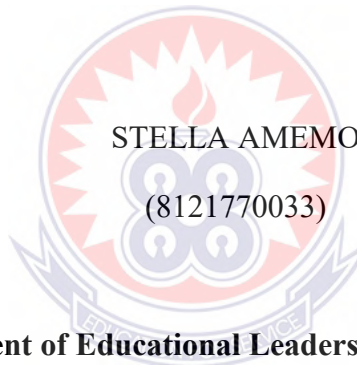


UNIVERSITY OF EDUCATION, WINNEBA

PROBLEMS MILITATING AGAINST THE IMPLEMENTATION OF SOCIAL
STUDIES CURRICULUM IN SENIOR HIGH SCHOOLS IN KWAHU
EAST DISTRICT, GHANA



**A Thesis in Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, University
of Education, Winneba, in partial fulfilment of the requirements for award of the
Master of Philosophy (Educational Leadership) degree**

DECEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, STELLA AMEMO, declare that this dissertation, with the exception of quotations and references contained in published work which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE

DATE

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

SIGNATURE

DATE

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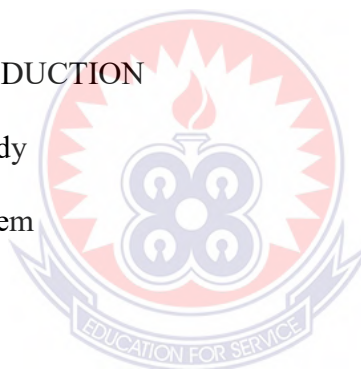
DEDICATION

To my mother Mary Divine Amemo for her contributions towards the realization of my second degree, a reality.



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ABSTRACT

The study investigated the curriculum implementation challenges of Senior High School Social Studies in Ghana with specific references to senior high schools in the Kwahu East District in the Eastern Region. The study used descriptive survey design because of its relevance to the study. Proportionate sampling technique was used to select 196 students from five senior high schools in the Kwahu East District in the Eastern Region and 24 teachers were also census sampled from the five schools for the study. Two sets of questionnaires were used to collect data from both students and teachers. The data collected were analysed using descriptive statistics in a form of frequencies, percentages and means with their respective standard deviations. The results of the study indicate that a large number of teachers were academically competent to teach social studies. However, teaching was mostly classroom-centred as there was little opportunity for inquiry and fieldwork activities. The teachers agreed that curriculum implementation is a worthwhile process and an indispensable tool for students' instruction and achievements in senior high schools. But the teaching and implementation of social studies curriculum was hindered by inadequate instructional materials and in-service training and the deployment of lecture and discussion methods. It is recommended that schools should be provided with required teaching learning materials to make teaching more concrete. Also periodic in-service training in the form of workshops and seminars should be organised for teachers to upgrade their knowledge in the pedagogy of social studies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

All over the world, education is accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their faculties in full. As Agyeman, Baku and Gbadamosi (2000) noted, “it is universally accepted that one of the benefits of good education is that it enables individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole” (p. 9).

Generally, education aims at developing the intellectual, moral, social and physical characteristics of individuals, so that they will be able to enjoy living as people, support themselves adequately as adults, and contribute sufficiently to nation-building. But Ghana has not realized this philosophy to the full since the type of education introduced and practiced in the nation did not possess the components to equip learners with the requisite knowledge and skills capable of functioning effectively as Ghanaians, and for that matter Africans. The educated people rather looked up to foreign cultures and white collar jobs which were not in existence, and some get confused because the curricula were Europeanized having little to do with Ghanaian culture.

Social Studies is one of the subjects that can help change attitudes of citizens and thereby contribute to the socio-economic development of a nation, but educators of the subject have long argued over what exactly is meant by Social Studies. According to Jarolimek (1997), the introduction of social studies, as one of the curricula in American schools was a response to certain social pressures mounting at the time, on the need to

inculcate certain values and sense of nationalism into the youth of America. Over the past several years, Social Studies has become a more visible school subject and conception of learning Social Studies has evolved from doing and knowing to experiencing and making meaning. The tacit and piecemeal curriculum that has long characterized the Social Studies classroom seems to be gradually giving way to a more coherent and integrated set of objectives benchmarks, and performance indicators. This approach is goal oriented with emphasis on learner outcomes: “the knowledge, skills, attitudes, values and disposition to action that teachers wish to develop in students” (Farris, 2001, p. 59-60). The above citation precisely described the evolution of social studies as a single discipline of study among the school curriculum in Ghana. It has evolved from a collection of specific History and Geography topics, which used to characterize the early Social Studies curriculum into an issue centred (trans-disciplinary) subject. In much of Africa, the introduction of Social Studies as part of the school’s curriculum was preceded by the formation of the African Social Studies Programme (ASSP) in 1968 (Kissock, 1991).

The introduction of Social Studies in Ghana was preceded by a follow up of Educational Conference of Mombasa, in Winneba, Ghana, in 1969 during which it was adopted as part of the school curriculum. It was first introduced in the Primary Schools in 1972, where it was called Social/Environmental Studies. Also in 1976, all Teacher-Training Colleges in Ghana were asked to start the preparation of Basic School teachers. The above continued to be the situation until the new Educational Reforms of 1987 when Social Studies was introduced and confined to the Junior Secondary Schools (JSS), now Junior High School (JHS) and the teacher-training institutions.

The subject in the primary schools became known as Environmental Studies, now citizenship education which is taught at the upper primary. In 1998 Social Studies was introduced in the Senior Secondary Schools (SSS), now Senior High School (SHS) to replace Life Skills. This recommendation was done by the 2004 Educational Review Committee, which provided the basis for continuation of learning in the discipline from the JSS to the SSS level. This committee, however, succeeded in transforming social studies from amalgam (Kissock, 1991; Quartey, 1994; Barnes, 2005) of discrete traditional Social Science disciplines, which it used to be, to one that is issues centred (Farris, 2001; Kissock, 1991) and problem solving in nature (Martorrela, 1994; Banks, 1995; CRDD, 1998). This is because the panel that designed the new SSS syllabus was different, both in composition and orientation, from the panel that designed the 1987 JSS Social Studies curriculum.

The University of Cape Coast (UCC), was the first to introduce Social Studies as a programme of study, and the University of Education, Winneba (UEW), followed later. The current situation in the Social Studies front, in Ghana, is that whereas the UCC still runs the course as an amalgam of sociology, history, geography and economics, the UEW has theirs reflecting the issue centred and problem solving curriculum, as introduced in the SHS, since 1998. It should be noted that the differences in the conception of Social Studies are not confined to Ghana alone, but do exist in other countries, where they have generated much debate. The debate about how Social Studies should be conceived or defined is very much held within the context of what is referred to as curriculum politics (Kelly, 2004), where opposing and competing social forces, educators and scholars, among others vie for the primacy of their ideas in and control over the school's curriculum.

An enormous gap continues to exist between intended changes and actual practices in Social Studies Education in Ghana. The subject was adopted about 16 years ago in senior high schools as a result of the quest for relevance in the Ghanaian education. The traditional subjects like geography, history and civics inherited from the colonial education system were criticized for not being relevant both in purpose and content to the immediate needs of the Ghanaian child and the society at large. The traditional subjects also encouraged learners to know more about the colonial master's country than about their own environment and the pressing problems in their society (Owiredu, 1992).

Social Studies which was introduced into the senior high schools since 1998 is one of the core compulsory subjects which is examined by the West African Examination Council (WAEC) at the end of three years secondary education. In the implementation of the curriculum, certain conditions must be fulfilled if any high degree of success is to be chalked. As the design of the instructional programme proceeds, it is tried as and when necessary in the classroom situation at the level for which it is intended, and for this study, senior high schools. This is one of the evaluative techniques to ensure that what has been designed meets the desired objectives.

The goals of Social Studies form the basis of effective instruction of the subject. The quality of teachers of Social Studies, resources used and the pedagogy of teaching the subject are undoubtedly among the most important factors shaping the learning and growth of students. For us as a nation, therefore, to realise the relevance of Social Studies, resources used for teaching the subject, techniques and methods used for teaching as well as teachers of the subject must not only be aware that the subject seeks to address the current persistent problems of human survival (Ananga & Ayaaba, 2004), but must also use the Social Studies

classroom as a platform to guide students to find solutions to these problems. It is widely agreed among researchers that teacher quality as well as resources used and methods of imparting the knowledge are important determinants of student achievement (Dee & Cohodes, 2008). Ingersoll (2003) acknowledged this when he said “Over the past decade, dozens of studies, commissions, and national reports have bemoaned the unavailability of resources and qualifications and quality of our teachers (p. 43). Sekyere, (2013, p. 63) and, Dee and Cohodes (2008, p. 8) maintained that the No Child Left Behind Act (NCLB) explicitly acknowledged this view by requiring that every elementary and secondary public school teacher be highly qualified and provided with the needed resources for their teaching. This Act required that highly qualified teachers should separately demonstrate proficiency in the subjects that they teach. This is because critics believed that out-of-field teachers compromise student achievement and may also contribute to achievement gaps (Ingersoll, 1999; Jerald, 2002 cited in Dee & Cohodes 2008). The phenomenon as observed by these researchers might not be different in Ghana, though little has been said about resources and methods used for teaching as well as who teaches what in the classroom and might be one of the setbacks in our educational sector.

Does it matter which materials, methods that teachers use to teach a student, or are all methods and teachers perfectly substitutable? (Hanushek, 1991). Researchers for the past years have been interested in comparing methods and teacher certification on students’ achievement as a basis for quality, efficiency, and efficacy but not how they use various resources, understand the goals of the subject and let alone how they teach to achieve curriculum goals. However, the mere fact that a teacher coaches his students to write examinations and pass does not necessarily mean that he/she understands the ultimate

purpose of the subject, the right methods to use in addition to the resources available for the teaching and therefore has taught to attain the curriculum goals especially in a subject like Social Studies. Teaching and learning that do not aid the student to participate actively, think critically and reflectively on issues that will enable the student to solve problems independently is not in consonance with the goal of Social Studies. Earlier studies conducted by Bekoe (2006) in Kwahu East District and other areas in Ghana only examined curriculum goals and objectives of teaching Social Studies in Senior Secondary Schools with nothing on the challenges of implementing the social studies curriculum.

At the implementation stage of the curriculum, it may become necessary to take another look at the objectives stated, the content selected, the learning experiences suggested and the ways of organizing the content and learning experiences. It may also be necessary to take another look at the resources suggested for use in the classroom. It is based on these prerequisites for curriculum implementation that this present study on problems militating against the implementation of Social Studies curriculum in senior high schools in Kwahu East District in the Eastern Region of Ghana was conducted.

1.2 Statement of the Problem

Social Studies with its peculiar goal of making the learner an informed, competent, reflective and participatory citizen in society demands more than teaching students to pass West Africa Senior Secondary Certificate Examination (WASSCE) and as such might demand the use of expertise, appropriate methods and resources . This argument could be contested because the direct evidence that Social Studies teachers understand the goal and general aims of the subject by using appropriate methods and resources to address the real

current issues of human survival which seems to be the hallmark of the subject or not, is surprisingly limited. Though literature has it that the subject by nature is issue-centred and as such, the classroom should serve as a theatre for finding solutions to such issues (Ananga & Ayaaba, 2004), there is no evidence to show that such noble ideas are implemented in the Social Studies classroom. This problem has been aggravated by the recent poor performance of students in the WASSCE.

Even though the curriculum has been planned and designed to achieve the broad general aims as specified by the CRDD, the probability of achieving any phenomenal results depends greatly on the classroom teacher, the methods and resources used (Marsh & Willis, 2003). All teachers, including Social Studies teachers are tasked with the business of translating the plan as outlined in the curriculum document into practical activities to help bring about the desired changes in the learners. The implementation of the revised curricula has the Social Studies teacher as the focal figure upon whom the success of the change rests. If a student does not succeed in examination, the teacher, the student or both may be at fault. One is therefore unsure about the balance of probability not to apportion blames to the teacher. However, this is not the case in most Ghanaian senior high schools. The recent poor performance in Social Studies examinations has been attributed by Sekyere (2013, p. 97) to “teachers’ insensitivity to the nature of Social Studies when planning instructional activities in the classroom. Yet the teachers are not to be blamed at all times”.

At times the innovation itself and strategies employed to disseminate it may rather militate against the enthusiasm of implementers. Although the implementation process has began on piecemeal basis there is virtually no information regarding its progress. Studies conducted earlier by Bekoe (2006) only examined curriculum goals and objectives of

Social Studies in Senior Secondary Schools in Kwahu East District. There was therefore a gap on the problems of implementing the Social Studies curriculum in Senior High Schools in the Kwahu East District which this current study hopes to fill. There was therefore the need to conduct a study to assess the problems of the implementation of the Social Studies curricula in senior high schools. This study, therefore, sought to gather empirical evidence on problems militating against the implementation of Social Studies curriculum in senior high schools in Ghana with specific reference to Kwahu East District, Ghana.

1.3 Purpose of the Study

The problem under review is that the aim of Social Studies in Ghana is citizenship education (CRDD, 2010); however, documentary evidence on the Social Studies curricula of the senior high schools seems doubtful and tends to show conceptual differences in what the subject is, how it is taught and the materials used in the teaching of the subject to make it practical and relevant to the students. Therefore the purpose of the study was to investigate problems militating against implementation of Social Studies curriculum in Senior High Schools in the Kwahu East District, Ghana.

1.4 Specific Objectives

The specific objectives addressed by the study were to:

1. identify the quality of human resources handling and learning the subject in the Kwahu East District.
2. examine methods used by the social studies teachers to teach the subject in Kwahu East District.

3. examine resources and materials available for the teaching and learning of the subject in Kwahu East District.
4. determine possible challenges confronting implementation of Social Studies curriculum in Kwahu East District by teachers and students.

1.5 Research Questions

The study was guided by the following research questions which provided direction for the study. The research questions formulated were:

1. What human resources is used to implementation effective Social Studies curriculum in senior high schools in the Kwahu East District?
2. What methods are used to teach and learn Social Studies in senior high schools in the Kwahu East District?
3. What resources and materials were available for the implementation of the social studies curriculum by teachers and students in senior high schools in Kwahu East District?
4. What challenges affect the implementation of Social Studies curriculum in Kwahu East District by teachers and students?

1.6 Significance of the Study

Teachers' characteristics, their understanding of the goal and general aims of the subject and how they use their preferred teaching techniques to address real current issues of human survival in the Social Studies classroom is very important in the implementation of the curriculum. This present study has been designed to achieve this feat in the study

area. To achieve quality education, it is important to ensure adequate supply of relevant textbooks and other instructional materials from local sources. The results of this study is meant to bring out to light the types and availability of instructional materials used to teach effectively Social Studies in the Kwahu East senior high schools.

The study is a formative evaluation that helped to provide information to stakeholders to assess the appropriateness of the Social Studies curricula. Its findings will bring to light the existing conditions regarding how teachers are implementing the curricula. The CRDD has the opportunity to obtain adequate information about how the Social Study curricula are being implemented by teachers. This result of the study will communicate to programme designers any defects in the programme. This input could let them withdraw, improve and reintroduce the programme if need be in order not to commit funds and valuable human capital into such a wasteful venture. Additionally, the study will provide guidance for curriculum planners and designers to plan and design future curricula to achieve a high rate of adoption and subsequent use.

Findings from this present study will be a source of information for planning in-service training and other capacity building programmes for Social Studies teachers to update their pedagogical skills and knowledge. It will allow teacher educators to determine direction for in-service activities. It can facilitate administrators to design interventions for effective curriculum adoption and implementation with information for planning support services. It will help to identify target groups of teachers for more intensive efforts.

The findings of this study will contribute to literature and knowledge which will be a platform for other researchers to conduct further studies. Three of the research questions will bring some novelty to the study. Determining the influence of material resources,

academic qualifications and other teacher characteristics as well as comparing how teachers in different senior high schools implement their Social Studies curriculum, will make this study replicable.

