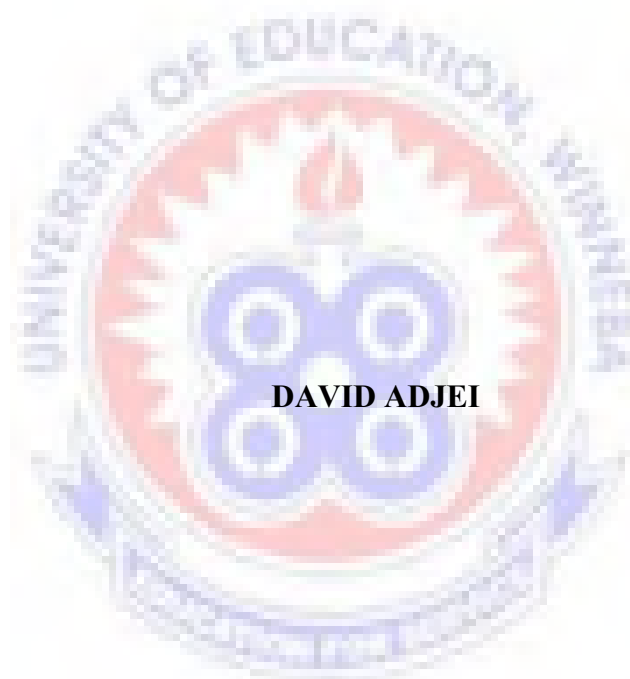


UNIVERSITY OF EDUCATION, WINNEBA

**TEACHER QUALITY AND THE EFFECTIVE TEACHING OF SOCIAL
STUDIES IN KUMASI METROPOLIS**

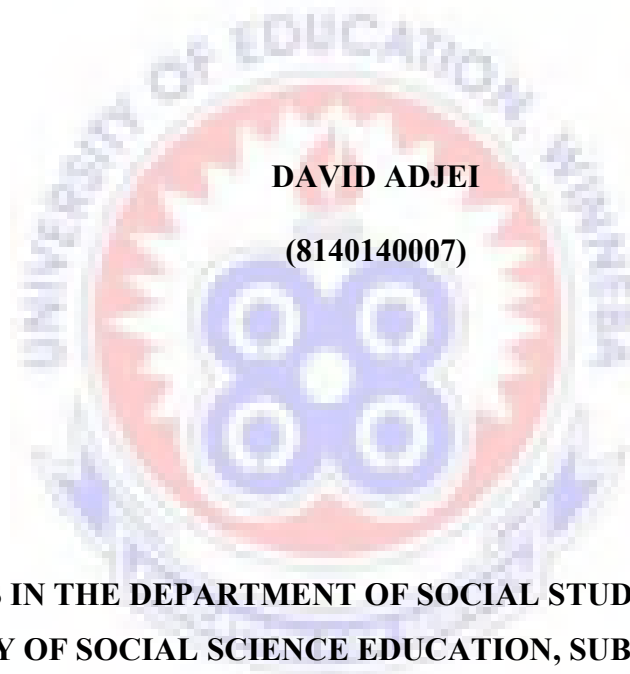


DAVID ADJEI

2016

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHER QUALITY AND THE EFFECTIVE TEACHING OF SOCIAL
STUDIES IN KUMASI METROPOLIS**



DAVID ADJEI

(8140140007)

**A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES EDUCATION,
FACULTY OF SOCIAL SCIENCE EDUCATION, SUBMITTED TO THE
SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION,
WINNEBA, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE AWARD OF THE MASTER OF PHILOSOPHY (SOCIAL STUDIES)
DEGREE.**

MARCH, 2016

DECLARATION

STUDENT'S DECLARATION

I, **David Adjei**, hereby declare that this thesis, with the exception of quotations and references contained in published and unpublished works, which have been identified and acknowledged, is entirely my original work, and that it has not been submitted, either in part or whole, for another degree in this University or elsewhere.

CANDIDATE'S SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

The thesis has been supervised and approved as meeting the requirements of the school of Graduate Studies, University of Education, Winneba, Ghana.

NAME OF SUPERVISOR: **PROFESSOR BOLARINDE JOSEPH OBEBE**

SIGNATURE:

DATE:

ACKNOWLEDGEMENTS

This work would not have been a success without the help and support I received in diverse ways from various people. I therefore offer my sincerest gratitude to my supervisor, Professor B. J. Obebe, Professor of Social Studies at the Department of Social Studies Education, University of Education, Winneba for his valuable guidance and suggestions throughout the study. I benefitted tremendously from his support and I am greatly indebted to him for the successful completion of this thesis.

I am also grateful to Dr. Emmanuel A. Otoo, a former lecturer of Department of Geography Education, University of Education, Winneba who spent much time of his busy schedule to read through the whole scripts and provided useful suggestions and encouragements to facilitate my work.

I express my appreciation to Mr. T. K. Anyanful a lecturer at Accra Polytechnic, Purchasing and Supply Department for his guidelines and suggestions. Also, I owe a lot of gratitude to all other persons who helped in diverse ways to make this work as reality. My thanks also go to the authors from whose work I made references.

DEDICATION

I dedicate this intellectual piece to all my brethren in the Lord. I also dedicate the work to my dear mother, Afua Pokuaa and to my late father, Nana Kwame Antwi.



TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF APENDICES	ix
LIST OF TABLES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Research Problem	6
1.3 Purpose of the Study	8
1.4 Research questions	8
1.5 Significance of the Study	9
1.6 Delimitation	10
1.7 Operational Definition of Terms	11
1.8 Organization of Chapters	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	13
2.2 Nature, Purpose and Historical Development of Social Studies	13
2.3 Historical Development of Social Studies	14
2.4 Nature and Purpose of Social Studies	17

2.5 Definition of Social Studies	17
2.6 Schools of Thought of Social Studies	19
2.6.1 Man as a Center of Study or Man and His Environment	20
2.6.2 Method or Approach to the teaching of the Social Sciences	21
2.6.3 Integration of the Social Sciences	22
2.6.4 Citizenship Education	23
2.7 Purposes (Goals and Objectives) of Social Studies	25
2.8 Conceptual Framework	28
2.9 Teachers' Academic and Professional Qualification in Social Studies	31
2.10 Teachers' Knowledge of the Subject-matter in Social Studies	36
2.11 Teachers' Teaching Experience in Social Studies	38
2.12 Techniques and Skills of Teaching Social Studies	41
2.12.1 Lecture Techniques	44
2.12.2 Discussion Techniques	45
2.12.3 Role Playing	46
2.13 Summary	48
CHAPTER THREE: METHODOLOGY	
3.1 Introduction	50
3.2 Research Design	50
3.3 Population and Sampling Size	51
3.3 Sample and Sampling Procedure	51
3.4 Research Instruments for Data Collection	54
3.4.1 Questionnaire	54
3.4.2 Lesson Observation Guide	55

3.5 Instrument Validity and Reliability	56
3.6 Procedure for Data Collection	57
3.7 Data Analysis	58

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction	59
4.2 Analysis of Biographical Data	60
4.3 Gender of Respondents	60
4.4 Academic and Professional Qualification of Social Studies Teachers	61
4.4.1 Highest Academic Qualification of Teachers	62
4.4.2 Highest Professional Qualification of Teachers	63
4.5 Area of Specialization of Teachers	64
4.6 In-Service Training Courses Attended	65
4.7 Teaching Experience of Social Studies Teachers	66
4.8 Rating of Teachers' Characteristics in the Teaching of Social Studies	67
4.9 Responding to Research Questions	67
4.10 Analysis of the Observation Data	85
4.11 Teachers' Knowledge of the Subject-Matter	88
4.12 Techniques Employed By Teachers	91

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	94
5.2 Summary of the Key Findings	95
5.3 Conclusion	98

5.4 Recommendations	101
5.5 Limitations of the Study	103
5.6 Suggestions for Further Study	103
5.7 Contribution to Knowledge	103
REFERENCES	105
LIST OF APPENDICES	
Questionnaire for Teachers	118
Lesson Observation Guide	123
Introductory Letter	126
Lists of Public and Private S.H.S	127



LIST OF TABLES

Table	Page
3.1 Distribution of Population and Sample Selected For Teachers	53
4.1 Gender of Respondent	60
4.2 Age of Respondents	61
4.3 Highest Academic Qualification	62
4.4 Highest Professional Qualification	63
4.5 Area of Specialization	64
4.6 In-Service Training Courses Attended	65
4.7 Teaching Experience of Social Studies Teachers	66
4.8 Rating of Teachers' Qualification in the Teaching of Social Studies	68
4.9 Rating of Teachers' Knowledge of the Subject-Matter in Social Studies	72
4.10 Rating of Teachers' Experience in the Teaching of Social Studies	77
4.11 Rating of Teaching Techniques Employ in the Teaching of Social Studies	81
4.12 Teachers' approach to Lesson Presentation	86
4.13 Teaching Techniques Teacher's employed in Teaching Social Studies	92

LIST OF FIGURE

Figure	Page
2.1 Key Teacher Qualities Related to Achievement of Social Studies Objectives	28



ABSTRACT

The study sought to provide empirical evidence about teacher quality and the effective teaching of Social Studies. The thesis used questionnaires and observation guide to examine teacher quality and the effective teaching of senior high school Social Studies in Kumasi Metropolis. Simple random sampling technique was used to select a sample size of one hundred and fifty-nine teachers to respond to the questionnaire and thirty teachers were selected for the observation. A-59 item questionnaire and twenty-nine (29) detailed observation guides were used in the collection of data for the study. The study focused on the teacher's academic and professional qualification, knowledge of the subject-matter, teaching experience and techniques teachers employed in the teaching of Social Studies in the senior high school. It revealed from the results of the study that large numbers of teachers were academically qualified to teach at the senior high school but majority of them did not possess professional qualification in Social Studies even though it was established from the study that teachers with B. Ed Social Studies, M.Ed. Social Studies or M. Phil Social Studies Education, Knowledge of the subject-matter, Teaching experience in Social Studies are strong indicators of achieving Social Studies objectives. Teaching of Social Studies was mostly done by the use of lecture technique with the dictation of notes for students to copy without paying attention on the other techniques of teaching Social Studies. The researcher recommended that deployment of teachers by GES should be strictly based on both academic and professional qualification in Social Studies. Regular in-service training should be organized and teachers should be encouraged to use appropriate teaching learning resources and employ variety of teaching techniques in teaching Social Studies in the senior high school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The effectiveness of senior high school Social Studies education does not only depend on how well the curriculum has been structured but more importantly teachers who are the implementers of Social Studies education need to be well qualified in Social Studies education and prepared to teach the subject effectively for the achievement of its core objectives. Dondo, Krystall and Thomas (1974), posit that, if Social Studies education is to be succeed, no matter how carefully the curriculum and materials are planned, teachers who are the implemtners need to be effectively trained in Social Studies pedagogy. Quartey (1984) rightly indicates that, “the full benefits of Social Studies cannot be attained if we should limit our efforts to evolving a meaningful syllabus and designing appropriate textbooks but the major problem rests with the class teaching” (p. 161). In view of Kankam (2008) cited in Tamakloe (2008) Social Studies education is to assist learners to construct powerful social understanding and take seriously the responsibilities of democratic citizenship which are the basic goals of teaching Social Studies.

For Social Studies teachers to be able to assist learners to understand this complex world in which we live, in order that this may better adapt themselves to it and prepare them for an intelligent and constructive citizenship, then “well-trained teachers of Social Studies must be provided at all levels of education” (Aggarwal, 2006, p. 227). The increased of enrolment in schools as a result of government commitment to upgrading schools infrastructure, institution of Capitation Grant that absolves all fees at basic school level, School Feeding Programme in which some

basic school pupils are provided with one free meal a day, call for an adequate number of well qualified, highly competent, stable and dedicated teacher workforces (Cobbold, 2007). This implies that well-trained teachers of Social Studies need to be provided at all times and at all levels to make the teaching of the subject easier to achieve its core purpose. According to Pynals (1964) cited in Biannual Review (1996) classified the qualities of teachers that enhance teacher effectiveness as teaching experience, values, qualification, personality and marital status. A number of studies have also been conducted with the purpose of understanding how well quality curriculum objectives are achieved. Teacher is therefore seen as one of the key contributors of the success of any curriculum that has been designed. As indicated by the Curriculum Research and Development Division (CRDD) of the Ghana Education Service, the probability of achieving any phenomenal result in education depends largely on the classroom teacher (Marsh & Willis, 2003). In considering the general objectives and benefits of Social Studies, characteristics of teachers form the central theme in Social Studies education. Teachers are therefore, seen as people whose characteristics could have enhancement on Social Studies teaching. Teacher characteristics could be assessed from different areas such as academic and professional qualification, knowledge of the subject matter, techniques of teaching and teaching experience.

“Teacher quality” typically refers to qualities of teachers that can be derived from their academic or professional records such as certificate status, educational background, knowledge of subject matter, previous teaching experience and skills of teaching (Glass and Vrasidas, 2002). According to National Council for Accreditation of Teacher Education (2013), teacher preparation or knowledge of teaching and learning, subject matter-knowledge, experience and combined set of qualifications are

all leading factors in teacher effectiveness. The qualities of teachers in relation to the achievement of lesson objectives in Social Studies at the senior high school level is one of the most important variables which helps in shaping the attitudes and skills development of learners of Social Studies education. Social Studies teaching has the primary aim of preparing the youth in school to become more responsible in their society and make them meaningful contributors to the development of the society and the nation as a whole if only the subject is well taught. According to Fadeiye (2005), “Social Studies is a discipline if effectively taught and properly programmed would help to solve social problems that are facing developing countries” (p. 6).

For many years, educators and researchers have argued on which school variables influence student achievement (Darling-Hammond, 2000). Teacher quality is therefore the most important school-related factor influencing student achievement (Rice, 2003). The Act of “No Child Left Behind” (NCLB) of 2001 requires that all teachers in core academic subjects be highly qualified (Dee & Cohodes, 2008). They added that to be considered highly qualified; teachers must demonstrate that they have sufficient knowledge in the subject-matter and teaching skills to be effective teachers. Social Studies in the senior high school curriculum in Ghana also requires qualified personnel to handle the subject because of its unique nature and purpose.

The subject was incorporated into the senior high schools in Ghana for the purpose of citizenship education. According to Maxim (1997), the purpose of Social Studies is to develop reflective, competent and concerned citizenship for the individuals as single entity and the nation as a whole. The first African Conference (Mombasa Conference) held in August 1968 in Kenya on Social Studies, set up the purpose in Social Studies teaching to enable every school-going child in Africa to understand people’s

interaction with the cultural, social and physical environment, appreciate home and heritage, develop skills and attitudes expected of citizens and learn to express ideas in many ways (Merryfield and Mutebi, 1991).

The subject has over the years occupied an important position in the school curriculum in Ghana. It has also been recognized as an effective tool for the achievement of citizenship education in Ghana. According to Howe and Marshall (1999), Social Studies plays a vital role in the promotion of citizenship education. It is also seen as a subject that helps the learners develop critical thinking ability and problem solving skills which according to Quartey (1985), Social Studies is the study that equips the learner with the tools necessary for solving his personal and societal problems and these tools include “relevant knowledge, skills, attitudes and values which are critical to the achievement of good citizenship”. Blege (2001) also regards citizenship education as an instructional preparation of the youth by making them good and effective persons in their society when he asserts that “Social Studies is citizenship education” (p. 13). The National Council for Social Studies (1996) remarks that Social Studies is a subject that is useful in helping to uplift the intellectual and moral development of the child, as well as the acquisition of necessary skills for building the nation. Banks (1985), also stresses that “Social Studies is that part of the elementary and High School curriculum which has primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, nation and the world” (p. 3). While the other curriculum areas such as government, sociology, history also help students to attain some of the skills needed to participate in the democratic society, the Social Studies is the only curriculum which has the development of civic competence and skills as its primary goal. Falade (2007) also

contends that Social Studies enables man to learn about the problem of survival in his environment. He adds that Social Studies enables man to be a functional member of the society and useful to himself as well as the community at large.

In spite of all these wonderful and laudable objectives and benefits of Social Studies, the teaching of the subject is characterized with questions and suggestions. A study conducted by Aggarwal (2006) in India indicates that, a Social Studies class is frequently given to a physical education teacher or a drawing or a music teacher to teach. Obebe (2005) suggests that preparation of teachers for schools in Social Studies and other Social Sciences should be looked into because there are not many qualified teachers for these subjects in the school system even though students are interested in Social Studies and other Social Science subjects because the contents of those subjects relate to their life. The responses to these questions and suggestions might have been affecting the teaching of Social Studies for the achievements of its objectives in the senior high schools in Ghana. One may therefore argue that effective teaching of Social Studies is not only to prepare students at the senior high school level for examination but more importantly to serve as an avenue to give the students the necessary skills and attitudes to enable them function effectively in their various societies and the nation as a whole. In view of this, Payne (1975) cited in Aggarwal (2006) asserts that students come to school to learn to be healthy, acquire civic practices, and participate actively in the home for betterment, to learn to participate in groups, to properly utilize leisure and the likes. It is therefore the role of a Social Studies teacher to utilize all the available opportunities to impart the ideals of education for citizenship. “The teaching of Social Studies has suffered very much from poor teaching especially at the elementary stage as people had the view that anyone could teach Social Studies as long as they are able to read and write. The

teacher's task was merely to see that the pupils knew the facts presented in the book" (Aggarwal, 2006, p. 228). As this attitude towards the teaching of Social Studies still exists, it is therefore appropriate to have an effective and proper manner to achieve the objectives of Social Studies education in Ghana. As such, if teachers know what is being taught, possess the requisite qualification, have long service of teaching Social Studies and use the appropriate techniques in teaching the subject at the senior high school level, the lesson objectives of Social Studies could be effectively attained.

Even though Social Studies is been taught in all senior high schools in Ghana as one of the compulsory subjects for the purpose of citizenship education yet there has been a number of indiscipline acts on the part of students, in addition there has been a number of challenges militating against the teaching of the subject for effective achievement of its core objectives, hence the need to investigate into the qualities of Social Studies teachers and the effective teaching of the subject in some selected senior high schools in the Kumasi Metropolis.

1.2 Statement of the Problem

In considering the general nature and purpose of Social Studies, the subject aims at preparing the youth in school to become good citizens who can make positive impact in the development of Ghana. This suggests why Ghana Education Service (GES) (2010), describe the subject as citizenship education. Kankam (2013) posits that citizenship education implies being educated to become an efficient member of one's immediate and the general human community and to develop a commitment to work effectively with diverse people and to accept differences in cultures and values to social and developmental needs or issues. But the teaching of the subject to achieve this purpose is differently dealt with in Ghanaian schools. Teachers' inadequate

preparation to teach Social Studies for effective achievement of its objectives has been found to be a problem. According to Kerr (1999), a number of debates have been going on as to whether teachers who teach Social Studies do not have the appropriate qualification, pedagogical skills and understanding of the central concepts. He argued further that a degree in History, Geography or other Social Sciences is not appropriateness and adequate preparation for the teaching of Social Studies.

A casual observation by the researcher in some selected senior high schools in the Kumasi Metropolis revealed that some teachers seem to lack the appropriate qualifications for effective teaching of Social Studies. Such teachers may lack the techniques of teaching Social Studies. This probably suggests why most of the students' behave as if they have not been taught Social Studies. Though, Grauwe and Varghese (2000) placed much emphasis on the textbook as the key factor for improving quality education rather than teacher quality. Literature has shown that teacher competence is singled out as the key factor for improving quality education (Westera, 2001). Acknowledging this view is Ingersoll (2003), when he states that "over the past decades, Commissions, and National reports have bemoaned the qualifications and quality of teachers". A review of literature has shown that a number of studies have been conducted in Ghana on Social Studies but not specifically on teacher quality and effective teaching of Social Studies. For instance, Adjei (2011), indicates that a number of factors such as nature and purpose of Social Studies, teaching and learning resources, class size are all key factors affecting the teaching of senior high school Social Studies. Against this background the researcher is prompted to examine the characteristics of teachers in relation to the teaching of Social Studies in the Kumasi Metropolis.

1.3 Purpose of the Study

The study sought to provide empirical evidence about teacher quality and the effective teaching of Social Studies. Specifically, the objectives of the study sought to;

1. Find out Social Studies teacher's academic and professional qualification and the teaching of the subject in senior high school in Kumasi Metropolis.
2. Investigate Social Studies teacher's knowledge of the subject matter and the teaching of the subject in senior high school in Kumasi Metropolis.
3. Explore Social Studies teacher's teaching experience and the teaching of the subject in senior high school in Kumasi Metropolis.
4. Ascertain teaching techniques Social Studies teachers employ in the teaching of the subject in senior high school in Kumasi Metropolis.

1.4 Research Questions

The following sample research questions were posed to guide the study:

1. To what extent are teacher's academic and professional qualification influence the teaching of senior high school Social Studies in the Kumasi Metropolis?
2. How does the teacher's knowledge of the subject matter influence the teaching of senior high school Social Studies in the Kumasi Metropolis?
3. What is the extent of which teacher's teaching experience influence the teaching of senior high school Social Studies in the Kumasi Metropolis?
4. What are the teaching techniques teachers employ in the teaching of senior high school Social Studies in the Kumasi Metropolis?

1.5 Significance of the Study

According to King-Rice (2003), teacher quality is considered to be the most important school related factor which influences the achievement of students.

The research findings would benefit Ghana Education Service (GES) and make decision makers responsible for the development and improvement of senior high school Social Studies teaching and learning. This is because the result of the study would reveal the kind of academic and professional competencies that Social Studies teachers exhibit during Social Studies instructions and how these academic and professional qualification influence the teaching of Social Studies.

The study would benefit Ghana Education Service in the Kumasi Metropolis in the sense that from the findings and recommendations emanating of the research, it would shed light on teachers' qualities and their influence in the teaching of Social Studies. It is expected that the research would help Principals, Social Studies teachers, students and other Teacher-learning institutions such as the Universities and Colleges of Education to make use of professional teachers in the teaching of Social Studies for effective achievement of its objectives.

There would also be awareness creation to sensitize Ghana Education Service (GES), Principals and all stakeholders about the effective teaching-learning approach to Social Studies education. This is because the study would bring to light the defects of techniques adopted by teachers in the teaching of Social Studies.

Also the study would equally serve as valuable material as a source of motivation and inspiration to others who may be interested in researching into similar area like teachers' marital status and personality.

1.6 Delimitation

The target area of the study was Kumasi Metropolitan Assembly in the Ashanti Region of Ghana. This is because the researcher was very conversant with the Metropolis. According to the Statistical Service Division, Ghana, on population and housing census 2010, Kumasi is about 24,389 square kilometers with the population estimated to be 2.0 million which represents 32.4% of the Ashanti Region's total population and is the only Metropolitan Assembly in the Ashanti Region and also the second largest city in Ghana (www.kma.gov.gh/kumasi-metro/page/5023/service-charter). The Metropolis has about fifty-two (52) senior high schools with nineteen (19) public senior high schools and thirty-three (33) private senior high schools (See Appendix 'D' for details) with two-hundred and seventy (270) teachers teaching Social Studies (Kumasi Metro Education Directorate, 2015). The study covered senior high school teachers teaching Social Studies in the Kumasi Metropolis in the Ashanti Region of Ghana. However, the study was narrowed down to cover only some selected senior high school teachers teaching Social Studies in the Kumasi Metropolis. Teachers teaching Social Studies in the senior high schools were randomly selected since they were the only group who could furnish the researcher the necessary information concerning the study under investigation.

