

UNIVERSITY OF EDUCATION, WINNEBA

**EXAMINING SENIOR HIGH SCHOOL TEACHERS' ASSESSMENT
TECHNIQUES IN SOCIAL STUDIES IN SELECTED SCHOOLS IN
THE KUMASI METROPOLIS**



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TECHNIQUES IN SOCIAL STUDIES IN SELECTED SCHOOLS IN THE
KUMASI METROPOLIS**

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**A thesis in the Department of Social Studies Education,
Faculty of Social Sciences Education, submitted to the school of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Social Studies)
in the University of Education, Winneba**

MARCH, 2022

DECLARATION

Student's Declaration

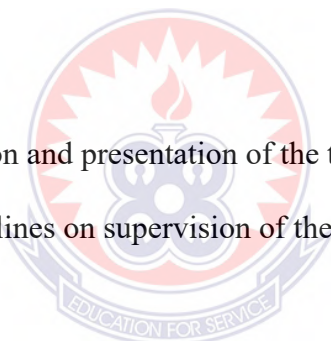
I, AKOSAH ERIC, hereby declare that this research, with the exception of quotations and references contained in published works, which have all been duly identified and acknowledged has not been submitted either in part or whole for another degree elsewhere.

Signature:

Date:

Supervisor's declaration

I certify that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba



MR. CLETUS K. NGAASO (Supervisor)

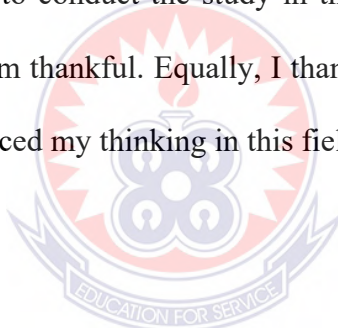
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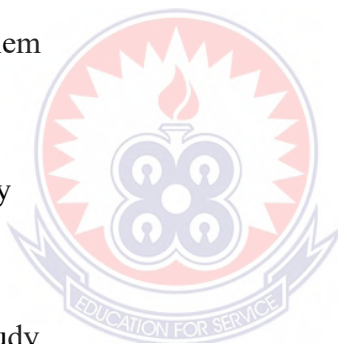
DEDICATION

I dedicate this intellectual piece to all my brethren in the Lord. To my family, especially my father, without whose love, prayers, guidance, encouragement and unflinching support I would not have made it this far.



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ABSTRACT

This study sought to examine Senior High School teachers' assessment practices in Social Studies in some selected schools in the Kumasi metropolis. The design used was the case study and the researcher gathered data from primary sources. The sample size for the study was twelve (12) teachers who were selected from the four (4) selected Senior High Schools in the Kumasi Metropolis using the purposive and saturation sampling techniques. Instruments for data collection were interviews, observation. The study revealed that teachers have no or little knowledge on authentic assessment therefore result to traditional assessment. The study also revealed that teachers' assessment practices do not reflect the goals and objectives of the subject. It was established that participants were quite on assessment as learning. It was revealed that class size, teaching philosophy, and learning style of the learners, time allocation are the factors that influence the choice of their assessment techniques. Learning environment were the major factors the influence teachers' choice of assessment. The study recommended there should be a follow-up appraisal programmes by the heads of the various Senior High schools to ascertain whether social studies teachers put into practice what is expected of them in the curriculum. Finally, teachers should be equipped with relevant knowledge on assessment through in-service training on the nature of classroom assessment and assist teachers to develop and sustain effective classroom assessment in their schools so as to realize educational goals.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In educational systems worldwide, tests and examinations are classic ways of measuring students' progress and are integral to accountability of schools and the educational system. Assessment is inseparably linked with teaching and learning. The contribution of assessment to an educational system is so significant that it forms the basis for almost all fundamental decision making (Akyina & Oduro-Okyireh, 2019). It plays a significant role in determining the quality of education. This is particularly so when students are properly assessed using various appropriate methods of assessment.

According to Ngaaso (2015), assessment is one of the important cogs in the wheel of education especially teaching and learning. He further argues that through assessment, teachers are provided with empirical evidence to establish the extent to which learners have attained the goals and objectives set out for them. This is in line with Bordoh, Eshun, Bassaw and Kwarteng's (2014) assertion that assessment is central to teaching and learning. They argue that assessment information is needed to make informed decisions regarding students' learning abilities, their placement in appropriate levels and their achievement.

To assess the performance of learners, it is imperative that assessment decisions are guided by certain parameters. According to Rowntree (1987), teachers are entreated to select from among all the means at their disposal, those that are regarded as being most truthful and a fair reflection of the goals and objectives of the curriculum. As Phye (1997) puts it 'classroom learning can run the gamut from the memorization of vocabulary, facts and concepts to critical thinking, reasoning and problem solving.

Phye (1997) added that effective teachers begin planning by selecting and stating goals and objectives. According to McMillan (200), curriculum goal and objectives are the demonstrable and achievable standards of attainment set for the learning process. Thus, just as each of these learning categories will demand different kinds of learning and instructional approaches and strategies.

Major (1990) underscore the relationship between assessment and the curriculum goals and objectives when he asserted that the curriculum intends provide the most important guidelines for a more comprehensive and complete assessment for student learning. The educational objectives, as stated by the taxonomists, remain blue print for the formulation of curriculum objectives and the bench marks for assessment (CRDD, 2007). A practical example is the Social Studies Syllabus for Senior High Schools in Ghana. It is indicated in its profile dimensions that the curriculum is intended to equip the learners with relevant knowledge, skills, and attitude and values to help them solve their personal and societal problems (CRDD, 2007). These knowledge domains constitute the guidelines for assessing learning outcomes in the subject. This brings us to the issue of the questions teachers use in assessing students in the teaching and learning of Social Studies.

Furthermore, the question we need to ask is “how well do teachers assess their students”? The preamble of the 2010 Social Studies syllabus for Senior High Schools is made up of the general aims. They are purposely designed and stated to determine how students should behave to attain good citizenship. Specifically, the general aims are six (6) and cater for the three domains as stated by Bloom (1956) taxonomy of educational objectives. The syllabus for Senior High Schools also specified teaching and learning activities. According to Adam and Ngaaso (2014), teaching and learning

activities such as assessment of learning, assessment for learning, and assessment as learning are imperative and important activities of assessing learners in Social Studies classrooms. The emphasis is to assist students to develop analytical thinking, practice problem solving techniques and acquire positive attitudes and values (MOE, 2010).

For a complete assessment in Social Studies at the Senior High School level, the three domains of educational objectives must be assessed. The West African Examination Council (WAEC, 2010) also affirms that assessment of students' learning behaviour is expected to be carried out in totality. This calls for a sound professional training in the theory and art of teaching and assessing the learning objectives for the teachers to be able to meet the expected of Social Studies to produce responsible citizens. Major (1990) outlined the relationship between assessment and curriculum goals and objectives when he asserted that the curriculum intends to provide the most important guidelines for a more comprehensive and assessment of student learning.

Classroom assessment techniques reflect pedagogy, measure the application of both new knowledge and course objectives, as well as identify learning outcomes. There has been the debate of alternative techniques in assessment. However, Herrera, Murry, and Cabral, (2007) include formative and summative assessment along with other types of authentic assessment, such as performance-based assessment, portfolios, self-assessment and peer-assessment, interview-based assessment, play based assessment, cooperative groups assessment, dialogue, journal, and scaffold essays.

Boud and Falchikov (2005) suggest that educators need to move from traditional (paper and pencil) assessment that focuses on specifics, standards, and immediate outcome to more sustainable assessment that can aid students to become more active

learners not only in managing their own learning but also assessing themselves to life beyond the end of the course. They added that there has been considerable critique of both the inadequacy of assessment practices by classroom teachers and external examinations.

The traditional classroom paper and pencil assessment offers a quick and simple method of learning about students' subject knowledge. These tests have a standard delivery and response format, typically one correct answer using a forced choice response format, typically one correct answer using forced choice response format, mainly that of multiple choice, matching, or true/false. The benefits of these tests are that they are relatively quick to score, easy to administer and reliable, and may be given to small and/or large groups of students simultaneously. In addition, they are appealing to teachers already burdened by constraints of time and standards, but unable to measure learners' attitude and values, which is the hallmark of Social Studies education. Social Studies educators embrace authentic assessment techniques such as: portfolios, project work, journal, cooperative groups etc, for the learners' ability to assess critical and analytical thinking skills, problem solving, positive attitudes and values. Using multiple-choice tests consistently tends to benefit some students and not others (Sternberg, 2007).

This made Bekoe (2013) asserted that assessment can take place in any manner, but it does not mean that authentic assessment must merely happen in non-classrooms once the learners completed their education. Myers (2004) maintains that effective Social Studies teachers will design a range of tools for helping with this task. There are several guidelines and models for constructing assessment items. The most common

among these include Gronlund's blueprint and Quelmaz's model, the most common among them.

The relationship between modern concept of validity and the criteria for good assessment goes to support Major's (1990) assertions that the only good assessment is the assessment that is valid. These numerous guidelines however make the assessment criteria cumbersome if a careful consideration is made especially, considering all the concepts that they embrace. A straightforward way of ensuring a good/valid assessment item to a high value, it should match the content and behavioral construct that are in the learning objectives. Deducing from these, what Social Studies educators ought to come to terms with is that assessment items should be designed to be compatible with goals and objective of Studies.

1.2 Statement of the Problem

The 2010 Social Studies syllabus for senior high schools is made up of the general aims that outline the guidelines as to how the subject should be taught and assessed (CRDD, 2010). Revisiting the rationale of the subject and its general aims at both the J/SHS levels is to remind, Social Studies teachers and other subject area teachers that it is not only teaching and learning that is supposed to be done based on the goal and objectives of the subject (Adam, Bekoe, & Ngaaso, 2016). Profile dimensions describe the underlying behaviours of subject and are useful as the focus of teaching, learning and assessment. In Social Studies, the three profile dimensions that have been specified for teaching, learning, and testing are: Knowledge and Understanding 35%, Use of Knowledge 40%, and Attitudes and Values 25 %. The subject stipulates that the profile dimension dimensions, which are derived from the goals and objectives of the subject, should form the basis for instruction and learning.

According to Ngaaso, (2015) in developing assessment procedures, teachers are admonished to try and select assessment tasks in such a way that they will be able to assess representative sample of the syllabus objectives. To effectively assess learning in Social Studies, it is incumbent on Social Studies teachers to relate the rationale, general aims, and the instructional objectives of each lesson to appropriate and effective methods of formatively assessing student progress as well as their own teaching strategies (NCSS, 2010). The profile dimension of the Social Studies (knowledge and understanding, application of knowledge as well as attitudes and values as the underlying behaviours) and the rationale for teaching the subject at the SHS level are evidence of how learners should be made to recognise their active role during instruction as bonafide owners of instruction and thus lie at the heart of constructivism (NCSS, 2010).

This brings us to the issue of the question teachers use in assessing students in the teaching and learning of Social Studies. One of the major duties of the major duties of a Social Studies teacher is to promote thought and inspire inquiry in students. An effective way of doing this is through proper question in the classroom (Eshun, 2013). Teachers' questions are significance values for many instructional purposes, eliciting student reflection and challenging deeper student understanding and engagement in the classroom. NCSS (2010) also calls for Social Studies assessment to be well aligned with its major goals, and more complete in the range of objectives. In Ghana, the assessment the assessment and it practices among teachers have been well researched and documented (Amoako, 2018; Bordoh et al, 2013; Akyeampong, 1997). However, research in this area focused attention on formative, summative and authentic assessment among Senior High School teachers and impact on students

learning (Sofu, Ocansey, Nabie & Asola, 2013), among Colleges of Education tutors and the strategies they use (Akjeampong, 1997; Bekoe, Eshun & Bordoh, 2013 Eshun, Bordoh, Bassaw, Amoako & Mensah, 2014) as well as among elementary school teachers in the country (Asare, 2015). Several studies including Amedahe (2001), Bekoe (2001), Bekoe (2006), Este (2003) cited in Ngaaso, (2015) looked at the relationship between external assessment and the attainment of curriculum goals at the secondary level.

Studies such as Adam, Bekoe and Poatob (2018) focused on formative assessment in the Social Studies classroom: how Senior High School (SHS) teachers in Ghana actualize it. Bentil and Nkansah (2020) investigated Social Studies teachers' perception of classroom assessment and the extent to which teachers' demographic variables influence their perception of classroom assessment. Bekoe et al (2013) focused on tutors' assessment techniques in the Colleges of Education.

Studies such as Ngaaso (2015) also focused on examining the extent to which Junior High School Social Studies Teachers' assessment tasks reflect the goals and objectives of the subjects. Due to differences in the characteristics of teachers at the JHS and SHS level, this study seeks to unravel the teachers' assessment task at the SHS level in the public schools. The teachers in the public schools were chosen due to the fact that they are more qualified than those in the private schools because they are employed by the government and may provide information suitable for this study. Moreover, what is not known are the kind of assessment techniques employed by the Social Studies teachers in assessing their students and whether their assessment techniques reflect the goals and objectives of Social Studies.

Therefore, this study sought fill the gap by examine the assessment techniques employed by Senior High School Social Studies teachers and whether these assessment techniques reflect the general goals and objectives of the subject among the Senior High Schools in the Kumasi metropolis.

1.3 Purpose of the Study

The main purpose of this study is to examine Senior High School teachers' assessment practices in social studies in selected schools in the Kumasi metropolis. It sought to discover the kind of assessment techniques employed by the Social Studies teachers in the Senior High Schools and whether these techniques reflect the goals and objectives of Social Studies.

1.4 Objectives of the study

This study specifically sought to:

1. assess Social Studies teachers' conceptions of assessment in Social Studies.
2. analyse the assessment techniques used by Social Studies teachers in assessing students in the Social Studies classroom.
3. identify the factors that influence the choice of assessment techniques by Social Studies teachers in Senior High Schools in the Kumasi Metropolis.
4. examine Senior High School teachers' assessment techniques in Social Studies how it reflects the goals and objectives of the subject.

1.5 Research Questions

Below are questions this study sought to explore:

1. What are Social Studies teachers' conception of assessment in Social Studies?
2. What assessment techniques do Social Studies teachers use in Social Studies classrooms?

- 3 What factors influence the choice of assessment techniques employed by Social Studies teachers in Senior High School in Kumasi Metropolis?
- 4 How do teachers' assessment techniques reflect the goals and objectives of the Social Studies subjects?

1.6 Significance of the Study

Firstly, a study of this kind would help inform teachers on their knowledge of the practices of assessment techniques in their classroom. Secondly, the literature on which the study is pinned will inform educational planners and teachers on the potentials that assessment techniques hold in classroom instruction as an incentive for teachers to engage in it. Thirdly, the Ghana Education Service (GES) and school administrators may use the research findings to develop assessment guidelines for their respective schools. It would further equip them with the skills in assessing and evaluating students in Social Studies. The findings of the study would also help curriculum designers to identify the areas in the learning domains in Social Studies which need attention in terms of improvement so as to meet the curriculum goals of the subject.

1.7 Delimitation of the Study

This study is limited to examine Senior High School teachers' assessment techniques Social Studies teachers in selected Senior High Schools employ in their classrooms in the Kumasi metropolis. It sought to discover the kind of assessment techniques/method employed by the Social Studies teachers in the Senior High Schools and whether these techniques reflect the goals and objectives of Social Studies and how they actualized it. This Study was limited to Social Studies teachers in the Kumasi Metropolis.

1.8 Operational Definition of Terms

Assessment: assessment as “any act of interpreting information about student performance, collected through any of a multitude of a means or practices. It is obvious that instruction would be incomplete if it is not assessed.

Assessment techniques: these are the strategies employ by teachers in assessing students’ academic achievement. It can also be seen as specific actions and processes a teacher chooses to implement in assessing their students.

Authentic assessment: Authentic assessment begins with teachers making it their business to purposefully watch, listen to, talk with, and think about the children in their classrooms”. Some teachers reflect on who these children are, the extent of what they know, and the way they will earn, based on the evidence that they observe in the role-play.

Profile dimension: Profile dimensions describe the underlying behaviours of subject and are useful as the focus of teaching, learning and assessment. In Social Studies, the three profile dimensions that have been specified for teaching, learning and testing are: Knowledge and Understanding 35%, Use of Knowledge 40%, and Attitudes and Values 25 %.

Traditional Assessment: The traditional classroom paper and pencil assessment offers a quick and simple method of learning about students’ subject knowledge. These tests have a standard delivery and response format, typically one correct answer using a forced choice response format, typically one correct answer using forced choice response format, mainly that of multiple choice, matching, or true/false.

1.9 Organization of Chapters

The study is organized into five main chapters. 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, significance of the study, definition of terms, and 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, conclusion, recommendations, and suggestions for further studies.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 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 the research topic. Many authors in the field of Social Studies have raised concerns on how assessments are carried out. It is therefore appropriate for the purpose of this study to review some of the views and suggestions of scholars in the field of teacher assessment practices in Social Studies. The researcher therefore chose to review relevant literature on the following headings:

1. Theoretical framework
2. Social Studies teachers' conceptions of assessment in Social Studies
3. Techniques used in assessing learners in the Social Studies classrooms
4. Factors that Influence the Teachers choice of assessment techniques
5. The purpose (aims, objectives and goals) of Social Studies curriculum

2.1 Theoretical Framework

2.1.1 Constructivist theory

The theory that guided the study is the constructivist theory put forward by Lev Vygotsky (1896, 1935). Constructivism theory is based on the belief that humans can construct knowledge by understanding the information they are accessible to. Vygotsky theory is also known as social constructivism, and it explains that children are socialized and developed through collaborative activity and learning that takes place through socialization and education. Vygotsky's idea is based on the fact that human learning is dependent on interaction between a learner and expert within the

learner's zone of proximal development; a zone where learners can almost, but not quite, complete a task alone (Amoak, 2018).

The theory promotes active learning and collaboration among learners where discovery is aided by the tutor and among students themselves. According to the theory, learners' needs should be identified in the classroom and they should be supported and exposed to discussions, project groups, research collaborations and problem solving. Constructivism theory (Ozer, 2004). According to the theory, tutors are expected to interact with learners and guide them by developing a variety of classroom assessment and teaching strategies, the spine of ideology on which formative thrives.

It is further argued by Harlen and Johnson (2014) that the way learners come to revise and reconstruct their own understanding to be consonance with widely agreed ideas is by interaction with their environment and ideas of others. This is elaborated by socio-cultural theories of learning. It is thus argued that while learning is owned by students, since no one else can learn for them, others can engage them through social and interactive processes that support the learning which is their property (Heritage, 2010).

