table 14 shows the correlation values, standard errors and the test of statistics of the final six-indicator model. All the correlation values were less than 1.00, and all the p-values were less than the significant value of 0.05 and

show appropriate signs. The estimates were therefore deemed reasonable, as well as statistically significant. The parameter with the highest standardized coefficient was the indicator with variable TS1 and its parameter coefficient was 0.917. This suggests a very strong positive relationship between SFI 1 and SFI.

Most of the parameter estimates had high correlation values close to 1.00. The high correlation values suggest a high degree of linear association between the indicator variables and the unobserved variables (SFI). In addition, the R Square values were also close to the desired value of 1.00 indicating that the factors explained more of the variance in the indicator variables. The results therefore, suggest that the indicator variables significantly predict the unobserved components, because all the measured variables are significantly associated with the component (SFI) under strategies for implementation.

Qualitative Results

Research question one sought to find out ways the objectives of the B.Ed. Social Studies curriculum are implemented. Principals were asked questions related to how the objectives of the B.Ed. Social Studies curriculum are implemented. The following themes were extracted from the interviews conducted with the principals of the colleges.

Table 15: Interview Results

Research Question	Themes
R1 = In what ways are the objectives of the B.Ed. Social Studies curriculum for colleges of education being implemented?	<p>Sensitisation of staff, students and the community of practice</p> <p>Professional Development (PD) Sessions</p> <p>Integrating aspects of GESI in the implementation of the objectives</p> <p>Ensuring tutors implement the objectives of the B.Ed. Social Studies Curriculum</p> <p>Measuring the achievement of the objectives</p>
R3 = What are the pedagogical approaches that tutors use in the Social Studies instruction delivery?	<p>Pedagogical approaches used by tutors</p> <p>Assessing effectiveness of pedagogical approaches</p> <p>Challenges in implementing the pedagogical approaches</p> <p>Supporting tutors during their pedagogical processes</p>
R4 = What are the required resources needed for the effective delivery of the B.Ed. Social Studies curriculum?	<p>Appropriate human and material resources for the implementation</p> <p>Available electronic materials for the implementation of the programme</p> <p>Available teaching resources in the colleges</p>
R5 = In what ways do tutors integrate assessment and the National Teachers Standards (NTS) in the implementation of the B.Ed. Social Studies Curriculum?	<p>Awareness of the Assessment Policy and its accessibility</p> <p>Ensuring assessment of the curriculum is done following the NTEAP guidelines</p> <p>Challenges in using the NTEAP guidelines in the assessment</p> <p>Suggestions for improving the NTEAP guidelines</p> <p>Ensuring tutors integrate the Professional Values and Attitude (PVA), the Professional Knowledge (PK) and the Professional Practice (PP) of NTS</p>

Source: Field Data, 2022

Sensitisation of staff, students and the community of practice

Principals of colleges of education under this study were asked how tutors gather sufficient information on the objectives of the B.Ed. Social Studies curriculum for effective implementation. One dominant response collated from the interview was sufficient sensitisation of staff, students and the community of practice. According to most respondents, this was done through the organisation of workshops and orientations. For instance, one principal had this to say:

“We have focused on sensitising our tutors and students. We understand the importance of creating awareness and understanding of the curriculum's objectives among all stakeholders. This involves regular workshops, orientations, and communication to ensure that everyone is well-informed about the curriculum's goals and expectations.” (P4)

Another principal noted:

“Ensuring that our faculty is well-prepared and confident in delivering the new B.Ed. Social Studies curriculum is crucial for its successful implementation. We are prioritizing staff sensitization through a comprehensive approach at the college. By providing in-depth training, resources, and support, we aim to equip our faculty with the necessary knowledge and skills to deliver the curriculum effectively.” (P6)

While others have focused on sensitising both tutors and students, the interview responses show that there are colleges that further orient the entire community of practice to be abreast with the requirements of the B.Ed curriculum. For example, one principal remarked:

“The entire college has been briefed on the expectations of the B.Ed curriculum, including the requirement for student-teachers to embark on Supported Teaching in Schools (STS) and teaching practices. College drivers, cooks and the like have all been oriented on the demands of the curriculum and as such they follow the time schedules to support the implementation.” (P3)

Similarly, some colleges have initiated a trainer of trainers’ programme for their tutors. One of the principals hinted:

“We have initiated a "trainer of trainers" programme for tutors. This program aims to equip our tutors with the necessary knowledge and skills to effectively deliver the new curriculum. Through this initiative, experienced educators train and mentor our tutors, ensuring that they are well-prepared to implement the curriculum in an impactful manner.” (P5)

Professional Development (PD) Sessions

The principals were further asked how professional development (PD) sessions help tutors to gather information on the objectives of the Social Studies curriculum. The principals responded positively on the impact of the sessions in helping tutors implement the objectives of the social studies curriculum. When asked how often the PD sessions were organised in the colleges, most of the principals asserted that PD session is organised monthly. One of the principals, however, mentioned that the session is organised once a semester in the college:

“Professional development sessions used to be held intermittently as the need arises, specifically once in a semester. These sessions were

scheduled based on the identified needs of the faculty and staff, and they aimed to provide ongoing support and training to enhance skills and knowledge in the education field.” (P3)

Most of the principals mentioned that the attendance and interest of tutors in the PD session were encouraging and very high from the beginning of the programme. However, they were quick to add that the interest has waned out as most tutors currently do not attend PD sessions. One of the participants had this to say:

“The professional development (PD) sessions were scheduled to take place on a weekly basis at the college. At the beginning, the tutors displayed a strong enthusiasm and interest in the PD sessions. However, over time, this initial enthusiasm gradually diminished, and their participation and engagement in the sessions began to decline.” (P6).

Integrating aspects of GESI in the implementation of the objectives

Gender Equality and Social Inclusion (GESI) is one of the key components of the B.Ed. Social Studies curriculum. In implementing the objectives of the B.Ed. Social Studies curriculum, it is expected that aspects of GESI are integrated.

Probing how GESI is integrated into the implementation of the objectives of the B.Ed. Social Studies curriculum, the participants mentioned that aspects of GESI are integrated into Social Studies lessons. For instance, one said:

“The College has a dedicated GESI/Gender committee that regularly hosts orientation workshops to promote awareness and understanding of gender-related issues and equality. These workshops aim to create an

inclusive and supportive environment for all members of the College community. Tutors are therefore encouraged to integrate aspects of the GESI issues into their lessons.” (P3)

In the same regard, another principal from a different institution was of this view:

“In order to promote gender equality and social inclusion (GESI), various aspects such as gender, ethnicity, social status, and disability are incorporated into the curriculum. Tutors undergo training to learn and implement teaching techniques that are inclusive and considerate of diverse backgrounds and needs. This approach aims to create a more supportive and effective learning environment for all students.” (P5)

The participants further emphasised that GESI issues were often addressed in workshops and orientations organised for tutors at the beginning of every semester. They also said that more female teachers have been employed to ensure GESI issues are well catered for. One principal said,

“To bridge the gender gap, the college recruited more female tutors. The college also appointed a focal space person to lead the effort, and the work is now up and running effectively.” (P8)

Ensuring tutors implement the objectives of the B.Ed. Social Studies Curriculum

Principals of the colleges under this study were further asked how they ensure that the objectives of the B.Ed. Social Studies curriculum is implemented by the Social Studies tutors. In response to this, the majority of the participants said that they monitor and observe the Social Studies lessons delivered by the tutors. The monitoring or observation, according to the principals, was done

either by themselves or their vice principals. For instance, one principal responded:

“As a principal, part of my responsibilities includes conducting unannounced lesson observations of tutors while they are actively engaged in teaching and learning. Additionally, I ensure that the necessary learning resources are acquired and provided to the tutors as required.” (P3)

The principals also said that they ensure tutors implement the objectives of the curriculum by monitoring tutors' attendance to PD sessions. To them, PD sessions help tutors grasp the core objectives of the subjects they teach. Attendance at PD sessions, therefore, meant that tutors were equipped to implement the objectives of the curriculum. One of the participants, for example, commented that:

“Tutors are strongly encouraged to participate in workshops designed to explore and discuss the specific objectives outlined in the new B.Ed Social Studies curriculum. In addition to these workshops, there are regular departmental meetings where tutors can actively engage in sharing and exchanging ideas related to the curriculum and teaching strategies.” (P8).

The principals also hinted that one of the key strategies they have insisted tutors to adopt is organizing lessons sequentially and systematically. For instance, one noted that:

“As a college, we have emphasized systematic and sequential delivery of lessons. We have developed a structured approach to lesson delivery to ensure that the content is delivered in a coherent and progressive

manner. This approach helps our tutors effectively cover the curriculum objectives and ensures that students receive a well-organized education experience.” (P1)

Measuring the achievement of the objectives

The participants were again asked how they measure the achievement of the objectives of the B.Ed. Social Studies curriculum. Most of the participants said that the performance of students in Social Studies assessment helps in determining achievement of the objectives. For instance, one principal had this to say: *“We measure the achievement of the objectives through the performance of student-teachers in the exams and during quizzes.” (P1)*

Again, interviews and course appraisals from students help to measure the achievement of the objectives. The participants also mentioned that through observation or monitoring of lesson delivery, they are able to determine whether the said objectives were achieved or not. For example, a principal noted that:

“I measure the achievement of the objectives by engaging in meaningful conversations with aspiring student teachers and experienced tutors, closely observing teaching sessions in diverse classrooms, meticulously analysing examination results, and critically evaluating the lesson presentations delivered by student teachers during their supervised teaching sessions.” (P3)

Another added: *“I am able to assess the learning objectives of the curriculum by conducting interviews with social studies students, observing social studies lessons and reviewing social studies assignments.” (P6)*

On the basis of the first research question, the analysis shown that about eight teaching strategies were used by tutors in the implementation of the objectives of the Social Studies curriculum of which key among them includes sensitisation of staff, students and the community of practice, tutors participating in professional development sessions conducted in Colleges of Education (CoEs), the use of diverse assessment methods to evaluate student learning, the creation of structured Pro-forma notes for lesson delivery.

The delivery of lessons in a systematic and sequential manner, taking into consideration aspects such as gender, inclusivity and equity, organisation of feedback sessions to gauge students' level of understanding regarding the curriculum objectives, periodically monitoring lesson delivery by the Heads of Department, Principal, and other stakeholders to ensure that the curriculum objectives are effectively implemented, and tutors engaging in reflective sessions to critically analyze their teaching practices.

Furthermore, the study indicates that the organization of professional development sessions in Colleges of Education (CoEs) was identified as the teaching strategy that accounted for variability in the dataset after conducting a Confirmatory Factor Analysis (CFA). This finding suggests that the effectiveness of professional development sessions in CoEs varied among the teaching strategies examined in the study. The CFA helped analyze the relationship between different teaching strategies and their impact on the implementation of the Social Studies curriculum objectives, and it identified the organization of professional development sessions as a significant factor contributing to the variability in the dataset.

According to the results arrived at, it can be inferred that tutors, HoDs, and teacher trainees in the Colleges of Education are in agreement with the fact that the objectives of the Social Studies curriculum for Colleges of Education have been effectively implemented through various ways. This finding was corroborated with lesson observation. The lesson observation revealed that the purposes of each lesson was clearly linked to the course learning outcomes and communicated clearly to teacher-trainees. The linkage of lesson objectives to the course learning outcomes, by implication meant that the broader philosophy and goals of the Social Studies curriculum will be achieved.

In the notion of Alleman and Brophy (1993), well implemented curriculum objectives ensured that the educational goals of the curriculum and of the nation are inevitably achieved. The finding of the current study and its implication is in line with Popham's (1995) study that analysed Tyler's objective model to establish a linkage between measurable objectives and educational goals. According to Popham (1995), educational goals are transformed into measurable objectives to be taught in the classroom. This suggests that when the objectives are well implemented, the educational goals are also achieved.

The current study has also established that as part of implementing the objectives of the Social Studies curriculum, tutors and teacher trainees had access to sufficient information. This was confirmed by the interview results obtained from the principals of the colleges. According to the principals, tutors obtain sufficient information on the objectives of the Social Studies curriculum from PD sessions. Darling-Hammond (2006), agrees that the participation of teachers in professional development workshops increase their ability to gather enough information on a particular subject. In this case, Social Studies tutors

are able to gather sufficient information on the objectives of the B.Ed. Social Studies curriculum for effective implementation. The implication is that the developers of the curriculum had made available all necessary resources that are needed by the stakeholders in charge of curriculum implementation to ensure the effective implementation of the B.Ed. curriculum.

This finding is also in line with Okon's (2020) proposition that adequate information and resources including content and context of a curriculum, adequate human resources, political will and favorable government policies, and availability and effective utilization of instructional resources are the major factors that contribute to effective implementation of Social Studies curriculum in schools. Also, since adequate information are provided, the tutors who are the final implementers of the curriculum are able to teach content within time allocated on the course outline.

This is not surprising because the respondents had asserted that the objectives of the B.Ed. curriculum had provided clear learning outcomes and learning indicators for each lesson. These objectives assisted tutors to select appropriate content areas to address the stated learning outcome. These findings are in line with Babah and Mac-Hubert's (2017) study which revealed that there is a significant relationship between selected content of Social Studies curriculum objectives and its content instruction.

The findings of the study again suggested that the requisite innovative instructional pedagogies to be inculcated in teacher trainees were clearly spelt out by the objectives in the B.Ed. curriculum. This indicates that implementers of the new curriculum were abreast with the requisite pedagogical strategies necessary to teaching the objectives stated in the curriculum to assist students

relate all concepts learnt to the real-world experiences. In support of this finding is the study of Okon (2020) which examined the extent to which Social Studies curriculum had been effectively implemented in schools. According to Okon (2020), adequate human resources and availability and effective utilization of instructional resources are major factors for adopting innovative pedagogical strategies. Thus, availability of skilled Social Studies teachers as well as adequate resources will go a long way in enhancing the pedagogical strategies used in the classroom.

Moreover, the findings suggested that the new curriculum provided adequate information and references on the various content area to meet the objectives of the curriculum. These references helped Social Studies tutors and teacher trainees to access so much information on all content areas in the new curriculum which made teaching and learning of Social Studies easy and applicable. This finding contradicted the findings of Nwaubani, Otoh-Offong, Usulor and Okeke (2016) that most vital instructional materials and references for the effective implementation of junior secondary Social Studies Curriculum are not available in schools.

While Social Studies teachers adapted innovative pedagogical approaches, they lacked instructional resources and references for the effective delivery of the Junior Secondary School Social Studies Curriculum. On a more positive note, the findings of the current study showed how instructional materials and references are provided to help tutors and teacher trainees to access information on various content areas of the Social Studies curriculum.

Research Question Two

How are the contents of the Social Studies curriculum aligned to the objectives of the curriculum?

This section of the analysis sought to examine the content of the Social Studies curriculum and objectives (CSSCO) factors. Items under this section were analysed using frequencies, percentages, mean and standard deviation and the results were presented using tables. Table 16, 17 and 18 present the findings from research question two.

Table 16 presents how the contents of the B.Ed. Social Studies curriculum are aligned to the objectives of the curriculum. It was seen that all the indicators received positive ratings (mean values exceeding 3.00) suggesting that the respondents agreed with the indicators. Though there were variations in the responses, they are very low compared to the majority of the respondents who agreed. This is an indication that the respondents firmly believe that the contents of the Social Studies curriculum are aligned to the objectives of the curriculum. The results showed that 24 of the tutors, representing 88.9% of the respondents were in agreement that the content of the Social Studies curriculum was organized and taught in an interdisciplinary manner to achieve the set objectives. This was also evident with the mean and standard deviation scores ($M = 3.90$, $Sd = 0.91$). Also, it was seen that the content met the requirements of the B.Ed. Social Studies curriculum as required by the objectives ($M = 4.10$, $Sd = 0.72$) with 92.6% of the respondents showing their agreement to the statement. Again, 23 of the tutor respondents representing 85.2% agreed that the

content of the curriculum was carefully arranged to ensure objectives are fully achieved. This was also evident with the calculated mean and standard deviation scores ($M = 4.10$, $Sd = 0.91$) however, 14.8% of the respondents indicated otherwise.



Table 16: Alignment of contents of the Social Studies curriculum with the Curriculum Objectives (CSSCO)

Statement	Tutors					
		SA	A	U	D	SD
	M(SD)	N(%)	N(%)	N(%)	N(%)	N(%)
1. The content is organized and taught in an interdisciplinary manner to achieve the set objectives	3.90(.91)	7(25.9)	17(63)	-	3(11.1)	-
2. The content meets the requirements of the B.Ed. Social Studies curriculum as required by the objectives	4.10(.72)	8(29.6)	17(63)	1(3.7)	1(3.7)	-
3. The content of the curriculum has been carefully arranged to ensure objectives are fully achieved	4.10(.91)	10(37)	13(48.2)	1(3.7)	3(11.1)	-
4. The content focuses on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.	3.95(1.10)	8(29.6)	15(55.6)	-	2(7.4)	2(7.4)
5. The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum	4.00(1.03)	7(25.9)	16(59.3)	1(3.7)	1(3.7)	2(7.4)
6. The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum	3.70(.98)	5(18.5)	16(59.3)	1(3.7)	5(18.5)	-
7. The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives	4.00(.92)	9(33.3)	13(48.2)	2(7.4)	3(11.1)	-
8. The content identifies resources to be used in achieving the curriculum objectives	3.70(1.13)	7(25.9)	13(48.2)	1(3.7)	6(22.2)	-
9. The content covers aspects of the National Teachers Standards to meet the objectives of the curriculum	4.00(.86)	8(29.6)	16(59.3)	1(3.7)	2(7.4)	-
10. The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum	4.00(.79)	5(18.5)	20(74.1)	-	2(7.4)	-
Mean of means/Ave Std Dev	3.95(.93)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F = frequency, SA = Strongly Agree A = Agree U = Undecided D = Disagree S = Strongly Disagree

The respondents further agreed ($M=3.95$; $Sd=1.10$) that the content focused on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive. With 23 of the respondents signifying 85.2% agreeing to the indicator, 14.8% of the respondents disagreed. The majority of the respondents representing 85.2% agreed that the content provided sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum ($M=4.00$; $Sd=1.03$).

Moreover, 21 of the respondents indicating 77.8% agreed that content provided appropriate lifelong skills to meet the demands of the objectives of the curriculum which was evident with the mean and standard deviation scores ($M = 3.70$, $Sd = 0.98$). On the contrary, 5 of the respondents disagreed with the statement. With a mean value of 4.00, the respondents agreed that that the content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives. This indicator was agreed by 81.5% of the respondents.

Furthermore, 20 of the tutors representing 74.1% of the respondents agreed that the content identified resources to be used in achieving the curriculum objectives ($M=3.70$; $Sd=1.13$) while 22.2% of the respondents disagreed. The respondent again agreed ($M=4.00$; $Sd=0.86$) that the contents covered aspects of the national teachers' standards to meet the objectives of the curriculum, with 24 representing 88.9% stating their agreement to the indicator. Also, the results revealed that the content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum. This was agreed by 25 of the tutors signifying 92.6% of the

respondents with a calculated mean of 4.00. The results from Table 16 showed that the respondents were in agreement that the content of Social Studies are in alignment with curriculum objective. This was evident in the mean of means and average standard deviation scores (MM= 3.96, ASd= 1.21).

From Table 17, the majority of the respondents representing 79.5% generally agreed (M = 3.98, Sd = 1.05) to the fact that the content selected by tutors met the requirements of the B.Ed Social Studies curriculum as required by the objectives. Also, 289 Teacher Trainees representing 80.3% of the respondents were in support (M = 4.00, Sd = 1.01) of the fact that content covered aspects of the National Teachers Standards that met the objectives of the curriculum. However, 32 signifying 8.8% of the respondents disagreed to the statement that aspects of the National Teachers Standards are covered by the contents. Similarly, 86.4% of the teacher trainee respondents indicated their agreement (M = 4.13, Sd = 1.01) that the content made provisions for gender, inclusivity and equity issues to meet the requirement of the objectives.

Again, with a mean score of 3.96, the majority of the respondents constituting 78.3% were in agreement to the fact that the content provided sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum, on the contrary 10.6% of the teacher trainees disagreed to the statement. The majority of the respondents indicating 73.9% agreed that the content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum which came with a calculated mean value of 3.91.

Table 17: Alignment of contents of the Social Studies curriculum with the Curriculum Objectives

Statement	Teacher Trainees					
	M(Sd)	SA N(%)	A N(%)	UD N(%)	A N(%)	SD N(%)
1. The content is organized and taught in an interdisciplinary manner to achieve the set objectives	3.82(1.17)	102(28.3)	177(49.2)	28(7.8)	20(5.6)	33(9.2)
2. The content meets the requirements of the B.Ed. Social Studies curriculum as required by the objectives	3.98(1.05)	122(33.9)	164(45.6)	37(10.3)	19(5.3)	18(5.0)
3. The content of the curriculum has been carefully arranged to ensure objectives are fully achieved	3.92(1.13)	124(34.4)	157(43.6)	27(7.5)	31(8.6)	21(5.8)
4. The content focuses on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.	4.08(2.31)	119(33.1)	169(46.9)	40(11.1)	28(7.8)	10(2.8)
5. The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum	3.96(0.99)	113(31.4)	169(46.9)	40(11.1)	28(7.8)	10(2.8)
6. The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum	3.89(1.12)	123(34.2)	141(39.2)	46(12.8)	32(8.9)	18(5.0)
7. The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives	4.13(1.01)	146(40.6)	165(45.8)	17(4.7)	15(4.2)	17(4.7)
8. The content identifies resources to be used in achieving the curriculum objectives	3.93(1.15)	131(36.4)	143(39.7)	38(10.6)	25(6.9)	23(6.4)
9. The content covers aspects of the National Teachers Standards to meet the objectives of the curriculum	4.00(1.01)	119(33.1)	170(47.2)	39(10.8)	16(4.4)	16(4.4)
10. The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum	3.91(1.15)	130(36.1)	136(37.8)	46(12.8)	26(7.2)	22(6.1)
Mean of means/Ave Std Dev	3.96(1.21)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F = frequency, SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

Table 18: Alignment of contents of the Social Studies curriculum with the Curriculum Objectives

Statement	HoDs					
	M(Sd)	N(%)	N(%)	N(%)	N(%)	N(%)
1. The content is organized and taught in an interdisciplinary manner to achieve the set objectives	4.10(.57)	2(20)	7(70)	1(10)	-	-
2. The content meets the requirements of the B.Ed. Social Studies curriculum as required by the objectives	4.40(.52)	4(40)	6(60)	-	-	-
3. The content of the curriculum has been carefully arranged to ensure objectives are fully achieved	4.00(.82)	2(20)	7(70)	1(10)	-	-
4. The content focuses on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.	4.00(.82)	2(20)	7(70)	-	1(10)	-
5. The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum	3.90(1.10)	3(30)	5(50)	-	2(20)	-
6. The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum	3.50(1.35)	2(20)	5(50)	-	2(20)	1(10)
7. The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives	4.60(.70)	7(70)	2(20)	1(10)	-	-
8. The content identifies resources to be used in achieving the curriculum objectives	4.10(.57)	2(20)	7(70)	1(10)	-	-
9. The content covers aspects of the National Teachers Standards to meet the objectives of the curriculum	4.20(.79)	4(40)	4(40)	2(20)	-	-
10. The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum	4.10(.57)	2(20)	7(70)	1(10)	-	-
Mean of means/Ave Std Dev	4.09(.78)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F = frequency, SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

The results presented on Table 18 showed a strong agreement that the content of the Social Studies curriculum align with the objectives. This was evident with the mean of means and the average standard deviation values (MM= 4.09, ASd= 0.78). All the respondents constituting 100% were of the opinion that the content selected by tutors meets the requirements of the B.Ed Social Studies curriculum as required by the objectives. This opinion of the respondent came with the calculated mean and standard deviation values (M = 4.40, Sd = 0.52) Also, 8 of the respondents representing 80% concurred to the fact that content in the Social Studies curriculum covered aspects of the National Teachers Standards to meet the objectives of the curriculum (M = 4.20, Sd = 0.79). Again, 9 of the respondents signifying 90% agreed that the content made provisions for gender, inclusivity and equity issues to meet the requirement of the objectives with mean and standard deviation values. This assertion by the HoDs was supported with the calculated mean and standard deviation (M = 4.60, Sd = 0.70).

Again, with a calculated mean of 4.10, the majority 9 representing 90% of the HoD respondents were of the opinion that content of the Social Studies curriculum makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum. The remaining items came with a calculated mean value greater than 2.50 indicating that the respondents were in agreement to all the indicators. It can be inferred that there was an alignment of the content selected for Social Studies and the curriculum objectives. This indicated that the content met the requirements of the New B.Ed Social Studies curriculum as required by the objectives.

Exploratory Factor Analysis: Dimensionality of Content of Social Studies Curriculum and Objectives (CSSCO) Construct

The EFA was conducted to assess the one-dimensionality and reliability of content of Social Studies curriculum and objectives (CSSCO). Maximum Likelihood with Varimax rotation (ML Varimax) was specified as the extraction and rotation method. There were ten items measuring the Construct. The Kaiser-Meyer-Olkin (KMO) of 0.840 with Bartlett's test of sphericity of $p < 0.000$ was also obtained, indicating consistency with the recommended KMO cut off value of 0.70 and Bartlett's test of sphericity of $p < 0.05$ suggested by Hair et al. (2010).

These results suggested that factor analysis could be conducted with the data. All the ten items (CSSCO1, CSSCO2..., CSSCO10) which are expected to measure content of Social Studies curriculum and objectives (CSSCO) loaded one component. Using a threshold of 0.5 for factor loading which is greater than the recommended value of 0.40 as suggested by Field (2005) and Hair et al. (1998), all items had their factor loading exceeding 0.5 for the respective components.

For the component, ten (10) items recorded a threshold more than 0.5. They are "There are sufficient and appropriate learning materials for the course", "The content of the curriculum has been carefully arranged to ensure objectives are fully achieved", "The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives", "The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum", "The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum", "The content focuses on development of

individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive”, “The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum”, “The content identifies resources to be used in achieving the curriculum objectives”,

Additionally, “the content covers aspects of the National Teachers Standards to meet the objectives of the curriculum”, “The content is organized and taught in an interdisciplinary manner to achieve the set objectives” and “The content meets the requirements of the B.Ed. Social Studies curriculum as required by the objectives”. These items measure content of Social Studies curriculum and objectives (CSSCO). Thus, they will be called content of Social Studies curriculum and objectives (CSSCO).

After the using the EFA to extract the component, the corrected item-total correlation for the items of the components was extracted using the suggested cut-off value of 0.30. It was found that the items were good measures of the components since the Cronbach’s alphas were greater than 0.800 at 0.952 for the component (CSSCO), indicating acceptable internal reliability (Nanually & Bernstein, 1994).

Table 19: One-dimensionality and Reliability of Content of Social Studies Curriculum and Objectives (CSSCO) Construct

	CSSCO	Corrected Total Correlation	Item- Multiple Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
The content of the curriculum has been carefully arranged to ensure objectives are fully achieved	0.924	0.742		0.899	0.949	0.952
The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives	0.904	0.734		0.945	0.949	
The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum	0.860	0.906		0.954	0.942	
The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum	0.851	0.794		0.904	0.947	
The content focuses on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.	0.832	0.821		0.954	0.945	
The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum	0.824	0.787		0.888	0.947	
The content identifies resources to be used in achieving the curriculum objectives	0.814	0.879		0.869	0.943	
The content covers aspects of the National Teachers Standards to meet the objectives of the curriculum	0.803	0.774		0.902	0.948	
The content is organized and taught in an interdisciplinary manner to achieve the set objectives	0.799	0.740		0.900	0.949	
The content meets the requirements of the B.Ed. Social Studies curriculum as required by the objectives	0.796	0.819		0.887	0.946	

Source: Field survey (2022).