1.7 Operational Definition of Terms

1. **Ghana Education Service:** Is one of the public services which have the responsibility of implementing pre-tertiary education policies of government and also to manage positions that will sustain effective teaching and learning in schools. It is often abbreviated as G.E.S.
2. **Metropolis:** Is a major city or an urban area of a country or region regarded as the centre of a specific activity.
3. **Senior High School:** Is a name given to a second cycle institution or pre-tertiary/university education in Ghana. It is a three year course and is often abbreviated S.H.S.
4. **Lesson Objectives:** They are statements that define the expected goals of a curriculum in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
5. **Teacher Quality:** They are the attributes of teachers that reflect their effectiveness in teaching-learning process such as academic and professional qualification, knowledge of the subject-matter, teaching experience and techniques employ in teaching.

1.8 Organization of Chapters

The study has been arranged into five related chapters to ensure an orderly and systematic presentation of materials or information. Chapter one which is the introduction to the study discusses the background information related to the study, statement of the research problem, purposes of the study, research questions, and significance of the study, definition of terms, delimitations, and organization of chapters. Chapter two deals with the literature related to the research topic, the

chapter three deals with the methodology which covers the population, sample and sampling procedures and methods that were used in collecting data. The chapter four is the findings from the analysis of data collected from the field. It also deals with the discussions of the findings of the study. Finally, chapter five covers the summary, major findings, recommendations and suggestions for further studies.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, an attempt is made to review existing knowledge which involves locating, reading and summarizing of materials written by other authors that have some bearing on research topic. Many authors in the field of Social Studies have agreed that teacher quality is an important variable for the achievement of lessons objectives. It will therefore be appropriate for the purpose of this study to review some of the views and suggestions of scholars in the field of teacher quality in Social Studies. The researcher has therefore chosen to review relevant literature on the following headings:

1. Nature, purpose and Historical Development of Social Studies.
2. Teacher's Academic and Professional Qualifications in Social Studies.
3. Teacher's Knowledge of the Subject-matter in the teaching of Social Studies.
4. Teacher's Teaching Experience in the teaching of Social Studies.
5. Teaching Techniques and Methods in the Teaching of Social Studies.

2.2 Nature, Purpose and Historical Development of Social Studies

In order to have effective teaching and learning of Social Studies at the senior high school level in Ghana, it must call for complete appreciation and understanding of the nature, purpose and the historical development of Social Studies. This is very crucial because the early scholars of the field of Social Studies were allowed to be influenced by their area of specialization as observed by Lawal and Oyeleye (2003) that the definitions, nature and scope of social studies became so restricted to the confinement of the single purview of the Social Sciences.

2.3 Historical Development of Social Studies

According to Saxe (1996), the term “Social Studies was first used in 1905 by Thomas Jesse Jones in the United States of America who became the Chairman of the National Education Association on Social Studies” (p. 16). And issued its final report as part of a major review of the re-organization of secondary education in 1917 and indicates that the popularity of Social Studies did not rise appreciably until the decades of the 1920’s and into the 1930’s, when the term did have a limited but significant history before 1913.

It was probably based on this report that Obebe (1990) points out that the United States of America appeared to be the “mother” of Social Studies and that Social Studies first appeared as a curriculum of the educational system of United States of America within the first two decades of the 20th century. He added that although it was a stormy and difficult birth, distinguished scholars like Edger Wesley, George Counts, John Dewey, Harold Rugg and Earle Rugg were the “midwives”. According to Obebe (1990), Social Studies in the United States of America scene does not have a static structure and that it has been transferred from citizenship education for national development by enlarging the vision and meaning of citizenship to include not only the local community, the state and the nation, but also the global community. This confirms why in America there is no single or national Social Studies syllabus for schools rather, each district prepares its own Social Studies syllabus so as to meet the precious needs of the district. Ogundare (2000) indicates that in Britain and other European countries there is little evidence concerning the existence of Social Studies before the 1930s and that what could be regarded as the Social Studies content at that time included materials from the Economics and Political Science which were taught as civics. It has also been observed by Lawton and Dufour (1974) that Social Studies

curriculum emerged fully in Britain during the establishment of secondary education for all, when the school leaving age was raised from 14 to 15 years and teachers had to be re-trained in 1944.

A close study of the historical development of Social Studies thought in the United States of America (U.S.A) and Britain has revealed that, it has had a great influence on Social Studies thought in Africa (Lawal, 2002). As African Nations achieved independence in the late 1950s, they sought ways to change inherited educational systems to make them more suitable to the needs of the new nations. No courses in the curriculum were viewed as more closely tied to national aspirations than those dealing with the country, its people and the responsibilities of citizenship (Dondo, Krystall and Thomas, 1974).

According to McWilliam and Kwabena-Poh (1975), the inherited colonial system of education in Ghana was the grammar type of education which only emphasized reading, writing and arithmetic. This clearly indicates that teaching and learning at that time was teacher-centered and that the emphasis was on the cognitive domain and neglected the affective and psychomotor domains. To address this inherited colonial system of education, Social Studies was therefore fully adopted as a subject that would enable students to acquire skills needed to fit them in their society. According to Merryfield (1988) new ways to the inherited separate subjects like History and Geography courses became known in Africa as “Social Studies” in the late 1960’s.

In Ghana, the study of Social Studies was introduced into the school curriculum of some selected Training Colleges as far back as the early 1940’s on experimental basis. The Training Colleges included Wesley College now Wesley College of Education-Kumasi and Presbyterian Training College now Presbyterian College of Education-

Akropong (Tamakloe, 1988). However, these experiments were short lived due to some problems in its path which according to Tamakloe (1994) some of the problems that ensued include lack of competent teachers to handle the subject (Social Studies) effectively. This is because teachers were not trained in the philosophy, methodology, aims and objectives as well as the techniques of teaching Social Studies. In addition to that, there were also inadequate teaching-learning resources and lack of funds at that time.

Between August and September 1968, a conference was held at the Advanced Teacher Training College, Winneba under the auspices of the British Council where a pilot programme on Social Studies teaching was started in four selected centers namely; Saltpond and Assin-Fosu in the Central Region, and Ho and Hohoe in the Volta Region. There was a controversy concerning the choice of name for the new programme being developed. “While one group felt that the name should be Social Studies others argued that it should be named Environmental Studies” (Tamakloe, 1976, p. 16).

In the late 1969 and early 1980's, attempts were made to revive Social Studies in the country. In 1976, Social Studies was added to the curriculum of the experimental Junior Secondary Schools in the then nine regional capitals. Training of teachers came to a halt in the 1980's due to a glut in teachers who specialized in Social Studies after the first three batches of teachers were trained, (Tamakloe, 1994). The result of this glut of teachers was that Social Studies had to be abandoned in the Teacher Training Colleges in the 1978/1979 academic year (Abdul-Kediri, 1994). But with the implementation of the New Educational Reform Programme (NERP) in 1986/87 academic year in Ghana, the term “Social Studies” was officially used for the subject.

2.4 Nature and Purpose of Social Studies

One important area for effective teaching of Social Studies is the knowledge about the nature and purpose of Social Studies. As Farrant (1982) put it, “the nature of Social Studies demands that knowledge be looked at in a holistic manner and that all disciplines or subject areas must promote man’s understanding of issues and solutions to problems”(p. 132). According to Quartey (2000) the nature of a subject is derived from the definition of the subject and that the nature of Social Studies must be derived from the most accepted definition of citizenship education. On an account of this, an attempt has been made to give respect to the different definitions given by the practionners of Social Studies programme whose efforts have brought Social Studies to this far.

2.5 Definition of Social Studies

Since the inception of Social Studies in 1916, there has not been consensus among the practionners of the subject as to how the term “Social Studies” be defined. The first African Conference (Mombasa Conference) in August 1968 held in Kenya on Social Studies in order for the participating nations to work together more closely which was made up of twenty-five (25) African educators, seven (7) British and six (6) American representatives met at the Mombasa Conference where they addressed important issues including questions such as: What is Social Studies? What should be the objectives in Social Studies education? And what approach should be used in teaching Social Studies? (Merryfield, 1988).

The answers to these questions might have been affecting the definition, objectives and the techniques to employ in teaching Social Studies for effective achievement of its objectives at the senior high school level in Ghana. According to Shane and

Longstreet (1993), the question of definition has plagued the field of Social Studies since its inception in 1916. From the onset, scholars have never agreed on a common definition, that is, whether Social Studies uses a singular verb 'is' or a plural verb 'are' (Zevin, 2000). Even though, a professional usage demonstrates convincingly that the term "Social Studies" is seen as a plural verb (McClendon, 1965). But it must be emphasized that the term "Social Studies" must be seen in a generic sense which takes on the singular verb "is". Based on the above argument, Ravitch (2003) poses these questions, "What is Social Studies"? Or, "what are Social Studies"? "Is it History with attention to current events"? "Is it a merger of History, Geography, Civics, Economics, Sociology and all other Social Sciences"? "Is it a mishmash of courses such as career education, ethnic studies, gender studies, consumer education, environmental studies, peace education, character education and drug education"? "Is it a field that defines its goals in terms of cultivating skills like decision making, interpersonal relations and critical thinking as well as the development of critical attitudes like global awareness, environmental consciousness, multiculturalism, and gender equity?" She adds that over time, it has been all of the above, and that the leaders of the field have frequently wrestled with their goals and purposes and self-definitions of the subject" (p. 1-2).

If this has been the situation concerning the definition of Social Studies then one would definitely agree with Tabachnick (1991) when he indicated that in trying to find out what the term "Social Studies" is, then one needs to examine the general definitions for Social Studies offered by educators whose special interest is in Social Studies education and that will serve as guidelines and statements of purpose for Social Studies. This will therefore be based on the different schools of thought for the term "Social Studies".

2.6 Schools of Thought of Social Studies

“The history of Social Studies is a story of turf wars among competing camps, each with its own leaders, philosophy, beliefs and pedagogical practices” (Evans, 2004, p.1). This implies that there are different schools of thought about what the term “Social Studies” is or ought to be. Aggarwal (1982) commented that the term “Social Studies” has been defined differently by different Commissions, Committees and Writers. According to Quartey (2003), ever since Social Studies started to exist on the continent, Social Studies has been understood differently by some of its stakeholders. As a result, Social Studies for different people mean different things which serve as a hindrance in achieving its educational objectives like understanding, acquisition of skills and desirable attitudes and values which will enable the learners to be more discipline and solve personal and societal problems. Engel (1990) cited in Evans (2004) for instance, describes three rationales for the Social Studies when he conceived Social Studies as; Social Sciences, as a way of developing good citizens and as imposition of certain contents and values. Barth and Shermis (1981) and Barr, Barth and Shermis (1977) also highlighted new point of view to Social Studies when they identified three major traditions to the teaching of Social Studies as; citizenship transmission, as Social Sciences and as reflective inquiry.

Moreover, Newmann (1975) cited in Evans (2004) asserts new classification after the work of these researchers and concluded that environmental competence is one of the crucial components of Social Studies. According to Evans (2004), the major competing camps of Social Studies “struggled different times to either to retain control of Social Studies or influence its directions” (p. 1). Each of these camps promote not only an approach to curricular content and method but also a particular

conception of citizenship and of what it means to be a “good citizen” (Evans, 2004, p.2).

These views from the authors clearly suggest that many educators in the field of Social Studies sought to define Social Studies depending on their own cultural background and perception of the subject and that these camps could be grouped as those who believe Social Studies be taught as:

2.6.1 Man as a Center of Study or Man and His Environment

The educators of this concept believe that Social Studies teaches the young children or the youth to be responsible in the society by inculcating in them the desirable democratic values and attitudes so as to be able to make reasonable use of the environment or interacts favourably with the environment. According to Obebe (2005), “children develop the sense of responsibility as participating members of a democratic and viable society; they study and learn the human events significance of their actions” (p. 4). Martorella (1985) states that Social Studies is a kind of shorthand for the study of people by pupils in elementary and secondary schools. Tamakloe (1994) also views Social Studies as a subject that “deals with man in relation to his environment” (p. 2). He adds that Social Studies “places premium on individual qualities such as patriotism, honesty, diligence, obedience and critical thinking; group ideal like interdependence, co-operation and peaceful existence” (p. 3).

In support of this, Michaelis (1947) indicates that Social Studies are concerned with man and his interaction with social and physical environment and that in Social Studies attention is given to processes of living and working together, use of the environment to meet basic human needs, customs, institutions, values and life institutions, the cultural and its dynamic on-going characteristics. Tabachnick (1991)

notes that Social Studies is that part of the school curriculum which deals with human relationships, and aims to contribute to the development of good citizenship.

The views of these practionners clearly show that the teaching of Social Studies should aim at exposing learners to the accepted way of life of the society and the realization that human, plants and all the other animals are dependent upon each other and making all attempt to utilize the resources available or around them to meet their needs that is in a way to survive.

2.6.2 Method or Approach to the Teaching of the Social Sciences

The practionners of this school of thought are of the view that Social Studies is a method or approach to the teaching of the Social Science disciplines. In the classroom situation, a method or approach in the instructional setting is the overall plan in lesson delivery of the classroom teacher. This is made up of the procedures adopted to assess how effective the lesson has been delivered, preparations, technique used and the selection of content in order to achieve the objectives of the lesson.

Some of the practionners of this school include Wesley (1950), who views Social Studies in the context of method and purpose of teaching Social Sciences when he argued that "Social Studies are the Social Sciences simplified for pedagogical purposes" (p. 34). In the lenses of Wesley, Social Studies are the "Social Sciences such as Geography, Sociology, History, Economics and Political Science among others which have been simplified for instructional purposes". The designers of the 1987 Social Studies syllabus for Junior Secondary School defined Social Studies as an "integrated inter-disciplinary approach to the study of man and his environment" (GES, 1987, p. 1). The scholars of this school view Social Studies as an approach to the teaching of the Social Sciences but not as a discipline on its own.

2.6.3 Integration of the Social Sciences

The educators of this school also believe that to enable the youth to become more reflective individuals, it is necessary for them to acquire the needed knowledge and skills from the Social Science subjects. Based on this, Linqvist (1995), defines Social Studies as an “integration of knowledge, skills and processes that provides powerful learning in Humanities and Social Sciences for purposes of helping children to learn to be good problem solvers and wise decision makers” (p. 1).

Preston and Herman (1994) also assert that “Social Studies is the name commonly given to the curriculum area that embraces the Social Sciences. However, because the field is enormous, everything of human beings provides potential Social Studies content”. To Preston and Herman (1994) everything that is known and taught concerning behavior, the institutions, the heritage and the environment provide potential Social Studies content. This is supported by Martorella (1985), who also asserts that “Social Studies gains some of its identity from Social Sciences such as History, Political Science, Geography, Economics, Sociology, Anthropology and Psychology” (p. 5). In a similar way, Tamakloe (2008), also defines Social Studies as an “integrated approach which broadly explores knowledge, skills, values and attitudes drawn from the Social Sciences and contemporary issues of the environment towards decision-making and problem-solving” (p.2).

In considering the definitions from these scholars of Social Studies, it has been observed that the conceptual meanings provide evidence of integration. And one thing that clearly emerges from their definitions is the role of the Social Sciences which to them provide the basis for Social Studies teaching, that is, the content or subject

matter of Social Studies. Their views present similar facts, concepts and ideas about how they see Social Studies to be.

2.6.4 Citizenship Education

The educators of this school of thought uphold the view that Social Studies should prepare the young people for adult citizenship role. According to Hayford (1992), citizenship education implies the acquisition of the necessary knowledge and skills needed for the promotion of democracy. The Social Studies drafted syllabus of Ghana Education Service (2010) for Senior High Schools simply states that Social Studies is “citizenship education”. Banks (1985), stresses that “Social Studies is that part of the elementary and high school curriculum which has primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, nation and the world” (p. 3),.

While the other curriculum areas also help students to attain some of the skills needed to participate in the democratic society, the Social Studies is the only curriculum which has the development of civic competence and skills as its primary goal. Engle and Ochoa (1988) note that Social Studies is citizenship education when they stated that the Social Studies are concerned exclusively with the education of citizens. In the same way, Shaver (1991) indicates that Social Studies is that part of the school general education programme which is concerned with the preparation of citizens for participation in a democratic society. According to Quartey (1985), Social Studies is the study that equips the learner with the tools necessary for solving his personal and societal problems. To Quartey, these tools include relevant knowledge, skills, attitudes and values which are critical to the achievement of good citizenship. Blege (2001), shares this view when he asserts that “Social Studies is citizenship education”

(p. 11). He regards the citizenship education as an instructional preparation of the youth by making them good and effective persons in their society (p. 13).

On account of the different definitions of Social Studies offered by the different scholars, Wesley (1950) argues that there have been no common grounds for defining Social Studies because of the overlapping functions and unclear philosophies. Similarly, Barth, Barr and Shermis (1981) are of the view that the field of Social Studies is caught up with ambiguity, inconsistency and contradiction that represents a complex educational enigma which defies any final definition acceptable to all. But it must be noted that evidence from these different definitions or concepts in Social Studies is that one main feature that makes the subject more distinct is that it helps learners to acquire different skills and knowledge that will enable them solve their societal problems. Despite its divergent views concerning Social Studies definition, it must be emphasized that Social Studies programme is a distinct field of study.

One may therefore conclude that for all the debates about the definitions or concepts of Social Studies, the challenges for developers of Social Studies curriculum is to design programmes of instruction that will place value on important ideas within which relevant topics can be covered. Thus, the content selection must equip the needs of the learner to enable him or her contribute effectively to the development of the society.

2.7 Purposes (Goals and Objectives) of Social Studies

For goals of Social Studies to be achieved, specific objectives need to be stated. Hamot (2000) is of the view that since Citizenship Education is the central purpose of Social Studies as well as the bed rock upon which schools function, teachers should provide reflective classrooms to help close the chapter on problematic areas of our society. Different educators of Social Studies had stated specific objectives for the realization of the general aims. For instance, Aggarwal (2006) opines that aims and objectives of teaching Social Studies are necessary to point to the broad ideals and to enable us to selecting significant and meaningful content, teaching methods and techniques. They are the “Crux” and “Key” of the entire process of teaching and learning and therefore, they will have to be in consonance with the broader aims of education.

In view of Magnal and Magnal (2008), the general objectives or educational objectives of Social Studies teaching are the “derivatives of the aims of teaching Social Studies” (p. 43). To them, for proper realization, aims are broken into some definite functionable and workable units called objectives. According to Shoob and Stout (2008), in selecting clear long-term goals and measurable short-term objectives “provide both teacher and students with a focus for learning and teaching” (p. 14). They added that effective teachers begin planning by selecting and stating goals and objectives. The Ghana Education Service (CRDD, 2010) Junior Secondary School now Junior High school Social Studies teaching syllabus indicates that the objectives of Social Studies as reflections of Bloom’s (1956) taxonomy of education, which stresses on affective, cognitive and psychomotor domains.

In the cognitive category of the Junior Secondary School syllabus, pupils should broadly; be able to identify major problems facing developing and developed communities and locate source of major problems, knowing how they affect national and international issues, have opportunity to learn about their social and physical environment without inhibition of subject area restriction, Know the factors that bring about unity and disunity among people at local and international levels.

In the affective category, pupils should broadly; acquire the habit and interest in discovering knowledge through enquiry, self-involvement and practical activity, become aware of their capabilities, become development conscious and eager to contribute towards the survival of themselves and their society.

In the psychomotor category, pupil should broadly; acquire some basic skills necessary for the resolution of social and environmental problems and develop their creative talent (GES, 1987). The Curriculum Research and Development Division (CRDD) Social Studies teaching syllabus for Senior High Schools also came out with general aims of Social Studies to help students to; “develop the ability to adapt to the developing and ever-changing society, develop positive attitudes and values towards individual and societal issues, develop critical and analytical skills in assessing issues for objective decision-making, develop national consciousness and unity, develop enquiry and problem-solving skills for solving personal and societal problems, become responsible citizens capable and willing to contribute to societal advancement” (CRDD, 2010, p. ii). The syllabus further adds that the subject prepares the individual to fit into society by equipping him or her with knowledge about the culture of their society, its problems, values and hopes for the future. And that the general objectives flow from the general aims of teaching Social Studies (p. v). Ross

(2006) notes that it is generally agreed that promotion of civic competence through citizenship education is the main aim of Social Studies education. He argues that a student with civic competence is a “good citizen” He is the one who possesses the knowledge, skills and values which are needed in order to function effectively and participate socially, politically and economically in society. According to Howe and Marshall (1999), it would be an over statement to claim that few subject areas have experience the degree of controversy and heated debates as that of Social Studies. They add that, this controversy is in no small way, due to the fact that over the years a number of competing views have emerged with respect to the best strategies for achieving the objectives and main goals of Social Studies. In view of this, Resinger (1997), states that for all the arguments, convention speeches and journal articles, it seems clear that the term “citizenship education lies at the heart of Social Studies” (p. 223). Lybargar (1991) had also argued that one of the most remarkable aspects of the history of the Social Studies has been the ongoing debate over the nature, definitions and purposes of the field. According to Ofofu-Kusi (2009), this implies that there is controversy surrounding Social Studies with regard to its meaning, scope, nature and even the objectives of teaching Social Studies.

From the review above on the nature and purpose of Social Studies, the researcher therefore argues that for Social Studies to be well taught and for lesson objectives to be achieved in Social Studies it is important for the Social Studies teacher to have adequate knowledge about the nature, purpose and historical development of the Social Studies education. It is equally true also to assert that in spite of the turmoil in Social Studies there is general agreement among the scholars about what the nature and purpose of Social Studies is or ought to be (Howe & Marshall, 1999).

2.8 Conceptual Framework

According to Dewey (1938) cited in Passos (2009), conceptual framework is like a map which helps the researcher in navigating through the process of research. He adds that in educational research, some of the conceptual frameworks are already made and adapted but some must be created from theories. The conceptual framework to guide this study is a created framework from the literature (as shown in figure 1, page 28) which the researcher is of the view that the interconnection of teachers' academic and professional qualification, knowledge of the subject-matter, teaching experience and techniques employ in teaching Social Studies are all key factors that may contribute effectively to the achievement of Social Studies objectives. Figure 2:1 shows the interconnection of key teacher qualities related to the effective achievement of Social Studies objectives.