The task given would be cognitively challenging to allow the student to use higher order thinking skills and meet the lesson objectives. The task would require students to use problem solving, creative thinking and critical thinking skills. Learning would take place at both the individual level and group level. It is expected from these tasks that students would develop self-confidence, collaborative skills and personal autonomy and become responsible for their own learning. Students will also let

students discover that what they do in class as relevant to them and increase their interest in the subject (Benjamin, 2014).

Based on the underlying behavior expected of learners after studying Social Studies and its rationale, it can be adduced that students ought to grasp both the problems of and the connection among them, so that they can explain the content in their own words. To achieve this goals, Wiggins (1995) and Newman (1990) all agree that Social Studies assessment should be authentic in the sense that it aligns itself to the ideals of constructivism.

According to Teach (2010), constructivist believes that assessment in the Social Studies classroom should be used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. To constructively conduct assessment, Brooks and Brooks (1993) opine that assessment techniques such as reflective journals, debate, portfolios, role play, project work etc should be used as strategies to be able to achieve the goals of Social Studies.

Looking at what constructivism is, and its relationship to Social Studies, especially, the rationale and objectives, it implies that, ideally, in the Social Studies classrooms, the focus of instruction is centered on the student. In the Social Studies classrooms, just as the constructivists believe, the students are encouraged to be actively involved in their own process of learning with the teacher acting as a facilitator.

For this study, the constructivist theory of learning was chosen to use in predicting and explaining the findings of the study. The above theory has therefore been considered by the researcher because of its relevance to the problem of the study, the purpose, the objectives and how it helps in answering the research questions and

informs the chosen research approach for the study. It can be seen that the theory goes a long way to enable Social Studies teachers at the senior high schools to expose their learners to a more deductive means of learning through their personal experiences and the interactions within their social setting through the guidance of their teachers. such as being encouraged to think divergently, adopt problem-based approach of learning and also use the enquiry approach to enable them construct their own knowledge about issues, topics and concepts being taught and learnt in the teaching and learning process for solving personal and societal contemporary, persistent and complex problems.

Hence, in Social Studies classrooms teachers should have that knowledge in that they will be able to organise and promote active participation that will give students the freedom to explore ideas and seek solutions by themselves to perplexing issues. It is important for teachers to use different techniques of assessment to monitor students' progress in that regard. Assessment techniques such as journal writing, students' peer and self-assessment, probing questions, observation, clinical interviews, and debates may help teachers to understand the mental processes that students engage in as they try to solve problems posed to them and effectively adjust the instruction where necessary.

Looking at what constructivism is, and its relationship to Social Studies, especially, the rationale and objectives, it implies that, ideally, in the Social Studies classroom, the focus of instruction is on the student (Adam, et al 2016). In the Social Studies classrooms, just as the constructivist believes, the students are encouraged to be actively involved in their own process of learning with the teacher acting as a facilitator. Just as Teach (2010) observed, constructivist believe that assessment in the

Social Studies classrooms should be used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. To constructively conduct assessment, journals, portfolios, case studies, project based projects, and presentations etc. should be used as strategies since it helps the learners to construct knowledge by themselves.

2.2 Social Studies teachers' conceptions of assessment in Social Studies

In educational institutions, scholars have established that teachers have differing conceptions of classroom assessment (Rahman, 2018, Brown, 2004). Brown (2004) unveiled four main assessment conceptions or beliefs of assessment: improvement of teaching and learning, certification of students' learning, accountability of schools and teachers, and the irrelevance or rejection of assessment.

According to Brown (2004), the conception of assessment being for the improvement of teaching and learning often described as assessment for learning is delineated into two main indicators which are students' achievement or performance depicted through assessment results, and reliable and valid data necessary for accurately describing student performance. On the certification of students' learning, Brown (2004), maintained that assessment provides the justification and evaluation of the acquisition of facts and skills that a student has achieved. Therefore, issues such as graduation, grade retention, grades and tracking are all matters in respect of assessment on the basis of certification.

The third conception of assessment, accountability of teachers and schools, highlights public use of assessment data in juxtaposing school and teacher worth and value. Assessment as a means of school and teacher accountability serve as a means of carrying information to parents and other stakeholders in education as a way of

appreciating the very purpose of education by way of nurturing students capable of propelling a country's development.

Finally, subscribers of assessment being irrelevant relates to teachers who consider assessment as being unrelated to the work of educators and students. In the reasoning of the subscribers of assessment being irrelevant, assessment detracts from student learning and excludes the inclusion of teachers' intuitive evaluations, student-teacher relationships, and in-depth knowledge of curriculum and pedagogy (Brown, 2004). This suggests that different types of conceptions could exist in the minds of teachers at the same time. Besides teachers' perceptions of classroom assessment, researchers have investigated the effect of demographic variables on their perception of classroom assessment. Gashaw (2014) discovered that apart from gender, teachers' perception of classroom assessment has been linked with their age, academic qualification, experience and teaching load.

Further, Davison (2004) and Neesom (2000) have confirmed that teachers' academic qualification is one of the confounding variables that influence teachers' beliefs of classroom assessment. These results imply that age, sex, educational level and years of teaching of teachers affect their perception of the nature of classroom assessment. Contrarily, studies have established no statistically significant difference in the perception of teacher across various demographic variables. For example, Campbell and Evans (2000) discovered no significant difference in the perception of males and female teachers and nature of classroom assessment. Similarly, gender, in-service assessment training, teaching load, teaching experience, knowledge in assessment, and attitude towards quantitative aspects of assessment collectively did not contribute

significantly to teachers' practices with regard to the analysis of classroom assessments.

It is construed from these arguments among educationist that in the holistic assessment of school effectiveness, issues like teachers' conceptions of classroom assessment should not be overlooked. This call gives credence to the concept of classroom assessment. Assessment theorists contend that classroom assessment has a positive sway on the attainment of educational goals. In fact, Stiggins (2010) advocated that teachers are required to have solid and a comprehensive understanding of classroom assessment so as to develop a balanced approach to assessment for learning and assessment of learning.

Moreover, the use of assessment in this 21st century has changed to improve the process of instruction, in addition and purposes of accountability (Gordon, 2008) cited in Adam, Bekoe and Poatob (2018). A number of specialized books, journals, seminal articles, conference papers, currently defended thesis and dissertations were scrutinized in an attempt to find a comprehensive definition of the concept of assessment. According to Bachman (2004), "The term '*assessment*' is commonly used with a variety of different meanings; indeed, the term has come to be used so widely in many different way in the field of language testing and educational measurement that there seems to be no consensus on what precisely it means" (p22)

Brown (2004) defined assessment as "any act of interpreting information about student performance, collected through any of a multitude of a means or practices". It is obvious that instruction would be viewed as incomplete if it is not assessed. Assessment plays an integral role in the teaching and learning of Social Studies (Quashiga, 2013). Ajiboye (2009) cited in Quashiga (2013) views assessment as the

process of gathering information about a student in order to make decisions about his or her education. Sharing a similar view, Rowntree (1987) asserts that, assessment in education occurs whenever one person interprets information and/or makes comment about the knowledge, comprehension, aptitude and/or mind-set of another. These imply that effective assessment in Social Studies education should not only aim at finding out how much a learner or student has acquired in terms of learning skills but also takes into consideration the personal-social development of the student.

Assessment, according to Dhindsa, Omar and Waldrip (2007), is a systematic process for gathering data about student achievement. It is also seen as an essential component of teaching. Scriven (1967) proposes the use of formative and summative assessment to make the distinction between the roles of evaluation. Henceforth, assessment is perceived to serve two different purposes: (1) formative; to improve instruction and (2) summative; to measure students' achievement. The use of assessment to classify, predict, and sort has also changed to advance the process of teaching and learning in addition to accountability purposes (Gordon, 2008).

According to Bordoh, Eshun and Amoako, (2015), assessment is central to teaching and learning. Assessment information is needed to make informed decisions regarding students' learning abilities, their placement in appropriate levels and their achievements. Sadler (2009) asserts that "assessment refers to the making of evaluation on students' overall performance and generating assumptions regarding their learning, production and education-wise, which include the quality or achievement in tasks such as tests, projects, reports and examinations" p 35.

According to Allyn (2000), as supported by Holmes, Csapo, Aubeterre (2004), posit that assessment is reliably able to gather enough information useful in ascertaining the

amount of understanding and knowledge that students get from any of their educational experience and the level of any improvement expected in subsequent learning activities. Assessment has been defined as gathering information about students' achievement for the purpose of making instructional decisions. Assessment can be viewed as vehicles for gathering information about students' achievement or behaviours (Marzano, 2000).

According to Black William (1998), the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Assessment is therefore a valuable tool as it provides teachers may adjust instruction in order to meet the needs of their students. To the assessment indicate that it might be one of the most powerful weapons in a teacher's arsenal (Marzano, 2006). Hence, it is important the quality assessment occurs. Assessment provides information for decision about students, curricular and programs and making educational policies. These decisions are explained below by Macmillan (2018).

1. **Instructional management decision:** according to Macmillan (2018), teaching occurs in three phases namely; before, during and after instruction. It helps the teacher to ascertain the understanding level of the students. This will inform him to know whether to proceed with instruction or not.
2. **Selection decisions:** assessment provides information to select the right calibre of people for admission, promotion, and award prizes. Individual results are used to predict which applicants- all of whom might, in principle, be sufficiently qualified- will be most successful in a job or course of instruction.

3. **Placement decision:** for instructional purposes sometimes, teacher classify their students. For example, a teacher can put his students into three categories depending on the ability to read, classification involves the assignment of individuals to one of several different unordered categories.
4. **Counselling and guidance decisions:** assessment aids in providing guidance and counselling in social and psychological adjustment problems that affect the pupils' performances in the classroom.
5. **Credentialing, certification, and licensing:** assessment enables students to acquire certificates that are needed for employment in the world of work.

2.3. Techniques used in assessing learners in the Social Studies classrooms

There has been the debate of techniques in assessment (Bekoe, 2013). Herrera, et al (2007) include formative and summative assessment along with other types of authentic assessment, such as performance-based assessment, portfolios, self-assessment and peer-assessment, interview-based assessment, play based assessment, cooperative groups assessment, dialogue, journal, and scaffold essays.

2.3.1 *Authentic Assessment*

The policy "Education for all" is a greater effort according to Darling Hammond, (1994) cited by Benjamin (2014), for all students learn in a meaningful way. Authentic assessment can provide that environment to students and provide the teacher with much more useful classroom information as the strategies would engage the teachers in evaluating how and what students know.

Darling-Hammond, (1994) also found that it challenges students' performance skill and provides rich information about student learning and performance to shape their teaching in ways the teacher can prove more effective for the individual students.

Goodwin (2000:6) agrees that “authentic assessment begins with teachers making it their business to purposefully watch, listen to, talk with, and think about the children in their classrooms”. Some teachers reflect on who these children are, the extent of what they know, and the way they will learn, based on the evidence that they observe in the role-play (Herrera et al., 2007).

Gulikers, Bastiaens and Kirschner (2004) cited in Bordoh et al (2015) provide a five-dimensional framework for designing authentic assessment task. They understand authentic assess in terms of five dimensions: assessment task, physical context, social context, assessment result/form, and assessment criteria. Each of these dimensions is individually perceived on a scale or ‘continuum’ of authenticity, for example, a microteaching experience for a group of pre-service teachers that occurs in a university classroom may be relatively high on a scale of authentic practice, as this experience replicates the professional practice of a teacher yet rate lower as an authentic physical and social context. Frameworks such as this may help with the development and evaluation of authentic assessment in practice.

Bordoh et al (2015) argue authentic assessment are generally considered to be performance-based tasks done in an environment that actually is or closely approximates a real-world setting. Physical education’s real-world environment might include playing games, dancing, rock climbing, or inline skating (Danielson 1997). Bordoh et al (2015) cited identifies a second type authentic assessment that involves work that someone in the profession would actually do. For example, a dance critic would be required to write a review of a dance performance. A sports announcer would describe the play-by-play of a game. Either of these examples could

demonstrate cognitive knowledge of the respective activity and thus measure student learning.

There are eight characteristics that can be used to describe authentic assessment.

Lund (1997) cited (Bordoh et al 2015) outlined the following:

- Exhibits harmony with a shared aim, involve the presentation of meaningful or worthwhile tasks.
- Requires higher levels of thinking.
- Should be judged using criteria known by students in advance.
- Should be so firmly embedded in instruction that they are difficult to separate from instruction.
- Gives students' multiple opportunities to demonstrate competence.
- Involves a presentation of student work and assess process as well as the product.

Each of these characteristics serves as immediate feedback to teachers, parents and all who matter in education. A good assessment must provide immediate feedback to both learners and teachers.

There has been a movement from traditional assessment toward authentic assessments. Authentic assessment started being used as a means for educational reform due to the increasing awareness of the influence of testing on curriculum and instruction (Dietel, Herman & Knuth, 1991). Similarly, Reeves (2000) stated that “traditional assessment, which is generally called testing, is challenged by alternative assessment approaches”

Reeves (2000) believes the emphasis on authentic assessment is the ability of the learner to apply their knowledge and skills to real life situations. He further states that there are five main points in authentic assessment:

1. “It is focused complex learning.
2. Engages higher order thinking and problem-solving skills.
3. Stimulates a wide range of active responses.
4. Involves challenging tasks that require multiple steps.
5. Requires significant commitments of student’s time and effort.

Similarly, Simonson et al. (2000) discuss the several advantages of authentic assessment. First, they tend to simulate real-life contexts. Learners have opportunity to practise the authentic activities that they might encounter in real life. These activities allow them to transfer their skills to various real world related settings.

Second, collaborative working is encouraged. There are several types of authentic assessment which include performance assessment, portfolio assessment, self-assessment, face-to-face interviews, writing articles, story retelling, demonstration, projects/presentations, and observations.

The most used authentic assessment are performance assessment, portfolio assessment and self-assessment (Mueller, 2014). Authentic assessments have many potential benefits to students, teachers, and parents. These benefits include:

- Students assume active role in the assessment process.
- Authentic assessment can be successfully used with students of varying cultural backgrounds, learning and academic abilities.
- Ultimately, a more positive attitude toward school and learning may evolve.
- Authentic assessment promotes a more student-centred approach to teaching.

- Teachers assume a larger role in the assessment process than in the traditional testing programmes.
- Authentic assessment provides valuable information to the teacher on the student progress as well as the success of instruction.
- Authentic assessment is helpful for special needs students because it incorporates social and behavioural skills necessary both in and outside the classroom.
- Parents will more readily understand authentic assessment than the abstract percentiles, grade equivalents, and other measures of standardised tests (Mueller, 2014).



2.3.2 *Portfolios*

Students' portfolios are referred to as collections of student work and performance. The contents may include students' self-evaluation of the strengths and weaknesses of their work. A student portfolio as is described is "a systematic collection of student work and related material that depicts a student's activities, accomplishment, and achievements in one or more school subjects" (Venn, 2000, p. 530). A portfolio assessment is a form of authentic assessment in which students collect samples of their work in a portfolio to document their progress over time.

According to Paulson, Paulson, and Meyer (1991), portfolio is a purposeful collection of student work that exhibits the students' efforts, progress, and achievement in one or more areas of the curriculum. A student portfolio is a systematic collection of student work and related materials that depicts students' activities, accomplishments, and achievements 'in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal is to help students assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievement (Venn, 2000).

Mueller (2012) says portfolio is a collection of a student's work specifically selected to tell a particular story about the student. A process portfolio documents the stages of learning and provides a progressive record of the student's growth. A product portfolio demonstrates mastery of a learning task or a set of learning objectives and contains only the best work. Teachers use process portfolio to help students identify learning goals, document progress over time, and demonstrate learning mastery. Venn (2000) puts it that, in general, teachers prefer to use process portfolios because they

are ideal for documenting the stages that students go through as they learn and progress.

Due to the suitability of this assessment procedure, Venn states that it enable measurement of multiple dimensions of student progress by including different types of data materials. According to Wiggins and McTighe (2007) cited in Bekoe (2013), the importance of considering the intended purposes for developing portfolios, by establishing the targets for it use. An instructor can decide what kind of student work to incorporate, who should manage it, how often to review it, and more. The instructors regularly assign students to include writing samples, reflections, drawings, reading logs, student self-evaluation, and progress notes, visuals and audio clips, among the many.

According to Herrera et al. (2007), the common forms of portfolios contain best examples of students' work that illustrate their learning and progress. Also, Belanoff (1994) cited in Bekoe (2013) believes that portfolio assessment promotes participation and autonomy by allowing students to select the work on which they will be evaluated to reflect on them; to take risks with their writing, and to seek advice from peers. The result is that evaluation becomes a positive force to encourage growth, maturity, and independence, rather than a means of pointing out deficiencies.

In addition, portfolios are considered a good alternative to traditional forms of assessment because they incorporate the perspective of students and teachers about learning and assessment. Another significance of a portfolio is that unlike the traditional synoptic evaluations, such as the final examination or any standardized test that happens once, portfolios provide a longitudinal observation of student progress as

they show incremental gains in knowledge, skills, and proficiencies (Herrera et al., 2007).

Portfolios are also authentic because they are driven by classroom activities; in most cases, they reflect in-process adaptations to instructional methods and assessment, and they assess learning which motivates students (Herrera et al., 2007:32).

According to Mhlauli and Kgosidialwa (2016), students' portfolios are referred to as collections of student work and performance. The contents may include students' self-evaluation of the strengths and weaknesses of their work. A student portfolio as is described is "a systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects" (Venn, 2000).

Students are encouraged to create folders containing a student's impression and favoured work. World-wide more teachers favour the use of portfolios in all academic disciplines (Venn, 2000; Mueller, 2014). According to Mhlauli and Kgosidialwa (2016), the assumption is that student portfolios are useful as a support to the new instructional approaches that emphasize the student's role in constructing knowledge and understanding and the teacher's role in promoting students' learning. The use of a student portfolio in assessment enhances lecturer and students' involvement in evaluation. It is assumed that student portfolio assessment enhances motivation, assists lecturers with decision making, and is effective for reporting accomplishments and progress to parents (Elsworth, 2014; Mueller, 2014; Sonkushre, 2012).

Several studies have proven that students benefit from portfolios as they reveal the students' talents and skills. As students take part in the development of their

portfolios, analysing the criteria for what constitutes good work, and learning to evaluate their own work through guided reflective practices, students grow and develop in their knowledge and understandings (Venn, 2000; Elsworth, 2014). Venn (2000) cited in Mhlauli and Kgosidialwa (2016) outlines some of the advantages of student portfolios which include:

- Promoting student self-evaluation, reflection, and critical thinking.
- Measuring performance based on genuine samples of student work.
- Providing flexibility in measuring how students accomplish their learning goals.
- Enabling teachers and students to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
- Giving students the opportunity to have extensive input into the learning process.
- Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
- Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
- Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

The main advantage of a student portfolio assessment, according to Mhlauli and Kgosidialwa (2016), is to promote a dialogue between the lecturer and students about their work. Students are given an opportunity to discuss their work and encouraged to set goals regarding what has been accomplished and what needs to be done in future to sustain their achievements. Mueller (2014) suggests that students' portfolios often tell compelling stories of the growth of the students' talents and showcase their skills

through a collection of authentic performances. In any process of creating portfolios students are taught and encouraged to perform authentic tasks which show application of acquired knowledge and skills.