1.7 Delimitation of the study

The second government of the Fourth Republic instituted the Anamuah-Mensah Commission to review the then educational structure the result of which is the eventual implementation of the 2007 education reform (Government of Ghana, 2004). Not only was the Social Studies curriculum reviewed but the entire system of education, starting from kindergarten to senior high schools were reviewed and changed. The study was therefore confined to the new Social Studies curricula in public senior high schools that offer it as compulsory core subject in the West African Senior School Certificate Examination conducted by West African Examination Council. Specifically, the study was focused on senior high schools that are within Kwahu East District in the Eastern Region of Ghana. It is worthy to note that the study was concentrated on the challenges of teachers and students in their quest to implement the Social Studies curricula in the study area.

1.8 Limitations of the Study

The study could have also been done in any of the senior high schools in the other Metropolis, Municipalities and Districts in the Eastern Region to look at the problem holistically in the region so as to find and adopt universal approach to the solution of the implementation problem. This study was conducted using senior high school students of a particular district within a specific geographical area. The problems of implementation

of the Social Studies curricula in the study area may not be the same as other schools in different areas. It may therefore not be possible to generalize the findings of the study over schools in different part of the region and the country at large. Any generalization of the findings was done with caution since environment has a great impact in the teaching and learning of Social Studies.

The use of structured questionnaires limited the responses of the respondents and relevant information not captured in the questionnaires were lost. Students and teachers in some of the schools were not willing to provide responses to some of the items on the study instrument. This was due to the sensitive nature of some of the issues being sought from them. After much persuasion and explanations of the intention of the study, they responded, but it may be likely that some of their responses were not a true reflection of the situation on the ground. Thus, the study was affected by subject, situational and measure (instrument) characteristics or factors.

Despite these limitations of the study identified, adequate sample size was selected and the instrument was developed under close supervision of supervisor and research experts and pilot-tested to make it suitable to collect valid data for the study. The sampling of the respondents was done carefully in order to capture students and teachers of the subject with diverse learning and teaching abilities from different backgrounds in order to collect a reliable and credible data for the study. The valid and reliable data collected made the results of the study to be objective for valid conclusion to be drawn and generalization of the findings.

1.9 Definition of Terms and Acronyms

1.9.1 Definition of Terms

Out-of-field teachers: These are teachers who are not trained in Social Studies but are teaching the subject in the senior high schools

In-field teachers: These are teachers who have been trained in Social Studies and are teaching the subject in senior high schools.

Experienced teachers: These are teachers who have taught Social Studies for three or more years.

Less experienced teachers: These are teachers who have taught the subject for less than three years.

1.9 2 Acronyms

WASSCE - West Africa Senior Secondary Certificate Examination

WAEC - West Africa Examination Council

S.H.S - Senior High School

CRDD- Curriculum Research Development Division

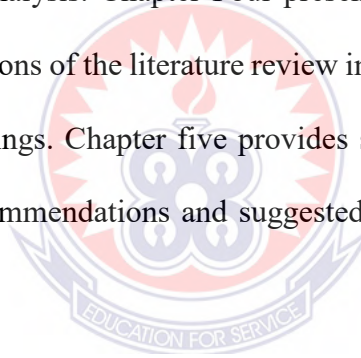


1.10 Organization of the Study

This study has been developed into five chapters. The first chapter deals with introduction which focuses on the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitation and organization of the study. Chapter Two covers the review of related literature which was related to the concepts and theories of curriculum implementation, importance of studying Social Studies in senior high school and structure and organization of the Social

Studies curriculum in senior high schools. Literature reviews also focused on methods of teaching Social Studies, characteristics and qualities of an effective Social Study teacher, resources for the teaching of Social Studies and challenges of implementing social Studies curriculum as well as conceptual framework for the study. Literature review were organised into three thematic areas: theoretical bases for the study, conceptual framework and empirical review.

Chapter Three discusses the methodology used to conduct this study. It described research design, population, sample and sampling techniques, research instruments, reliability and validity of the research instrument, data collection procedures, ethical considerations and data analysis. Chapter Four presents the results and discussion of the findings of the study. Portions of the literature review in chapter two were quoted to support the discussion of the findings. Chapter five provides summary of the major findings and conclusions drawn. Recommendations and suggested areas for further studies were also provided in the chapter.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Chapter two reviews literature related to the concepts and theories of curriculum implementation, importance of studying Social Studies in senior high schools, structure and organization of the Social Studies curriculum in senior high schools. Literature reviews also focused on methods of teaching Social Studies, characteristics and qualities of an effective Social Study teacher, resources for the teaching of Social Studies and challenges of implementing social Studies curriculum as well as conceptual framework for the study. Literature review were organised into three thematic areas: theoretical bases for the study, conceptual framework and empirical review.

2.2 Concept of Curriculum

Curriculum generally has to do with the answers to such commonplace questions as what can and should be taught to whom, when, and how? (Eisner & Vallance, 1994). As Begg (2005, p. 6) puts it, curriculum is “all planning for the classroom”. This implies that curriculum is to provide a template or design which enables learning to take place. It defines the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. It specifies the main teaching, learning and assessment methods and provides an indication of the learning resources required to support the effective delivery of the course. A curriculum is more than a syllabus. According to Whitson (2007), a syllabus describes the content of a programme and can be

seen as one part of a curriculum. Most curricula are not developed from scratch and all operate within organisational and societal constraints.

According to Quashigah, Eshun and Mensah (2013, pp. 84-85) teachers need to be reminded of their primary function which is to facilitate learning and if this will be possible they have to be familiar with the major objectives in their subject areas and to practice formulating objectives in all the domains of learning for specific topics following the different classifications. This is because, if objectives are formulated in all domains of learning, it will not be difficult for the teachers to assess the students in the three domains. Teachers should also realize that the inclusion of affective and psychomotor assessments, as distinctive features of assessment is a step at getting the truest possible picture of a learner. This will provide feedback about teachers and students effectiveness. Teachers' conception represents part of teachers' mental contents or schemas that influence approaches and practice of teaching (Ernest, 1999).

Curriculum has been conceived differently, the humanistic, social reconstructionist, systemic, and academic curricula has its own way of affecting the curriculum. With curriculum implementation, the teacher is supposed to build relationship with the students and promotes individual learning. These relationships and beliefs will inspire students to be innovating, and help students confidently take risks in learning whereby failure is regarded as progress. Research studies (Thompson, 1992; Huang, Lin, Huang, Ma, & Han, 2002) concluded that teachers' conception of a subject or a curriculum would shape their perceived curriculum and therefore their implemented curriculum. This implied that teachers' conception is of high essence in the implementation process. Indeed, the importance of the teacher in the successful implementation of curriculum reform has been

revealed in studies both in the West (i.e. Fullan, 2001) and the East (Adamson, Kwan, & Chan, 2000).

Under the school-based curriculum development policy, the importance of teachers to the implementation of integrated programmes like Social Studies in schools is even more obvious. The importance of studying teachers' conception and curriculum implementation can be seen from Goodlad's (1999) five levels of curriculum, namely ideal, formal, perceived, implemented, and experiential curricula. The theories and principles about curriculum integration derived from literature and research could be seen as representing the "ideal curriculum." The "formal curriculum" of the initiative is developed or decided by local curriculum developers or policy-makers. Teachers' interpretation of the formal curriculum becomes their "perceived curriculum." The "implemented curriculum" represents the classroom implementation of curriculum integration. Finally, students will go through the "experiential curriculum" as teachers deliver it. This is relevant for curriculum implementation process.

As Goodlad (1999) postulated, the implemented curriculum often differs to various extents from the ideal or formal curriculum. The perceived and implemented curricula vary from the conception of persons (policy-makers or curriculum developers) who plan or devise a curriculum innovation. Teachers usually do not strictly adhere to a proposed change but implement their own version of a curriculum with their own interpretation or conception. In general, studies of teachers' understanding of the subjects they teach have shown those conceptions affect the way they teach and assess (Ertmer, 2005; Prosser, Martin, Trigwell, Ramsden, & Lueckenhausen, 2005; Bekoe & Eshun, 2013; Quashigah *et al.*, 2013). These implicit orientations to curriculum shape the topics teachers emphasise

and the meaning teachers give to curriculum documents. For example, in Social Studies, different major conceptions of the subject (i.e., multidisciplinary, traditional or discrete subjects understanding versus problem-solving oriented and trans-disciplinary understanding) are claimed to be major disagreement. Cheung and Wong (2002) have argued that teachers' conceptions of curriculum affect the content of curriculum implementation.

It is important that a classroom practitioner knows what is involved in implementing the prescribed curriculum. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Urevbu, 1995). The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (Buckland, 2002). Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting a curriculum into operation requires an implementing agent. Stenhouse (1999, p. 4) identified the teacher as the agent in the curriculum implementation process. She argued that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner (Buckland, 2002, p. 9).

Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into schemes of work and lessons to be delivered to students. If one aims at quality practice, one cannot wish that practitioners take a curriculum proposal literally, but should work towards a one-to-one translation of the curriculum proposal into practice. Curriculum practitioners need to apply it to the local practice as true as possible to the original intentions, since knowledge in general - preliminary, hypothetical, incomplete, more or less decontextualised and worth of being scrutinised and developed. Rather, one must wish that teachers take the specific circumstances of their locality and of their constituencies into account in order to produce and evaluate a local version of the curriculum which is adapted to what is productive and feasible under these specific circumstances. Thus, the curriculum implementation should take cognizance of the local environment, situation and materials.

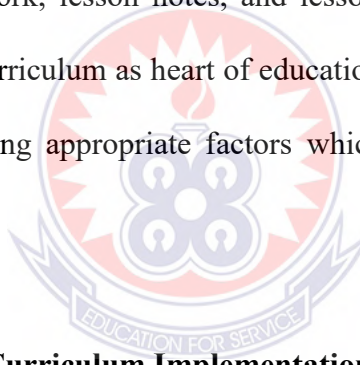
Curriculum is central to all the processes and experiences occurring in school settings. Curriculum development, however, has traditionally been an essential responsibility of outside experts, excluding teachers from active participation in the curriculum development process (Carl, 2009; Craig & Ross, 2008). Research and practice showed that there is a significant difference between the official, written curriculum developed by experts and the actual curriculum taught in the classroom because teachers, working autonomously, make different choices regarding curriculum and instruction based on their knowledge, experiences, and the realities of their classrooms (Cuban, 1993). To ensure congruence between the written curriculum and the taught curriculum, English (2000) introduced the process of curriculum mapping that described “what is actually being taught, how long it is being taught, and the match between what is being taught and the

assessment of the learners of the programme” (p. 559). This is essential for the teacher to be able to know how effective he/she is implementing the curriculum using the materials available to him/her and also to check if the intended objectives of teaching and learning have been achieved.

2.3 Meaning of Curriculum Implementation

Educational programmes such as curriculum (syllabuses, text books, instruction, etc) need to be understood by the implementers. It is crucial to examine how curriculum implementation is defined by some authorities, since such definitions are critically fluid. For the purpose of this study, and the researcher as a teacher, perceives curriculum implementation as using the various formal educational materials such as syllabuses in various subjects, test books, teachers guide materials, manuals appropriately with the learners in the classroom to achieve desired teaching and learning outcome bringing about a positive change of behaviour in the learners. The Commonwealth of Learning Module 13 (2000) defines curriculum implementation as putting into practice the officially prescribed courses of study, syllabuses and subjects, this means helping the learner to acquire decided knowledge or experiences. Again, it is paramount to accept that the learner is at the centre of curriculum implementation. This also means if there is no learner there would not be any curriculum to be implemented. It is also accepted that implementation of the curriculum takes place as the learner acquires the expected experiences, knowledge, skills, idea, and attitudes that are aimed at enabling the same learner to function effectively (The commonwealth of Learning Module 13, 2000).

It is stressed that putting the curriculum into operation requires some implementing agents. Stenhouse (1979) cited in the (The commonwealth of Learning Module 13, 2000), identifies the teacher as the agent of curriculum implementation. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabuses. Implementation is deemed to have taken place when the teacher constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner ((The commonwealth of Learning Module 13, 2000).). Finally, curriculum implementation is a process of using the planned or officially developed course of study by the teacher into syllabuses, schemes of work, lesson notes, and lessons assessments to be delivered to students. It is clear that curriculum as heart of education must be guided in the process of implementation by applying appropriate factors which could influence the curriculum implementation.



2.4 Factors Influencing Curriculum Implementation

Contextually, factors influencing curriculum implementation are identified in line with the GES/CRDD as purely from Ghanaian perspectives for the purpose of this study. This is to allow scholarly references and comparison globally where applicable. The following constitutes major factors influencing curriculum implementation in the secondary school of the study area;

2.4.1 The Teacher

Teachers of the SHS level are autonomous whenever it comes to curriculum implementation. This means teachers view their roles in curriculum implementation as

uniquely autonomous, meaning the selection and decision to use prescribed syllabus or curriculum is theirs. This is because implementation takes place by the interaction of the learner, planned learning opportunities and the role of the teachers at the centre of the interactions is indisputable. For teachers to implement SHS curriculum efficiently and effectively then they must have clear knowledge and understanding of the curriculum as desired. However, in Ghana the SHS curriculum issues are delegated to the CRDD of the GES headquarters as the responsible authority. The commonwealth of Learning cited Wolfson (1997) states that the teacher must play a more significant role in designing the curriculum if the curriculum is what teacher and students create together. (The Commonwealth of Learning Module 13, 2000). This statement means if the teacher is to translate curriculum intentions into reality then it is critical that the teacher understands the curriculum. In Ghana the SHS curriculum design and development is contracted to curriculum experts in the field without teachers and GES staff involvement. As indicated in (The Commonwealth of Learning Module 13, 2000), that “I understand that teachers are pivotal in the curriculum implementation process”, (p. 51) but what is their role in the curriculum planning process? This implies that A Q A teachers are only used to implement the curriculum, but it is essential for SHS teachers to be involved in curriculum planning and development so that they can implement the curriculum modification and for the benefits of the students. However, the SHS curriculum is centralized. This makes it difficult for the teachers to implement fully all aspects of the curriculum. This makes the teachers to implement certain portions of the curriculum that they understand leaving the aspects which are difficult for them. This makes the degree of implementation to vary from school to school based on the type of teacher implementing it.

2.4.2 The Learner (Student)

The learners have been identified as core factors influencing curriculum implementation. This is because the teachers' activities such as planning the scheme of work, lesson notes and instructional delivery including the choice of pedagogical application to be beneficial, needs putting the learners (students) at the centre since they are the recipients of the knowledge and experiences to be derived from the curriculum implementation. Hence without students there can be no curriculum implementation. The learners as a factor must be considered in the process of curriculum design, development and implementation. Since the selection of learning experiences and the change of behaviour that comes out of the curriculum implementation directly impacts on the learners. This also implies that at the Prempeh College SHS the learners who have diverse characteristics must be considered in the process of implementing the SHS curriculum as indicated in the (The commonwealth of Learning Module 13, 2000). However, if teachers and learners are ready to implement the SHS curriculum there must be needed items essential for implementation. The student factor is essential for effective implementation of the Social Studies curriculum.

2.4.3 Resource Materials and Facilities

For the purpose of this study resource materials and facilities can be classified as human and material resources, while facilities refer to the totality of educational facilities enveloped as a school. The Government of Ghana (MOE) provides the needed educational facilities such as school buildings, classrooms, dormitories, computer laboratories, science laboratories, libraries and recreational fields including the schools environment such as roads and footpaths, teachers and other auxiliary staff. However, the government of Ghana

intergovernmental decentralization -fiscal policies delegate the provision of such facilities to the district assemblies in consultation with the district directorate of education.

Besides these facilities, the curriculum materials such as syllabuses, text books, appropriate classrooms, furnishing teaching and learning materials, stationery, teachers guide and manuals constitute critical materials or resources which ought to be supplied by the GES/CRDD such as textbooks to commensurate with the syllabuses have been identified it may be inappropriate since they are not reflecting on each other and therefore greater gaps exist between them. The inability of the government and the Ministry of Education to provide the required materials needed for the implementation of the curriculum serves as a major setback for effective implementation with various challenges in different schools.

2.4.4 The role of Board of Governors and the PTAs

The Board of Governors constitutes major decision making body for the schools and colleges. In addition, the Parents Teachers Association (PTA) becomes an integral part of the Board of Governors to view their roles in consultation with the schools administration (The Headmaster) as guiding the internal school's policy formulating, vision and mission statements of the school. Valuable services of the PTA's and old students include the provision of;

- a. Financial Resources in supporting the school to acquire essential resource materials which have not being supplied by the MOE/GES/CRDD or the District Assembly towards critical SHS curriculum implementation.
- b. Furniture, library, books, computers and staff motivation in cash or kind reflecting on some of the students.

c. Solutions to major challenges beyond the staff through collaborative efforts with educational directorate of the District Assemblies where applicable.