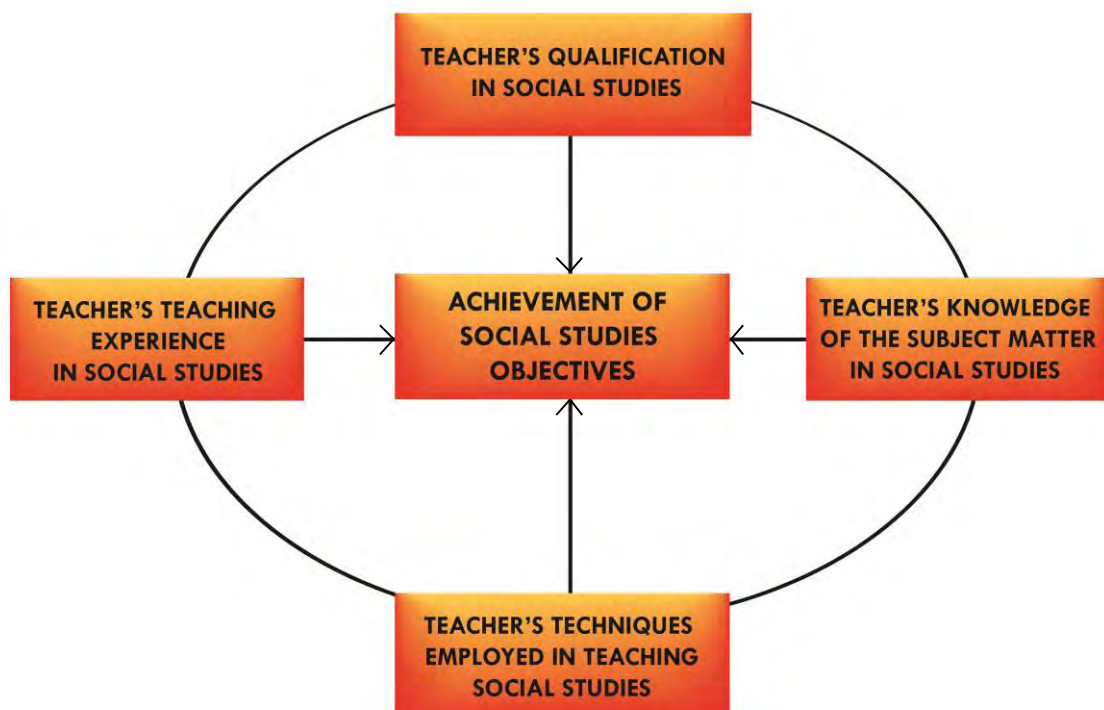


Figure 2.1: Key Teacher Qualities Related To Achievement Of Social Studies Objectives

This researcher is of the opinion that the possessions of right academic and professional qualification, knowledge of the subject-matter, teaching experience and teaching techniques in Social Studies could enable the teacher of Social Studies have interest in the subject and have high expectation for the students. Teacher qualification could guide the teacher to acquire an in-depth knowledge and also understand the purpose of the subject and select what to teach and how to teach the subject appropriately. This kind of understanding of the subject will provide a foundation for pedagogical content knowledge that will enable teachers to make ideas accessible to others (Shulman, 1987). The teacher's length of service or teaching experience in a subject is no doubt a key factor to achieve learning outcomes. Continuous teaching of a subject gives the teacher enough time to assess the different techniques of teaching and select the most appropriate ones for his lessons in order to achieve the main purpose of the subject. This is very crucial since what to teach and how to teach enable the teacher to achieve lesson objectives effectively. Supporting this view is Ben-Peretz (2002) who confirms that the role of experience in professional knowledge helps one to adjust teaching methods and improves ones knowledge. Variables presumed to be indicative of teacher's competence which have been estimated for their relationship to student learning include measures of academic ability, years of education, years of teaching experience, measures of subject matter and teaching knowledge, certification status and teaching behaviours in the classroom (Rafael, 2008). This clearly indicates that a number of factors contribute to the quality of teaching leading to the achievement of lesson objectives which according to Shulman (1996), Grossman (1995) and Westera (2001) such factors are professional competence of the teacher which includes certification status, subject matter knowledge, and teaching experience.

According to the Ministry of Education (2010), the rationale for the teaching of Social Studies is to help prepare the individual learners to fit into society by equipping the learner with knowledge about the learners' culture and ways of life of other societies, its problems, values and hopes for the future. This implies that Social Studies teachers should be prepared to teach the subject effectively to reflect in the lives of the learners so that they may acquire the necessary knowledge, skills, attitudes and values that will assist them to identify and solve problems confronting them and their various societies.

This researcher is of the view that to be able to achieve the objectives of Social Studies, teachers' of Social Studies must possess and integrate the necessary key teaching characteristics such as academic and professional qualification, knowledge of the subject-matter, teaching experience and techniques employed in teaching Social Studies. A person cannot be a good teacher without first knowing the subject and also possess the right certification (Woolford, 1982). Similarly, The Center for Public Education (2006) clearly points out that teachers' knowledge of the content they teach is a consistently strong predictor of student performance. Prior research by Okam (2002) establishes that the major function of the teacher is to motivate, manage and control teaching and learning situations to the end of achieving learning objectives. Anderson (1991), also rightly postulates that "like their students, teachers differ in terms of the knowledge, skills, aptitudes, attitudes and values they bring to their classrooms. They also differ in their teaching experience" (p. 19). According to William (1990), teachers need to have knowledge of varieties of approaches and should be able to decide what to reject or accept as the technique that is most appropriate for the students. The views of these writers clearly indicate that a teacher's characteristics such as academic and professional qualification, knowledge

of the subject matter, teaching experience and techniques employ in teaching Social Studies are interconnected to the achievement of Social Studies objective.

2.9 Teacher's Academic and Professional Qualifications in Social Studies

Teacher qualification is usually made up of relevant educational degrees as well as certificates. Teacher's qualification is seen as the sum total of the teacher's efforts at formal educational improvement (Burrup, 1967). The quality of a teacher is sometimes used interchangeably with teacher qualification which comprises of relevant degrees and certificates. Effective teachers can thus be understood as those who possess relevant competence and use their competencies appropriately to achieve their objectives (Cheng-Yin and Tsuikwok, 1996). Profession on the other hand simply refers to an occupation requiring special education. Such specialized knowledge and training equips one with values, measurements, and judgments that are often based on sound reasoning, objectivity, and generally acceptable principles. Individuals such as Teachers, Doctors, Lawyers and Managers can only be seen as professionals unless attention is given to their conduct, values, and standards of their work (Verma and Mohan, 2009). They add that generally, professionals or professionalism calls for process of systematic knowledge and skills to perform certain responsibilities and should be bound by certain ethics in their use of knowledge and skills.

In discussing the issue of teacher quality, Pearlman and Tannenbaum (2000) suggest that the evaluation of system of teachers must take into account teacher education, teacher performance and students achievement. If Social Studies is to be taught to the young people and equip them with good social and moral awareness to thrive, they will function effectively and efficiently in the society. One will then agree with

Anderson (1991) cited in Yunana (2011) when he remarks that effective teachers are those who achieve the goals they set for themselves or the goals set for them by others such as school principals, education administrators and parents. Lack of professional training therefore affects the level of teachers' performance (Grossman, 1995).

As rightly put up by Guskey (2002), high quality professional development is a central component in nearly every modern proposal for improving education. Aggarwal, (2006), states that a Social Studies teacher must have special qualities such as; “an art of development of human relation, objectivity, deep knowledge of the subject matter, application of field study theory, a well-informed teacher, widely travelled person, a good communicator, skilled in the use of technological aids and an interpreter of various experiences” (p. 228),.

The importance of teacher certification to the achievement of lesson objectives is very clear. Teacher characteristics such as certification status and degree in the field to be taught are very significant and positively correlate with students' outcomes (Darling-Hammond, 2000). Many researchers and policy makers have indicated that to improve students achievement, then teachers will need to increase their skills of teaching and that there is enough evidence showing the quality of teachers and their teaching as the most important factors in students learning. The need for competent personnel, especially teachers, is very critical issue and as indicate by Smith, Stanley and Shores (1957) well trained teachers are of requirement when it comes to the effective implementation of curriculum. According to Oliva (1992), the role of the teacher in the effective implementation of the Social Studies curriculum cannot be exaggerated. In order to be successful, professional development must be deemed beneficial by the teacher employed in the classroom (Chalmers, Keown and Kent,

2002). The implication of the above arguments is that, Social Studies teachers must not only possess higher professional status or relevant qualification but equally possess academic excellence in Social Studies. According to Young, Olden and Porter (2003), the qualification of teachers has great influence on students' learning. Adeyanju (2006) points out that in America and Britain for instance, any potential teacher is required to have a degree in what they intend to teach before entering into any teacher education programme.

A study conducted by Wayne and Youngs (2003) in the United States shows that high school students' mathematical achievement improved when their teachers had standard certification. This pre-supposes that the importance of the teacher qualification in Social Studies in any educational system cannot be over emphasized. The key to the success of education is quality teaching. However, a good curriculum may seem to be the final panacea but, it is the human touch provided by the teacher that will ensure that good and lasting results are produced (Report of the Review Commission on Pre-tertiary Education in Ghana, 1994) cited in Agbemabiese (2007). But it is not the mere presence of human being tagged "teacher" in the classroom that will ensure the desired success of the teaching-learning process. If this is the case, then one may be right to agree with Droefenu (1990), when he estimates that it is generally agreed among educational researchers that factors such as academic qualification, professional background and personal characteristics among others enhance teachers output in the classroom. Invarson (1999) cited in Yunana (2011), points out that the power of a professional certificate depends fundamentally on the standards and the rigour of the methods used to assess the teacher's certificate and place more emphasis on professionalism. Based on this, Young, Olden & Porter (2003), remarks that new teachers are expected to be fully qualified before they are

certified because measure of ability to integrate knowledge of content, instructions and analyzing of work will be on practice. To Aggarwal (1982), Social Studies more than any other subject demands “well prepared conscientious men and women of sound knowledge and training whose personalities rank higher among men. For Aggarwal, a Social Studies teacher should possess “Scholarship, Professional training, Personality, Teaching skills and Human relation” and that scholarship in this respect implies acquisition of sound knowledge of subject matter, which forms the foundation of Social Studies and acquaintance with present-day problems. And professional training implies acquisition of sound pre-service training with a definite requirement for certification” (p. 84). A teacher without the above qualities is inferior type. This pre-supposes that a teacher with above qualities will be able to effectively teach or handle the Social Studies subject for effective achievement of its lesson objectives (p. 87).

In trying to identify the limitations on effective teaching of Social Studies instructions in Kenya in the Kissi District, Ossindi (1982) argues that untrained teachers and lack of in-service training education were major limiting factors. Under the Act of “No Child Left Behind” (NLCB) in the United States of America (U.S.A) a highly qualified teacher must possess: a bachelor’s degree, full State certification, as defined by the state and demonstrate competency, as defined by the state, in each academic core area he or she teaches (U.S. Department of Education, 2004). Elliot (1998), remarks that well qualified teachers had a significant influence on high school students’ achievements in Mathematics and Science. According to Goldhaber and Dan-Anthony (2003), the educational level of teachers influences their effectiveness. Balogun (1986) argues that graduate teachers should have more than a single honour degree in a particular subject since more responsibility is imposed on them to teach

the subject. The implications of these are that the Social Studies teacher must not only acquire higher academic excellence status or qualification but equally acquires professional status in the subject. However, some researchers like Monk (1994) argues that a master's degree had no influence on students' achievement, at least in the lower grades. Friedman (2000) also laments that if a teacher has a teaching qualification, he or she is free to teach any subject and that advance and professional degree have no strong influence on the quality of teaching. This view is not fully accepted, because from personal observations and experiences teachers with professional qualifications in the subject area perform better. Farrant (1982) remarks that the professional skills of a teacher "establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching structures" He further states that professional competence often transforms into high quality of teaching with the expectation that this would influence the learning of students. According to Darling-Hammond (2000) assigning teachers to teach courses that they are not trained to teach has a negative effect on students' achievement.

Based on the above, Darling-Hammond, Berry & Thoreson (2001) indicate that teachers who are trained and teach in the area in which they are certified outperform teachers who have no certification. Agyeman (1993) concludes that a teacher without both academic and professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his or her subject. It is globally accepted that a secondary teacher with a degree in Mathematics or Science will "routinely" get higher student performance than teachers that do not have a degree in those fields (Haycock, 1998).

2.10 Teacher's Knowledge of the Subject-Matter in Social Studies

Another variable that could be related to teacher effectiveness is teacher's knowledge of the subject matter. Understanding what is to be taught, teachers knowledge of the subject is a central requirement. According to Fuller & Clark (1994), "what really matters is the teacher's knowledge of the subject-matter". Stanley (1991) contends that the effectiveness of the teacher depends on his knowledge of the subject matter. He adds, effective teachers continually monitor their students' progress and give them enough homework. This is done gradually to ensure that the students learn rapidly. According to Tamakloe, Amadehe and Atta (2005), "teachers' knowledge of the subject is as important as his knowledge of the child" (p. 8). They explain that a mastery of the subject matter and its methodology instill confidence in the teacher and this will reflect on the learner. Quartey (1984) estimates that knowledge for the teaching of Social Studies is made up of different domains of content knowledge and pedagogical content knowledge and studies have shown that the knowledge for teaching Social Studies is a predictor of student's achievement in Social Studies. A research finding in India and United States has confirmed that a significant number of Social Studies teachers have little to do in Social Studies coursework in their undergraduate studies (Aggarwal, 2006). The implication of this is that such teachers will find it difficult to teach Social Studies for effective achievement of its lesson objectives.

Teacher effectiveness depends largely on how competent the teacher is, Chapman and Mahlick (1997), Kanu (1996) and Chou (1963) indicate that the performance of students is based on a teacher who has well developed subject knowledge, pedagogical content knowledge and curriculum knowledge. Conant (1963), remarks that when teachers possess inaccurate information or conceive of knowledge in

narrow ways they may fail to challenge students and that if a teacher is largely ignorant or uninformed he can do much harm. The National Council for Social Studies (NCSS) (2003) remarks that the knowledge for teaching Social Studies is considered to be “the foundational knowledge of Social Studies education (Citizenship Education) needed to perform the recurrent tasks of teaching Social Studies. In Nigeria, Adeyanju (2006) estimated that teachers should be very conversant with the goals and objectives of their teaching subjects and educational goals in general. This suggests that teachers of Social Studies need to know about the purpose of the subject matter they teach and extend that beyond the specific topics of their curriculum. A teacher’s understanding of the subject matter “strengthens the possibilities of his art” that subject matter is an essential component of teacher’s knowledge and that is neither a new nor a controversial assertion (Scheffters, 1973). However, some researchers argue that while it is important for teachers to know the material to be taught, the importance of knowing the subject will grow smaller beyond some minimal essential level (Darling-Hammond, 2000). Deep content area knowledge is an attribute of teachers that seems to have positive impact on student achievement (Monk, 1994).

In a review of research conducted by the Education Commission found moderate support for the importance that teachers be well-versed in their subject areas. However, when teachers possess inaccurate information or conceive knowledge in narrow ways, they may pass on these ideas to their students. They may fail to challenge students’ misconceptions; they may use texts uncritically or may alter them inappropriately. Teachers’ conceptions of knowledge shape their practice and influence the kinds of questions they ask, the ideas they reinforce and the sorts of task they assign (McDiarmid and Ball, 1990). According to Akinloye (2003), “the

competence in teaching Social Studies depends largely on sound understanding of its philosophy” (p.7). The implication of this is that poor quality teacher is a serious threat to effective teaching of Social Studies for the achievement of its lesson objectives. Darling-Hammond (1997) indicates that the highest quality teachers are those most capable of helping their students to learn, have deep mastery of both their subject matter and pedagogy.

The National Center for Education Statistics (NCES) (1997), opines that effective teachers are aware of the content they are teaching, engage students in teaching, and challenge them to greater accomplishment. This was backed by King-Rice (2003), who argues that the teacher’s content coursework in the subject area taught and pedagogy contribute to positive teacher effectiveness at all grade levels. Upon this, Quartey (1984) unfolds that in presenting a Social Studies lesson, a teacher should be very clear in the mind about how that topic poses a problem of survival to the nation and the individual children concerned. With this in mind, the teacher should try to establish what precisely should be the concept to be imparted. Guided by the identified concept the Social Studies teacher can now select the relevant content.

2.11 Teacher’s Teaching Experience in Social Studies

A number of studies have shown that teachers become more effective during the first five years of their teaching. To Cimbriz (2002), teacher experience is another variable that influences students learning. Teacher’s years of teaching or experience in teaching vary in different studies. According to Leming (1991), the characteristics of Social Studies teachers such as professional values and experiences are potentially valuable for understanding the art of teaching and influence of teachers. The benefits of experience may interact with educational opportunities and that emphasize

continual learning and collaboration continue to improve their performance (Darling-Hammond, 1999). These views clearly suggest that there is no doubt about a teacher with more years of teaching been very effective as compared with someone new in the teaching field.

In the area of teacher experience, many studies have shown that in-experience teachers (those with less than three years of teaching) are not as effective as senior teachers (Rosenholtz, 1986). This suggests that Social Studies teachers who have taught subject for three years and above are more effective as compared to those with less than three years experience of teaching Social Studies. The National Commission on Teaching and America's Future (Darling-Hammond, 1997), stresses that teacher expertise has a direct correlation to high student achievement. Students, who have highly effective teachers for three years or more in a row, scored fifty percentile points higher on achievement test than those who had ineffective teachers for three years in a row.

The above review indicates that in addition to teachers' academic and professional qualification, knowledge of the subject-matter and techniques of teaching Social Studies, experience is believed to be a key factor to achieve classroom practice. Darling-Hammond (2000) reports that "veteran teachers in settings that emphasize continual learning and collaboration continue to improve their performance". From the words of Wenglinsky (2002), "regardless of the level of preparations students bring into the classroom, decisions that teachers make about classroom practices can either greatly facilitate student learning or serve as an obstacle to it" (p. 7). Darling-Hammond and Sykes (2003) also argue that the right way to meet the highly qualify

teacher challenge beyond verbal skill, subject matter knowledge and professional knowledge, experience makes an important difference in student learning.

Research conducted by Ossindi (1982) in the Kissi District in Kenya indicates that lack of in-service training education was one of the major limiting factors for effective Social Studies instructions. To Rossenfield (2004) Social Studies teachers receive fewer professional development opportunities than teachers in other disciplines. He further adds that if Social Studies teaching was to be effective, in-service training is necessary as a key means through which Social Studies teachers are provided with the necessary skills and knowledge so as to improve upon their performance in teaching Social Studies. This pre-supposes that teaching experience is a key component for effective teaching of Social Studies. In-service training required of all teachers during their career in school, Social Studies teachers must also utilize other avenues for continuing their education in Social Studies, as well as furthering their skills in teaching techniques and knowledge of curricular issues (Jurmu, Jurmu & Meyer, 1999). In view of this, Steven, Hanushek and Kain, (2005), state that “beginning teachers are not as effective as teachers with more years of teaching experience with brand new teachers being the least effective” (p. 449). Adding to this, Mentoring programmes have shown a great promise as a suitable in-service educational experience which according to Anamuah-Mensah (2002), mentoring programmes have been studied in-depth to show that beginning teachers who receive mentoring become more effective as teachers because they are learning from guided practice rather the trial and error, and they leave teaching at much lower rates.

From the forgoing discussions, one may therefore be right to conclude that the quality and experience of a Social Studies teacher is of great importance for effective achievement of lesson objectives and without teaching experience teachers may find it difficult to teach Social Studies to bring out the desire change in the learners of Social Studies and achieve the real purpose of Social Studies teaching which according to GES (2010) the rationale for Social Studies teaching is the study of the problems of society.

2.12 Techniques and Methods of Teaching Social Studies

The use of the words “techniques” and “methods” of teaching Social Studies are sometimes used as if they are synonyms. “Method” of teaching Social Studies can be explained as the ordered or systematic way through which the “act of teaching” is performed in order to accomplish the set objectives of instruction while teaching “techniques” in Social Studies is a specific way or an aspect of a given method of teaching Social Studies which is chosen, organized and delivered by a teacher in his or her interaction with students (Adedayo, 2012). As indicated by Amadi, Mezieobi & Joef (1994) and cited by Adedayo (2012), teaching techniques are embedded in methods and are thus narrower in scope than methods and if the technique is appropriately utilized by the professional Social Studies teacher, it will give meaning to the teaching. This suggests that techniques employ in teaching Social Studies is an aspect of methods of teaching and that when properly adopted in the teaching of Social Studies lessons the focus of teaching the subject for citizenship education could easily be achieved.

According to Dynneson and Gross (1999) cited in Ayaaba and Odumah (2013), “the difference between creative and uninspired teaching is determined by the techniques

teachers use in presenting lesson content, skills and values to students” (p. 21). They emphasize that, the responsibility of every Social Studies teacher is to select a particular technique that may provide for the active involvement of students in the teaching and learning processes. The kind of technique that the teacher may use in teaching Social Studies can easily affect the achievement of its objectives in Social Studies. The use of appropriate technique by a Social Studies teacher is therefore very essential to Social Studies teaching for effective achievement of its lesson objectives. This view is supported by Ayaaba and Odumah, (2013), when they indicate that there are a number of techniques in the art of teaching Social Studies and it is very important for a Social Studies teacher to emphasize active participation of learners in whatever technique that may be employed by the teacher when teaching Social Studies. Jordan and Powell (1995) assert that to be competent is both to have a set of skills to employ them using a flexible responsive set of higher order strategies that bring the desired outcomes.

Aggarwal (2006) comments on the need for right technique of teaching in these words, “Every teacher and educationist with experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right technique of teaching and right teachers” (p. 91). He adds that for effective teaching to be achieved a Social Studies teacher should be trained in the following techniques; Assignment, Dalton plan, Discussion, Laboratory, Lecture, Observation, Questioning skills, Problem, Project, Review, Socialized classroom recitation, Source technique, Story-telling, Supervised study and Text book” (p. 94). Teachers who are successful according to Hamasheck (1969) are those who tend to be using a range of teaching techniques rather than single rigid approach. This view was supported by Glickman (1991) when he observes that teachers who are very effective do not use the

same set of practices forever whether students are learning or not but adjust their practices accordingly, instead what effective teachers do is constantly reflect their work.

Because of the unique nature and purpose of Social Studies, the techniques that may be employed in the teaching of Social Studies must be very useful to direct the learners' attention and focus. On an account of this, the teacher of Social Studies has to be well grounded in the use of variety teaching techniques if he or she is to be effective. Social Studies teachers need to possess not only Social Studies content knowledge but also the teaching methodology that best facilitates students learning in Social Studies (Bednarz, Stoltman & Lee, 2004). Though, many teachers may take an introductory Social Studies course to satisfy undergraduate requirement, it is likely this course would not be the most beneficial for instilling the pedagogical methods or content knowledge that is necessary for the Social Studies classroom teacher (Gregg, 2001). The techniques which teachers of Social Studies may employ for effective teaching and learning should assist the learners acquire those skills and knowledge in the classroom which are helpful in adjustment to social situations (Aggarwal, 2006). The implication of this is that a good technique employed by Social Studies teacher enables the learners to identify problems and adopt appropriate measures to handle such problems and also develop critical thinking abilities.

For effective teaching of Social Studies the right technique is of paramount for effective teaching. The teaching of Social Studies involves the learners' use of the eyes, the ears, hands muscles and the whole body in the learning process (Tamakloe, 2008). This clearly suggests that the teaching and learning of Social Studies should not only be done in the classroom but should also be planned and undertaken outside

the classroom. According to Ghana Education Service (GES) (2001), “pupil must be taught to be problem solvers by emphasizing the cognitive, affective and psychomotor domains of education and avoid rote learning and drill oriented method” (p. viii). This will enable the learner acquires the knowledge, skills and competences to enable him solve problems.

According to Tamakloe (1991), if the organization of Social Studies is to be effective, the teacher must be well-versed in the use of variety of teaching methods and techniques besides the possession of adequate knowledge in several disciplines. Williams (1990), remarks that teachers need to have knowledge of varieties of approaches and should be able to decide what to reject and accept and the method that is most appropriate for the students. In the view of Banks (1985) who concludes that a skillful teaching in Social Studies is paramount and without it, effective learning cannot take place. He further notes that techniques that are commonly used in Social Studies include; lecture, discussion, simulation, role play, fieldwork, team teaching, project work and inquiry techniques. This suggests that a teacher who is capable of using a range of teaching techniques such as lecture method, discussion, role playing, drama etc. depending on the topic and the age of the learners will be able to achieve lesson objectives in Social Studies and this will also enhance students’ performance.

2.12.1 Lecture Technique

Over the years, lecture technique is often used as method of instruction in the formal education. Lyule (1995) asserts that lecture is a technique in teaching through oral presentation of instructional materials. And to Aggarwal (2006), lecture technique is the oldest teaching technique given by the philosophy of idealism which lays emphasis on the presentation of the content. In Ghana, Agyeman-Fokuo (1994)

indicates that the lecture technique which places emphasis on rote learning is the main technique used in teaching Social Studies in many Colleges. To sum it up, Bligh (2002), opines that teachers should not rely on lecture technique to improve thought, change attitude or behavioral skills. But the purpose of lecture technique is to clarify information to a large group in a short period of time. It can be deduced from the literature above that lecture as a technique of teaching is used to cover certain amount of content in Social Studies but not to bring out total behavioural change as Social Studies is destined to achieve. That is, the teacher or the instructor presents the basic concepts of the lesson or the topic to the learners while the learners listen and sometimes take down the salient points or ideas presented to them by the teacher. The lecture technique is very useful and appropriately good for situations where the ratio of the learner-teacher is too high and a lot of topics have to be covered in the syllabus during a specific time (Ayaaba and Adumah, 2013).