Structural Equation Model (SEM) for Content of Social Studies Curriculum and Objectives (CSSCO) Construct

After the constructs demonstrated sufficient evidence of one-dimensionality and reliability using EFA, a CFA was then administered. The analysis strategy of goodness of fit for the content of Social Studies curriculum and objectives (CSSCO) construct followed a three statistics strategy of fit indexes as recommended by Hu and Bentler (1999). The sample data on CSSCO model yielded the $S - B\chi^2$ of 3.239 with 35 degrees of freedom (df) with a probability of $p = 0.0000$. This chi-square value indicated that the departure of the sample data from the postulated model was significant and hence, indicative of good fit. The chi-square test is very sensitive to sample size and is used more as a descriptive index of fit rather than as a statistical test (Kline, 2005).

The CFI value was found to be 0.968 which was greater than the cut-off limit of 0.90 and this describes the model to be acceptable. The NFI value was 0.997 which is within the given range, but the given cut-off value of $NFI \geq .90$ as shown in Table 11. Therefore, the model is acceptable. The PNFI value obtained is 0.464 which is also below the cut-off value of 0.80. Also, the RMR of 0.047 which is smaller than 0.05 and GFI value of 0.921 which is also greater than 0.090. These fit indexes for the CSSCO model suggest that the postulated model adequately describe the sample data and could therefore, be included in the full latent variable model analysis (Table 20).

Table 20: Robust fit index for Content of Social Studies Curriculum and Objectives (CSSCO) Construct

Fit Index	Cut-Off Value	Estimate	Comment
$S - B\chi^2$		3.239	
Df	$0 \geq$	35	Acceptable
CFI	$0.90 \geq$ acceptable $0.95 \geq$ good fit	0.968	Good fit
PCFI	Less than 0.80	0.520	Good fit
RMSEA	Less than 0.08	0.043	Acceptable
RMSEA 95% CI	0.00-0.08 “good fit”	0.027-0.041	Acceptable
NFI	Greater than 0.90 “good fit”	0.997	Good fit
IFI	Greater than 0.90 “good fit”	0.982	Good fit
PNFI	Less than 0.80	0.464	Good fit
RMR	Less than 0.05 “good fit”	0.047	Good fit
GFI	Greater than 0.90 “good fit”	0.921	Good fit

Source: Field survey (2022)

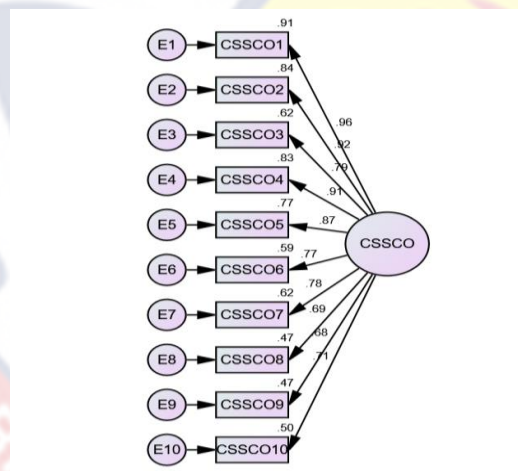


Figure 4: CFA Model for Content of Social Studies Curriculum and Objectives (CSSCO)

Table 21: Final conceptual model indicator variables for Content of Social Studies Curriculum and Objectives (CSSCO) Construct

Latent Component	Indicator Variable	Measurement Variable	Label
Content of the Social Studies curriculum and stated objectives (CSSCO)		The content of the curriculum has been carefully arranged to ensure objectives are fully achieved	CSSCO1
		The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives	CSSCO2
		The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum	CSSCO3
		The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum	CSSCO4
		The content focuses on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.	CSSCO5
		The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum	CSSCO6
		The content identifies resources to be used in achieving the curriculum objectives	CSSCO7
		The content covers aspects of the National Teachers Standards to meet the objectives of the curriculum	CSSCO8
		The content is organized and taught in an interdisciplinary manner to achieve the set objectives	CSSCO9
		The content meets the requirements of the B.Ed. Social Studies curriculum as required by the objectives	CSSCO10

Source: Field survey (2022).

Unidimensional model for CSSCO features is presented (Figure 4 and Table 21). Out of the ten (10) indicator variables, ten (10) were obtained and used for the final CFA analysis (Byrne, 2006; Joreskog & Sorbom, 1988). From the cases analysed for this construct, ten (10) indicator variables made up of one

(1) component realised as CSSCO (CSSCO1, CSSCO2, CSSCO3, CSSCO4, CSSCO5, CSSCO6, CSSCO7, CSSCO8, CSSCO9 and CSSCO10).

Table 22: Factor loading and P-value of Content of Social Studies Curriculum and Objectives (CSSCO)

Hypothesised relationships (Path)	Unstandardised Coefficient (λ)	Standardised Coefficient (λ)	P-Value	R-Square	Significant at 5% Level
CSSCO1 \leftarrow CSSCO	1.000	0.957	0.00	0.915	Yes
CSSCO2 \leftarrow CSSCO	0.966	0.918	0.00	0.843	Yes
CSSCO3 \leftarrow CSSCO	0.720	0.790	0.00	0.624	Yes
CSSCO4 \leftarrow CSSCO	1.070	0.910	0.00	0.827	Yes
CSSCO5 \leftarrow CSSCO	1.102	0.875	0.00	0.765	Yes
CSSCO6 \leftarrow CSSCO	0.863	0.769	0.00	0.591	Yes
CSSCO7 \leftarrow CSSCO	1.016	0.785	0.00	0.616	Yes
CSSCO8 \leftarrow CSSCO	0.677	0.688	0.00	0.474	Yes
CSSCO9 \leftarrow CSSCO	0.713	0.682	0.00	0.465	Yes
CSSCO10 \leftarrow CSSCO	0.584	0.709	0.00	0.503	Yes

Source: Field survey (2022).

Table 22 shows the correlation values, standard errors and the test of statistics of the final ten-indicator model. All the correlation values were less than 1.00, and all the p-values were less than the significant value of 0.05 and show appropriate signs. The estimates were therefore deemed reasonable, as well as statistically significant. The parameter with the highest standardized coefficient was the indicator with variable CSSCO1 and its parameter coefficient was 0.957.

Most of the parameter estimates had high correlation values close to 1.00. The high correlation values suggest a high degree of linear association between the indicator variables and the unobserved variables (CSSCO). In addition, the R Square values were also close to the desired value of 1.00 indicating that the factors explained more of the variance in the indicator variables. The results therefore, suggest that the indicator variables significantly predict the unobserved components, because all the measured variables are significantly associated with the component (CSSCO) under content of Social Studies curriculum and objectives factors.

In the analysis, it was identified that the Social Studies curriculum has an adequate supply of electronic learning materials that are suitable for the course and that the content of the curriculum has been thoughtfully organized to ensure that the stated objectives are fully addressed. This ensures that tutors have access to the necessary resources to effectively deliver the curriculum and is designed in a way that facilitates the achievement of its intended outcomes.

Moreover, the curriculum content takes into account gender, inclusivity and equity issues. This indicates that the curriculum addresses these important considerations to meet the objectives and ensure equal opportunities for all students. The content makes provision for course assessment in accordance with the National Teacher Education Assessment Policy (NTEAP) to achieve the objectives of the curriculum thus the curriculum content includes provisions for assessing student learning in alignment with the National Teacher Education Assessment Policy (NTEAP). This ensures that the assessment practices implemented are in line with the objectives of the curriculum.

The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum. That is the curriculum content incorporates a variety of pedagogical approaches to support effective teaching and meet the demands of the curriculum objectives. This suggests that the curriculum provides tutors with a range of instructional methods to facilitate student learning and also focuses on the development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.

The content incorporates relevant lifelong skills that align with the objectives of the curriculum. This suggests that the curriculum aims to equip students with skills that are not only applicable in the present but also valuable throughout their lives. Also, the curriculum content identifies the resources required to effectively achieve the curriculum objectives. This implies that the curriculum provides guidelines and recommendations for necessary resources, such as textbooks, digital materials, or supplementary materials. Again, the curriculum content aligns with the National Teachers Standards. This indicates that the curriculum incorporates the required standards to ensure that tutors are equipped with the necessary knowledge and skills to meet the objectives of the curriculum.

Furthermore, the curriculum content is organized and taught in an interdisciplinary manner. This approach implies that the curriculum integrates multiple subject areas and encourages connections across disciplines to achieve the set objectives. Also, the content of the Social Studies curriculum meets the requirements of the New Bachelor of Education (B.Ed.) program. This indicates that the curriculum content aligns with the objectives and guidelines set forth

by the B.Ed. program for Social Studies education. Overall, these findings indicate that the Social Studies curriculum is carefully designed and aligned with its objectives.

It provides tutors with the necessary resources, promotes inclusive education, incorporates diverse assessment practices, offers various pedagogical approaches, and focuses on lifelong skills development. The curriculum also meets national standards and is designed to meet the requirements of the B.Ed. program. It was evident in the findings of the current study that there was an alignment of content selected and curriculum objectives of Social Studies. For curriculum objectives to be effectively implemented, the content selected must match the objectives (Hussain, Dogar, Azeem & Shakoor (2011).

To establish the alignment between content selected and curriculum objectives, Babatunde, Benedict and Adu (2016) revealed that the content must be organized and taught in an interdisciplinary manner. In this way, the objectives of the curriculum will be achieved. In their study, Babatunde, Benedict and Adu (2016) found that classroom teachers do not have clear understanding on the concept of Social Studies as an integrated subject. This finding contradicts the current study which shows that the content of the Social Studies curriculum was organized and taught in an interdisciplinary manner to achieve the objectives.

Similarly, this study agrees with the recommendation made by Ampofo (2020) that contents of Social Studies must be drawn from other social sciences to give the subject a comprehensive outlook. The findings of this study again conform to the findings of Mezieobi (2008) that the content of Social Studies

education programme is drawn from the social science, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, and parents and from resource persons, places, ideas, past activities and thoughts.

The findings of this current study also showed that the content selected met the requirements of the B.Ed. Social Studies curriculum objectives. This finding was also corroborated with a classroom lesson observation which revealed that the content selected indeed meets the objectives of the B.Ed. Social Studies curriculum. This implied that tutors selected learning experiences that were in line with the learning outcomes and learning indicators. This ensured that teacher trainees received the right form of knowledge, skills and competencies to prepare them for further studies (when required), the world of work and adult life.

Mezieobi (1998) proposed that Social Studies contents must be drawn from the society or community, books and other published materials, government documents, policy statements, circulars of pronouncements, resource places, oral tradition, oral or local history. This meant that the B.Ed. Social Studies curriculum content must be based within a social context or milieu. This is very important because curriculum content is limited by the level of the educational strata, that is, the schools and levels to which the content prescription is designed for (Mezieobi, 1998). In this case, content selected must be suitable for students in Colleges of Education. More so, contents selected must be appropriate for the country as goal-emphasis of every curriculum differs from country to country (Holmes & McLean, 2018).

Similarly, respondents of this study agreed that the content selected must reflect the objectives of the Social Studies curriculum and focus on the development of an individual imbued with core values and competencies who can function in a modern technologically driven society that is inclusive. This implies that learners (teacher trainees) will be equipped with values such as honesty, integrity, hard work, patriotism and responsible citizenship.

Inferably, teacher trainees may pass these values to young learners in the Basic School while the trainees enter into the field of work. This finding is in line with the rationale of the Social Studies Curriculum for JHS which seeks to equip learners with critical thinking, communication and collaboration, creativity and innovation, digital literacy, cultural identity and global citizenship, problem-solving skills and competencies for personal development and leadership (NaCCA, 2020).

Again, this study has revealed that the content of the B.Ed. Social Studies curriculum has been carefully arranged to ensure objectives are fully achieved. This implies that learners (teacher-trainees) may develop the skill of arranging contents from known to unknown in their field of work. i.e., the classroom. Teacher-trainees, by implication will not only study curriculum contents chronologically, but also develop skills of bringing relevant examples from their community into the classroom as learning experiences. Arranging curriculum contents from simple and concrete to complex and abstract knowledge also goes a long way to ensure that students (teacher trainees) appreciate societal norms and practices, and are therefore able to fit well into the society (Egan, 1989).

Research Question Three

Which pedagogical approaches were utilized by Social Studies tutors in their instructional delivery?

This section of the analysis sought to examine pedagogical approaches factors. Items under this section were analysed using frequency, percentage, mean and standard deviation (Sd). Table 23, 24 and 25 were used to present the findings.

The results presented in Table 23 showed that tutors used varied pedagogical approaches for Social Studies instructional delivery. This was supported with the mean of means and average standard deviation values (MM = 3.69, ASd = 1.43). the majority 314 Teacher Trainees constituting 87.2% of the respondents generally agreed to the fact that, tutors employed approaches such as group works, presentations, and projects as part of their lesson delivery which came with the calculated mean and standard deviation scores (M = 4.28, Sd = 1.02).

Also, 299 of the respondents signifying 83.1% were of the opinion that tutors adopted think-pair-share and inquiry design model in lesson delivery. This was supported with the mean and standard deviation scores (M = 4.07, Sd = 1.03). with a calculated mean score of 3.85, the majority 262 of the respondents representing 72.8% were in agreement with the fact that tutors supervised the use of micro-teaching in developing various skills in learners as part of the learning process.

Table 23: Pedagogical Approaches for Social Studies Instructional Delivery

Statement	M(Sd)	Teacher Trainees				
		SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1. Tutors employ the use of computer technology and multimedia in the delivery of course content	3.49(1.32)	86(23.9)	149(41.4)	23(6.4)	61(16.9)	41(11.4)
2. Tutors employ the use of group work, presentations, and projects as part of their lesson delivery	4.28(1.02)	194(53.9)	120(33.3)	13(3.6)	20(5.6)	13(3.6)
3. Tutors adopt the use of any of the following: concept mapping, debates, and audio-visual in the delivery of course content	3.72(2.97)	105(29.2)	133(36.9)	26(7.2)	60(16.7)	36(10.0)
4. Tutors adopt work-based visits and other field visits as part of lesson delivery modes	3.40(1.35)	85(23.6)	128(35.6)	35(9.7)	69(19.2)	43(11.9)
5. Tutors adopt Think-pair-share and Inquiry design model in lesson delivery	4.07(1.03)	137(38.1)	162(45.0)	24(6.7)	23(6.4)	14(3.9)
6. Tutors use resource persons to facilitate certain topics in the course outline	3.50(1.38)	97(26.9)	134(37.2)	33(9.2)	44(12.2)	52(14.4)
7. Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process	3.85(1.16)	121(33.6)	141(39.2)	41(11.4)	37(10.3)	20(5.6)
8. Tutors use video clip in presenting certain concepts to learners	3.26(1.44)	82(22.8)	121(33.6)	28(7.8)	65(18.1)	64(17.8)
9. Tutors use role play and dramatization in lessons	3.58(1.37)	114(31.7)	119(33.1)	28(7.8)	60(16.7)	39(10.8)
10. Tutors use simulation during lesson delivery	3.73(1.25)	111(30.8)	140(38.9)	39(10.8)	39(10.8)	31(8.6)
Mean of means/Ave Std Dev	3.69(1.43)					

Source: Field survey, 2022

When the respondents were asked whether tutors used simulation during lesson delivery, 251 of them constituting 69.7% agreed with the mean and standard deviation scores ($M=3.73$, $Sd=1.25$). However, 70 of the respondents representing 19.4% disagreed with the indicator. On whether tutors adopted the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content, 66.1% of the respondents indicated their agreement to this assertion, with a calculated mean of 3.72. On the contrary, 76 of the respondents signifying 26.7% disagreed to this assertion.

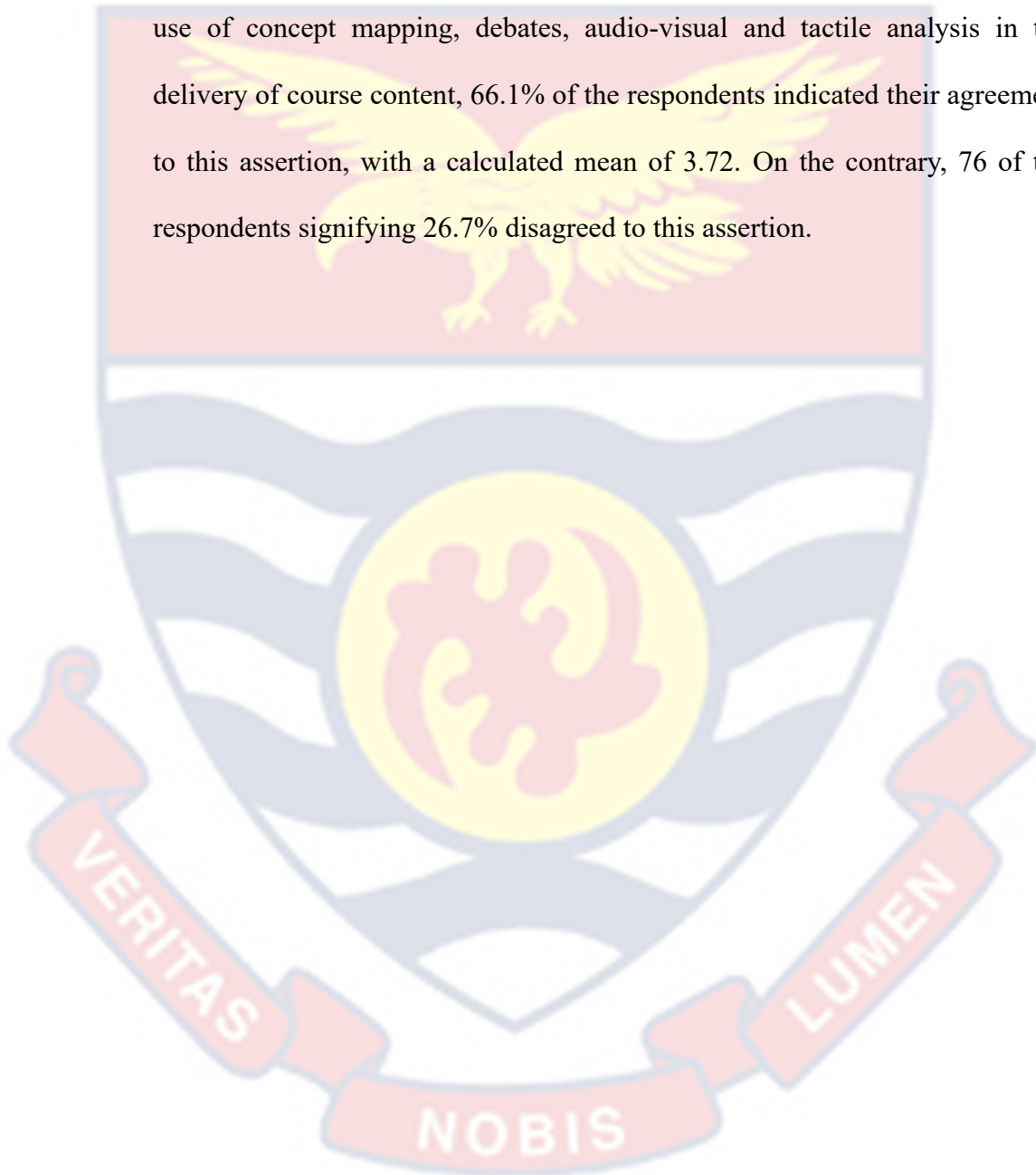


Table 24: Pedagogical Approaches for Social Studies Instructional Procedure

Statement	M(Sd)	Tutors				
		SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1. Tutors employ the use of computer technology and multimedia in the delivery of course content	3.90(.91)	6(22.2)	17(63)	-	4(14.8)	-
2. Tutors employ the use of group work, presentations, and projects as part of their lesson delivery	4.30(.92)	14(51.9)	11(40.7)	-	2(7.4)	-
3. Tutors adopt the use of any of the following: concept mapping, debates, and audio-visual in the delivery of course content	3.80(.62)		25(92.6)	-	2(7.4)	-
4. Tutors adopt work-based visits and other field visits as part of lesson delivery modes	3.30(1.03)	1(3.7)	16(59.3)	1(3.7)	9(33.3)	-
5. Tutors adopt Think-pair-share and Inquiry design model in lesson delivery	4.20(.89)	12(44.4)	13(48.1)	-	2(7.4)	-
6. Tutors use resource persons to facilitate certain topics in the course outline	3.35(1.04)	2(7.4)	14(51.9)	3(11.1)	8(29.6)	
7. Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process	4.20(.89)	11(40.7)	14(51.9)	-	2(7.4)	-
8. Tutors use video clip in presenting certain concepts to learners	3.90(.79)	4(14.8)	20(74.1)	1(3.7)	2(7.4)	
9. Tutors use role play and dramatization in lessons	3.95(.94)	8(29.6)	16(59.3)	-	3(11.1)	
10. Tutors use simulation during lesson delivery	3.75(1.02)	5(18.5)	18(66.7)	1(3.7)	2(7.4)	1(3.7)
Mean of means/Ave Std Dev	3.87(.91)					

Source: Field survey, 2022

Table 24 presents the pedagogical approaches that are used in Social Studies instruction delivery. The results revealed that all the indicators received positive ratings (mean values exceed 3.00) suggesting that the respondents agreed with the indicators. Though there are variations in the responses, as was indicated by the frequency, percentage and standard deviation they are very low compared to the majority of the respondents who agreed. This is an indication that the respondents firmly believed that there are some pedagogical approaches that was used in Social Studies instruction delivery.

With mean and standard deviation scores ($M=3.90$, $Sd=0.91$), it showed that tutors employed the use of computer technology and multimedia in the delivery of course content. This indicator was agreed by the majority 23 tutors, denoting 85.2% of the respondents agreed to the indicator while 4 signifying 14.8% disagreed. Also, 25 of the tutors representing 92.6% stated that they employed the use of group works, presentations, and projects as part of their lesson delivery as seen with the mean and standard deviation scores ($M=4.30$, $Sd=0.92$).

Again, with a calculated mean value of 3.80, the majority, 25 of the respondents constituting 92.6% seen that tutors adopted the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content. It was seen that tutors adopted work-based visits and other field visits as part of lesson delivery modes. This indicator was agreed by 17 of the tutors representing 63% with the calculated mean and standard deviation scores ($M=3.30$; $Sd=1.03$) while 9 denoting 33.3% of the respondents disagreed. On whether tutors adopt think-pair-share and inquiry design model in lesson delivery, the majority, 25 signifying 92.6% of the respondents indicated their

agreement to the indicator with the calculated mean and standard deviation values ($M=4.20$; $Sd=0.89$). on the contrary, 2 representing 7.4% of the respondents disagreed to the indicator. Moreover, 16 representing 59.3% of the respondents agreed ($M = 3.35$, $Sd=1.04$) that tutors used resource persons to facilitate certain topics in the course outline and 25 signifying 92.6% of the tutors agreed that they supervise the use of micro-teaching in developing various skills in learners as part of the learning process ($M=4.20$; $Sd=0.89$). The respondents agreed that tutors used video clip in presenting certain concepts to learners ($M=3.90$; $Sd=0.79$) and tutors use role play and dramatization in lessons ($M=3.95$; $Sd=0.94$). Also, the table further revealed that tutors used simulation during lesson delivery ($M=3.75$; $Sd=1.02$).

The results presented in Table 25 showed that 10 representing 100% of the respondents generally agreed to the fact that, tutors employed approaches such as group works, presentations, and projects as part of the lesson delivery with mean and standard deviation scores for teacher trainees ($M= 4.60$, $Sd = 0.52$). Also, all the 10 respondents agreed that tutors adopted think-pair-share and inquiry design model in lesson delivery. This was supported with mean and standard deviation scores ($M = 4.50$, $Sd = 0.53$).

Further, all the 10 respondents were in agreement with the fact that tutors supervised the use of micro-teaching in developing various skills in learners as part of the learning process. This was also clear from the mean and standard deviations scores ($M=4.50$, $Sd=0.53$). When the respondents were asked whether tutors used simulation during lesson delivery, 8 of them signifying 80% agreed with calculated mean and standard deviation score of 4.00, however, 2 of the respondents disagreed. Further, 9 of the respondents

denoting 90% agreed ($M = 4.30$, $Sd = 0.67$) to the fact that tutors adopted the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content.



Table 25: Pedagogical Approaches for Social Studies Instructional Procedure

Statement	M(Sd)	HoDs				
		SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1. Tutors employ the use of computer technology and multimedia in the delivery of course content	4.20(.42)	2(20)	8(80)	-	-	-
2. Tutors employ the use of group work, presentations, and projects as part of their lesson delivery	4.60(.52)	6(60)	4(40)	-	-	-
3. Tutors adopt the use of any of the following: concept mapping, debates, and audio-visual in the delivery of course content	4.30(.67)	4(40)	5(50)	1(10)	-	-
4. Tutors adopt work-based visits and other field visits as part of lesson delivery modes	3.90(1.37)	4(40)	4(40)	-	1(10)	1(10)
5. Tutors adopt Think-pair-share and Inquiry design model in lesson delivery	4.50(.53)	5(50)	5(50)	-	-	-
6. Tutors use resource persons to facilitate certain topics in the course outline	3.90(1.10)	3(30)	5(50)	-	2(20)	-
7. Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process	4.50(.53)	5(50)	5(50)	-	-	-
8. Tutors use video clip in presenting certain concepts to learners	4.10(.88)	3(30)	6(60)	-	1(10)	-
9. Tutors use role play and dramatization in lessons	4.20(.92)	4(40)	5(50)	-	1(10)	-
10. Tutors use simulation during lesson delivery	4.00(1.25)	4(40)	4(40)	-	1(10)	1(10)
Mean of means/Ave Std Dev	4.22					

Source: Field survey, 2022

Exploratory Factor Analysis: Dimensionality of Pedagogical Approaches

(PA) Construct

The EFA was conducted to assess the one-dimensionality and reliability of pedagogical approaches (PA). Maximum Likelihood with Varimax rotation (ML Varimax) was specified as the extraction and rotation method. There were ten items measuring the Construct. The Kaiser-Meyer-Olkin (KMO) of 0.832 with Bartlett's test of sphericity of $p < 0.000$ was also obtained, indicating consistency with the recommended KMO cut off value of 0.70 and Bartlett's test of sphericity of $p < 0.05$ suggested by Hair et al. (2010). These results suggested that factor analysis could be conducted with the data. All the ten items (PA1, PA2, PA3, ..., PA104) which are expected to measure pedagogical approaches (PA) loaded two components.

Using a threshold of 0.5 for factor loading which is greater than the recommended value of 0.40 as suggested by Field (2005) and Hair et al., (1998), all the items had their factor loading exceeding 0.5 for the respective component.

For the first component, six (6) items recorded a threshold more than 0.5. They are "Tutors employ the use of group works, presentations, and projects as part of their lesson delivery", "Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process", "Tutors adopt the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content", "Tutors use role play and dramatization in lessons", "Tutors adopt Think-pair-share and Inquiry design model in lesson delivery", and "Tutors use simulation during lesson delivery". These items

measure constructive and integrative approach (CIA). Thus, they will be called constructive and integrative approach (CIA).

For the second component, four (4) items recorded a threshold more than 0.5. They are “Tutors adopt work-based visits and other field visits as part of lesson delivery modes”, “Tutors use resource persons to facilitate certain topics in the course outline”, “Tutors employ the use of computer technology and multimedia in the delivery of course content”, and “Tutors use video clip in presenting certain concepts to learners”. These items measure work and computer-based learning (WCBL). Thus, they will be called work and computer-based learning (WCBL).

