

Teacher-trainees' sense of efficacy in students' engagement, instructional practices and classroom management in social studies lessons

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Abstract

Teacher efficacy has been linked to several personal and contextual variables, important teacher behaviours, and student outcomes. Researching on Colleges of Education final year teacher-trainees' (mentees) sense of efficacy in students' engagement, instructional practices, and classroom management in Social Studies lessons seems to be very essential as products from the teacher training colleges are supposed to teach the subject at the basic school level in Ghana. The research methods chosen for this study are; both qualitative and quantitative (mixed method). Purposive and convenience sampling techniques were used to select the colleges and the 150 final year teacher-trainees for the study. The study revealed that where final year teacher-trainees are responsible to conduct curriculum-based teaching in the Ghanaian Basic Schools, the orientation about what they believe in rather impact on what and how they go about their classroom activities; instructs, engage their students, and manage their social studies lessons. It is therefore suggested that participatory techniques such as role-play, simulation, discussion, debates, brainstorming, writing narratives, and other cooperative learning approaches should be used in the teaching and learning of Social Studies to help pupils become critical thinkers, tolerant and problem solvers since the subject was introduced solely to the right the wrong in society.

Keywords

Efficacy, Sense of Efficacy, Students' Engagement, Instructional Practices, Classroom Management, Social Studies Lessons

1. Introduction and Background

Understanding teachers' perceptions and beliefs is important because teachers, heavily involved in various teaching and learning processes, are practitioners of educational principles and theories (Jia, Eslami & Burlbaw, 2006). Teachers have a primary role in determining what is needed or what would work best with their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behaviour but also are related to their students' achievement (Johnson, 1992; Bekoe & Eshun, 2013). Thus, knowing the

perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms. Teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experiences (Soodak & Podell, 1997:214). Teacher efficacy is believed to be strongly linked to teaching practices and student learning outcomes.

Bandura (1977) first proposed the concept of self-efficacy. Tschannen-Moran, Woolfolk Hoy and Hoy (1998:233) applied this concept to teachers and defined teacher efficacy as, "the teacher's belief in his or her capability to organize and execute courses of action required to successfully

accomplish a specific teaching task in a particular context”, whereas Wheatley (2002) linked teacher efficacy more directly to a teacher’s belief in his or her ability to influence student outcomes. So, teacher-efficacy relates to a context-specific assessment of one’s ability to instruct students in a particular curriculum area or in a particular manner. Hence, teacher efficacy is a “future oriented, task-specific judgement” (Woolfolk Hoy, Hoy, & Davis, 2009: 628).

According to Tanner (2009:141) Studies...[have] found that student attitudes toward, and interest in, social studies can be greatly influenced by two factors: (a) active involvement and teacher enthusiasm and (b) the perceived value of the subject matter. Results from both of these studies show that students respond well to knowledgeable, passionate teachers who include them as active participants in the learning process through lively discussions and thought provoking activities.

Tanner (2009:141) posits that providing students with authentic instructional work is an important factor in increasing student engagement. Authentic instructional work, as defined in a study by Marks (2000), consists of four component measures relating to the frequency with which the student is involved in meaningful academic experiences in the core mathematics or social studies class: (a) You are asked interesting questions and solve new problems; (b) you dig deeply into understanding a single topic; (c) you apply the subject to problems and situations in life outside of school, and (d) you discuss your ideas about the subject with the teacher or students. Other studies further illustrate the connection between student engagement and teachers who provide students with a well-balanced mixture of teacher- and student-centred activities. Teachers are also aided in their efforts to engage students in social studies when they create inquiry-based lessons that allow students to construct knowledge through the active involvement of exploring content and seeking appropriate resolutions to questions and issues.

According to the National Council for the Social Studies (2009) in order for Social Studies instruction to be meaningful, teachers must understand and meet the needs of their students. Teachers should capitalize on the diversity and natural interests of their students in the world around them. By building on students’ skills and experiences, teachers can design learning events that challenge students to make meaningful connections and expand their knowledge and viewpoints. In Social Studies as in any knowledge domain, learners benefit from having a variety of ways to understand a given concept. Increasingly, elementary teachers have students of diverse backgrounds and differing abilities in their classes, and must differentiate instruction to meet individual needs. Successful elementary teachers possess both a command of the subject matter and the ability to engage students in the learning process through a variety of instructional methodologies.