2.4.5 The Schools Environment

It is believed that schools situation in particular socio-political and economic environment constitutes the nature of schools environment. This suggest that schools established or located in rich socio – economic and political environment with adequate human and material resources can assist to implement SHS curriculum in a dynamic and efficient manner to reflect in the outcome of the curriculum implementation (University of Zimbabwe, 1995). However, it is also accepted that schools which are situated in poor socio – economic and political environment with less endowed human resources, it becomes imperatively very difficult to implement any educational policies such as the SHS curriculum. In the study area this assertion is perfectly a reality with Akoase SHS. This means the teachers and learners need to struggle towards implementing the SHS syllabuses to impact on the performance of the learners. This is because the syllabuses as part of curriculum materials have been centralized including summative evaluation of the curriculum through the West African Senior Secondary Schools Certificate Examination (WASSCE).

2.4.6 Differences in Cultural Ideologies

The GES/CRDD headquarters by centralizing the SHS curriculum without reference to the socio – cultural environment reflecting in the differences in cultural ideologies makes the SHS curriculum materials enigma for implementation. This is because the SHS curriculum materials (Syllabuses) are designed and developed based on the ideological and philosophical perceptions reflecting in the political governance within the time frame such

curricular materials are designed. This implies that those in rich socio – economic environment could adopt the curriculum materials and therefore use them more proficiently at the expense of the poor SHS communities. This will bring about disparities in the implementation and achievement of the desired objectives and outcomes.

2.4.7 Support and Supervision

For SHS curriculum to be effectively and efficiently implemented then it is crucial to intensify instructional supervision as very important. Ornstein and Hunkings, (1998) assert to this view when they declare that the process of implementing a new curriculum must be supervised. Briggs and Sommefeldt (2002) state that SMTS (CRDD) have an important function to play in improving the quality of teaching activities in the schools by providing guidance and direction to teachers on how to improve teaching services. In context instructional supervision is a guide such as research objectives and research questions to protect the implementation of the desired and appropriate curriculum materials. Glickman *et. al.* (2004) state that the objective of supervising the implementation of a new curriculum is to ensure that learners are receiving the best possible instruction they can from their own teaching.

Timely supervision and monitoring is healthy towards remediating curriculum implementation challenges by assisting and demonstrating appropriate teaching subjects direction to achieve intended objectives. This way SHS curriculum implementations efficacy is augmented. Again, purposeful classroom observation of teachers and learners in action is to permit supervisors and supervisees interaction to enhance professional development and commitment for curriculum implementation. Glanz (2006) asserts, the classroom observation of teachers in action is not done for evaluation purposes but to

engage teachers in instructional dialogue about classroom practices However, this practice is lacking in the study area.

2.4.8 The Role of GES/CRDD Staff

The GES/CRDD staffs ensure the design and development of curriculum material including distribution of such curriculum materials to all SHS schools through the various Regional Education Directorates. This means Headmasters of respective SHS are normally invited to collect the schools syllabuses, textbooks, timetables, teachers guide, cashbook materials and other relevant stationeries. The major role GES/ CRDD plays in respect of curriculum implementation are to make sure that Headmasters of SHS in Ghana collect their curriculum materials from the Regional bookshops. However, the real or actual implementation of the SHS curriculum depends on the capacity of the Headmasters/Mistresses, HOD's and other teachers. This implies that teachers and their respective HOD's are presumed to have adequate understanding of the curriculum materials. However, teachers, HOD's and Headmasters of the study area have never received any training, preparation, and orientation towards the usage of the various syllabuses (curriculum materials) in the study area. This showed that these implementers will not be effective in their implementation process and there is likelihood that there will be gap in their implementation as compared to the actual process.

2.4.9 Promoting Teachers Professional Growth

For SHS curriculum to be implemented successfully needs the professional training of implementers. Teachers/HODs to receive continuous in service training (INSET) as a process to enhance the efficacy of the implementers' capacity to implement the curriculum at this level. This means the teachers/HODs are seeing as indisputable curriculum leaders.

In context a wise head is able to suitable leadership styles based on situations without relying on one particular style of leadership (Dunford, Fawcett & Bennett, 2000). This situation applies to curriculum implementation where in-service training equips implementers with varying instructional methods, knowledge and experiences towards varying their teaching and learning pedagogies. In the same vain Abdul (2004) agrees that a variety of leadership practices results in more effective leadership instead of merely relying on one particular style. It should be a great concern that in the study area the GES/CRDD, the National Inspectorate Board and the National Council for Curriculum and Assessment (NaCCA) had never displayed any curriculum implementation leadership in the SHS level in the study area. This implies that individual schools will be implementing the curriculum based on their own leadership styles without focussing it in a particular direction.

2.5 The Models of Curriculum Implementation

The design of curriculum adopts an approach or philosophical process being ideological is deemed the models of curriculum. Models are constructed to envelope the rationale for the curriculum to be designed and implemented with the intended objectives at the centre. This study area is put into divisions of coherence and sequence to allow enhancing the understanding of various models/concepts for curriculum implementation.

The categories are as follows;

1. The rationale for curriculum reforms
2. The importance of fidelity of implementation
3. Adaptation of curriculum implementation
4. Institutionalization of curriculum implementation

2.5.1 The Rationale for Curriculum Reform

Both developing and developed countries such as Ghana, Zimbabwe, USA and Australia look to the curriculum as an educational programme designed to meet the visions and aspirations of their respective countries from one generation to another. It is this direction Briggs and Summerfeldt (2002) stated that some experts states “curriculum is a social construct, designed to transmit the characteristics of a society. It is designed to serve from one generation to another” (p. 24). Besides other experts are of the opinion that expert performance is a product of experience-based knowledge that can be recalled quickly and consistently and then deployed (Alberdi, Sleeman, & Korpi, 2000).

In Ghana, the SHS curriculum being a core educational programme is an object for politicizing, making it challenging for curriculum implementers. Curriculum reforms (changes) in all countries should be revised consistently towards desired goals. But this is not the case at the SHS level in Ghana; Revision of curriculum depends on the political ideology of Government in power on education. Examples include Education Reforms 1987, 2007 and 2010 where the SSS was renamed SHS to increase the time frame for completion but without expansion for infrastructure and human resources (Teachers).

In Ghana the rationale for SHS curriculum reforms can be deemed to be economic, political, social and international. It is a common place for Government and their representatives in Ghana to accept UN, UNICEF UNESCO and World Bank agents and integrate them into the SHS syllabuses (curriculum) for implementation without involving the governing bodies and educational stakeholders purposely for economic advantages to be derived; (funding, grants, scholarships). In Ghana change of government is also a move to reform education at the SHS level (Pre-tertiary). This is because there is no unique

National Education Council neutral of political activities hence the political disturbance of education at the pre-tertiary level. Ross, (2000) maintains that the 1988 curriculum change in Great Britain was as a result of competing political parties' desires. This is similar to Ghana. Dooley, (1992) asserted that "a formal school curriculum must be continuously responsive to change in order to prepare students to face a world characterized by rapid change, globalization, and an enhanced social agenda" (p. 11). Socially, the SHS curriculum being centralized in a confused political ideologies such curriculum cannot address societal interest. It is important to note that political influence accounts for the selection of consultant to design the SHS curriculum. It could be that such consultants are not experts in the curriculum field but belonging to same political parties in power. It is prudent to know that varying educational reforms established in Ghana at the pre-tertiary level are considered to be mistakes hence difficult to implement as indicated in the World Data for Education (2010/2011). Thus, there are challenges of reforms affecting curriculum implementation in Social Studies in Ghana and for that in Kwahu East District.

2.5.2 The Importance of Fidelity of Implementation

The fidelity concept for curriculum implementation is one of the critical concepts that the MOE, GES and CRDD had adopted for SHS curriculum implementation to enhance the efficacy and success of the implementation. The MOE, GES/CRDD expect curriculum to be implemented 'strictly' or 'faithfully' at the SHS level in line with the expertly designed curriculum materials. The implications are teachers at the SHS level should implement all the subjects' curriculum strictly without any diversification. For fidelity to be effected we need the following prerequisites for headmasters, HODs and

teachers at the SHS level; this means implementers must possess knowledge and experiences essential in the curriculum area.

1. Understanding of the curriculum materials, example syllabus
2. Ready to accept the curriculum for implementation through self motivation
3. The capacity to analyse syllabuses, materials, and remedy challenges.
4. The supervision and HOD's support must be available towards implementation of the curriculum.

Various studies agree on the importance of fidelity of implementation to maximize the programme effectiveness. Popular ones are Foorman and Moats (2004); Foorman and Schatsneider (2003) and Gresham *et al.*(2003). Some interventions of fidelity implementation were examined and the results suggested may be attributed to three related factors;

- a. Fidelity of implementation of the process (This is at the school level).
- b. The degree to which the selected interventions are supported.
- c. Fidelity of interventions implementation (At the teacher level).

From the foregoing concept some experts are that "Fidelity of intervention implementation is the delivery of instruction.

ii The way in which it was designed to be delivered (Gresham, McMillan, Beebe-Frankenberger & Bocian, 2003). Fidelity assists to address the integrity with which screening progress and monitoring processes are completed such as implementing the SHS syllabus. These assumptions of fidelity approach for curriculum instructional implementation are essential that it is believed that curriculum knowledge is created by experts in the field who are not teachers in schools;

That curriculum change is rationale, systematic, linear process that can easily be implemented. It is believed that instructional curriculum is consistently implemented and changes are evolutionary for all pre-tertiary schools including SHS.

2.5.3 Adaptation of Curriculum Implementation

The process of allowing flexibility to enable local implementers of educational programme including the curriculum to make needed changes suitable to meet cultural diversities of the local schools communities by implementers. This is to enable the local beneficiary of the curriculum implementation to have their interest and needs captured in the curriculum through adaptation for implementation. Adaptation is a social construct and it is applied as a process in the implementation of any learning programme. To derive maximum benefits from adaptation then supervision and monitoring are critical ingredients towards fruitful curriculum implementation. Cobbold (1999). Mihalic *et al.* (2002) identified three components of adaptation as follows; Cooptation – adopting a programme without any accompanying changes; mutual adaptation – adopting a programme with accompanying changes; and non -implementation – failure to adopt and implement a programme. In this context, Mclaughlin, (1987) states that “Mutual adaptation in which external reforms proposals are adopted to fit local conditions and local conditions are adopted to fit with reforms proposal” (p. 171). It is critical for the two approaches of curriculum implementation to strive and achieve uniformity of quality standards at the national and the international levels, since they all have external designers (Experts). This concept has the following assumptions; change is unpredictable, less linear process with an active consumer at the end. Exact nature of implementation cannot be pre – specified and should not; Nature of implementation evolves as different groups of users decide what

suits their individual situations some degree of adaptation is inevitable in any successful curriculum implementation.

Some of these assumptions can be true. It is critical to agree with Cobbold (1999) that “Exact nature of implementation cannot be pre-specified and should not” (p. 27). This implies a curriculum that takes diversity into account should be flexible and adoptable without loss of content. Importantly this approach is able to reduce attitudes and concept barriers to enhancing the learning process in relations to human development. Lastly, society is not static therefore to pre - specify implementation outcomes cannot be possible. Again, some degree of adaptation for successful curriculum implementation indicates that there is a better approach which is fidelity of implementation toward implementation effectiveness to yield relevant fruits.

At the SHS, curriculum/syllabus is designed by the GES/CRDD Headquarters being a centralized concept curriculum design. The subject described as programme of the SHS level are parcelled with flexibility to allow adaptability of choices by the learners. However, the learners’ choice concerning core subjects curricula – English language, Mathematics, Integrated Science and Social Studies; these subjects are compulsory for all students in Ghana including the study area. However, other parcels of programmes are; Business, General Arts and Agriculture Science, Home Economics, and Science. It is clear that student choice of subject curriculum is restricted since each programme is enveloped with four key subjects without any options. Teachers (implementers) becoming familiar with requisite knowledge and experiences to implement the various subjects curriculum get used to and are motivated in the process of curriculum implementation. As the teachers were not involved in the design of the curriculum, the teachers will not be motivated in the

process of curriculum implementation as they may not be familiar with the requisite knowledge and experience to do the implementation.

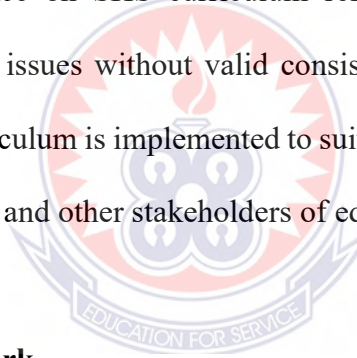
2.5.4 Institutionalization of Curriculum Implementation

Curriculum implementation is seen as curriculum innovation. In my view innovation is constructed idea(s) brought into society for the improvement of a system which becomes part of the system and collectively shared permanently. Rogers, (1995; p.11) defines an innovation as “An idea, practice or object that is perceived as new by an individual or other units of adoption..., if the idea seems new to the individual it is an innovation”. Innovation must impact positively on society. Innovation is seen as a good thing since the new idea is useful profitable and constructive or can solve problems. Therefore new ideas that cannot be seen as useful are considered to be mistakes. Innovation can be technical (New technologies, products and services) and administrative innovations (New procedures, policies and organizational forms).

Contextually in Ghana including the study area SHS curriculum innovation envelope in educational reforms since 1990 have not been able to address the challenges or solve educational problems or develop individuals to acquire relevant academic and skills needed towards economic productivity. Hence such reforms termed as innovation can be considered as negative innovation as simple put as mistake. To confirm the mistakes created through educational reforms involving curriculum innovations at the SHS level come the outcry of the Presidential Committee Report enveloped on the World Data on Education (The Government of Ghana, 2007). A good curriculum expert claim that educational change depends on what teachers do and think – it is as simple and complex as that the claim of innovation is when the curriculum is designed and implemented as a

process at the initiation stage. Implementation is the actual usage of the curriculum materials such as syllabuses, textbooks etc. effectively to reflect in teaching and learning (Fullan, 2001).

Institutionalization is the stage when the change /innovations are no longer seen as new but had become integral to implementation or part of the culture of curriculum implementation. The change is built in as continuous part of the system through school programme policy, budget and schedule teaching and learning activities. It is essential to note that reforms cannot reflect in teaching and learning curriculum without the capacity to initiate, implement and institutionalize the innovation. The GES/CRDD cannot cope with the political influence on SHS curriculum reforms due to the intense political infiltration in educational issues without valid consistency creating mistakes to replace innovation. Thus, the curriculum is implemented to suit the political party in power but not to the benefit of education and other stakeholders of education.



2.6 Theoretical Framework

The current research makes use of Fullan's (2007) theory of educational change as well as some selective educational change concepts and principles in addition to Framing theory as a theoretical framework.

2.6.1 The Fullan Theory

The Fullan theory suggested three phases in the change process of curriculum implementation: initiation, implementation, and institutionalization or continuation and outlines what to expect at each phase. Change theorists caution that change cannot be viewed as a straightforward, linear process; in reality, phases of change "will merge

imperceptibly into each other” (Marsh, 2009, p. 117), and “all phases must be thought about from the beginning and continually thereafter” (Fullan, p. 103).

Hall and Hord (2010) noted that “successful change begins and ends with understanding the importance of implementation constructs and dynamics” (p. xxiii). The educational change literature suggested that implementation should culminate in the actual use of innovation in practice. The five dimensions of implementation in practice proposed by Fullan and Pomfret (1997) included “changes in materials, structure, and role/behaviour, knowledge and understanding, and value internalization” (p. 336). These researchers indicated that some dimensions of the implementation are easily observable, whereas others can either be inferred or determined through interviews and documents. Because of the complexity of the implementation process, the factors that can positively impact change are numerous: professional development, resource support (time, facilities, materials), feedback mechanisms that promote interaction and problem identification, and implementers’ participation in decision-making (Fullan & Pomfret, 1997). The process of change also requires leadership and teamwork, individual learning and commitment from the school staff, and a shared vision and strategic planning (Fullan, 1992; Hall & Hord, 2010).