2.3.3 Performance based Assessment

Bekoe (2013) asserts that performance-based assessment is also seen as a form of technique used in assessing. Linn and Miller (2005) cited in Bekoe (2013) explain performance-based assessment as “snapshots of students’ learning in time, which provides a longer exposure with panoramic lens, or real-time video”. The idea that knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge, inspires the notion of performance based assessment. Performance assessment is frequently measured through the use of rubrics. These rubrics are "scoring guides with specific pre-established performance criteria" (Mertler, 2001).

McTighe (1997) feels that performance assessments "are better suited than traditional measures to measure what really counts: the application of knowledge, skills, and understanding in important real-world contexts" (p.1).

He offers six principles for performance-based assessment. • Establish clear performance targets that are linked to instructional goals.

- Strive for authenticity in products and performances.
- Publicise criteria and performance standards.
- Teach, model, and guide students through the strategies to be used.
- Use on-going assessments for feedback and adjustment.
- Document and celebrate progress.

Brualdi (1998) states that "the benefits of performance-based assessments are well documented, but teachers are hesitant to use them because they don't often know enough about them" (p.2). Using the work of Airasian, Popham, Stiggins, and Wiggins (2010) she offers guidelines for teachers

- Define the purposes of the performance-based assessment (what type of knowledge or skill and at what level.)
- The activity, whether formal or informal, must take into account time, resources, and amount of data needed.
- The criteria for evaluation must be clearly defined, identify the important components, and be observable and measurable.
- Rate the performance based on a rubric that reflects levels of achievement of each criterion.

Despite the large amount of support for alternative forms of assessment, Haertel (1999) cautions that, "regardless of the value of performance assessments in the classroom, a measurement-driven reform strategy that relies on performance assessments to drive curriculum and instruction seems bound to fail" (p.62). Any measurement driven accountability needs to have appropriate standards, adequate teacher preparation, limited extraneous demands and requirements, and sufficient resources.

2.3.4 Interview-based assessment.

Interview-based assessment is another form of alternative assessment that teachers use to gather data about students' experiences, interests, background, thoughts, beliefs, activities etc. Teacher-student interviews vary from highly structured to informal conversations. Teachers often document the thought and action of individual students

in the process of performing an activity as they learn from cooperative activities and the dialogue that occurs among the students (Bekoe, 2013).

2.3.5 Play based assessment

Play-based assessment is also a valuable assessment form that teachers can use at different grade levels. Examples include pre-school children who are learning the names of objects, language learners who can just barely explain things in the new language, and upper grade levels who role play or dramatize concepts from the literature, history, concurrent life situations, and politics (Herrera et al., 2007) cited in Bekoe (2013). In addition, Herrera et al. (2007) indicate that assessment can take place in any manner but it does not mean that authentic assessment merely happens in nontraditional ways.

2.3.6 Cooperative groups' assessment (group work)

Co-operative group assessment is seen as a form of alternative formative assessment. The concept of group work or teamwork varies, depending on the context (Bekoe, 2013). Bekoe also argues that recent recognition of collaborative or teamwork is increasing among education, realizing that strengths and skills of some students are well-defined when they are engaged in group activities such as cooperative learning or assessment. Herrera et al. (2007:38) assert that 'collaborative or group activities often culminate in projects or experiments that may or may not require oral or written reporting'. Herrera et al. (2007) note the complexity of assessing a cooperative group activity, in particular distinguishing an individual student's effort and the contribution he or she makes performing a group activity or project.

Assessing students in groups can be an effective method of promoting team building skills amongst students but also can save time for staff. Students value the skills

acquired through group work, as they can be reflected in employment. Group work allows a sense of academic community to be created as students from different backgrounds have the opportunity to collectively share their knowledge and learning. It can help quieter students feel less isolated as they can share their opinions in smaller groups, which develops their social skills. Communication between students allows peer assessment to take place, where students can collaboratively teach and learn from one another. (Gaur & Gupta, 2013).

Group projects allow students to overcome personal differences and to negotiate compromises to ensure the appropriate work can be delivered. Students become self-aware of their own contribution to a project, thus their self-confidence increases as they pinpoint their strengths, while being able to assess the efforts of their peers and provide them feedback for improvement. The realistic environment of group work also allows students to appreciate working with people of different skills, approaches and opinions. As a result, students take away the ability to co-operate well with others and develop effective working relationships.

2.3.7 Journal, and scaffold essays

Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's socio-cultural theory and his concept of the Zone of Proximal Development (ZPD). "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance" (Raymond, 2000:176).

Accommodative or scaffold authentic assessment may take various forms, including dialogue journals requiring students to write their thoughts about certain topics, or stories. Another form, scaffold essays, allows the instructor to simplify a complex

essay question by breaking it down into short answer questions. This is especially useful when assessing content information, because it reduces the stress of students who may assume that they will have to answer questions in an essay format (Berkowitz, Desmarais, Hogan, & Moorcroft, 2000) cited in (Bekoe, 2013).

2.3.8 Projects

Projects: Projects can be created individually or as a group. They can possess authenticity, real life related concepts as well as prior experience of the learners. Any type of method that display what student knows about a specific topic, i.e. development of plans, art work, research proposals, multimedia presentations, is considered as project. Problem-based learning requires learners to use their problem solving skills to respond to a given situation. For instance, they can be presented a scenario and asked to provide strategies or solutions. The task is assigned to either individuals or groups. They present with the findings they come up with in various forms, such as multimedia presentation, role-play, and written report (Simonson et al., 2000) cited in (Dikli 2010). The project assessment is the assessment of the tasks to be completed by students by period specific time. Completion of the task is in the form of an investigation carried out by learners ranging from planning, data collection, organization, processing, analysis, and data presentation. Three things to consider in the assessment of teachers is a project, skills of learners in choosing a topic, searching and collecting data, processing and analysing, give meaning to the information obtained, and write reports (Brown, 2004).

2.4 Traditional assessment

The term Traditional assessment is pencil-and-paper based test. The tests ask students to read or listen to a selection and then answer questions about it, or to choose or

produce a correct grammatical form or vocabulary item and it usually involves the skills. Traditional assessments are the conventional methods of testing which usually produce a written document, such as a quiz, an exam, or a paper. (Irawan, 2017).

Anderson (1998) points out that traditional assessment represents the best way for evaluating traditional teaching because traditional teaching is based on facts presentation and their reproduction. He also points out that traditional assessment is not suitable for use in contemporary teaching which is carried out as project work, research activity or discovery learning, and which promotes diverse learning styles and multiple levels of thinking.

In social studies, as in other educational-teaching processes, the teachers can detect the scope of attainments via various assessment and evaluation approaches. These approaches are generally grouped into two subcategories as “traditional” and “alternative” assessments and evaluation. Traditional assessment and evaluation is an approach which includes assessment tools generally focusing on attainments in intellectual abilities, that is a focus on the cognitive area (ÇalŖukan & Yiittir, 2008). Open-ended, short answer, true-false, multiple choice and matching tests are accepted as traditional assessment and evaluation tools (ÇalŖukana & KauŖkç, 2010).

According to Bailey (1998) cited in Dikli (2003), traditional assessments are indirect and inauthentic. She adds that traditional assessment is standardized and for that reason, they are one-shot, speed-based, and norm-referenced. Law and Eckes (1995) emphasize the same issue and state that traditional assessments are single-occasion tests. That is, they measure what learners can do at a particular time. However, test scores cannot talk about the progression of child. Similarly, they cannot tell what particular difficulties the students had during the test.

Law and Eckes (1995) are of the opinion that most standardized tests assess only the lower order thinking skills of the learner. Similarly, Additionally, traditional assessment tools require learners to display their knowledge in a predetermined way (Brualdi, 1996). Traditional assessment also named with standardized tests and traditional assessments often use the following types of questions – true/false, multiple choice, matching, short-answer, fill-in-the-blank, and essay. “Traditional assessment can be defined as evaluations that include standardized and classroom achievement tests with mostly closed-ended items, such as true/false, multiple-choice, and fill-in-the blanks” (Belle, 1999, p. 8).

Assessing the student success in traditional assessment argued to create the product. Generally, assessment in traditional methods is implemented in a way of focusing mainly on products independently of the education process and the types of traditional assessment are importance. Constructivist learning on assessment and evaluation is the part of education process and it takes a part in all important points not only in the beginning but also in the end of the education process (Kihc, 2012).

2.5 Traditional assessment tools

The traditional assessment tools that are mostly used include multiple-choice tests, true/false tests, short answers, and essays.

2.5.1 True/false tests: True/false items require students to make a decision and find out which of two potential responses is true. Since they are easy to score, it is easy to administer true/false tests. However, guessing might increase the chance of success by 50%. Especially, when the test item is false, it is quite hard to find out whether the student really knows the correct response. One possible solution is to ask student to

provide with an explanation for the incorrect item or rewrite the statement correctly. However, this affects the ease in scoring negatively (Simonson et al., 2000).

2.5.2 Multiple-choice tests: according to Bailey (1998) cited in Dikli (2003), multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons:

1. They are fast, easy, and economical to score. In fact, they are machine scorable.
2. They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests.
3. They “look like” tests and may thus seem to be acceptable by convention.
4. They reduce the chances of learners guessing the correct items in comparison to true-false items.

Simonson et al (2000) outlined the disadvantages of multiple choice tests. They claimed that depending on the level of cognitive effort, they become harder and more time consuming to create. In other words, multiple choice items can be used effectively in testing the items that demand low level of cognitive effort such as recalling previously memorized knowledge, yet items that require students to use higher order thinking skills such as analyzing and synthesizing are more difficult to produce.

These tests can assess large numbers of students in a short time whilst challenging their knowledge on different aspects of the course. This time efficiency can be further increased by the use of computerized Multiple-Choice Questions (MCQ), as they can be accessed anywhere at any time. They are also helpful as summative assessments as marks are instantaneously shared through an automated system, granting students

immediate feedback to improve on. Furthermore, research demonstrates that some students prefer MCQs over essay based examinations as they low their level of anxiety facing exams. The perception that MCQs are easier to prepare for, alongside the knowledge that there are pre-determined choices where the right answer is already written down, as well as an increase in the perceived higher success from answering questions correctly by chance, reduced anxiety levels before an examination (Struyven et al., 2005).

Academics constructing MCQ papers must have good writing skills, knowledge of the objectives and understand the content fully in order to link these to the questions asked (Vyas & Supe, 2008). Some notable errors made in MCQ's are that there are more than one correct answer or no correct answer given as an option, uneven length of options, negative questions and the use of 'all of the above' or none of the above'. Implausible options can all threaten the validity of the assessment. (Vyas & Supe, 2008) Another common issue is negative marking, where students are marked down for not answering a question as opposed and/or answering it incorrectly. (Brady, 2005) These issues demonstrate a need to review whether MCQs are an effective way of measuring the understanding of learning outcomes for subject areas that require demonstration of broader skills such as analysis and critical thinking.

2.5.3 Essays: Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical due to the fact that it is very difficult and time consuming to score the essays (Dikli, 2003). Moreover, subjectivity might be an issue in scoring. Creating a rubric might be helpful to grade the essays (Simonson et al., 2000).

2.5.4 Short-answer tests: In short-answer tests, “items are written either as a direct question requiring the learner fill in a word or phrase or as statements in which a space has been left blank for a brief written answer” (Simonson et al., 2000). In addition, the questions need to be precise. Otherwise, the items that are open to interpretations allow learners to fill in the blanks with any possible information (Simonson et al., 2000). Short answer questions (SAQ) are open ended questions requiring students to create an answer. Generally, short answer questions only test basic factual knowledge and are marked based on students’ responses that meet targets.

It can be contended that short answer questions equip students with the ability to handle real world problems, particularly when scenarios are used and are then followed by asking SAQ. Klemmer et al. (2014) argue that real world scenarios are open ended, just as short answer questions are, which require communicating appropriate responses. Therefore, this assessment method encourages logical and reasoning skills that other assessment formats lack (Hift, 2014).

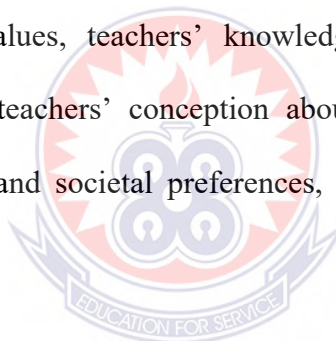
Marking between examiners will be consistent and can be computerised to maximise efficiency (Thomas, 2003). A good SAQ is be able to challenge students in a fair manner whilst being focused on a specific subject or knowledge area.

Arguably, the biggest disadvantage to SAQ’s is that they are unable to test deeper cognitive skills such as critical thinking or problem solving. The purpose of SAQ’s is rather to assess levels of recall and comprehension and develop students’ ability to organise their points in a succinct manner while leaving long essays an opportunity to demonstrate complex thinking (Maxwell, 2010). However, it does acknowledge the importance of learning facts. SAQ’s are challenged by course content as they are only

able to be used where short responses are appropriate, making it difficult to assess complex topics. This has the potential of not fulfilling intended learning outcomes or omitting certain aspects of the syllabus. Therefore, students are unable to demonstrate breadth of knowledge and understanding, and consequently learn topics only at a surface level.

2.6 Factors that Influence Teachers' choice of assessment techniques

Teachers' decision making about Assessment is influenced by many internal and external factors (McMillan, 2003). The internal factors are related to teachers' personal and professional values and can change from one teacher to the other. According to Izci (2016), factors that affect the teachers' choice of assessment include teachers' beliefs and values, teachers' knowledge in assessment, teaching and professional experience teachers' conception about the topic, school context and internal policy, cultural and societal preferences, external examination, curriculum developers etc.



2.6.1 Teachers' Beliefs and Values

Teachers' beliefs and values about learning, teaching, and assessment are vital to change teachers' assessment practices and influence their assessment practices (Izci, 2016). In the view of McMillan (2003) teachers' beliefs and values including their supports for students' success, their willings to provide various centered views of learning, emphasize students control and management as an issue. on the other hand, research has shown that teachers, who held positive attitude towards the role of assessment in students, are more likely to incorporate formative assessment into their practices (Richardson, 1996).

2.6.2 Teachers' conceptions/understanding in assessment

Teachers' decisions making about assessment is, also affected by teachers' conception of assessment which impact the choice of their assessment (Remessal, 2007). According to Chow and Leung (2011), teachers' conceptions of assessment have been defined in four aspects: assessment role in learning, assessment role in teaching, assessment role for certification and assessment role in the accountability in learners' achievement.

Yung (2006) cited in Izci (2006) argued that conceptions of teachers applying classroom assessment and found out that teachers who highlighted the assessment of learning concept regarded assessment and the teaching as different activities and less likely to adopted formative assessment. Izci (2006) however, outlines the following as the factors that influence teachers' choice of assessment:

- Teaching and professional experiences.
- School context and internal policy.
- External examination.
- Curriculum developers.
- Resources related factors.
- Nature of classrooms and number of students in a class.

2.6.3 Curriculum goals and objectives

According to MCMillan (2002) and Mager, 1990 cited in Ngaaso (2015) opine that it has been argued that to ensure the collection of comprehensive and complete data on students' learning, assessment must be made to reflect the intents of the curriculum of the programme in which the learners are engaged. Ngaaso (2015) argues that the goals and objectives serve as the benchmarks against which the success or failures of the teaching and learning process can be measured. In the same view, Phye (1997)

cited in Ngaaso (2015) explains that assessment in education is a process that enables the assessor to establish the extent to which learners have attained the goals and objectives set out for them.

2.7 The Goals and Objectives of Social Studies curriculum

Despite the different opinions expressed by experts of Social Studies about what the subject is, there is consensus among them regarding the goal of the subject. The term goal that is been used interchangeably with the word purpose refers to the long-term expectations of social studies as distinct from objectives that are more specific and with short term expectation (Ngaaso, 2015).

Adzahlie-Mensah and Abrefa-Gyamfua (2018) assert that the question of citizenship has emerged strongly following emerging consensus that Social Studies takes citizenship education as its main goal. They further argue that Social Studies as citizenship education seeks to develop citizens to become politically aware, socially competent and civically responsible. Even though the social studies goals of knowledge, skills, values and attitudes are selected from the vast array of knowledge, skills, values and attitudes in the world, the criteria for selecting these are rooted in the degree to which they foster the primary objective of social studies in Ghana, that is, the development of “good citizens” in a democracy.

Furthermore, one’s conception of citizenship as it relates to the Ghanaian society is of paramount consideration. Thus, Social Studies and citizenship education would be fundamentally different for a socialist country like Cuba from a democratically governed country like Ghana. The point is that social studies and citizenship education are context specific (Ayaaba, Eshun & Bordoh, 2014).

According to Rinsinger (1997), from all the arguments, journal articles, and convention speeches, it is clear that the term citizenship education lies at the heart of Social Studies. In the same vein, the National Council for the Social Studies (NCSS) in addition to leading experts of Social Studies have all identified citizenship education as the major and over-riding goal of Social Studies (Ayaaba, 2011). Citing a critical example, Martorella (1994) asserts that the enduring goal of Social Studies is the development of reflective, competent and concerned citizens.

According to Oduma and Poatob (2016), the subject is in the curriculum to inculcate responsible citizenship in the learners to fit into the society. They argued that the subject seeks to help learners acquire relevant knowledge, skills, attitudes and values that are vital for the development and maintenance of social cohesion and stable democratic society. Ross and Marker (2005) remark that, the very lack of agreement regarding the purpose of the field, perhaps more than any other characteristics has become the hallmark of social studies. They added that social studies educators have always pitched a big tent, with plenty of room for diverse perspectives, and the response to conflicts over goals has most often been to look for how we could all just get along. This view is given weight by Ravitch (2003) when she stated that over the time, the leaders of the field social studies have frequently wrestled with their goals and purposes.

It is therefore no wonder that Whelan (2001) comments that the disagreement has become so adversarial as to threaten the field with factionalism, thereby undermining the pluralism from which social studies has frequently benefited. While it appears there is no agreement among social studies educators over what the goals of social studies are, it is generally agreed that the primary pedagogical goal of social studies is

to support students as they come to understand their world and have urgency as citizens). The main goal of social studies therefore is to promote citizenship education. Some authors however, have questioned the status of citizenship education as the main purpose of social studies. They argue that the term citizenship has not been clearly defined as goal of social studies (Longstreet & Shane, 1993).