National Council for the Social Studies (2009) views Social Studies as integrative by nature and powerful social studies teaching crosses disciplinary boundaries to address

topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.

This shows that imbuing of appropriate skills should be given priority in pre-service preparation and in-service training as a support for the transition into full professional teacher status and survival of a novice teacher. In the light of this, in teaching and learning of Social Studies as a subject, Schmidt (2007) suggested three aspects of instruction - content, learning and outcomes - that need to be reconnected with the fundamental humanity of this discipline. According to Schmidt (2007:4-5) putting the social back in content means re-establishing human beings as the central subject of Social Studies-their lives and stories, their triumphs and abysmal failures, the enduring dilemmas embedded in the study of family and society over time. Putting the social back in learning means creating learning environments and using instructional practices that are compatible with the natural recurring cycle of learning in human beings. Putting the social back in outcomes means incorporating into your curriculum challenging problems, authentic experiences, and real-life tasks that have consequences in the community or world, and teaching your student to accomplish it. This means that aside content, the teacher trainees need to learn methodology before going on practice. This indicates that techniques of teaching and assessment need to be taken seriously to reflect the subject objective of building positive attitudes.

Hattie (2009) has shown over a number of years the significance of the teacher for student learning. All education systems have at their core the desire for all students to achieve to their potential and to become well-rounded, socially competent citizens of society. If such ambitions are to be realized there is a need for research to consider more closely teacher variables that potentially influence student learning. In the classroom situation “it is the differences in the teachers that make the difference in student learning” (Hattie, 2009:236). We know much about the instructional practices that enhance student learning but the core of teaching relates not just to the instructional environment of the classroom but also to the socio-emotional climate that teachers create (Babad, 2009). These social relationships depend on teacher attributes and hence there is a need for research to explore teacher-trainees’ efficacy in students’ engagement, instructional practices and classroom management in Social Studies lessons. The purpose of the study was to ascertain the final year teacher-trainees’ sense of efficacy in Social Studies lessons in the basic schools in Ghana. The following research questions guided the study - What are the final year teacher-trainees’ sense of efficacy in student engagement in Social Studies lessons in the basic schools in Ghana?; What are the final year teacher-trainees’

sense of efficacy in instructional practices in Social Studies lessons in the basic schools in Ghana?; and What are the final year teacher-trainees' sense of efficacy in classroom management in Social Studies lessons in the Basic Schools in Ghana? The research covered three (3) public Colleges of Education in the Western Region out of the thirty-eight (38) public colleges in Ghana. In addition, the study covered only the trainees' efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management in Social Studies lessons.

2. Review of the Literature

Teachers' sense of efficacy can potentially influence both the kind of environment that they create as well as the various instructional practices introduced in the classroom (Bandura, 1997). Teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort; teachers with lower self-efficacy, on the other hand, feel a sense of helplessness when it comes to dealing with difficult and unmotivated students (Gibson & Dembo, 1984).

There are two major dimensions of teachers' perceived efficacy discussed in literature on teacher's sense of efficacy: Personal Teaching Efficacy (PTE) and General Teaching Efficacy (GTE) (Soodak & Podell, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). Personal Teaching Efficacy refers to teachers' beliefs about their own ability to make a difference in their students' learning, whereas General Teaching Efficacy comprises teachers' beliefs about the power of factors outside of the school and teacher's control in affecting student performance. Both GTE and PTE were the two items measured in the earliest teachers' efficacy studies (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977), which asked teachers to rate their responses to two statements based on a five-point Likert scale: (a) "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment," (GTE) (b) "If I try really hard, I can get through to even the most difficult or unmotivated students" (PTE).