After the using the EFA to extract the component, the corrected item-total correlation for the items of the components was extracted using the suggested cut-off value of 0.30. It was found that the items were good measures of the components since the Cronbach’s alphas were greater than 0.800 at 0.943 for the component (PA), indicating acceptable internal reliability (Nanually & Bernstein, 1994).

Structural Equation Model (SEM) for Pedagogical Approaches Construct

After the constructs demonstrated sufficient evidence of one-dimensionality and reliability using EFA, a CFA was then administered. The analysis strategy of goodness of fit for the pedagogical approaches (PA) construct followed a three statistics strategy of fit indexes as recommended by Hu and Bentler (1999). The sample data on pedagogical approaches (PA) model yielded the $S - B\chi^2$ of 2.909 with 26 degrees of freedom (df) with a probability of $p = 0.0000$. This chi-square value indicated that the departure of the sample data from the postulated model was significant and hence, indicative of good

fit. The chi-square test is very sensitive to sample size and is used more as a descriptive index of fit rather than as a statistical test (Kline, 2005).

Table 26: Robust Fit Index for Pedagogical Approaches

Fit Index	Cut-Off Value	Estimate	Comment
$S - B\chi^2$		2.909	
Df	$0 \geq$	26	Acceptable
CFI	$0.90 \geq$ acceptable $0.95 \geq$ good fit	0.950	Good fit
PCFI	Less than 0.80	0.542	Good fit
RMSEA	Less than 0.08	0.031	Acceptable
RMSEA 95% CI	0.00-0.08 “good fit”	0.023-0.040	Acceptable
NFI	Greater than 0.90 “good fit”	0.978	Good fit
IFI	Greater than 0.90 “good fit”	0.962	Good fit
PNFI	Less than 0.80	0.489	Good fit
RMR	Less than 0.05 “good fit”	0.044	Good fit
GFI	Greater than 0.90 “good fit”	0.901	Good fit

Source: Field survey (2022).

The CFI value was found to be 0.950 which was greater than the cut-off limit of 0.90 describes the model to be acceptable. The NFI value was 0.978 which is within the given range, but the given cut-off value of $NFI \geq .90$ as shown in Table 20. Therefore, the model is acceptable. The PNFI value obtained is 0.489 which is also below the cut-off value of 0.80. Also, the RMR of 0.044 which is smaller than 0.05 and GFI value of 0.9021 which is also greater than 0.090. These fit indexes for the pedagogical approaches (PA) model suggest that the postulated model adequately describe the sample data and could therefore, be included in the full latent variable model analysis (Table 27).

Table 27: One-Dimensionality and Reliability of Pedagogical Approaches Construct

Construct	CIA	WCBL	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Tutors employ the use of group works, presentations, and projects as part of their lesson delivery	0.901		0.818	0.837	0.934	
Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process	0.879		0.803	0.956	0.935	
Tutors adopt the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content	0.87		0.834	0.877	0.937	
Tutors use role play and dramatization in lessons	0.857		0.603	0.898	0.945	
Tutors adopt Think-pair-share and Inquiry design model in lesson delivery	0.823		0.900	0.924	0.931	0.943
Tutors use simulation during lesson delivery	0.733		0.681	0.895	0.942	
Tutors adopt work-based visits and other field visits as part of lesson delivery modes		0.919	0.881	0.948	0.931	
Tutors use resource persons to facilitate certain topics in the course outline		0.905	0.835	0.897	0.934	
Tutors employ the use of computer technology and multimedia in the delivery of course content		0.632	0.774	0.947	0.936	
Tutors use video clip in presenting certain concepts to learners		0.532	0.665	0.921	0.942	

Source: Field survey (2022).

Table 28: Final Conceptual Model Indicator Variables for Pedagogical Approaches

Latent Component	Indicator Variable	Measurement Variable	Label
Constructive and Integrative Approach (CIA)		Tutors employ the use of group works, presentations, and projects as part of their lesson delivery	CIA1
		Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process	CIA2
		Tutors adopt the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content	CIA3
		Tutors use role play and dramatization in lessons	CIA4
		Tutors adopt Think-pair-share and Inquiry design model in lesson delivery	CIA5
		Tutors use simulation during lesson delivery	CIA6
Work and Computer-Based Learning (WCBL)		Tutors adopt work-based visits and other field visits as part of lesson delivery modes	WCBL1
		Tutors use resource persons to facilitate certain topics in the course outline	WCBL2
		Tutors employ the use of computer technology and multimedia in the delivery of course content	WCBL3

Source: Field survey (2022).

Unidimensional model for pedagogical approaches (PA) features are presented (Figure 5 and Table 28). Out of the ten (10) indicator variables, nine (9) were obtained and used for the final CFA analysis (Byrne, 2006; Joreskog & Sorbom, 1988). From the cases analysed for this construct, eight (8) indicator variables made up of two (2) components realised as CIA (CIA1, CIA2, CIA3, CIA4, CIA5 and CIA6) and WCBL (WCBL1, WCBL2, and WCBL3).

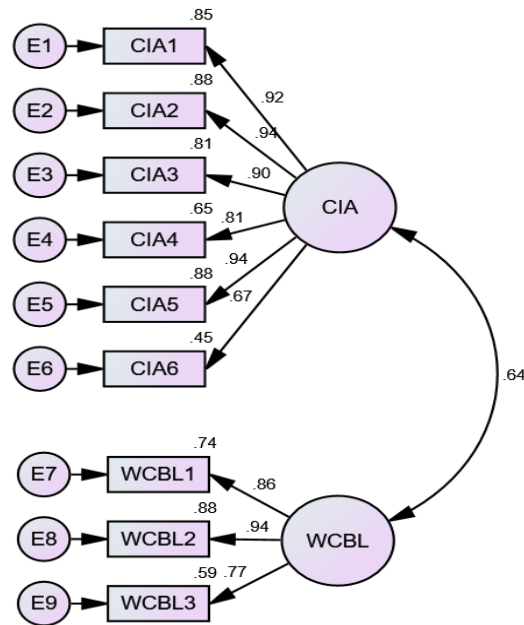


Figure 5: CFA Model for Pedagogical Approaches

Table 29: Factor Loading and P-value of Pedagogical Approaches

Hypothesised relationships (Path)	Unstandardised Coefficient (λ)	Standardised Coefficient (λ)	P-Value	R-Square	Significant at 5% Level
CIA1 ← CIA	1.000	0.922	0.00	0.850	Yes
CIA2 ← CIA	0.985	0.937	0.00	0.878	Yes
CIA3 ← CIA	0.650	0.899	0.00	0.809	Yes
CIA4 ← CIA	0.896	0.807	0.00	0.652	Yes
CIA5 ← CIA	0.987	0.904	0.00	0.883	Yes
CIA6 ← CIA	0.801	0.669	0.00	0.447	Yes
WCBL1 ← WCBL	1.000	0.860	0.00	0.740	Yes
WCBL2 ← WCBL	1.098	0.936	0.00	0.877	Yes
WCBL3 ← WCBL	0.788	0.767	0.00	0.588	Yes
CIA ↔ WCBL			0.00	0.640	Yes

Source: Field survey (2022).

Table 29 shows the correlation values, standard errors and the test of statistics of the final eight-indicator model. All the correlation values were less than 1.00, and all the p-values were less than the significant value of 0.05 and show appropriate signs. The estimates were therefore deemed reasonable, as well as statistically significant. The parameter with the highest standardized coefficient was the indicator with variable CIA2 and its parameter coefficient was 0.937.

Most of the parameter estimates had high correlation values close to 1.00. The high correlation values suggest a high degree of linear association between the indicator variables and the unobserved variables (CIA and WCBL). In addition, the R Square values were also close to the desired value of 1.00 indicating that the factors explained more of the variance in the indicator variables. The results therefore, suggest that the indicator variables significantly predict the unobserved components, because all the measured variables are significantly associated with the two (2) components (CIA and WCBL) under pedagogical approaches factors.

Qualitative Analysis

Research question three sought to find out the pedagogical approaches tutors use in Social Studies lesson delivery. Principals were asked questions related to the pedagogical approaches used by tutors in delivering Social Studies lessons. Themes that were extracted from the interview included pedagogical approaches used by Social Studies tutors, assessing effectiveness of pedagogical approaches, challenges in implementing the pedagogical approaches and support given to tutors during their pedagogical processes.

Pedagogical approaches used by tutors

The participants were asked to mention the pedagogical approaches that tutors use in delivering lessons in Social Studies. The participants stated that the use of learner-centred or creative pedagogies are dominantly used by Social Studies tutors. Some also mentioned that activity-based approaches have been adopted by most tutors in teaching Social Studies courses. Clear examples cited from the interview included approaches such as “*brainstorming, case study, group discussion, think-pair-share, and simulation*” (P5, P7 and P8). Again, the

participants mentioned the use of digital or ICT tools as a means of improving pedagogical approaches. For instance, one principal emphasised that:

“My tutors utilise a variety of teaching tools and methods, including PowerPoint presentations and guided notes displayed through projectors. They also incorporate WebQuest and digital devices such as phones for interactive learning experiences. Additionally, they employ interactive approaches and immersive history experiences to make the learning process more engaging. This encourages students to enhance their skills through writing and presentations.” (P3)

Assessing effectiveness of pedagogical approaches

With respect to how principals of the colleges assess the effectiveness of the pedagogical approaches used by Social Studies tutors, the participants mentioned that they observe or monitor these approaches themselves, through their Vice Principals, Heads of the Social Science Departments or Quality Assurance Officers. The participants also said that they assess the effectiveness of the pedagogical approaches used by tutors through appraisals or checklists, which are obtained from the students and HoDs. For example, one of the participants commented,

“I assigned my Quality Assurance Officer the responsibility of creating a detailed checklist that we could utilise to evaluate the efficacy of the various pedagogical methods and approaches we employ.” (P8).

The effectiveness of the pedagogical approaches was also assessed through the evaluation of student-teachers' performances in examinations and quizzes. This was noted by one of the principals:

“The effectiveness of pedagogical approaches is typically evaluated through a variety of methods, including assignments, quizzes, oral questioning, student responses, group work, projects, and presentations. These assessment tools provide valuable insight into how well students are grasping the material and engaging with the learning process.” (P3)

Tutors were also made to enact some of the pedagogical approaches during PD sessions to determine how effective and practical they would be in lesson delivery.

Challenges in implementing the pedagogical approaches

Participants were further asked to highlight some challenges faced by tutors in implementing the pedagogical approaches. Key among these challenges mentioned was time constraints in using activity-based approaches in the classroom. According to a principal:

“The learner-centred pedagogies involve a variety of activities that require a significant amount of time to implement effectively. However, tutors often face time constraints that make it difficult to fully engage in these activities. For example, a complex activity such as a role-play necessitates ample time for planning, execution, enactment, and debriefing. This poses a substantial challenge for our tutors as they strive to deliver high-quality instruction within limited time frames.”

(P2)

Another challenge the principals stated was the inadequate teaching and learning resources for delivering Social Studies lessons. For example, one of the participants remarked,

“The teaching and learning resources at the college are seriously

lacking. There is a shortage of essential equipment such as projectors, which makes it challenging for tutors to deliver lessons effectively and for students to engage with the material. This impacts the overall quality of the implementation of the B.Ed curriculum.” (P5).

Another challenge faced in the implementation of the pedagogical approaches was the inability of tutors to properly debrief their colleagues on workshops they have attended on enhancing pedagogical strategies in the classroom. For instance, one principal stated:

“I have observed that my tutors struggle to effectively debrief their colleagues after attending workshops. This lack of ability to train their colleagues on successful approaches and strategies is impeding the proper implementation of new concepts and ideas.” (P3)

The nature of the classroom also poses a challenge to the implementation of learner-centred approaches. As remarked by a principal *“dealing with large numbers of students in smaller spaces - classrooms, is a great challenge...” (P4).* Another added, *“Large class sizes make implementation of the learner-centred approaches quite difficult” (P6).* The participants also noted that intermittent power shortages in the colleges prevent tutors of Social Studies from using digital tools to enhance learner-centred pedagogies. For instance, one principal noted:

“One of the most significant challenges we face is intermittent blackouts, which have a direct impact on the efficiency and effectiveness of our lesson presentations. This not only hampers the implementation of our educational activities but also poses a significant obstacle to achieving our objectives.” (P3)

Supporting tutors during their pedagogical processes

Participants were also asked how they support tutors to enhance the pedagogical process. Most of the responses centred on the provision of human and material resources to aid in the implementation of appropriate pedagogical approaches in Social Studies lessons. For instance, one of the participants commented, *“Management supports tutors when they request materials that enable them to teach well”* (P4). Another added *“management support by giving funds to tutors to purchase data. Departments have been distributed with desktop computers”* (P8).

Another way that the principals or management support tutors in the use of appropriate pedagogies is through capacity building of the tutors. For example, one participant said, *“Workshops are frequently organised to sharpen skills of tutors...”* (P6). Another added: *“We (principals/management) support tutors to attend workshops on the new curriculum in order to implement.”*

The participants also said that they (principals or through the vice principals) support the pedagogical processes of tutors through monitoring, observation and sharing their experiences to enrich the practices of the tutors.

This was remarked by one participant:

“Intermittent classroom lesson observation by the Principal, Vice Principal, and Heads of Departments provides adequate support to the tutors”.

On the basis of the third research question, it was identified that the specific pedagogical approaches used by tutors in Social Studies instructional delivery was that they employ the use of group works, presentations, and projects as part of their lesson delivery, tutors supervise the use of micro-

teaching in developing various skills in learners. As part of the learning process, tutors adopted the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content. Tutors also used role play and dramatization, think-pair-share, inquiry design model and simulations during lesson delivery which was measured by constructive and integrative approach.

Moreover, tutors adopted work-based visits and other field visits as part of lesson delivery modes. The tutors also used resource persons to facilitate certain topics in the course outline and employed the use of computer technology and multimedia in the delivery of course content which was also measured by work and computer-based learning approach. Therefore, the specific pedagogical approaches identified in the study for Social Studies instruction delivery include constructive and integrative approaches, work and computer-based learning approaches, as well as the use of various interactive and immersive strategies to enhance student engagement and understanding.

The current study revealed that tutors in Colleges of Education use varied pedagogical approaches for Social Studies instructional delivery. The result further revealed that pedagogical approaches used by tutors in delivering Social Studies lessons was appropriate and effective. For example, the study revealed that Social Studies tutors adopted Think-pair-share and Inquiry design model in lesson delivery. Similarly, tutors employed the use of group works, presentations, concept mapping, debates, simulation, audio-visual and tactile analysis in the delivery of course content. This finding was supported by the classroom observation of tutors.

Results from the observation showed that tutors practically used approaches that are engaging and involves the learner. The observation results

further showed that tutors employed approaches such as group work, presentations, and projects as part of lesson delivery. The finding that tutors of Social Studies use varied pedagogical approaches was further buttressed with the results from the interview of the principals. According to the principals, tutors use learner-centered and activity-based approaches in teaching Social Studies lessons. Examples of pedagogical approaches mentioned by the principals included “brainstorming, case study, group discussion, think-pair-share, and simulation” (P5, P7 and P8).

While the use of varied pedagogical approaches is important in building the capacity of student-teachers, its effectiveness must also be assessed. The results from the interview showed that monitoring the practices of tutors is an effective way of assessing the appropriateness of the pedagogical approaches used by tutors. The appropriateness of a pedagogical approach may also be assessed through the performance of students as reiterated by the principals. The assessment of students’ performance in tests, group activities and projects help to determine the effectiveness of the pedagogical approaches used by the tutors.

The use of an appropriate and effective pedagogical approach may however not come without a challenge. As emphasised by the principals of the colleges, challenges such as inadequate teaching and learning resources, large class sizes and smaller lecture halls impede the implementation of activity-based approaches. To support the pedagogical practices of tutors in implementing the B.Ed. Social Studies curriculum, it is important that provisions are made to enhance the human and material resources of the colleges. Again, “workshops must be frequently organised to build the capacities of the tutors” (P1).

The use of appropriate pedagogical approaches in lesson delivery is important in shaping the character of future leaders of a country (Brown & Shaked, 2018). Appropriate use of pedagogical approaches also ensures that learners (student-teachers) are equipped with skills and competencies needed for the field of work and adult life. For example, through simulations and debate, the student-teachers are equipped with personal development and leadership skills (NaCCA, 2020).

Again, student-teachers' ability to present knowledge/contents in mind-maps, posters, charts, etc. improve their imagination and critical thinking skills. Students also develop problem solving skills through inquiry-based models. By implication, the use of appropriate pedagogical approaches in lesson delivery is synonymous to building capabilities and competencies of learners. In reference to student-teachers, the use of appropriate pedagogical approaches is critical as they are likely to imitate and employ these approaches on the field of work as classroom teachers (Odumah, Babah, Osei Mensah, Yalley & Sakyi-Darko, 2020).

The current study agrees with the study conducted by Odumah, Babah, Osei Mensah, Yalley and Sakyi-Darko (2020) on assessing the pedagogical approaches of Social Studies tutors' instructional delivery in the Colleges of Education in the Eastern and Greater Accra Regions of Ghana. The study revealed that most of the tutors used appropriate pedagogical approaches to the effective teaching and learning of Social Studies. Again, the study revealed that the pedagogical content knowledge of Social Studies teachers and the teaching-learning strategies they adopt, significantly enhanced the instructional process in the classroom. As a recommendation, Odumah, Babah,

Osei Mensah, Yalley and Sakyi-Darko (2020) proposed that teacher training institutions, teacher education division, and universities in Ghana should give appropriate training to teachers in their subject areas to improve upon their pedagogical skills and knowledge.

The current study also confirmed the study conducted by Folsom's (2009), which revealed that one of the pedagogical approaches which contributed to the effective teaching and learning process was the experience-based, child-centered education that promoted the development of thinking processes known as progressive education supported the results of the study. In agreement, this study has proposed the use of effective child-centered pedagogies that will promote core skills such as critical thinking and problem solving.

Adopting effective child-centered pedagogies helps the tutor to consciously plan questions and learning activities that will guide students in developing their thinking and emotional processes as they learn. In the classroom observation, the use of effective child-centered pedagogies was seen to be the most effective way of teaching and learning of Social Studies.

The current findings however, contradicted the findings of Kwegyiriba, Awudja, Babah (2021) who revealed that most of the college tutors never used appropriate pedagogical approaches to improve effective teaching and learning of Social Studies. Most of the tutors in the colleges in Western Region did not use constructive methods in teaching the Social Studies curriculum.

Research Question Four

How are CoEs equipped with the required resources needed to ensure successful implementation of the B.Ed Social Studies curriculum?

The intent of research question four was to find out resources that are available for the effective delivery of the New B.Ed Social Studies Curriculum. Respondents were asked to provide their views on a number of statements and their responses are presented in Table 30, 31, and 32.

The results presented in Table 30 indicated that generally, resources needed for effective delivery of Social Studies are available in the colleges though some were limited. This is supported with the overall mean and standard deviation scores ($M = 3.32$, $Sd = 1.34$).

Specifically, 275 of the respondents representing 76.4% agreed that course packs, course manuals and handbooks are available for use by both tutors and student teachers. This was supported with mean and standard deviation scores ($M = 3.83$, $Sd = 1.23$). Also, with a calculated mean of 3.78, the majority 265 teacher trainees signifying 73.6% indicated that there are online resources available for teaching and learning Social Studies in the colleges of education.

On the use of varied teaching-learning resources by tutors to facilitate learning, 263 of the respondents denoting 73.1% agreed to the indicator with a calculated mean of 3.77. The respondents also agreed ($M = 3.71$, $Sd = 1.22$) that there are available reference materials for use by tutors and student teachers for group and independent studies. The indicator was agreed by majority 254 of the respondent constituting 70.5% while 70 representing 9.4% of the respondents disagreed.

Table 30: Resources Available for Effective Delivery of the Social Studies Curriculum

Statement	Teacher Trainees					
	M(Sd)	SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1. There are sufficient and appropriate learning materials for the course	3.28(1.42)	82(22.8)	122(33.9)	28(7.8)	70(19.4)	58(16.1)
2. The library is resourced with needed materials for the course	2.16(1.42)	71(19.7)	64(17.8)	43(11.9)	107(29.7)	75(29.7)
3. Tutors use varied teaching-learning resources to facilitate learning	3.77(1.16)	101(28.1)	162(45.0)	34(9.4)	40(11.1)	23(6.4)
4. There are sufficient globes, charts, maps and other resources to facilitate teaching and learning	2.20(1.44)	73(20.3)	63(17.5)	33(9.2)	110(30.6)	81(22.5)
5. Course packs, course manuals and handbooks are available for use by both tutors and student teachers	3.83(1.23)	119(33.1)	156(43.3)	20(5.6)	34(9.4)	31(8.6)
6. There are online resources available for teaching and learning	3.78(1.19)	106(29.4)	159(44.2)	29(8.10)	40(11.1)	26(7.2)
7. There are available reference materials for use by tutors and student teachers for group and independent studies	3.71(1.22)	102(28.3)	152(42.2)	36(10.0)	40(11.1)	30(8.3)
8. There are computers readily available for student teachers to use	3.13(1.51)	85(23.6)	100(27.8)	37(10.3)	54(15.0)	84(23.3)
9. There are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc.)	3.66(1.40)	122(33.9)	131(36.4)	21(5.8)	35(9.7)	51(14.2)
10. The teaching and learning facilities have technological tools such as projectors etc.	3.68(1.41)	133(36.9)	115(31.9)	25(6.9)	37(10.3)	50(13.9)
Mean of means/Ave Std Dev	3.32(1.34)					

Source: Field survey, 2022

When asked whether the teaching and learning facilities have technological tools, such as projectors, etc., the majority 248 signifying 68.8% of the respondents agreed with a calculated mean of 3.68. on the contrary, 87 of the teacher trainee respondents disagreed to the indicator. Moreover, the respondents agreed that there are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating, etc.). This was clear from the calculated mean and standard deviation scores ($M = 3.66$, $Sd = 1.40$). Furthermore, on whether there are sufficient globes, charts, maps and other resources to facilitate teaching and learning, the respondents provided interesting opinions. It was seen that majority, 191 of the respondents signifying 53.1% disagreed that there are sufficient globes, charts etc., however, 136 of the respondents agreed. This indicates that these resources are not sufficiently available.

The results presented showed that there are available resources for the effective delivery of the Social Studies curriculum in the colleges of education since the composite mean of 3.37 is greater than the criterion mean of 2.50. This implies that tutors use varied teaching-learning resources to facilitate learning. These resources included course packs, course manuals, handbooks, reference materials and online resources which are available for use by both tutors and student teachers. To the teacher trainees, tutors and HoDs, the availability of these resources help promote group and independent studies.

Table 31: Resources Available for Effective Delivery of the Social Studies Curriculum

Statement	M(Sd)	Tutors				
		SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1. There are sufficient and appropriate learning materials for the course	3.00(1.21)	4(14.8)	8(29.6)	4(14.8)	7(25.9)	4(14.8)
2. The library is resourced with needed materials for the course	2.65(1.23)	3(11.1)	5(18.5)	5(18.5)	9(33.3)	5(18.5)
3. Tutors use varied teaching-learning resources to facilitate learning	3.75(1.02)	8(29.6)	13(48.1)	1(3.7)	5(18.5)	-
4. There are sufficient globes, charts, maps and other resources to facilitate teaching and learning	2.75(1.37)	3(11.1)	9(33.3)	1(3.7)	8(29.6)	6(22.2)
5. Course packs, course manuals and handbooks are available for use by both tutors and student teachers	3.15(1.23)	4(14.8)	12(44.5)	-	9(33.3)	2(7.4)
6. There are online resources available for teaching and learning	3.85(.88)	5(18.5)	19(70.4)	-	3(11.1)	-
7. There are available reference materials for use by tutors and student teachers for group and independent studies	3.30(1.03)	3(11.1)	11(40.7)	6(22.2)	7(25.9)	-
8. There are computers readily available for student teachers to use	3.35(1.14)	2(7.4)	15(55.6)	3(11.1)	3(11.1)	4(14.8)
9. There are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc.)	3.45(1.10)	3(11.1)	16(59.3)	2(7.4)	5(18.5)	1(3.7)
10. The teaching and learning facilities have technological tools such as projectors etc.	3.85(1.04)	6(22.2)	18(66.7)	-	2(7.4)	1(3.7)
Mean of means/Ave Std Dev	3.31(1.12)					

Source: Field survey, 2022

Table 31 presents the needed resources for the effective delivery of the Social Studies curriculum. There was an indication that most of the indicators received positive ratings (mean values exceed 3.00) suggesting that the respondents agreed with the indicators. Though there are variations in the responses, they are very low compared to the majority of the respondents who agreed. This is an indication that the respondents firmly believed that there are some needed resources needed for the effective delivery of the Social Studies curriculum, however some of these resources are not sufficient.

It was seen by the majority, that 12 of the respondents, that there were sufficient and appropriate learning materials for the course which was evident with a mean score of 3.00. Also, 14 of the respondents representing 51.8% disagreed that the college library was resourced with needed materials for the course ($M=2.65$, $Sd=1.23$). the majority 21 of the respondents denoting 77.7% gave an indication that the tutors use varied teaching-learning resources to facilitate learning ($M=3.75$, $Sd=1.02$) even though 14 of the tutor respondents were of the opinion that there were insufficient globes, charts, maps and other resources to facilitate teaching and learning ($M=2.75$, $Sd=1.37$).

Moreover, it was revealed by 16 of the respondents signifying 60.3% that course packs, course manuals and handbooks were available for use by both tutors and student teachers ($M=3.15$, $Sd=1.23$) however, 11 representing 40.7% of these respondents indicated otherwise. Also, majority, 24 of the tutors constituting 88.9% agreed that there are online resources available for teaching and learning which was evident with a mean score of ($M=3.85$, $Sd=0.88$). Again, the respondents agreed that there are available reference materials for use by tutors and student teachers for group and independent studies ($M=3.30$; $Sd=1.03$). The

respondents further agreed ($M=3.35$, $Sd=1.14$) that there were computers readily available for student teachers to use and lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc.). Lastly, the majority, 24 of the respondents representing 68.9% agreed that teaching and learning facilities had technological tools such as projectors etc. with a mean score of ($M=3.85$, $Sd=1.04$).



Table 32: Resources Available for Effective Delivery of the Social Studies Curriculum

Statement	M(Sd)	HOD				
		SA N(%)	A N(%)	U N(%)	D N(%)	SA N(%)
1. There are sufficient and appropriate learning materials for the course	3.40(1.17)	1(10)	5(50)	2(20)	1(10)	1(10)
2. The library is resourced with needed materials for the course	2.50(1.43)	1(10)	2(20)	1(10)	3(30)	3(30)
3. Tutors use varied teaching-learning resources to facilitate learning	4.00(.82)	2(20)	7(70)	-	1(10)	-
4. There are sufficient globes, charts, maps and other resources to facilitate teaching and learning	2.70(1.42)	1(10)	3(30)		4(40)	2(20)
5. Course packs, course manuals and handbooks are available for use by both tutors and student teachers	3.60(.82)	8(80)	-	-	2(20)	-
6. There are online resources available for teaching and learning	3.70(.95)	1(10)	7(70)	-	2(20)	-
7. There are available reference materials for use by tutors and student teachers for group and independent studies	3.30(1.06)	6(60)	-	2(20)	2(20)	
8. There are computers readily available for student teachers to use	3.10(1.52)	1(10)	5(50)	1(10)	1(10)	1(10)
9. There are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc.)	3.20(1.14)	6(60)	-	1(10)		3(30)
10. The teaching and learning facilities have technological tools such as projectors etc.	3.20(1.32)	2(20)	5(50)		2(20)	1(10)
Mean of means/Ave Std Dev	3.27(1.17)					

Source: Field survey, 2022

The results presented in Table 32 indicated that generally, resources needed for effective delivery of Social Studies are available in the colleges. This is supported with the overall mean and standard deviation scores ($M = 3.27$, $Sd = 1.17$). It was seen by the majority, 8 of the respondents representing 80% that course packs, course manuals and handbooks are available for use by both tutors and student teachers. This statement was supported with the mean and standard deviation scores ($M = 3.60$, $Sd = 0.83$). Also, with a mean value of 3.70, the majority 8 of the HoDs denoting 80% agreed that there are online resources available for teaching and learning Social Studies in the colleges of education.