In reaction to the above reasoning by the social studies sceptics, Banks (1990) writes that citizenship education is the primary focus of social studies in the school curriculum which promotes desirable participatory citizenship. According to Banks, while the other curriculum areas also help students to attain some of the skills needed to participate in a democratic society, the social studies is the only curriculum area which has the development of civic competencies and skills as its main goals.

Subscribing to this view Tamakloe (1991) cited in Oduma and Poatob (2016) says that the main goal of social studies is to help students to be able to make informed decisions for the purpose of resolving personal problems and influencing public policy. To him, these are important for the realization of the aims of citizenship.

Ross and Marker (2005) state that the purpose of social studies is citizenship education aimed at providing students opportunities for an examination, critique and revision of past traditions, existing social practices and model of problem solving.

Martorella (2001) sums it up by saying that: 'the basic purpose of social studies curriculum across the grade is to develop reflective, competent and concerned citizens. Reflective individuals are critical thinkers who make decisions and solve problems. Competent citizens possess a repertoire of skills to aid them in decision making and problem solving. Concerned citizens investigate their social world, identify issues as significant, exercise their responsibility as members of a social

community. By thinking reflectively, students are able to apply the best course of action among alternatives. Reflective thinking therefore disrupts prejudices and deliberates on issues that are fair to everyone concerned (Parker, 2003). Since citizenship is the central purpose of social studies as well as the bedrock upon which school function (Hamot, 2000).

Hamot (2000) is of the view that since citizenship education is the central purpose of Social Studies as well as the bedrock 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 the 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”. 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”. 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.

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). 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.

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. In view of this, Risinger (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). 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.

The general objectives of the subject are not context specific. According to Odumah and Poatob (2016), the general objectives of the subject are those objectives that are universal and apply to all nations where the subject is studied. According to Fenton (1967) cited in Odumah and Poatob (2016), the general objectives of Social Studies are:

- a. Acquisition of relevant knowledge.
- b. The development of problem-solving skills.
- c. The development of appropriate attitudes and values.

However, there are specific objectives the subject seeks to address in Ghana. According to Odumah and Poatob (2016), the following are the specific objectives:

1. To develop the ability to adapt to the developing and ever-changing Ghanaian society.
2. To develop positive attitudes and values towards individual and societal issues.

3. To develop critical thinking skills and analysis.
4. To develop national consciousness and unity.
5. To develop enquiring and problem-solving skills for solving personal and societal problems.

To become responsible citizens capable and willing to contribute to societal advancement DuBey and Barth (1980 cited in Poatob and Odumah (2016) maintains that Social Studies objectives for post primary education. According to Barth (1983) the social studies builds around four capacities and this is given weight by Banks (1990); Parker and Jaromelik (1997); Martorella (2001) and NCSS (2006). These four capacities are acquisition of knowledge, acquisition of skills, development of desirable attitudes and values, and civic participation. Each capacity uniquely leads to responsible citizenship as they mirror the essential ingredient that characterizes sound social studies education. Knowledge, skills and values which will prepare them to take appropriate civic action as individual or as members of groups devoted to civic improvement.

Gaining knowledge is an integral part of citizenship skills which allows for reflective decision making. According to Taba (1962), knowledge of any sort is an index of one's acquaintance with reality. As an individual increases his knowledge he also increases his understanding of the world around him. Often, the maturity and intelligence of an individual are judged by the amount of knowledge, he possesses (p.212). Galston (2001) agrees by positing seven important links between knowledge and citizenship. Civic knowledge helps citizens understand their interest as individuals and members of groups. The more knowledge we have, the better we can understand the impact of public policies because:

- a. Civic knowledge increases the ideological consistency of views across issues and time.
- b. Unless citizens possess a basic level of civic knowledge, it is difficult to understand political events or integrate new information into an existing framework.
- c. General knowledge can alter our view on specific public issues.
- d. The more knowledge of civic affairs the likely [citizens] are to experience a generalized mistrust of, or alienation from civic life.
- e. Civic knowledge promotes support for democratic values.
- f. Civic knowledge promotes political participation (p. 223-224).

From the above quotations it is discernible that if students are to make reflective decisions and participate fully in their civic communities, they must build knowledge in order to understand how things work within the society in which they find themselves. It is therefore clear that a rich store of knowledge is an essential base to citizenship. In addition to knowledge, skill goals are essential to social studies teaching; they identify in particular what students will be able to do. Skills goals, according to Banks (1990), can be categorized into four groups; these are thinking skills, inquiry skills, academic or study skills and group skills.

Thinking skills: this include the ability to gather and analyze information before making a decision. According to Banks(1990), thinking skills include the ability to conceptualize, interpret, analyze, generalize, apply knowledge and evaluate knowledge. Thus through thinking skills, students are able to act constructively by evaluating evidence through rational conclusions.

Inquiry skills: These skills include the ability to formulate scientific questions and hypothesis to collect data and to use the data to test hypothesis to derive generalization. Inquiry raises the curiosity of students and prompts them in seeking further explanation to questionable situations.

Study skills: Studying is the way people learn new ideas. In social studies, these include the ability to locate, organize and acquire information through listening and observing, communicate orally and in writing, read and interpret maps. Through study skills, students make sense of new ideas for meaningful understanding of issues.

Group skills: These include the ability to perform effectively both as a leader and as a follower in solving group problems, to use power efficiently, and fairly in group situation, to make useful contributions to group progress to communicate effectively in a group and to resolve controversy in groups (Banks, 1990).

Attitudes and values: An important area of human development is attitude and values which are mainly concerned with the affective domain. Attitudes in particular affect how people evaluate situations. Positive attitudes allow people to view human conditions from a variety of perspectives. Values on the other hand, constitute essentials of human relations, patriotism, respect of dignity; hard work and right of others provide an area of reflective development. Since values are so central to decision making it beholds schools to teach students to think critically about issues affecting society by analyzing events both past and present, to bring harmony within society.

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 purpose, goals and objectives .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 Summary

In conclusion, the literature reviewed indicated some gaps which this study sought to fill. One, it was identified from the study that there is not much study on teacher conception on assessment, this study sought to fill that gap. Also, from the literature, it was identified that most of the works did not cover assessment techniques employ by teachers and their relations to the goals and objectives of Social Studies. It was further evident that little is known about the influence of Profile dimension of teacher assessment choice. This study therefore sought to fill that gap.

From the foregoing, it means that Social Studies teachers have the sole responsibility of training students not only to develop their knowledge and skills but also affective aspect of the individual, these are reflection of good citizens which Martorella (2001) refer to as effective citizen. Martorella argues that the general purpose of the social studies should be citizenship education; the objective is to produce reflective, competent and concerned citizens who are critical and have an inquiring mind.It must be emphasized that knowledge, skills, attitudes and values gained, provide gateway for active community participation.

Social Studies teachers should therefore provide active teaching strategies to facilitate the development of students as responsible individuals., when teachers help students to gain knowledge, process information, develop the skill to examine values, and

finally apply knowledge through an active civic participation, then social studies is taught as citizenship education. To be able to achieve this it is very important for every teacher to have in depth knowledge in assessment and its practices. Every study must be grounded in theory. Due to the nature of this study, the theory that underpinned this study is the constructive learning theory.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on methods that were employed in the research process and how they were applied. The items under this chapter included; the philosophy, research approach, research design, sample and sample procedure, data collection techniques, trustworthiness and the ethical issues of the study.

3.1 Paradigm and Philosophical Underpinnings of the Research Approach

In this study, the interpretivist philosophy was adopted. Rehman and Alharthi (2016) argue that the interpretivist believe in socially constructed multiple realities. Truth and reality are created, not discovered. It is not possible to know reality as it is because it is always mediated by our senses. Interpretive epistemology is subjective. External reality cannot be directly accessible to observers without being contaminated by their worldviews, concepts and backgrounds, among others. Individuals interact with other individuals and society and ascribe meaning and names to different social phenomena. Interpretive methodology requires that social phenomena be understood “through the eyes of the participants rather than the researcher” (Cohen, Manion, & Morrison, 2007, p.21). Rehman and Alharthi (2016) stated that interpretivists collect mostly qualitative data from participants over an extended period of time, as in case studies. The approach to analysing data thus generated is inductive, i.e. the researcher tries to discover patterns in the data which are collapsed under broad themes to understand a phenomenon and generate theory (Creswell, 2014).

3.2 Research Approach

The qualitative research approach was used for the conduct of this research work. Qualitative research model provides detailed information about a phenomenon. It can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information (Hoepfl, 1997). The choice of this approach was to enable the researcher to make an in-depth study of the topic.

3.3 Research Design

According to Creswell (2009), a research design is a plan or blueprint that specifies how data relating to a given problem should be collected and analysed. Arthur (2012) holds the view that, research design indicates the overall plan the researcher uses to collect data in order to answer the research questions including the specific technique he would use to analyse the data. She emphasises that it spells out the basic strategies to be adopted to collect valid information and how they will be interpreted. Research design is concerned with the method or plan for conducting the research.

A descriptive case study was adopted to offer the researcher the opportunity to do an in-depth investigation of the study through a long dialogic process. According to Kusi (2012) , a case study aims to understand the case in-depth, and in its natural setting, recognising its complexity and its context. This study made use of a case study to unravel Social Studies teacher assessment techniques and how they reflects the goals and the objectives of the in the Kumasi Metropolitan Assembly with the intent of employing the data to justify the current condition and practices and to make intelligent and appropriate recommendations to improve them.

3.3 Setting of the Study

This study covered the Senior High Schools in the Kumasi Metropolis. The Metropolis has nineteen (19) public senior high schools (Kumasi Metro Education Directorate, 2015). The metropolis was chosen because its share similar characteristics.

3.4 Population of the Study

The population for this study covers the nineteen (19) public in the Metropolis with a total population of 270 teachers teaching Social Studies (Kumasi Metro Education Directorate, 2015). The target population was the Social Studies teachers in the public schools who have taught for five (5) years and above because those teachers have had enough teaching experience in social studies and were in a position to provide the necessary in-depth information for the researcher to achieve the set out objectives for this study.

Moreover, teachers in the public schools are experienced and well trained and employed by the government and therefore they are able to provide responses that are suitable for the study as compared to those in the private schools.

3.5 Sample and sampling technique

The Kumasi Metropolis was conveniently selected on the grounds that; it harbors the larger number of public Senior High Schools in the Ashanti Region (19 public SHS).

The non-probability sampling technique that is purposive sampling technique was adopted in selecting four (4) schools from the nineteen (19) public Senior High schools in the Metropolis.

The typical case sampling type of purposive sampling was used to select the Social Studies teachers from the four (4) Senior High Schools in the Metropolis. since they have taught over five (5) years. Moreover, those teachers have had enough teaching experienced in social studies and were able to provide the necessary in-depth information for the researcher to achieve the set-out objectives for this study. This was because these teachers were experienced enough and were suitable for the study. The saturation sampling techniques was used to determine the sample size. As a result of this, twelve (12) teachers were interviewed.

3.5 Research Instruments for Data Collection

The instruments used for the study were interview and observation guide. In addition to this, teachers' assignment or project assessment items were selected for the analysis. (See Appendix D).

3.5.1 Interview guide

For the purposes of this research, in depth interviews were used. A semi-structured interview was used to collect data. Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Biggam, 2011). Semi-structured interview guide was used for data collection. Because, with semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered.

3.5.2 Observation

Another instrument employed for the data collection was the observation guide. It is an appropriate data collection instrument because according to Babbie (2007), it enables the observer to study a phenomenon in its reality and also gather firsthand data. As a result, the researcher was able to track information about the teachers'

knowledge in assessment. Specifically, direct observation was employed for the study.

The researcher, therefore, used observation guide to gather data on Social Studies teachers' assessment techniques. Specifically, the classroom observation protocol focused on the kind of assessment techniques and tools employed by teachers. This instrument offered the researcher the opportunity to compare the information provided by the participants in the interview and how they apply the assessment techniques in the classroom. The lesson of the twelve respondents were observed twice and this lasted three weeks. The first and the second lessons were observed between 21st and 25th February, 2022 and 4th to 12th May, 2022 respectfully.

Teacher' assessment task for the first and the Second observations were collected and analyzed with the assistance of the observation guide. The guide was designed and used to identify the content area and objectives each assessment item was intended to address. After this, the performance indicator of each item was interpreted with the assistance of the profile dimension(s).

3.6 Trustworthiness

The researcher used trustworthiness to ensure the authenticity of the findings. Speziale and Carpenter (2011) describe trustworthiness as establishing the validity and reliability of qualitative research. Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Trustworthiness in this study was used to establish that the research findings are worth paying attention to. The issue of trustworthiness of the study was discussed in terms of the criteria provided by Lincoln and Guba (1985), namely: credibility, transferability, dependability and confirmability. These criteria were used to evaluate the study's

overall Truth value, Applicability, Consistency and Neutrality. Because it is theoretically well developed and widely used by qualitative researchers, this model for determining the trustworthiness of qualitative research was chosen.

3.6.1 Credibility

Credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba, 1985, cited in Miles & Huberman, 1994). Participants' recognition of the reported research findings as their personal experiences demonstrates credibility (Speziale & Carpenter, 2011). Lincoln and Guba (1985) state that in order to obtain trustworthy information from participants, an investigator must engage in a prolong engagement with a site and become involved with it long enough to discover and account for data distortions that could otherwise occur. As a result of this, an ample time was spent with the interviewees to build a good and trusting relationship with them throughout the interview. Credibility was also established mainly through member checking and individual debriefing.

To ensure the credibility of the research findings, recorded tapes of individual interviews were played back to participants and written transcriptions of the interviews were given back to the interviewees to check whether what were transcribed were true reflection of their responses. They were allowed to offer comments on whether or not they feel the data was interpreted in a manner congruent with their own experiences. Gaining feedback on results from the participants increases credibility.

3.6.2 Transferability

Transferability is the degree to which the results of a research study or an experiment can be generalised to other groups, settings or situations (Lincoln & Guba, 1985). The transferability of the present study was ensured by rich description and reporting of the research process. The researcher used thick descriptions to substantiate and illustrate assertions made by individual participants to illuminate the context. Participants' statements during interviews were quoted verbatim in order to convey their true emotions and opinions. During the interviews, participants were probed further when the need arose for clearer explanations and deep understanding. Detailed descriptions of participants' characteristics and settings under which data was collected have also been made. The researcher discussed thoroughly the research methods and procedures and followed them accordingly during and after data collection. Also, in ensuring the trustworthiness of the study, the transcribed data were given to the participant for validation and exposed the study to the supervisor and other researchers for constructive criticisms.

3.6.3 Dependability

Dependability is practically equivalent to reliability, which is, the consistency of observing the same finding under similar circumstances. As indicated by Merriam (2015), it alludes to the degree to which research findings can be duplicated with comparative participants in a comparative setting. It stresses the significance of the researcher representing or depicting the changing context and conditions that are fundamental to consistency of the research result. According to Merriam (2015), dependability is problematic and impossible as human behavior is not static; is very logical and changes persistently relying upon different affecting variables. Dependability of qualitative research findings corresponds to reliability of findings in

qualitative research (Merriam & Associates, 2002 cited in Kusi, 2012:103). Quality control measures were instituted for data collection from participants. The researcher had a personal interaction with the interviewees from whom the data was collected through clear and unambiguous questions.

3.6.4 Confirmability

Confirmability is the degree to which the research findings can be confirmed by others. It is analogous to objectivity, that is, the extent to which a researcher is aware of or accounts for individual subjectivity or bias. Confirmation can be helpful to confirm one's interpretation of the findings with respondents and which is called respondent validation. Triangulation of findings with data from different sources and methods can help confirm the validity of the interpretation (Moser & Korstjens, 2018). Tracy (2010, p. 73) "argues that auditing could also be used to establish confirmability in which the researcher makes the provision of a methodological self-critical account of how the research was done. In order to make auditing possible by other researchers, it is a good idea that the researcher archives all collected data in a well-organised, retrievable form so that it can be made available to the reader or participants if the findings are challenged". The general methods and procedures of this study have been explicitly described in detail and can be corroborated by others. The researcher was also aware of personal assumptions, biases and subjectivity that could easily affect the outcome of the study. As a result, the researcher placed himself on an neutral ground, seeing his respondents as autonomous beings in order to obtain an accurate data void of biases so that my insider positionality did not affect the data collected.

3.7 Data Collection Procedure

A letter of introduction was taken from the Department of Social Studies Education, University of Education, Winneba. This letter was sent to the headmasters, headmistress and the social studies teachers within the selected senior high schools in the Metropolis. Based on the letter of introduction, a selected Social Studies teachers within the selected senior high schools were taken and those teachers were contacted with letters and mobile phone calls. Afterwards, the researcher booked an appointment with the sampled teachers, which was scheduled on the 7th February, 2022 and 11th February, 2022. The purpose of the study was stated in the letter and co-operation of the school authorities and teachers was sought. Respondents were also assured of anonymity with instructions on confidentiality of any information given by them on the interview guide.

The researcher also used observation guide to gather data on Social Studies teachers' assessment techniques. Specifically, the classroom observation protocol focused on the kind of assessment techniques and tools employed by teachers. This instrument offered the researcher the opportunity to compare the information provided by the participants in the interview and how they apply the assessment techniques in the classroom. The lesson of the twelve respondents were observed twice and this lasted three weeks. The first and the second lessons were observed between 21st and 25th February 2022 and 4th to 12th May, 2022 respectfully. The interview and the observations were conducted and observed by the researcher himself.

3.8 Data Analysis

The data was organized into various themes and categories based on the research questions of the study such that each section provides answer for each of the research

questions. The study analysed the data that emerged from the interview and personal observation during the study concurrently by using thematic analysis. It helps the researcher closely examine the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly.

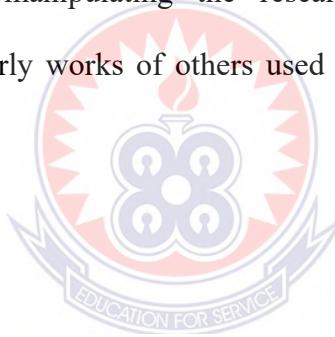
In this work, the researcher followed Braun and Clarke's (2006) 6-step framework of thematic analysis which involves collecting data, becoming familiar with the data by reading and re-reading transcript, listening to audio recording, generating labels to represent important features, identify ideas and concepts, and search for themes as coherent and meaningful pattern the data and define the nature of each theme and weaving together the analytic narrative and vivid data extracts to inform the findings.