2.12.2 Discussion Technique

In the aspect of discussion as a technique of teaching Social Studies, it gives room to both the teacher and the learners to share ideas freely. Most teachers use the discussion as a technique of teaching for the purpose or idea of involving the learners fully in the lesson. According to Arends (1998) the discussion as a technique of teaching is “an approach with three important ingredients. In the first place, he sees it as a technique of teaching where the teacher and students talk are required in the discussion; secondly, students are expected to enter into conversation and dialogue during the discussion with academic materials; and lastly, students are supposed to practice and publicly display their thinking skills”. To Aggarwal (2006), the discussion as technique stimulates mental activity, develops fluency and eases in

expression, clarity of ideas in thinking and training in the presentation of one's ideas and facts. This is very useful for Social Studies teaching since the subject is full of issues that are confronting people in the society. Brookfield (1991), is of the view that the purpose of discussion "is to engender change in learners what teachers define as desirable attitudes" (p. 189). This seems to be very crucial since Social Studies has a purpose of developing positive change of attitude in the learners to enable them make meaningful contribution to the development of their societies.

A study conducted by Amoah (1998), in the central region of Ghana on the implementation of the Social Studies programme, emphasizes that discussion is the most popular technique that should be used in teaching Social Studies because it ensures democracy in the classroom and also helps in achieving affective ends especially in Social Studies teaching. For discussion to be more effective and to achieve its purpose, it must be closely monitored by the teacher. Ayaaba and Adumah (2013), contend that in whole class discussion, the teacher becomes the leader and that he concludes the whole discussion by summarizing the main points discussed in the lesson during the discussion. This suggests that the teacher of Social Studies must not dominate the discussion but only to give room for the learners to play a role by only monitoring during the discussion in order to achieve the purpose of the lesson.

2.12.3 Role Playing

Role playing is another technique of teaching Social Studies concepts. This technique of teaching Social Studies actually encourages the learners of Social Studies to study the subject by expressing themselves especially in words. It also provides for the learners a special fun during the lesson and makes them use their initiative and opportunity to develop their cognitive abilities. According to Martorella (2001), role

playing is used in the classroom to teach Social Studies in order to train the students in effective way of solving problems as students pick social problems for study. It is described as a spontaneous acting out of a situation to show the emotional reaction of a real situation. Clark (1973), indicates that role playing “is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization” (p. 73). On the part of Melinger (1981) role playing as structured activity permits students to take the part of a person in an imaginary situation and to act the part in a realistic manner as possible. The African Social and Environmental Studies Programme (ASESP) (1994) contends that the role playing as a technique used in Social Studies teaching enables the students to remember as much as eighty percent (80 %) of what has been learnt.

It could be concluded that if role play is effectively adopted by a Social Studies teacher, it could provide meaningful opportunity for students to explore issues in groups and individually for themselves. In support of this view, Armstrong and Shaver (2000), suggest that the role playing as a method enables the students to develop interpersonal relations skills, change attitude, clarify values and develop citizenship skills when used in the teaching of Social Studies. In support of this, Aggarwal (2006), concludes that role playing and drama have their great social values. He indicates that they are “cooperative enterprises and develop qualities of social cooperation. They help in fostering “*esprit de corps*” among the students” (p. 116). This implies that role play helps to develop in the learners the spirit of working as a team and co-operation and also assist them to speak well and clearly in public. The views from these writers clearly indicate that the quality of a teacher should make the learners play a vital role in the classroom instructions for lesson objectives to be achieved. It is therefore, important to note that a particular technique employed in teaching Social Studies offer potential guidance for effective achievement of its objectives. Effective teaching of

Social Studies must therefore, develop essential skills in the learners. It must also be noted that if role playing is not effectively taken care of by the Social Studies teacher in the process of adopting it, all the usefulness of role playing as a technique could easily be lost. In this respect, learning experience or activities should be designed in such a way that learning will continue and active even when Social Studies teacher is not available through proper teaching technique.

It can therefore be deduced from the literature on teaching techniques above that if technique of teaching is appropriately utilized in teaching of Social Studies it could lead to effective accomplish of instructional objectives set forward by the curriculum planners and promote total change of positive attitude in the learners. This comes to play, because Social Studies is to be taught to reflect in the lives of the learners.

2.13 Summary

The literature reviewed in the chapter two reveals a number of interesting issues. The review dealt with the teacher characteristics and the teaching of Social Studies. The evidence in the literature points to the existence of a broad consensus that teacher characteristics such as teachers' academic and professional qualifications, teachers knowledge of the subject-matter, teachers' techniques employ in teaching Social Studies and teaching experience of Social Studies teachers, have great influence in the teaching of Social Studies which according to Waters and Morzano (2006) the range of such factors have great influence on students performance. The literature also revealed that teachers are expected to be well equipped and knowledgeable in the content in Social Studies to ensure that what they teach is well understood for the benefit of the child and the nation as a whole. In support of this view, Ryburn (1979) cited in Tamakloe, Amedahe and Atta (2005), sums it up all in these words:

“Teaching is a relationship which helps the child to develop all his powers. Through teaching he gets information, he learns to work and do things. He is helped to learn for himself. He is inspired to use all his powers so that he may make true adjustment and prepare himself for what lies ahead. When a child has had a good teaching, he leaves school with a harmonious developed personality, he is self-reliant... He has been given a desire for more knowledge, and a desire to use all his powers in living a worthy life” (p. 9).

To conclude, the researcher therefore argues that Social Studies should be taught by a qualified teacher so as to be able to assist the young people to make their own decisions and also take personal responsibilities for their personal lives and the society at large now and the future so that their contributions will make positive impact to the society. The contribution of this thesis to the knowledge in the field lies in the new evidence it brings to bear on the debate over which school variables help to achieve the key objectives in Social Studies effectively.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the method employed to guide the study and to provide answers to the research questions and the objectives of the study. The researcher discusses research design, the study area, the target population, sampling procedure, and sample size, instrument for data collection, pre-test of instrument, procedure for data collection and data analysis procedure.

3.2 Research Design

A research design is seen as a plan, structure and strategy of conducting investigation in order to obtain answers to research questions and their operational implications to the final analysis of data (Kerlinger, 1986) cited in Kumar (1999). According to Frankel and Wallen (2003), descriptive approach provides opportunities for a researcher to gain valuable insights into the current status of phenomena with respect to variables or conditions in a given situation. Descriptive survey involves observing and describing the behaviour of a subject without influencing it in any way (Shunttleworth, 2008). A descriptive survey is also seen as versatile and practical, especially to the researcher in making assessment to situations as a pre-requisite for conditions and generalizations (Osuala, 2001). One big advantage of the descriptive survey is that it has the potentials to provide a lot of information obtain from quite a large sample of individuals (Frankel & Wallen, 2003). This design was also employed in to order to provide simple summaries about the sample and and to depict the participants in an accurate way. Based on these advantages of descriptive survey, the

researcher therefore finds it expedient to choose this design in order to form a general opinion about the population in this survey, either the whole population or the sample (Karasar, 2005). This led to the drawing of conclusions that was useful or meaningful to the study.

3.3 Population

The target population for the study was all teachers teaching Social Studies in the Kumasi Metropolis. The study covers both private and public senior high schools in the Kumasi Metropolis. There are fifty-two (52) senior high schools of which nineteen (19) are public and thirty-three (33) private (see Appendix 'D') in the Metropolis as captured in 2015/2016 academic year index bulletin and with a total population of 270 teachers teaching Social Studies (Kumasi Metro Education Directorate, 2015).

3.4 Sample and Sampling Procedure

According to Kumekpor (2000) and Kwabia (2006) the worth of any educational research findings depends on the extent to which the sample reflects or represents the target population. The simple random sampling technique was adopted in selecting the schools and teachers which constitute the sampling for the study. In all, twenty (20) senior high schools were selected out of the fifty-two senior high schools in the umasi Metropolis for the study. The reason for the selection of only twenty (20) schools out of the fifty-two (52) senior high schools was that all the senior high schools in the Kumasi Metropolis shared similar characteristics.

In all, there were two hundred and seventy (270) teachers teaching Social Studies, and in order to have the sample size for teachers from each of the schools, simple random sampling technique was adopted. Specifically, the lottery method was employed, pieces of paper equalling the number of teachers was used. 'YES' was written on one hundred and fifty-nine (159) of the pieces of paper which represent 59% of the pieces of papers used. 'NO' was also written on the rest of the pieces of paper. All the pieces of paper were put in an open container and mixed up for fairness. Each teacher was then asked to pick a piece of paper from the container. This was done until every teacher had been given a chance to make his or her picking from each of the selected schools. After that all those with 'YES' were selected for the study. The selection of sample size of one hundred and fifty-nine (159) out of a total population of two hundred and seventy teachers was based on Krejcie and Morgan's (1970) table for determining sample size for a finite population for easy reference. The choice of the researcher for teachers teaching Social Studies was that they could provide the necessary information related to the study. The table 3.1 below shows the summary of the number of selected teachers in the various senior high schools in the study area.

Table 3.1 Distribution of Population and Sample Selected for Teachers.

Item	School	Sample
1.	Adventist S. H. S.	7
2.	Al-Azhariya Islamic S. H. S.	2
3.	Angel S. H. S.	3
4.	Armed Forces Sec./Tech. School	9
5.	Asanteman S. H. S.	8
6.	Faith S.H.S	2
7.	KNUST S. H. S.	9
8.	Kumasi Anglican S. H. S.	11
9.	Kumasi Girls S. H. S.	9
10.	Kumasi High School	11
11.	Kumasi Sec./Tech. School	8
12.	Kumasi Wesley Girls' S. H. S	8
13.	Opoku Ware School	10
14.	Osei Kyeretwie S. H. S.	9
15.	Prempeh College	10
16.	Prince of Peace Girl's S. H. S.	6
17.	Serwaa Nyarko Girls' S.H. S.	9
18.	St. Hubert Seminary S. H. S.	7
19.	St. Louis S.H.S	10
20.	Yaa Asantewaa Girls' S. H. S.	11
Total		159

Source: Field Survey (2015).

3.4 Research Instruments for Data Collection

The instruments used for the study were questionnaire and observational guide.

3.4.1 Questionnaire

A questionnaire was designed to elicit vital information from teachers (See Appendix 'A' for details). The questionnaire was administered to teachers teaching Social Studies in the selected senior high schools in the Kumasi Metropolis because the questionnaire was considered to be the most appropriate tool which could be used to elicit reliable information from the respondents in which the responses involve statements of facts and concerns that were personal.

In all, five days was used for the administration and the collection of the questionnaire from the teachers (14th September, 2015 to 18th September, 2015). The teachers' questionnaire consisted of fifty-nine (59) items which were divided into sections A, B, C, D, and E respectively. The section 'A' which contained eight (8) items was used to seek for the background information about the teachers teaching Social Studies in the senior high schools. Sections B, C, and D had its items on a four point likert type for accurate representation of data on the questionnaire which according to Bryman (2008), the likert scale is seen as a tool that assist the respondents to identify the degree of agreement and how they feel about an issue with a number of statements. It was the most preferred instrument because it was easy to construct, administer and score (Borg and Gall, 1983). Specifically, section 'B' had twelve (12) items which sought information on the teachers' academic and professional qualification in the teaching of Social Studies. Section 'C' was used to seek for information on the teachers' knowledge of the subject-matter and it contained fourteen (14) items. Section 'D' consisted of twelve (12) items on the questionnaire which took care of

teachers' teaching experience in the teaching of Social Studies and section 'E' consisted of thirteen (13) items based on the techniques or interactions employed by the Social Studies teachers and effectiveness of these techniques.

3.4.2 Lesson Observation Guide

Another instrument employed for the data collection was the observational guide (See Appendix 'B' for details). This instrument offered the researcher the opportunity to see how the teaching of Social Studies is done in the various selected senior high schools. According to Adler and Adler (1998), "Observation consists of gathering impressions of the surrounding world through all relevant human faculties such as hearing, seeing, smelling and touching" (p. 80). This technique of observing enabled the researcher obtain valuable qualitative knowledge about the respondents. It also helped the researcher to compare responses that were obtained through the use of questionnaire about what teachers believed to be doing especially on the techniques of teaching Social Studies for achievements of its objectives and what they actually do in real terms and also teachers' knowledge about the subject-matter. According to Teddlie and Tashakkorri (2003), observation method helps to provide stronger inferences and opportunity for presenting different views from the respondents.

In all a set of twenty-nine (29) detailed items of Social Studies lesson observation guide was prepared with four (4) sections. There were six (6) items in Section 'A' which consisted of the name of the class, subject, period, duration, and date of the lesson. Sections 'B' had five (5) detailed items which sought information about the teachers' approach to teaching of Social Studies in the classroom, Section 'C' has six (6) items and was used to seek for information on teachers' knowledge about the subject and Section 'D' which is the last section has twelve (12) detailed items and

was used to gather information on teaching techniques employed by the teachers teaching Social Studies.

In all, eight weeks were used to observe the Social Studies lessons in the various selected schools. (21st September, 2015 to 13th November, 2015). The numerical strength of teachers observed was thirty (30) who were also among those responded to the questionnaire. Each teacher was selected for the observation on the basis of simple random sampling technique (lottery method) from each of the twenty selected senior high schools in the Metropolis. The first day visit to each of the schools was actually used to copy the time-table for Social Studies lessons which helped the researcher to know the exact time and days for Social Studies lessons. The main areas that were observed include teachers' approach to lessons, techniques employed by teachers in teaching Social Studies and teachers' knowledge of the lesson or topic taught. The observation was conducted by the researcher in person. Non-participant observation technique was adopted for the lesson observation which according to Kumar (1999), is when the researcher does not get involved in the activities of the group but remains a "passive observer, watching and listening to its activities and drawing conclusions from this" (p. 106). In order to ensure the reliability and validity of the observation, each participant was observed at least two times.

3.5 Instruments Validity and Reliability

The instruments for the study were thoroughly vetted before the final approval by experts in the field of research from Department of Social Studies, University of Education, Winneba to establish validity. The instruments were pilot-tested to ensure reliability. Ten teachers teaching Social Studies were selected from five senior high schools in the Ashanti Region for the pilot test. The schools selected were St.

Anthony Senior High School, Nkawie Senior High Technical School, Osei Tutu II Senior High School, Toase Senior High School and Mpasatia Senior High School all in the Atwima Nwabiagya District in the Ashanti Region of Ghana. These senior high schools were chosen for the pre-test because they share similar characteristics with the schools in the Kumasi Metropolitan Assembly. The establishment of reliability was accomplished by measuring the internal consistency of the instruments using a reliability coefficient, obtained by means of Cronbach's alpha. A reliability coefficient of 0.834 was obtained for the questionnaire and 0.861 was obtained for the observational guide which according to De Vellis (1991) is considered very reputable for determining the appropriateness of the instruments.

3.6 Procedure for Data Collection/Ethical Consideration

The administration of the questionnaire started on the 14th September, 2015 and the collection was done on the 18th September, 2015 while the observation of teachers in the classroom started on the 21st September, 2015 to 13th November, 2015. An introductory letter was obtained from Head of Department of Social Studies Education, University of Education, Winneba (See Appendix 'C'). A copy of the letter was attached to the questionnaire and the observational guide which helped the researcher have the necessary assistance and co-operation from the Headmasters and Social Studies teachers from the selected senior high schools. With the permission of the Headmasters, teachers were briefed on the objectives of the study. An opportunity was given to the respondents to ask questions pertaining to the successful completion of the questionnaire which helped to clear doubt. A period of five days was given to the teachers to complete the questionnaire and eight weeks was used to observe the Social Studies teaching in the selected senior high schools.

3.7 Data Analysis

The responses gathered from the respondents were organized with the use of Statistical Product for Service Solution (SPSS). Because of the descriptive nature of the study, serial and code numbers were given to each of the items on the questionnaire for easy identification before scoring them. The responses to the various items were then coded and transferred to a broad sheet taking note of their serial numbers. The researcher employed percentages and frequencies in the form of tables for the classification of variables.

Mean scores and percentages were used to determine responses to the research questions on teachers' academic and professional qualification, knowledge of the subject-matter, teachers' teaching experience and techniques employed by teachers in the teaching of Social Studies. Tables were used to compute information on respondents biographical data. In order to ascertain the number of males and females who participated in the study, as well as their academic and professional qualification, age and teaching experience, frequency tables were computed.

Data to answer research questions were analyzed using computed mean scores and percentages. With regard to research question 4, the rate at which teachers employed the various interactive techniques during Social Studies lessons were computed using mean scores and percentages. This was intended to investigate the differences in the views or opinions of the teachers and to assess in summarized form the extent at which Social Studies teachers' qualities influence the teaching of the subject.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, an attempt is made to present an analysis of the field data gathered with the aim of answering the research questions set in chapter one. The focus of this study was to provide empirical evidence about the teacher characteristics in the teaching of senior high school Social Studies. In order to achieve the fundamental aims of the study, the following issues were raised:

- A. Teacher's Academic and Professional Qualification in the teaching of Social Studies.
- B. Teacher's Knowledge of the Subject-Matter in the teaching of Social Studies.
- C. Teacher's Teaching Experience in the teaching of Social Studies.
- D. Teacher's Teaching Techniques employ in the teaching of Social Studies.

To help answer the research questions, percentages were used to analyse the biographical data gathered from the field. Percentages and mean scores were computed and used to compare the teacher quality and effective teaching of Social Studies. The obtained data have been analyzed into two parts. The first part dwells on the teachers' questionnaire and the second part dwells on the lesson observation guide.

4.2 Analysis of Biographical Data

This section covers the analysis of the biographical data of the respondents (teachers) that were sampled for the study in order of gender, age, academic and professional qualification, area of specialization, teaching experience and in-service training attended in Social Studies.

4.3 Gender of Respondents (Teachers)

The distribution of the teachers teaching Social Studies by gender has been presented in Table 4.1.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	118	74.2
Female	41	25.8
Total	159	100.0

Source: Field Survey (2015).

From Table 4.1, out of the total number of 159 senior high school Social Studies teachers selected for the study, 118 (74.2%) were males, whereas 41 (25.8%) were females. This is a clear indication that there were more male teachers than female teachers involved in the study. This discrepancy in the distribution of teachers by gender could be attributed to the fact that, generally there are more male teachers in Ghanaian senior high schools than female teachers. This supports the earlier observations made by Casely-Hayford (2007), that females prefer other professions to teaching.

Table 4.2: Age of Respondents

Age	Frequency	Percentage (%)
Less than 25	1	0.6
25-35	22	13.8
36-45	89	56.0
46-55	38	23.9
Above 55	9	5.7
Total	159	100.0

Source: Field Survey (2015).

The data in Table 4.2 indicate that only 1 (0.6%) of the respondent falls under the age of 25 years. The respondents' categorized between 25-35 were 22 representing 13.8% and between the age ranges of 36-45 stood at 89 with its percentage as 56.0%. Furthermore, the age range of 46-55 had 38 respondents and represented by 23.9% of the field survey and above 55 years stood at 9 (5.7%). The results are indicative of the fact that, majority of the respondents are youth and active. The future of every nation is largely dependent on the youth as such; the number of youthful people interested in the teaching of Social Studies is therefore seen as very significant.

4.4 Academic and Professional Qualification of Teachers

This part dwells on the academic and professional qualification of Social teachers teaching Social Studies. As a result, an attempt was made to find out the highest academic and professional training in Social Studies, in-service training courses teachers had attended and how long teachers have been teaching Social Studies (experience in Social Studies teaching) at the senior high school level.

4.4.1 Highest Academic Qualification

To ascertain what happens in the teaching of Social Studies for effective achievement of its objectives, academic qualification of teachers were analyzed. The reason behind this is that, teachers' academic background do have bearing on the teaching of Social Studies as it helps to predict the teacher's mastery of the subject matter (Darling-Hammond, 2000). Table 4.2 therefore shows teachers responses.

Table 4.3: Highest Academic Qualification

Academic Qualification	Frequency	Percentage (%)
Certificate 'A'	-	-
Diploma	1	0.6
1 st Degree	132	83.0
2 nd Degree	26	16.4
Total	159	100.0

Source: Field Survey (2015).

The data gathered from the respondents to the questionnaire item 3 were analyzed to find out from the respondents their highest academic qualification. The information is presented in Table 4.3 which reveals that out of the 159 respondents, 132 representing 83.0% hold bachelor's degree and 26 representing 16.4% hold Master's degree, and only 1 representing 0.6% teaching Social Studies is a diploma holder. This implies that teachers teaching in the senior high schools in Ghana meet the minimum requirement in terms of academic qualification to teach at the senior high school level. This supports earlier observations made by Darling-Hammond (1997) that the highest quality teachers are those capable of helping their students to learn.

4.4.2 Highest Professional Qualification

Professional training of Social Studies teachers is very important for the teacher to understand the purpose of his or her teaching. To Leming (1991) professional values of teachers are potentially valuable for understanding the art of teaching.

Table 4.4: Professional Qualification of Teachers

Professional Qualification	Frequency	Percentage (%)
Yes	73	45.9
No	86	54.1
Total	159	100.0

Source: Field Survey (2015).

The data collected from respondents to the questionnaire item 4 on teacher professionalism revealed that only 73 representing 45.9% respondents are Social Studies professionals and a total of 86 constituting 54.1% respondents are non-professionals in Social Studies. This suggests that not all teachers teaching Social Studies in the senior high schools have professional qualification to teach the subject. This is clearly in onsonance with the views of Seamstrong, Gruber, Henke, McGrath & Cohen (2002) that not all teachers are assigned to teach in the areas for which they had been trained. In ensuring the need for effective teaching in Social Studies, Aggarwal (2006) points out that, scholarship and professional training must be the first two essential requirements for the Social Studies teacher. He added that, Social Studies more than any other subject requires well prepared conscientious men and women of sound knowledge and training whose personalities rank higher among men. It is important to note that a Social Studies teacher should have a sound academic and professional training.

4.5 Area of Specialization of Teachers

As part of teachers' professional development, an attempt was made to find out the teachers specialization on the questionnaire item 5. The rationale behind this is that the competency in teaching Social Studies depends largely on sound understanding of its philosophy Akinloye (2003).

Table 4.5: Area of Specialization

Area of Specialization	Frequency	Percentage (%)
Economics	23	14.5
Geography	17	10.7
Government	21	13.2
History	19	11.9
Social Studies	73	45.9
Other	6	3.8
Total	159	100.0

Source: Field Survey (2015).

Table 4.5 on teacher specialization can generally be inferred that 23 (14.5%) had studied Economics, 17 (10.7%) had read Geography, 21 (13.2%) had read Government, 19 (11.9%) had studied History, 73 (45.9%) had read Social Studies and 6 (3.8%) had read other subjects. To categorised the teachers into specialists and non-specialists in Social Studies, out of the 159 respondents sampled for the study, 73 (45.9%) teachers by the tenats of this study were considered as specialists in Social Studies, whilst a total of 86 (54.9%) of the respondents were considered non-specialists for the purpose of this study in the subject. This confirms earlier observations made by Rossenfield (2004) that Social Studies teachers receive fewer professional development opportunities than teachers in other disciplines. The implication of the results suggests that most of these teachers teaching Social Studies may find it difficult to cope with the main purpose for the teaching of the subject. As

indicated by Aggarwal (2006), that the aims and objectives of teaching Social Studies are necessary so as to be able to select meaningful content and appropriate techniques because they are the “*crux and key*” of the entire process of teaching and learning of Social Studies.

4.6 In-Service Training Courses Attended

Regarding the qualities of teachers and the effective teaching of Social Studies for the achievement of its objectives, in-service training is seen as an essential tool to improve the quality of a Social Studies teacher. The idea behind this is that in-service training is necessary for effective teaching in Social Studies (Rossenfield, 2004).