The change literature emphasized the decisive role of individuals in the change process. According to Hall and Hord (2010), “organizations adopt change, individuals implement change. ...successful change starts and ends at the individual level. An entire organization does not change until each member has changed” (p. 9). Consequently, it is important to analyze all the processes and activities of the change initiative from the viewpoints of the initiative implementers.

2.6.2 Framing Theory

The Framing theory presents one possible framework of 12 major factors that play a role in successful implementation of curriculum. The framework draws on considerable tacit knowledge from the design and operation of large scale training and technical assistance centers that provide services to international, national, state, and local agencies in their implementation of innovations and evidence-based programmes. Using many of these factors can also lead to sustainability and taking programmes to scale. Through meta-analyses, other researchers have identified similar factors to those depicted in the wheel. For example, an examination of 81 implementation studies with quantitative or qualitative data on factors that affect the implementation process also pointed to a similar number of factors: “funding, a positive work climate, shared decision-making, coordination with other agencies, formulation of tasks, leadership, programme champions, administrative support, providers’ skill proficiency, training, and technical assistance” (Durlak & Dupre, 2008, p. 340).

A key factor in the process of changing policy and practice is to have a powerful concept or vision to inspire and motivate people to take action. A powerful concept or vision can be instrumental in leading educators to think differently and to adopt new and more effective practices (World Health Organization, 1997). More often than not, change occurs as a result of outside influences. Examples include pressures on schools to raise academic performance.

Time and resources, such as human, financial, technical, and material, are essential to ensuring change in policy and practice. There must be the workforce with the human capacity and potential, who can dedicate adequate time to implement new programmes.

Sufficient time and pacing must be allowed to implement a full programme cycle. One of the most common reasons a project fails is that managers underestimate how much time it will take and whether their staff and system are ready to take it on (Cohen, 1996; Rogers, 1995). Education systems must determine realistically how much time will be needed and assess staff readiness and willingness to move in the new direction.

Once implementation has begun, it typically takes from 18 months to 3 years to actually see or capture evidence of change. There must be “time for participants to discover for themselves what will and will not work for them” (Greenfield, 1995). In the beginning, the skills of programme implementers, teachers and others, often decline as they try the new skills or strategies, but they gradually surpass their former levels of competence once an innovation is established. Too often we evaluate programmes early on, when experimentation is underway, Cycle of Implementation and may fail to capture the change that is happening. The 12 Wheel factors, as well as those from other models, are very important for success in the implementation process.

2.7 Importance of Studying Social Studies

At all levels of education the goals of Social Studies has been characterized by Martorella (1994) as: (1) transmission of the cultural heritage; (2) methods of inquiry; (3) reflective inquiry; (4) informed social criticism; and (5) personal development. Personal development has traditionally received the greatest emphasis at the basic school level; at the high school level, methods of inquiry have received more emphasis. As phrased in the curriculum guidelines released by the NCSS (1999, p. 262), “the basic goal of Social

Studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent”.

In Ghana, according to the teaching syllabus for Social Studies (CRDD, 2010, p. ii), the subject prepares the individual by equipping him or her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. These clearly show that it is accepted that the ultimate aim of Social Studies is seen as citizenship education. Eshun and Mensah (2013, p. 183) asserted that Social Studies should be taught as a holistic subject, which should reflect behavioural change in students and not facts from other Social Sciences. Social Studies teachers should stress on teaching of skills more than the factual content. The main role of the Social Studies teacher is to emphasize the development of relevant knowledge, positive attitudes, value and problem solving skills of students.

2.8 Teacher Characteristics and the Teaching of Social Studies

Studies indicated that there is a substantial variation in the quality of teaching within schools (Hanushek, Kain & Rivkin, 1998 cited in Dee & Cohodes, 2008). For instance, Hanushek *et al.* (1998) found that teacher quality accounts for at least seven percent of the total variation in student achievement. Dee and Cohodes (2008) asserted that while the importance of teacher quality seems uncontested, the importance of specific and observed teacher characteristics is often highly controversial. They cited that teachers’ pay is often linked to the completion of post secondary degrees, but the available evidence on whether teachers with more advanced degrees are more effective is mixed. They maintained that one other area of controversy is whether teachers who have obtained degrees are more effective than those who have not.

Studies have found positive correlations between teaching performance and measures of teachers' intelligence or general academic ability (Rostker, 1995; Skinner, 1997) most relationships are small and statistically insignificant. Two reviews of such studies concluded that there is little or no relationship between teachers' measured intelligence and their students' achievement (Soar, Medley, & Coker, 1993). In Ghana, teachers' intelligence quotients are not measured but the issue that is of interest to the researcher is whether there is any variation among the in-field and out-of-field, veterans and less experienced, the aged and young, male and female Social Studies teachers and the quality of their instructional practices in the Social Studies classroom.

Nevertheless, other studies have suggested that teachers' verbal ability is related to student achievement (Hanushek, 1991), and that this relationship may be differentially strong for teachers of different types of students (Summers & Wolfe, 1995). Verbal ability, it is hypothesized, may be a more sensitive measure of teachers' abilities to convey ideas in clear and convincing ways (Murnane, 1995). This could be true and applicable to the teaching of Social Studies but subject to the teacher's knowledge of the ultimate purpose of the subject. Social studies teachers who are able to articulate their messages clearly and convincingly may be able to achieve the desired goals of the subject than those who sound dull and tired. Amoah (1998, p. 31) asserted that:

“When it comes to lesson presentation, the way that you do it is just as important as what you do. Asking a question with interest conveyed in your tone of voice and facial expression, as opposed to sounding tired and bored, makes a world of difference to the type of response you will get, no matter how appropriate the actual question was”.

This clearly explained the power of verbal ability is in relation to teaching and learning and how it can make a world of difference to the type of response you get from your audience.

Quashigah *et. al.* (2013, p. 84) also asserted that “the pedagogical content knowledge of Social Studies teachers do influence the way they assess their lessons.” This assertion is supported by Bekoe and Eshun (2013, p. 111) that “the background knowledge of Social Studies teachers is built from their training institutions and this goes to influence the way they teach (selection of content, unit or topic, formulation of objective(s), mode of teaching, and assessment tool used).” As a result of this, implementers of Social Studies curriculum need to be abreast with how the subject is taught and assessed. Bekoe, Eshun and Bordoh (2013, p. 28), however, stressed that “due to the hasty nature in formulating formative assessment and scoring, teachers place emphasis on cognitive domain to the neglect of affective and psychomotor domains which are also of paramount importance.” With this, much is needed to assist Social Studies teachers to be abreast with the nature and the content of Social Studies in a harmonized subject matter required to improve the quality of teaching and learning (Bekoe & Eshun, 2013, pp. 43-44). The social studies teachers can be assisted to be abreast with the nature and content of the social studies curriculum through in-service training, seminars and workshops.

2.8.1 Teacher Qualification and the Teaching of Social Studies

In a broad-spectrum, teacher certification requires completion of a teacher preparation programme and some evidence of subject area knowledge. Darling-Hammond (1999) argued that these procedures ensured that teachers have the professional skills and knowledge such as classroom management, curriculum development and pedagogical techniques that are particularly critical for the education of students. Ingersoll (1999) pointed out that out-of-field teaching is a serious problem. Paxton (2003) suggested that in-field teachers are more effective than out-of-field teachers. Several other research

findings on out-of-field teaching have reached the same conclusion that high levels of out-of-field teaching are a leading source of under qualified teaching in American schools (McMillen *et al.* 2002 cited from Darling-Hammond, 1999). This is one area that has not been ascertained in Ghanaian schools of which this research sought to achieve, specifically, in the teaching of Social Studies.

Critics, however, charge that the evidence linking certification to teacher quality is astonishing deficient and that the impediments created by the certification process discourage high-ability individuals from ever entering the teaching profession. For instance, in his second annual report on teacher quality (U.S. Department of Education, 2004), the former U.S. Secretary of Education reported that there was little compelling evidence that certification requirements, as currently structured in most states, were related to teacher effectiveness.

2.8.2 Teaching Experience and the Teaching of Social Studies

With regard to experienced teachers, Kagan (1992) asserted that they know more than and are different from novices. According to Desforges (1995), Her Majesty's Inspectors of Schools (HMI) in Britain surveyed a sample of 300 teachers in their first year of employment using observation methods to rate the effectiveness of lessons in terms of planning, management, and pupils' gains in understanding. HMI used the same criteria for novices as those generally used for experienced teachers. On these scales, they found very little difference between new and experienced teachers. On this basis, she concluded that the differences between novices and experts in teacher cognition make no difference. Borko and Livingston (1999), however, demonstrated striking differences between some novice and expert teachers in terms of planning, evaluation, class management, and lesson

content. One other thing that has not been established is whether there are differences in the way experienced and less experienced teachers teach Social Studies of which this study seeks to attain.

Other studies of the effects of teacher experience on student learning have found a relationship between teachers' effectiveness and their years of experience (Murnane & Phillips, 2001), but not always a significant one or an entirely linear one. While many studies have established that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers, the benefits of experience appear to level off after about five years, especially in non-collegial work settings (Rosenholtz, 1996). A possible cause of this curvilinear trend in experience effects is that older teachers do not always continue to grow and learn and may grow tired in their jobs. Furthermore, the benefits of experience may interact with educational opportunities. Veteran teachers in settings that emphasize continual learning and collaboration, continue to improve their performance (Darling-Hammond, 1999).

Similarly, very well-prepared beginning teachers can be highly effective. For example, some studies for 5-year teacher education programmes that include a bachelor's degree in the discipline and master's in education as well as a year-long student teaching placement have found graduates to be more confident than graduates of 4-year programmes and as effective as more senior teachers (Andrew & Schwab, 1995). of the subject.

2.9 Goals and Objectives of Social Studies Curriculum

Social studies as a subject have been defined differently by different authorities and authors (Savage & Armstrong, 2000; Ananga & Ayaaba, 2004). In spite of the varied definitions, Morris, (2002) has classified them into three broad categories. Thus: social

studies seen as an approach to the teaching of the social sciences, the amalgamation of the Social Sciences, and citizenship education. Since varied definitions seem to offer different goals, objectives and content of a subject, this study sees the subject as citizenship education and as such, the mention of Social Studies is synonymous to citizenship education. Citizenship education has been viewed historically as one of the principal obligations of public schooling (Sears & Hughes, 1996). Undeniably, Conley (1999, p.134) admitted that public education's mandate "is to train citizens, in the widest sense of the term". This wide view of citizenship has classically been concerned with the development of a sense of identity, "a feeling of being one-people different from all other people" (McLeod, 1999, p. 6). It also involved knowledge of rights and obligations as well as a commitment to the ideals of democracy (Hughes, 1994).

In addition, Dynneson and Gross (1999) posited that the overall instructional goals of Social Studies are often related to the following concerns: the first of which is to prepare students for a changing world. Due to the fast growing population of the world with its emerging issues, it is very imperative to prepare citizens to adapt to such changes with relative ease. The second concern is to broaden students' perspectives and understanding of the community, state, nation, and the world. It is believed that Social Studies as a problem-solving subject can partly achieve that when students are equipped with the relevant information about the society in which they live and what happens in the world around them.

Also the subject is to provide students with the knowledge, skills and abilities they need in both their personal and public lives. These are very germane in solving personal and societal issues which is one of the cardinal aims of the subject. They added that the

subject is to help students relate to and understand the subject matter content of history and the Social Sciences, including knowledge, skills and values that are characteristics of Social Studies subject matter. With regards to this concern, the present study does not agree with Dynneson and Gross (1999) since Social Studies is not concerned with helping students relate to and understand the subject matter content of history and the Social Sciences. This aspect is not a priority of Social Studies but the latter however holds. It must however be emphasized that relevant knowledge from History and the Social Sciences as well as any other discipline that is germane to solving issues in Social Studies is paramount to the subject. Besides, other concern that were raised by Dynneson and Gross (1999) are to contribute to students' understanding of what it means to live in a complex and pluralistic society, to provide students with the understanding of means and processes of a representative form of government, to encourage students to participate in the affairs of society and to work toward establishing a good society and to promote important social goals associated with democratic living.

Dynneson and Gross (1999) asserted that the core of Social Studies curriculum from its inception has been mainly concerned with socialization and citizenship education. Dynneson and Gross (1999) maintained that Social Studies has been assigned the task of socializing students for their future responsibilities as citizens. The core of Social Studies today is not socialization. Even though, there seems to be traces of socialization in the subject since it inculcates into learners knowledge, skills attitudes and values needed to fit into the society, it does not just pass on what is cherished in society to the younger generation but critically examined them to see how useful they are to society today. The core of Social Studies in this study is problem-solving.

Ananga and Ayaaba (2004) admitted that the purposes of Social Studies are to prepare children to be good citizens, to teach children how to think and to pass on the cultural heritage to the younger generation. It must be understood that Social Studies does not just pass on the cultural heritage to the next generations but decipher and inculcate the relevant aspect of culture to the younger generations. Parker (2001) stated that the primary purpose of Social Studies 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. Martorella (1994) stipulated 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 of their societies. This is in line with Banks (1995) as he pointed out that the major goal of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities and the nation. The Social Studies teaching syllabus for senior high school (2007) identified the following as the general aims of Social Studies:

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 analytical skills in assessing issues for objective decision-making.
4. To develop national consciousness and unity.
5. To develop enquiry and problem-solving skills for solving personal and societal problems.

6. To become responsible citizens capable and willing to contribute to societal advancement.

In trying to answer the question why citizenship education, Parker (2001) stated that education for democratic citizenship is a worthwhile educational goal. He, however, bemoaned the fact that citizenship education is often overlooked amid the tremendous pressure to increase students' Mathematics and Reading scores. They often assumed that the knowledge and skills students need for democratic living are by-products of the study of other school subjects. Notwithstanding, he argued that democracy is a system for living together fairly and freely and for solving the problems that inevitably arise but the knowledge, character, values and skills citizens need for democratic living do not emerge without education. To buttress his point, he cited a writer and social critic James Baldwin who posited that "if children are not educated to live democratically, then they may well become apathetic or worse. They could become the next generation of people to sponsor a Holocaust such as the one in Germany in the 1930s and 1940s. Baldwin argued that the perpetrators of these crimes against humanity were very well educated and knew a great deal about Reading, Writing, Literature, Mathematics, and Science. But in spite of their education, they could not live democratically. They used their knowledge and skills to build not only great works of art and architecture, but concentration camps and a human nightmare. They swore allegiance to a tyrant and committed unimaginable atrocities against humanity (Parker, 2001, p. 60-61).

These underscored the importance of citizenship education that promotes democracy which demands that learners are educated on the ideals of democracy that require citizens of great character and civility. To live democratically, learners require the

ability to reason in principled ways, for instance, to possess a deep appreciation for democratic values such as liberty, the common good, justice, and equality; to think critically and to resolve disputes in nonviolent ways; to insist on other people's rights (not only their own); to cooperate with persons with whom one may not want to cooperate; to tolerate religious and political views different from one's own; and to insist on the free expression of those views (Parker, 2001).

From the above, it could be agreed that the subject seems not to have universal goals (Ayaaba, Odumah & Ngaaso, 2010, p. 20). Nevertheless, some scholars like Blege (2001) cited in Ayaaba, Odumah and Ngaaso, (2010) suggested that in a democratic society, the subject should reflect a combination of needs and problems of the individual and those of the society.

2.9.1 Social Studies Teaching Methods and Techniques

Students often consider Social Studies to be dull and boring (Chiodo & Byford, 2006). In addition to this, they also fail to see the relevance of Social Studies to their everyday lives (Schug, Todd & Beery, 1992). Why is it so? Is it because the content is truly dull and boring; or is it because the instructional methods utilized by the teacher do not engage and inspire students to learn social studies (Russell & Waters, 2010). Shaughnessy and Haladyna (1995, p.694) concluded that it is the teacher who is key to what Social Studies will be for the student.

Instruction tends to be dominated by the lecture, textbook or worksheets... and Social Studies do not inspire students to learn. Siler (1998) explained that teachers tend to use only one teaching style day after day, which denies students the opportunity of a variety of teaching techniques. Ellis, Fouts, and Glenn (1992) stated that teachers often rely solely

on text, lecturing, worksheets and traditional tests as methods of teaching. Nevertheless, research concluded that students have more interest in a topic when a variety of teaching methods are implemented (Chiodo & Byford, 2006; Byford & Russell, 2006).