On the use of varied teaching-learning resources by tutors to facilitate learning, 90% of the respondents agreed to the statement with the mean and standard deviation scores ($M = 4.00$, $Sd = 0.82$). The respondents also agreed that there were available reference materials for use by tutors and student teachers for group and independent studies ($M = 3.30$, $Sd = 1.06$).

When asked whether the teaching and learning facilities have technological tools, such as projectors, etc., the majority, 7 representing 70% of the respondents agreed ($M = 3.20$, $Sd = 1.32$). Moreover, the respondents agreed that there are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating, etc.). This was clear from the mean and standard deviation scores ($M = 3.20$, $Sd = 1.14$). On the contrary, 6 of the respondents signifying 60% were of the opinion that there are insufficient globes, charts, maps and other resources to facilitate teaching and learning of Social Studies ($M = 2.70$, $Sd = 1.42$).

The results presented showed that there are available resources for the effective delivery of the Social Studies curriculum in the colleges of education

however some of the resources are insufficient to support teaching and learning. This implies that tutors use varied teaching-learning resources to facilitate learning. These resources included course packs, course manuals, handbooks, reference materials and online resources which are available for use by both tutors and student teachers.

Exploratory Factor Analysis: Dimensionality of Required Resources (RR)

Construct

The EFA was conducted to assess the one-dimensionality and reliability of required resources (RR). Maximum Likelihood with Varimax rotation (ML Varimax) was specified as the extraction and rotation method. There were nine items measuring the Construct. The Kaiser-Meyer-Olkin (KMO) of 0.813 with Bartlett's test of sphericity of $p < 0.000$ was also obtained, indicating consistency with the recommended KMO cut off value of 0.70 and Bartlett's test of sphericity of $p < 0.05$ suggested by Hair et al. (2010). These results suggested that factor analysis could be conducted with the data. All the ten items (RR1, RR2..., RR10) which are expected to measure needed resources (RR) loaded one component.

Using a threshold of 0.5 for factor loading which is greater than the recommended value of 0.40 as suggested by Field (2005) and Hair et al. (1998), some of the items had their factor loading exceeding 0.5 for the respective components. This excluded "*There are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc.)*", and "*The teaching and learning facilities have technological tools such as projectors etc.*", which loaded below the threshold of 0.5 respectively, thus, making it un-presentable of the component. For the component, eight (8) items recorded a threshold more

than 0.5. They are “There are sufficient and appropriate learning materials for the course”, “The library is resourced with needed materials for the course”, “There are sufficient globes, charts, maps and other resources to facilitate teaching and learning”,

More so, “there are computers readily available for student teachers to use”, “There are available reference materials for use by tutors and student teachers for group and independent studies”, “There are online resources available for teaching and learning”, “Tutors use varied teaching-learning resources to facilitate learning”, and “Course packs, course manuals and handbooks are available for use by both tutors and student teachers”. These items measure needed resources (RR). Thus, they will be called needed resources (RR).

After the using the EFA to extract the component, the corrected item-total correlation for the items of the components was extracted using the suggested cut-off value of 0.30. It was found that the items were good measures of the components since the Cronbach’s alphas were greater than 0.800 at 0.881 for the component (RR), indicating acceptable internal reliability (Nanually & Bernstein, 1994).

Structural Equation Model (SEM) for Required Resources (RR) Construct

After the constructs demonstrated sufficient evidence of one-dimensionality and reliability using EFA, a CFA was then administered. The analysis strategy of goodness of fit for the needed resources (NR) construct followed a three statistics strategy of fit indexes as recommended by Hu and Bentler (1999). The sample data on CSSCO model yielded the $S - B\chi^2$ of 1.101 with 14 degrees of freedom (df) with a probability of $p = 0.0000$. This chi-square

value indicated that the departure of the sample data from the postulated model was significant and hence, indicative of good fit. The chi-square test is very sensitive to sample size and is used more as a descriptive index of fit rather than as a statistical test (Kline, 2005).

The CFI value was found to be 0.978 which was greater than the cut-off limit of 0.90 describes the model to be acceptable. The NFI value was 0.921 which is within the given range, but the given cut-off value of $NFI \geq .90$ as shown in Table 34.

Table 33: One-Dimensionality and Reliability of Required Resources (RR) Construct

	NR	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
There are sufficient and appropriate learning materials for the course	0.890	0.788	0.807	0.856	
The library is resourced with needed materials for the course	0.889	0.774	0.851	0.857	
There are sufficient globes, charts, maps and other resources to facilitate teaching and learning	0.841	0.607	0.816	0.870	
There are computers readily available for student teachers to use	0.652	0.705	0.804	0.863	0.881
There are available reference materials for use by tutors and student teachers for group and independent studies	0.630	0.490	0.601	0.880	
There are online resources available for teaching and learning	0.599	0.678	0.858	0.867	

Table 33 Continued

Tutors use varied teaching-learning resources to facilitate learning	0.581	0.580	0.804	0.872
Course packs, course manuals and handbooks are available for use by both tutors and student teachers	0.580	0.616	0.782	0.870
<i>There are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc.)</i>				
<i>The teaching and learning facilities have technological tools such as projectors etc.</i>				

Source: Field survey (2022)

Therefore, the model is acceptable. The PNFI value obtained is 0.547 which is also below the cut-off value of 0.80. Also, the RMR of 0.039 which is smaller than 0.05 and GFI value of 0.934 which is also greater than 0.090. These fit indexes for the required resources (RR) model suggest that the postulated model adequately describe the sample data and could therefore, be included in the full latent variable model analysis (Table 34).

Table 34: Robust fit index for Adaptive Change

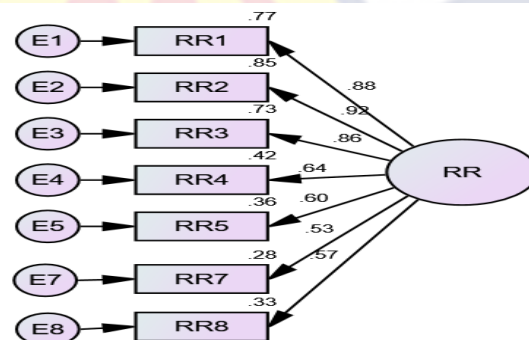
Fit Index	Cut-Off Value	Estimate	Comment
$S - B\chi^2$		1.101	
Df	$0 \geq$	14	Acceptable
CFI	$0.90 \geq$ acceptable $0.95 \geq$ good fit	0.978	Good fit
PCFI	Less than 0.80	0.652	Good fit
RMSEA	Less than 0.08	0.073	Acceptable
RMSEA 95% CI	0.00-0.08 "good fit"	0.000-0.023	Acceptable
NFI	Greater than 0.90 "good fit"	0.921	Good fit
IFI	Greater than 0.90 "good fit"	0.980	Good fit
PNFI	Less than 0.80	0.547	Good fit
RMR	Less than 0.05 "good fit"	0.039	Good fit
GFI	Greater than 0.90 "good fit"	0.934	Good fit

Source: Field survey (2022)

Table 35: Final conceptual model indicator variables for Required Resources (RR)

Latent Component	Indicator Variable	Measurement Variable	Label
Needed Resources (NR)		There are sufficient and appropriate learning materials for the course	NR1
		The library is resourced with needed materials for the course	NR2
		There are sufficient globes, charts, maps and other resources to facilitate teaching and learning	NR3
		There are computers readily available for student teachers to use	NR4
		There are available reference materials for use by tutors and student teachers for group and independent studies	NR5
		Tutors use varied teaching-learning resources to facilitate learning	NR7
		Course packs, course manuals and handbooks are available for use by both tutors and student teachers	NR8

Source: Field survey (2022)

*Figure 6: CFA Model for Required Resources (RR)*

Unidimensional model for Required Resources (RR) features are presented (Figure 6 and Table 35). Out of the ten (10) indicator variables, seven (7) were obtained and used for the final CFA analysis (Byrne, 2006; Joreskog & Sorbom, 1988). From the cases analysed for this construct, seven (7) indicator variables made up of one (1) component realised as NR (NR1, NR2, NR3, NR4, NR5, NR7, and NR8).

Table 36: Factor loading and P-value of Required Resources (RR)

Hypothesised relationships (Path)	Unstandardised Coefficient (λ)	Standardised Coefficient (λ)	P-Value	R-Square	Significant at 5% Level
RR 1 \leftarrow RR	1.000	0.878	0.00	0.771	Yes
RR 2 \leftarrow RR	1.060	0.922	0.00	0.849	Yes
RR 3 \leftarrow RR	1.103	0.857	0.00	0.735	Yes
RR 4 \leftarrow RR	0.687	0.644	0.00	0.419	Yes
RR 5 \leftarrow RR	0.584	0.604	0.00	0.364	Yes
RR 7 \leftarrow RR	0.510	0.533	0.00	0.285	Yes
RR 8 \leftarrow RR	0.660	0.574	0.00	0.329	Yes

Source: Field survey (2022)

Table 36 shows the correlation values, standard errors and the test of statistics of the final seven-indicator model. All the correlation values were less than 1.00, and all the p-values were less than the significant value of 0.05 and show appropriate signs. The estimates were therefore deemed reasonable, as well as statistically significant. The parameter with the highest standardized coefficient was the indicator with variable NR2 and its parameter coefficient was 0.922.

Most of the parameter estimates had high correlation values close to 1.00. The high correlation values suggest a high degree of linear association between the indicator variables and the unobserved variables (NR). In addition, the R Square values were also close to the desired value of 1.00 indicating that the factors explained more of the variance in the indicator variables. The results therefore, suggest that the indicator variables significantly predict the unobserved components, because all the measured variables are significantly associated with the component (NR) under needed resources factors.

Qualitative Analysis

Appropriate human and material resources for the implementation

The participants were asked whether their colleges have appropriate human and material resources for the implementation of the B.Ed. Social Studies curriculum. Most of the participants responded that there are available human and material resources available in their colleges. However, they added these resources were inadequate. For instance, one said,

“The current situation is that there are not enough tutors available to teach all the courses. This shortage is primarily caused by the lack of financial clearance to hire additional tutors.” (P6).

Available electronic materials for the implementation of the programme

Participants were probed on the availability of electronic materials and online resources for use by both Social Studies tutors and students. The participants agreed that there are available online resources in their colleges. Key among these online resources included online videos and Audio/video conferencing software. Specifically, the participants mentioned *“YouTube videos, zoom conferencing app, and Google Classroom, Google Meet”* (P2, P3, P5, P7).

Again, the participants mentioned the use of Social Media platforms such as Telegram and WhatsApp by tutors in teaching and learning Social Studies. Some participants also mentioned the availability of the University of Cape Coast's electronic library, which has been made free to tutors and student teachers. Again, some participants stated the availability of the Ghana Tertiary Education Commission (GTEC) online resources and access to the National

Tertiary Education Curriculum Framework (NTECF) from online sources. One of the principals noted:

“The programme has an ample supply of essential electronic materials necessary for its implementation. These materials comprise course packs, course manuals, online resources, and handbooks. All these resources are readily available for use by both tutors and teacher trainees to facilitate effective teaching and learning processes.” (P4)

Available teaching resources in the colleges

The participants were further asked to state some of the teaching resources the College has. Dominant responses included the lack of digital tools for teaching. Specifically, ICT tools such as projectors and laptops were mentioned as not available in the colleges. Again, the participants mentioned the lack of human resources and technical support staff. Participants also mentioned the unavailability of stationery and textbooks for teaching Social Studies courses. Specifically, resources such as globes, flip charts, course packs, course manuals, and cardboards were mentioned by the participants as not being available. This was highlighted by a principal in the following words:

“When it comes to our resources for the B.Ed. Social Studies curriculum, we’ve got some challenges. We do have some human and material resources available, but they’re just not cutting it. Take our teaching resources, for example. We’re really lacking in digital tools like projectors and laptops, and there’s not enough technical support staff to go around. Plus, we’re short on stationery and textbooks, and our library doesn’t have all the recommended reading materials. It’s tough, you know? The bottom line is that we need more resources to effectively deliver the Social Studies curriculum. Having the right materials in

place is crucial for creating a rich learning environment for both our tutors and student teachers.” (P6)

The participants stressed the inadequacy of textbooks for teaching Social Studies. One principal remarked:

“Even though the management has tried to provide resources to aid the implementation, there are still inadequate reading materials for both tutors and student-teachers. The library is not well equipped with the recommended textbooks for the implementation of the social studies curriculum.” (P3)

The analysis therefore suggests that to effectively deliver the Social Studies curriculum, it is important to have the necessary resources in place. Social Studies curriculum is supported by a range of resources to facilitate teaching and learning. The availability of learning materials, a well-resourced library, visual aids, computers, reference materials, varied teaching-learning resources, and course packs/manuals/handbooks contribute to a comprehensive and enriched learning environment for both tutors and student teachers.

The findings from the quantitative study revealed that resources needed for effective implementation of the new Social Studies curriculum are not sufficient and adequate to support tutors in their teaching. This suggests that during teaching and learning processes, Social Studies tutors are not able to use relevant resources to meet students learning needs and make teaching and learning lively for students to easily relate what had been learnt to the real-world experiences. To support this finding, it was observed that tutors rarely used teaching-learning resources to facilitate learning of Social Studies lessons. Meanwhile, the findings from the qualitative study showed that not all colleges

have enough resources for effective implementation of the B.Ed. Social Studies curriculum as asserted by principals of some colleges.

It is, however, worth noting that the findings revealed the availability of electronic resources, reference materials, online resources, course packs, course manuals, and handbooks to assist the Social Studies tutors in successfully implementing the new Social Studies curriculum. This was buttressed with the results from the interview, which showed that tutors have access to electronic materials such as course packs, course manuals, online resources and handbooks, which were available for use by both tutors and teacher trainees for teaching and learning.

While this seemed to be the case, most of the principals mentioned that there were inadequate textbooks in the colleges' libraries. The implication is that most Colleges of Education and for that matter, the various Social Studies departments had made available relevant electronic materials and resources needed by tutors to ensure that the B.Ed. Social Studies curriculum is successfully implemented.

However, physical teaching and learning resources for the implementation of the programme such as globes, charts, maps, flip charts, posters, magazines, atlases, flannel graphs, flashcards, models, albums, diagrams, simultaneous games, overhead projectors, slide projectors, opaque projectors were seriously lacking in the colleges. Again, it is worth noting that libraries in the Colleges did not have sufficient textbooks for the implementation of the B.Ed. Social Studies curriculum.

Also, the current study revealed that online resources are available for teaching and learning Social Studies. This was supported by results from the

interview which showed that most colleges use online videos, audio/video conference, Social Media tools such as Telegram and WhatsApp as well as electronic library access from mentoring universities. While there are available electronic materials and resources, tutors must make use of a variety of these resources.

However, physical resources were rarely seen in the lesson observations as tutors were seen not to be using teaching-learning resources to facilitate learning. The lesson observation in this study revealed that there are insufficient globes, charts, maps and other resources to facilitate teaching and learning.

It was further observed that the lecture halls support effective lesson delivery. This implies that the lecture halls were not overcrowded and had comfortable seating arrangements. Again, the findings of this study show that computers are readily available for teacher-trainees to use. This implies that learners (student-teachers) have access to varied technological resources to facilitate their learning and monitor their progress in learning.

The findings of this study contrast Nwaubani, Otoh-Offong, Usulor, Okeke (2016) assertion that there are resource availability and utilization dimensions in the implementation of Social Studies curriculum. They further indicated that the twin issues of resource availability and utilization constituted part of the vital debate to effective implementation of Social Studies curricula across different educational levels in Nigeria. It is interesting to know that the availability of resource is a key issue when it comes to the implementation of any new curriculum.

The current findings corroborate the findings to the study conducted by Nwaubani, Otoh-Offong, Usulor and Okeke (2016), that there are insufficient

resources in the implementation of junior secondary Social Studies curriculum in Ebonyi State, Nigeria. According to Nwaubani, Otoh-Offong, Usulor and Okeke (2016), even though most vital instructional materials recommended for effective implementation of junior secondary Social Studies Curriculum are not available in schools, teachers utilized most of the available innovative instructional methods such as drama, field-trip and simulation significantly in teaching Social Studies.

While the current study revealed that instructional resources are not effectively used to implement the Social Studies curriculum in Colleges of Education in Ghana, the same cannot be said for Nwaubani, Otoh-Offong, Usulor, and Okeke's (2016) study. Therefore, Nwaubani, Otoh-Offong, Usulor, and Okeke (2016) recommended that teachers be supported with appropriate resources for teaching and learning.

The current study did not also agree with the findings of the study conducted by Joseph and Olatunde (2011), who looked at the provision of facilities as it relates to the academic performance of students in Agricultural Science between 1990 and 1997 in Ekiti State, Nigeria. Joseph and Olatunde (2011) revealed that even though students did not have sufficient resources and facilities to assist their learning, it did not have any significant effect on their performance.

Thus, there was no significant difference in the performance of students from rural and urban secondary schools in terms of the availability of library facilities. This, in other words, means that the availability or non-availability of instructional resources may not have any impact on students' performance. However, as this study has established, available and effective use of resources

provides tutors with a means of instilling in learners' lifelong skills and competencies with the use of appropriate pedagogical approaches.

The findings of this study, again, correspond with the study conducted by Akinsolu (2003), who conducted a study on the provision and management of facilities for primary education in Nigeria with reference to the western part of Nigeria. The results of Akinsolu's (2003) study revealed that there was a gross inadequacy of facilities for Nigerian primary schools. The study concluded that no matter how qualified teachers may be if physical facilities were not available in schools, the objectives of teaching and learning would not be achieved. Thus, the availability of instructional resources and physical structures such as lecture halls or classrooms go a long way in ensuring that learning outcomes are achieved (Akinsolu, 2003).

In a nutshell, the finding of this study has revealed that resources for implementing the B.Ed. Social Studies curriculum are not available for use by tutors in the Colleges of Education in Ghana, even though there are available electronic materials. This suggests that tutors have little or no access to some of the instructional resources and are therefore not able to utilize them towards achieving the objectives of the Social Studies curriculum. By implication, learners (student-teachers) cannot learn best in the absence of these instructional resources. Student-teachers also take clues in the application of resources in teaching. Such knowledge can be applied in the field of work when student-teachers become teachers.

Research Question Five

What ways do tutors in CoEs employ to effectively integrate the three components of the National Teachers' Standards into their Social Studies curriculum delivery?

This section of the analysis sought to examine national teachers' standards factors. Items under this section were analysed using frequency, percentage, mean and standard deviation (Sd). Table 29, 30 and 31 was used to present the findings. Table 29, 30, and 31 present ways the national teachers' standards was integrated in the implementation of the Social Studies curriculum. It indicates that all the indicators received positive ratings (mean values exceed 3.00) suggesting that the respondents agreed with the indicators. Although there are variations in the responses, they are very low compared to the majority of the respondents who agreed.

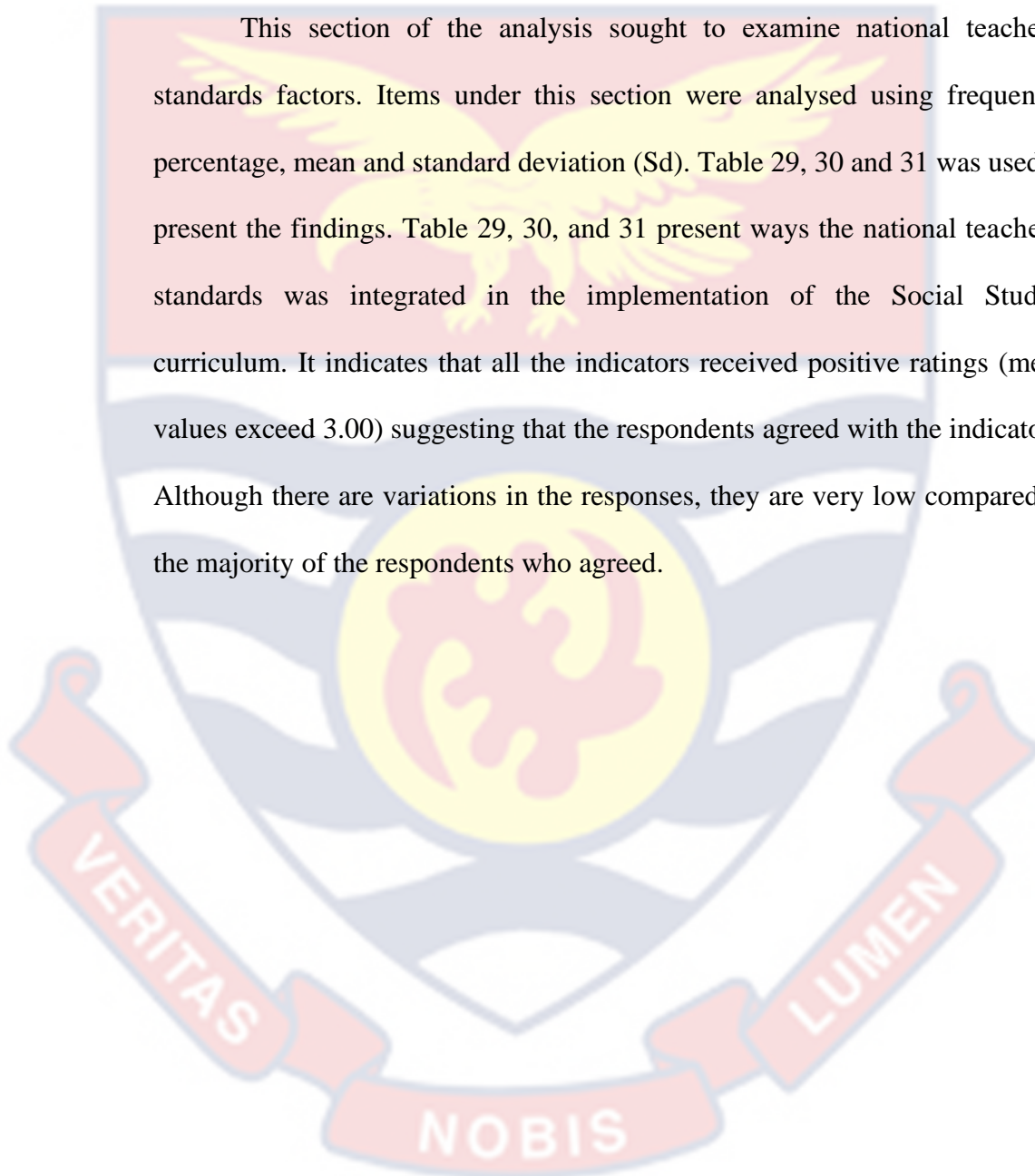


Table 37: Integration of NTS in the Implementation of Social Studies Curriculum

Statement	M(Sd)	Tutors				
		SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1. Tutors assess the performance of students through class assignments and oral presentations	3.95(1.23)	12(44.4)	10(37.0)	-	3(11.1)	2(7.4)
2. Tutors assess student teachers through personal/group projects and students reflective journals	4.05(1.0)	10(37.0)	13(48.1)	-	4(14.8)	-
3. Student teachers are assessed through micro research project work	3.90(1.07)	7(25.9)	16(59.3)	-	2(7.4)	2(7.4)
4. Student teachers are assessed through end-of-semester examinations	4.40(1.10)	20(74.1)	3(11.1)	-	4(14.8)	-
5. Student teachers are assessed through micro teaching	4.00(1.26)	12(44.4)	9(33.3)	-	4(14.8)	2(7.4)
6. Portions of the NTS forms part of every social studies lesson presented to student teachers	2.00(.86)	-	2(7.4)	2(7.4)	8(29.6)	15(55.6)
7. Student teachers are guided to make reference to the NTS in their presentations and assignments	4.15(.93)	11(40.7)	12(44.4)	2(7.4)	2(7.4)	-
8. Tutors display sufficient knowledge of the NTS	3.65(1.18)	6(22.2)	15(55.6)	-	4(14.8)	2(7.4)
9. Tutors are able to explain the three major standards of the NTS to students with examples	3.65(1.14)	6(22.2)	13(48.1)	3(11.1)	3(11.1)	2(7.4)
10. Tutors mention various aspects of the NTS in every lesson delivery to students	3.65(.99)	4(14.8)	16(59.3)	3(11.1)	2(7.4)	2(7.4)
Mean of means/Ave Std Dev	3.94(1.08)					

Source: Field survey, 2022

The results presented on Table 37 showed that 22 of the respondents representing 81.4% were of the opinion that tutors assess the performance of students through class assignments and oral presentations. There was further agreement from majority 23 tutors, denoting 85.1% of the respondents that tutors assessed student teachers through personal/group projects and students' reflective journals in order to integrate NTS into their lessons ($M=4.05$, $Sd=1.0$). With a calculated mean of 3.90, 77.7% of the respondents indicated that assessment of student teachers through micro research project work ensured the integration of NTS. When the respondents were asked to state whether student teachers are guided to make reference to the NTS in their presentations and assignments, 85.1% of the respondents agreed to the statement with a calculated mean of 4.15.

Further, on whether tutors displayed sufficient knowledge of the NTS, 21 of the respondents signifying 77.8% were in agreement to the indicator with a calculated mean of 3.65. Moreover, the tutor respondents were of the opinion that they are able to explain the three major standards of the NTS to students with examples ($M=3.65$, $Sd=1.14$). on the other hand, 23 of the respondents constituting 85.2% were in disagreement that portions of the NTS forms part of every social studies lesson presented to student teachers. This was supported by the calculated mean and standard deviation ($M=2.00$, $Sd=0.86$).

Table 38: Integration of NTS in the Implementation of Social Studies Curriculum

Statement	Teacher Trainees					
	M(Sd)	SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1. Tutors assess the performance of students through class assignments and oral presentations	4.32(1.06)	209(58.1)	111(30.8)	5(1.4)	17(4.7)	18(5.0)
2. Tutors assess student teachers through personal/group projects and students reflective journals	4.44(0.93)	226(62.8)	102(28.3)	1(.3)	25(6.9)	6(1.7)
3. Student teachers are assessed through micro research project work	4.02(1.17)	153(42.5)	141(39.2)	1(.3)	50(13.9)	15(4.2)
4. Student teachers are assessed through end-of-semester examinations	4.39(0.99)	219(60.8)	108(30.0)	2(.6)	18(5.0)	13(3.6)
5. Student teachers are assessed through micro teaching	3.94(1.21)	146(40.6)	137(38.1)	4(1.1)	56(15.6)	17(4.7)
6. Portions of the NTS forms part of every social studies lesson presented to student teachers	2.97(1.15)	19(5.3)	42(11.7)	4(1.1)	133(36.9)	162(45.0)
7. Student teachers are guided to make reference to the NTS in their presentations and assignments	3.88(1.25)	129(35.8)	160(44.4)	2(.6)	37(10.3)	32(8.9)
8. Tutors display sufficient knowledge of the NTS	3.87(1.21)	123(34.2)	163(45.3)	5(1.4)	43(11.9)	26(7.2)
9. Tutors are able to explain the three major standards of the NTS to students with examples	3.91(1.19)	125(34.7)	167(46.4)	6(1.7)	36(10)	26(7.2)
10. Tutors mention various aspects of the NTS in every lesson delivery to students	3.73(1.31)	113(31.4)	159(44.2)	5(1.4)	44(12.2)	39(10.8)
Mean of means/Ave Std Dev	4.05(1.15)					

Source: Field survey, 2022

According to the findings presented on Table 38, it was seen that respondents generally agreed to the fact that tutors integrated NTS during the implementation of the new B.Ed Social Studies curriculum. This is shown from the mean of means and average standard deviation scores ($M = 4.05$, $Sd = 1.15$).