On the other hand, other researchers have treated teacher efficacy as a one-dimensional construct (Evans & Tribble, 1986; Guskey, 1988). Yet another group of researchers have argued that teacher efficacy is multidimensional and should be examined differently according to specific situations and tasks (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Tschannen-Moran & Woolfolk Hoy, 2001). The foregoing shows that beliefs that teachers hold influence their thoughts and their instructional decisions (Woolfolk Hoy et al., 2009). In turn, instructional decisions that teachers make influence the learning experiences they plan for students and hence student opportunity to learn.

Teacher goal orientation is a further variable that has been shown to influence the ways in which teachers structure their classrooms, motivate and interact with students. Two main types of goal orientation, namely mastery and performance,

have been identified (Kaplan & Maehr, 2007). Teachers with a performance goal orientation are more focused on formally assessing their students' ability to achieve. Teachers who have a mastery goal orientation, on the other hand, consider learning to be an active process in which students are totally involved in their learning and focused on acquiring skills, understandings and insights (Patrick, Anderman, Ryan, Edelin, & Midgley, 2001). From a teacher perspective, then, teacher expectations relate to *where* the teacher believes the students in her/his class will get to, teacher efficacy relates to *what* s/he needs to do to get the students there and teacher goal orientation relates to *how* s/he will structure lessons and assessments in order for students to reach their goals. Hence, these teacher beliefs (expectations, efficacy and goal-orientation) could be thought of as being interrelated. A teacher who has high expectations for all students, may have the confidence that s/he can make a large difference to their learning (teacher-efficacy) and use a mastery approach to teaching since this approach appears to result in larger student gains (Roeser, Marachi, & Gehlbach, 2002).

In a study by Graham, Harris, Fink and MacArthur (2001), it was found that there was a direct link between variables in efficacy scores and teachers' beliefs about how to teach. The way teachers perceived their capabilities to teach seemed to directly influence their instructional practices. Teachers who felt confident about their abilities and who enjoyed teaching seemed to willingly implement new and innovative practices.

According to the National Council for the Social Studies (2009:253) Elementary learners do not become responsible, participating citizens automatically. They need frequent opportunities to make daily decisions about democratic concepts and principles that are respectful of the dignity and rights of individuals and the common good. They need to participate in learning experiences that involve core values of democracy, including freedom of speech and thought, equality of opportunity, justice, and diversity... Thoughtful and deliberate classroom engagement related to controversial or ethical issues provides opportunities for elementary children to practice critical thinking skills while examining multiple perspectives. Elementary teachers should create opportunities for students to discuss values, engage in real-world problem solving and make reasoned decisions.

There is therefore the need for a Social Studies teacher to be abreast with the use of affective modes of lesson delivery. The way Social Studies is taught need to get a makeover. So many Social Studies teachers only teach by lecturing and expect rote memorisation from their students. This happens often because of the "overwhelming amount of material contained in a typical state Social Studies curriculum framework" (Vogler & Virtue, 2007:55). Research has shown that students learn more from student-centred approaches. According to Eshun, Bordoh, Bassaw and Mensah (2014) "teaching Social Studies is stressed to be done in student-centred techniques and strategies. Brainstorming, role-playing, simulation, discussion and debate were the major techniques stressed by both Colleges of Education curriculum and the JHS Social Studies syllabus." Thus,

educators propose that teachers must use learner-centred pedagogies and techniques like debate, panel discussion, simulation, drama and role-play, and oral reports to develop positive skills and values in students. This makes them engage in the lesson and information becomes more meaningful to them; therefore, they retain it for longer periods of time. "Brain research has found that the brain searches for patterns and connections as its way of building meaning, if students are not actively engaged in their learning, then they are unable to make the connections necessary to make learning meaningful" (Cuthrell & Yates, 2007:22). Cuthrell and Yates (2007) found that Social Studies content should be in-depth with lessons and activities. Educators who have an active learning philosophy are the ones who believe role-playing is a useful and effective teaching method in Social Studies.