Table 4.6: In-Service Training Courses Attended

In-Service Training	Frequency	Percentage (%)
Yes	13	8.2
No	146	91.8
Total	159	100.0

Source: Field Survey (2015).

Table 4.6 revealed that 146 respondents representing 91.8% had never attended any in-service training course in Social Studies and only 13 representing 8.2% had attended in-service training courses. The findings suggests that most of the teachers teaching the subject who did not read Social Studies as their major subject of specialization may find it difficult to cope with the effective teaching of the subject. This collaborates the earlier survey conducted by Ossindi (1982) that in Kenya, lack of in-service training education was a limiting factor for effective Social Studies instructions. Perhaps the situation in Ghana is that in-service training courses which allow teachers who teach Social Studies to improve their way of teaching and to enhance the teaching of Social Studies education are not regularly organized for

teachers teaching the subject. This confirms observations made by Destimone, Porter, Garet, Yoon & Birman (2002) that changes are likely to occur if teachers have a consistent and high quality professional development.

4.7 Teaching Experience of Teachers

Teacher experience is another key variable that has great influence on students learning outcome (Cimbriz, 2002). Based on this assertion, an attempt was made by the researcher to find out from teachers teaching Social Studies the number of years they had taught the subject in the senior high school. The responses are summarized in Table 4.7.

Table 4.7: Experience of Social Studies Teachers

Length of Teaching	Frequency	Percentage (%)
Less than one year	8	5.0
1-5years	33	20.7
6-10years	83	52.3
Above 10years	35	22.0
Total	159	100.0

Source: Field Survey (2015).

Table 4.7 indicates that greater number of the respondents numbered 83 representing 52.3% had taught Social Studies in the senior high school level for 6-10years, followed by 35 representing 22 % who had taught Social Studies for ten years and above, while 33 constituting 20.7% also had taught Social Studies for 6-10years and only 8 constituting 5.0% had taught Social Studies for less than a year. This implies that a substantial number had more teaching experience in the subject area and therefore may be familiar with the teaching of the subject to influence students learning. This view supports Kain's (2005) idea that a beginner teacher is not as

effective as a teacher with more years of teaching experience. This is also in line with the views of Mertler (2004) that experiences that teachers have accumulated in handling different challenging situations in schools and classrooms will enable such teachers develop positive feelings towards the achievement of assigned tasks successfully all things being equal.

4.8 Rating of Teacher Quality in the Teaching of Social Studies

The main focus of this study was to provide empirical evidence about the quality of teachers and the effective teaching of Social Studies in terms of academic and professional qualification, knowledge of the subject matter, teaching experience and techniques employed in teaching Social Studies. To be able to provide this, based on research questions set in chapter one, existing situation is presented in frequencies, percentages and mean.

4.9 Responding to Research Questions

Research Question 1:

1. To what extent are teacher's academic and professional qualification influence the teaching of senior high school Social Studies in the Kumasi Metropolis?

To find out how teachers' academic and professional qualification influence the teaching of Social Studies, respondents were asked to rate their views using a four point likert scale where strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1. The outcome of the views of the respondents is presented in Table 4.8.

Table 4.8: Teacher's Qualification in the Teaching of Social Studies

Statements	SA	A	D	SD	M
	F (%)	F (%)	F (%)	F (%)	
Professional qualification in Social Studies is required to be able to teach Social Studies effectively at SHS level.	144 (90.6)	13 (8.2)	2(1.2)	-	3.9
A teacher with B. Ed or M. Ed or M. Phil in Social Studies is likely to perform better by achieving Social Studies objectives.	144 (90.6)	13 (8.2)	1 (0.6)	1 (0.6)	3.9
Less qualified teacher should not be allowed to teach Social Studies at the SHS level.	124 (78.0)	33 (20.7)	2 (1.3)	-	3.8
Achievements of Social Studies objectives are directly related to teacher qualification.	138 (86.8)	16 (10.1)	3 (1.9)	2 (1.2)	3.8
Objectives of Social Studies teaching is better achieved when the teaching is done by a professional Social Studies teacher.	129 (81.1)	27 (17)	3 (1.9)	-	3.8
A more qualified teacher in Social Studies is likely to achieve the objectives of the subject with ease.	131 (82.4)	24 (15.1)	4 (2.5)	-	3.8
Any professional qualification in the Social Science subjects can be a requirement for effective teaching of Social Studies.	4 (2.5)	(2.5)	129(81.1)	22 (13.8)	1.9
One does not need to have qualification in Social Studies to be able to teach Social Studies effectively.	-	3 (1.9)	119(74.8)	37(23.3)	1.8
Specialization in Social Studies should not be the only requirement for effective teaching of Social Studies.	2 (1.2)	6 (3.8)	31 (19.5)	120(75.5)	1.9
Professional qualification in Social Studies is absolutely of no use to the achievement of Social Studies objectives.	1 (0.6)	3 (1.9)	47 (29.5)	107(67.3)	1.3
Professional qualification (s) in Social Studies is/are not needed for effective teaching of Social Studies.	1 (0.6)	7 (4.4)	31 (19.5)	120(75.5)	1.3
To be employed to teach Social Studies effectively does not call for any professional qualification in Social Studies.	3 (1.9)	4 (2.5)	46 (28.9)	106(66.7)	1.4

Source: Field Survey (2015).

Key: S A = Strongly Agree, A = Agree, S D = Strongly Disagree, D = Disagree
F = Frequency, M = Mean

Table 4.8 indicates that teachers' academic and professional qualification in Social Studies has direct bearing on the achievement of Social Studies objectives. The rate of teachers who strongly agreed that professional qualification in Social Studies should be a requirement to be able to teach the subject effectively was one hundred and fifty-seven representing 98.8%, with calculated mean score of 3.9. However, only two representing 1.2% disagreed to the view. The opinion of the respondents revealed that one hundred and fifty-seven constituting 98.8% of the respondents are strongly in agreement that teachers with the B. Ed Social Studies, M. Ed Social Studies or M. Phil Social Studies Education are likely to perform better by achieving the objectives of Social Studies while 2 representing 1.2% disagree. The opinion of the respondents attracted a highest mean response of 3.9. This is inconsistent with the views of Friedman (2000) that if a teacher has a teaching qualification, he or she is free to teach any subject and that advance and professional degree have no strong influence on the quality of teaching.

A total number of the respondents one hundred and fifty-seven representing 98.8% with a calculated mean point of 3.9 were strongly in agreement on the view that less qualified teachers should not be allowed to teach Social Studies at the senior high school level and only two constituting 1.2% disagreed to the assertion. This confirms Darling-Hammond's (2000) view that teacher certificate and degree in the field to be taught are very significant and positively correlate with students' outcome. On the achievement of Social Studies objectives directly related to teacher qualification, one hundred and fifty-four constituting 96.9% with the attraction of mean score of 3.8 of the respondents strongly agreed to the view while only three representing 1.9% disagreed to the statement. Indicatively, one hundred and fifty-six representing 98.1% of the respondents are of the view that objectives of Social Studies teaching is better

achieved when the teaching is done by a professional Social Studies teacher while only two constituting 3.4% disagreed to the view. On the issue of a more qualified Social Studies teacher likely to be effective to achieve the objectives of the subject with ease, one hundred and fifty-five representing 97.5% of the respondent agreed to the view while four representing 2.5% of the respondents disagreed to the view.

However, majority of the respondents one hundred and fifty- one constituting 94.9.4% disagreed to the view that any professional qualification in the Social Science subjects can be a requirement for effective teaching of Social Studies while eight representing 5.0% of the respondents agreed to the statement. This attracted a mean point of 1.9. In actuality, one hundred and fifty-six representing 98.1% with a mean score of 1.8 of the respondents strongly disagreed to the view that one does not need to have qualification in Social Studies to be able to teach Social Studies effectively and only three representing 1.9% of the respondents indicated agreed. The results from the Table 4.9 show that one hundred and fifty-one constituting 95.0% of the respondents strongly disagreed to the view that specialization in Social Studies should not be the only requirement for effective teaching of Social Studies with only eight representing 5.0% agreeing to the view. Again, a greater number of the respondents numbered one hundred and fifty-four representing 96.9% were strongly in disagreement that professional qualification in Social Studies is absolutely of no use to the achievement of Social Studies objectives with only four constituting 3.1% agreeing to the view.

On the issue of professional qualification not needed for effective teaching of Social Studies, one hundred and fifty-one respondents constituting 95% disagreed to the opinion with only eight representing 5.0% agreed to the view. On the other hand, one hundred and fifty-one representing 95.6% of the respondents who participated in the

study disagreed to the view that one does not need to have professional qualification before employing to teach Social Studies effectively. The views of the respondents support the earlier observations made by Adeyanju (2006) that any potential teacher is required to have a professional degree in what they intend to teach before entering into any teacher educational programme.

The general conclusion of the findings show that, almost all the teachers teaching Social Studies are in agreement for the need to have academic and professional qualification in Social Studies since that could lead to the effective achievement of Social Studies objectives.

The implication of the whole results is that the teachers who possess academic and professional qualification in Social Studies such as B. Ed Social Studies, M. Ed Social Studies or M. Phil Social Studies Education may be able to teach students at the senior high school level better for effective achievement of Social Studies objectives as compared to those without any professional qualification in Social Studies education. This is in agreement with Droefenu (1990) that, it is generally agreed among educational researchers that factors such as highest academic and professional qualification enhance teachers output in the classroom. This view supports the earlier observations made by Young, Olden and Porter (2003) that teachers must be academically and professionally qualified before being allowed to teach in order to integrate knowledge of context in planning and instructions. This is supported by Aggarwal (2004), that scholarship and professional training in a subject area is the first two essential requirements for the teaching of Social Studies

Research Question 2

How does the teachers' knowledge of the subject matter influence the teaching of the subject?

To investigate into teachers' knowledge in the teaching of Social Studies, the researcher sought for the opinion of the respondents on the teachers' knowledge of the subject matter in the teaching of Social Studies using a four point likert scale where strongly agree = 4, agree = 3, disagree = 2 and strongly disagree =1. This is shown in Table 4.9.

Table 4.9: Knowledge of the Subject-Matter

Statements	SA	A	D	SD	M
	F (%)	F (%)	F (%)	F (%)	
Understanding of concepts in Social Studies is needed to teach social studies effectively.	138(86.8)	14 (8.8)	5 (3.1)	2 (1.2)	3.8
Knowledge on the content you teach in social studies could lead to the achievement of its objectives.	147(92.4)	11 (6.9)	1 (0.6)	-	3.9
Involvement of students in critical thinking and problem solving enhance their understanding in Social Studies.	81 (50.9)	46 (29.0)	27 (17.0)	5 (3.1)	3.3
Relating Social Studies lessons to real life situations could lead to effective achievement of its objectives.	94 (59.1)	34 (21.4)	21 (13.2)	10 (6.3)	3.3
Knowledge of the subject-matter in social studies is needed in the teaching of Social Studies.	122(76.7)	26 (16.3)	9 (5.7)	2 (1.2)	3.7
Citizenship education is the ultimate goal of Social Studies teaching.	129(81.2)	26 (16.4)	2 (1.2)	2 (1.2)	3.8
Some of the topics in Social Studies syllabus are difficult to be taught eg. Controversial issues.	119(74.8)	31 (19.5)	6 (3.8)	3 (1.9)	3.7
Social Studies content can be understood and taught by any professional teacher.	12 (7.5)	8 (5.0)	47 (29.5)	92 (57.9)	1.6
Communicating the Objectives of the lesson to students does not promote effective teaching in Social Studies.	5 (3.1)	7 (4.4)	89 (56.0)	58 (36.5)	1.7

Placing much emphases on acquisition of knowledge, development of skills and societal values is not necessary in Social Studies teaching.	4 (2.5)	6 (3.8)	39 (24.5)	110(69.2)	1.4
Teaching of Social Studies does not call for any special approach such as step by step teaching of lessons.	1 (0.6)	3 (1.9)	99 (62.3)	56 (35.2)	1.7
A teacher with rich knowledge in Social Studies is likely to be ineffective in the classroom.	2 (1.2)	5 (3.1)	40 (25.2)	112(70.5)	1.3
Comprehensive nature of scope of Social Studies makes its teaching difficult.	7 (4.4)	8 (5.0)	57 (35.8)	87 (54.8)	1.6
The only instructional objectives to be addressed most in Social Studies teaching is the cognitive domain.	4 (2.5)	5 (3.1)	42 (26.5)	108(67.9)	1.4

Source: Field Survey (2015).

Key: S A = Strongly Agree, A = Agree, S D = Strongly Disagree, D = Disagree
F = Frequency, % = Percentages and M = Mean

The opinion of the respondents on the teacher's knowledge of the subject matter in the teaching of Social Studies is presented in Table 4.9. The data on the analysis revealed that majority of the respondents one hundred and fifty-two representing 95.6% strongly agreed to the view that teachers' knowledge or understanding of concepts in Social Studies could lead to the achievement of Social Studies objectives with only seven representing 4.3% of the respondents disagreeing with the view. This is indicated with the mean response of 3.8. This result confirmed the statement of Akinloye (2003) that the competence in teaching Social Studies depends largely on sound understanding of its philosophy. The results from Table 4.9 indicate that a total number of one hundred and fifty-eight representing 99.3% respondents are of the opinion that knowledge on the content they teach in Social Studies could lead to the effective achievement of its objectives and only one representing 0.6% stringly disagreeing to the view. This view is computed with the highest mean response of 3.9.

This is supported by Aggarwal (2006) who opined that Social Studies teacher must have special qualities like deep knowledge of the subject-matter to be effective.

Again, the analysis of data on involvement of students in critical thinking and problem solving enhance their understanding in Social Studies. Table 4.9 established that, a total number of one hundred twenty-seven representing 79.8% respondents strongly agreed to the statement while thirty-two constituting 20.2% disagreed. The data in Table 4.9 reveals that majority of the respondents numbered one hundred and twenty-eight representing 80.5% agreed to the assertion that relating Social Studies lessons to real life situation could lead to effective achievement of its objectives while thirty-one representing 19.5% of the respondents indicated disagree. Also the analysis of data on the teachers' knowledge of the subject matter in Social Studies is needed in the teaching of Social Studies in Table 4.9 showed that, a greater number of the respondents one hundred and forty-eight representing 93% agreed to the view while eleven representing 7% of the respondents disagreed. This view is indicated by a mean response rate of 3.7. Table 4.9 also shows that out of the one hundred and fifty-nine respondents, one hundred and fifty-five constituting 97.6% indicated that citizenship education is the ultimate goal of Social Studies teaching while four representing 2.4% disagreed. This assertion is indicated by a mean point of 3.8. This is in agreement with declaration of Adeyanju (2006) that teachers should be very conversant with the goals and objectives of their teaching subjects and educational goals in general to be effective teachers. With regard to the assertion that some of the topics in Social Studies teaching syllabus are difficult to be taught by a teacher without knowledge of the subject matter, a total number of the respondents one hundred and fifty representing 94.3% strongly agreed to the assertion while nine representing 5.7% disagreed. This has a computed mean score response of 3.7

Table 4.9 indicates that majority of the respondents one hundred and thirty-nine constituting 87.4% disagreed to the assertion that Social Studies content can be understood and taught by any professional teacher with only twenty representing 12.6% agreeing to the assertion. This view is confirmed by a mean response of 1.6. The analysis of data on the view, communicating the objectives of the lesson to students does not promote effective teaching in Social Studies indicated that majority of the respondents one hundred and forty-seven representing 92.5% stated that, they disagreed to the view. This is indicated by a computed mean response of 1.7. From Table 4.9 out of the one hundred and fifty-nine respondents, one hundred forty-nine representing 91.2% disagreed that, placing emphases on acquisition of knowledge, development of skills and solving societal problems are not necessary in Social Studies teaching. This is indicated by a computed mean point of 1.8.

Table 4.9 shows that majority of the respondents numbered one hundred and forty-nine representing 93.7% out of the one hundred and fifty-nine respondents disagreed to the view that teaching Social Studies does not call for any special approach in presenting Social Studies lesson. This is indicated by a mean response of 1.4. With respect to a teacher with rich knowledge in Social Studies been likely to be ineffective in the classroom, one hundred and fifty-five representing 97.5% of the respondents disagreed to the assertion with a calculated mean point of 1.7. On the view of whether comprehensive nature of scope of Social Studies makes its teaching difficult, Table 4.9 shows that one hundred and fifty-two constituting 95.7% strongly disagreed to the assertion while seven representing 4.3% agreed to it. This is confirmed by a lowest mean point of 1.3. It is also revealed in Table 4.9 that, one hundred and fifty representing 94.4% strongly disagreed that the only instructional objectives to be

addressed most in Social Studies teaching is the cognitive domain. This is indicated by a calculated mean point of 1.4.

The overall outcome of the findings on the analysis of data in Table 4.9 show that teachers teaching Social Studies are very strongly in agreement that knowledge of the subject matter in Social Studies has positive effect in the teaching of the subject and this could lead to the achievement of Social Studies objectives. This collaborates the views of Fadeiye (2005) that, there is strong line between the subject knowledge of the teacher and the learning outcome. This supports the views of Allen (2003) that teachers must be well-versed in their subjects and that when teachers possess inaccurate information or conceive of knowledge in narrow ways, they may pass on those ideas to their students and that they may fail to challenge students' misconceptions; they may use texts uncritically or may alter them inappropriately.

Research Question 3

What is the extent of which teachers' teaching experience influence the teaching of Social Studies?

In order to explore the teachers' teaching experience in the teaching of Social Studies, the researcher sought for the opinion of the respondents on the teachers' experience in the teaching of Social Studies using a four point likert scale where strongly agree = 4, agree = 3, disagree = 2 and strongly disagree =1. The data is shown in Table 4.10.

Table 4.10: Teaching Experience in the Teaching of Social Studies

Statements	SA	A	D	SD	M
	F (%)	F (%)	F (%)	F (%)	
Teaching experience in Social Studies is a strong indicator of achieving Social Studies objectives.	144 (90.6)	14 (8.8)	1 (10.6)	-	3.9
A Social Studies teacher with long teaching experience teaches better than teacher with no or little experience in Social Studies.	139 (87.4)	16 (10.1)	2 (1.2)	2 (1.2)	3.8
Social Studies objectives are better achieved when taught by more experienced teacher in Social Studies.	141 (88.7)	16 (10.1)	-	2 (1.2)	3.8
Teaching of Social Studies for more than three years improves teacher effectiveness.	140 (88.0)	17 (10.7)	1 (0.6)	1 (0.6)	3.9
Teaching experience in Social Studies is directly related to the achievement of Social Studies objectives.	136 (85.5)	21 (13.2)	1 (0.6)	1 (0.6)	3.8
Personal interests and experiences with Social Studies teaching contribute effectively to the achievement of Social Studies objectives.	138 (86.8)	17 (10.7)	4 (2.5)	-	3.8
Teaching of Social Studies does not require any experience to be able to achieve its objectives.	1 (0.6)	3 (1.9)	46 (28.9)	109(68.5)	1.3
Less interest and Experience in Social Studies teaching positively influence ones content knowledge in Social Studies	4 (62.5)	2 (1.2)	36 (22.6)	117(73.6)	1.3
Increased interests and experiences in Social Studies teaching do not help to achieve Social Studies objectives	3 (1.9)	5 (3.1)	34 (21.4)	117(73.6)	1.3
One does not need any teaching experience in Social Studies to achieve Social Studies objectives.	6 (3.8)	8 (5.0)	40 (25.1)	105(66.0)	1.5
Any experience teacher from other disciplines can easily teach Social Studies effectively.	2 (1.2)	6 (3.8)	35 (22.0)	116(73.0)	1.3
In-service training in Social Studies is not needed to achieve the objectives of Social Studies.	6 (3.8)	8 (5.0)	57 (35.8)	88 (55.3)	1.6

Source: Field Survey (2015).

Key: S A. = Strongly Agree, A = Agree, S D. = Strongly Disagree, D = Disagree
F = Frequency, % = Percentages and M = Mean

The opinion of the respondents on the teachers' experience in the teaching of Social Studies is shown in Table 4.10. In responding to the teaching experience in Social Studies as being a strong indicator of achieving Social Studies objectives, majority of the respondents one hundred and fifty-eight representing 99.4% are in the agreement that, teaching experience in Social Studies contributes effectively to the teaching of Social Studies for achievement of its objectives while only one representing 0.6% disagreed. The opinion of the teachers is confirmed by a highest computed mean of 3.9. The opinion of the respondents supports the views of Steven, Hanushek and Kain (2005) that beginning teachers are not as effective as teachers who have taught for many years.

Table 4.10 shows that one hundred and fifty-five constituting 97.5% of the respondents are of the opinion that a Social Studies teacher with a long teaching experience teaches better than teacher with no or little teaching experience in Social Studies while only four constituting 2.5% disagreed. This assertion is calculated with a mean response of 3.8. On the issue of whether Social Studies objectives are better achieved when the subject is taught by a more experienced teacher in Social Studies, majority of the respondents one hundred and fifty-seven representing 98.7% agreed to the assertion while two constituting 1.2% disagreed. This is indicated by a calculated mean response of 3.8. Table 4.10 on whether teaching of Social Studies for more than three years improves teacher effectiveness, a total number of the respondents one hundred and fifty-seven representing 98.7% agreed to the view. This is indicated by a mean score response of 3.8. The analysis of data on the teaching experience in Social Studies as directly related to the achievement of Social Studies objectives, a total number of the respondents one hundred and fifty-seven representing 98.7% agreed to the view with the computed mean score of 3.8.

On the opinion on the personal interests and experiences with Social Studies teaching been a determinant of effective achievement of Social Studies objectives, majority of the respondents one hundred and fifty-five constituting 97.5% agreed to the opinion with a mean point of 3.8. This result confirmed the statement of Rossenfield (2004) that teaching experience is a key factor through which teachers acquired necessary skills and knowledge as this improves upon their performance in teaching Social Studies.

Table 4.10 reveals that a large number of the respondents total one hundred and fifty-five representing 97.4% disagreed to the assertion that, teaching of Social Studies does not require any experience to be able to achieve its objectives while four representing 2.6% agreed to the assertion with the lowest computed mean response of 1.3. The analysis of the data on whether less interests and experiences in Social Studies teaching positively influence ones content knowledge in Social Studies indicated that a majority of the respondents with a numerical strength of one hundred and fifty-three representing 96.2% disagreed to the opinion while six representing 3.7% agreed to the opinion. This is computed by mean point of 1.3. According to the opinion of the respondents in Table 4.10 on the issue that, increased interests and experience in Social Studies teaching do not help to achieve Social Studies objectives showed that, one hundred and fifty-one representing 95% of the respondents disagreed to the issue with calculated a mean point of 1.3. Again, out of the one hundred and fifty-nine teachers teaching Social Studies sampled for the study one hundred and forty-five representing 99.1% disagreed to the view that, one does not need any teaching experience in Social Studies to achieve the objectives of the subject. This is computed with a mean response of 1.5. The data on the analysis on issue that, any experience teacher from other disciplines can easily teach social

Studies effectively, majority of the respondents made up one hundred and fifty-one constituting 95.% disagreed to the view with only eight constituting 5% agreeing to the view. According to the analysis on data in Table 4.10 on whether in-service training in Social Studies is not needed to achieve the objectives of the subject, a large number of the respondents totaling one hundred and forty-five representing 91.2% disagreed to that assertion while only fourteen representing 8.8% agreed to the assertion. This is computed by a mean response of 1.6.

The implication of the outcome of the results suggest that teachers with long teaching experience may be able to teach Social Studies better by achieving the objectives of the subject as compared to those with little or no experience in Social Studies teaching. This clearly supports the earlier observations made by Rofenholtz (1986) and Darling-Hammond (2000) that teaching experience in education functions as the ultimate explanatory context. This is because it actually explains why teachers, students and others do what they do and that teaching experience is a crucial aspect of teachers' professional development.