It can also be seen that 289 signifying 80.2% of the respondents agreed to the fact that student teachers were guided to make reference to the NTS in their presentations and assignments ($M=3.88$, $Sd=1.25$) even though 295 representing 81.9 of the teacher trainee respondents were of the opinion that portions of the NTS did not formed part of every Social Studies lesson presented to student teachers. This implies that the student teachers were in disagreement with the indicator with the calculated mean and standard deviation ($M=2.97$, $Sd=1.15$).

In other angle, 292 denoting 81.1% of the respondents agreed to the fact that tutors are able to explain the three major standards of the NTS to students with examples. This is supported by the mean and standard deviation values ($M = 3.91$, $Sd = 1.19$). Again, the respondents unanimously agreed ($M = 3.88$, $Sd = 1.25$) that student teachers were guided to make reference to the NTS in their presentations and assignments. On the statement of how tutors display sufficient knowledge of the NTS, 286 constituting 79.5% of the respondents agreed with a calculated mean and standard deviation scores ($M=3.87$, $Sd=1.21$) Finally, 75.6% of the teacher trainee respondents agreed to the fact that tutors mentioned various aspects of the NTS in every lesson delivered to student teachers. This was supported by the mean and standard deviation scores ($M=3.73$, $Sd=1.31$).

Table 39: Integration of NTS in the Implementation of Social Studies Curriculum

Statement	HOD					
		SA	A	U	D	SD
	M(Sd)	N(%)	N(%)	N(%)	N(%)	N(%)
1. Tutors assess the performance of students through class assignments and oral presentations	4.10(.32)	1(10)	9(90)	-	-	-
2. Tutors assess student teachers through personal/group projects and students reflective journals	4.40(.52)	4(40)	6(60)	-	-	-
3. Student teachers are assessed through micro research project work	4.40(.52)	4(40)	6(60)	-	-	-
4. Student teachers are assessed through end-of-semester examinations	4.60(.52)	4(40)	6(60)	-	-	-
5. Student teachers are assessed through micro teaching	4.50(.53)	6(60)	4(40)	-	-	-
6. Portions of the NTS forms part of every social studies lesson presented to student teachers	1.50(.92)	-	-	-	5(50)	5(50)
7. Student teachers are guided to make reference to the NTS in their presentations and assignments	4.10(.88)	3(30)	6(60)	-	1(10)	-
8. Tutors display sufficient knowledge of the NTS	3.90(.88)	2(20)	6(60)	-	1(10)	1(10)
9. Tutors are able to explain the three major standards of the NTS to students with examples	4.10(.99)	4(40)	4(40)	1(10)	1(10)	-
10. Tutors mention various aspects of the NTS in every lesson delivery to students	4.00(.82)	3(30)	4(40)	3(30)	-	-
Mean of means/Ave Std Dev	3.96(.69)					

Source: Field survey, 2022

As shown in Table 39, teacher trainees, tutors and HoDs in the various colleges' expectations of the integration of the NTS in the implementation of Social Studies curriculum was sought. The respondents generally agreed to the fact that tutors integrated NTS during the implementation of the new B.Ed Social Studies curriculum. This is shown from the mean of means and average standard deviation scores ($M=3.96$, $Sd=0.69$). Specifically, it was seen that all the 10 respondents unanimously disagreed that portions of the NTS formed part of every Social Studies lesson presented to student teachers.

This was evidentially seen in the mean and standard deviation scores ($M=1.50$, $Sd=0.92$). Again, 80% of the respondents agreed to the fact that tutors are able to explain the three major standards of the NTS to students with examples ($M=4.10$, $Sd=0.99$). Further, 90% of the HoD respondents concurred that student teachers were guided to make reference to the NTS in their presentations and assignments. This was supported by the mean and standard deviation values ($M=4.10$, $Sd=0.88$). With the statement on how tutors display sufficient knowledge of the NTS, 8 representing 80% of the respondents agreed to the indicator ($M = 3.90$, $Sd = 0.88$). Finally, 70% the respondents agreed to the fact that tutors mentioned various aspects of the NTS in every lesson delivered to student teachers. This was supported by the mean and standard deviation scores ($M=4.00$, $Sd=0.82$).

Exploratory Factor Analysis: Dimensionality of National Teachers Standards (NTS) Construct

The EFA was conducted to assess the one-dimensionality and reliability of national teachers' standards (NTS). Maximum Likelihood with Varimax rotation

(ML Varimax) was specified as the extraction and rotation method. There were fourteen items measuring the Construct. The Kaiser-Meyer-Olkin (KMO) of 0.772 with Bartlett's test of sphericity of $p < 0.000$ was also obtained, indicating consistency with the recommended KMO cut off value of 0.70 and Bartlett's test of sphericity of $p < 0.05$ suggested by Hair et al. (2010). These results suggested that factor analysis could be conducted with the data. All the ten items (NTS1, NTS2, NTS3... NTS10) which are expected to measure national teachers' standards (NTS) loaded one component.

Using a threshold of 0.5 for factor loading which is greater than the recommended value of 0.40 as suggested by Field (2005) and Hair et al. (1998), all the items had their factor loading exceeding 0.5 for the respective components. For the First component, ten (10) items recorded a threshold more than 0.5. They are "Student teachers are assessed through end-of-semester examinations", "Student teachers are assessed through micro research project work", "Tutors assess student teachers through personal/group projects and students' reflective journals", "Tutors help student teachers to identify the pillars of the NTS in every lesson delivered",

Furthermore, it was "Tutors are able to explain the three major standards of the NTS to student teachers with examples", "Student teachers are assessed through micro teaching", "Tutors assess the performance of student teachers through class assignments and oral presentations", "Tutors display sufficient knowledge of the NTS", "Portions of the NTS form part of every Social Studies lesson presented to student teachers" and "Student teachers are guided to make reference to the NTS in

their presentations and assignments”. These items measure national teachers’ standards (NTS). Thus, they will be called national teachers’ standards (NTS).

After the using the EFA to extract the component, the corrected item-total correlation for the items of the component was extracted using the suggested cut-off value of 0.30. It was found that the items were good measures of the components since the Cronbach’s alphas were greater than 0.800 at 0.948 for the first component (NTS), indicating acceptable internal reliability (Nanually & Bernstein, 1994).

Structural Equation Model (SEM) for National Teachers Standards (NTS)

Construct

After the constructs demonstrated sufficient evidence of one-dimensionality and reliability using EFA, a CFA was then administered. The analysis strategy of goodness of fit for the national teachers’ standards (NTS) construct followed a three statistics strategy of fit indexes as recommended by Hu and Bentler (1999).

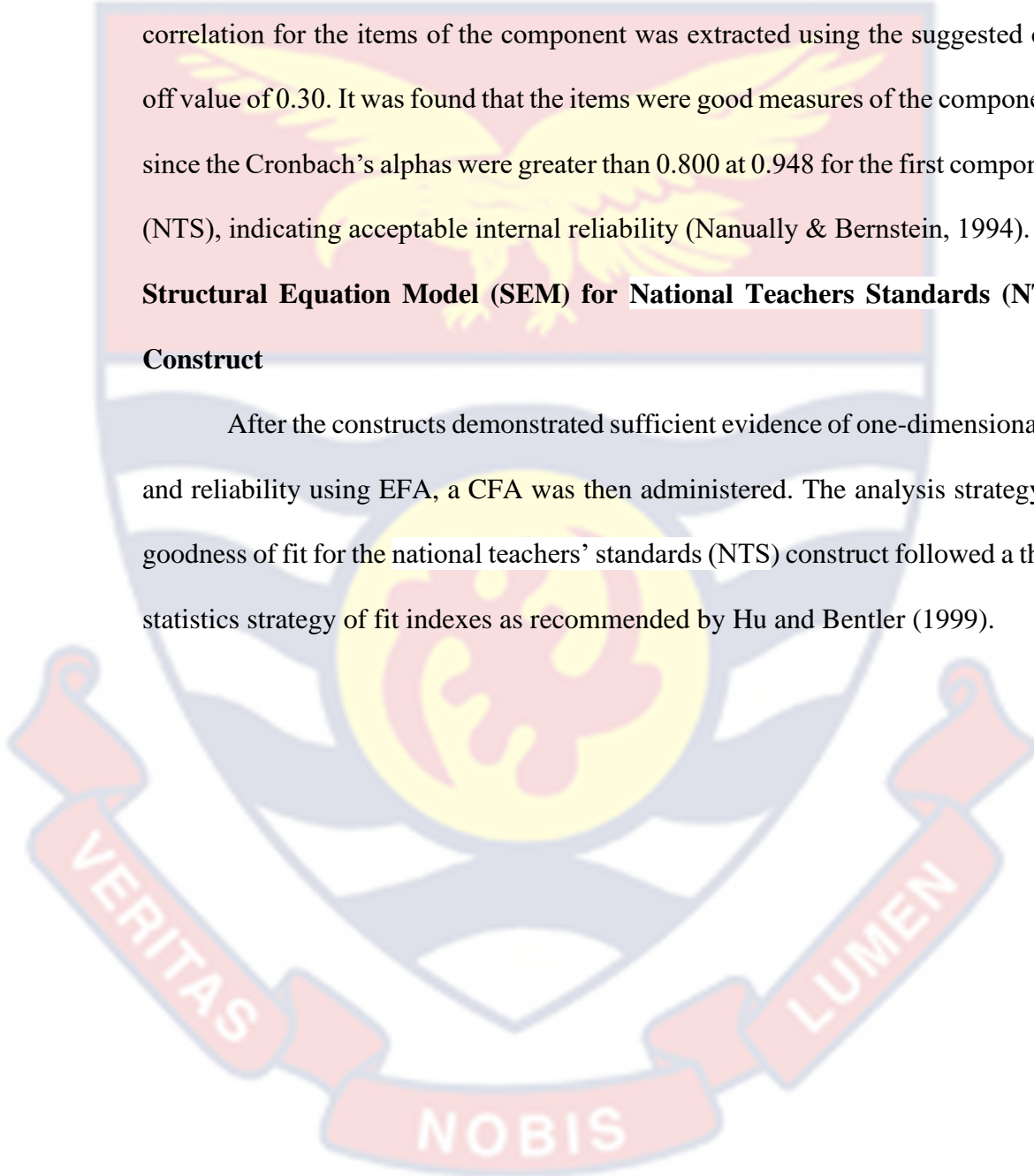


Table 40: One-Dimensionality and Reliability of National Teachers Standards (NTS) Construct

	NTS	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Student teachers are assessed through end-of-semester examinations	0.939	0.788	0.854	0.942	
Student teachers are assessed through micro research project work	0.912	0.876	0.865	0.938	
Tutors assess student teachers through personal/group projects and students' reflective journals	0.905	0.882	0.914	0.938	
Tutors help student teachers to identify the pillars of the NTS in every lesson delivered.	0.896	0.917	0.920	0.936	
Tutors are able to explain the three major standards of the NTS to student teachers with examples	0.868	0.826	0.881	0.940	0.948
Student teachers are assessed through micro teaching	0.867	0.530	0.859	0.952	
Tutors assess the performance of student teachers through class assignments and oral presentations	0.841	0.518	0.857	0.952	
Tutors display sufficient knowledge of the NTS	0.836	0.783	0.895	0.942	
Portions of the NTS form part of every Social Studies lesson presented to student teachers	0.578	0.827	0.911	0.940	
Student teachers are guided to make reference to the NTS in their presentations and assignments	0.571	0.860	0.865	0.939	

Source: Field survey (2022)

The sample data on CSSCO model yielded the $S - B\chi^2$ of 2.174 with 20 degrees of freedom (df) with a probability of $p = 0.0000$. This chi-square value indicated that the departure of the sample data from the postulated model was significant and hence, indicative of good fit. The chi-square test is very sensitive to sample size and is used more as a descriptive index of fit rather than as a statistical test (Kline, 2005).

The CFI value was found to be 0.969 which was greater than the cut-off limit of 0.90 describes the model to be acceptable. The NFI value was 0.991 which is within the given range, but the given cut-off value of $NFI \geq .90$ as shown in Table 29. Therefore, the model is acceptable. The PNFI value obtained is 0.565 which is also below the cut-off value of 0.80. Also, the RMR of 0.048 which is smaller than 0.05 and GFI value of 0.940 which is also greater than 0.090. These fit indexes for the national teachers' standards (NTS) model suggest that the postulated model adequately describe the sample data and could therefore, be included in the full latent variable model analysis (Table 41).

Table 41: Robust Fit Index for National Teachers Standards (NTS)

Fit Index	Cut-Off Value	Estimate	Comment
$S - B\chi^2$		2.174	
Df	$0 \geq$	20	Acceptable
CFI	$0.90 \geq$ acceptable $0.95 \geq$ good fit	0.969	Good fit
PCFI	Less than 0.80	0.621	Good fit
RMSEA	Less than 0.08	0.024	Acceptable
RMSEA 95% CI	0.00-0.08 "good fit"	0.014-0.035	Acceptable
NFI	Greater than 0.90 "good fit"	0.991	Good fit
IFI	Greater than 0.90 "good fit"	0.975	Acceptable
PNFI	Less than 0.80	0.565	Good fit
RMR	Less than 0.05 "good fit"	0.048	Good fit
GFI	Greater than 0.90 "good fit"	0.940	Good fit

Source: Field survey (2022)

Unidimensional model for national teachers' standards (NTS) features are presented (Figure 7 and Table 42). Out of the ten (10) indicator variables, eight (8) were obtained and used for the final CFA analysis (Byrne, 2006; Joreskog & Sorbom, 1988). From the cases analysed for this construct, eight (8) indicator variables made up of one (1) component realised as NTS (NTS1, NTS2, NTS3, NTS4, NTS5, NTS6, NTS7 and NTS8).

Table 42: Final conceptual model indicator variables for National Teachers Standards (NTS)

Latent Component	Indicator Variable	Measurement Variable	Label
National Teachers Standards (NTS)		Student teachers are assessed through end-of-semester examinations	NTS1
		Student teachers are assessed through micro research project work	NTS2
		Tutors assess student teachers through personal/group projects and students reflective journals	NTS3
		Tutors help student teachers to identify the pillars of the NTS in every lesson delivered	NTS4
		Tutors are able to explain the three major standards of the NTS to student teachers with examples	NTS5
		Student teachers are assessed through micro teaching	NTS6
		Tutors assess the performance of student teachers through class assignments and oral presentations	NTS7
		Tutors display sufficient knowledge of the NTS	NTS8

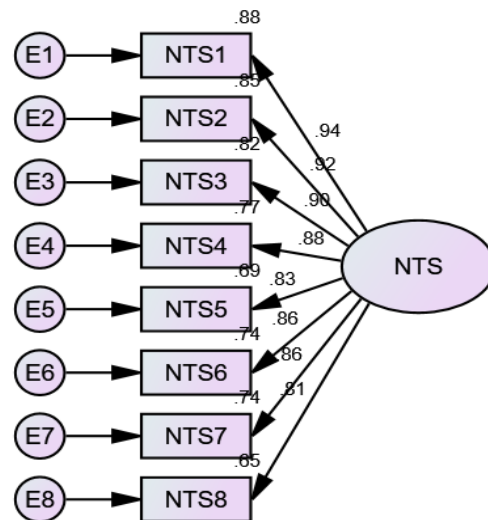


Figure 7: CFA Model for National Teachers Standards (NTS)

Table 43 shows the correlation values, standard errors and the test of statistics of the final eleven-indicator model. All the correlation values were less than 1.00, and all the p-values were less than the significant value of 0.05 and show appropriate signs. The estimates were therefore deemed reasonable, as well as statistically significant. The parameter with the highest standardized coefficient was the indicator with variable NTS6 and its parameter coefficient was 0.960.

Table 43: Factor Loading and P-value of National Teachers Standards (NTS)

Hypothesised relationships (Path)	Unstandardised Coefficient (λ)	Standardised Coefficient (λ)	P-Value	R-Square	Significant at 5% Level
NTS1 \leftarrow NTS	1.000	0.938	0.00	0.881	Yes
NTS2 \leftarrow NTS	0.961	0.922	0.00	0.850	Yes
NTS3 \leftarrow NTS	0.877	0.903	0.00	0.816	Yes
NTS4 \leftarrow NTS	0.843	0.877	0.00	0.769	Yes
NTS5 \leftarrow NTS	0.920	0.832	0.00	0.693	Yes
NTS6 \leftarrow NTS	1.051	0.960	0.00	0.740	Yes
NTS7 \leftarrow NTS	1.032	0.688	0.00	0.739	Yes
NTS8 \leftarrow NTS	0.927	0.806	0.00	0.650	Yes

Source: Field Survey (2022)

Most of the parameter estimates had high correlation values close to 1.00. The high correlation values suggest a high degree of linear association between the indicator variables and the unobserved variables (NTS). In addition, the R Square values were also close to the desired value of 1.00 indicating that the factors explained more of the variance in the indicator variables. The results therefore, suggest that the indicator variables significantly predict the unobserved components, because all the measured variables are significantly associated with the component (NTS) under national teachers' standards factors.

Qualitative Analysis

Awareness of the Assessment Policy and its accessibility

The participants were first asked whether their Social Studies tutors were aware of the existence of the assessment policy. All the principals said that the tutors were aware of this policy. They further asserted that the tutors have access to this policy. One of the participants said, *"Yes, each tutor has been provided with a copy of the Assessment policy and is fully informed about its content."* (P3). Another added: *"Yes, tutors are very much aware of the policy and have copies."* (P6)

Ensuring assessment of the curriculum is done following the NTEAP guidelines

The participants were further asked whether they ensure assessment of the Social Studies curriculum is done in accordance with the NTEAP guidelines. Most of them mentioned that they ensure that the assessment strategies tutors adopt are aligned with the NTEAP guidelines. On how they do this, the participants said they adopt monitoring and evaluation strategies to make sure

tutors are aligning assessments to the NTEAP. The monitoring, according to them, is done by the Quality Assurance Officer of the college, the Social Science HoD or the Vice Principal of the college. For instance, one of the principals mentioned

“I gather data on the alignment of assessment with the NTEAP from the monitoring and evaluation approach report by the Quality Assurance Officer and the Vice Principal.” (P3). Another added: “The HoDs are tasked to ensure that course outlines are prepared, spelling out various assessment procedures and ensure that the procedures are followed.”

Challenges in using the NTEAP guidelines in the assessment

Questions were also asked on the challenges tutors face in using the NTEAP guidelines in assessment. Few participants mentioned that there are no challenges with respect to using the NTEAP guidelines for assessment. However, the majority of the participants emphasised that there are challenges with using the NTEAP guidelines. One dominant challenge mentioned was inadequate training of tutors on the use of the NTEAP guidelines in assessment. In the words of one principal,

“Many of the tutors within our college may benefit from additional formal training or exposure to the NTEAP guidelines. It is worth noting that our mentoring institution/ university has not provided any specific training on the NTEAP to the tutors.” (P6)

Suggestions for improving the NTEAP guidelines

Participants were again asked to offer their suggestions on how to better improve the NTEAP guidelines and its integration into the Social Studies curriculum. Two main suggestions were collated from the discussions with the

participants. One, the participants suggested an enhanced training and retraining of staff including tutors of Social Studies on how to integrate NTEAP guidelines in their assessment practices. For example, one said,

“Before new tutors start teaching, they need to be briefed on the guidelines for assessment. This is an important step to ensure that they understand the expectations and standards for evaluating students' performance.” (P3). Two, the participants stressed that emphasis should be placed on subject projects and assessments. A principal noted: *“It is important we ensure that assessment includes subject projects and the like”* (P4)

Ensuring tutors integrate the Professional Values and Attitude (PVA), the Professional Knowledge (PK) and the Professional Practice (PP) of NTS

Participants were further asked to state measures they take to ensure tutors, particularly Social Studies tutors integrate various aspects of the NTS. The questions centred on how the principals ensure the Professional Values and Attitudes (PVA), the Professional Knowledge (PK) and the Professional Practice (PP) of the NTS are integrated in the implementation of the B.Ed. Social Studies curriculum.

Key responses gathered included ensuring that tutors aligned the Course Learning Outcomes and Course Learning Indicators to the PVA, the PK and the PP. This was done through monitoring and observation, taking appraisals of courses taught and training staff on integrating the PVA, PK and PP in Social Studies courses. For instance, one of the participants remarked,

“We ensure the PVA, the PK and the PP of the NTS are well integrated into lessons by giving constant monitoring in the classroom and also

using appraisal by HoDs and student on tutors” (P5). Another said, “We monitor tutors to ensure that they select CLOs and CLIs to reflect the PVA, the PK and the PP in the NTS document” (P2).

Through the observation and monitoring activities, the principals also hinted that most of the tutors are able to clearly explain the three major components of the National Teachers Standards to students. However, they revealed that tutors could not effectively integrate the three components of the National Teachers Standards (NTS) in every Social Studies lesson as the curriculum required. One of the principals was emphatic in his words:

“Our tutors are doing a pretty good job explaining the three major components of the National Teachers Standards to our students. But here's the thing - they're having a bit of trouble integrating all three components into every single Social Studies lesson like the curriculum asks for. It's a bit of a challenge.” (P6)

Lesson Observation Results

To better understand the results from the quantitative analysis, the researcher conducted an observation of Social Studies lessons delivered by tutors involved in the study. The results of the lesson observation are presented in Table 14.

Table 44: Lesson Observation

Statement	M	Sd
1. The purpose of the lesson is clear, linked to the course learning outcomes and communicated clearly to student teachers?	4.11	0.32
2. The lesson is coherent with effective links to the course specification and across learning outcomes, learning indicators, teaching activities and assessments?	4.06	0.24

Table 44 Continued

4. lesson delivery makes provision for student teachers' prior learning?	4.39	0.61
5. Potential barriers to student teacher learning (conceptual, linguistic, social, cultural, gender, or ability related, ICT related) are identified and addressed in the lessons so that learning is equitable and inclusive? i.e. differentiation	4.00	0.91
6. Subject knowledge and subject specific pedagogic knowledge are integrated in the lesson?	4.17	0.38
7. Reflective practice and classroom enquiry are introduced in the lesson	4.50	0.62
8. Student teachers demonstrate familiarity with the National Teachers' Standards (NTS) in the remote lessons?	3.33	1.14
9. Cross cutting issues and core and transferable skills are integrated into the lesson? i.e. problem-solving, critical thinking, communication, use of ICT, equity, inclusion and diversity, etc.	4.22	0.43
10. Course content and resources are organized so student teachers can find what is required to complete their tasks and assessments easily?	4.39	0.50
11. Various instructional approaches are used in achieving lesson objectives during lesson delivery	4.22	0.43
12. Tutors employ the use of group work, presentations, and projects as part of lesson delivery and other pedagogical strategies	4.44	0.51
13. Tutors use varied teaching-learning resources to facilitate learning	4.11	0.68
14. Portions of the NTS forms part of every Social Studies lesson presented to student-teachers	4.33	0.84
15. Student-teachers are guided to make reference to the NTS in their presentations and assignments	4.39	0.70
16. Tutors are able to explain the three major standards of the NTS to students with examples	4.50	0.71
Mean of means/Ave Std Dev	4.21	0.60

Source: Field survey, 2022

The results from the lesson observations revealed that reflective practice and classroom enquiry were introduced in the lesson by the tutors. This came with a mean value of 4.50 and a standard deviation value of 0.62. Also, it was observed that the course content and resources are organized by the Social Studies tutors so that teacher trainees can find what is required to complete their tasks and assessments easily ($M = 4.39$, $Sd = 0.50$). With a mean value of 4.39

and a standard deviation value of 0.61, it was observed that tutors make provision for student teachers' prior learning during lesson delivery.

Further, it was observed that various instructional approaches were used by tutors in achieving lesson objectives during lesson delivery ($M = 4.22$, $Sd = 0.43$). It was again observed that tutor integrated cross cutting issues, core, and transferable skills into the lesson i.e. problem-solving, critical thinking, communication, use of ICT, equity, inclusion and diversity, etc. ($M = 4.22$, $Sd = 0.43$). With a mean value of 4.17 and a standard deviation value of 0.38, it was observed that tutors integrated subject knowledge and subject specific pedagogical knowledge in their lesson. It was further observed that tutors made references to the NTS in their presentations and assignments to student-teachers. This was seen in the mean and standard deviation scores of ($M = 4.39$, $Sd = 0.70$). In terms of using pedagogical approaches, tutors employed strategies such as group work, presentations, and projects as part of lesson delivery ($M = 4.44$, $Sd = 0.51$).

From the results presented, it can be concluded that Social Studies tutors utilize diverse pedagogical strategies during their instructional processes. This is to ensure that Social Studies teacher trainees are equipped with the requisite pedagogical strategies and acquired better understanding of Social Studies content areas. Tutors in colleges of education implemented efficient pedagogical methods in their instruction to build in teacher trainees the needed knowledge, skills and competencies for the professional teaching career.

The results from the lesson observation further showed that the objectives of the B.Ed. Social Studies curriculum have been implemented by linking the course learning outcomes and indicators to the content selected as

well as teaching and learning activities. The observation also showed that previous learning experiences of student-teachers served as a basis for teaching and learning.

It was again observed that the use of appropriate resources in teaching and learning helped in the effective delivery of the content of the B.Ed. Social Studies curriculum. Student-teachers therefore made use of these resources to complete their tasks and assessments easily. It was further observed that tutors explained the three main standards of the NTS to their students during lesson delivery.

In conclusion, the findings suggest that tutors are actively integrating the National Teachers Standards into the implementation of the Social Studies curriculum. They assess student teachers using methods aligned with the NTS, incorporate the standards into their lessons, demonstrate understanding of the NTS, and guide student teachers to reference the NTS in their work. By integrating the NTS, tutors contribute to the professional development and preparation of student teachers, ensuring that they are equipped with the knowledge and skills necessary to meet the teaching standards and excel in their future careers.

The National Teachers Standards (NTS) is a key component in the implementation of the four-year B.Ed. Social Studies curriculum in Colleges of Education in Ghana. NTS is aimed at guiding teacher preparation and practice in the country. It is a professional tool that guides teachers and other stakeholders in education to identify clearly and precisely what teachers are expected to know and be capable of doing, the qualities they are expected to possess as well as some behaviours they are to exhibit (Prempeh, 2017).

The current study has revealed that tutors integrated aspects of the NTS during the implementation of the B.Ed. Social Studies curriculum. This was corroborated with data from lesson observation. In doing so, it was observed that portions of the NTS forms part of every Social Studies lesson presented to teacher-trainees. To ensure that NTS implementation is seamlessly done in Social Studies lessons, this study found out that tutors have sufficient knowledge of the NTS as they could explain the three major standards of the NTS to students with examples. In doing so, tutors mentioned various aspects of the NTS in every lesson delivery to students.

Again, the finding of this study was supported by interview results that revealed that tutors were aware and had access to the assessment policy and thereby able to integrate components of the NTS in assessment. On how principals ensure that assessment of the curriculum is done in accordance with the NTEAP guidelines, the interview results showed that most principals conducted monitoring and evaluation through the Quality Assurance Officer, the HoDs or the Vice Principals. The alignment of assessment strategies and tools to the NTEAP guidelines did not however come without a challenge as revealed by the principals. The inadequate training given to the tutors on the NTEAP posed a great challenge to the proper implementation of the B.Ed. Social Studies curriculum.