Role-playing exercises come in many forms and educators should not be reluctant to experiment with their style and structure (McDaniel, 2000:357). According to McDaniel (2000:357-360) there are four basic elements that are essential for the success of any role-playing activity. The first element is that the activity builds on knowledge the students already possess about a particular historical context. A teacher cannot expect students to role-play about something they have no prior knowledge of. The second element is to design the roles yourself to maximise student involvement and student conflict. Having conflicting perspectives is a must. The third element is to set up a specific situation. Do not let the students go without giving them a focal point for debate. The last element is the instructor's limited involvement and willingness to be flexible. The instructor needs to guide the students along, but not overbear the conversation and let the students take their own path to understanding. By following these four basic elements, any educator can have a successful role-playing activity. Role-playing activities help introduce student to "real-world" situations (Oberle, 2004:199). Van Ments (1983) identified three general advantages to role-playing activities: they are positive and safe in dealing with attitudes and feelings, they provide a safe avenue for expressing personal and sometimes unpopular attitudes and opinions, and "role-playing is highly motivating as the majority of students enjoy these types of activities and become more inspired learners. Oberle (2004) found that role-playing is an effective teaching method and should be used to help actively engage students in their learning. Riera, Cibanal & Mora (2010) mentioned that learning with role-playing enables students to gain confidence while reduces their anxiety, furthermore role-playing encourages creativity, sharpens one's perception and enables the participants to understand group dynamics, personal freedom and improve and empower their communication skills (Manzoor, Mukhtar & Hashmi, 2012).

Another teaching technique that can produce a similar outcome as role-playing is having students write narratives. According to Harris (2007:111) stories resonate with life experiences and remind people of how they fit into their culture and connect to others' culture. By writing stories, students get to use their own life experiences and compare

and contrast them to a person of the past. Storytelling enables them to connect to the material and feel empathy to the person living in that time period. Writing narratives is often done in English classes, but should be done more in Social Studies classes as well. Akmal and Ayre-Svingen (2002:272) said allowing students to construct a biographical narrative of figures of interest to them enables them to make sense of their biographical subjects' lives and connects their lives to those who went before them. Writing narratives in Social Studies classes has been tested and proved effective at helping students learn about historical figures in a challenging and enjoyable way.

Discussion is another teaching technique that can be effective because they can be challenging, promote learning and encourage tolerance. It is well reported that gaining student attention and engagement during class is very challenging. The primary method to bring about active learning is discussion according to Svinicki and McKeachie (2011). But the purpose of discussion is not just to have students discuss; the purpose of discussion is to provide practice and feedback for the kinds of thinking that are the goal of the course. McMurray (2007:49) states "meaningful discussion should be promoted in a manner that ensure that learning is occurring, beliefs are substantiated by evidence, and minority opinions are protected". Discussions can make learning meaningful like role-playing does if they are done correctly. Cooperative learning has been found to be an effective strategy for Social Studies classes. Several studies have linked cooperative learning to improved student achievement across grade levels and subject areas (Edvantia, 2007:90). Several of the methods mentioned earlier are types of cooperative learning activities.

Critical thinking is the most important skill for problem solving, inquiry and discovery in Social Studies. Teaching for critical thinking competence necessitates a philosophical shift in focus from learning to thinking (Chun, 2010), drill and practice to problem-based learning (Savery, 2009), subject isolation to subject integration, output to process, what is convenient to what is needed, and now to the future (Peddiwell, 1939).

Guiding students through the process of thinking like researchers and participating in activities helped them to appreciate the importance of not jumping to conclusions (Parker, 2009). On the basis of this Mandernach (2006:4) asserts that "to encourage active engagement, teachers must design authentic tasks that reflect the complexity of the environment." A classroom culture that fosters inquiry is likely to nurture students to become intellectually curious.

Although traditional and contemporary theories have provided a base for teaching for critical thinking in Social Studies, many schools are still graduating students who are ill-equipped to problem-solving. This may be due to a variety of factors including; how teachers interpret critical thinking (Kennedy *et al.*, 1991; Jones, 2004), their feeling of self-efficacy to support students to develop problem solving competences (Goddard & Goddard, 2001; Wheatley, 2002), the students' own self-efficacy regarding their critical

thinking abilities (Bandura, 1993; Zimmerman, 2000; Caliskan 2010), students' inadequate information-searching skills (Laxman, 2010), and teachers' preference for more behaviourist than constructivist approaches to teaching. A holistic approach to teaching that will result in efficacy in students' engagement, instructional practices and classroom management in Social Studies lessons should involve a set of appropriate goal-oriented assessment tasks that enable students to manipulate both affective and cognitive skills.