Research Question 4

What are the teaching techniques teachers employ in the teaching of Social Studies?

The core purpose and broad nature of Social Studies call for different techniques of teaching the subject for effective achievement of its objectives. Having this in mind, teachers were asked to rate various techniques in teaching Social Studies in order to ascertain the kind of teaching techniques employed by teachers in the classroom in relation to the teaching of Social Studies using a four point likert scale where

regularly = 4, occasionally = 3, rarely = 2 and never = 1. Table 4.11 shows teachers rating of techniques employed in teaching Social Studies.

Table 4.11: Teaching Techniques or Interaction

Techniques/Techniques	Regularly	Occasionally	Rarely	Never	M
	F (%)	F (%)	F (%)	F (%)	
Discussion	140 (88.0)	16 (10.2)	1 (0.6)	2 (1.2)	3.8
Demonstration	40 (25.2)	21 (13.2)	84 (52.8)	14 (8.8)	2.5
Lecture	12 (7.5)	24 (15.1)	21 (13.3)	102(64.1)	1.5
Role Play or Drama	87 (54.7)	43 (22..0)	9 (15.3)	20 (12.6)	3.2

Source: Field Survey (2015)

Table 4.11 reveals that majority of the respondents made up of one hundred and fifty representing 98.2% regularly and occasionally used discussion as a technique in their teaching. This ranked first as the most popular technique employed by teachers in the teaching of Social Studies with a highest mean point of 3.8. This is in line with the earlier study conducted by Amoah (1998) that in the Central Region of Ghana, the discussion as a technique is the most popular technique used by teachers for the teaching of Social Studies.

On the issue of lecture as a technique, the data reveals that most of the teachers totaling one hundred and two constituting 64.1% indicated never used lecture to teach Social Studies. This is confirmed by a mean point of 1.5. The views of the respondents negate the earlier observation made by Agyeman-Fokuo (1994), that Social Studies teaching is dominated by the lecture technique in the Ghanaian Schools. The outcome of the results suggest that the lecture as a technique which can prepare the students in analyzing issues properly and provides the students with an insight into the art of writing essays may not be achieved by students (Tamakloe, Amedahe & Atta, 2005).

The analysis of data on role play or drama showed that a large number of the respondents numbered eighty-seven representing 54.7% indicated that they occasionally make use of role play or drama in teaching Social Studies with a calculated mean point of 3.2. The occasionally used of role play or drama by teachers in teaching Social Studies implies that students are helped to appreciate the problems and viewpoints of others like an understanding. This is in line with the views of Ayaaba & Odumah, (2013), that the regular use of role play can enable learners to solve the problems of their society. This is supported by the views of Martorella (2001), that preparation of students in Social Studies to help them solve personal and societal problems may be possible. The implication of this is that students learning of Social Studies in order to assist them to acquire the necessary understanding of our environment and develop skills that will help them to have positive attitudinal change may be achieved.

The data on analysis on game or simulation in Table 4.11 show that, eighty-six representing 54.1% of the respondents indicated never employed simulation or game in teaching Social Studies with a computed mean score of 1.7. The implication of this

analysis is that, the ineffective use of simulation or game as a technique to teach Social Studies will not help the students to have experience in the real life situation and this will not assist the learners to acquire the necessary skills and knowledge that will enable them to contribute to societal development. This supports the views of Giley (1991) that learners will not be able to receive new ideas and have attitudinal change without the employment of simulation in teaching Social Studies.

The analysis of data on the field trip showed that majority of the respondents one hundred and twenty constituting 75.5% never used field trip in teaching Social Studies. This was indicated by a low mean score of 1.4. The outcome of the analysis implies that, without the employment of field trip in teaching Social Studies students will not be helped to develop good human relations, such as respect for the elders, acceptance of varied views from others and expansion of their companionship, though field trip is an important tool for Social Studies teaching (Anderson and Piscitella, 2000).

With regard to the use of team teaching, Table 4.11 shows that majority of the respondents eighty-two representing 51.6% never used team teaching in the teaching of Social Studies. This is indicated with the computed mean score of 2.2. This implies that the merits of team teaching where the learners receive new information from an outsiders who may be well-versed in the area through experience and may lead to breaking down boredom created by same teacher may not be achieved. It could also be read from the analysis on the brainstorming which shows that 83 constituting 52.2% of the respondents never used brainstorming with a computed mean score of 1.8. The outcome of the findings suggest that if teachers hardly make use of brainstorming then the idea of preparing the students for future to be able to tolerate

different views may be difficult to achieve even though Ayaaba and Odumah (2013), had indicated in their study that, brainstorming encourages students to recognize and accept other students' views which may be better than their own.

On the issue of inquiry as a technique, the data revealed that ninety-five teachers representing 59.7% indicated never used of inquiry as technique to teach Social Studies. This is confirmed by a mean point of 1.9. The views of the respondents support the earlier observation made by Kadeef, (2000), that the absence of inquiry in the classroom suggests that learners may not become familiar with the needs and problems in their environment. It is also shown Table 4. 11 that, eighty-one of the respondents representing 50.1% admitted never employed debate as technique in the teaching of Social Studies. The calculated mean response of 2.1 indicates that teachers hardly employ debate as a technique in teaching Social Studies. Item 59 on the questionnaire specifically asked the respondents to rate effectiveness of the techniques of teaching Social Studies, a large number of eighty-four representing 52.8% of the respondents ranked discussion as the most effective technique of teaching Social Studies, twenty-one which constitute 13.2% ranked lecture as the next effective technique of teaching Social Studies, fourteen representing 8.8% ranked questions and answers as the third effective technique of teaching Social Studies and the remaining number of the respondents forty representing 25.2% ranked role-play, simulation, debate, field work, team teaching and inquiry in that order. This clearly showed different views among the respondents as to which technique actually constitutes an effective technique for the teaching of Social Studies. The outcome of the whole analysis implies that teachers have different views of the techniques unfolded as an effective technique for the teaching of Social Studies. This seems to suggest that, probably teachers have not had enough training and exposure about the importance of

each of these techniques of teaching Social Studies. The results support the claims of Ajala (2000) that education for teachers seems to be inadequate and weak in the aspect of techniques and practice of teaching in education.

The general result of the analysis of the data in Table 4.11 indicates that teachers teaching Social Studies in the senior high schools in the Kumasi Metropolis only pay attention to the use of discussion and lecture techniques. This supports the views of Merryfield and Mutebi (1991) that Social Studies teaching in African schools is dominated by the use of lecture and discussion. The implication of this is that, probably teachers teaching Social Studies in the senior high schools have not been given enough exposure to the prescribed techniques to be used in teaching Social Studies and have not had time to look into the various techniques and the one to be used depending on the lesson and its objectives to be achieved. This is in line with the views of Whyte (2001) that professionally trained teachers do not seem to demonstrate acceptable level of pedagogical competencies and that may be due to the low quality of training they might have had when they were in school. This is in agreement to the earlier observations made by Cobbold (1999), who ascertains that the technique of teaching that teachers experience while in school are the techniques they also employ while in the field of teaching.

4.10 Analysis of the Observation Data

An observational guide was one of the instruments employed for this study as an additional tool to be able to have enough evidence about the teachers' techniques and approaches to the effective teaching of Social Studies as stated in chapter three (see Appendix 'B'). The data on lesson observation are divided into three parts. These are

teachers' approach to lesson presentation in which a four point likert scale was used where excellent = 4, good = 3, fair = 2 and weak = 1. This is presented in Table 4.12,

Table 4.12: Teachers' Approach to Lesson Presentation

Approach to Lesson	Excellent	Good	Fair	Weak	M
	F (%)	F (%)	F (%)	F (%)	
Teacher's introduction to the lesson	2 (6.7)	6 (20.0)	20 (66.6)	2 (6.7)	1.7
Teacher teaches the lesson from known to unknown	2 (6.7)	8 (26.7)	4 (13.3)	16 (53.3)	1.7
Step by step presentation of the lesson	4 (13.3)	3 (10.1)	4 (13.3)	19 (63.3)	1.7
Teacher's closure and evaluation of the lesson	2 (6.7)	2 (6.7)	4 (13.3)	22 (73.3)	1.5
Teacher involves students in the lesson	2 (6.7)	3 (10.1)	7 (23.3)	18 (60.0)	1.6

Source: Field Survey (2015).

Table 4.12 shows teachers' overall approach to lesson presentation. The data revealed that majority of the teachers performed weak in their presentation of Social Studies lessons upon the purses of this study. The information gathered from the table shows individual awareness to the approach of teaching Social Studies. From the table, teachers' introduction to the lesson presentation showed that majority of the teachers numbered twenty and representing 66.6% performed weak in the lesson introduction. This is indicated by a mean point of 1.7. It can be deduced from the observation that teachers do not introduce their lessons to make it attractive and to capture the full attention of the students and therefore may find it difficult to achieve the objectives of their lessons effectively. This is inconsistency with the views of Ayaaba and Odumah (2013) that the introduction of a lesson which sets the tone for the lesson should be captivating, stimulating and tantalizing and that the set induction should be done in

such a way that it must capture the full attention of the learners, arouses their interest in the lesson and keeps them in suspense of what will follow.

It can also be read from the table that most of the teachers sixteen in number and representing 53.3% scored weak with a calculated mean score of 1.7 indicating that they do not start their lessons from known to unknown. On the issue of step by step presentation of the lesson, sizeable number of the teachers totaling nineteen and representing 63.3% scored weak. It is also interesting to observe that only a total of four constituting 13.4% had good and excellent in terms of students' involvement in the lessons. Again a total of two representing 6.7% and two constituting 10.1% scored good and excellent respectively in their closure and evaluation of their lessons' presentation.

The general approach of teachers in lesson presentation confirms the earlier observations made by Ayaaba and Odumah (2013) that, it is unfortunate teachers sometimes fail to close their lessons though closure of a lesson is as important as the teaching and learning processes as they are the set induction and the lesson itself and it is essential that teacher engages the students in closure rather than he himself. This is very important because, the essence of lesson closure is to find out whether the students have understood the lesson or grasp the salient points in the lesson. Teachers overall approach in lesson presentation is also inconsistent with the views of Hanna (1963) that the child's understanding to teaching grows like a set of concentric circle and that the child should study social life based on his or her presumed sequence of conceptual development. It can be concluded that if teachers continue to teach Social Studies this way then the subject would not achieve its intended objective of citizenship education. Probably, this is the case because most of the teachers teaching

Social Studies are not Social Studies professionals. And if teachers continue to teach the subject this way then, Social Studies would not be an interesting and a comfortable subject to study (Aggarwal, 2006).

4.11 Teacher's Knowledge of the Subject-matter

Since effective teaching depends, to a very large extent on adequate preparation, it is important that the Social Studies teacher “gains good mastery of the subject-matter of the topic which he plans to teach” (Tamakloe, Amedahe and Atta, 2005, p. 32). Observed teachers were examined under the following areas; teachers understanding of the topics for the lessons, the use of teaching learning resources, involvement of students in the lesson presentation, assessing of the learning outcome in the students, and relating topics taught to real life situation for students.

The general observation revealed that teachers teaching Social Studies do not show full mastery and understanding of their teaching in Social Studies. Out of the thirty selected teachers teaching Social Studies, majority numbered twenty representing 73.3% do not communicate to the students the stated problem of the topic as stated in the teaching syllabus. This is inconsistent with the views of Tamakloe, Amadahe and Atta (2005) that “objective of a lesson clearly defines the main purpose or the rationale for teaching of the lesson and that the objectives are what the teacher expects his learners to achieve by the end of the lesson” (p. 35). This suggests that teachers teaching Social Studies are not able to adopt the relevant teaching learning resources and techniques of teaching the topics to assist the learners understand or achieve the purpose of the subject.

On the issue of the teachers making use of relevant teaching learning resources, it was observed that only eight representing 26.7% out of the thirty teachers observed make use of relevant teaching learning resources. It was clearly observed that teachers though, select teaching topics from the approved Social Studies teaching syllabus for senior high schools by Ghana Education Service but gave a lecture on it in the classroom and then dictated notes to the students to copy without taking cognizance the appropriate teaching learning resources to use to support their teaching. The implication of the findings suggests that, this may not help for effective teaching of lessons in Social Studies. The outcome of the result runs contrary to the views of Chhinh (2000) who earlier on observed in his classroom lesson observation that the uses of teaching learning materials have a significant positive relationship with the quality of teaching.

It was also interesting to note that only ten constituting 33.3% of the respondents made conscious effort to involve students in the problem solving skills and critical thinking out of the thirty respondents. The remaining twenty respondents representing 66.7% of the teachers only present facts of the topic to the students but not what the researcher was expecting that the teachers would invite the students to discuss or listen to the views of the students on the topic being taught.

The implication of this is that students are not directly given the opportunity to make contributions to the lesson in order to develop their problem solving skills and critical thinking ability which are seen as one of the core purposes of teaching Social Studies. This view is consistent with the views of Blege (2001) as cited in Ayaaba and Odumah (2013) that the purpose of Social Studies teaching is to provide opportunities for future citizens to examine conflict of values in their personal and societal

problems and to help them make appropriate choices and decisions. This is supported by Adedayo (2012) that effectiveness of teaching does not involve presenting only your activities to the students but effective teaching must distinctly change given situation.

It was again observed in the various classrooms that eight representing 26.7% out of the thirty respondents assessed students on the cognitive, affective and psychomotor domains based on their class exercises, class tests, projects etc. given to the learners. The findings of the observation are inconsistent with Stanley's (1991) observations that teachers who give assignments and quizzes help students to accelerate their rate of learning. The implication of this is that teachers will not be able to obtain a positive feedback from students. One therefore wonders how teachers are able to achieve lessons objectives without class exercises and class tests. Majority of the respondents totaling twenty and representing 73.3% based their assessment on only the cognitive domain and neglect the affective and psychomotor domains. This corroborates Mathew's (1999) views that the use of the taxonomy levels of educational objectives focuses on the intellectual emphasis in the curriculum and that assessment outcomes of the curriculum paid little regard to affective or psychomotor behaviour.

The implication of this is that Social Studies teachers inability to assess students on the affective and psychomotor domains may be due to their poor professional background which makes it extremely difficult for the teachers to assess students effectively to achieve instructional objectives in Social Studies. It must be noted that the knowledge of all the domains of teaching is essential as the teacher has to design his items to cover all the three domains. Generally, assessment has been based on the cognitive component only. Probably, the poor professional background of some of the

teachers teaching Social Studies makes it difficult for them to design items that can effectively assess the development of attitudes and skills of the students. The implication of this is that, one may be wondering how Social Studies teachers would effectively teach to develop positive attitudes in students. The outcome of this is inconsistent with the views of Borhaug (2005) that the purpose, goals, content and teaching techniques are essential and make the subject-matter a vulnerable one and if these are integrated effectively, the intended purpose, goals and objectives of the subject will be achieved.

One interesting area that was also paramount to the researcher was how teaching is done to reflect in the life of the students. On the issue of teachers teaching to reflect in the lives of the students or to relate teaching to real life situation for students, it was observed that majority of the respondents numbering twenty and representing 73.3% out of the thirty respondents do not teach to reflect in the real life situation of the students. This is inconsistent with the views of NCSS (2003) that education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that can prepare them to be competent and responsible citizens throughout their lives. It must be noted that one of the key purposes for the teaching of Social Studies is the positive change in the life of students but teachers teaching the topics did not show any good sign of teaching to reflect in the total lives of the students.

4.13 Techniques Employed By Teachers

Techniques employed by teachers in teaching Social Studies were analyzed using a four point likert scale where regularly = 4, occasionally = 3, rarely = 2 and weak = 1. This is shown in Table 4.13.

Table 4.13: Teaching Techniques Employed by Teachers

Techniques/Techniques	Regularly	Occasionally	Rarely	Never	M
	F (%)	F (%)	F (%)	F (%)	
Discussion	2 (6.7)	2 (6.7)	1 (3.3)	25 (83.3)	1.4
Demonstration	-	1 (3.3)	1 (1.3)	28 (93.4)	1.1
Lecture	24 (80.0)	3 (10.0)	2 (6.7)	1 (3.3)	3.7
Role Play or Drama	-	-	1 (3.3)	29 (96.7)	1.0
Game/Simulation	-	-	2 (6.7)	28 (93.3)	1.1
Field trip	-	1 (3.3)	1 (3.3)	28 (93.3)	1.1
Brainstorming	1 (3.3)	6 (20.0)	5 (16.7)	18 (60.0)	1.7
Inquiry	-	-	4 (13.3)	26 (86.7)	1.1
Debate	-	3 (10)	1 (3.3)	26 (86.7)	1.2
Story-telling	-	-	2 (6.7)	28 (93.3)	1.1
Question and Answers	3 (10.0)	3 (10.0)	2 (6.7)	22 (73.3)	1.5
Team teaching	-	1 (3.3)	2 (6.7)	27 (90.0)	1.1

Source: Field Survey (2015).

The gathered data from the questionnaire on teaching techniques employed by teachers reveal that majority of the respondents totaling one hundred and fifty-six and representing 98.2% regularly and occasionally employed discussion in their teaching. However, it was observed during the classroom observation that a large number of the respondents, twenty-four representing 80% out of the thirty sampled for the observation regularly employed lecture as a technique in teaching the subject

Table 4.13 again indicates that out of the thirty respondents, two representing 6.7% make use of discussion technique in their teaching. It was also observed from the Table 13 that out of the thirty respondents, twenty-eight representing 93.4% never employed demonstration in their teaching. On the employment of role play, it was observed that, twenty-nine representing 96.7% never employed role play in the teaching of Social Studies in the classroom. With regards to the employment of field

trip, only twenty-nine constituting 96.7% also never employed field trip in their teaching. Table 4.13 indicates that, twenty-eight representing 93.3% never employed simulations in their delivery. The data gathered on the analysis in Table 13 also indicate that on the issue of debate, team teaching, story-telling, inquiry, brainstorming it was observed that, twenty-six constituting 86.7%, twenty-seven representing 90%, twenty-two constituting 73.3% and twenty-eight representing 93.3% respectively employed debate, team teaching, story-telling, inquiry, and brainstorming techniques in their teaching of Social Studies.

The overall idea of the observation on techniques teachers employed in teaching Social Studies is that, teaching of Social Studies is teacher centered. Inability of teachers to use different techniques in teaching Social Studies indicate that in practice, teachers do not make use of varied approaches in teaching Social Studies. This is inconsistent with the earlier observation made by the National Council for Social Studies (2003) who advocates for the employment of the varied approach in the teaching of Social Studies.

The implication of this outcome is that, if Social Studies which is to be taught to prepare the learners to solve their personal and societal problems is been taught this way without the use of the varied techniques, then the involvement of students and understanding of issues in Social Studies which will assist the students to be able to identify, understanding, and work to solve the challenges facing our nation may not be achieved (NCSS, 2003).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENADITIONS

5.1 Introduction

The study set out to explore teacher quality and the effective teaching of Social Studies in some selected senior high schools in the Kumasi Metropolis in the Ashanti Region of Ghana. The main purpose of the study was to provide empirical evidence about teacher quality and the effective teaching of Social Studies. The study was conducted by using four variables: Teachers' academic and professional qualification, knowledge of the subject matter, teaching experience and techniques employ in teaching Social Studies. The study was descriptive survey. A 59 - item questionnaire together with an observational guide were administered to the sample of 159 teachers teaching Social Studies in the senior high schools out of 270 teachers in the Kumasi Metropolis. Four research questions were formulated to help determine teachers' quality and effective teaching of Social Studies. The responses teachers gave were presented by means of frequencies, percentages and means and the results discussed.

Evidence from the field survey and existing knowledge raised issues with regard to the research questions and objectives. On this basis, the researcher draws conclusions from the major research findings and suggests recommendations on "*best practices*" to achieve Social Studies lessons objectives. Further studies on this topic are recommended to highlight the "*untouched*" or areas ignored in this research as a result of time and resources available.

5.2 Summary of the Key Findings

The researcher was therefore able to come out with the following as the main findings of the study;

5.2.1 Biographical Representation

The outcome of the study showed that 118 (74.2%) were males as compared to 41 (25.8%) females indicating male dominance in the teaching of Social Studies in the Kumasi Metropolis. Majority of the respondents 89 (56.3%) were within the age bracket of 36-45years. This indicates that the study exhibited a blend of majority young energetic and enterprising personnel with more experience and skillful teachers. It was observed from the findings that majority of the teachers 86 (54.1%) are not Social Studies professionals by the purpose of this study but teaching Social Studies. Majority of the teachers possess the minimum academic qualification to teach at the senior high school. A greater number of the teachers 146 (91.8%) have not had enough in-service training courses for teaching Social Studies. Majority of the teachers 83 (52.3%) teaching Social Studies had taught Social Studies for more than five years in the senior high school.

5.2.2. Rating of Professional Qualification in the Teaching of Social Studies

It was established that majority of the respondents 157 representing (98.8%) with a highest calculated mean response of 3.9 strongly agreed that a teacher who possesses professional qualification in Social Studies is likely to be more effective than teacher without professional qualification in Social Studies.

5.2.3. Rating of Knowledge of Subject-Matter in the Teaching of Social Studies

The outcome of the study revealed that majority of the respondents 158 (99.4%) with a highest mean score of 3.9 believed that knowledge on the content or knowledge of the subject-matter in Social Studies could lead to effective teaching of Social Studies.

5.2.4. Rating of Teaching Experience in Social Studies

The overall rating of teachers' experience in the teaching of Social Studies indicated that majority 158 (99.4)% with a mean score point of 3.9 confirmed that teaching experience in Social Studies is a strong indicator for effective teaching of Social Studies.

5.2.5. Rating of Techniques Teachers' Employed in Teaching Social Studies

A further analysis was investigated to find out how teachers employed the teaching techniques in the teaching of Social Studies in senior high school. Majority of the teachers totaling 156 (98.2%) indicated that discussion is the technique regularly used in the teaching of Social Studies but the classroom observation proved different; the results indicated that almost all the teachers teaching Social Studies employed lecture as a technique of teaching Social Studies without paying attention to the other teaching techniques.

5.2.6 Observation

It was observed from the study that Social Studies teachers approach to lesson delivery or presentation is weakly done. The result showed that out of the thirty teachers sampled for the observation, no teacher was observed making use of any teaching learning resources apart from the markers used to write on the marker board and the teachers prepared notes and textbooks even though the topics demanded teaching learning resources.

Also, almost all the Social Studies teachers did not assess the students on the affective and psychomotor domains. The teachers only based their assessment on the achievement of the cognitive domain and neglected the affective and psychomotor domains. It was observed from the study that almost all the thirty teachers sampled for the observation did not teach their topics to reflect in the real life situations for the students to understand. It was observed that teachers teaching Social Studies paid little attention to the techniques of teaching Social Studies. The findings revealed that teachers present their lessons through the employment of lecture as technique with dictation of notes for students to copy.

5.3 Conclusions

Based on the findings and the discussions made, a number of conclusions have been drawn from the study.

- A. Among the teachers in the field, majority of them possessed Bachelor's degree which is a minimum requirement for teaching Social Studies at senior high school in Ghana but lacked professional qualification or training for effective teaching of Social Studies. This supports earlier study conducted by Grossmsn (1995) that, lack of professional training affects the level of teachers' performance.
- B. Social Studies is the only educational programme that provides citizenship education through active strategies to facilitate the students development to be politically and socially responsible citizens (Homana, Barber & Torney-Purta, 2006) but majority of the teachers teaching Social Studies did not assess their students learning outcome in the affective and psychomotor outcomes to effectively achieve Social Studies objectives.
- C. Majority of the teachers teaching Social Studies had taught the subject for five years and above. Teachers had enough experience for effective delivery of lessons.
- D. Teaching-learning resources or materials for Social Studies are not used in the teaching of the subject in the senior high school. Even though, Farrant (1982) had argued that lack of suitable teaching learning resources or materials and accommodation reduces the effectiveness of good teaching.