The researcher collected the data using a recorder. The conversations were then transcribed for analysis by discerning patterns. In order to familiarize with the raw data before analysis, the researcher read through the full data set, that is, the interview transcripts. The transcripts were then coded into broad themes based on the research objectives and interview question. In analyzing the data, the researcher often quoted verbatim what the respondents said to avoid biases. This was an indication that the researcher did not influence the work by virtue of the researcher's position. With the observation, the researcher checked what was observed and transformed it manually into tables for easy presentation and analysis.

3.9 Ethical Considerations

This study upheld high ethical standards throughout the entire research process pursuant to guidelines of the general research ethics of the University of Education, Winneba. This was achieved through informed and voluntary consent by the research participants, confidentiality of information provided and anonymity of respondents in

results presentation. Before data were collected, introductory letters were issued to required parties (Heads of various schools) and duly informed of the purpose of the research and the role they can play to facilitate the successful collection of data. They were informed of the strict confidentiality of the information they provided and also assured of the anonymity of their personalities in presenting the research report. During the data collection process, participants were contacted, and they willingly provided the necessary information without any form of influence or coercion. Also, names of the respondents were not written on the data collection instrument that could reveal their identities during the data gathering process that is pseudo names were provided. The researcher also showed honesty and accuracy in the presentation of results by not falsely manipulating the research data. The study also duly acknowledged the scholarly works of others used by citing them in the in-text and reference list.



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

The study sought to examine Senior High School teachers' assessment practices in social studies in selected schools in the Kumasi metropolis. It sought to discover the kind of assessment techniques employed by the Social Studies teachers in the Senior High Schools and whether these techniques reflect the goals and objectives of Social Studies. This chapter, therefore, presents the findings, discussion collected from the interviews and observation from the respondents. The data gathered were abridged into several themes to ensure easy analysis and interpretations. The analysis was supported by existing works and theories. To ensure the interviewees' anonymity, the researcher labelled respondents with names such as (Ama, Kofi, Yaa etc). Below are the research questions that buttressed the data collection:

1. What are Social studies teachers' conception of assessment in Social Studies?
2. What assessment techniques do Social Studies teachers use in Social studies classrooms?
3. What factors influence the choice of assessment techniques employed by Social Studies Teachers in Senior High School in Kumasi Metropolis?
4. How do teachers' assessment practices reflect the goals and objectives of the Social Studies subjects?

4.1 Demography of Respondents

Table 1: Sex Distribution of Respondents

Gender	Frequency	Percentage (%)
Female	4	33
Male	8	67
Total	12	100

Source: Field data (2022)

The study results in the table above shows that out of the 12 respondents interviewed, the males were in the majority of 8 (67%) and the females of 4 (33%). This is a clear indication that there were more male teachers than female teachers involved in the study. This supports the earlier notion by Casely-Hayford (2007), that females prefer other professions to teaching, hence generally there are more male teachers in Ghanaian senior high schools than female teachers. However, it contradicts Poatob (n.d.) who also found out from his research on in-field and out-of-field teachers teaching social studies in the Cape Coast Metropolis that the number of the males teaching Social Studies as observed by the researcher outnumbered the females. This clearly means that one cannot make general conclusion with regard to female and male teachers in the senior high schools in Ghana instead the setting of the study has much influence on the outcome.

4.1.1 Area of specialisation of responds

The rationale behind this is that the competency in teaching Social Studies depends largely on sound understanding of its philosophy (Akinloye, 2003).

Table 2: Area of specialisation of responds

A	Frequency	Percentage (%)
Social Studies	8	66.7
Sociology	4	33.3
Total	12	100

Source: Field data (2022)

From the above' it can be concluded that the number teachers with Social Studies specialisation outweigh the teachers with a different specialisation. This finding contradicts earlier observations made by Rossenfield (2004) that Social Studies teachers receive fewer professional development opportunities than teachers in other disciplines. However, it supports Rice's (2003) position that teacher content knowledge in the subject area taught contributes to his her effectiveness.

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. This also suggests that there is the tendency for teachers to teach such topics in the subject ineffectively since they do not have enough content knowledge in the subject. These topics are also the character, attitude as well as value teaching topics.

4.1.2 Work Experience of Respondents

Teacher experience has great influence on students learning outcome. 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.

Table 3: Work Experience of Respondents

Length of experience	Frequency	Percentage (%)
1-5 years	2	16.7
6-10 years	2	16.7
11 years and above	8	66.6
Total	12	100

Source: Field data (2022)

Deducing from the findings presented with the table above, the majority of the respondents have at least 11 years of teaching experience. This indicates that the respondents used in this study have enough teaching experience in social studies and were in a position to provide the necessary in-depth information for the researcher to achieve the set-out objectives for this study. 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 those 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 other things being equal.

4.2 Teachers' conceptions of assessment in Social Studies

The assessment of teachers' conception of the nature of classroom assessment is deeply rooted in the realization that all pedagogical acts, including teachers' perceptions and evaluations of student behavior and performance (i.e., assessment),

are affected by the conceptions teachers have about many educational artefacts, such as teaching, learning, assessment, curriculum, and teacher efficacy (Brown, 2004).

It is understood from these arguments among educationists that in the holistic assessment of school effectiveness, issues like teachers' conceptions of classroom assessment should not be overlooked. This call gives credence to the concept of classroom assessment. In fact, Stiggins (2010) advocated that teachers are required to have solid and a comprehensive understanding of classroom assessment so as to develop a balanced approach to assessment for learning and assessment of learning.

In doing so, the research question was used to establish the Social Studies teachers' 'conception of assessment. After the interview with the twelve (12) respondents, the following themes emerged *improvement of teaching and learning, certification, accountability of teachers and schools,*

4.2.1 Improvement of teaching and learning

Analyses of the interview data have shown that Social Studies teachers had varied opinions on their perception of classroom assessment in their schools. One of the themes that emerged from the data analysis is improvement of teaching and learning. In responding to the teachers' conception of assessment in Social Studies.

One teacher had this to say:

As a teacher, I think the motive of conducting classroom assessment is to find out what I have achieved in terms of my objectives set for the students. It is a means of judging the progress of my students in terms of their learning. Sometimes yes, it also a way to improve teaching but I think it is primarily for knowing how-far our students have gone (Ama, 2022).

In consonance with this, another participant stated that:

I conduct classroom assessment to know areas about my teaching that need modifications. It is a means for me the teacher to reflect on my methodologies

in order to enhance understanding among my students. So basically that's my take on classroom assessment (Kofi, 2022).

Another participants added that:

Every assessment requires collection of data irrespective the subject ones teach. after every lesson, I collect the data, analyses the data collected to see whether my student really got the concept. This will help me to decide whether there is the need to vary my teaching style or not. (Eric, 2022).

It can be deduced from the above responses that these teachers perceive assessment in Social Studies as a way of improving teaching and learning activities. It was also discovered that the purpose of classroom assessment is to find out the progress of his students. These findings confirm Frey and Schmitt's (2010), asserts that classroom assessments relate to the unending teaching process which enjoins teachers to promote students' learning by ascertaining students' current level of learning and adjusting teaching to aid the students in reaching their desired learning goal. Reynolds, Livingstone and Wilson (2009) explicated that classroom assessment is a systematic process for collecting information that can be used to make inferences about characteristics of people or objects. These authors further advanced that assessment is concerned with the process of collecting information on the strength and weakness of students for the purposes of making decisions about students. In pursuance of this claim, Veldhuis and Heuvel-Panhuizen (2014) posited that classroom assessment aids teachers to gather information on their students' skills and level of comprehension so as to make decisions about further instruction by tailoring their teaching to cater for students' needs and create an ideal learning environment for them in their classroom. Just as Teach (2010) observes, constructivist believes that assessment in the Social Studies classrooms should be used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.

4.2.2, Certification

Another teachers' perception identified from the interviews conducted was: assessment for certification. The participants indicated that certification is crucial as far as assessment is concerned. One of the participants has this to say:

What I can say is that assessment in Social Studies just like assessment in Social Studies just like any other subject play an important role in the students Educational life this is because students are given certificate at the end of their education whether to move to the next level or placement in the next level not. I can use WAEC as a typical example (Adjoa, 2022).

Another respondent who claimed to be an examiner had this to say:

An assessment is the procedures of collecting data or information about students characters or performance to enable we the teachers to make an informed decision as to whether to pass the students to the next level or to award them the certificate. One typical example I can say is that, in Ghana, we as an institution is responsible for assessing and certifying students upon the completion of their education. So, you see, certification is crucial as far as assessment is concerned and this is not limited to only Social Studies but it cut across. (Yaw, 2022).

Another respondent espoused that:

Assessment is very vital in our education setting. We teachers assess our students internally to know their strength and weakness. This will enlighten us to..to. know whether, they.. are ready for final exams. You see, after completion, certificate is given to them to face the real work outside. (Afua, 2022).

On the certification of students' learning, this finding confirms Brown (2004) who maintained that assessment provides the justification and evaluation of the acquisition of facts and skills that a student has achieved. Therefore, issues such as graduation, grade retention, grades and tracking are all matters in respect of assessment on the

basis of certification. In supporting the above claims, Rowntree (1987) asserts that in human life, human beings assess each other at any point in time. Hence, in the context of learning, learners are ushered into the culture of assessment via self and peer-assessment activities. This is to make the learner becomes familiar with assessment and to prepare him or her to face further and bigger assessment in the future. Students cannot learn everything they will need to know in the adult life. According to Harlen (2014), the evidence of a learner passing' is the certificate you earn after successfully going through the programme you enrolled in.

4.2.2 Accountability of teachers and school

Another theme derived from the interviews conducted is: assessment for accountability. Three (3) of the respondents indicated that certification is crucial as far as assessment is concerned. One of the participants has this to say:

I think apart from the fact that classroom assessment provides the teacher the chance to know what you have achieved and what needs to be done, it is also a way for authorities to know if truly you are teaching. Here in the school, the circuit supervisor would come and inspect the number of exercises you have conducted. If it is found otherwise, you are advised or sometimes even punished because of every teacher must do assessment (Rita, 2022).

This finding corroborates with Brown, (2004) who posits that accountability of teachers and schools, highlights public use of assessment data in juxtaposing school and teacher worth and value. Brown further reiterates that assessment as a means of school and teacher accountability serve as a means of carrying information to parents, and other stakeholders in education as a way of appreciating the very purpose of education by way of nurturing students capable of propelling a country's development.

In support of the above findings, one of the respondents had this to say:

As a teacher I assess my students and account of their performance to to the right stakeholders such as the parent, the headmaster and Ghana education service. That is why at the ending of every semester or term I assess my students, prepare reports cards to parent and order of merit to the headmaster academic (Kate, 2022).

In supporting these claims one of the respondents had this to say:

As a teacher, I am under authorities whom I report to... these are the heads of the school, circuit supervisors and Ghana Education Service and even the parents of the students. I am supposed to gather academic information about them and report to these quarters for them to make an inform decision or not (Dani, 2022).

These findings corroborate with Adam, et al, (2016), who opine that assessment is also used to provide information with which teachers, educational administrators and politicians can be held responsible and accountable to the wider public. Parents whose wards are educated in schools need to know how the children are progressing in learning.

From these assertions, it could be seen that Social Studies teachers do classroom assessment because it is a way of ensuring that teachers are made accountable to schools. The interview data established that, teachers perceived classroom assessment as a means of ensuring the progress of the students even though some saw it as a way to improve the teaching and learning process and also make them accountable to the schools. Generally, assessment in Social Studies ought to be characterized with Socio-constructivist traits (Adam, et al).

4.2.3 Assessment methods use in the Social Studies Classrooms

For further understanding of teachers' conception of assessment, this question was post. *Are you familiar with the forms of assessments used in the Social Studies classrooms and how do you conceive them to be?* Per the responses given, *formative and summative assessment* were generated as a theme.

4.2.3.1 Formative assessment and Summative assessment.

Formative assessment otherwise called assessment for learning is a process of gathering and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there while summative is the process of assigning grades (Adam, Bekoe and Ngaaso, 2016).

Participants claim to be familiars with Summative and formative assessment.

One of the participants had this to say on formative assessment:

said oh yes!formative 'is a form of assessment in which teachers assess students internally from the beginning of the lesson throughout the end. While summative assessment hammers on assessment for the purpose of accountability Ama (2022).

Another participants, Dani (2022) said that:

Formative assessment is any form of test teachers' give to students in the course of instructional period while summative is to sum up how well student has performed over time.

In support of the above claims, Adjoa (2022) had this to say:

Formative assessment is a process used during instruction to provide feedback for the adjustment of ongoing teaching and learning for the purpose of improving student achievement related to instructional objectives.

In a similar a view, respondent had this to say:

I know that assessment in the social studies classrooms are either formative or Summative. I assess my student during instructions to see wether students

Are getting along with my lesson. I based upon their responses to adjust my Teaching strategies (Rich, 2022).

From the above responses, it can be established that learners' understanding of formative and summative assessment is encouraging. This is because, according to Adam, Bekoe et al (2016), the main purpose of summative assessment is to grade, place and certify students' achievement whereas formative is to support and advance students' learning because of adjustment made in both teaching and learning strategies. Burke (2010) asserts that summative assessments report the students' results to the students themselves, their parents, and the administration, as well as the school district, the state, and the national government. These final results become the data that are used for many purposes, including the promotion and retention of students' and the evaluation of individual schools and districts. It refers to the use of tests whose purpose is to make a final decision about a relatively modifiable set of instructional activities (Popham, 2011).

Henceforth, according to Bordoh, et al (2013), formative assessment is used to provide information on the likely performance of students; to describe strength or weakness and feedback give to students, telling them which items they got correct or wrong.

It was established that respondents were quite on the other form assessment as learning. This could be the fact that respondents are preview to only the formative and summative to the detriment of assessment as learning.

4.2.4 Teacher's familiarity with Traditional and Authentic assessment

There has been a movement from traditional assessment toward authentic assessments. Authentic assessment started being used as a means for educational

reform due to the increasing awareness of the influence of testing on curriculum and instruction (Dietel, et al 1991). Similarly, Reeves (2000) stated that “traditional assessment, which is generally called testing, is challenged by alternative assessment approaches”.

To further examine the assessment techniques employed by the Social Studies teachers this question was posed: *Are you familiar with the terms Authentic?* Interestingly, out of the twelve people interviewed only two (2) said that they are familiar with both authentic assessments. One had this to say:

4.2. 5. Authentic Assessment

YES, I will say that an authentic assessment is a form of assessment that requires learners to demonstrate knowledge in the real world situation. It also involves as the use of activities that would closely resemble those activities performed by individuals in the real world. Assessments that are related in some manner to real world or workplace performance (Bell, 2022).

In consonance with the above findings, a participant had this to say:

Of course, I am familiar with Authentic assessment, this is where learners are made to praticalized their knowledge in the physical world. With this assessment technique, you can employ performance-based assessment, projects work, portfolios and then.....I mean we have others to but for now I can give you this (Linda, 2022).

These findings from the above confirm Raison and Pelliccione (2006) also describe authentic assessments as “educative, explicit, relevant, valid and comprehensive.” Authentic assessments are said to involve the performance of a task that involves the complexity of real worldpractice; a holistic response rather than component parts and a context specific response that involves higher order thinking and problem-solving.

What this means is that knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge and can be linked the constructivist theory. Another interesting revelation that emanated from the findings was that the above two respondents were the teachers who have not been in the field of teaching for long. This therefore contradicts Kain's (2005) who states that idea that a beginner teacher is not as effective as a teacher with more years of teaching experience.

4.2. 6. Traditonal Assessment

Ten (10) of the twelve respondents said the they are familiar with traditional assessment as compared with authentic assessment.

One of them had this to say:

Yh, I can speak to traditional more than authentic. Traditional assessment is a form or oral or pen to paper test we set to assess student academic achievement or progress. With the authentic assessment, my brother I don't know what it is because I complete school long ago (Yaw, 2022).

In consonance to the above, a participant had this to say:

I am familiar with the traditional assessment, it is a form of assessment technique that involves, exercises, quizzes, with just pen to paper. With the authentic assessment, I don't know what it is. My brother, I am not like you who did Social Studies in Education like you guys, I read sociology in Legon therefore we are not familiar with certain term so terminology(Ama,2022).

This confirms Oduma and Poatob, (2016) that states that one of the factors affecting the progress of Social Studies is lack of competent teachers to handle the subject effectively. They further argued that teachers were not trained to understand the methodology, philosophy and purpose and objectives of the subject.

Another respondent had this to say:

My brother, honestly speaking, I have no knowledge on the authentic assessment so I can't talk about it. However, with the traditional, it is a form of test that have right and wrong answers like given multiple choice (Ama 2022).

These findings support Irawan (2017) who asserts that term of Traditional assessment is pencil-and-paper based test. The tests ask students to read or listen to a selection and then answer questions about it, or to choose or produce a correct grammatical form or vocabulary item and it usually involves the skills. Traditional assessments are the conventional methods of testing which usually produce a written document, such as a quiz, an exam, or a paper.

However, from the above finding it can be deduced that teachers mostly rely on traditional assessment in assessing students. This affects the subject from achieving its goals Henceforth, the primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. An outcome-based approach requires that we test in authentic ways that are most important in terms of knowledge, skill, values, and attitudes. Thus, if critical thinking, problem solving, positive attitudes and values, analytical skills and civic competence are highly valued, and then students should be able to demonstrate mastery of these through worthwhile activities which meet the demands and expectations of the society, hence the need to employ authentic assessment in our various classrooms (CRDD, 2010).

4.3 Assessment techniques that Social Studies teachers use in classrooms

Assessment in the Social Studies classroom needs to determine the progress of the students in attaining the expected behaviours; knowledge and understanding, application of Knowledge attitudes and values. According to NCSS (2010), learning

has to respond to the particular needs and characteristics of the teachers, students and the Social Studies content. According to Adam et al (2016), the fact that students actively participate in planning some aspects of the assessment, the teacher holds the fort in navigating the assessment procedures.

In view of these assertions, the researcher sought to examine the assessment tools that are used to assess the students in the Social Studies classroom. The researcher after analyzing the research question: *Are you familiar with the assessment tools that are used to students in the Social Studies Classrooms?* The researcher came up with four themes: *Project work, essays, short test, multiple choice questions.*

4. 3. 1. Multiple Choice Test

After the interviews, *Multiple Choice Test* was one of the themes that emerged. Majority of the respondents six (6) indicated that exercise is a crucial tool as far as assessment is concerned. According to Bailey, (1998) cited in Dikli (2003) multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations.