3. Methodology

Both quantitative and qualitative (mixed) research methods were chosen for this study. The population for this study included all final year teacher-trainees offering the general programme for Diploma in Basic Education (DBE) certificate in the three Colleges, namely Enchi, Holy Child, and the Wiawso Colleges of Education in the Western Region of the Republic of Ghana.

One hundred and fifty final year teacher-trainees were sampled from the three Colleges of Education. Non-probability sampling method (purposive and convenience sampling techniques) was used to select the sample of districts, colleges and respondents for the study. In all there are thirty-eight (38) public Colleges of Education in Ghana.

Data Collection was facilitated through the administration of questionnaire and observation. One hundred and fifty final year teacher-trainees were sampled to answer questionnaire using the teacher efficacy scale. Thirty of them were further observed while they teach Social Studies in a classroom setting. Questionnaires were adopted from Megan Tschannen-Moran and Anita Woolfolk Hoy teachers' sense of efficacy scale. This questionnaire is designed to help in better understanding of the kinds of things that create difficulties for pre-service teachers in their school activities. Items on the adopted questionnaire on teachers' sense of efficacy scale are on a 9 point scale anchored at nothing, very little, some influence, quite a bit, and a great deal but was adapted into a five point scale. Reliability statistics for the 24-item Teachers' Sense of Efficacy Scale (TSES) adopted from Megan Tschannen-Moran and Anita Woolfolk Hoy show values above .8. This makes it more reliable to be used. Factor analysis consistently found three moderately correlated factors for the adopted scale: (1) efficacy in student engagement, (2) efficacy in instructional practices, and (3) efficacy in classroom management. Tschannen-Moran and Woolfolk Hoy (2001) reported an overall alpha coefficient for the TSES of .94, of .87 for the student engagement subscale, of .91 for instructional strategies and .90 for classroom management. The quantitative data entry and analysis was done by using the SPSS software package. The data was edited, coded and analysed into frequencies, percentages, weighted mean with interpretations. The qualitative data was analysed by the use of the interpretative technique based on the themes arrived at during the observation of mentees while they teach in a classroom setting. The themes were related to the research questions.

4. Findings and Discussions

4.1. Final Year Teacher-Trainees' Sense of Efficacy in Social Studies Lessons

Final year teacher-trainees' sense of efficacy is discussed here. Outcomes of teachers' sense of efficacy scale were discussed under three sections. These are efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management. Five point Likert scale made up of 24-items were used to elicit answers from final year teacher-trainees on issue of their efficacy in teaching and learning. The questionnaires are designed to help gain a better understanding of the kinds of things that create difficulties for teachers in their school activities.

4.1.1. Efficacy in Students' Engagement

Efficacy in Social Studies students' engagement by final year teacher trainees in the Colleges of Education in Ghana is discussed under this section. Item 1 which is - *How much can you do to get through to the most difficult students in the teaching and learning?*, out of the 150 respondents, 17 (11.3%) ticked they will do nothing, 5 (3.3%) ticked they will do very little, 84 (56%) said they will exert some influence, 30 (20.0%) ticked quite a bit, whilst 14 (9.3%) ticked great deal. A weighted mean of 3.1 implies that teacher-trainees will exert some influence to get through to the most difficult students in the teaching and learning.

Item 2 which is - *How much can you do to help your students think critically?*, out of the 150 respondents, 12 (8.0%) ticked they will do nothing, 13 (8.7%) ticked they will do very little, 67 (44.7%) ticked they will exert some influence, 40 (26.7%) ticked quite a bit, whilst 18 (12.0%) ticked great deal. A weighted mean of 3.2 implies that teacher-trainees will exert some influence by helping their students to think critically.