The ability to use various techniques and methods for instruction is often neglected by educators (Russell & Waters, 2010, p. 1). Russell and Waters maintained that teachers tend to have students participate in activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates, and places. VanSledright (2004, p. 233) explained: “The common preoccupation with having students commit one fact after another to memory based on history textbook recitations and teachers do little to build capacity to think historically”. In addition, Hoagland (2000) observed that teachers need to connect the content to the individual interests of the students, thus increasing student interest in the content and actively engaging students in the learning process. This involves the use of a variety of teaching techniques that help engage students in the learning process. Some examples of engaging instructional techniques include cooperative learning, role playing, and technology. Stahl (1994) explained that using cooperative learning requires students to become active learners. Furthermore, Stahl (1994, p. 4-5) believed cooperative learning provides opportunities for students to learn, practice, and live the attitudes and behaviours that reflect the goals of Social Studies education. This is exactly the purpose of teaching Social Studies and not merely to write and pass exams. Every Social Studies teacher must therefore teach to affect the attitudes of students positively and their daily lives should reflect goal of Social Studies education.

According to Russell and Waters (2010, p. 1), “using various teaching techniques is considered by many as best practice”, and numerous studies concluded positive results

with regard to the use of various instructional methods. For example, Dow (1999) concluded that direct observation, data gathering, reading, role-playing, constructing projects, and watching films are all excellent ways to provide students with new information. Using film to enhance Social Studies instruction has been found to be an effective instructional method (Russell, 2007; Russell, 2008; Paris, 1997). In 2006, researchers concluded that using simulations heightened student interest and increased understanding (Russell & Byford, 2006). In addition, it has been found that the discussion technique is a valuable pedagogy for teaching Social Studies (Byford & Russell, 2006).

In a study conducted by Hacker and Carter (1997, p. 266-267) on teaching processes in Social Studies classrooms and prescriptive instructional theories, three approaches to Social Studies teaching were identified and classified as:

i. **Styles of teaching.** The first style was named “The Social Scientist”. This is a problem-solving approach to Social Studies teaching where there are frequent uses of multi-media materials, such as maps, diagrams, graphs, tables and pictures to develop a broad range of skills, whilst pupils concurrently acquire facts and concepts. There is heavy emphasis on making observations, and interpreting and inferring from these observations in order to solve problems and exemplify concepts. High levels of student take reflect active participation in the learning process.

ii. **The Knowledge Transmitter.** This style is characterised by emphasis on the acquisition of facts and concepts, with some convergent problem-solving. The approach is teacher-directed and didactic, with high frequencies of teacher statements of facts, and frequent directives to multi-media materials to acquire information. Low levels of talk amongst students confirm the teacher-directed and informational emphasis of this style.

iii. **The Social Inquirer.** This is a process orientation to Social Studies teaching, with emphasis on intellectual and personal development through probing public issues. Social studies content is learned to facilitate this aim, and to provide a basis for decision-making.

There are high levels of teacher questions and statements, with many speculative interactions designed to raise issues, help pupils clarify an underlying problems and analyse value stances. There are high levels of talk amongst students, and frequent interactions with social and environmental resources. With regards to the teaching of contemporary issues in the Social Studies, the social inquirer and the social scientist would be regarded as more appropriate so that learners will be put at the centre of learning to discover solutions to problems themselves.

In education, the engagement of pupil is becoming increasingly significant in understanding effective pedagogy and in securing more personalized approaches to learning (Hopkins, 2010). Akhtar (2010) claimed that pupils would do better at school if they were treated with respect as learners . . . and (their) ideas listened to and taken seriously. This implied that methods and techniques that take into account the views of the learner can result in classroom participation and better learning than those which do not. Hopkins (2010) suggested that strengthening students' engagement is a route to strengthening their commitment and their progress in learning. Much has been written on the techniques that can be adopted in the teaching of Social Studies (Ayaaba & Odumah,2007, Tamankloe, Amedahe & Atta, 2005) but little is known whether this techniques are been used by teachers who teach Social Studies in the senior high schools in the Eastern Region. The subsequent paragraphs are devoted for discussing the plethora of techniques that abound for the teaching of Social Studies.

According to Ayaaba and Odumah (2007, p. 14), the difference between creative and uninspired teaching is determined by the techniques that teachers use in presenting lesson content, skills and values to students. By implication, not all the techniques can be used to adequately provide the desired teaching and learning in Social Studies. The teachers, therefore, need to examine critically the topics they treat and adopt appropriate techniques that can be used effectively to address such issues. Dynneson and Gross (1999) posited that teaching methods are usually determined by four important elements: (1) the characteristics of the content, (2) acceptable instructional practices, (3) the nature of the instructional material, and (4) the learning attributes of the students. In addition, the means of instruction should consider both the teacher's competence level and the learner's characteristics, including age, sex, and social background.

Methods, techniques and strategies are names for three different levels of planning that a teacher thinks about when preparing to teach (Ayaaba & Odumah, 2007). Whereas a method is a teacher's general approach to teaching or the systematic way teachers go about their teaching, a technique of teaching refers to the activities teachers ask their students to perform in the classroom for the attainment of the instructional objectives. Barth (2000, p. 370) explained strategies as ways of sequencing or organizing a given selection of techniques.

To Dynneson and Gross (1999), strategies are means of presentation by which one will convey subject matter content to students. A teaching strategy is therefore a technique that the teacher employs to help students learn the content of a course, unit, or lesson. For instance, subject matter content may be taught to students in lectures, directed discussions, research projects, guest speakers, field trips, or other means. The subject matter is not

merely presented but rather, the teacher should choose strategies that provide for the active involvement of the students in the learning process.

Ayaaba and Odumah (2007) stated that the effective teaching of Social Studies calls for the use of a variety of skills by the teacher. Blege (2001, p. 87) viewed a skill of teaching as a technique or device used by the teacher during the course of a learning activity. Ayaaba and Odumah (2007) maintained that the ability to use questions or generate a dialogue during a brainstorming session, the ability to create imaginary situations, the ability to sustain the interest of students during teaching, the ability to motivate learners and the ability to present lessons in an orderly manner are all technical skills. The various techniques that could be used to enhance the teaching of Social Studies are lecture, discussion, role play, simulation, field trips among others.

2.9.2 Teaching Methodology

The diversity of purposes and approaches as well as the broad multi-disciplinary nature of Social Studies call for a variety of teaching methods and strategies. As Glickman (1991, P. 6) puts it: “Effective teaching is not a set of generic practices, but instead it is a set of context- driven decision about teaching. Effective teachers do not use the same set of practices forever whether students are learning or not and then adjust their practices accordingly, instead what effective teachers do is to constantly reflect about their work.

2.9.3 Selection of Teaching Methods

Three general criteria influence the selection of teaching methods across the syllabus. These are the learning objectives, learners and practical requirements. Column 4 of the syllabus stated the general approaches to teaching Social Studies thus: Teaching learning activities that will ensure maximum pupil participation in the lessons are

presented. Try to avoid rote learning and drill oriented method and rather emphasise participatory teaching and learning...and also emphasis the cognitive, affective and psychomotor domains. Pupil must be taught to be problem solvers (GES, 2001, p. viii). Thus, activity or participatory oriented strategies and methods are identified as important channels of learning. It appears the syllabus has been developed this way because of the defects associated with rote learning which is no longer adequate in coping with the technological world. The learner now requires knowledge, skills and competencies to enable him or her solve problems. The methodology has been designed to enable the pupil to identify learning as an integral part of his or her life.

From the foregoing it can be inferred that the syllabus combines all the existing approaches characteristic of Social Studies education. As a result a variety of appropriate teaching strategies should be employed to engage students in reflective and interactive learning. The Social Studies teacher should therefore adopt the right approach prescribed by the syllabus to enable pupils to identify learning as an integral part of life. The approaches that the teacher adopts should be learner-centred to fulfill the requirement of the existing syllabus. It is therefore clear that interactive pupil centred learning approaches are recommended to arouse pupils interest and to engage them as independent learners.

2. 9. 4 Methods and Strategies Used in Teaching Social Studies

Tamakloe (1991) contended that if the organization of Social Studies is to be effective, the teacher must be well-versed in the use of a variety of teaching methods and strategies besides the possession of adequate knowledge in several disciplines. It can therefore be deduced that teachers overall approach to teaching depends to a larger extent on their good methods of teaching.

According to Aggarwal (1992) good methods of teaching Social Studies should aim at the inculcation of love of work, developing the desire to work efficiently to the best of one's ability, providing numerous opportunities of participation by the learner and developing the capacity for clear thinking among others. Banks (1995) summed it up when he said skilful teaching of Social Studies is paramount, without it effective learning cannot take place. Methods commonly used in Social Studies include the following: lecture, discussion, simulation, role play, fieldwork, team teaching, project work and inquiry.

a. Lecture Method

Lecture which is the most frequently used method of instruction has dominated formal education over the years. According to Merryfield and Muyanda-Mutebi (1991) several studies in Africa indicated that Social Studies teachers use the same expository, teacher centred methods of teaching history, and geography. Martorella (1994) asserted that the lecture method, which places emphasis on rote learning, is the main method of teaching Social Studies in many schools in Ghana.

Vella (1992) saw the lecture method as the formal presentation of content by the educator for the subsequent learning and recall in examination by students. Lyule (1995) added that, the lecture is the oral presentation of instructional material. Bligh (2002) gave a fitting summary of the outcomes associated with the lecture method as: "The balance of evidence favours this conclusion. Use lectures to teach information. Do not rely on them to improve thought, change attitude or behavioural skills" (p 20). From Bligh's assertion it can be deduced that the purpose of lecture is to clarify information to a large group in a short period of time. It is used primarily to cover certain amount of content as it permits the greatest amount of materials to be presented.

It is normally characterized by the one-way communication. Ideas or concepts are presented by the teacher while students listen and take down notes.

b. Discussion

An important way to involve students actively in what they are supposed to learn is through discussion. This teaching strategy is characterised by the teacher raising a number of pertinent questions on a theme or topic and inviting students to share ideas, express their views or opinions on the topic or theme under discussion. Ayaaba and Odumah (2007) described discussion “as both inclusionary and participatory because it implies that everyone has some useful contribution to make to the educational effort and because it claims to be successful with actively involving learners” (p.14).

Arends (1998) saw the discussion method as “an approach with three ingredients. First, both student and teacher talk are required; students are expected to enter into dialogue and conversation with academic materials; and students are expected to practice and publicly display their thinking” (p.352). To Ayaaba and Odumah (2007), the purpose of discussion “is to engender change in learners what teachers define as desirable attitudes” (p.189). This is true and most suitable for Social Studies teaching which is full of controversial issues.

Amoah’s (1998) study on the implementation of the Social Studies programme in the junior secondary schools established that discussion is the most popular method used in teaching Social Studies, apparently based on the fact that discussion ensures democracy in the classroom and also leads towards achieving affective ends especially In Social Studies teaching. Talabi (2006) described the discussion technique as a method that uses the multiple-channel system of communication where learners’ participation is

encouraged. He maintained that the technique provides opportunity for interaction among learners by allowing them to freely express their views and emotions, experiences and decisions on a topic.

Tamakloe *et al* (2005, p. 334) admitted that the discussion technique offers the opportunity for a high level of student activity and feedback and could be effective in developing concepts and skills in problem-solving. They maintained that discussion does not only take place between the class and the teacher but also takes place between and among the students. They added that in class discussion, some students may not be courageous enough to contribute due to stage fright, inability to articulate, shyness, inferiority complex among others. But in a group discussion, a greater number of students are encouraged to present a variety of problems; gain experience in the various ways of integrating facts; formulating hypothesis, amass a wealth of relevant information; and evaluate conclusions arrived at.

c. Role Playing

One method which can be used in teaching concepts in Social Studies is role playing. According to Clark (1993) role playing is “an attempt to make a situation clear or to solve a problem by unrehearsed dramatisation” (p.73). Shaftel and Shaftel (2002) described role playing as “a group problem solving method that enabled young people to explore human problems in a spontaneous enactments followed by guided discussion” (p.9). Mellinger (2001) on his part defined role playing as structured activity permitting students to take the part of a person in an imaginary situation and to act the part in a realistic manner as possible. Role play then could be described as a spontaneous acting out of a situation to show the emotional reaction of the people in a real situation. Its use in the classroom is to

train students in effective problem solving as students pick social problems for study (Martorella, 2001).

d. Simulation

Closely related to role playing is simulation. ASESP (1994) defined simulation as “pretending, an imitation”. It further stated that “in some cases simulation is role playing an imaginary event that has a set of rules” (p.16). Giley (1991) defined simulation as a technique which enables learners to obtain skills, competencies, knowledge or behaviours by becoming involved in situations that are similar to those in real situations.

Clark (1993) stated that simulation combines role playing and problem solving and it consists of students performing a contrived situation that duplicates a real situation so that children will understand the real situation. Simulation then is a model of physical reality. It tries to simplify a complex social reality. The term simulation game is sometimes encountered. According to Martorela (2001), simulations rely on gaming technique and consequently are sometimes called simulation games. A simulation game is therefore a blend of simulation and game which allows students to assume positions of other people and make decisions for themselves. It does allow students to be less dependent on the teacher as they actively participate in the lesson rather than as passive observers.

e. Team Teaching

Social Studies with its wide array of specialised topics call for collaborative teaching as a pedagogical method. For many Social Studies educators, one way to address the problem of one teacher for one class is through team teaching (Booth, Dixon Brown & Kohut, 2003). Bess (2000) defined team teaching as a process in which all team members are equally involved and responsible for students’ instruction, assessment and the setting

and meeting of learning objectives. Goetz (2000) defined team teaching as a group of two teachers working together to plan, conduct and evaluate the learning activities for the same group of learners.

On the question of contrasting definitions, Davis (1995) on his part suggested that team teaching refers most often to the teaching done in interdisciplinary course by the several team members who have joined together to produce that course. To him team teaching therefore involves a continuum of models and practices which are only distinguishable from one another on the basis of collaboration within the teaching team. In teaching therefore members are equally involved in all aspect of the management and delivery of the subject (George and Davis-Wiley, 2000).

In spite of the potential problem inherent in team teaching due to lack of collaboration and cohesiveness among team members, there are several pedagogical advantages for teachers and students. In the first place it overcomes the inherent traditional form of teaching characterised by teacher isolation in the classroom as students receive instruction from expert knowledge (Buckley 2000; Goetz, 2000; Letterman and Dugan, 2004). Again as exchange of ideas goes on in the classroom teachers learn new ways or methods of teaching and this helps to foster professional development among teachers. Additionally, team teaching can aid in improving friendship between teachers.

On the other hand, students are exposed to a variety of teaching styles and approaches which increase the potential for the team to meet the various learning styles of students (Goetz 2000; Helm, Alvis & Willis, 2005). Students also benefit through the opportunity to receive instruction from experts in specific areas of a discipline's knowledge base which exposes them to alternate issues (Buckley, 2000). This is supported by Jacob,

Honey, & Jordan (2002) when they pointed out that, “the greater the number of members teaching as part of a team, the higher the probability that a student will encounter a teacher who matches their learning style” (p.3).

f. The Project Method

The varied approaches to teaching Social Studies also call for the project method. The project which had its origin in the professionalization of an occupation was introduced in the curriculum so that students could learn at school to work independently and combine theory with practice. It is considered a means by which students develop independence and responsibility and practice social and democratic modes of behaviours (Knoll, 1997).

Kilpatrick (1925 cited in Quashigah *et. al.* (2013) defined the project method as a “heartly purposeful act”. To him whatever the child does purposely is a project. From the above definition it can be said that the project is a child centred activity carried on by learners to accomplish a definite goal. In a project method individual or group undertake a study which could be an independent observation to help them solve a problem. Learners in this way get to understand the meaning of the problem to be solved.

In Social Studies, teaching the project method may involve a local study whereby learners may be assigned to investigate and write a report about their local community. The report could be approached collaboratively. Areas to look for in their community may include the location, occupation and festivals. Each group writes a report and shares their ideas.