- E.** Not much emphasis is placed on in-service training for teachers teaching Social Studies in the senior high school level. This supports an earlier view by Rosenfield (2004) that Social Studies teachers receive fewer professional development opportunities than teachers in other disciplines.
- F.** Majority of the respondents did not employ the variety of teaching techniques in teaching Social Studies in the senior high school. The teachers' used few teaching techniques and strategies which resulted in largely teacher centered instructions. If the organization of Social Studies education is to be effective, the teacher must be well-versed in the use of variety of teaching techniques and strategies (Tamakloe, Amadahe & Atta, 2005).
- G.** The analysis of the data confirmed that, teachers who possess academic and professional qualification in Social Studies such as B. Ed. Social Studies or B. A. Social Studies Education or M. Ed. Social Studies or M. Phil Social Studies Education are likely to perform better in the teaching of Social Studies than those with no professional qualification in Social Studies. This supports the findings of Olaofe (2005) that teachers must be academically and professionally qualified before being allowed to teach.
- H.** It could be concluded that teachers' knowledge of the subject-matter in Social Studies could lead to the achievement of Social Studies objectives or effective teaching in Social Studies. This is consistent with the views of Akinloye (2003) that, competence in teaching Social Studies depends largely on sound understanding of its philosophy.

- I.** Teachers rating on the teaching experience in Social Studies confirmed that, teaching experience in Social Studies is a strong indicator for the achievement of Social Studies core objectives. This confirms with the observations made by Darling-Hammond (2003) that experience in education functions as the ultimate explanatory context and that it is a crucial aspect of professional development.
- J.** It was also established from the study that teachers employed lecture technique in teaching Social Studies but the literature has shown that the use of different techniques and strategies in teaching Social Studies could lead to effective teaching of the subject in the senior high school. This supports the observations made by Olaofe (2006) that teacher should employ different interactive teaching approaches that are not only communicative but also in diverse activity based.

5.4 Recommendations

Having discussed the various issues of the research findings, the following recommendations are put forward:

- A.** There is the need for Ghana Education Service (GES) in collaboration with the Ministry of Education (MOE) to give much priority to the professional training or qualification as basis for Social Studies teachers to be employed to teach the subject in senior high school. It is recommended that teachers with academic and professional qualification in Social Studies such as B. Ed. Social or B. A. Social Studies Education, M. Ed. Social Studies or M. Phil Social Studies Education, having deep knowledge of the subject, teaching experience and ability to employ varied teaching techniques should only be allowed to teach Social Studies at the senior high school. This will help to eliminate or minimize the ignorance being exhibited by Social Studies teachers.
- B.** The outcome of the study indicated that majority of the teachers teaching Social Studies in the senior high school gave little attention to the affective and psychomotor domain in their assessment. It is seriously recommended that Ghana Education Service (GES) in consultation with curriculum planners should take a serious look at the assessment procedures in Social Studies by training teachers to design instruments in the form of assessment that will reflect in the students to develop their affective and psychomotor domains.
- C.** It is also recommended that the Ghana Education Service should organize regular in-service training courses in the form of seminars and workshops for teachers teaching Social Studies in all senior high schools in Ghana. Teachers with long years of teaching experience should be encourage and motivated to

stay in the teaching profession as their long service of teaching Social Studies may improve the students learning outcome. This will assist Social Studies teachers to be able to upgrade their knowledge of the subject-matter and teaching techniques in the teaching of Social Studies.

D. The research findings revealed that large number of the respondents taught Social Studies in the senior high school without employing the appropriate teaching-learning resources or materials. It is therefore recommended that teachers should be provided with the appropriate teaching-learning resources or materials to encourage them to make the teaching of Social Studies more concrete and interesting.

E. The schools should be interested in the type of technique and strategies the teacher uses as this has great influence on the learning outcome in Social Studies. As it emerged from the literature that not all certified teachers are assigned to teach in the areas for which they have been trained to teach, as a large number of teachers are teaching Social Studies in the Senior high school without proper professional qualification or training in Social Studies. It is therefore suggested that Ghana Education Service (GES) should assign only teachers with professional training in Social Studies to teach the subject. This will help the instructors or teachers of the subject to select the appropriate teaching techniques and content for effective teaching of Social Studies to reflect in the real life of the learners.

5.5 Limitations of the Study

One limitation to the study was that some of the respondents were not comfortable and willing to teach during the lesson observation time in the classroom even though the teachers were given enough briefing about the purpose or rationale for the study. Also, it took the researcher more than the stipulated date to completely retrieve the entire questionnaire from the teachers.

5.6 Suggestions for Further Studies

To draw conclusions of the findings of this study, it is suggested that a similar study on the teacher qualities such as teachers' sex, behaviour, attitude and interest in Social Studies teaching be conducted in other senior high schools by Ghana Education Service (GES) and other agencies to improve quality teaching in the subject for effective achievement of its objectives.

5.7 Contribution to Knowledge Advancement

The study would contribute effectively to the advancement of knowledge in the field of education especially in Social Studies. The study has been proved empirically that professional qualification in Social Studies, knowledge of the subject-matter, teaching experience in Social Studies and techniques employ in teaching Social Studies can contribute effectively to the achievement of Social Studies core objectives. This is so because; there is clear evidence that these variables can improve teacher effectiveness in the teaching of Social Studies in the senior high school. The study can be used to regulate senior high school teachers teaching Social Studies to upgrade their knowledge through the organization of in-service courses such as workshops and seminars. This will in turn assist the teachers to overcome the difficulties encountered in understanding the core purpose of teaching social studies in the senior high school

and will also enable the teachers to handle the subject effectively and efficiently to achieve excellent attitudinal change in the students.



REFERENCES

- Abdul-Kadiri, H. (1994). *Issues in social studies education: The nature of integrated social studies and pedagogical implications*. Accra: Blackmask Ltd.
- Agbemabiese, P. G. E. (2007). Emerging themes in educational reforms in Ghana as seen through educational reforms in USA. *Published Doctorial thesis*. University of Ohio.
- Adedayo, O. S. (2012). *Social studies education in Nigeria: The challenge of building a nation*. A Thesis for the degree of Doctor of Philosophy School of Sport and Education: Brunel University, London.
- Adeyanju, T. K. (2006). *Summary report of the review of pre-service*. Teacher education curriculum in Nigeria. Abuja: Onah Wisdom Prints.
- Adjei, D. (2013). Factors affecting the achievement of senior high school social studies lessons' objectives in the Kumasi Metropolis, Ghana. Unpublished Master's dissertation, University of education, Winneba.
- Adler, P. A. & Adler, P. (1998). *Observational techniques in collecting and interpreting quantitative materials*. California: Sage Publications Inc.
- African Social and Environmental Studies Programme (1994). *ASESP SOCIAL STUDIES: Curriculum and teaching resource book for Africa*. Nairobi.
- Aggarwal, J. C. (1982). *Teaching social studies*. Delhi: Vikas Publishing House.
- Aggarwal, J. C. (2006). *Teaching of social studies: A practical approach (4th edn.)*. New Delhi. Vikas Publishing House. PVT Ltd.
- Agyeman, D. K. (1993). *Sociology of education for African students*. Accra: Blackmask Ltd.
- Agyeman-Fokuo, A. (1994). *Social studies teaching: Issues and problems* Accra: Ghana Universities Press.
- Ajala, A. O. (2000). *Problems of teacher education in Nigeria*. Lagos: Talanta.
- Akinloye, F. A. (2003). *Fundamentals of social studies curriculum Planning and Institute*. Agege: Pumark, Nigeria Ltd, Educational Publishers, 17 old Ipaja.
- Allen, R. (2003). Collaborative curriculum planning, *Education Update* 44 (3), 18.
- Amoah, E. (1998). *Implementation of the Social Studies curriculum in J.S.S: The case of the Central Region; Ghana*. Unpublished master's thesis. University of Cape Coast, Ghana.

- Anamuah-Mensah, J. (2002). *Meeting the challenges of Education in the twenty-first century. Report of the President's Committee on review of education reforms in Ghana*. Accra: Ministry of Education.
- Anderson, L.W. (1991). *Increasing teacher effectiveness, fundamentals of educational planning*. Paris: International Institute for Educational Planning. UNESCO.
- Anderson, D. B. & Piscitelli, B. (2000). Parental recollection of childhood museum visit. *Museum National* 10(4) 26-27.
- Armstrong, Y. & Shaver D. (2000). *Assessing game theory, role playing, and unaided judgment*. London: Armstrong, M. C
- Arrends, R. J. (1998). *Learning to teach (2nd edn.)*. New York: McGraw Hill.
- Ayaaba, D. A. & Odumah, L. K. (2013). *Skills and techniques of teaching Social Studies*. Cape Coast: Yaci Publications.
- Ball, D. L. & MacDiarmid, W. (1990). The subject-matter preparation of teachers. In W. R. Houston (Ed.). *Handbook for research on teacher education*. New York: Macmillan.
- Balogun, T. A. (1986). Teacher's preparation and current crisis in education in Nigeria. In Ayorinde, D. (Ed). *Mass Failure in Public exam*. Pg. 139-152.
- Banks, J. A. (1985). *Social Studies: The study of ourselves and our environment*. An Inaugural lecture delivered at the University of Lagos.
- Banks, J. A. (1985). *Teaching strategies for the Social studies: Inquiry valuing a decision-making*. New York: Longman.
- Barr, R. D., Barth, J. L., & Shermis, S. (1977). *Defining the social studies: Bulletin 51*. Washington DC: National Council for the Social studies.
- Barth, J. L. & Shermis, S. (1981). Defining the social problems. *Theory and research in social education*, 7, 22-34.
- Bednarz, S., Stoltman, J. & Lee, J. (2004). Preparing teachers in the United States. *International Research in Geographical and Environmental Education*, 13(2), 176-183.
- Ben-Peretz, M. (2002). Retired teacher reflect on learning from experience. Teacher and teaching. *Theory and Practice*, 8(3/4) 313-223.
- Biannual Review of Educational Studies (1996). *There is more to teacher effectiveness than teaching*. The education research and studies group. Ibadan: Institute of Education.
- Blege, W. (2001). *Social Studies: Theory and practical*. Accra: Wallyblege Publication.

- Bligh, D. (2002). *What is the use of Lectures?* San Francisco: Jossey Bass.
- Bloom, B. S. (1956). *Taxonomy of Educational Research an introduction (4th edn.)*. New York: Longman W.C.
- Borg, W. R., & Gall, M. D. (1983). *Educational Research: An introduction psychology (4th edn.)*, New York: Longman
- Borhaug, K. (2005). Why excellent teaching? Accessed November, 11, 2015. www.nbpts.org.
- Brookfield, S. D. (1991). Discussion in W. D. Galbraith (Ed.). *Adult teaching methods*. Florida Krieger.
- Burrup, P. E. (1967). *The teacher and the public school system, (2nd edn.)*. New York: Happer and Raw Publishers.
- Casely-Hayford, L. (2007). *Recoup Working Paper no.8. Gendered Experiences of Teaching in Poor Rural Areas of Ghana*. Social Development Consultant. Associatiates for Change (AFC) 11, Adabraka Subukwe Close, London Routlege (in Press)
- Chalmers, L., Keown, P. & Kent, A. (2002). Exploring different perspectives' in Secondary subject: Professional development options. *International Research in Geographical and Environmental Education*, 11(4), 313-324
- Chapman, D. W. & Mahlek, L. O. (1997). Changing what happens in schools: Central level initiatives to improve school practice. In Chapman, D.W., Mahlek, L.O. and Smolders, A. (Eds.). *From Planning to Action: Government Initiatives for improving school level practice*. Paris: International Institute for Educational Planning-UNESCO.
- Cheng-Yin, C., & Tsuikwok, T. (1996). Research on Total teacher effectiveness: New Conception on improvement in *International Journal of Educational Management* 1(6), 7-17.
- Chhinh, S. (2002). Factors Influencing Teaching Skills of Urban Primary School Teachers in Cambodia. *Journal of International Development and Cooperation*. 9(1), 29-41
- Chou, G. (1963). *The quality of primary schools in different development contexts*. UNESCO: International Institute of Educational Planning.
- Clark, L. H. (1973). *Teaching social studies in elementary schools*. A handbook. New York: Teachers College Press.
- Cimbricz, S. (2002). *State mandated Teaching and Teachers beliefs and practices*. Education Policy Analysis Archives ID (2). Retrieved 6th June, 2015: epaa.asu.edu/v/08nl.

- Cobbold, C. (1999). The implementation of social studies in the training colleges, Ghana: An evaluation. *Unpublished master's thesis*. University of Cape Coast. Cape Coast.
- Cobbold, C. (2007). Induction for teacher retention: The missing link in teacher Education policy in Ghana. *Postscript*, 8(1), 7-18.
- Conant, E. (1963). *An education of American teachers*. New York: McGraw-Hill.
- Creswell, J. W. & Plano-Clark, V. L. (2011). *Designing and conducting mixed methods research (2nd edn.)*. Thousand Oaks: Sage Publications, Inc.
- CRDD, (2007). *Teaching syllabus for Social Studies in the senior high school*. Accra. Ghana.
- CRDD, (2010). *Teaching syllabus for Social Studies in the senior high school*. Accra. Ghana
- Darling-Hammond, L. (1997). Doing what matters most: *Investing in quality teaching* NY: National Commission on Teaching and American's Future.
- Darling- Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Education Policy Archives (EPAA) 8, (1).<http://epaa-asu.edu/epaa/v8n1/>.
- Darling-Hammond, L., Berry, B. & Thoreson, A. (2001). Does teacher certification matter? *Evaluating the Evidence. Education Evaluation and Policy Analysis*, 23(1), 57-77. Retrieved 6th July, 2015.
- Darling-Hammond & Sykes, G. (2003). Wanted a National Teacher Supply Policy for Education. The Right Way to Meet the Highly Qualified Teachers Challenge. *Education Policy Analysis Archives* 1 (33). Retrieved May 9, 2015. <http://www.epaa.asu.edu/epaa/>.
- Dee, T. S. & Cohodes, S.R. (2008). *Out of the field teachers and student achievement: Evidence from matched- Paris comparison*. Public Finance Review 2008 36:7-32 Retrieved on 25th March, 2015. <http://pfr.sagepub.com/content/36/1/7>.
- Desimone, L., Porter, A. C. Garet, M., Yoon, K. S, & Birman, B. (2002). Effects of professional development on teacher's instruction: results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis* 24(2), 81-112
- De Vellis, R. F. (1991). *Scale development: Theory and applications*. Newbury Park: Car win Press Inc.
- Dondo, J. M. C, Krystall, A. & Thomas, D. (1974). *Report of an evaluation of the African Social Studies Programme ASSP*. Nairobi.
- Droefenu, W. P. (1990). "Teacher Effectiveness" in *J.S.S. As Perceived by Teachers and Headmasters in the Hohoe District of the Volta Region of Ghana*. Unpublished M.A Thesis.

- Elliot, M. (1998). School Finance and Opportunities to learn: Does Money well spent enhance students' achievement? *Sociology of Education*, 71(3): 223-235.
- Engel, S. H. & Ochoa, A. S. (1988). *Education for democratic citizenship. Decision-making in the social studies*. New York: Teachers' College Press.
- Engel, S. H. (1990). The commission report and citizenship education. *Social Education*, 54, 431-434.
- Evans, E. W. (2004). *The Social Studies Wars: What should we teach?* New York: Teachers College Press.
- Fadeyiye, J. O. (2005). *A Social Studies Textbook for Colleges and Universities (Part Two)*. Ibadan: Akin – Johnson Press and Publishers.
- Falade, D. A. (2007). *Developing and implementing a participatory civic education package for secondary schools in Ondo state Nigeria. Unpublished, Ph.D. Thesis* University of Ibadan, Ibadan.
- Farrant, J. S. (1982). *Principles and Practice of Education*. Harlow Essex Longman Group Ltd.
- Frankel, J. R. & Wallen, N. E. (2003). *How to design and evaluate research in education*, (4th edn.). Companies, Inc. New York: McGraw Hill Higher Education.
- Friedman, S. J. (2000). How much of a problem? A reply to Ingersoll's "The problem of unqualified teachers in America Secondary School". *Educational Researcher*, 29(5), 18-20.
- Fuller, B. & Clarke, P. (1994). Raising school efforts while ignoring culture? Local conditions and the influence of classroom tools, rules and pedagogy. *In Review of Educational Research*, 64 (1), 119-157.
- Ghana Education Service (1988). *Social Studies syllabus for J.S.S*. Accra: Curriculum Research and Development Division.
- Ghana Education Service (2001). *Social Studies syllabus for J.S.S*. Accra: Curriculum Research and Development Division.
- Ghana Education Service (2010). *Senior High School Social Studies Draft Syllabus*. Accra: Curriculum Research and Development Division.
- Ghana Statistical Service Division (GSS) (2010). *Population and housing census preliminary report*. Accra.
- Giley, J. (1991). Demonstration and Simulation. In M.W. Galbrath (ed.). *Adult Learning Methods*. Florida: Kreiger Pub. Co Inc.

- Glass, G. V., & Vrasidas, C. (2002). *Online professional development for teachers*. Greenwich, CT: Information Age Publishing.
- Glickman, C. D., (1991). 'Pretending not to know what we know'. *Educational Leadership*, 48, 8:4-10.
- Goldhaber, O. & Dan-Anthony, E. (2003). *Indicators of teacher quality*, ERIC Digest. ERIC Clearinghouse on Urban Education New York NY. [File://A; indicators % 20 of % 20 Teacher % 20 Quality % 20 ERIC % 20 Digest.htm](#).
- Grauwe, A. & Varghese, N. V. (2000). Improving school Efficiency issues and priorities Seminar Report. *In improving School Efficiency: The Asia Experience*. Paris International Institute for Educational Planning-UNESCO.
- Greg, L. (2001). River views of beginning pre-service teachers: Content knowledge use. *Journal of Geography*, 100 (2) 61-68.
- Grossman, P. L. (1995). A Psychological view of the teacher-teachers' knowledge. In the international Encyclopedia of Teaching and Teacher education. 2nd Edition. (pp. 20-24).
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching: Theory and Practice*, 8(3/4), 381-391.
- Hamot, G. E. (2000). Exemplary citizenship in secondary schools. In W.G. Wraga and P.S. Hlebowish (Eds.), *Research review for school leaders, vol. III*. Mahwah, NJ: Lawrence Erlbaum.
- Hanna, P. (1963). Revising the Social Studies, What is Needed? *Social Education*. 27, 190-196.
- Haycock, K. (1998). Good teaching matters a lot. Accessed August 25, 2015. www.goodteaching/mat.html. Inc. available at www.horizon-research.com.
- Hayford, K. B. (1992). Introduction to education in Ghana. In Abosi and Brookman Amissah (Eds). *Social Studies Education*. Accra: Sedlco.
- Homana, G., Barber C. & Torney-Purta, J. (2006). Assessing School Citizenship Education Climate Implications for Social Studies. *Circle Paper 48. Centre for Information and Research on Civic Learning Engagement*. Maryland
- Howe, G. D. & Marshall, D. D. (1999). *Citizenship Education, Democracy and Global Shifts: Re-thinking Caribbean Social Studies*. Kingston, Jamaica; Office of UNESCO. Representative in the Caribbean.
- Hanushek, E. (1971). Teacher characteristics and gains in student Achievement: Estimation. *American Economic Association*. Vol. 61 (2) 280-284.
- Ingersoll, R. (2003). *Out-of-field teaching and the limits of teacher policy*. Centre for the study of teaching and policy, *University of Washington*.

- Jordan, R. & Powell, S. (1995). *Skills without understanding. A critique of a competency based model of teacher education*. New York. Macmillan.
- Jurmu, M. C., Jurmu, J. M. & Meyer, J. W. (1999). Mastery of content and Pedagogy: Evaluation of Strategies for teacher institution. *Journal of Geography*, 98, (1), 14-22.
- Kadeef, M. H. (2000). Approaches to Social Studies teaching. *Journal of Education*, 13(1) 59-71.
- Kankam, B. (2013). Teachers' Perception on the importance of teaching citizenship education to primary school children in Cape Coast, Ghana. In *Journal of Arts and Humanities (JAH)*, 2(2), 137-139.
- Kanu, Y. (1996). Educating teachers for the improvement of the quality of basic education in developing countries. In *international Journal of Educational Development*, 16(2), 173-184.
- Karasar, N. (2005). *Scientific research method*. Ankara: Nobel Publications.
- Kerr, D. (1999). *Re-examining citizenship education: The case of England*, Slough: NFER.
- Krejcie, R. V. & Morgan, D. W. (1970). Table for Determining sample size for research activities from a giving population. *Educational and Psychological Measurement*, 30, 607-610.
- King-Rire, J. (2003). *Teacher quality. Economic Policy Institute (EPI)*. Research and ideas for working people.
- Kumar, R. (1999). *Research methodology. A step-by-step guide for beginners*. London. Thousand Oaks New Delhi: Sage Publications.
- Kumekpor, K. B. (2002). *Research methods and techniques of social research*. Accra, Ghana: Son Life Press and Services.
- Kwabia, K. (2006). *Theory in social research, the link between literature and observation*. Accra, New Town: Woeli Publishing Services.
- Lawal, M. B. (2002). *Citizenship education: A general studies text for tertiary institutions*. Lagos: Leo Prints.
- Lawal, M. B. & Oyeleye, A. S. (2003). *Foundations and principles of social studies education*. Lagos: A Triads Associate.
- Lawtton, D., & Dufour, B. (1974). *The New Social Studies. A handbook for teachers in preliminary and further education*. Heinemann Educational Books Ltd. London.

- Leming, J. (1991). Teacher characteristics and social studies education. In J. Shaver, (Ed.). *Handbook of research on Social Studies teaching and learning*. New York: Macmillan Publishing Company.
- Linguist, T. (1995). *Seeing the whole through Social studies*. Portsmouth N.H: Heinemann.
- Lybarger, M. B. (1991). The historiography of Social studies: Retrospect, circumspect, and prospect. In J.P. Shaver (Ed.). *Handbook of research on social studies teaching and learning* (pp. 3-15). New York, NY: Macmillan Publishing Company.
- Lyule, K. (1995). Group teaching methods. In Kelly L. (Ed.). *The ASTD technical and skill training handbook*. New York: McGraw Hill.
- Mangal, S. K. & Mangal, U. (2008). *Teaching of social studies*. New Delhi: Private Limited.
- Marsh, C. J., & Willis, G. (2003). *Curriculum. Alternative approaches, on-going issues*. New Jersey: Merrill Prentice Hall.
- Martorella, P. N. (1985). *Elementary social studies developing reflective competent and concerned citizens*. Boston: Little Brown and Company.
- Martorella, P. N. (2001). *Teaching social studies in the middle and secondary schools, (3rd edn.)*. Englewood, NJ: Prentice Hall.
- Maxim, G.W. (1997). *Social studies and the elementary school child*. Columby: Merrill Publishing Company.
- Mattew, J. (1999). *Curriculum exposed*. London: David Fulton publishers.
- McClendon, J. C. (1965). *Social Studies in secondary education*. New York: Macmillan.
- McWilliams, H. O. D. & Kwabena-Poh. K. (1975). *The development of education in Ghana*. An Outline Longman Group Ltd.
- Melinger, N. D. (1981). (Ed.). UNESCO. *Handbook for the teaching of Social Studies*. London: Billing and Sons Ltd.
- Merryfield, M. M. (1988). *Social Studies Education and National Development in selected African Nations*. Unpublished Doctoral Dissertation. Indiana University.
- Merryfield, M. M. & Muyanda-Mutebi, P. (1991). Research on Social Studies in Africa. In Shaver (Ed) *Handbook of research on Social studies teaching and learning*. New York: Macmillan Publishing.