Item 3 which is - *How much can you do to control disruptive behaviour in the classroom?*, out of the 150 respondents, 21 (14.0%) ticked they will do nothing, 74 (49.3%) ticked they will do very little, 54 (36.0%) ticked they will exert some influence, none of them (.0%) ticked quite a bit, whilst 1 (.7%) ticked great deal. A weighted mean of 2.2 implies that teacher-trainees will do very little to control disruptive behaviour in the classroom.

Item 4 which is - *How much can you do to motivate students who show low interest in school work?*, out of the 150 respondents, 8 (5.3%) ticked they will do nothing, 5 (3.3%) ticked they will do very little, 54 (36.0%) ticked they will exert some influence, 44 (29.3%) ticked quite a bit, whilst 39 (26.0%) ticked great deal. A weighted mean of 3.6 implies that teacher-trainees will exert some influence to motivate students who show low interest in school work.

Item 5 which is - *To what extent can you make your expectations clear about student behaviour?*, out of the 150 respondents, 10 (6.7%) ticked they will do nothing, 10 (6.7%) ticked they will do very little, 71 (47.3%) ticked they will exert some influence, 45 (30.0%) ticked quite a bit, whilst 14 (9.3%) ticked great deal. A weighted mean of 3.2 implies that

teacher-trainees will exert some influence to make their expectations clear about student behaviour.

Item 6 which is - *How much can you do to get students to believe they can do well in school work?*, out of the 150 respondents, 4 (2.7%) ticked they will do nothing, 5 (3.3%) ticked they will do very little, 66 (44.0%) ticked they will exert some influence, 41 (27.3%) ticked quite a bit, whilst 34 (22.7%) ticked great deal. A weighted mean of 3.6 implies that teacher-trainees will exert some influence to get students to believe they can do well in school work.

Item 7 which is - *How well can you respond to difficult questions from your students?*, out of the 150 respondents, 8 (5.3%) ticked they will do nothing, 10 (6.7%) ticked they will do very little, 56 (44.0%) said they will exert some influence, 47 (31.3%) ticked quite a bit, whilst 29 (19.3%) ticked great deal. A weighted mean of 3.5 implies that teacher-trainees will exert some influence to respond to difficult questions from their students.

Item 8 which is - *How well can you establish routines to keep activities running smoothly?*, out of the 150 respondents, 11 (7.3%) ticked they will do nothing, 11 (7.3%) ticked they will do very little, 58 (38.7%) ticked they will exert some influence, 46 (30.7%) ticked quite a bit, whilst 24 (16.0%) ticked great deal. A weighted mean of 3.4 implies that teacher-trainees will exert some influence to establish routines to keep activities running smoothly.

Contextualising the discussion on efficacy in students' engagement it was realised that apart from the question on-How much can you do to control disruptive behaviour in the classroom?, which gave a weighted mean of 2.2 meaning they could do very little; the rest gave weighted mean of 3.1 to 3.6 which indicates that teacher-trainees will exert some influence on the given concepts asked. The outcome of questionnaire administered shows that final year teacher-trainees will exert some influence on efficacy in students' engagement. However, the observation of mentees negate the ideal classroom situation of what they thought would be done by them.

4.1.2. Efficacy in Instructional Practices

Efficacy in Social Studies instructional practices by final year teacher trainees in Colleges of Education in Ghana is discussed under this section. Item 1 which is - *How much can you do to help your students' value learning?*, out of the 150 respondents, 7 (4.7%) ticked they will do nothing, 7 (4.7%) said they will do very little, 63 (42.0%) ticked they will exert some influence, 44 (29.3%) ticked quite a bit, whilst 29 (19.3%) ticked great deal. A weighted mean of 3.5 implies that teacher-trainees will exert some influence to help their students' value learning.

Item 2 which is - *How much can you gauge student comprehension of what you have taught?*, out of the 150 respondents, 4 (2.7%) ticked they will do nothing, 14 (9.3%) ticked they will do very little, 69 (46.0%) ticked they will exert some influence, 42 (28.0%) ticked quite a bit, whilst 21 (14.0%) ticked great deal. A weighted mean of 3.4 indicates that teacher-trainees will exert some influence to gauge

student comprehension of what they have taught.