The project method has a varied advantage. It helps to deal with students who have different abilities. One of the advantages of project work is that due to the combination of group and individual activities the more skilled students can help the lesser skilled ones

and in so doing both benefit. The student who is a good writer can help to revise and edit a weaker writer's essay; the learning process is therefore integrated (Peterson, 1999). On the other hand, in project work, students develop skills of analysing and formulating hypothesis; through this students come to a logical understanding of the problem or issue to be solved.

g. Fieldwork

Fieldwork may be explained as the teaching and learning which takes place outside the classroom or laboratories, usually planned and organised to take place within the school, the environs of the school, the local community or outside the local community. According to Hayford (1992) fieldtrips are planned excursions to sites beyond the classroom for the purpose of obtaining information and provides an opportunity for first hand observation of phenomena. It is for this reason that Tamakloe (1991) recognised that the nature of the learning experience should therefore enable the student to collect information in his immediate and wider environment. Both Hayford and Tamakloe saw fieldwork as an important tool for Social Studies teaching and learning. Their remarks reminded teachers to move away from situations where students and teachers are completely fixed in the four walls of the classroom.

Varying terms have been used to describe fieldwork. Talabi (2006) uses the term fieldtrips, excursions, study trips and educated walks. Even though Talabi (2006) uses the term excursions it does not mean fieldtrip is supposed to be sightseeing but “educated walks” which means the purpose of fieldwork is educational knowledge to be gained by learners.

Fieldwork activities can be organised under three stages. These include pre-fieldwork activities, fieldwork activities and post fieldwork activities. Duration of fieldwork depends on the objectives and the amount of work to be studied. Phenomenon studied can be of economic, historical, geographical or cultural importance. Fieldwork is advantageous because it provides the student with the technique of problem solving and critical thinking, group work procedure, locating and interpretation of information from books and other sources. As Anderson and Piscitelli (2000) observed, fieldtrip activities have long lasting consequences for students, typically involving memories of specific social context as well as specific content. If social studies teaching are to be successful, fieldwork activities become prominent.

h. Inquiry Method

The nature and objectives of Social Studies in Ghanaian senior high schools emphasize students' familiarity with their physical and social environment. This therefore calls for inquiry method, described as a teaching learning situation which emphasizes students' active participation in the learning process (Akintola, 2001).

ASSP (2000) defined inquiry method as situations where students are encouraged to assess evidence, establish and test hypothesis, make an inference, discover relationships and draw conclusion. From the definition given it is imperative that teachers engage in inquiry. This is because through hypotheses students gain insight into situations that exists by discovering things for themselves. Inquiry methods are advantageous because as students solve problems themselves they are able to retain and remember. Through inquiry, students become familiar with needs and problems in their environment (Kadeef, 2000). It

is therefore a highly recommended method for handling Social Studies lessons as it develops pupils' ability to inquire, investigate and discover.

i. Resource Persons

The most important resource of a community is its people. Within the community there are individuals who possess special skills which can be tapped for the benefit of students. A resource person can be described as someone other than the regular class or subject teacher who is well versed or knowledgeable in an area of learning or experience who may be called upon to facilitate learning. The resource person is therefore supposed to have a richer experience in his area of speciality than the teacher.

In teaching Social Studies a resource person may be picked from the immediate locality or outside. Among those who may be invited include doctors, nurses, village heads and police officers. These people can be invited as guest speakers (Melinger, 2001). The need for a resource person becomes necessary as the teacher may not have the first hand knowledge in an area he or she is teaching. The presence of resource persons makes lesson more exciting as it breaks down teacher's familiarity with learners. Teachers need to employ varieties of teaching methods, particularly those related to students' centered methods, to teach social studies to take advantage of differences in individual students and arouse their interest in the subject.

2.10 Teaching Learning Resources and Facilities

The availability of teaching learning resources is important if the teaching and of the Social Studies programme is to be successful. This is because teaching- learning materials make learning more vivid and leave a lasting impression on the minds of children. According to Parker and Jaromelik (1997) teaching- learning materials can be categorized

into two groups. These include reading materials and resources. To them, the reading materials include, among other things, textbooks, periodicals and magazines. The non-reading materials or resources include community resources of all types as well as art print. They further asserted that students cannot learn ideas, skills or inquiry process without valid and reliable resources. They see the textbook as a good resource because it presents the teachers manual that accompanies any programme.

Ryozo, Mizoue, Moriwake and Nagai (1991) on the other hand, have classified resources into four groups. These are reading materials, audio visual materials, community resources and materials made by the teacher and pupils. Reading materials are made up of supplementary readers, reference books, source books, newspapers and magazines. The audio visual materials are illustrations, photographs, cassette recorders and the television. Community resources include people, institutions, organizations as well as historical, geographical, economic, civic and scientific places of interest. The use of community resources in the words of Tamakloe (1991) is greatly felt during field trips. Teacher and student made resources include models and puppets. Chhinh (2002) in his classroom observation found that the use of teaching -learning materials had a significant positive relationship with the quality of teaching practice. It can be concluded from importance, especially the textbook which serves as an “avowed instructional purpose” in the these considerations that multi-media and multidimensional resources are of considerable hands of the teacher (Aggarwal, 1992).

In spite of their importance, teachers of Social Studies have often complained about the quantity and quality of teaching learning materials. Merryfield (1996) in her comparative study in Malawi and Nigeria concluded that there was no school in Malawi

that could boast of adequate books. In most instances there was only one copy of textbook that was used by the teacher for reference purposes. Even paper was in short supply. Consequently, teachers' source of information was lecture notes they had taken during college days. The exception was Nigeria; even then she remarked that the quality of the books was questionable as authors and publishers were only eager to make money without strict control of what was published. Studies by Karimi (1993) in Kenya also revealed that there was acute shortage of textbooks for trainers and teacher trainees. Karimi also found out that teachers continue to use old history and geography textbooks as their source of reference. Dondo, Krystall and Thomas (1994) also observed in their studies that inadequate materials were a hindrance to effective Social Studies instruction in Africa.

The need for procuring teaching- learning resources for effective teaching and learning of the Social Studies calls for a special room where these resources would be kept. This could serve as a Social Studies laboratory, a classroom and a library where teachers and students could meet to discuss and share issues pertaining to Social Studies teaching and learning. Aggarwal (1992) said classroom furnishing and their arrangement have direct bearing upon the quality of results obtained. In fact, satisfactory outcomes in teaching can be expected from any situation only when adequate facilities are provided. The provision of Social Studies room, it is hoped, will provide the satisfaction in teaching Social Studies in senior high schools.

2.11 Challenges Teachers Face in the Teaching of Social Studies

The teaching process in almost every programme is often fraught with challenges. Challenges teachers face may be due to a number of constraints on the ground. In the first place Social Studies is seen as an integration of concepts and epistemologies from different

disciplines which is considered highly desirable as a way of gaining insight and furthering our understanding of a problem. Even though integration is desirable achieving it is difficult (Rogers, 1995).

Bean (1995) asserted that there is confusion about the actual meaning of curriculum integration since the term is associated with almost any approach that is not strictly based on separate subjects. According to Bean the bone of contention on deliberation about curriculum integration is the fate of the disciplines. In his view the relationship between curriculum integration and the disciplines is easy, but in practice it is problematic. Schott (1996) claimed that curriculum integration entails increased bureaucratic, organisational, and behavioural changes for successful implementation. For example single subject discipline approach requires very little change in the traditional school structure or in the teacher's lesson plan. Integration means doing something different which in the interim would be difficult as it involves a change in the normal role of the teacher. It appears a large majority of teachers lack confidence in integration as they have not been oriented to an integrated approach during their pre-service education and has considerable difficulty in adopting it at a later stage of their professional carrier.

Concern has also been raised that Social Studies as an integrated area of study tends to produce superficial coverage over a broad area as opposed to the subject matter approach which emphasises depth. The focus upon discipline based studies appears to be gaining momentum with the argument that there is the need for reversion to the teaching of the separate subjects. Repeated criticism of Social Studies is that its artificial coverage has led to the loss of the consolidation of the separate subjects. Paxton (2003) in an analysis of students' historical knowledge wrote "the bulk of evidence suggests that students today

know least history as their parents did” (p.41). Hess and Posselt (2002) in support of single discipline approach also noted “...that if students can be taught how to discuss better in Social Studies, but this claim is supported by little empirical evidence and virtually none in Social Studies literature” (p. 284).

Challenges emanating from the separate discipline approach is based on Bishop (1995) assertion that “teachers are not adequately prepared for change through in-service courses and continue to think in terms of biological, chemical and physical topics as, textbooks, and examination papers continue to reflect the separate disciplines” (p.95). According to Bean (1995) an integrated curriculum takes away from teachers their specialist role and so teachers may resent swapping their subject expertise for the right to participate in a generalised approach to human problems and issues. Supporting single subject approach as against integration Leming (2003) argued that “Social Studies as a vehicle for promoting social change has rested on faulty assumptions about the intellectual capacities of youth and has deflected Social Studies leaders attention away from the important subject matter in History, Geography, Economics, and Civics as it lacks curricula and effective pedagogy” (p.124). It follows from these arguments that those who advocated for separate disciplinary approach see multi-disciplinary knowledge like Social Studies as subordinating content knowledge and that such a focus has deleterious consequences for Social Science instruction.

An equally important challenge to Social Studies teaching is the element of time. Considerable amount of instructional time is a necessary requirement for planning and organizing an integrated programme. In Social Studies teaching, ample time is needed to

identify, formulate objectives and specify the scope and sequence of the content. However, instructional time in senior high schools seem to centre on core curriculum of English, Mathematics and Integrated Science with limited attention on Social Studies.

In their inquiry into what basic school teachers and students say about Social Studies, Zhao and Hoge (2005) observed that for many years, Social Studies in basic schools has often been regarded as a subject that should be taught, only when there is time. A similar research work by VanFossen (2005) concluded that priority in the schools is given to basic skill areas of Reading, Mathematics and Language. The effect of the marginalisation of Social Studies is of great concern. According to Turner (2004) reducing the amount of time that students are taught in Social Studies could impact on the quality of Social Studies education.

Again one major problem confronting Social Studies is the prevalence of large class sizes which according to Stanley and Porter (2002) "...is often regarded as gateway courses to students' major fields of study" (p, xxi). The negative implications of large classes is well articulated by MacGregor, Cooper, Smith and Robinson (2000) who stated that "a growing body of research pointed to the value of learning environment...large class settings have historically been heavy lecture centred requiring minimal student engagement and expecting little more than memorization. The sheer size seems to militate against students' involvement and intellectual development, inattention or absence from class" (p. 1).

It is discernible from the views of MacGregor, *et al.* (2000) that large classes encourage the reliance on lecture as well as less students' participation in the teaching learning process. As Fassinger (1996) puts it "because students say that they, as a whole,

are even less active in class, the effects of students passivity may be felt more strongly by students” (p 30). It may be concluded that large classes are not as effective as small class for retention of knowledge and critical thinking.

The teaching of Social Studies sometimes requires non-traditional locations in which real life activities can take place. The location may be either local or distant which involves the movement of students from one place to another to gather information in the field. By design it appears the structure of the school time table is rigid that many teachers find it difficult to organise fieldtrips. As a result, classroom activities which should use the school and the community as a laboratory for gathering social data are nonexistent. Integrated Social Studies require that students and teachers have access to varied resources than those that are available in the standard textbooks. However, one basic challenge that faces Social Studies teaching and learning is the element of resources such as textbooks, teachers guide, supplementary reading materials, audio and visual aids. Their basic role is that, materials should help students to learn; by providing ideas and activities for instruction.

Shortages of resources have become a major setback to the development of pre-service and in-service training. On the other hand, another pertinent challenge that faces Social Studies teaching and learning is the problem of evaluation. Integrated approaches are often more complex as it involves the affective, cognitive as well as the psychomotor domain in order to achieve balance education. If curriculum purports to bring about improvement then assessment procedures are instrumental in achieving the overall aims of the curriculum design. However assessment of the Social Studies affective objective is

exceptionally difficult to evaluate. It appears there is no evaluation instrument and those that are available are not familiar to teachers.

The use of the taxonomy therefore seems to focus on the intellectual emphasis as against affective behaviour or motor behaviour. Teacher made test as well as standard tests place premium upon acquiring specific factual information obtained from specific disciplines. Social Studies with its flexibility does not adequately prepare students for such task. This is a major obstacle for the establishment of integrated Social Studies as a field of study. The current conservative wave and emphasis upon standards will make it difficult for integrated Social Studies to be accepted (Thornton, 2002). When the challenges enumerated above are tackled and addressed by the government, Ministry of Education, the Ghana Education and other stakeholders of Education, the implementation of the Social Studies curriculum will be effective to achieve the intended objectives.

2.12 Summary of Literature Review

This chapter dealt basically with the review of literature of the study and the philosophical basis as well as empirical review of the study. The review discussed concept of Social Studies, teacher competence, methods and techniques used to teach Social Studies and resources required for teaching the subject. Many individuals including the teachers, students, civil servants and the entire community expect the teaching of integrated Social Studies to yield positive results. This is not an easy task because of certain problems such as lack of specialist teachers and instructional materials, inappropriate method of teaching, problem arising from the subject itself based on students' evaluation and assessment, lack of resources centers, organized seminars, workshops and conferences to up-date teachers knowledge in integrated Social Studies.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with the methodology used for the study. It covers the study design, study population and sampling procedures, instruments developed and used for data collection, data collection procedures and analysis.

3.2 The Study Design

A study design is a master plan that specifies the methods and procedures for collecting and analyzing needed information. This study is a descriptive survey. It sought to describe Social Studies curriculum implementation challenges in senior high school in the Kwahu East District in the Eastern Region of Ghana. The descriptive research is suitable when the study aimed to correctly describe a phenomenon, and when the problem is well structured. One shot descriptive survey was used because information was collected from the sampled population on only one occasion.

The descriptive design was appropriate because it enabled the information or data collected from the sampled population to be used in describing the opinion of the target population in relation to the problem being addressed (Saunders, Lewis & Thornhill, 2007). Moreover, a descriptive research is used when the study wants to find out which aspects of a problem were relevant, and described these aspects more thoroughly (Fraenkel & Wallen, 2006). The descriptive survey gather data at a particular point in time with the intention of describing the nature of existing conditions and identifying standards against which

existing conditions can be compared and determined the relationship that existed between specific events (Saunders *et al* 2007).

According to Gay (1992) descriptive survey involves collection of data to answer research questions concerning the problem under study. The use of the descriptive survey strategy enabled collection of a large amount of data from a large population who were scattered in the study area at the same time. In addition, the descriptive survey is perceived to be authoritative and is comparatively easy to explain and understand (Saunders *et al*, 2007). At the same time, it provides a meaningful picture of events and seeks to explain people's behaviour on the basis of data gathered at a point in time. Furthermore, the descriptive survey design can be used with greater confidence as regard to particular questions of special interest and value to the study. Unlike the experimental study, the variables were not manipulated (Saunders *et al*, 2007). On the contrary, there was the difficulty of ensuring that the questions and statements to be answered using descriptive survey design were clear and not misleading because descriptive survey results vary significantly depending on the exact wording of questions and statements. Notwithstanding the limitations, descriptive survey design was considered to be most appropriate for carrying out the study because of its relevance and suitability to the data required for the study, curriculum implementation challenges of senior high school Social Studies in Ghana with specific references to senior high schools in the Kwahu East District in the Eastern Region of Ghana.

3.3 Population of the Study

The population encompassed all teachers teaching Social Studies in senior high schools in the Kwahu East District in the Eastern Region. The study covered public

senior high schools in the Kwahu East District in the Eastern Region. The senior high schools sampled and used to conduct the study were St. Peters, Nkwatia, St. Dominic, Abetifi Presby and Mpraeso Senior High Schools. Population of the study was 1948, made up of 196 Form three students and 24 Social Studies teachers of the sampled schools. The sample size distribution of the Social Studies teachers and students used for the study is shown in Table 1.

Table 1: Sample Size Distribution of Social Studies Teachers and Students

School	No of Teachers	No sampled	No of Students	No sampled
St. Peter's SHS	5	5	321	32
Nkwatia SHS	6	6	557	56
St. Dominic's SHS	4	4	146	15
Abetifi Presby SHS	4	4	347	35
Mpraeso SHS	5	5	577	58
Total	24	24	1948	196

As shown in Table 1, a total of 24 Social Studies teachers and 196 Form three students from five senior high schools in the Kwahu East District in the Eastern Region were used for the study. This makes a total of 220 respondents used to conduct the study.