The interview results further give clues on aspects of the NTS that were integrated in Social Studies lessons. These aspects included the Professional Values and Attitudes (PVA), the Professional Knowledge (PK) and the Professional Practice (PP). Principals ensured that tutors aligned the Course Learning Outcomes and Course Learning Indicators to the PVA, the PK and the

PP. This was done through monitoring, evaluation and appraisal of courses taught by the Social Studies tutors.

By implication, students become aware of what is expected of them in each lesson as aspects of the NTS is integrated in the courses they take. The students are also made aware of the general standards they are to achieve by taking Social Studies courses. This conforms to Prempeh's (2017) proposition of the role of NTS as guiding student-teachers to know and exhibit the qualities they are expected to possess as well as some behaviours they are to show. This further suggests that student-teachers can implement NTS while teaching Social Studies on the field of work.

However, this did not appear to be that case as Ananga (2021) found out that few of the teacher-trainees (mentees) demonstrated application of the NTS in the classroom. In Ananga's (2021) study on teacher standards in Ghana's initial teacher education programme, he examined the National Teachers Standards (NTS) for teachers in Ghana with particular focus on the initial teacher education (ITE) programme and how tutors and teacher-trainees (mentees) applied the NTS. It was revealed that while tutors integrated NTS in their lessons, only few student-teachers (mentees) ensured the integration of NTS on the field of work. This presupposes that student-teachers may either not pay attention while tutors integrate them or they do not understand the need to integrate such competencies in their lessons (Sergiovanni & Starrat, 2002).

Hypothesis Testing

The study tested one hypothesis. The hypothesis was tested using Pearson Moment Correlation coefficient at the significance level of .05 and a confidence level of 95%.

H₀. There is no statistically significant relationship between instructional resources and tutors' pedagogical delivery

This hypothesis was interested in finding out whether significant relationship existed between instructional resources and tutors' pedagogical delivery. Pearson moment correlation was used to test this hypothesis. Prior to the analysis, assumptions underlying the use of correlation were checked. Results from Table 38 revealed that the data did not violate the normality assumption.

Table 45: Tests of Normality

Parameters	Pedagogical	Resources
Mean	89.065	81.509
Standard deviation	10.7049	9.622
5% Trimmed mean	89.490	81.305
Median	91.500	80.000

Source: Field survey (2022)

As presented in Table 45 the mean, median, and 5% trimmed mean for the various variables (i.e., instructional resources and tutors' pedagogical delivery) were approximately the same. This implies that the distribution of scores of the aforementioned variables were normally distributed (Pallant, 2010).

Table 46: Instructional Resources and Tutors' Pedagogical Delivery

Variables		Instructional Resources
Pedagogical	R	.590
Approaches	Sig. (2-tailed)	.006
	N	20

Source: Field survey, 2022

Findings from Table 46 indicate that there is a moderate positive statistical significance relationship between instructional resources and tutors' pedagogical delivery [$r = .590$, $p = .006$]. This is evident from the p-value of .006 which is less than .05. This implies that there is a positive moderate relationship between instructional resources and tutors' pedagogical delivery. This means that when tutors introduce more instructional resources in their lessons, it leads to better pedagogical delivery.

Okon (2020), in a paper highlighted the content and context of the curriculum, adequate human resources, political factors and government policies, and availability and effective utilization of instructional resources as major factors that contributed to ineffective implementation of Social Studies curriculum in schools.

Teaching and learning resources and pedagogical strategies are not only meant to ensure that teaching and learning are interesting and attractive but to build active learning process. Implementing resources and applicable pedagogical strategies in an instructional process encouraged learners to actively involve themselves in the learning process which leads to better understanding of concepts and principles.

Folsom's (2009) supported this indicating that one of the pedagogical approaches to the effective teaching and learning process is the experience-based, child-centered education that promotes the development of thinking processes known as progressive education. The results revealing a moderate positive statistical significance relationship between instructional resources and tutors' pedagogical delivery, indicate that when tutors introduce more instructional resources in their lessons, it leads to better pedagogical delivery.

The implication is that Social Studies tutors need instructional resources for effective teaching and learning. When resources are introduced into the teaching and learning of Social Studies, it makes teaching and learning easy and applicable to the learners. This finding is empirically supported by Okon (2020).

Okon (2020) highlighted that the content and context of the curriculum, adequate human resources, political factors and government policies, and availability and effective utilization of instructional resources as major factors that contribute to effective implementation of Social Studies curriculum in schools.

Measurement Model Assessment

The study used the Partial Least Square-Structure Equation Modelling (PLS-SEM) analytical approach to examine research hypothesis. The assessment was done based on the following key underlying assumptions: items loading, construct reliability and validity, convergent validity (average variance extracted) and discriminant validity. According to Henseler et al. (2009), these assumptions are tested to provide clear meaning of the structural model results including the validity and reliability of the study.

Item Loading

When it comes to evaluating item loadings as the initial form of evaluation, the indicators' loadings of each construct were evaluated. The quality of the indicators used to measure each construct in the study was assessed using item loadings. Based on the rule of thumb, items with loadings > 0.50 is a quality measure of its construct (Henseler et al., 2009). As a result, all construct elements with loadings less than 0.50 were eliminated from the

model. This could be because, those items obtained from literature did not actually measure the study’s construct within the area understudy.

The figure shows that all item loadings less than 0.5 were deleted to show the quality measures of a given construct. As a result, the final model derived was used as a foundation for future PLS-SEM evaluation.

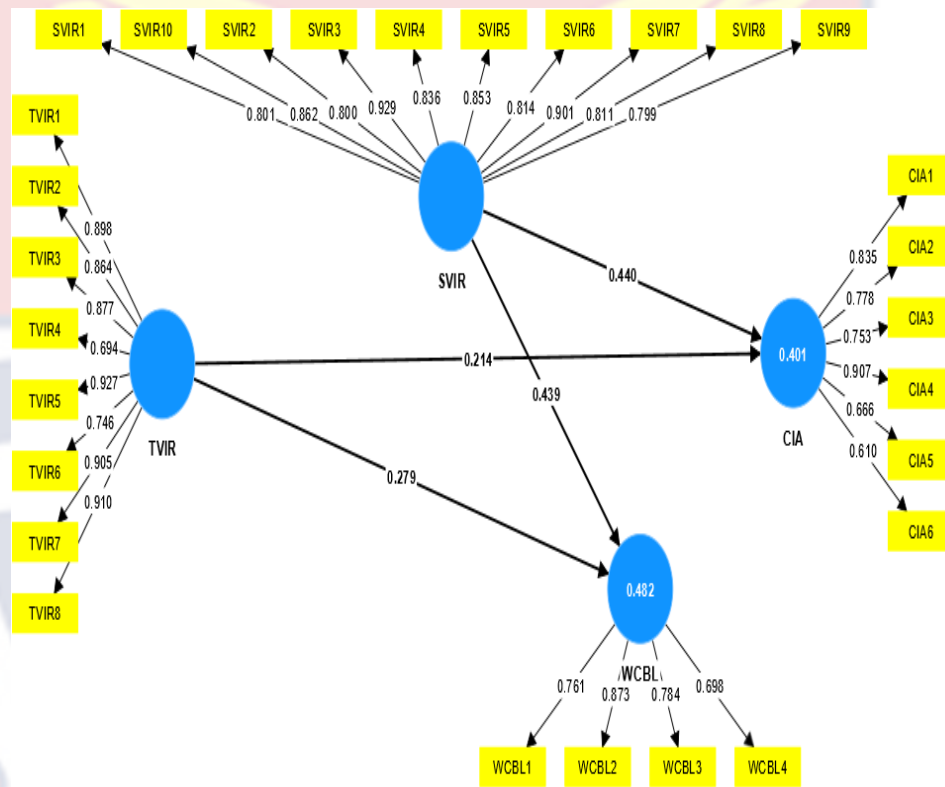


Figure 8: Final Model Extracted

Source: Author’s Construct 2023

Construct Reliability and Validity

Table 35 presents the results of other assessment criteria including construct reliability and validity and convergent validity (average variance extracted).

Table 47: Construct Reliability and Validity

	C. A	Rho_A	C. R	C. V
TIR	0.881	0.896	0.934	0.820
SIR	0.873	0.856	0.848	0.741
WBCL	0.934	0.826	0.879	0.728
CIA	0.929	0.992	0.960	0.891

Cronbach's Alpha (C.A), Composite Reliability (C.R), convergent validity (CV)

Source: Field survey (2023)

Key: TIR (Tutor Instructional Resources); SIR (Student Instructional Resources), WBCL (Web Based Computer Learning); CIA (Constructive and Integrative Approach)

Indicator reliability (IR) is calculated using the Cronbach's alpha (CA) and Rho A results and displays the percentage of an indicator's variance explained by its underlying latent variable (Hair et al., 2012). The Rho_A result was provided since it is considered a considerably more stringent measure of indication reliability than the CA (Chin, 2010; Hair et al., 2012). The rule of thumb is that to provide satisfactory and acceptable results, Joreskog's Rho_A values must be > 0.70 . It could be deduced that, all the Rho_A scores for the constructs were > 0.70 that is, ranging from 0.826 to 0.992, thus met the reliability criteria. Specifically, the values for the construct were TVIR (0.896), SVIR (0.873), WBCL (0.826) and CIA (0.992) respectively.

Table 35 also included the study's composite reliability, which explained how well distinct constructs are measured by their indicators (Ringle et al., 2012). This means that, all of the indicators attributed to a given construct must have a significant reciprocal association in order for CR to work. The rule of thumb is that, CR scores should be > 0.70 (Bagozzi & Yi, 1988; Ringle et al.,

2012). It could be seen that this criterion was met since the CR score of each construct was > 0.7 with the least score of 0.848. This means that all the assigned indicators had strong mutual relationship with their respective constructs.

Table 47 shows the study's convergent validity (CV) based on the Average Variance Extracted (AVE) score (Hair et al., 2012). The AVE depicts how the idea reflects the variance of an indicator in respect to overall volatility and measurement error variance (Hair et al., 2012). The rule of thumb is that all AVE scores should have a minimum threshold of > 0.50 for each component, as recommended by Bagozzi and Yi (1988) and Hair et al., (2012). The study met this criterion because all of the constructs had AVE scores greater than 0.50. The validity of the measuring scale was convergent in terms of TIR (0.820), SIR (0.741), WBCL (0.728) and CIA (0.891).

Discriminant Validity

The Fornell and Larcker (1981) criterion, as well as the Heterotrait-Monotrait (HTMT) ratio, are used to determine discriminant validity. When compared to Fornell and Larcker's (1981) criterion (Hair et al., 2012), the HTMT ratio is acknowledged as a superior and higher-quality measure of discriminant validity (DV), and is thus recommended for measuring DV by Sarstedt, Ringle, Smith, Reams, and Hair (2014). As a result, the study used the HTMT score to compute the DV, as indicated by Sarstedt et al (2014).

Table 48: Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)

	TIR	SIR	CIA	WBCL
TIR				
SIR	0.538			
CIA	0.638	0.314		
WBCL	0.389	0.553	0.471	

Source: Field survey (2022)

The HTMT ratio outperforms the competition by detecting a lack of discriminant validity in real-world research circumstances. HTMT values (correlation values among latent variables) should be less than 0.85 to obtain DV, according to the rule of thumb. Table 48 shows that all of the construct values were less than the HTMT value of 0.85. This is obvious evidence that each construct is separate from the others. Next these preliminary evaluations, the study examined the research hypothesis in the following section.

Significance of Path Coefficients

The study reported the results of goal two after validating the measurement model to ensure that it met the PLS- SEM criteria. At the various universities, the goal was to investigate the effects of lecturer-students bullying and lecturer-student relationship on students' sense of belonging of public universities in Ghana. The path coefficient and degree of significance with t-statistics derived from 5000 bootstraps were used to analyze the direction and strength, according to Hair et al., (2014). Table 49 shows the outcome of the goal.

Table 49: Result of the Structural Equation Model (SEM)

Structural Path	Original Sample (O)	Sample Mean (M)	T Statistics ((O/STDEV))	P Values	Decision Rule
TIR -> CIA	0.346	0.340	5.598	0.000	p<0.05 Supported
SIR -> CIA	0.427	0.382	4.387	0.000	p<0.05 Supported
TIR -> WBCL	0.503	0.431	3.110	0.000	p<0.05 Supported
SIR -> WBCL	0.332	0.420	4.008	0.000	p<0.05 Supported

Source: Field survey (2022)

The results of the structural equation model, as given in Table 49, were used in the next sub-section to outline the study's research hypothesis.

According to Hair et al., (2014) the results were presented using the t-stat value. They suggested that t-stat values greater than 1.96 correlate to p-values of less than 0.05, and vice versa. When the t-stat is greater than 1.96, the null hypothesis (H_0) is rejected, implying a p-value <0.05 , however it is not rejected when the t-stat is 1.96, implying a p-value >0.05 . Cohen's (1988) criteria were also used to explain the path coefficients. A 0.10 correlation coefficient shows a moderate relationship, whereas a correlation coefficient of 0.50 indicates a big or strong correlation, according to him.

The final goal of the study was to see how instructional resources (TIR and SIR) affect tutors' pedagogical delivery (CIA and WBCL). Tutors' instructional resources has a strong positive impact on constructive and integrative approach ($\beta=0.346$; $t=5.598$; $p<0.05$) and work and computer-based learning ($\beta=0.503$; $t=3.110$; $p<0.05$), according to table 49. The t-stat of the model was 5.598 and 3.110, which are greater than 1.96. As a result, the study discovered that tutors' instructional resources have a considerable impact on the type of tutors' pedagogical delivery on their various colleges.

Moreover, students' instructional resources have a strong positive impact on constructive and integrative approach ($\beta=0.427$; $t=4.387$; $p<0.05$) and work and computer-based learning ($\beta=0.332$; $t=4.008$; $p<0.05$), according to table 49. The t-stat of the model was 4.387 and 4.008, which are greater than 1.96. As a result, the study discovered that students' instructional resources have a considerable impact on the type of tutors' pedagogical delivery on their various colleges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides summary of the research process, focusing on the strategies utilized in conducting the study. The chapter also presented the key findings arrived at, conclusions drawn, and recommendations made.

Summary of the Study

The study evaluated the implementation of the B.Ed. Social Studies curriculum in the Colleges of Education in Ghana. The following research objectives guided the study: Which strategies were employed to implement the objectives of the B.Ed Social Studies curriculum for CoEs; How are the contents of the Social Studies curriculum aligned to the objectives of the curriculum; Which pedagogical approaches were utilized by Social Studies tutors in their instructional delivery; How are CoEs equipped with the required resources needed to ensure successful implementation of the B.Ed Social Studies curriculum; What ways do tutors in CoEs employ to effectively integrate the three components of the National Teachers' Standards into their Social Studies curriculum delivery; establish the statistically significant relationship between instructional resources used by tutors and their pedagogical delivery.

The theoretical, conceptual and empirical reviews were based on the objectives and key variables of the study. Specifically, the study was identified with two main theories: the CIPP model and the education production function theory. The mixed method approach was implemented for the study. Specifically, the concurrent embedded research design was adopted for the study. A population of 1547 (1500 teacher trainees, 27 tutors, 10 HoDs and 10

Principals) was used in the study. The proportionate, simple random (lottery method) and census techniques were used to select 407 (360 teacher trainees, 27 tutors, 10 HoDs, 10 principals) respondents to respond to the instrument used in the study.

Furthermore, a 5-point Likert scale questionnaire, an interview guide and an observation guide were used to collect data for the study. The quantitative data was analysed using frequency counts, simple percentages, mean and standard deviation EFA, CFA, correlation coefficient and the qualitative data were thematically analysed.

Key Findings

In accordance with the analysis and discussion presented in chapter four, the major findings are presented below.

1. The study revealed that Colleges of Education employed various strategies to implement the objectives of the B.Ed. Social Studies curriculum. These strategies included sufficient sensitization of staff, students and the community of practice, trainer of trainers for tutors on the new curriculum, systematic and sequential delivery of lessons, organised reflective sessions after teaching and also used of various assessment practices during lesson delivery. However, the study also revealed that professional development sessions which was supposed to be organised weekly to plan and discuss lessons for the upcoming week and proforma lesson notes which was supposed to be prepared for every lesson to be taught was not effectively done. Some colleges organised it monthly while others too, once a whole semester.

2. The study again revealed that Colleges of Education tutors selected and taught content that was in alignment with requirements of the Social Studies curriculum. That is, the content of the Social Studies curriculum taught by the tutors was carefully arranged to endure that the objectives are achieved, the content made provision for gender, inclusivity, equity issues to meet the requirement of the objectives and the content covered the components of the National Teachers Standards. Again, it can be said that the content was organised and taught in an interdisciplinary manner, it provided appropriate lifelong learning skills to meet the demands of the objectives and also it focused on development of individuals imbued with core values and competencies to function in a modern technologically driven society that is inclusive.
3. The analysis from the data collection again brought to light that tutors in the Colleges of Education used various pedagogical approaches in the delivery of lessons for the implementation of the B.Ed. Social Studies curriculum for Colleges of Education in Ghana. Tutors employed the use of group works, presentations, and projects as part of their lesson delivery. Again, tutors adopt Think-pair-share and Inquiry design, the use of concept mapping, debates, audio-visual and tactile analysis, dramatization, and simulation during lesson delivery. These approaches facilitated effectively lesson delivery and better understanding of concepts. As part of the delivery and learning process, tutors also supervised the use of micro teaching in developing various pedagogical skills in the teacher trainees.

4. Another finding of the study was that the B.Ed. Social Studies curriculum for Colleges of Education has sufficient and required electronic materials for the implementation of the programme. These electronic materials included course packs, course manuals, online resources and handbooks which were available for use by both tutors and teacher trainees for teaching and learning. However, the study revealed that Colleges of Education had inadequate physical teaching and learning resources for the implementation of the programme. These materials included globes, charts, maps, flip charts, Posters, Magazines, Atlases, Flannel graphs, Flash cards, Models, Albums, Diagrams, Simultaneous Games, Overhead Projectors, Slide Projectors, Opaque Projectors. It is also important to note that the data revealed that libraries in the Colleges did not have sufficient textbooks for the implementation of the B.Ed. Social Studies curriculum.
5. Again, the study revealed that Tutors as part of their role in the implementation of the B.Ed. Social Studies curriculum for Colleges of Education were able to explain the three major components of the National Teachers Standards to students. That is, they were able to introduce to the students the concepts of Professional Practice which involves Managing the Learning Environment, Teaching and Learning, Assessment; Professional Knowledge which involves Knowledge of Educational Frameworks and Curriculum, Knowledge of Learners; and Professional Values and Attitudes which involves Professional Development, and Community of Practice. However, the study also revealed that tutors could not effectively integrate the three components

of the National Teachers Standards (NTS) in every Social Studies lesson as the curriculum required. The curriculum required that every lesson taught by the tutors should have the integration of the components of the NTS, but this the study revealed was not effectively done.

6. The finding from the hypothesis of the study revealed that there was a moderate positive statistical significance relationship between instructional resources and tutors' pedagogical delivery.

Conclusion

Based on the findings of the study on evaluation of the implementation of the B.Ed. Social Studies curriculum for Colleges of Education in Ghana, the following conclusions have been made.

The B.Ed. Social Studies curriculum for Colleges of Education was successfully implemented with appropriate strategies planned and executed from the stakeholders to the college tutors who were the grassroot implementors even though important components of the implementation process, which is the organization of professional development sessions (PDS) and the preparation of proforma lesson notes was not successfully carried out.

Again, the B.Ed Social Studies curriculum for Colleges of Education had been developed to incorporate gender issues and build in teacher trainees equity and inclusivity issues which is in alignment with the curriculum objectives. Also, the new curriculum provided information about teachers' standards which assisted the teacher trainees to better appreciate the NTS. The careful and systematic arrangements of the content of the curriculum, the interdisciplinary organization of the content, and providing lifelong learning skills among others meet the demands of the objectives of the curriculum,

confirming that there was a strong alignment between the selected content and objectives of the B.Ed. Social Studies curriculum.

It can be concluded from the findings of the study that Colleges of Education tutors adopted and used modern pedagogies and technological tools that built competencies needed for the field of work and lifelong learning during the implementation of the B.Ed. Social Studies curriculum. Both lesson observations and questionnaires administered confirmed that College tutors effectively used various pedagogical strategies in the delivery of Social Studies lessons to ensure better understanding of various concepts in the curriculum.

Another conclusion that can be drawn from the findings on the implementation of the B.Ed. Social Studies curriculum for Colleges of Education in Ghana is that sufficient electronic resources had been made available by the implementing stakeholders such as Ghana Tertiary Education Commission (GTEC), Transforming Teacher Education and Learning (T-TEL), for effective implementation of the curriculum. These available resources included course packs, course manuals, handbooks, and other online materials, however the colleges had inadequate textbooks, printed materials on the Social Studies curriculum in their libraries and also the materials such as the globes, maps, charts and other physical resources for the implementation of the curriculum.

It can again be concluded that tutors in implementing the B.Ed. Social Studies curriculum for Colleges of Education in Ghana were unable to integrate components of the National Teachers Standards such Professional Practice, Professional Knowledge and Professional Values and Attitudes in every lesson they presented even though they had sufficient knowledge of the National

Teachers Standards and introduced the teacher trainees to the concept of the National Teachers Standards.

Finally, it can be concluded from the findings of the hypothesis testing that there is a strong relationship between the use of instructional resources by tutors of Colleges of Education and the pedagogical approaches used by tutors in their lesson delivery during the implementation of the B.Ed. Social Studies curriculum. Thus, teaching and learning Social Studies is made easy by the introduction of teaching resources and appropriate pedagogical approaches. Thus instructional resources and applicable pedagogical strategy in an instructional process encouraged learners to actively involve themselves in the learning process which led to better understanding of concepts and principles.

Recommendations

The following recommendations were made from the findings of this study and the conclusions reached:

1. The management of Colleges of Education and other stakeholders in Teacher Education should re-design and adopt pragmatic ways of organizing the professional development sessions (PDS) for tutors in Colleges of Education for its effective organization so that the maximum results can be derived. The policy of weekly organization of the professional development sessions should be reconsidered and tailored to fit well into the activities of Colleges of Education for its effective implementation.
2. It is again recommended that Colleges of Education Social Studies tutors should continue to exemplify and ensure that all concepts and principles related to B.Ed. Social Studies curriculum objectives are faithfully

inculcated in teacher trainees so that there is always an alignment between the selected content and objectives of the curriculum to build their professional competencies for the teaching career.

3. The study again recommends that tutors in Colleges of Education in implementing the B.Ed. Social Studies curriculum for Colleges of Education in Ghana should continue to explore, adopt and use other technologically blended pedagogical approaches in the delivery of Social Studies lessons for effective lesson delivery. Tutors could explore and use more modern pedagogical approaches in addition to the existing approaches being used in the implementation of the B.Ed. Social Studies curriculum.
4. It is highly recommended that efforts should be made by Ministry of Education, Colleges of Education Management, Stakeholders, Mentoring Universities and Non-governmental organizations like T-TEL, to resource the libraries of Colleges of Education with required textbooks, reading materials, globes, charts, maps and other physical resources needed for effective implementation of the B.Ed. Social Studies curriculum for Colleges of Education.
5. Further to the above, Management of Colleges of Education should organize refresher for College tutors on how to effectively integrate the three core components of the National Teachers Standards, namely Professional Practice which looks at Managing the Learning Environment, Teaching and Learning, Assessment; Professional Knowledge which looks at Knowledge of Educational Frameworks and Curriculum Knowledge of Learners; and Professional Values and

Attitudes which looks at Professional Development Community of Practice, into every lesson delivered. This forms part of the implementation of the B.Ed. Social Studies curriculum for Colleges of Education in Ghana.

6. Finally, it is recommended that Colleges of Education Social Studies tutors should maximise and utilise instructional resources and apply appropriate pedagogical strategies in their instructions to ensure effective implementation of the new curriculum.

Contributions of the study

Below are some contributions the study is anticipated to have made to knowledge, practise, policy, and theory.

Contribution to Knowledge

The study findings add up to knowledge in the area of evaluation of the implementation of Social Studies curriculum for Colleges of Education in Ghana by bringing to light strategies for the implementation, alignment of the content and objectives, pedagogical strategies and instructions resources used for effective implementation and the integration of the National Teachers Standards in the curriculum implementation.

Again, the study has theoretically and empirically confirmed that the integration of the National Teachers Standards in every Social Studies lesson which is supposed to be part of the pre-service teacher preparation in Colleges of Education is not effectively carried out. This confirms earlier works by other authors and therefore calls for serious attention to be given to that component of the curriculum for its effective implementation.

Contribution to Theory

The study confirms the use of Context, Input, Process and Product (CIPP) model of Stufflebean (2003) as an effective model for the evaluation of a curriculum since it contributed greatly in the evaluation of the implementation of the B.Ed. Social Studies curriculum for Colleges of Education in Ghana. The use of the CIPP model helped the researcher to extensively evaluate the implementation of the B.Ed. Social Studies curriculum.

Again, the study has theoretically proven a strong relationship between the use instructional resources and pedagogical approaches for effective teaching and learning of Social Studies curriculum at the Colleges of Education in Ghana.

Contribution to Practise

The study contributes greatly to bridging the gap between the intended curriculum and the enacted curriculum for Colleges of Education in Ghana. The study is believed to have provided sufficient evidence to confirm that the intended objectives of the B.Ed. Social Studies curriculum for Colleges of Education in Ghana is being faithfully implemented by the Colleges of Education, that is, what is intended by the curriculum is what is delivered in Colleges of Education.

Again, the study through its findings confirms the use of pedagogical approaches as effective tools used by tutors in the delivery to Social Studies lessons. This contributed greatly to successful tutor-teacher trainee interactions in class which also resulted in preparing a lifelong Social Studies teacher fit for the 21st century classroom.