- Mertler, C. A. (2004). Secondary school teachers' assessment literacy: Does classroom experience make a difference. *American Secondary Education*, 33 (1), 49-64
- Ministry of Education, (2010). *Teaching syllabus for Senior High Schools*, Accra. CRDD.
- Michaelis, J. U. (1947). Developing Common Goals in the Social Studies. *Californian Journal of Elementary Education*. 15(1), 193
- Monk, D. (1994). Subject area preparation of secondary mathematics and science teachers and student achievement. *Economics of Education Review*, 13(2), 125.
- National Council for the social studies (2003). NCSS. *Curriculum Standards for Social Studies*. Washington DC. National Council for Social Studies (2009). *Powerful and purposeful teaching and learning in elementary school*. <http://www.socialstudies.org/position/powerfulandpurposeful> Retrieved 14th November, 2015.
- National Council for Accreditation of Teacher Education (NCATE) (2013). *The standard of Excellence in Teacher preparation*. Washington DC. USA.
- National Council for Education Statistics (NCES) (1997). America's TEACHER: Profile of Profession, 1993-94. Washington D. C.: USA Department of Education Table A. 4.15.
- Obebe, B. J. (1990). Development of Social Studies Education in the Nigerian School Curriculum. *Lagos Education Review*, 6(1), 124-134.
- Obebe, B. J. (2000). Teacher Professionalism: The Role of Teachers' College in Aloy Ejiogu and R. A. Alani. *Emergence Issues in Nigerian Education*. Lagos. Mukugamu (Nig.) Company Typesetting by: Ivory secretaries and Communications University of Lagos. Akoka-Yaba, Lagos
- Obebe, B. J. (2005). Social studies: *The study of ourselves and our environment*. An Inaugural Lecture Delivered at University of Lagos main Auditorium on Wednesday July 20, 2005.
- Ofosu-Kusi, Y. (Ed.) (2009). *Selected topics in Social Studies*. (2nd edn.). Accra: Salt and Light Publications.
- Ogundare, S. F. (2000). *Foundations of Social Studies: A Handbook of Concepts and Principles of Social Studies*: Ibadan: Adesan Graphic Press.
- Okam, C. C. (2002). *Reading in new development in Nigeria education. Issues and insight*. A collection of curriculum papers Jos: Deka Publication.
- Olaofe, I. A. (2005). *Nigerian educational emancipation: Road map from crisis to resurgence*. Faculty of Education Seminar Series, No. 1 ABU.

- Olaofe, I. A. (2006). Nigerian thinking and teacher re-orientation: direct study. *A journal of the Faculty of Education, Ahmadu Bello University Zaria*. Vol. 3 Number 1, April 2015.
- Oliva, P. E. (1992). *Curriculum Development*. New Jersey: Merrill Prentice Hall.
- Osuala, E. C. (2001). *Introduction to Research Methodology*. African Publishers Ltd., Onitsha.
- Ossindi, L. (1982). Teaching in Kenya: a case for professionalism. *Published Master's Thesis*. University of Nairobi.
- Passos, A. (2009). Teacher competence and its effects on pupil performance in South Africa and SACMEQ countries-preliminary results presentation to SACMEQ Assembly. *The Ministers International Institute for Educational Planning-UNESCO*, Paris.
- Pearlman, M. A. & Tamenbaum, R. (2000). Teacher evaluation practice in the accountability era. In Callaghan, T., Stufflebeam, D.L. and Wingate, L.A. (Ed.). *International handbook of educational evaluation* (pp.609-641). Dordrecht: Kluwer Academic Publishers.
- Preston J. T. & Hermann M. G. (1994). *Presidents' advisors and foreign policy: The effect of leadership style in executive arrangement political psychology*. New York's. Martin Press.
- Quartey, S. M. (1984). *Social Studies and its implications for Teaching and Evaluation*. University of Lagos (Received 4 January 2014, in final form 15 March 1984) JORIC vol.2, 2 July 1984.
- Quartey, S. M. (1985). *A method book for Social studies Teachers*, Lagos: University of Lagos Press.
- Quartey, S. M. (2000). The Teaching of Environmental studies in primary schools. In Owulabi, (Ed.). *Teaching the Ghanaian Child*: Lagos: Afolabi Publishers.
- Quartey, S. M. (2003). The 1987 J.S.S. Social studies syllabus in Ghana: An Analytical Content Review. In *International Journal of Educational studies (IJEST)*, Vol. 2, ISSN 1119-8451.
- Rafael, C. (2008). Academic Achievement in the middle grades: What does research tell us? Southern regional education Board. <http://www.sreb.org>.
- Ravitch, D. (2003). A brief history of social studies. In Leming, J. Ellenton & Porter-Magee (Eds.). *Where did social studies go wrong?* Washington DC. Fordham Institute.
- Risinger, C. F. (1997). Citizenship education and the world wide web. *Social Education* 61(4), 223-224.

- Rofenholtz, S. J. (1986). *The Organizational context of teaching. In Learning to teach.* University of Illinois at Champaign – Urbana.
- Rofenfield, B. (2004). *No subject left behind. Think again.* NEA Today, November 2004.
- Ross, E. W. (2006). *The Social Studies curriculum: Purpose, problems and possibilities,* Albany: State University of New York Press.
- Saxe, D. W. (1996). *Social Studies in schools; A History of the Early Years.* New York: State University of New York Press.
- Scheffler, I. (1974). *Philosophical methods of teaching in reason and teaching.* New York: Bobbs Merrill.
- Seamstorm, M. Gruber, K. J. Henke, R. McGrath, D. J, & Cohen, B. A. (2002). *Qualifications of the Public School Teachers Workforce: Prevalence of Out-of-Field Teaching.* Washington, D.C: NCES.
- Shane, N. G. & Longstreet, W. S. (1993). *The Social studies curriculum. In Curriculum for a new Millennium Boston: Allyn and Barco, Mahwah*
- Shaver, J. P. (1991). Social Studies: The Need for redefinition. *Social Education.* 31, 588, 592, 596.
- Shoob, S. & Stout, C. (2008). *Teaching Social Studies Today.* Huntington Beach, CA: Shell Education Press.
- Shulmen, L. S. (1986). Those who understand: *Knowledge growth in teaching.* Educational Researcher, 15 (2) 4-14.
- Shulman, L. (1987). Knowledge and Teacher Foundations of the new reform, *Harvard Educational Review,* 57(1), 1-22.
- Shuttleworth, I. (1995). The Relationship between Social Deprivation, as measured by individual Free School Meal Eligibility, and Educational at GCSE. In Northern Ireland: A Preliminary Investigation. *British Educational Research Journal,* 21(4), 487-504.
- Smith, B. O., Stanley, W. O. & Shoves, J. H. (1957). *Fundamentals of curriculum development.* New York: Harcourt, Brace & World, Inc.
- Stanley, W. S. (1991). Teacher Competence for Social Studies. In J. P. Shaver (Ed.). *Handbook of research on social studies Teaching and Learning.* New York: Macmillan Publishing.
- Steven, G. R., Hanushek, E. A. & Kain, J. F. (2005). Teachers, Schools and academic achievement. *Econometrica,* 73(2), 417- 458.
- Tabachnik, B. R. (1991). Social Studies in elementary school programs. In A. Lewi (Ed). *The international encyclopedia of curriculum.* Oxford: Pergamon Press.

- Tamakloe, E. K. (1976). *The organization of teaching and learning for the development of environmental studies in the primary school of Ghana. Strategies and Implications* unpublished master's dissertation.
- Tamakloe, E. K. (1988). A survey of the teaching of Social Studies in Ghana. *African Social Studies Forum* 2(1) Nairobi: ASSP.
- Tamakloe, E. K. (1991). *The nature of social studies and its curricular implications* *Journal of the Institute of Education*, 2(1), 41-49.
- Tamakloe, E. K. (1994) (Ed.). *Issues in social studies education*. Accra: Blackmask.
- Tamakloe, E. K., Amedahe, F. K. & Atta, E-T. (2005). *Principles and methods of teaching*. Accra: Black mask Ltd.
- Tamakloe, E. K. (2008). *Issues in social studies education. (2nd edn.)*. Universities Press Accra: Ghana.
- Teddlie, C. & Tashakkori, A. (2003). Major issues and controversies in the use of mixed method in the Social and Behavioral Sciences. In C. Teddlie & A. Tashakkori. (Eds.). *Handbook of Mixed Methods in Social and Behavioural Research*. Thousand Oaks, C. A: Sage.
- The Centre for Public Education (2006). *Teacher faculty and student achievement research review*. Washington DC: Center for Public Education Retrieved. February 13, 2015. From <http://www.centerforpubliceducation.org/site/C.KJXJ5MPJw/b>.
- U.S. Department of Education (2004). A toolkit for teacher. Retrieved March 20, 2015. From <http://www.ed.gov/teachers/nelbguide/nelb-teachertoolkit.pdf>.
- Verma, A. P. & Mohan, N. (2009). *A textbook of industrial management. (7th edn.)*. Delhi: S. K. Katarina & Sons.
- Waters, T. J. & Marzano, R. J. (2006). *School District Leadership that works. The effect of superintended leadership and student achievement. Mid-continent Research for education and learning*. Retrieved from Eric (ED494270). July 4, 2015.
- Wayne, A. S. & Young, P. (2003). Teacher characteristics and student achievement gain. *A Review of Educational Research*, 73(1), 89-122.
- Wenglinsky, H. (2002). How schools matter. The link between teacher classroom practices and student academic performance. *Education policy analysis archives*, 10 (12). Retrieved March, 2015 from <http://epaa.asu.edu/epaa/v/0n/2>.
- Wesley, E. B. (1950). *Teaching social studies in elementary schools*. Boston: D.C. Health and Co.

- Westera, W. (2001). Competences in Education: a confusion of tongues. *In journal of curriculum studies*. 33(1), 75-88.
- Whyte, B. S. (2001). Characteristics of Social Studies teachers in Nigerian schools. *Social Studies Insight*, 11(1-2), 11-121.
- Williams, J. (1990). *Combining Communication Strategies and Vocabulary Development*. Notre Dame Seishin University: Okayama, Japan.
- Woolford, J. E. (1982). *Teacher certification: Out-of-field teaching in grades. 7-12*. Raleigh, NC: The North Carolina Center for Public Policy Research.
- Young, P., Olden, A. & Porter, A. C. (2003). State policy related to teacher licensure. An inter-disciplinary journal educational policy. *Policy and Preutic*, 17(2) 217-233.
- Yunana, M. C. (2011). *The Relationship between teacher quality and students' Performance in English Language*. Published Master Thesis.
- Zevin, J. (2000). *Social Studies for the 21st century: Methods and Materials for Teaching*. Mahwah, N.J: Lawrence Erlbaum Associates.



APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

QUESTIONNAIRE FOR TEACHERS

The aim of this questionnaire is to elicit information with regard to teacher characteristics and the teaching of Social Studies in Senior High Schools. The study is being conducted in connection with a thesis at the Department of Social Studies, University of Education, Winneba. I would be grateful if you could provide frank responses to the questions. Every information given would be treated as confidential and used solely for academic purposes. Besides, your anonymity is assured.

SECTION A: BIOGRAPHICAL DATA

Please tick (✓) the appropriate boxes that correspond to your choice concerning statement.

1. Sex: Male [] Female []
2. Age: a. less than 25 [] b. 25-35 [] c. 36-45 [] d. 46-55 [] e. above 55 []
3. Which one of the following is the highest academic qualification you possess?
 - a. Certificate 'A' [] b. Diploma [] c. 1st Degree []
 - d. 2nd Degree [] e. Ph. D [] f. Other (specify).....
4. Do you have any professional education in Social Studies? Yes [] No []
5. Which of the following is your major area of specialization?
 - a. Economics [] b. Geography [] c. Government []
 - d. History [] e. Social Studies [] f. Other (specify)

6. How long have you been teaching?
 a. Less than 1 year [] b. 1-5 [] c. 6-10 [] d. above 10 years []
7. How long have you been teaching social studies in the senior high school level?
 a. Less than one (1) year [] b. 1-5 years []
 c. 6-10 years [] d. above 10 years []
8. Have you attended in-service training in Social Studies before?
 a. Yes [] b. No []

**SECTION B: TEACHER’S ACADEMIC AND PROFESSIONAL
 QUALIFICATION**

Please indicate by ticking (√) the extent of your agreement with the statements on the following scale: “Strongly Agree (SA), “Agree (A), “Strongly Disagree” (SD), Disagree (D)

S/N	Statement	SA	A	SD	D
9.	Professional qualification in Social Studies is required to be able to teach Social Studies effectively at SHS level				
10.	A teacher with B. Ed or M. Ed or M. Phil in Social Studies is likely to perform better by achieving Social Studies objectives				
11.	Less qualified teacher should not be allowed to teach Social Studies at the SHS level				
12.	Achievements of Social Studies objectives is directly related to teacher qualification				
13.	Objectives of Social Studies teaching is better achieved when the teaching is done by a professional Social Studies teacher				
14.	A more qualified teacher in Social Studies is likely to achieve the objectives the subject with ease				
15.	Any professional qualification in the Social Science subjects can be a requirement for effective teaching of Social Studies				
16.	One does not need to have qualification in Social Studies to be able to teach Social Studies effectively				
17.	Specialization in Social Studies should not be the only requirement for effective teaching of Social Studies				
18.	Professional qualification in Social Studies is absolutely of no use to the achievement of Social Studies objectives				
19.	Professional qualification (s) in Social Studies is/are not needed for effective teaching of Social Studies				
20.	To be employed to teach Social Studies effectively does not call for any professional qualification in Social Studies				

SECTION C: TEACHER’S KNOWLEDGE OF THE SUBJECT-MATTER

Please indicate by ticking (√) the extent of your agreement with the statements on the following scale: “Strongly Agree (SA), “Agree (A), “Strongly Disagree” (SD), Disagree (D)

S/N	Statement	SA	A	SD	D
21.	Understanding of concepts in Social Studies is needed to teach social studies effectively				
22.	Knowledge on the content you teach in social studies could lead to the achievement of its objectives				
23.	Involvement of students in critical thinking and problem solving enhance their understanding in Social Studies				
24.	Relating Social Studies lessons to real life situations could lead to effective achievement of its objectives				
25.	Knowledge of the subject-matter in social studies is needed in the teaching of Social Studies				
26.	Citizenship education is the ultimate goal of Social Studies teaching				
27.	Some of the topics in Social Studies are difficult to be taught in the teaching syllabus e.g. controversial issues				
28.	Social Studies content can be understood and taught by any professional teacher				
29.	Communicating the objectives of the lesson to students does not promote effective teaching in Social Studies				
30.	Placing of emphases on acquisition of knowledge, development of skills and societal values is not necessary in Social Studies teaching				
31.	Teaching of Social Studies does not call for any special approach such as step by step presentation of the lessons				
32.	A teacher with rich knowledge in Social Studies is likely to be ineffective in the classroom				
33.	Comprehensive nature of scope of Social Studies makes its teaching difficult				
34.	The only instructional objectives to be addressed most in Social Studies teaching is the cognitive domain				

SECTION D: TEACHING EXPERIENCE IN SOCIAL STUDIES

Please indicate by ticking (√) the extent of your agreement with the statements on the following scale: “Strongly Agree (SA), “Agree (A), “Strongly Disagree” (SD), Disagree (D)

S/N	Statement	SA	A	SD	D
35.	Teaching experience in Social Studies is a strong indicator of achieving Social Studies objectives				
36.	A Social Studies teacher with long teaching experience teaches better than teacher with no or little experience in Social Studies				
37.	Social Studies objectives are better achieved when taught by more experienced teacher in Social Studies				
38.	Teaching of Social Studies for more than three years improves teacher effectiveness				
39.	Teaching experience in Social Studies is directly related to the achievement of Social Studies objectives				
40.	Personal interests and experiences with Social Studies teaching contribute effectively to the achievement of Social Studies objectives				
41.	Teaching of Social Studies does not require any experience to be able to achieve its objectives				
42.	Less interest and experience in Social Studies teaching positively influence ones content knowledge in Social Studies				
43.	Increased interests and experiences in Social Studies teaching do not help to achieve Social Studies objectives				
44.	One does not need any teaching experience in Social Studies to achieve Social Studies objectives				
45.	Any experience teacher from other disciplines can easily teach Social Studies effectively				
46.	In-service training in Social Studies is not needed to achieve the objectives of Social Studies				

SECTION E: TEACHING INTERACTIONS/TECHNIQUES EMPLOY IN SOCIAL STUDIES LESSONS.

Indicate by ticking (✓) the extent to which the under listed techniques are employed by you.

S/N	Interactions/Techniques	Regularly	Occasionally	Rarely	Never
47.	Discussion				
48.	Demonstration				
49.	Lecture				
50.	Role Play or Drama				
51.	Game/Simulation				
52.	Field trip				
53.	Brainstorming				
54.	Inquiry				
55.	Debate				
56.	Story-telling				
57.	Question and Answers				
58.	Team teaching				

59. Please, kindly rate the teaching techniques or interactions employ by you in item 47 to 58 in order of effectiveness with (A) as the most effective through (L) as the least effective.

- | | |
|---------|---------|
| A. | G. |
| B. | H. |
| C. | I. |
| D. | J. |
| E. | K. |
| F. | L. |

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES

LESSON OBSERVATION GUIDE

SECTION A

1. Class
2. Subject
3. Topic of the lesson
4. Period.....
5. Time/Duration of the lesson
6. Date of the lesson

SECTION B: TEACHER'S APPROACH TO THE LESSON

Please kindly tick (✓) the level at which the teacher presents his/her lesson for the day

S/N	Teacher's Approach to the Lesson	Excellent	Good	Fair	Weak
7.	Teacher's introduction to the lesson				
8.	Teacher teaches the lesson from known to unknown				
9.	Step by step presentation of the lesson				
10.	Teacher's closure and evaluation of the lesson				
11.	Teacher involves students in the lesson				

SECTION C: TEACHER'S KNOWLEDGE OF THE SUBJECT MATTER

12. Does the teacher communicate the objectives of the lesson to the students and exhibit knowledge of the topic taught?

.....
.....

13. Does the teacher make use of teaching learning materials in his/her delivery?

.....
.....

14. Does the teacher involve the students in the problem solving skills and critical thinking?

.....
.....

15. Does the teacher assess the students in all the three domains of teaching (cognitive, affective and psychomotor domains)?

.....
.....

16. Does the teacher relate his/her teaching to real life situations for students?

.....
.....

17. Do the students respond positively to the teacher's teaching in the classroom?

.....
.....

SECTION D: TEACHING TECHNIQUES EMPLOY BY THE TEACHER

Tick (✓) the extent to which teacher employs the following techniques in his or her teaching

S/N	Item	Excellent	Good	Fair	Weak
18.	Discussion				
19.	Demonstration				
20.	Lecture				
21.	Role Play or Drama				
22.	Game/Simulation				
23.	Field trip				
24.	Brainstorming				
25.	Inquiry				
26.	Debate				
27.	Story-telling				
28.	Question and Answers				
29.	Team teaching				

APPENDIX C



UNIVERSITY OF EDUCATION,
WINNEBA

DEPARTMENT OF SOCIAL
STUDIES EDUCATION

P. O. Box 25, Winneba, Ghana. **Tel.** 020 2041096
Email: socialstudies@uew.edu.gh

7th September, 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: DAVID ADJEI

We write to introduce David Adjei to your outfit. He is a second year M. Phil Social Studies Education student with registration number 8140140007 from the above named Department.

As part of the requirements for the award of the Master of Philosophy degree, he is undertaking a research on "*Teacher Characteristics and the Teaching of Social Studies in the Kumasi Metropolis.*"

We wish to assure you that any information provided would be treated confidential.

Thank you.

Yours faithfully,


A handwritten signature in purple ink, appearing to read 'FOH'.

Florence Okore –Hanson
for: Head of Department

APPENDIX D


KUMASI METRO EDUCATION DIRECTORATE
PUBLIC SHS
2013/2014 ACADEMIC YEAR

NO.	NAME OF SCHOOL
1	AL-AZHARIYA ISLAMIC SENIOR HIGH
2	KUMASI ANGLICAN SENIOR HIGH SCHOOL
3	ARMED FORCES SEC./ TECH. SCHOOL
4	YAA ASANTEWAA GIRLS' SENIOR HIGH SCHOOL
5	ST. HUBERT SEMINARY SENIOR HIGH SCHOOL
6	KUMASI HIGH SCHOOL
7	KUMASI GIRLS SENIOR HIGH SCHOOL
8	KUMASI SECONDARY/TECHNICAL SCHOOL
9	KUMASI WESLEY GIRLS' HIGH SCHOOL
10	ISLAMIC SENIOR HIGH SCHOOL
11	KNUST SENIOR HIGH SCHOOL, KUMASI
12	OSEI KYERETWIE SENIOR HIGH SCHOOL
13	OPOKU WARE SECONDARY, KUMASI
14	PREMPEH COLLEGE
15	ST. LOUIS SENIOR HIGH SCHOOL
16	SERWAA NYARKO GIRLS' SENIOR HIGH SCHOOL
17	T.I AHMADIYYA SENIOR HIGH SCHOOL, KUMASI
18	ADVENTIST SENIOR HIGH SCHOOL
19	ASANTEMAN SENIOR HIGH SCHOOL

METRO EDUC DIRECTORATE
KUMASI

DEPUTY DIRECTOR
HEAD OF INSPECTOR
30/09/15

KUMASI METRO EDUCATION DIRECTORATE
LIST OF PRIVATE SENIOR HIGH SCHOOLS
2013/2014 ACADEMIC YEAR

NO.	NAME OF INSTITUTION	LOCATION
1	St Paul's Senior High School	Adukrom
2	Mckeown Senior High School	Ahodwo
3	Ashanti Kingdom Senior High School	Ahodwo-Daban
4	Presdel College	Danyame
5	Benstel Senior High School	Amakom Roundabout
6	TEC Senior High School	Akwatia Line
7	University of Ghana Senior High School	Akwatia Line-Near KTI
8	Kings High School	Ahinsan, Behind Brewery
9	Victory High School	Asokwa
10	Ascension Senior High	Atonsu
11	Joy Standard College	Atonsu
12	Cambridge Senior High School	North Suntreso
13	Angel Senior High School	Kronum Aboahia
14	Garden City Senior High School	Buokrom Estate-'B' Line
15	Kings College	Airport Roundabout
16	Komfo Anokye Senior High School	Buokrom Estate 'F' Line
17	Nigritian College	Dichemso
18	Central Senior High School	Pampaso-Adum
19	Assemblies of God Senior High School	Kwadaso Nsuom
20	SEA Senior High School	Edwinase-Kwadaso
21	St Joseph's Secondary Technical School	Asuoyeboa
22	Elite College	Ayeduae
23	Faith Senior High School	Ayigya
24	Faith Assemblies of God Senior High Sch.	Tafo Nhyiaeso
25	Uthmaniya Senior High School	Tafo Nhyiaeso-Moro market
26	Noble Prince Senior High	Old Tafo Adonpom
27	Prince of Peace Girls' Senior High School	South Suntreso
28	Kwasi Oppong Senior High School	Magazine New Road
29	Al-Azhariya Senior High School	Old Tafo Zongo
30	Adabie Educational Complex*	Boadi
31	Baptist Senior High	Asuoyeboa-Behind SSNIT Flats
32	African Premier College SHS	Asuoyeboa-Behind SSNIT Flats
33	Passion Senior High	

METRO EDUC. DIRECTORATE
 KUMASI

 DEPUTY HEAD OF METRO EDUC
 HEAD OF INDEPENDENT STATE

30/09/15