3.4 Sample and Sampling Procedures

The choice of the five senior high schools in the Kwahu East District was by census sampling procedure. The Abetifi Technical Institute, though learn Social Studies, was not used because it was not a senior high school.

The choice of the Social Studies teachers was by census and purposive sampling procedure. The census sampling procedure was used because all the Social Studies teachers in the senior high schools were used for the study. The purposive sampling was used because the Social Studies teachers were the right subjects who can give appropriate assessment of the curriculum implementation challenges and provide responses to the items on the questionnaire used to collect data for the study.

The choice of the 196 Form three students represents 10.1 % of the total population of students in the five senior high schools. The sample size selected was more than one to five percent recommended by Amedahe and Asamoah-Gyimah (2012). Similarly, the sample size of 196 students agrees with the 10 % recommended by Mugenda and Mugenda (2009).

The sampled population of 164 students from co-educational senior high schools (Nkwatia SHS, St Dominic's SHS, Abetifi Presby SHS and Mpraeso SHS) was stratified into gender strata and proportionate sampling procedure was used to sample the required number from each stratum. This was done to ensure certain representation of both boys and girls in the sampled population. This procedure follows those of Ary, Jacobs and Razaviech (2000), who were of the views that in stratified sampling one first determines the strata of interest and then randomly draws a specific number of subjects from the stratum. After stratifying the Form three students in the co-educational institutions into identifiable gender stratum described above, a lottery method of simple random procedures was used to select the required number of boys and girls from each of the four senior high schools sampled for the study. This procedure was followed to avoid bias in the selection of respondents for the study and also give equal opportunity to every member in each

stratum to be selected for the study. The sample size distribution of the girls from the co-educational institutions is shown in Table 2.

As it could be seen in Table 2, the total number of girls in the four SHS was 755 and the number sampled was 76 which represent 10.1% of the total population. The sampled size is little over the 10.0% recommended by Mugenda and Mugenda (2009).

Table 2: Sample Size Distribution of Girls from the Sampled Schools

School	No of Girls	No sampled	Percentage sampled
Nkwatia SHS	258	26	10.1
St. Dominic's SHS	68	7	10.3
Abetifi Presby SHS	161	16	9.9
Mpraeso SHS	268	27	10.1
Total	755	76	10.1

For the students in St Peters SHS, the lottery method of simple randomization as described above was used to for the sampling of the 32 students from the four classes. The choice of third year students for the study was based on the fact that students in these classes have gone through about two-thirds of the Social Studies syllabus. They could therefore provide relevant responses that relate to quality teaching as against forms one and two students.

3.5 Research Instruments

Two sets of questionnaires were used to collect data for the study. The use of the questionnaire was appropriate because of its effectiveness in collecting factual information

about practices and existing conditions, and for enquiring into the opinion and attitudes of the subjects (Saunders *et al.*2007) and for this study, curriculum implementation challenges of senior high school Social Studies in Ghana with specific references to senior high schools in the Kwahu East District in the Eastern Region of Ghana. The use of the questionnaire also made it possible for data to be collected from large respondents with diverse background at the same time who were scattered all over the study area. The use of the questionnaire also made it possible for views expressed by few people to be used to describe the views of the target population. Gay (1992) stated that descriptive survey study is usually conducted by administering questionnaire.

In order to make this study attractive and interesting, the structure of the items on the two questionnaires were made up of both open-ended and close-ended items. The close-ended format was included because it is easier to complete since they do not need any extensive writing. The close-ended items were also easier to administer, code and analyse. The open-ended items were included in order to allow the respondents to express their opinions freely so as to provide rich responses to the data collected.

The content of the questionnaires were developed based on the research questions and divided into sections. Section 'A' of the two research questionnaires dealt with demographic characteristics of the respondents. The data sought respondents' information on variables such as gender, qualification and teaching experience. Sections B of the Social Studies teachers' questionnaire described Social Studies curriculum implementation process and contained eight items whilst sections C described human resources available for teaching Social Studies and contained four items. In addition, Sections D and E dealt with Methods of teaching Social Studies and challenges of teaching Social Studies

respectively. Whilst Section D contained seven items, section E contained six items respectively. For the students' questionnaire, section B dealt with teaching and learning Social Studies, whilst Section C and D were about use of teaching-learning resources and availability of teaching-learning resources and facilities respectively.

3.6 Pilot-testing

According to Fraenkel and Wallen (2006) and Creswell (2002), prior to using any instrument its validity and reliability need to be assessed to determine its accuracy and consistency. To enable the researcher to test the accuracy of the questionnaire, pilot testing of the instruments were conducted at Nkawkaw Senior High School in the Kwahu West Municipality also in the Eastern Region who also studies Social Studies. Twenty copies of the questionnaires were developed and used for the pilot-testing of the instruments. After pilot-testing the instruments, the reliability co-efficient was computed and found to be 0.74 and 0.76 for the students' and teachers' instruments respectively. These values were more than 0.70 recommended by Gliem and Gliem (2003). However, items which showed double meaning, ambiguity and difficult to understand were rewritten and reworded to make them clear before they were taken to the field to be administered.

3.7 Data Collection Procedures

The questionnaire was administered personally to ensure high return rate, proper coverage and interaction with the respondents to establish rapport throughout the distribution and collection periods. Permission was sought from the heads of the schools who later informed the teachers and students of the schools. A date was fixed for the

administration of the instruments. A familiarization visit was made to each of the schools to make contact with the teachers and students and to introduce herself to them. On the scheduled date for each of schools, the researcher with the assistance of the social studies teachers sampled the required number of the students from each of the schools. The researcher then met the teachers and students sampled in the assembly hall and explained the purpose of the study to them and then discussed the content and structure of the items on the questionnaire with the respondents. This procedure was followed to keep answering of the items within a reasonable length of time and to ensure their understanding of the items so as to provide their independent correct responses. Care was, however, taken not to influence responses of the respondents. The questionnaires were then distributed to the respondents to answer. It took the students 30- 40 minutes to complete answering the items on the questionnaire and the teachers took 20-25 minutes to complete theirs. The questionnaires were collected on the same day to ensure high return rate.

3.8 Data Analysis

Data collected with the instrument was coded and analyzed using descriptive statistic procedures. To arrive at the intended analyses the responses were keyed into SPSS version 16.0 software and several sets of descriptive statistics were computed in a form of frequencies, percentages, mean point value and standard deviation. Tables were used to represent the results in Chapter four for discussion.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion of the findings of the study. The presentation of the results involved analysis of the main data, interpretation of the analyzed data and discussion of the findings. The results were presented in two parts. The first part dealt with analysis of the demographic characteristics of the respondents whilst the second part dealt with analysis of the main data of the study.

4.2 Demographic Characteristics of the Respondents

The demographic characteristics which were relevant to this study were gender of the students and teachers, ages of the students and teachers and teaching experience of the teachers. The study also examined students' interest in social studies and their reasons.

The gender distribution of the students and teacher used for the study is shown in Table 3.

Table 3: Gender Distribution of Students and Teachers

Gender	Students		Teachers	
	Freq.	%	Freq.	%
Male	120	61.2	20	83.3
Female	76	38.8	4	16.7
Total	196	100.0	24	100.0

As shown in Table 3, 120 (61.2%) out of the 196 students used were males whilst the remaining 76 (38.8%) students were females. On the other hand, 20 (83.3%) of the teachers used to conduct the study were males whilst the other 4 (16.7%) were females. From the results it could be seen that more male students were used to conduct the study

than females. Similarly, more male teachers were used than female teachers to conduct the study.

The study looked at the age distribution the students. Table 4 presents the age distribution of the students.

Table 4: Age Distribution of the Students

Age (years)	Frequency	Percentage
14 – 15	57	29.1
16 – 17	76	38.8
18 – 19	63	32.1
Total	196	100.0

Table 4 indicated that majority of the students used to conduct the study, 76 (38.8%) were between the ages of 16-17 years whilst 57(29.1%) and 63 (32.1%) other students were between the ages of 14 – 15 years and 18 – 19 years respectively. Thus, all the students used for the study were between the ages of 14 – 19 years. Students in this age bracket were supposed to be in senior high schools according to the system of education in Ghana (Antwi, 1992). The system of education in Ghana according to Antwi (1992), is six year primary education, three years of junior high school, three years of senior high school and four years of University education. Based on the above system, a student in senior high school should be between the ages of 16 – 19 years. This showed that majority of the students used for the study were in senior high schools.

The study also explored the age distribution of the teachers. The ages given by the teachers are shown in Table 5.

Table 5: Age Distribution of the Teachers

Age (years)	Frequency	Percentage
21 – 30	6	25.0
31 – 40	14	58.3
41 – 50	4	16.7
Total	24	100.0

The results presented in Table 5 showed that 6(25.0%) and 14(58.3%) of the teachers used for the study were between the ages of 21 – 30 and 31 – 40 years respectively whilst only 4 (16.7%) teachers were between 41-50 years. Majority of the teachers used for the study were 30 years and above. Teachers in this age bracket are in their active working group.

The teaching experiences of the teachers were sought during the study. Table 6 shows the various years that the teachers have taught.

Table 6: Number of years Teachers have taught

Number of years taught	Frequency	Percentage
1 – 5	8	33.3
6 – 10	10	41.7
11 – 15	4	16.7
16 – 20	2	8.3
Total	24	100.0

As presented in Table 6, 8(33.3%) of the teachers have taught for 1 – 5 years, whilst 10(41.7%) others have taught for 6 – 10 years. In addition, only 4 (16.7%) and 2(8.3%) other teachers have taught for 11 – 15 and 16-20 years respectively. The number of years

taught as shown in Table 6 indicated that most of the teachers, 16(66.7%), have taught for six years and above. The responses of the teachers with these considerable teaching experiences could provide valid data for the study.

This study examined students' interest in learning Social Studies. Students were asked the question "Do you find Social Studies lessons interesting?" Students' responses provided are presented in Table 7.

Table 7: Students' interest in Social Studies

Variables	Frequency	Percentage
Yes	129	65.8
No	67	34.2
Total	196	100.0

It could be observed from the data analysis presented in Table 7 that 129 (65.8%) of the students said "yes" they are interested in learning Social Studies whilst a slightly more than one-third of the respondents, 67 (34.2%) said "no", they are not interested in learning Social Studies. It could be seen from the results that two-thirds of the students were interested in learning Social Studies.

The students were asked to provide their reasons for their interest for Social Studies. The reasons provided by students who are interested in learning Social Studies are shown in Table 8.

Table 8: Students reasons for their interest in Social Studies

Reason	Frequency	Percentage
Lessons involved lot of discussions	18	13.9
Easy because answers are found in the environment	12	9.3
Methods used and clear explanation given by teachers	41	31.8
Visit to social areas which broadens students' mind and views	10	7.8
Relates to issues in society and environment	27	20.9
Prepares one for society and future life	12	9.3
Teachers use of TLM	9	7.0
Total	129	100.0

As presented in Table 8, majority, 41 (31.8%) of the students' reason for studying Social Studies was the methods employed by the teachers during their teachings and the explanations given by the teachers. Other students, 27 (20.9%) and 18 (13.9%) said issues treated in Social Studies lessons relate to society and environment and involved discussion which make the lessons understood easily. Students' other reasons were Social Studies is easy because answers required are found in the environment around them (students), visits to places of importance broadens students mind. Students were interested in Social Studies because it prepares them for society and their future life and 5 (7.0%) other students said because the teachers used teaching-learning materials which make them to have better understanding of the issues taught and discussed. Thus, the way and manner the subject is taught make the students to develop better understanding of the concepts and hence make them to love and develop deeper interest in the subject, Social Studies.

On the contrary, those students who indicated that they do not like Social Studies also put forth three major reasons. Table 9 presents their reasons.

Table 9: Students' reasons for not being interested in Social Studies.

Reasons	Frequency	Percentage
Lessons taught were not practical	22	32.8
Difficulty in understanding the explanations	35	52.2
Lessons were boring due to non use of TLM	10	14.9
Total	67	100.0

It was found in Table 9 that most of the students, 35 (52.2%), reason was that lessons taught were difficult for them to understand. In addition, 22 (32.8%) and 10 (14.9%) of the students stated that lessons taught were not practical and boring respectively. This was due to the teachers' inability to use teaching-learning materials.

This study looked at the professional qualifications of the teachers teaching Social Studies in Senior High School in the Kwahu East District. The qualifications given by the teachers are shown in Table 10.

Table 10: Professional qualifications of Social Studies Teachers

Type of qualification	Frequency	Percentage
Diploma	4	16.7
First degree	17	70.8
Second degree	3	12.5
Total	24	100.0

The data presented in Table 10 indicated that majority of the teachers, 17 (70.8%), teaching Social Studies in the study area were first degree holders whilst 4 (16.7%) and 3(12.5%) teachers were diploma certificate holders and second degree holders respectively. The results showed that majority of the teachers teaching Social Studies in senior high schools in the study area have the minimum qualification to teach in senior high schools.

This outcome of the study is consistent with those of Darling – Hammond, Berry and Thoreson (2001) findings that teachers who are trained and teaching in the area where they are certified out- performed than other teachers who do not have such qualifications.

The study further explored the area of specialization of the teachers. Table 11 presents the various areas of specialization of the teachers.

Table 11: Areas of specialization of Social Studies Teachers

Type of areas	Frequency	Percentage
Social Studies	18	75.0
Geography	1	4.2
Government	3	12.5
Economics	2	8.3
Total	24	100.0

As presented in Table 11, as many as 18 (75.0%) of the teachers who teach Social Studies in Senior High Schools in the study area specialized in Social Studies whilst only 3 (12.5%) and 2(8.3%) other teachers specialized in Government and Economics respectively. Also, only 1(4.2%) of the teachers specialized in Geography. The results indicated that most of the teachers teaching the subject were social studies specialist. This means that they will not find it difficult to teach Social Studies as they have deeper knowledge of the subject matter. This confirmed the work of Laczko-Kerr and Berliner (2002) who contended that as subject matter area becomes more complex, teachers need a much deeper knowledge of the subject matter area in order to be effective.

The study delved into the duration for which the teachers have been teaching Social Studies in their present school. The various durations given by the teachers are in Table 12.

Table 12: Duration for teaching Social Studies in present school

Duration (years)	Frequency	Percentage
1 – 5	8	33.3
6 – 10	12	50.0
11 – 15	3	12.5
16 – 20	1	4.2
Total	24	100.0

The data analysis showed that as many as 12 (50.0%) and 8 (33.3%) of the teachers have been teaching in their present schools for 6 – 10 and 1 – 5 years respectively. Only 3 (12.5%) and 1(4.2%) of the teachers have been teaching for 11 – 15 and 16 – 20 years respectively. The results showed that 16 (66.7%) of the teachers have been teaching for more than 5 years in their present schools. This showed that these calibers of teachers have adequate experience and effective in their teaching. This finding of the study is in line with those of Rivkin, Hanushek and Kain (2005) who wrote that beginning teachers are not as effective as teachers with more years of teaching experience. This finding also support those of Darling-Hammond and Sykes (2003) who stated that teaching experience makes an important difference in students' achievement.

4.3 Analysis of the Main Data and Discussion of the Findings of the Study.

This session dealt with analysis of the main data and results of the study as well as discussion of the findings. The results were presented in line with the research questions formulated to guide the study. The results were presented using frequencies, percentages and means with their standard deviations.

4.3.1 Research Question One: What human resources is used to implementation effective Social Studies curriculum in senior high schools in the Kwahu East District?

In-service training is essential to improve teacher quality. This study sought from teachers the number of in-service training that they had attended. Responses collected from the teachers are presented in Table 13.