Contribution to Policy

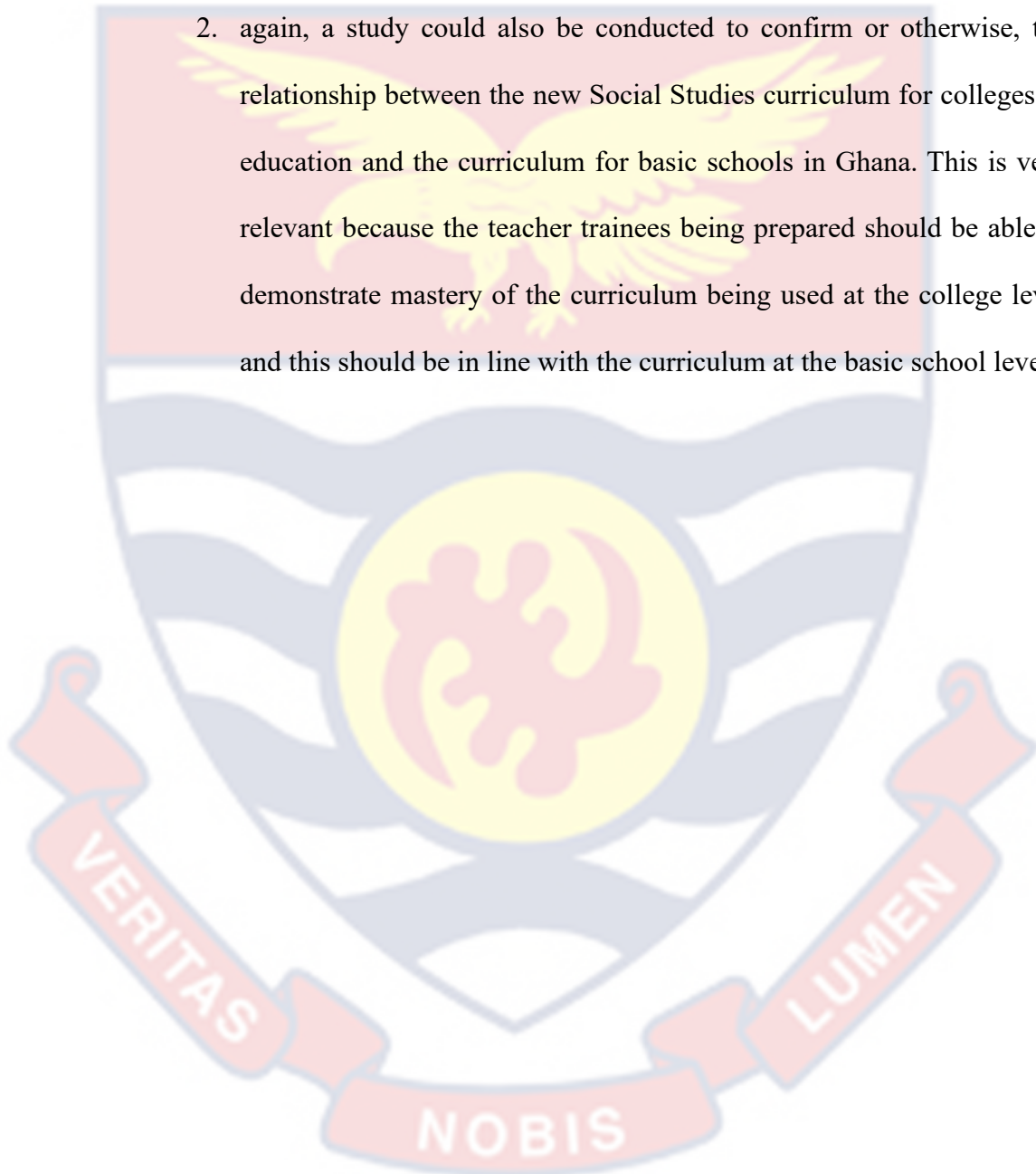
The study has identified adequate physical materials including textbooks, globes, maps in the Colleges of Education and the implications for the implementation of the Social Studies curriculum and would strongly recommends to all stakeholders such as the Ministry of Education, Ghana Tertiary Education Commission (GTEC), National Council for Curriculum and Assessment, and Ghana Education Service, to ensure Colleges of Education acquire the requisite textbooks, globes, charts and maps, as a matter of urgency for effective implementation of the B.Ed. Social Studies curriculum in Colleges of Education.

Again, the study identified professional development session and proforma lesson notes not being effectively carried out. It is therefore suggested that stakeholders will do broader consultations with the implementors to revise the policy and to adapt more pragmatic measures that will make the organization of the professional development sessions and the preparation of the proforma lesson notes very effective.

Suggestions for Further Studies

The findings of the study have given certain indications with regard to possible directions for further research. This current study was delimited and subject to certain limitations. It is therefore recommended that certain dimensions of the study be looked at again to provide a more comprehensive picture with regard to the implementation of the New Four-Year Social Studies curriculum for Colleges of Education in Ghana. The following areas can therefore be looked at:

1. the product of the implementation of the new curriculum. That is how the pedagogy and instructional resources being implemented has reflected in the performance of the teacher trainees as evidence of effective Social Studies curriculum being implemented.
2. again, a study could also be conducted to confirm or otherwise, the relationship between the new Social Studies curriculum for colleges of education and the curriculum for basic schools in Ghana. This is very relevant because the teacher trainees being prepared should be able to demonstrate mastery of the curriculum being used at the college level and this should be in line with the curriculum at the basic school level.



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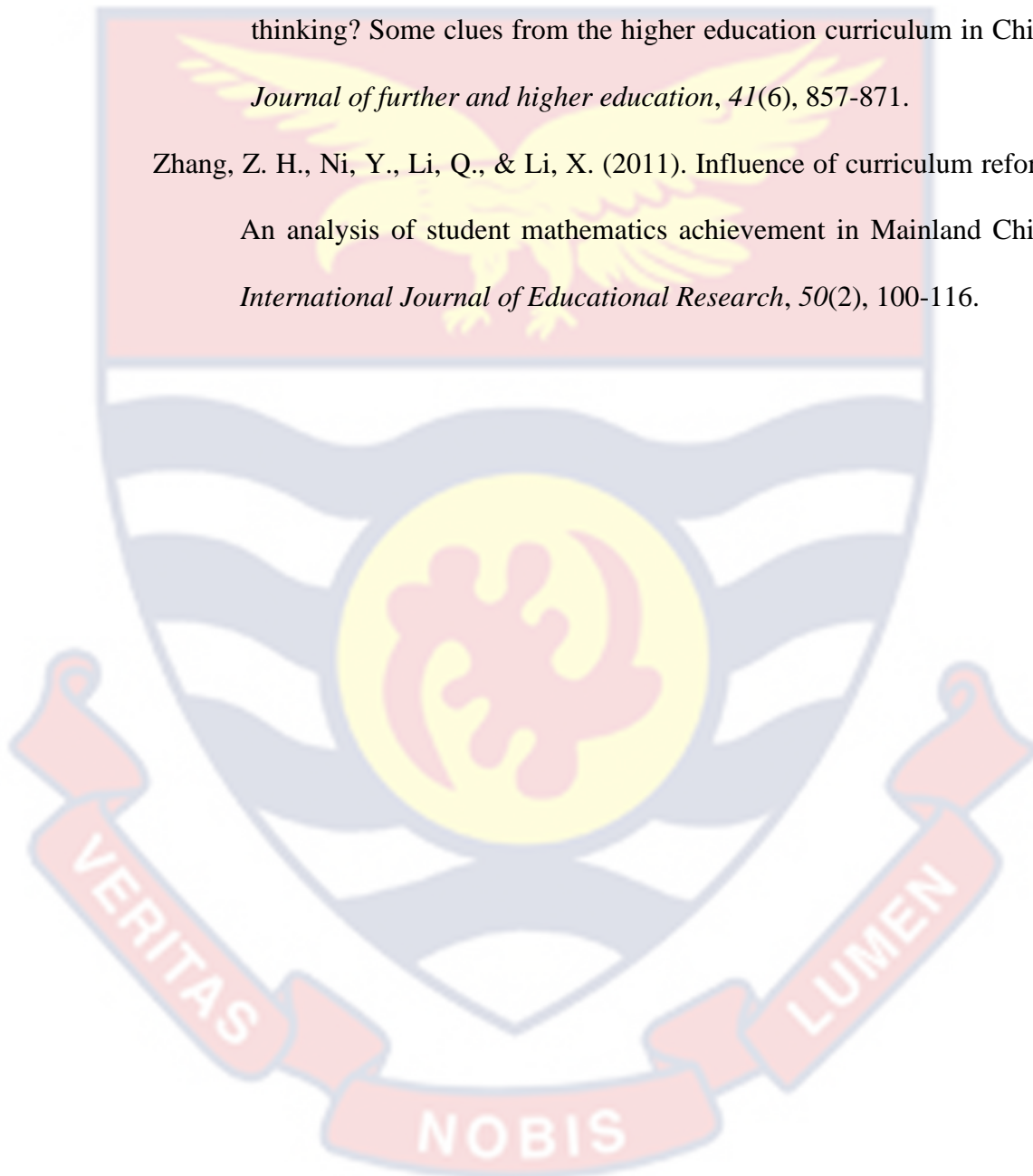
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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
QUESTIONNAIRE GUIDE FOR SOCIAL STUDIES STUDENT
TEACHERS
TOPIC: EVALUATION OF THE IMPLEMENTATION OF THE
SOCIAL STUDIES CURRICULUM FOR COLLEGES OF
EDUCATION IN GHANA

This questionnaire is being used to solicit data on the **New B.Ed. Social Studies Curriculum for colleges of education (CoEs) in Ghana**. The study is being conducted in partial fulfilment of the requirement for Doctor of Philosophy Degree in Curriculum Studies and Teaching. I therefore seek your maximum co-operation and you are fully assured that all the responses that you provide would be handled with absolute confidentiality and would not reveal your identity. Thank you for your co-operation.

Please respond by ticking [√] where applicable

SECTION A

Background Characteristics

1. Name of College.....
2. Sex

Male	[]
Female	[]
3. Level

100	[]
200	[]
300	[]
400	[]

**SECTION B: Implementation of the objectives of the Social Studies
curriculum of the Colleges of Education**

The following statements relate to ways the objectives of the New B.Ed. Social Studies curriculum for colleges of education in Ghana are implemented. Please indicate the extent to which you agree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided A = Agree and SA = Strongly Agree.

	Items					
	In what ways are the objectives of the Newly B.Ed Social Studies curriculum for CoEs being implemented?	SD	D	UN	A	SA
1	Tutors are able to gather sufficient information on the objectives of the New B.Ed Social Studies curriculum for effective implementation					
2	Tutors are able to use the stated learning outcomes and learning indicators in the implementation of the objectives of the New B.Ed Social Studies curriculum					
3	Tutors are able to integrate aspects of gender, inclusivity and equity in the implementation of the objectives of the New B.Ed Social Studies curriculum					
4	Tutors are able to use variety of strategies in the implementation of the objectives of the New B.Ed Social Studies curriculum					
5	Tutors are able to link course assessment with the NTEAP to achieve the objectives of the curriculum					
6	Tutors are able to use requisite innovative instructional pedagogies to effectively implement the objectives of the New B.Ed Social Studies curriculum					
7	Tutors are able to incorporate student teacher learning experiences in the implementation of the objectives of the New B.Ed Social Studies curriculum.					

8	Tutors are able to address challenges confronting student teachers in relation with the objectives of the New B.Ed Social Studies curriculum					
9	Tutors are able to teach content within time allocated on the course outline.					
10	Tutors are able to provide adequate information and references on the content to meet the objectives of the curriculum					

SECTION C: Alignment of the Content selected and Curriculum Objectives

The following statements look at the relationship between content selected and curriculum objectives of the New B.Ed. Social Studies curriculum for colleges of education in Ghana. Please indicate the extent to which you agree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items	SD	D	UN	A	SA
	In what ways are the content of the Social Studies curriculum aligned to the objectives of the curriculum?					
1	The content is organized and taught in an interdisciplinary manner to achieve the set objectives					
2	The content meets the requirements of the New B.Ed Social Studies curriculum as required by the objectives					
3	The content of the curriculum has been carefully arranged to ensure objectives are fully achieved					
4	The content focuses on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.					
5	The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum					
6	The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum					

7	The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives					
8	The content identifies resources to be used in achieving the curriculum objectives					
9	The content covers aspects of the National Teachers Standards to meet the objectives of the curriculum					
10	The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum					

SECTION D: Pedagogical approaches used by Tutors for the implementation of the New B.Ed Social Studies curriculum

The following statements look at the **pedagogical approaches used by Tutors for the implementation of the New B.Ed Social Studies curriculum for colleges of education in Ghana**. Please indicate the extent to which you agree to each of the following statements by ticking [] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items	SD	D	UN	A	SA
	What are the pedagogical approaches used by tutors in the Social Studies instruction delivery?					
1	Tutors employ the use of computer technology and multimedia in the delivery of course content					
2	Tutors employ the use of group works, presentations, and projects as part of the lesson delivery					
3	Tutors adopt the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content					
4	Tutors adopt work-based visits and other field visits as part of lesson delivery modes					
5	Tutors adopt Think-pair-share and Inquiry design model in lesson delivery					
6	Tutors use resource persons to facilitate certain topics in the course outline					
7	Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process					

8	Tutors use video clip in presenting certain concepts to learners					
9	Tutors use role play and dramatization in lessons					
10	Tutors use simulation during lesson delivery					

SECTION F: What are the required resources needed for the effective delivery of the Social Studies curriculum?

The following statements seek to solicit information on the **required resources needed for the implementation of the New B.Ed Social Studies curriculum for Colleges of Education in Ghana**. Please indicate the extent to which you agree to each of the following statements by ticking [] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items					
	What are the required resources needed for the effective delivery of the New B.ED Social Studies curriculum?	SD	D	UN	A	SA
1	There are sufficient and appropriate learning materials for the course					
2	The library is resourced with needed materials for the course					
3	Tutors use varied teaching-learning resources to facilitate learning					
4	There are sufficient globes, charts, maps and other resources to facilitate teaching and learning					
5	Course packs, course manuals and handbooks are available for use by both tutors and student teachers					
6	There are online resources available for teaching and learning					
7	There are available reference materials for use by tutors and student teachers for group and independent studies					
8	There are computers readily available for student teachers to use					
9	There are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc)					
10	The teaching and learning facilities have technological tools, such as projectors, etc.					

SECTION G: Ways tutors integrate assessment and the National Teachers Standards in the implementation of the curriculum

The following statements seek to solicit information on ways tutors integrate the National Teachers Standards in the implementation of the New B.Ed Social Studies curriculum for colleges of education in Ghana. Please indicate the extent to which you agree to each of the following statements by ticking [] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items	SD	D	A	SA
	In what ways do tutors implement assessment and the National Teachers Standards (NTS)?				
1	Tutors assess the performance of students through class assignments and oral presentations				
2	Tutors assess student teachers through personal/group projects and students reflective journals				
3	Student teachers are assessed through micro research project work				
4	Student teachers are assessed through end-of-semester examinations				
5	Student teachers are assessed through micro teaching				
6	Portions of the NTS forms part of every Social Studies lesson presented to student teachers				
7	Student teachers are guided to make reference to the NTS in their presentations and assignments				
8	Tutors display sufficient knowledge of the NTS				
9	Tutors are able to explain the three major standards of the NTS to students with examples				
10	Tutors mention various aspects of the NTS in every lesson delivery to students				

APPENDIX B

QUESTIONNAIRE FOR TUTORS AND HOD

**UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
QUESTIONNAIRE GUIDE FOR SOCIAL STUDIES TUTORS AND
HOD**

**TOPIC: EVALUATION OF THE IMPLEMENTATION OF THE
SOCIAL STUDIES CURRICULUM FOR COLLEGES OF
EDUCATION IN GHANA**

This questionnaire is being used to solicit data on the **New B.Ed. Social Studies Curriculum for Colleges of Education (CoEs) in Ghana**. The study is being conducted in partial fulfilment of the requirement for Doctor of Philosophy Degree in Curriculum Studies and Teaching. I therefore seek your maximum co-operation and you are fully assured that all the responses that you provide would be handled with absolute confidentiality and would not reveal your identity. Thank you for your co-operation.

Please respond by ticking [√] where applicable

SECTION A

Background Characteristics

4. Name of College.....
5. Sex
 Male []
 Female []
6. Highest academic/professional qualification
 Master of Art []
 Master of Education []
 Master of Science []
 Master of Philosophy []
 Others specify
7. How long have you been teaching Social Studies in the College of Education?
 Less than 1 year []
 1 – 5 years []
 6 – 10 years []
 11 – 15 years []
 16 years and above []

**SECTION B: Implementation of the objectives of the Social Studies
curriculum of the Colleges of Education**

The following statements relate to ways the objectives of the New B.Ed. Social Studies curriculum for colleges of education in Ghana are implemented. Please indicate the extent to which you agree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided A = Agree and SA = Strongly Agree.

	Items	SD	D	UN	A	SA
	In what ways are the objectives of the Newly B.Ed Social Studies curriculum for CoEs being implemented?					
1	There was sufficient sensitization on the implementation of the curriculum by the curriculum developers.					
2	For effective implementation of the objectives, trainer of trainers programmes for staff of CoEs was organised					
3	Professional development sessions were organized in CoEs					
4	There was the development of Pro-forma notes for lesson delivery by tutors in CoEs					
5	As part of implementation of the objectives tutors delivered lesson systematically and sequentially taking into consideration gender, inclusivity and equity					
6	Tutors as part of implementing the objectives organised reflective session of teaching					
7	Tutors also organized feedback sessions from the students to assess the level of understanding in implementing the objectives					
8	Head of Department, the Principal and other stakeholders periodically monitored lesson					

	delivery to ensure objectives were being implemented					
9	As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons					
10	In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum					

SECTION C: Alignment of the Content selected and Curriculum Objectives

The following statements look at the relationship between content selected and curriculum objectives of the New B.Ed. Social Studies Curriculum for Colleges of Education in Ghana. Please indicate the extent to which you agree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items	SD	D	UN	A	SA
	In what ways are the content of the Social Studies curriculum aligned to the objectives of the curriculum?					
1	The content is organized and taught in an interdisciplinary manner to achieve the set objectives					
2	The content meets the requirements of the New B.Ed Social Studies curriculum as required by the objectives					
3	The content of the curriculum has been carefully arranged to ensure objectives are fully achieved					
4	The content focuses on development of individuals imbued with core values and competencies who can function in a modern technologically driven society that is inclusive.					
5	The content provides sufficient pedagogical approaches for effective delivery to meet the demands of the objectives of the curriculum					
6	The content provides appropriate lifelong skills to meet the demands of the objectives of the curriculum					

7	The content makes provision for gender, inclusivity and equity issues to meet the requirement of the objectives					
8	The content identifies resources to be used in achieving the curriculum objectives					
9	The content covers aspects of the National Teachers Standards to meet the objectives of the curriculum					
10	The content makes provision for course assessment in accordance with the NTEAP to achieve the objectives of the curriculum					

SECTION D: Pedagogical approaches used by Tutors for the implementation of the New B.Ed Social Studies curriculum

The following statements look at the **pedagogical approaches used by Tutors for the implementation of the New B.Ed Social Studies curriculum for colleges of education in Ghana**. Please indicate the extent to which you agree to each of the following statements by ticking [] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items	SD	D	UN	A	SA
	What are the pedagogical approaches used by tutors in the Social Studies instruction delivery?					
1	Tutors employ the use of computer technology and multimedia in the delivery of course content					
2	Tutors employ the use of group works, presentations, and projects as part of their lesson delivery					
3	Tutors adopt the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content					
4	Tutors adopt work-based visits and other field visits as part of lesson delivery modes					
5	Tutors adopt Think-pair-share and Inquiry design model in lesson delivery					
6	Tutors use resource persons to facilitate certain topics in the course outline					
7	Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process					

8	Tutors use video clip in presenting certain concepts to learners					
9	Tutors use role play and dramatization in lessons					
10	Tutors use simulation during lesson delivery					

11. SECTION F: What are the required resources needed for the effective delivery of the Social Studies curriculum?

The following statements seek to solicit information on the **required resources needed for the implementation of the New B.Ed Social Studies curriculum for Colleges of Education in Ghana**. Please indicate the extent to which you agree to each of the following statements by ticking [] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items	SD	D	UN	A	SA
	What are the required resources needed for the effective delivery of the New B.ED Social Studies curriculum?					
1	There are sufficient and appropriate learning materials for the course					
2	The library is resourced with needed materials for the course					
3	Tutors use varied teaching-learning resources to facilitate learning					
4	There are sufficient globes, charts, maps and other resources to facilitate teaching and learning					
5	Course packs, course manuals and handbooks are available for use by both tutors and student teachers					
6	There are online resources available for teaching and learning					
7	There are available reference materials for use by tutors and student teachers for group and independent studies					
8	There are computers readily available for student teachers to use					
9	There are lecture halls that facilitate instruction (i.e. not overcrowded, comfortable seating etc)					
10	The teaching and learning facilities have technological tools such as projectors etc.					

SECTION G: Ways tutors integrate assessment and the National Teachers Standards in the implementation of the curriculum

The following statements seek to solicit information on how tutors integrate the National Teachers Standards in the implementation of the New B.Ed Social Studies curriculum for colleges of education in Ghana. Please indicate the extent to which you agree to each of the following statements by ticking [] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided, A = Agree and SA = Strongly Agree.

	Items	SD	D	UN	A	SA
	In what ways do tutors implement assessment and the National Teachers Standards (NTS)?					
1	Tutors assess the performance of student teachers through class assignments and oral presentations					
2	Tutors assess student teachers through personal/group projects and students reflective journals					
3	Student teachers are assessed through micro research project work					
4	Student teachers are assessed through end-of-semester examinations					
5	Student teachers are assessed through micro teaching					
6	Portions of the NTS form part of every Social Studies lesson presented to student teachers					
7	Student teachers are guided to make reference to the NTS in their presentations and assignments					
8	Tutors display sufficient knowledge of the NTS					
9	Tutors are able to explain the three major standards of the NTS to student teachers with examples					
10	Tutors help student teachers to identify the pillars of the NTS in every lesson delivered.					

APPENDIX C

OBSERVATION GUIDE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
OBSERVATION CHECKLIST FOR SOCIAL STUDIES TUTORS
TOPIC: EVALUATION OF THE IMPLEMENTATION OF THE
SOCIAL STUDIES CURRICULUM FOR COLLEGES OF
EDUCATION IN GHANA

The following statements relate to ways the objectives of the New B.Ed. Social Studies Curriculum for Colleges of Education in Ghana are implemented. Please indicate the extent to which you agree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided A = Agree and SA = Strongly Agree.

The following statements relate to ways the objectives of the **New B.Ed. Social Studies Curriculum for Colleges of Education in Ghana** are implemented. Please indicate the extent to which you agree to each of the following statements by ticking [√] the appropriate box. Indicate your opinion based on the following scales; SD = Strongly Disagree, D = Disagree, UN = Undecided A = Agree and SA = Strongly Agree.

S/N	ITEM	SD	D	UN	A	SA
1	The purpose of the lesson is clear, linked to the course learning outcomes and communicated clearly to student teachers?					
2	The lesson is coherent with effective links to the course specification and across learning outcomes, learning indicators, teaching activities and assessments?					
3	lesson delivery makes provision for student teachers' prior learning?					
4	Potential barriers to student teacher learning (conceptual, linguistic, social, cultural, gender, or ability related, ICT related) are identified and addressed in the lessons so that learning is equitable and inclusive? i.e. differentiation					
5	Subject knowledge and subject specific pedagogic knowledge are integrated in the lesson?					
6	Reflective practice and classroom enquiry are introduced in the lesson					

7	Student teachers demonstrate familiarity with the National Teachers' Standards (NTS) in the remote lessons?					
8	Cross cutting issues and core and transferable skills are integrated into the lesson? i.e. problem-solving, critical thinking, communication, use of ICT, equity, inclusion and diversity, etc.					
9	Course content and resources are organized so student teachers can find what is required to complete their tasks and assessments easily?					
10	Various instructional approaches are used in achieving lesson objectives during lesson delivery					
11	Tutors employ the use of group work, presentations, and projects as part of lesson delivery and other pedagogical strategies					
12	Tutors use varied teaching-learning resources to facilitate learning					
13	Portions of the NTS forms part of every Social Studies lesson presented to student-teachers					
14	Student-teachers are guided to make reference to the NTS in their presentations and assignments					
15	Tutors are able to explain the three major standards of the NTS to students with examples					

APPENDIX D

INTERVIEW GUIDE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
INTERVIEW GUIDE FOR PRINCIPAL/VICE PRINCIPALS
TOPIC: EVALUATION OF THE IMPLEMENTATION OF THE
SOCIAL STUDIES CURRICULUM FOR COLLEGES OF
EDUCATION IN GHANA

This Interview guide is being used to solicit data on the **New B.Ed. Social Studies Curriculum for Colleges of Education (CoEs) in Ghana**. The study is being conducted in partial fulfilment of the requirement for Doctor of Philosophy Degree in Curriculum Studies and Teaching. I therefore seek your maximum co-operation and you are fully assured that all the responses that you provide would be handled with absolute confidentiality and would not reveal your identity. Thank you for your co-operation.

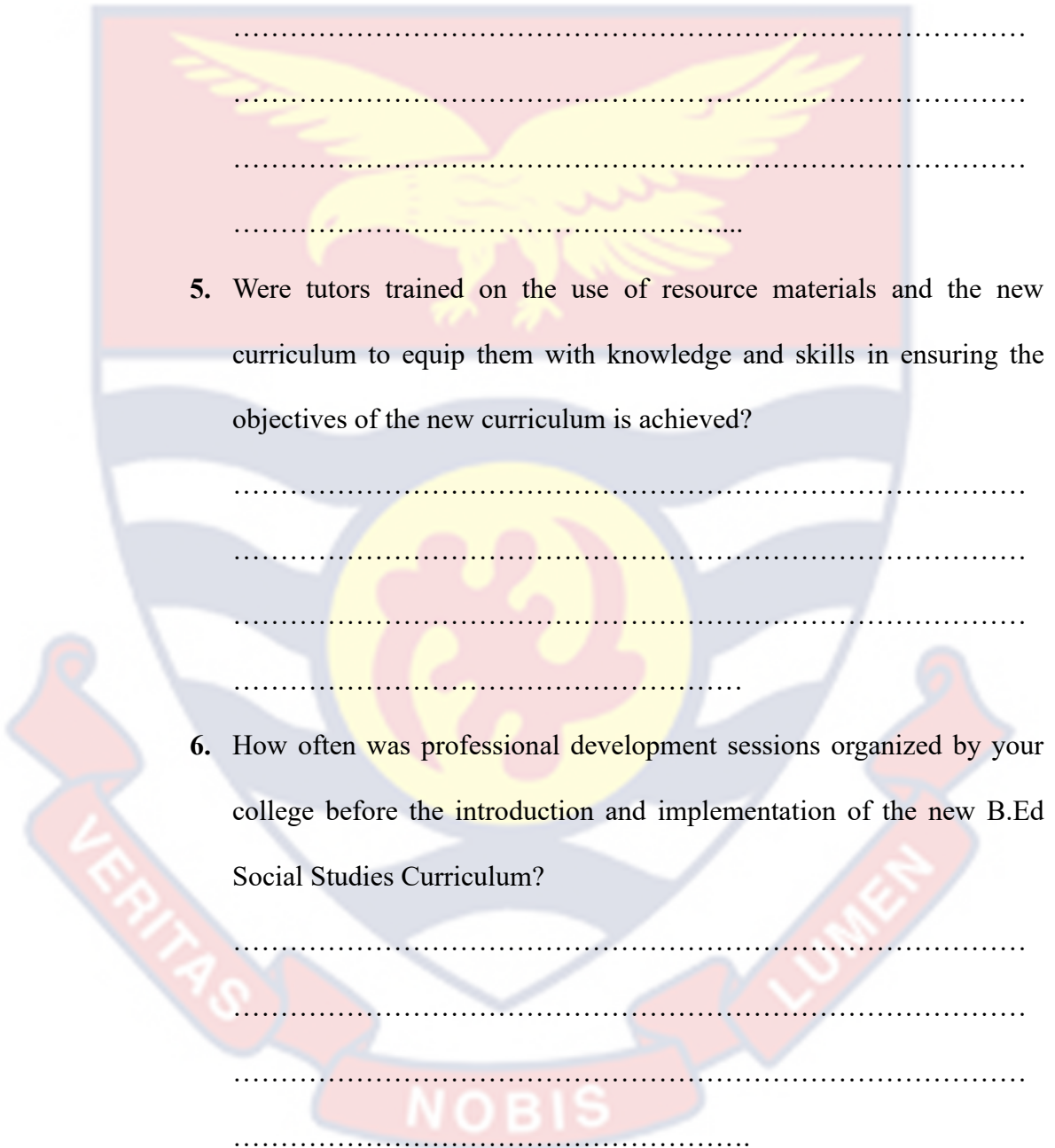
SECTION A

Background Characteristics

1. Name of College.....
2. Sex
 - Male []
 - Female []
3. Highest academic/professional qualification
 - Master of Art []
 - Master of Education []
 - Master of Science []
 - Master of Philosophy []
 - Doctor of Philosophy []
 - Others specify
4. How long have you been the Principal in the College of Education?
 - Less than 1 year []
 - 1 – 5 years []
 - 6 – 10 years []
 - 11 – 15 years []

SECTION B: Implementation of the objectives of the Social Studies curriculum of the Colleges of Education

Were resource materials available and accessible before the implementation of the new B.Ed Social Studies Curriculum. Specifically, which ones?