Item 3 which is - *To what extent can you craft good questions for your students?*, out of the 150 respondents, 9 (6.0%) ticked they will do nothing, 2 (1.3%) ticked they will do very little, 60 (40.0%) ticked they will exert some influence, 56 (37.3%) ticked quite a bit, whilst 23 (15.3%) ticked great deal. A weighted mean of 3.5 indicates that teacher-trainees will exert some influence in crafting good questions for their students.

Item 4 which is - *How much can you do to foster student creativity in your lesson?*, out of the 150 respondents, 12 (8.0%) said they will do nothing, 8 (5.3%) ticked they will do very little, 59 (39.3%) ticked they will exert some influence, 51 (34.0%) ticked quite a bit, whilst 20 (13.3%) ticked great deal. A weighted mean of 3.3 indicates that teacher-trainees will exert some influence to foster their students' creativity in their lesson delivery.

Item 5 which is - *How much can you do to get children to follow classroom rules?*, out of the 150 respondents, 7 (4.7%) ticked they will do nothing, 4 (2.7%) ticked they will do very little, 66 (44.0%) ticked they will exert some influence, 44 (29.3%) ticked quite a bit, whilst 29 (19.3%) ticked great deal. A weighted mean of 3.3 indicates that teacher-trainees will exert some influence to get children to follow classroom rules.

Item 6 which is - *How much can you do to improve the understanding of a student who is failing?*, out of the 150 respondents, 6 (4.0%) ticked they will do nothing, 3 (2.0%) ticked they will do very little, 71 (47.3%) ticked they will exert some influence, 46 (30.7%) ticked quite a bit, whilst 24 (16.0%) ticked great deal. A weighted mean of 3.5 indicates that teacher-trainees will exert some influence to improve the understanding of a student who is failing.

Item 7 which is - *How much can you use a variety of assessment strategies?*, out of the 150 respondents, 7 (4.7%) ticked they will do nothing, 8 (5.3%) ticked they will do very little, 60 (40.0%) ticked they will exert some influence, 55 (36.7%) ticked quite a bit, whilst 20 (13.3%) ticked great deal. A weighted mean of 3.5 indicates that teacher-trainees will exert some influence on using a variety of assessment strategies.

Item 8 which is - *To what extent can you provide an alternative explanation or example when students are confused?*, out of the 150 respondents, 8 (5.3%) ticked they will do nothing, 11 (7.3%) ticked they will do very little, 54 (36.0%) ticked they will exert some influence, 53 (35.3%) ticked quite a bit, whilst 24 (16.0%) ticked great deal. A weighted mean of 3.5 indicates that teacher-trainees will exert some influence on providing alternative explanation or example when students are confused.

Contextualizing the discussion on efficacy in instructional practices it was realised that the weighted mean ranged of 3.5 to 3.6 suggests that teacher-trainees will exert some influence on the given concepts asked. However, discrepancies existed between the ideal classroom activities mentees said they will exhibit and what they actually demonstrated in their teaching.

4.1.3. Efficacy in Classroom Management

Efficacy in Social Studies classroom management by final year teacher-trainees in Colleges of Education in Ghana is discussed under this section. Item 1 which is - *How much can you do to calm a student who is disruptive or noisy in your class?*, out of the 150 respondents, 6 (4.0%) ticked they will do nothing, 9 (6.0%) ticked they will do very little, 58 (38.7%) ticked they will exert some influence, 48 (32.0%) ticked quite a bit, whilst 29 (19.3%) ticked great deal. A weighted mean of 3.5 indicates that teacher-trainees will exert some influence to calm a student who is disruptive or noisy in your class.

Item 2 which is - *How well can you establish a classroom management system with each group of students?*, out of the 150 respondents, 7 (4.7%) ticked they will do nothing, 9 (6.0%) ticked they will do very little, 59 (39.3%) ticked they will exert some influence, 47 (31.3%) ticked quite a bit, whilst 26 (1.3%) ticked great deal. A weighted mean of 3.5 indicates that teacher-trainees will exert some influence by establishing a classroom management system with each group of students.