One of the participants had this to say:

Yes, I am familiar with the assessment tools quite often use Multiple choice test as my assessment tools to assess my student because it easy to administer and score. And it can be administering to a large student within the shortest possible time (Nana, 2022)

In supporting the above argument, participants has this to say:

'My brother, Social Studies is a course subject, as you can see for yourself, how can I assess and score about two hundred (200) students, I will die early my bro. I can't kill my service. Hahahaha.... after teaching I have to administer multiple choice question for easy scoring' (Ama, 2022)

Strengthening the above argument, a participants had this to say:

The number of students I teach in class will not help me to to administer an essay type questions to assess the students. To avoid these stress, I just have to administer multiple choice question so that I can mark and score them as early as possible and the student prefer to the rest(Yaa, 2022)

The above findings support the argument made by Dikli (2003), that these tests can assess large numbers of students in a short time whilst challenging their knowledge on different aspects of the course. This time efficiency can be further increased by the use of computerized Multiple-Choice Questions (MCQs), as they can be accessed anywhere at any time. They are also helpful as summative assessment marks are instantaneously shared through an automated system, granting students immediate feedback to improve on. The perception that MCQs are easier to prepare for, alongside the knowledge that there are pre-determined choices where the right answer is already written down, as well as an increase in the perceived higher success from answering questions correctly by chance, reduced anxiety levels before an exam (Struyven., 2005).

4.3.2 Essays

Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical since it is very difficult and time consuming to score the essays (Dikli 2003). Moreover, subjectivity might be an issue in scoring. Creating a rubric might be helpful to grade the essays (Simonson et al., 2000). During the interviews the twelve participants, three (3) out of the twelve (12) opine that they more often use Essay type questions in their classrooms.

One of them had this to say:

Why not, I am familiar with the assessment tools that are in fact suitable to assess students in the Social Studies classrooms. I adopt essay type questions to assess my student not that I fancy this technique. It is very hectic employing this tool looking at the number of students we have. I use essay type questions coupled with multi-choice questions to enable me to assess the student at all Level of their learning behaviour(Kojo,2022).

In consonance with the above statement, one of the respondents had this to say:

YES!, they are the essays, short answers, multiple choice etc.Many of my colleagues run away from essay type assessment because of its stressful nature. So if I want to assess my students holistically, I cannot just depend solely on multiple choice because if I do that I may not be able to assess them at high thinking order. So I try to use essay to assess them in the higher order learning(Eric, 2022).

From the above statements, this finding is linked with Dikli (2003), who opines that Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical due to the fact that it is very difficult and time consuming to score the essays.

4.3.3 Short Answer Test

In short-answer tests “items are written either as a direct question requiring the learner fill in a word or phrase or as statements in which a space has been left blank for a brief written answer” (Simonson et al., 2000). In addition, the questions need to be precise. Otherwise, the items that are open to interpretations allow learners to fill in the blanks with any possible information (Simonson et al., 2000). During the interviews the twelve respondents, two out of the twelve opines that they more often use Short Answer test questions in their classrooms.

One of the participants had this to say:

Hmmm, my brother I often use short answer test to assess my students. I can say that it's not that appropriate, but you see the teachers are not to blame. Looking at these number we handled in class.it will be very difficult to adopt any other assessment tool apart from Short Answer test. I am not condemning this technique it also has some positives (Kofi, 2022).

In supporting the above statements, one participants has this to say:

Yh, I choose Short Answer test to assessment my students due to the impact it has on learner, it has been argued by many authors that this particular technique improves logical reasoning though I can't give you reference to that but I am positive of what I am saying: they are fast to mark and easy to set in comparison to other assessments. It can be argued that the shorter the questions are in assessments, the more likely Marking between examiners will be consistent and can be computerised to maximise efficiency so on and so forth(Yaw, 2022).

From the above, it can be concluded that short answer questions equip students with the ability to handle real world problems, particularly when scenarios are used and are then followed by asking SAQ. Klemmer (2014) argues that real world scenarios are open ended, just as short answer questions are, which require communicating appropriate responses. A good SAQ will be able to challenge students in a fair manner whilst being focused on a specific subject or knowledge area.

The purpose of SAQ's is rather to assess levels of recall and comprehension and develop students' ability to organise their points in a succinct manner while leaving long essays an opportunity to demonstrate complex thinking (Maxwell, 2010). However, it does acknowledge the importance of learning facts. SAQ's are challenged by course content as they are only able to be used where short responses are appropriate, making it difficult to assess complex topics. This has the potential of not fulfilling intended learning outcomes or omitting certain aspects of the syllabus.

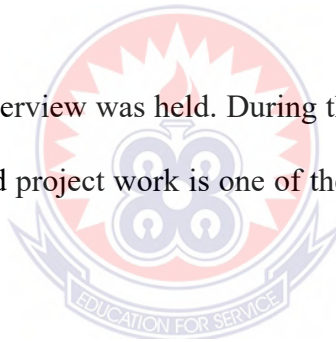
Therefore, students are unable to demonstrate breadth of knowledge and understanding, and consequently learn topics only at a surface level.



4.3.4. Project work

Projects can be created individually or as a group. They can possess authenticity, real life related concepts as well as prior experience of the learners. Any type of method that displays what students know about a specific topic, i.e. development of plans, art work, research proposals, multimedia presentations, is considered as project. Problem-based learning requires learners to use their problem solving skills to respond to a given situation. For instance, they can be presented a scenario and asked to provide strategies or solutions. The task is assigned to either individuals or groups. They present with the findings they come up with in various forms, such as multimedia presentation, role-play, and written report (Simonson et al., 2000) cited in (Dikli 2010).

Based on the premises interview was held. During the interviews the participants, one (1) of the twelve (12) said project work is one of the techniques he normally employs in class.



He had this to say:

I want to say that despite the stressful nature of this tool or technique or whatever is called. I more often project work in assessing my students. Social Studies as we all know is a problem solving subject. Therefore, it is believed that in assessing students, problem must be put before the students, allow them to dig the causes of ...of the problem, find the possible solutions to the problem, write down the findings and present. I ...I believe that learning takes place after the student had gone through all these processes. It is even of ... of the ways of achieving the goals and the objectives of the subject (Esi, 2022).

This finding supports Brown (2004), who posits that project assessment is the assessment of the tasks to be completed by students by period specific time. Completion of the task is in the form of an investigation carried out by learners

ranging from planning, data collection, organization, processing, analysis, and data presentation. Three things to consider in the assessment of teachers are a project skills of learners in choosing a topic, searching and collecting data, processing and analyzing, give meaning to the information obtained, and write reports; the suitability or relevance to the development of learning materials attitudes, skills; and knowledge needed by learners. This finding conforms the observations made on the various teachers' instruction. It was revealed that teachers rarely employ project in assessing their students. Creswell (2013) also posits that assessment of the project focuses on the planning, construction, and project products. Project assessment instruments can use the check list, rating scale, or narrative. The assessment report can be poured in the form of posters or writing. The final product of a project intended to assess the quality and shape of the final outcome holistically and analytically.

4.4 Assessment techniques teachers use more often in their classrooms

In order to be convinced on teachers' choice of assessment techniques and why they choose them, a question was posed: *As an experienced teacher in Social Studies, which assessment techniques do you employ more often in your class and why?* Based on the information given by the participants, the following themes were generated: *authentic and traditional assessment.*

4.4.1 Authentic assessment

Two(2) out of the twelve (12) participants assert that they employ authentic assessment more often than the traditional assessment. One of them has this to say:

I employ authentic assessment in my class more often because First, they tend to simulate real-life contexts. Learners have opportunity to practice the authentic activities that they might encounter in real life. These activities

allow them to transfer their skills to various real world related settings. Second, collaborative working is encouraged. (Kofi, 2022).

In supporting the above claims, one of the participants had this to say:

You see, my brother authentic assessments assist instructors to have a better understanding of student learning. Authentic assessment enables the learners to exhibit or practiced what they have learned in real life situation (Kate, 2022).

From the above findings, it can be deduced that the only two (2) participants had fair knowledge about authentic assessment and its related benefits and eventually employ them in their lessons. This confirm Niguidila, (1993) that authentic assessment focused on the student product rather than scores can allow instructor to get further insights regarding students' knowledge and skills. This finding was also revealed during the observation. It was revealed that teachers rarely employ authentic form of assessment in their classrooms.

4.4.2 Traditional Assessment

Ten (10) out of the twelve (12) confirmed that they have been employing traditional assessment more often as compared to the authentic assessment. One of them had this to say:

I will at any day employ traditional form of assessment because of the benefits of these tests are that they are relatively quick to score, easy to administer and are reliable, and may be given to small and/or large groups of students simultaneously. In Ghana, looking at our numbers in class, the best assessment suitable is traditional assessment. (Kojo, 2022).

One respondent also had this to say:

Class size is also a challenge to teaching social studies. With more students in class, we can't use more authentic assessment but lecturing. Therefore, instead of maybe presentation, we give the students assignments. In the area of

assessment, I just had to give them multiple choice and go my way. So definitely in Ghana, I will recommend traditional assessment (Yaw, 2022).

The findings are consistent with that of Yelkpiერი, (2012), they found in their study that large class size is one of the problems in the educational sectors that developing nations have been grappling with. The researcher also established that because of challenges like inadequate, instructional materials, inadequate time allocation, teachers are forced to give assignments to students in groups to search for the information before they come to class to present for the teacher to do the summary.

One respondent added that:

I employ, traditional assessment more often than the rest. My brother, if you want to assess the student properly, you may need some resources. Some topics require the use of a resource person but the availability becomes a problem so you are forced to manage it yourself although the best way was to bring in a resource person to talk about the topic in their presentation in class. My brother, it entails a lot when you want to assess your student authentically. Based on these challenges, I employ traditional assessment. (Ato, 2022).

It can be established from the above that these findings corroborate Stenberg (2007), asserts that the benefits of these tests are that they are relatively quick to score, easy to administer and are reliable, and may be given to small and/or large groups of students simultaneously. In addition, they are appealing to teachers already burdened by constraints of time and standards, but unable to measure learners' attitudes and values, which are the hallmark of social studies education.

4.5 Factors that influence teachers' choice of assessments techniques

Teachers' decision making about assessment is influenced by many internal and external factors (McMillan, 2003). The internal factors are related to teachers'

personal and professional values and can change from one teacher to the other. All the twelve (12) respondents believed that one way or the other their choice of assessment is influenced by factors and they had this to say when this question was posed. *Would you say that your choice of assessment is influenced by some factors? Based on the information given, the following themes were generated: **internal and external factors** were generated.*

4.5.1 Internal factors

Based on the information given, the following themes were also generated: *Teachers values and beliefs, class size, and time allocation.*

4.5.1.1 Teachers' Beliefs and Value (philosophy)

Teachers' beliefs and values about learning, teaching, and assessment are vital to change teachers' assessment practices and influence their assessment adoption (Izci, 2016).

The findings of the study revealed that the teacher beliefs and values have a great influence on the selection of assessment technique. Philosophy here includes the values, beliefs, viewpoints, and the way of life of a particular teacher. According to the participants in this study, these things affect their choice for using an assessment technique. A teacher will select the method because he/she has the belief that students do not have the ability to contribute to knowledge so the he/she has to feed them with knowledge. For example, one participant claimed that:

My brother, let me tell you, my philosophy directs me to know what kind of assessment technique I use. For instance, if my philosophy is learner centered then definitely my assessment style will be learner centered as well. (Yaw, 2022).

Another participants added:

Yes, my assessment technique is influenced by many factors. My philosophy of teaching is to promote student participation my believes represent a classical philosophy. In the classroom, the constructivist view of learning can point points towards a number of teaching practices. In general sense, it usually means encouraging students to use active techniques to create more knowledge. It generally starts with explanation of concept to gain good understanding, then to demonstration and finally from concept to classroom. These beliefs inform my choice of assessment as well. (Kofi, 2022)

To strengthen this view, a respondent added:

, I see students to be creative human beings capable of achieving what they want to achieve. This view directs what techniques I use in class. I believe that students are individuals and should be treated as such, who bring a unique set of needs and abilities to the classroom and they should be responsible for much of their own learning especially as they grow and mature. Therefore, my philosophy which says there is no one "best" way to teach but varied techniques and factors ensure successful teaching and learning will automatically inform my choice of assessment. I use techniques that will help me to bring out the qualities in my students (Eric, 2022).

From the foregoing, it can be deduced that teachers' efficacy plays a major role on how they deliver lessons in the classroom. In the view of McMillan (2003), teachers' beliefs and values including their supports for students' success, their willingness to provide various centered view of learning, emphasize students' control and management as an issue. In view of this, Ayaaba (2011) affirms that if the teacher is very competent in the subject matter in which he or she is teaching the class, it is very easy for him or her to choose the best method of teaching such a subject.

4.5.1.2 Class size

Another theme that emerged from the data in answering the research question that sought to examine the factors that influence of the selection of a particular assessment technique is the teaching environment. Teaching environment here means the classroom size, duration, class size and available teaching materials and teaching aids. According to Ur (2005), the number of students present in a class (class size) highly influences the choice of teaching method. However, there is no common understanding of how many students form a large classroom.

Participants articulated that the class size influences the choice of assessment techniques employed during their social studies class. He stated:

My brother, class size influences my assessment techniques a lot. I always consider the class size, the number of students, the class size and then I look at the level. Because the class size will help you to know number of students in so that you device appropriate assessment technique. For instance if I am handling fifty students in a class I cannot give them an essay type of test, instead I have to choose multiple choice questions for easy markings (Kwaku, 2022).

In consonance with the above, Class size reduction has been mentioned as one of the ways which can improve student assessment and learning (Susuwele-Banda, 2005). This is because large class sizes lead to poor use of assessment equipment and materials, giving of general marks to students, lack of concentration by lecturers when assessing, crisis of time on the side of the lecturers, inadequacy of tools and resources, and development of negative attitudes by the lecturers on assessment (Masole, 2011).

Classes appropriate for good assessment and performance of students need to be sizable or, small in number for lecturers to adequately handle the assessments (Jones, 2006; Masole, 2009, 2011). In situations where the classes are too big, they should be

reduced to smaller classes which lecturers can handle effectively when assessing students (Bennel & Molwane, 2008; Susuwele-Banda, 2005). This would give lecturers room to attend to students individually during the instruction process and also, to adequately assess and grade their work during the assessment process (McMillan, 2003). Some studies have mentioned that there is a negative relationship between class size and assessment practices (Duncan & Noonan, 2007; Locastro, 2001; Reynolds *et al.*, 2001; Welsh, 1989). The contradicting finding on whether class size influences academic staff's assessment practices or not, highlights lack of grounded studies on the relationship between class size and assessment practices (Locastro, 2001; Reynolds *et al.*, 2001).

The respondents indicated that their class size is more than 56 and that makes it difficult for them to use the appropriate assessment technique that will benefit the students. For instance, one of the respondents noted that:

Some of the classrooms are large sizes. For example, the form three I teach are many in class. There are about sixty to seventy students in the class. The assessment technique I used does not favour the large class. I will suggest that the class size should be thirty or at most thirty-five. (Salah, 2022).

A respondent makes his frustration known by putting the blame for this challenge at the doorstep of the Ghana Education Service.

With class size, I teach about 56 students in one class I don't think the school can do something about it because it is the education body that brings the students to the school. The ministry of education and maybe GES can rather do something about it. This is because, I can't employ authentic assessment to assess class of such number so I go for the normal traditional method (John, 2022).

Another respondent added that:

Class size is also a challenge to teaching and assessing social studies. With more students in class, we can't use more authentic assessment but traditional. (Ato, 2022).

The researcher through observation confirmed the claims by these teachers. The researcher observed that the least number of students in all the classes the researcher went to was 55. It was also observed that what made things more difficult was the fact that the classroom of one of the participants was also not big or spacious enough to contain the numbers. It was sometimes difficult for the teachers to walk through the students' whiles teaching.

The findings of the current study are consistent with that of Yelkperci et al. (2012). They found in their study that large class size was one of the problems in the educational sectors that developing nations have been grappling with. Anderson (2000) also posits that class size has an impact on peer interaction. The relationship between classmates significantly affects how well students in that class learn. In a similar view Mulukey and Park (2017) mentioned that in a larger class environment, students might be more prone to rowdiness or disruptive behaviour that distracts them from what is being taught. Students in a smaller class, on the other hand, are more likely to bond with one another and collaborate when learning and studying the material. This assertion played out in the current study when teachers articulated that because of the numbers involved sometimes techniques that involve groupings become chaotic and destructive.

4.5.1.3 Time Allocation

. The researcher found that the limited time duration per lesson makes it difficult for them to employ the right assessment method. For example, a participant explained that:

Time allocation on the time table has a greater impact on our choice of assessment as Social Studies in the classrooms. Sometimes when you planned of employ group work and presentation in class and you realise that time is not in your side, you just had to stop the presentation and give them a multiple choice questions which will help them complete within the shortest possible time (Linda, 2022).

In support of the above statement, a participant had this to say:

Social studies are fully packed subject. If I say fully packed what I am try to say is that the topics in the subject entails a lot, there demands enough time. Time allocation does not help you the teacher as far as assessment is concerned. May be you want them to do group work and present afterwards. It will not be possible, so what I do is to give them multiple choice questions and I am good to go (Hudu, 2022).

These statements are in line with the findings of Nguyen, Warren and Fehring (2014). Their finding included factors such as insufficient time for communicative activities as a factor influencing the choice of instructional method. The findings are also consistent with the study of Hill and Grossman (2013). They accounted that one of the challenges teachers face in using instructional methods is the number of teaching hours assigned to the teachers. Lawson et al, (2013) posit that time for instructional activities is designed in line with the syllabus to cater for the entire school life of students at each level.

The daily instructional time at the SHS is three hundred and sixty (360) minutes and the academic year covers a period of forty (40) weeks (SHS syllabus, 2010). In furtherance, the current study affirms Darling-Hammond' (2015) assertion that unlike in the past when teachers can just finish off their syllabus and typically evaluate the students, the situation is more challenging today. They are tasked to handle multiple roles in the classroom coupled with huge teaching hours. This makes them tired and

not able to use some best instructional method in explaining and teaching concepts in the subject.

In relation to the Constructivist theory which is based upon the idea that learning is an active process in which learners build or ‘construct’ new ideas or concepts based upon their current or past knowledge, social interactions and that motivation affects the construction. The constructivist approach would direct the teacher under these conditions of theoretical variety to encourage the students to bring their own ideas on the causes of war to the learning experience.

One of the participants had this to say:

Of course, yes, you cannot assess out of vacuum, rather you assess against certain benchmark which could be the internally and externally. The internally could be the factors in the school and the external could be the factors beyond the school such as national goals but for me the choice of my assessment (Yaw, 2022).