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5. Were tutors trained on the use of resource materials and the new curriculum to equip them with knowledge and skills in ensuring the objectives of the new curriculum is achieved?

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6. How often was professional development sessions organized by your college before the introduction and implementation of the new B.Ed Social Studies Curriculum?

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7. How would you describe the interest of tutors in attending and participating in the PD sessions?

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8. Is professional development session still ongoing after the introduction of the new curriculum?

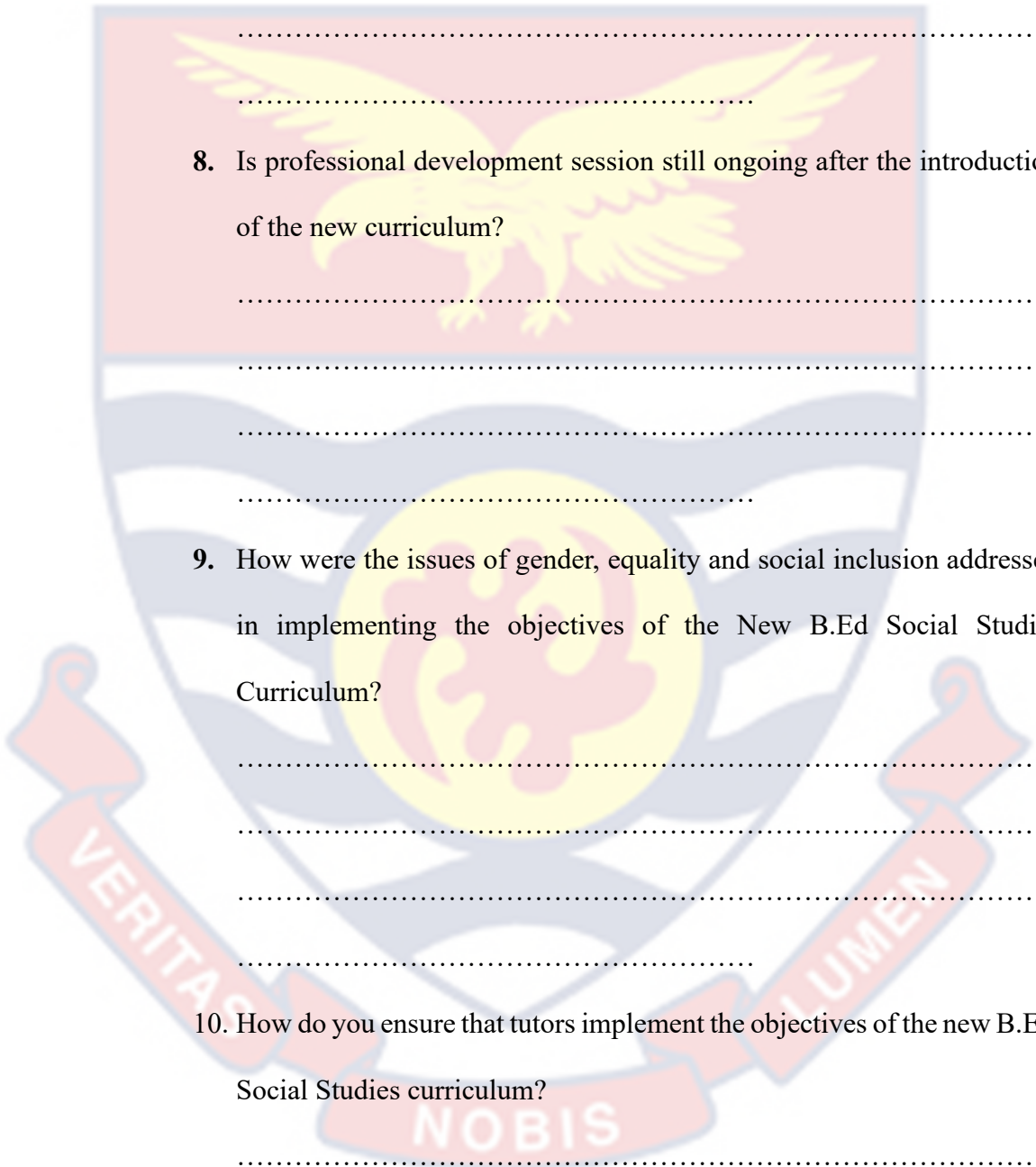
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9. How were the issues of gender, equality and social inclusion addressed in implementing the objectives of the New B.Ed Social Studies Curriculum?

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10. How do you ensure that tutors implement the objectives of the new B.ED Social Studies curriculum?

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11. What procedures are used in measuring the achievement of the objectives of the new B.ED Social Studies curriculum?

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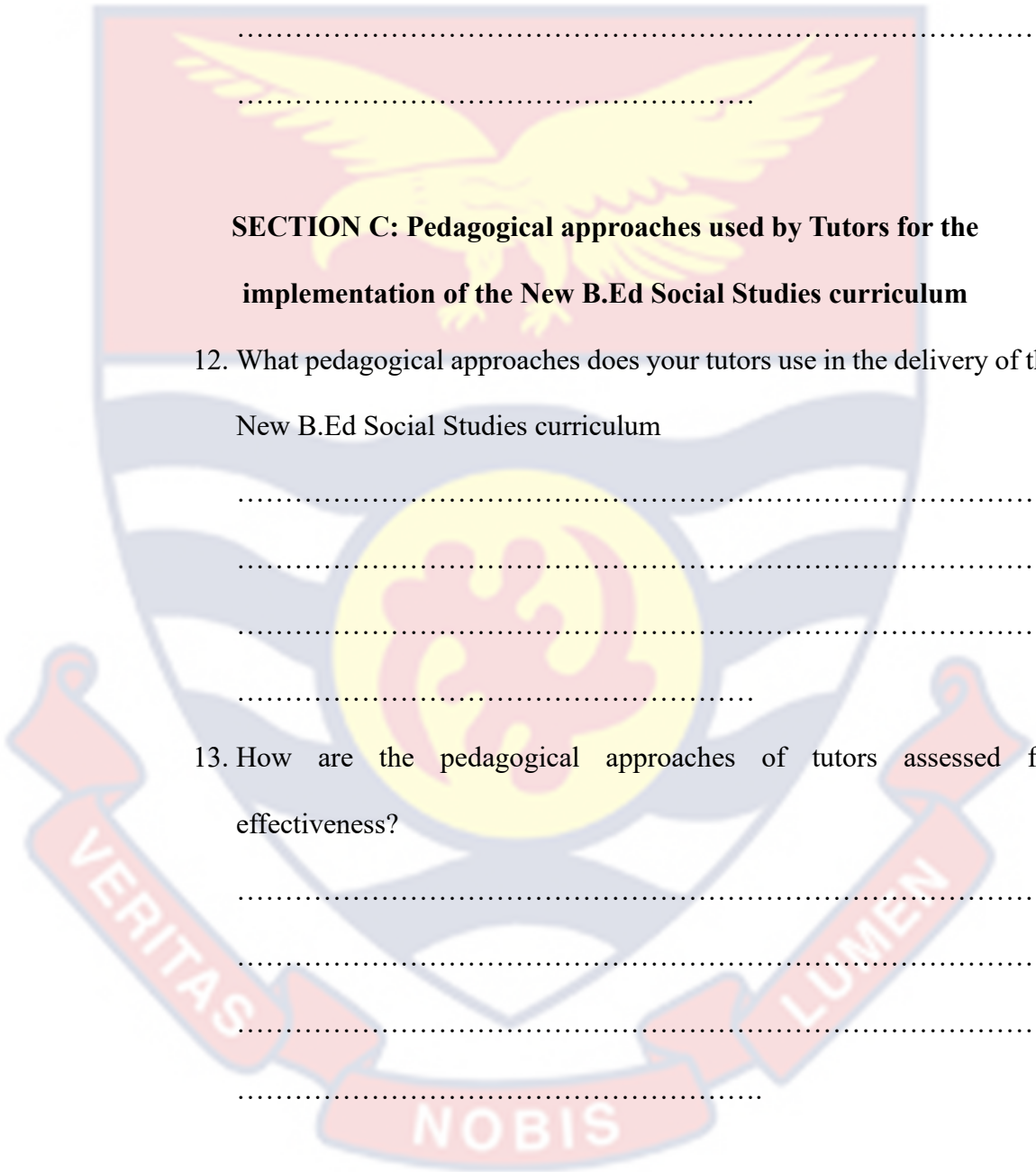
SECTION C: Pedagogical approaches used by Tutors for the implementation of the New B.Ed Social Studies curriculum

12. What pedagogical approaches does your tutors use in the delivery of the New B.Ed Social Studies curriculum

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13. How are the pedagogical approaches of tutors assessed for effectiveness?

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14. What challenges do tutors encounter in implementing the pedagogical approaches during the implementation of the New B.Ed Social Studies curriculum?

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15. Does the classroom environment support the pedagogical approaches used by the tutors in the implementation of the New B.Ed Social Studies curriculum?

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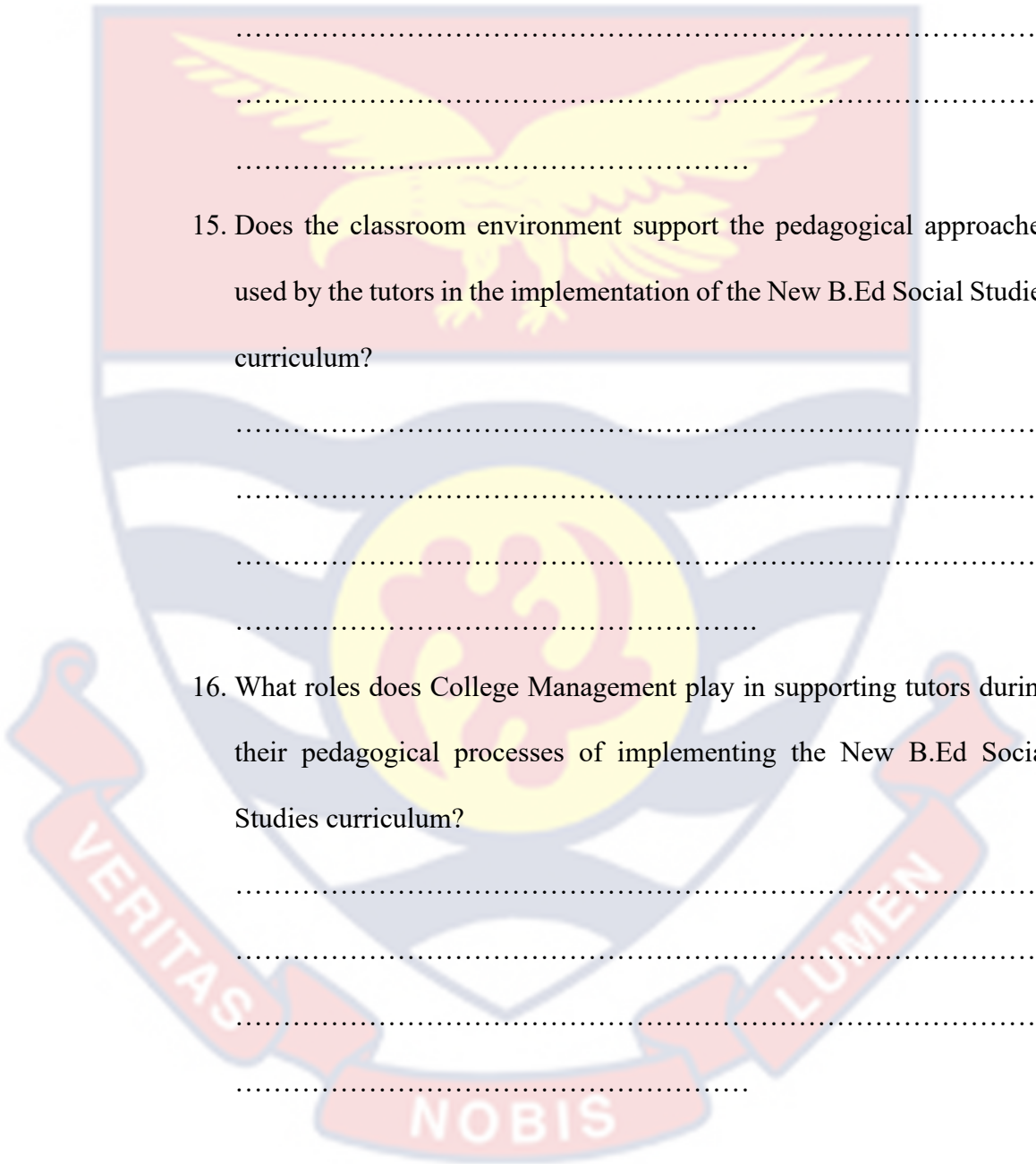
16. What roles does College Management play in supporting tutors during their pedagogical processes of implementing the New B.Ed Social Studies curriculum?

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SECTION D: What are the required resources needed for the effective delivery of the New B.Ed Social Studies curriculum?

17. Does the College have appropriate human resources for the implementation of the New B.Ed Social Studies curriculum?

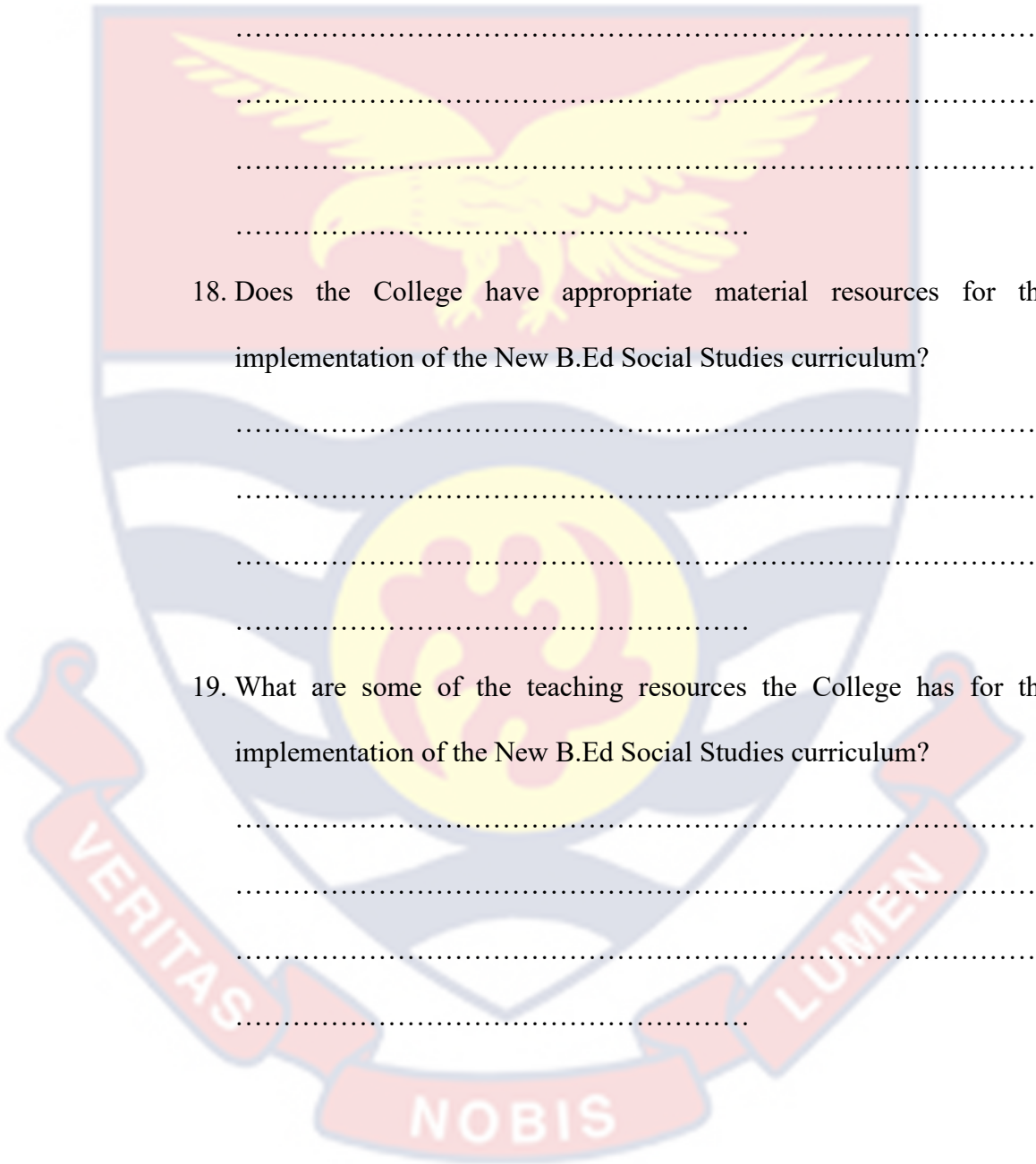
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18. Does the College have appropriate material resources for the implementation of the New B.Ed Social Studies curriculum?

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19. What are some of the teaching resources the College has for the implementation of the New B.Ed Social Studies curriculum?

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20. What online resources are available for both tutors and students in the implementation of the New B.Ed Social Studies curriculum?

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21. What ICT tools does the College have for the implementation of the New B.Ed Social Studies curriculum?

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SECTION E: How tutors integrate assessment and the National Teachers Standards (NTS) in the implementation of the New B.Ed Social Studies Curriculum

22. Are tutors aware of the Assessment Policy for the New B.Ed Social Studies Curriculum and do they have copies of the policy?

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23. How does the College ensure that assessment of the curriculum is done following the NTEAP guidelines?

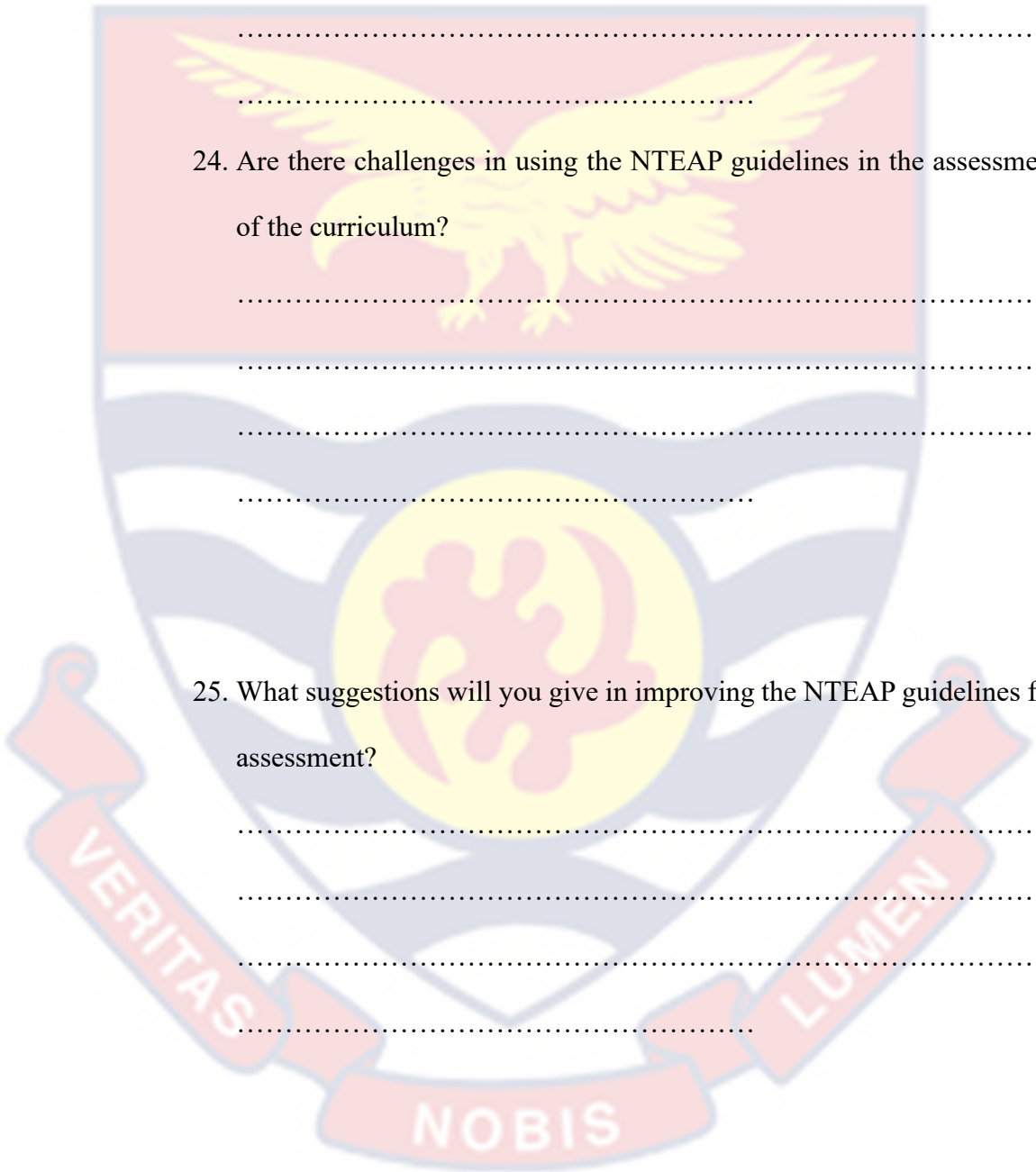
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24. Are there challenges in using the NTEAP guidelines in the assessment of the curriculum?

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25. What suggestions will you give in improving the NTEAP guidelines for assessment?

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26. How does the College ensure that tutors integrate the Professional Values and Attitude (PVA) of NTS in the implementation of the New B.Ed Social Studies curriculum

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27. How does the College ensure that tutors integrate the Professional Knowledge (PK) of NTS in the implementation of the New B.Ed Social Studies curriculum?

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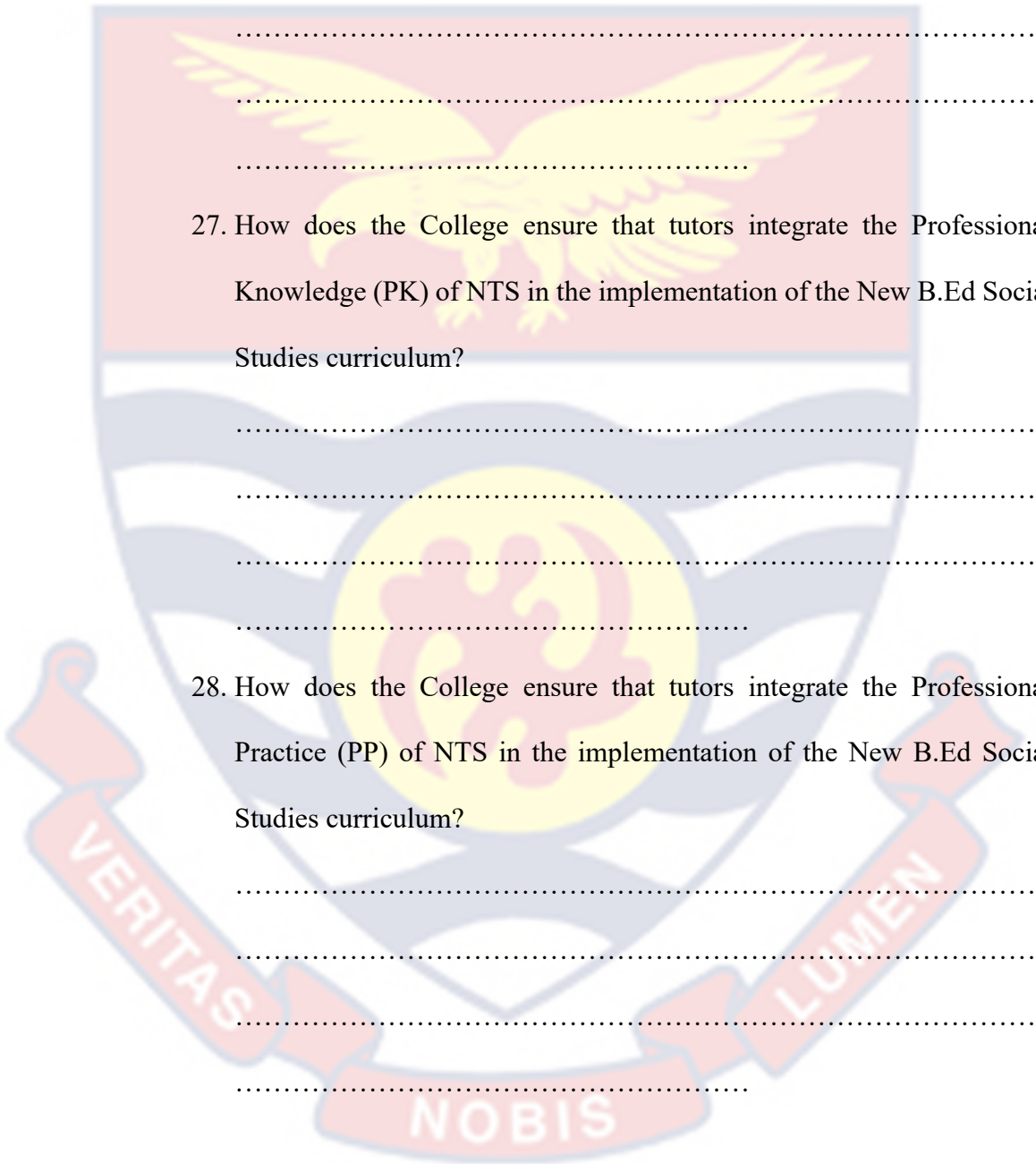
28. How does the College ensure that tutors integrate the Professional Practice (PP) of NTS in the implementation of the New B.Ed Social Studies curriculum?

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APPENDIX E

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233-(0)3321 35411 / +233-(0)3321 32480 /3
EXT: (268), Direct: 35411
Telegrams & Cables: University, Cape Coast
Dept. Telephone: 0209408788
E-mail: dbase@ucc.edu.gh



UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG

Date: 29th April, 2022

Our Ref:
Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

Mr. Emmanuel Adom Ashun is a Ph. D. (Curriculum and Teaching) student of this Department and as a requirement for the programme, he is working on the research topic: **“Process Evaluation of the New Four-Year B.Ed Social Studies Curriculum for Colleges of Education in Ghana”**.

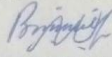
The study seeks to evaluate the new four-year B.Ed Social Studies Curriculum for colleges of education in Ghana.

In case he flouts any ethical requirement as the study may necessitate, kindly get in touch with his supervisor, Rev. Prof. Kankam Boadu, on 0244708348 or through e-mail kankam.boadu@ucc.edu.gh. You may also get in touch with the Department on 0209408788 or through dbsse@ucc.edu.gh.

We are counting on your usual cooperation.

Thank you.

Yours faithfully,


DR. BERNARD Y. S. ACQUAH
HEAD OF DEPARTMENT

APPENDIX F

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309

E-MAIL: irb@ucc.edu.gh

OUR REF: UCC/IRB/A/2016/1308

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0009096

6TH APRIL, 2022

Mr. Emmanuel Adom Ashun
Department of Business and Social Sciences, Education
University of Cape Coast

Dear Mr. Ashun,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/07)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Process Evaluation of the New Four-Year B.ED Social Studies Curriculum for Colleges of Education in Ghana**. This approval is valid from 6th April, 2022 to 5th March, 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