Item 3 which is - *How much can you do to adjust your lessons to the proper level for individual students?*, out of the 150 respondents, 9 (6.0%) ticked they will do nothing, 11 (7.3%) ticked they will do very little, 65 (43.3%) said they will exert some influence, 43 (28.7%) ticked quite a bit, whilst 23 (15.3%) ticked great deal. A weighted mean of 3.4 indicates that teacher-trainees will exert some influence by adjusting their lessons to the proper level for individual students.

Item 4 which is - *How well can you keep a few problem students from ruining an entire lesson?*, out of the 150 respondents, 8 (5.3%) ticked they will do nothing, 11 (7.3%) ticked they will do very little, 65 (43.3%) ticked they will exert some influence, 43 (28.7%) ticked quite a bit, whilst 23 (15.3%) ticked great deal. A weighted mean of 3.4 indicates that teacher-trainees will exert some influence to keep a few problem students from ruining an entire lesson.

Item 5 which is - *How well can you respond to defiant students?*, out of the 150 respondents, 13 (8.7%) ticked they will do nothing, 10 (6.7%) ticked they will do very little, 67 (44.7%) ticked they will exert some influence, 43 (28.7%) ticked quite a bit, whilst 17 (11.3%) ticked great deal. A weighted mean of 3.2 indicates that teacher-trainees will exert some influence by responding to defiant students.

Item 6 which is - *How much can you assist families in helping their children do well in school?*, out of the 150 respondents, 12 (8.0%) said they will do nothing, 13 (8.7%) ticked they will do very little, 58 (38.7%) ticked they will exert some influence, 48 (32.0%) ticked quite a bit, whilst 19 (12.7%) ticked great deal. A weighted mean of 3.3 implies that teacher-trainees will exert some influence by assisting families in helping their children do well in school.

Item 7 which is - *How well can you implement alternative strategies in your classroom?*, out of the 150 respondents, 7 (4.7%) ticked they will do nothing, 9 (6.0%) ticked they will do very little, 69 (46.0%) ticked they will exert some

influence, 48 (32.0%) ticked quite a bit, whilst 17 (11.3%) ticked great deal. A weighted mean of 3.4 implies that teacher-trainees will exert some influence by implementing alternative strategies in their classroom.

Item 8 which is - *How well can you provide appropriate challenges for very capable students?*, out of the 150 respondents, 11 (7.3%) ticked they will do nothing, 6 (4.0%) ticked they will do very little, 61 (40.7%) ticked they will exert some influence, 45 (30.0%) ticked quite a bit, whilst 27 (18.0%) ticked great deal. A weighted mean of 3.4 implies that teacher-trainees exert some influence by providing appropriate challenges for very capable students. Contextualizing the discussion on efficacy in classroom management it was realised that the weighted mean ranged of 3.2 to 3.5 indicates that teacher-trainees will exert some influence on the given concepts asked.

5. Conclusions and Recommendation

Where final year teacher-trainees are responsible to conduct curriculum-based teaching in the Ghanaian Basic Schools, the orientation about what they believe in rather impact on what and how they go about their classroom activities; instructs, engage their students, and manage their social studies lessons.

Discrepancies exist between the ideal classroom activities mentees said they will exhibit and what they actually demonstrated in their teaching, engaging their students and managing their Social Studies lessons. The outcome of questionnaire administered shows that final year teacher-trainees will exert some influence on efficacy in students' engagement, instructional practices, and classroom management. However, the observation outcomes negate the ideal classroom situation of what they thought would be done by them. Mentees were not at good standings in terms of efficacy in students' engagement, classroom management and instructional practices. Mentees lack the needed methodology, knowledge and skills in teaching Social Studies that will result in problem solving.

Recommendation stems from the fact that summary from the number of studies on guidelines for effective design of instruction propose that children should take integral part in teaching and learning activities and without their involvement in classroom activities implies learning has not taken place. It is therefore suggested that participatory techniques such as role-play, simulation, discussion, debates, brainstorming, writing narratives, and other cooperative learning approaches should be used in the teaching and learning of Social Studies to help pupils become critical thinkers, tolerant and problem solvers since the subject was introduced solely to the right the wrong in society.

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