For example, a participants explained that:

You know, because of the time constraints, at times we are forced to use other means because we want to finish the syllabus. We sometimes adopt assessment techniques such as true/false. Multiple choice test etc. (Kate, 2022).

The findings also revealed that some of the teachers teach more than 7 hours a day.

This, according to them, drains them and makes them ineffective to give up their best by employing the right teaching technique for each lesson. A respondent complained that:

My brother, I use assessment tools like short answers, multiple choice question due to the number of hours that have been located to me. This is because I sometimes get tired along the way so when this happens I have no choice that employ the assessment tools stated above. (Ama, 2022).

This is consistent with the study of Hill and Grossman (2013). They accounted that one of the challenges teachers face in using instructional methods is the number of teaching hours assigned to the teachers.

4.5.2 External factors

The researcher during the interviews came up with two theme. These were *the goals and objectives of subject, WAEC past question*.

4.5.2.1 WAEC Past questions

External assessment has often been perceived to have much influence on the teaching of social studies in the senior high schools in Ghana. External assessment results have very important implications for instructions in the classroom and therefore affect teaching and learning in Social Studies as a discipline in basic, secondary, and tertiary levels of our education. External assessment has great influence on the teaching and learning process in the school and whatever goes on in the classroom. It sometimes places undue stress on students in producing results that they want as most of the learning is measured by testing (Bekoe, 2006).

It usually uses specific questions which are definite, predetermined version of reality, which are administered within specific limited time and seek to measure only limited number of cognitive knowledges. Through curricular and co-curricular activities, the educational curriculum strives to develop an informed citizenry, which is a graduate who is critically reflective and monitor their thinking about the world and their place in it. In a more practical way, the schools are expected to prepare graduates to participate effectively in workplace and in their communities. Not only would future graduates be expected to be content experts, but they would also be effective problem-solvers and critical thinkers in their locality (Adam et al,2016).

In consonance with the above statement, one had this to say:

For me my assessment choice is definitely influenced by many factor that are include class size, external exams such WAEC and the factors pertaining in the School.(Kofi, 2022).

Another participants had this to say:

In assessment, as a teacher, so many factors come to bear. This may include What as a teacher you can take control of. That is class size, the topic of the Lesson, so on and so forth. All these factors play an important role as soon as Assessment is concerned. But for me, I depend mostly on WAEC past Questions to assess my students. This is because, they need to be conversant With the assessment of the exam body that assess them. (Ato,2022).

One of the participants had this to say:

My brother, the system is structured that we are made to teach to the test. Therefore, there is no need to construct assessment items to reflect the goals and objectives. I just have to look for past question study the trend and construct similar questions so that they will be able to pass their pass their final exams (Bell, 2022).

Another participants shared his taught. He had this to say:

My brother, look, are the government and the major stakeholder not aware that the subject has goals and ejectives? The government main focused is to ensure that student under their regime is pass and pass well. Moreover, by the end of the WAEC exams, teachers are to explain to their respective authorities why their student passed of failed. Therefore, I just have to use past questions with them from the word Go (Max,2022).

In consonance with the above statements another participants had this to say:

In fact, not that we don't know what we are doing ooo, the truth of the matter is that the WAEC which is the mother exams body themselves don't follow the syllabus based on the questions they set for the students in their final exams how come me the ordinal teach. We are following them (Adjoa, 2022).

One of the participants shared his frustrations. He had this to say:

Look, let me tell you, if i follow the so called goal and objectives in the syllabus, my student will fail abysmal and at the end of it I had to explain to my authorities. Ministry of Education don't believe these goals that is why we they have been buying past question for them. (Dan, 2022).

It can be deduced from the above findings that teachers abandon the goals and the objectives enshrined in the syllabus for their choice of assessment. Instead, they have chosen WAEC past question as the benchmark in assessing their students. These findings contradict Adam, et al (2016) call for Social Studies assessment to be well aligned with its major goals and more complete in the range of objectives addressed. Likewise, Phye (1997) cited in Ngaaso (2015) explained assessment in education as a process that enables the assessor to establish the extent to which learners have attained the goals and objectives set for them.

Similarly, a participants had this to say:

My brother, WAEC is the exam body that assess these students at theEnd of the education, it therefore, it is important to assess to lookFor past questions and assess them with so that they may know orHave an idea on how assessment is conducted by WAEC. So thatThey may be able to pass and pass were (Jake, 2022).

Another participant affirmed this by saying that:

My brother, our education setting is made to the sense that they Compare teachers to teach to test. Because, at the end of it all. The authorities can query on why your students failed in your Subject area. So as for me, right from the word 'go' I start res Orting past question so that my students can perform well in my Subject area. (Abigail, 2022).

These assertions were confirmed by Cheng's (1997) where he concluded that a revised public examination has to a large extent changed the content of teaching in the

classroom. In view of Stiggins (2005), external assessment or high stake examinations interest has over a decade far outstripped that accorded to the continuous assessment, but Glasbergen, (2002) felt that the tools typically assess low-level, literal questions and specific skills. Wilson (1992) cited by Bekoe (2006) felt the tools used in the external examination may neglect higher-level intellectual skills, personal and social competences and attitudes. McNergney and McNergney (2004) also confirmed some shortcomings of external assessment by stating that it is not a complete measure of students' knowledge or talents but rather just a sample which is restricted in size and its scores are not coming from the performance of real life situation.

Similarly, Harlen and Deakin Crick, 2002 cited by Bekoe (2006) stated that external assessment has influence on teachers' classroom assessments. For instance, a research conducted by O'shea and Wideen (1993) on the impact of external examination on science teaching, came out that due to preparation of students towards the external examination, it takes too much of their time and therefore make them to prepare their students in such a way that they would be able to be familiar with examination questions.

4.5.2.2 The goals and objectives of the subject

According to McMillan (2002) and Mager, 1990 cited in Ngaaso (2015), it has been argued that to ensure the collection of comprehensive and complete data on students' learning, assessment must be made to reflect the intents of the curriculum of the programme in which the learners are engaged. The current study during the data analysis found that 2 of the 12 selected teachers employ a particular assessment technique based on the goals and objectives. A respondent posited that:

I chose an assessment technique because of the topic, goals and objectives for the week. Because if you are teaching a topic like the marriage, you need not

to know the rationale of the topic what this topic intends to achieve in broader picture. Therefore, the goals and the objectives of the subject will influence you to choose a suitable assessment technique (Kofi, 2022).



Another responded affirmed this by saying that:

My brother, the goals and objectives of every subject is very very crucial as far as assessment in educational setting is concerned. This is because by the end of the lesson you need to use its goals and objectives as bench to determine whether the lesson is a success as or failure (Ama, 2022).

The analysis above supports existing claims in literature from scholars such as Ngaaso (2015) argues that the goals and objectives serve as the benchmarks against which the success or failures of the teaching and learning process can be measured. In the same view, Phye (1997) cited in Ngaaso (2015) explained assessment in education as a process that enables the assessor to establish the extent to which learners have attained the goals and objectives set out of them. According to Perrott (2014), the teacher, guided by the topic, must be able to use/choose the technique that will help the students to learn more effectively and meaningfully. Similarly, according to Ellis et al. (2014), the desired result of the lesson determines the technique to be used. It must be one that will ensure that all of the goals and objectives are met.

4.6. Teachers' assessment techniques and the goals and objectives of Social Studies

According to Ngaaso (2015), in developing assessment procedures, teachers are admonished to try and select assessment tasks in such a way that they will be able to assess representative sample of the syllabus objectives. To effectively assess learning in Social Studies, it is incumbent on Social Studies teachers to relate the rationale, general aims, and the instructional objectives of each lesson to appropriate and effective methods of formatively assessing student progress as well as their own teaching strategies (NCSS, 2010).

Based on these premises, the researcher sought to find out the Studies teachers, familiarities with the goals and objectives of the subject. During the interviews, twelve (12) teachers on a question: *As a teacher of Social Studies, I believe you are familiar with the objectives of the subject, which of these objectives and goals do you remember?* Eight out of the twelve teachers claim that they have forgotten them since they completed school long ago. This confirms Ngaaso's (2015) assertion that generally teachers are not aware of the goals and objectives of Social studies. However, this finding contradicts Kain's (2005) idea that a beginner teacher is not as effective as a teacher with more years of teaching experience likewise Mertler (2004), who posits 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 other things being equal.

However, four (4) of the twelve teachers asserted that they were familiar with the goals and objectives of the subject. The themes that generated were: *adaptation to the changing environment, development of positive values and attitudes, development of good citizens, Development of National Consciousness.*

4.6.1 Adaptation to the changing environment

The participants asserted that apart from the fact that things are changing fast, you would be meeting different situations and conditions in life and these situations may differ from one another.

One of the respondent had this to say:

My brother, things are moving fast and we need to learn to meet this ever changing world. Look, when you find yourself in a new environment where life

is different from what you have experienced before, you must learn as far as possible to adapt to the new environment. So after graduating from as Social Studies teacher, you must be able to adapt well in the new environment and that is one of the goals of social studies(Rich,2022).

In supporting the above argument, one respondent had this to say:

This subject (Social Studies) after completing in school should be able to nurture to adapt to new environment or situation as soon as possible. If that is not done you may find yourself wanting. Things will be extremely had for you. Social Studies sees to all these.(Mary, 2022).

These findings are supported by Dyneson and Gross (1999) cited in Odumah and Poatob (2016), who posit that the subject prepare students for a changing world. This simply means that due to the fast-growing population of the world with its emerging issues. Therefore, it is imperative to prepare citizens to adapt these changes.

4.6.2 Development of positive values and attitudes

If our attitudes towards work, is poor or negative, it will not go well as a nation. It is against background that the development of positives values, skills and attitudes is seen as very important if we want to develop as a nation. One participant went on to illustrate and explained other objectives of the subject. She had this to say:

My brother, in case you don't know, let me tell you. You see...Social Studies in Ghana is the kingpin among all other subjects which inculcates positive attitudes, values and skills in the Ghanaian citizenry. In the Social Studies classroom, learners are taught to eschew undesirable attitudes such as littering, lateness to work, pilfering, not responding to national assignments etc. However, values such as tolerance, hard work, selflessness, and patriotism are imbibed by students. This serves as a prerequisite for collective efforts towards Ghana's development. (Kwaku, 2022).

In consonance with the above findings, another participants had this to say:

One of the goals I will talk about is inculcation of positive values and attitudes. Social Studies as a subject inculcate positive values and attitudes values such as tolerance, faithfulness, loyalty, tolerance, chastity, hard work etc. all these are imbibed in us to be responsible citizens. (Ama, 2022).

These findings confirm Odumah and Poatob (2016), who confirm that the subject is to provide students with the knowledge, skills and abilities they need in both their personal and public lives.

4.6.3 Development of good citizens

Responsible citizenship is of great importance to the society and indeed, a requirement for national development and progress. As a result, Social Studies as a subject aim at equipping learners with relevant knowledge, positive values and skills that will inform them to be responsible citizens. Based on this premises, one young teacher who claimed to be a graduate of University of Education, Winneba had this to say:

The subjects come with some lot goodies. You seeSocial Studies exposes the students to their fundamental rights and responsibilities. This is achieved through the teaching of a topic like “Citizenship and Human Rights” in basic schools as well as “Civic Ideals and Practices in Social Studies’ in UEW and other tertiary institutions. These topics enable students to become aware of their civic responsibilities and further exposes them to appropriate channels for taking citizen action for national development. It is therefore not a surprise that the motto of the Social Studies Students Association (SOSSA) in UEW is: “Education for Civic Competency”.(Yaw, 2022)

In supporting the above argument, one of the participants had this to say:

One major problem we face as a nation is that many of us have the capacity but are not willing to contribute their quota to the development of the nation. Because, we don’t pay attention to things that belong to the government. So

after learning Social Studies, it imbibes in us to be responsible citizens. Bell, 2022).

These findings confirm Parker (2001), state that the primary purpose of Social Studies is to help young people to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Martorella (1994) also stipulates that the enduring goal of Social Studies is to produce reflective, competent, concerned and participatory citizens who are both willing and capable of contributing positively toward the progress of a democratic life.

4.6.4 Development of National Consciousness

There is the need for urgent conscious effort to be made to unite us as one people pursuing a common destiny. It is this unity that will bring peace and tranquility that are very important for national development. It is against this background that a participants espoused that:

The little I can say about this that the citizens of a nation do not see themselves first from the perspective of their different ethnic groups, regions, religions before the perspective of their nation. This is because they are they see themselves as the citizens of the nation to which they belong. Social studies help to imbibe national consciousness in the citizens (students) hence it teaches those things that promotes national consciousness such as national anthem, national pledge, national symbols and their interpretations. These are taught right from the primary school so that when the child grows old, he will not forget so easily. (Hudu, 2022).

In supporting the above, statement, another participants had this to say:

See, to attain peace and harmony therefore calls for national consciousness and unity at all levels of society. That is why it is important inculcating the spirit of national consciousness and unity among learners. Look, it is only

Social Studies as subject that has this task as one of its ultimate objectives
(Max, 2022).

It has been established from the above that these findings confirm Odumah and Poatob, (2016) the general objectives of the subject are those objectives that are universal and apply to all nations where the subject is studied. However, there are specific objectives the subject seeks to address in Ghana. According to Odumah and Poatob (2016), the following are the specific objectives:

1. To develop the ability to adapt to the developing and ever-changing Ghanaian society.
2. To develop positive attitudes and values towards individual and societal issues.
3. To develop critical and analyses skills.
4. To develop national consciousness and unity.

From the above findings, it is established that majority (8) of participants had no knowledge on the goals and objectives of the subject. Most of them defended their stands on grounds that they completed school long ago and have forgotten them. However, it has been established from the findings that four (4) participants who are relatively new to the class have a fair idea on the objectives and goals of the subject.

4.6.5. Assessment techniques and the goals and objectives of Social Studies

For better understanding on assessment technique and the goals and objectives of the subject, the researcher posed this question: *which of the assessment techniques do you think can be used to enable you achieve the goals and objectives of the subject?* After interviews these themes were generated: *traditional and authentic assessment*.

4.6.5.1 Traditional assessment

The traditional classroom paper and pencil assessment offers a quick and simple method of learning about students' subject knowledge. These tests have a standard delivery and response format, with them typically being one correct answer using a forced choice response format, mainly that of multiple choice, matching, or true/false. Ten of the participants espoused that assessment technique suitable in achieving the goals and objectives is the traditional assessment. These were the respondents who earlier said that the only assessment they knew was the traditional assessment. One of the participants has this to say:

My brother, as I told you earlier, I don't know much about authentic, what I know is traditional assessment. I think you can use traditional assessment to achieve the goals and objectives of the subject. For example if I want to develop the mental capacity of the students, I can as well use traditional assessment (Yaw, 2022).

One participant had this to say to support the above argument:

What I will say is that, short answer test, multiple choice question which are tools in traditional assessment can be used to assess the lower and high order thinking of the learners. I can use words like, create, outline, translate etc, all these can be used to achieve the goals of the subject (Ama, 2022).

Another participant had this to say:

My brother, we have been using pen to paper test since time in memorial still our student performs better in exams. So I strongly believe that test and quizzes can help in the attainment of the goals and objectives (Kofi, 2022).

In supporting the above statement, another participants had this to say:

I use traditional assessment in assessing my student because even WAEC exams stress more on traditional therefore we must all toe their path besides traditional assessment emphasized on factual knowledge And production of algorithms or procedures. (Jack, 2022).

These findings support Irawan's, (2017) asserts that on the term of Traditional assessment is pencil-and-paper based test. The test asks students to read or listen to a selection and then answer questions about it, or to choose or produce a correct grammatical form or vocabulary item and it usually involves the skills. Traditional assessments are the conventional methods of testing which usually produce a written document, such as a quiz, an exam, or a paper. Also, these findings there conform to the findings emanated from the observation made by the researcher during the instructional period of the teachers.

However, these findings contradict CRDD (2010), on the primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. An outcome-based approach requires that we test in authentic ways what is most important in terms of knowledge, skill, values, and attitudes. Thus, if critical thinking, problem solving, positive attitudes and values, analytical skills and civic competence are highly valued, and then students should be able to demonstrate mastery of these through worthwhile activities which meet the demands and expectations of the society, hence the need to employ authentic assessment in our various classroom.

It can be deduced from the above that the nature of traditional assessment and the tools use thereof, stresses very much on objectivity and reliability and also has emphasized factual knowledge.

4.65.2 Authentic assessment

According to CRDD (2010), the primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. An outcome-based approach requires that we test in authentic ways what is considered to be most important in terms of knowledge, skill, values, and attitudes. Thus, if critical thinking, problem solving, positive attitudes and values, analytical skills and civic competence are highly valued, then students should be able to demonstrate mastery of these through worthwhile activities which meet the demands and expectations of the society, hence the need to employ authentic assessment in our various classrooms. Two of the participants demonstrated that the best assessment techniques to achieve the goals and objectives is both traditional and authentic assessment. It is against this background that a respondent had this to say:

What I want to say is that assessment must be done in totality, for me, if I want to achieve the goals and the objectives of the subject, I employ both assessment. This is because, traditional assessment assesses low order thinking while authentic assessment looks at high order learning (Kofi, 2022).

To support the above argument, one respondent had this to say:

All the above assessment techniques are all crucial and important in assessing students. You cannot use one and leave the other. This is because one takes care of the lower thinking while the other looks at the higher thinking (Ama, 2022).

These findings confirm Brualdi (1996) who posits that traditional assessment tools require learners to display their knowledge in a predetermined way. Authentic assessments, on the other hand, assess higher-order thinking skills. Students have the opportunity to demonstrate what they learned. This type of assessment tool focuses on the growth and performance of the student. That is, if a learner fails to perform a

given task at a particular time, they still have the opportunity to demonstrate their abilities at different times and in different situations. Also, these findings conform to the findings emanated from the observation made by the researcher during the instructional period of the teachers.

It has been argued that to ensure the collection of a comprehensive and complete data on students' learning, assessment must be made to reflect the intents of the curriculum (MacMillan, 2002). The goals and the objectives serve as a benchmark against which the success or failure of the teaching and learning process can be measured. It is with this understating that Phye (1997) cited in Ngaaso (2016) explained assessment in education as a process that enables the assessor to establish the extent to which learners have attained the goals and objectives set for them.

4.7 Teachers' familiarity with the Profile Dimension

Profile dimensions describe the underlying behaviours of subjects and are useful as the focus for teaching, learning and assessment. In Social Studies, the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	35%
Use of Knowledge	40%
Attitudes and Values	25%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights, indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the three dimensions in the teaching and learning process will ensure that Social Studies is taught and studied not only at the cognitive

level, but will also lead to the acquisition of positive attitudes and values that can be applied in solving personal and societal problems (CRRD, 2010).

It is based on this that these questions were posed: *Are you familiar with the profile dimension as provided in the Social Studies syllabus and what are your understanding of the significance of the profile dimensions in teaching and assessment of students in Social Studies?*

Ten of the teachers reiterated that no idea of what profile dimension is and its significance as far assessment in Social Studies is concerned.

One of the participants had this to say:

My brother, let me tell you the truth, I am not familiar with the profile dimension and even if I am, I have forgotten. I have taught Social Studies for over twenty years now so I don't have time to visit the syllabus and read about it (Jake, 2022).

Another participant had this to say to support the above argument:

These things were taught during my school days. But you see, we don't practicalise in the classrooms. This is because, class size, external assessment will not allow you to follow them. Henceforth, past question has been our holy bible hahaaha, we teach in with past question (Ama, 2022).

In a brief jovial statement, one of the participant had this to say:

Honestly brother, don't ask and me anything on ...I mean what did you say again Profile dimension? Oh, I don't. I have even forgotten what it entails (Yaw, 2022).

The above findings reveal that the teachers had no idea of the profile dimensions and its importance in instructions and assessment. This means that the teachers may be to construct assessment task that reflects the goals and objectives of the subject and this assertion contradicts CRRD, (2010) postulation that Profile dimensions describe the

underlying behaviours of subjects and are useful as the focus for teaching, learning and assessment. The syllabus stipulates that the profile dimensions, which are derived from the goals and objectives of the subject, should form the basis for instruction, and learning. However, the other remain two participants who claim to be familiar with the profile didn't really understand the significance of it in assessment.

One of them had this to say:

Profile dimension enable teachers to engage students actively in learning, to build on students' previous knowledge and experiences to enhance their understand of the lesson (Bell,2022).



The other one had this to say:

The Social Studies syllabus provide the various learning behaviours that need to be measured. This includes: Knowledge and understanding, application of Knowledge and values.(Kweku, 2022)

These findings corroborate CRRD (2010) postulation that Social Studies syllabus for JHS/SHS provide that teachers should cover the three domains of learning in Knowledge and understanding, use of knowledge and attitude and values stated in the profile dimension. Upon the responses provided, the researcher wanted to be convinced on the premises that whether the profile dimensions guide them in selection of their assessment task. Hence, this question was posed: *Do you normally use the profile dimension to guide you in your selection of assessment task for your students?*

Participant said they had never consulted or use profile dimension as a guide in selecting assessment task.

One of the participant had this to say:

mmmm... oh naaa, I have never used profile dimension as a guidance in selecting my assessment task. I have forgotten what it means so I don't use it at all.(Kojo,2022).

In consonance with the above, one of the participants had to say:

I have been teaching for long time, so I have a way of selecting my assessment task. I have never consulted or used profile dimension as a benchmark or guidance (Linda, 2022).

It can be deduced from the above findings that respondents understanding and application of profile dimension in their assessment is nothing to write home about and virtually had never consulted it in selecting assessment task. This may properly end up assessing students in the lower order thinking. The persistent of this situation has only resulted in our students to mere recall of knowledge and facts. It also

contradicts CRRD. (2010) Profile dimensions describe the underlying behaviours of subjects and are useful as the focus for teaching, learning and assessment.

4.8 Observation of social studies lessons

An observational guide was one of the instruments employed for this study as an additional tool to have enough evidence about the teachers' assessment techniques and their relations to the goals and objectives of the subject as stated in chapter three (see Appendix 'C'). The first and the second lesson were observed between 21st to 25th February, 2022 and 4th to 12th May, 2022 respectfully.

The lessons of the teachers were observed to corroborate some of their responses in the interviews. The indicators were adapted from the Students Internship Protocol of the University of Education, Winneba. The following ratings were given to the observation scale to show the extent to which the indicator was present. The data on lesson observation are divided into three parts. These are the assessment techniques, and tools employ by teachers and main areas of Social Studies objectives emphasized in teacher assessment: *Regularly, Occasionally, Rarely, Never*.

Table 4: Assessment techniques employ by Teachers

Item	Regularly	Occasionally	Rarely	Never
Traditional assessment	10	2	-	-
Authentic assessment	-	2	-	10

Field survey, 2022.

The data in the Table 4 show that out of the twelve teachers observed, only two occasionally assessed thier student on authentic assessment. It is also revealed that the teachers observed regularly employ traditional form of assessment.

The above findings confirm the responses the respondents gave during the interview; it was discovered from the interview that teachers prefer traditional assessment to authentic assessment. It can also be deduced from the above findings that teachers mostly rely on traditional assessment in assessing student. And, according to Irawan (2017), this affects the subject in achieving its goals.

Table 5: Assessment tools emphasized by Social Studies teachers

Item	Regularly	Occasionally	Rarely	Never
Project work	-	-	-	12
Cooperative groups assessment	-	2	-	10
Portfolios	-	-	-	12
Self-assessment	-	-	-	12
Peer-assessment	-	-	-	12
Multiple choice	10	2	-	-
Short answers	10	2	-	-
Essay test	8	4	-	-

Field Survey: 2022

The data in the Table 5 show that out of the twelve (12) teachers observed, it was found out that the teachers never assessed their students with project work. In cooperative assessment, two (2) occasionally employed it in assessing their students while ten (10) never used it. Moreover, in self-assessment, portfolios, peer to peer assessment none of the teachers employed these assessment task in their classrooms. Also, it was revealed that most (10) teachers more often employ short answers and multiple choice in assessing their students. These findings support the responses provided by the participants during interview session.

Use of Knowledge	40%
Attitudes and Values	25%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning, and testing. The weights, indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the three dimensions in the teaching and learning process will ensure that Social Studies is taught and studied not only at the cognitive level, but will also lead to the acquisition of positive attitudes and values that can be applied in solving personal and societal problems (CRRD, 2010). It can be concluded that the findings from the observation, to larger extents, corroborate the findings that emerged from the interview.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study and specifically pays attention to d conclusions based on the major findings of the study. The chapter also provides recommendations for both academia and industry based on the research findings that came out of the gathered data. Furthermore, the limitations of the study as well as areas for further research are outlined in this chapter.

5.1 Summary

The study was undertaken to examine Senior High School teachers' assessment techniques in social studies in selected schools in the Kumasi metropolis. It sought to discover the kind of assessment techniques employed by the Social Studies teachers in the Senior High Schools and whether these techniques reflect the goals and objectives of Social Studies.

There was a broad review of relevant literature in discussing the Social Studies teachers' conceptions of assessment in Social Studies, assessment practices used in Social Studies classrooms, methods/ techniques of assessment used in Social Studies classroom, factors that Influence the choice of assessment methods by teachers, the purpose (aims, objectives and goals) of Social Studies curriculum. The study was underpinned by the constructivists' theory.

The research approach and design for this study were qualitative and case study. A descriptive case study was adopted to offer the researcher the opportunity to do an in-depth investigation of the study through a long dialogic process. The Kumasi

Metropolis, as well as the participants of the study, were selected using the convenience and purposive sampling technique. The methods used in collecting data are interviews and observation. The researcher employed semi-structured interviews with open-ended questions. the researcher engaged 12 participants. Finally, thematic analysis was employed in explaining the findings. From the thematic analysis of data from the in-depth interviews, the findings were grouped under the following themes:

Teachers' Conception of assessment

As noted above, the research sought to answer four research questions. In answering research question one, which was to assess teachers' conception of assessment in Social Studies in the Senior High Schools in the Kumasi Metropolis, it was revealed that there were varied conception in assessment among teachers. Three themes were identified. These are improvement of teaching and learning, certification, accountability of teachers and schools.

Firstly, most of the teachers opined that the purpose of classroom assessment is to find out the progress of his/her students. They further advanced that assessment is concerned with the process of collecting information on the strength and weakness of students for the purposes of making decisions about students. It was identified that assessment addresses issues such as graduation, grade retention, grades and tracking are all matters in respect of assessment based on certification.

Also, the teachers opine that assessment is used to provide information with which teachers, educational administrators and politicians can be held responsible and accountable to the wider public as said by Adam, et al, (2016). It was further revealed that participants who believed that assessment in Social Studies in not different from others were the respondents who have taught for long time with specialty in other

fields such as Geography, Sociology etc. However, those who believed that assessment in Social Studies differs from the other Subjects because of its nature were relatively younger and had specialized in Social Studies.

Finally, it was established that participants were quite on the other aspect of assessment which is assessment as learning. This could be the fact that respondents are preview to only the formative and summative to the detriment of assessment as learning.

Teachers' Assessment Techniques

With regard to the research question two, project work, essays, short test, multiple choice questions were themes identified. The findings for the research question two revealed that Project work, essays, short test, multiple choice questions were the assessment tools that are used by teachers in assessing their students.

Also, it was realized that theoretically, almost all the participants, ten (10) in this study, expressed no knowledge of authentic assessment. There were noticeable gaps, variations and confusions in their articulated understanding of authentic assessment. This was largely due to the fact those teachers completed school long ago and have forgotten what authentic assessment means. It was further revealed that the remaining two (2) respondents were teachers who are fresh and new in the classrooms. This finding therefore contradicts Kain's (2005) postulation that idea that a beginner teacher is not as effective as a teacher with more years of teaching experience.

It was revealed that traditional form of assessment is the form of assessment technique practiced most by teachers, because it is easy to administer. These findings corroborate Stenberg (2007), who assertion that the benefits of these tests are that they

are relatively quick to score, easy to administer and are reliable, and may be given to small and/or large groups of students simultaneously.

Factors that influence the teachers' choice of assessments

With regard to the research question three, it was revealed that class size, teaching philosophy, and the learning style of the learners, time allocation. Learning environment were the major factors the influence teachers' choice of assessment.

Teachers' assessment techniques and the goals and objectives of the Social Studies

With regard to the research question four (4), it was revealed that majority (8) of the respondents are not familiar with the goals and objectives of the subject. It was realized that these were those with specialties in other field such as sociology, geography.

Also, it was revealed by most of the respondents were of the view that traditional assessment helps in achieving the goals and objectives of the subject. However, these findings contradict CRDD (2010), who says that the primary purpose of authentic assessment is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. An outcome-based approach requires that we test in authentic ways what are most important in terms of knowledge, skill, values, and attitudes. Thus, if critical thinking, problem solving, positive attitudes and values, analytical skills and civic competence are highly valued, and then students should be able to demonstrate mastery of these through worthwhile activities which meet the demands and expectations of the society, hence the need to employ authentic assessment in our various classrooms.

It was also revealed that majority eight (8) of the teachers abandoned the goals and objectives enshrined in the syllabus for their choice of assessment, instead they have chosen WAEC past questions as the benchmark in assessing their students. What this means is that teachers' assessment techniques do not reflect the goals and objectives of the subject.

It was also revealed that values and attitudes in the profile dimensions is neglected in the teachers assessment. This makes their assessment inadequate and eventually does not reflect the goals and objectives of the subject.

Finally, it was revealed that respondents do have enough knowledge in the profile dimension and virtually have never consulted it or used as guide in selecting assessment task.

5.2 Conclusions

The following conclusions were made based on the findings of the study:

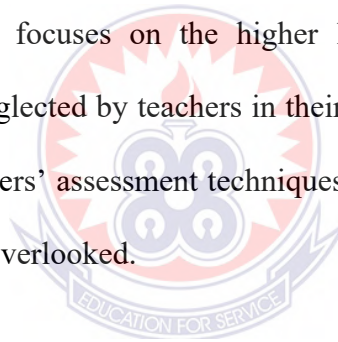
From the findings, it was revealed the teachers had varied perceptions of classroom assessment although much attention was directed at improvement of teaching and learning. This suggests that the teachers were conscious of the importance of regular classroom assessment. This implies that opposite classroom assessment practices have the potential to engender the attainment of educational objectives.

Also, the interview revealed that traditional form of assessment is mostly practised by teachers because it is easy to administer. This implies that some learning behaviour stipulated in the profile dimension will not be attended to.

It was also revealed that majority of the teachers abandon the goals and the objectives enshrined in the syllabus for their choice of assessment instead they have chosen

WAEC past question as the benchmark in assessing their students. What this means is that teachers' assessment techniques do not reflect the goals and objectives of the subject.

As a problem-solving subject, the Social Studies curriculum requires of teachers to align their assessment practices to the goals and objectives of the subject. Based on this, the syllabus provides assessment guidelines and techniques for teachers to use in their classroom assessment practices. These guidelines and technique are intended to help the teacher assess and makes decisions that reflect the true performance of the student. This will not be possible if the teachers are not familiar with the goals and objectives as well as the profile dimension. This makes assessment worrisome. This is because assessment that focuses on the higher level of learning objectives and attitudes and values is neglected by teachers in their assessment. On the bases of this, it can be concluded teachers' assessment techniques that help in the attainment of the goals and objectives are overlooked.



5.3 Recommendations for policy makers

Firstly, from the study's finding, the teachers held different perceptions of classroom assessment. It is recommended that the Ministry of Education and the Ghana Education Service should design and implement programmes to conscientize teachers on the need to develop and practice effective classroom assessment to their teaching.

Moreover, the curriculum content of social studies should be reoriented to incorporate more authentic assessment practices at the SHS level. This should emphasize classroom-based testing, and not standardized tests.

Also, specifically, the GES should ensure that teachers' assessment tasks are designed to cover all the goals and objectives of the subject.

Finally, teachers should be equipped with relevant knowledge on assessment through in-service training on the nature of classroom assessment and assist them (teachers) to develop and sustain effective classroom assessment in their schools so as to realize educational goals.

5.5 Study Limitations

The limitation has to do with the researchers' proximity to settings of the study. The distance did not allow the researcher to increase the number of participants and documents used.

5.4 Suggestions for future research

The study covered the Kumasi Metropolis; the study could be replicated in other areas in Ghana or other subject areas for a holistic understanding of the problem under study since qualitative research does not involve a lot of participants to make concrete generalisation.

Secondly, it is suggested that further research be carried out on the same topic from the quantitative approach point of view to have holistic understanding of the problem.

Finally, further studies could be conducted on pupil's perceptions of assessment of their learning outcomes.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

INTERVIEW GUIDE FOR TEACHERS

The aim of this interview guide is to elicit information with regard to teacher to examine Senior High School teachers' assessment in social studies in some selected schools in the Kumasi metropolis. The study is conducted in connection with a thesis at the Department of Social Studies, University of Education, and 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

1. Male { } Female { }
2. Age
 - A. 20-25 { }
 - B. 26-30 { }
 - C. 31-35 { }
 - D. 36 and above { }
3. Which of the following is your major area of specialization?
 - a. Economics []
 - b. Geography []
 - c. Government []
 - d. History []
 - e. Social Studies []
 - f. Other (specify)
3. How long have you been teaching Social Studies at the SHS?

**SECTION B: SOCIAL STUDIES TEACHERS' CONCEPTIONS OF
ASSESSMENT IN SOCIAL STUDIES**

2. As an experience teacher in the field, how do you conceive assessment in Social Studies to be?
3. Are you familiar with the forms of assessments used in the Social Studies classrooms and how do you conceive them to be?
4. Are you familiar with the terms Authentic and Traditional and how different is authentic assessment from traditional assessment?

**SECTION C: ASSESSMENT TECHNIQUES THAT PRACTICED IN THE
SOCIAL STUDIES CLASSROOMS**

5. Are you familiar with the assessment tools that are used to students in the Social Studies Classrooms and what are they?
6. As an experience teacher in Social Studies which assessment techniques do you employ more often in your class and why?
7. As an experience teacher in Social Studies, which assessment techniques would recommend to other teachers in assessing students in the subject?

**SECTION D: FACTORS THAT INFLUENCE THE CHOICE OF
ASSESSMENTS METHODS BY SOCIAL STUDIES TEACHERS IN THE
KUMASI METROPOLIS.**

8. Would you say that your choice of assessment is influenced by some factors?
9. What do you think will be the factors that influence your choice of assessment?
10. Do internal and external factors influence your choice of assessment?

**SECTION E: HOW DOES SENIOR HIGH SCHOOL TEACHERS
ASSESSMENT IN SOCIAL STUDIES REFLECT THE GOALS AND
OBJECTIVES OF THE SUBJECTS**

11. As a teacher of Social Studies I believe you are familiar with the objectives of the subject.
11. Which of these objectives and goals do you remember?
12. Which of the assessment techniques do you think can be used to enable you teach to achieve the objectives of the subject?
13. Would you say that the objectives and goals of the subject in anyway influence your Social Studies influence your assessment Choice?
14. Are you familiar with the profile dimensions as provided in the social studies syllabus?
15. What're your understanding of the significance of the profile dimensions in teaching and assessment of students in social studies?
16. Do you normally use the profile dimensions to guide you in your selection of assessment tasks for your students?
17. Explain how the profile dimensions guide your assessment practices as a teacher.

Thank you

APPENDIX B

OBSERVATION GUIDE

This observation is intended to collect data on the above topic in partial fulfillment of the requirement for the award of a Master of Philosophy (M. Phil) degree in Social Studies Education by the University of Education, Winneba. It is therefore purely for academic work. I pledge to honour confidentiality and anonymity and that the information gathered here will only be used for the purpose of this study. Thank you for your anticipated co- operation and assistance to make this study a successful one.

Day:

Date:

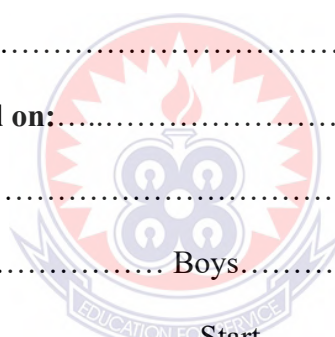
Class:.....

Topic of lesson observed on:.....

Teachers' gender:.....

Number on Roll: Boys..... Girls.....

Time of observation.....Start.....End.....



Assessment techniques employ by Teachers:

Regularly, Occasionally, Rarely, Never.

Item	Regularly	Occasionally	Rarely	Never
Traditional assessment				
Authentic assessment				

Assessment tools emphasized by Social Studies teachers

Regularly, Occasionally, Rarely, Never.

Item	Regularly	Occasionally	Rarely	Never
Project work				
cooperative groups assessment				
Portfolios				
self-assessment				
peer-assessment				
Multiple choice				
Short answers				
Essay test				

Main areas of Social Studies objectives emphasized in teacher assessment

Regularly, Occasionally, Rarely, Never.

Item	Regularly	Occasionally	Rarely	Never
Recall of facts (Knowledge and Understanding)				
Ability to explain, give examples(use of Knowledge)				
Ability to generate new ideas, solutions, etc(Attitudes and values)				

APPENDIX C
STUDENTS EXERCISES



APPENDIX D

LETTER OF INTRODUCTION