Table 13: Number of In-service Training Courses Attended by the Teachers

Number of courses	Frequency	Percentage
None	9	37.5
One	6	25.0
Two	4	16.7
Three	3	12.5
Four	2	8.3
Total	24	100.0

The data shown in Table 13 indicated that majority of the teachers, 9 (37.5%) had never attended in-service training whilst only 6 (25.0%) of the teachers had attended in-service training for only once. In addition, only 4 (16.7%) and 3 (12.5%) other teachers attended in-service training for two and three times respectively. Only 2(8.3%) of the teachers attended it four times. It can be inferred from the results that most of the teachers are not abreast with the current pedagogical issues related to teaching of Social Studies. This outcome of the study is in contrast to those of Rosenfield (2004) who contended that Social Studies teachers receive fewer professional development opportunities than teachers who teach in other disciplines. It must be pointed out that in-service training permit teachers' constant development of their professional and pedagogical knowledge and skills which

enhanced their effectiveness. As Desimon *et al* (2002) puts it, “changes will occur if teachers have a consistent and high quality in-service training programmes.” Similarly, academic knowledge and professional training of teachers are necessary for them to acquaint themselves with the needed skills to teach the subject effectively (Lemming, 2001). In-service training is an essential to improve teacher quality and for that matter teaching of Social Studies.

4.3.2 Research Question Two: What methods are used to teach and learn Social Studies in senior high schools in the Kwahu East District?

The research question looked at the methods used to teach and learn Social Studies in senior high schools in the Kwahu East District. The methods provided by the teachers are shown in Table 14.

Table 14: Teachers’ perspective of Methods used to teach Social Studies

Type of Method	Always		Often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Discussion	12	50.0	10	41.7	-	-	2	8.3
Lecture	1	4.2	16	66.7	7	29.2	-	-
Role play	4	16.7	2	8.3	17	70.8	1	4.2
Simulation	-	-	10	41.7	11	45.8	3	12.5
Inquiry	4	16.7	5	20.8	13	54.2	2	8.3
Field trip	4	16.7	4	16.7	2	8.3	14	58.3
Team teaching	1	4.2	4	16.7	6	25.0	13	54.2

As presented in Table 14, 12 (50.0%) and 10(41.7%) of the teachers agreed that they always and often used discussion method of teaching during their Social Studies lesson. The use of the discussion method means that students were involved in the lesson

and not only recipient of materials from the teachers. This outcome of the study confirmed those of Amoah (1998) who stated that the discussion method is the most popular method used by teachers in senior high schools.

Table 14 showed that majority of the teachers, 16 (66.7%) often used the lecture method to teach Social Studies. This view of the teachers support the claim made by Martorella (2001) that Social Studies teaching in Ghana is dominated by the lecture method.

The data analysis on role play shown in Table 14 indicated 17 (70.8%) of the teachers said they sometimes used it. The use of role play in the classroom means that teaching of students is effective and lessons become student centred (Marorella, 2001). This finding suggests that students may not be able to develop empathy but understanding which is conducive to attitudinal change.

Simulation is one of the methods that the teachers use. The analysed data shown in Table 14 indicated that 10 (41.7%) and 11 (45.8%) of the teachers often and sometimes used it respectively. The finding suggested that simulation as a technique which enabled learners to obtain skills, competencies, knowledge or behaviours by becoming involved in situations that are similar to those in real life events may be developed in students. If this is the situation, one tends to believe that the students may be receptive to new ideas and attitudinal change as observed by Giley (2001).

It could be seen from the data analysis presented in Table 14 that 13 teachers representing 54.8% admitted that they sometimes used inquiry method during their teaching of Social Studies. The result showed that the teachers rarely use the inquiry method to teach Social Studies. The absence of inquiry in the classroom implies that

students may not become familiar with the need to solve the problems in their environment (Kadeef, 2000).

With regard to the use of field trip, the result in Table 14 indicated that majority of the teachers, 14 (58.3%) never used it. This finding negated the view of Anderson and Piscitelli (2000) who found field trip as an important tool for Social Studies teaching and learning. The implication of this finding is that students cannot develop good social relations such as tolerance, respect for authority, acceptance for group consensus and appreciation for authority which can only be acquired through field work activities.

Concerning team teaching, 13 (54.2%) of the teachers indicated that they have never used it before to teach Social Studies. The implication of this finding is that all the pedagogical advantages associated with team teaching such as receiving instruction from expert knowledge (Booth *et al*, 2003; Goetz, 2000; Letterman and Dugan, 2004) and breaking the boredom and monotony created by one teacher teaching the same class may not be achieved.

The overall result of the analysis of data presented in Table 14 indicated that Social Studies teachers in senior high schools in the Kwahu East District of the Eastern Region primarily used discussion and lecture method. This finding is in line with Merryfield and Muyanda-Mutebi (2001) that Social Studies teaching in Africa are dominated by discussion and lecture method. The implication of this finding is that teachers in senior high schools have not had enough exposure to the prescribed methods and strategies in teaching Social Studies. The inherent problem is perhaps reflected in low quality in-service training programmes. This support the view of Whyte (2001) that professionally trained teachers

do not seem to demonstrate acceptable level of pedagogical competencies probably due to the low quality of training that they received.

The study sought from the students' perspective the various methods used by their teachers to teach them Social Studies. Table 15 presents the students' responses to the methods that their teachers used to teach them Social Studies.

Table 15: Students' perspectives of Methods used to teach Social Studies

Method of teaching	Mean	Std deviation
Classroom lesson involved discussion between teacher and pupils	3.06	1.07
Classroom interaction involved discussion among group of pupils	2.24	0.94
Teacher organizes demonstrations during teaching	2.06	1.06
Students are given opportunity to work in pairs	2.10	0.99
Teacher organizes local visit to places of Social importance	1.44	0.82
Teacher uses probing and divergent questions to elicit information from students	2.41	1.16
Teacher allows active participation of students in the lesson taught	3.16	1.01
Teacher uses multi-disciplinary method of teaching	2.46	1.15
Teacher uses role play method during teaching Social Studies	2.08	1.03
Teacher uses the lecture method during Social Studies lessons	3.18	0.97

As shown in Table 15, most of the students indicated that their teachers always involved their students in discussion during their teaching. This statement scored a mean

of 3.06 with a standard deviation of 1.07. This showed that there is always interaction between teachers and students during Social Studies lessons. However, discussion and interaction between pupils only occur sometimes (mean = 2.24 and standard deviation 0.94). This outcome of the study agreed with those of Ayaaba and Odumah (2007) who described discussion as both inclusionary and participatory because everyone has some useful contribution to make to the educational effort and claims to be successful learners. This implies that there is the engender change in learners which is desirable.

Concerning demonstration and working in pairs, most of the students stated that this is done sometimes. These data analysis scored a mean of 2.06 and 2.10 with standard deviation of 1.06 and 0.99 respectively. It could be inferred from the results that teachers do not have the ability to explain certain issues into details for the students. The ability of the teachers to organize group work in pairs make the student-student discussion to be minimal as found above.

With regard to organization of local visits to places of social importance, most of the students said this is never done (mean = 1.44 and standard deviation = 0.82). The teachers' inability to organize field trips for the students showed that the students were denied an opportunity for first hand observation of phenomena which are very essential for students learning of Social Studies (Tamakloe, 1991).

The data analysis presented in Table 15 indicated that most of the students said that their teachers used probing and divergent questions sometimes during Social Studies lessons with a mean score of 2.41 and standard deviation of 1.16. This showed that the teachers' questions do not make the students to think deeply and reflect on the materials that they were taught.

Majority of the students said that their teachers allowed their active participation in the lesson taught (mean = 3.16; standard deviation = 1.01). By allowing students to actively participate in the lesson, the lesson taught become students centered. This finding confirmed earlier results that teachers allow discussion between them and their students. This confirmed Tamakloe *et al.* (2005) finding that discussion technique offers opportunity for a high level of student activity and feedback and could be effective in developing concepts and skills in problem-solving.

It could be seen from the data analysis shown in Table 15 that most of the students indicated that their teachers sometimes used multi-disciplinary methods during their teaching. The mean score was found to be 2.46 with standard deviation of 1.15. It was found in the study that the two most multi-disciplinary methods used by the teachers were discussion and lecture method. This result of the study is consistent with those of Merryfield and Muyanda-Mutebi (2001) that in Africa teaching of Social Studies is dominated by discussion and lecture methods.

It was found in the data analysis shown in Table 15 that most of the students stated that their teachers never used role play during their teaching of Social Studies but rather their teaching is always dominated by lecture method (mean = 3.18 and standard deviation of 0.97). This implies that the students do rote learning and recall in examination by students. This outcome is confirmed by those of Blight (2002) who reiterated that the lecture method do not improve thought, change of attitude or behaviour among students.

The findings from the students' perspective are similar to those of the teachers that the main methods employed in Social Studies classrooms in the Kwahu East District Senior High Schools were discussion and lecture methods. This showed that the teachers are not

well vested in the various methods they are to employ to teach Social Studies such as team teaching, field trip and role play methods among others.

The study looked at the curriculum implementation process from the teachers' perspective. Table 16 presents the teachers' responses to the items presented to them.

Table 16: Teachers' views on Social Studies Curriculum Implementation Process

Variables	Mean	Std deviation
Curriculum implementation is worthwhile process for senior high school	3.95	0.22
Curriculum implementation is a valuable tool for curriculum alignment with state standard	3.55	0.51
I believe that curriculum implementation will improve instructional practices	3.40	1.50
Curriculum implementation is an instructional tool	3.35	0.67
Curriculum implementation helps me reflect on what I have taught and how I have taught the material	3.35	0.49
Curriculum implementation will eventually improve student achievements	3.30	0.80
Teachers in the Social Studies Department have favourable opinion on curriculum implementation	3.00	0.32
Curriculum implementation has no effect on my teaching	1.85	0.74

It could be seen from the results presented in Table 16 that the teachers agreed to all the eight statements presented to them except “curriculum implementation has no effect on teachers’ teaching”, which scored a mean of 1.85 with a standard deviation of 0.74. The teachers’ levels of agreement to the statements, however, differ from each statement which was in the range of 3.00 to 3.95 with their standard deviations.

Majority of the teachers strongly agreed that curriculum implementation is a worthwhile process for senior high schools. This statement scored a mean of 3.95 with a standard deviation of 0.22. This finding of the study is consistent with those of Huang *et al.* (2002) that teachers’ conception of a curriculum would shape their perceived curriculum and therefore their implemented curriculum. Once most of the teachers strongly agreed that curriculum implementation is a worthwhile process, they would do their best to implement the curriculum to promote their students’ learning.

Concerning curriculum implementation is a valuable tool for curriculum alignment with state standards and an instructional tool, it was found that the Social Studies teachers strongly agreed to the two statements. The statements scored a mean mark of 3.55 and 3.35 with standard deviation of 0.51 and 0.67 respectively. These results indicated that whatever is taught by the teachers were in line with the standards set by the national objectives of teaching Social Studies in Senior High Schools. Also, the teachers find the curriculum to be an important tool for their instructional process. This outcome of the study agreed with those of Stenhouse (1999) who was of the view that curriculum implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in the curriculum document. Thus, the teachers in the study area consider the state standards when selecting their aspects and mixing the various topics in the syllabus. The

selections of the topics by the teachers that are taught in the classroom fulfill the objectives set by the national or state standards.

With regard to teachers attitude towards the curriculum, it was found that almost all the teachers have favourable opinions towards the curriculum implementation (mean = 3.00; standard deviation = 0.32). Teachers with favourable opinions about the curriculum implementation tend to reflect on what they teach and how they teach the materials (mean = 3.35; standard deviation of 0.49). This confirmed the work of Buckland (2002) who contended that curriculum implementation take place when the planned design courses of study is translated by the teacher into schemes of work and lessons delivered to students.

Most of the teachers strongly disagreed that curriculum implementation has no effect on their teaching. This statement scored a mean of 1.85 with standard deviation of 0.74. This means that the teachers have seen the effects of curriculum implementation on their teaching. This finding is consistent with those of English (2000) who argued that what is actually taught, how long it is being taught and the match between what is taught and the assessment of the learners depend on the type of curriculum implemented.

4.3.3 Research Question Three: What resources and materials were available for the implementation of the social studies curriculum by teachers and students in senior high schools in Kwahu East District?

The study examined from the students and teachers the various materials that are available for teaching and learning of Social Studies. The students' responses to the materials and resources available for their learning of Social Studies are shown in Table 17.

The data presented in Table 17 indicated that wall maps and globes which were basic materials for teaching Social Studies were inadequate and totally absent in the

schools. If this situation is true, one wonders how students would be able to interpret topographical maps especially during WASSCE examination. Again the frequency response of 140 (71.4%) indicated that projectors for showing films on historical events were not available in most of the schools.

Table 17: Students' views of resources available for learning of Social Studies

Type of materials	Available and Adequate		Available but not adequate		Not available	
	Freq	%	Freq	%	Freq	%
Wall maps	51	26.0	108	55.1	37	18.9
Globes	22	11.2	78	39.8	96	49.0
Projectors	22	11.2	34	17.3	140	71.4
Cassette recorders	12	6.1	25	12.8	159	81.1
Newspaper/ magazine	61	31.1	83	42.3	52	26.5
Specimen of Social Studies materials	15	7.7	34	17.3	147	75.0

With regard to newspapers, the frequency of 83 (42.3%) indicated that the newspapers were available but inadequate. This showed that newspapers which are important sources for teaching current events were either inadequate or absent.

Concerning cassette recorders on important social events as many as 159 (81.1%) of the students stated that they were not available. Similarly, 147 (75.0%) of the students indicated that specimen of Social Studies materials such as rocks, Munsell charts which are required to study soil colour were not available.

The sum total of the results of the analyses of the availability or inadequacy of teaching and learning materials indicated that most of the materials were not available or inadequate. The views of the students confirmed observation made by Karimi (1993) that inadequate instructional materials are the major obstacle to effective Social Studies instruction in almost all African countries that have adopted Social Studies.

Students' views were further explored on uses of teaching-learning resources by the teachers who teach them. Table 18 presents students' responses provided to the items they were presented.

Table 18: Students' view on teachers' use of teaching-learning resources

Type of resources	Agreed		Disagree	
	Freq	%	Freq	%
Teachers show resourcefulness in assembling materials	86	43.9	110	56.1
Uses relevant teaching material	47	24.0	149	76.0
Use of illustrations and sketches	51	26.0	145	74.0

The data analysis presented in Table 18 were due to the collapsing of the four likert type scale into two namely agreed and disagreed to make the interpretation and understanding of the data analysed easier. From the results shown in Table 18, 110 of students representing 56.1% disagreed that their teachers show resourcefulness in assembling materials to teach Social Studies. This indicated that the teachers do not exhibit favourable characteristics towards their teaching. This implies that the teachers do not use teaching-learning materials and therefore resort to use of lecture method.

It was also found that 149 (76.0%) of the students disagreed that their teachers use relevant teaching materials. This confirmed the earlier finding that the teachers do not show resourcefulness in assembling materials. Similarly, as many as 145 students representing 74.0% disagreed that their teachers do use illustrations and sketches during their teaching. Teachers' use of illustration and sketches during their teaching explain concepts and bring out meaning of some issues taught. If this is not done, it would be difficult for the students to grasp and understand some of the concepts taught.

The study found from the teachers their use of teaching and learning materials during their Social Study lessons. The teachers were asked to indicate the availability of the following teaching and learning materials for their lessons. The responses given are presented in Table 19.

Table 19: Teachers' Responses on Availability of Teaching and Learning Materials

Type of material	Available	Not available
Magazines	7 (29.2)	17(70.8)
Text books	14 (58.3)	10 (41.7)
Wall maps	5 (20.8)	19 (79.2)
Topographical sheet	10 (41.7)	14 (58.3)
Newspapers	6 (25.0)	18 (75.0)
Projectors	8 (33.3)	16 (66.7)
References books	7 (29.2)	17 (70.8)

Table 19 showed that whilst only 7 (29.2%) of the teachers said magazines are available, 17 (70.8%) others said such material is not available. In addition, 14 (58.3%) of

teachers reported availability of text books whilst 10 (41.7%) others indicated they are not available. On the part of wall maps, as many as 19 (79.2%) of the teachers said they are not available, with only 5 (20.8%) indicating it is available. Again, 10 (41.7%) of the teachers said topographical sheet are available, however 14 (58.3%) of the teachers replied it is not available. In addition, as many as 18 (75.0%) of the teachers reported that newspapers are not available to their students with only 6 (25.0%) of the teachers indicating it is available to their students.

Concerning projectors, only 8 (33.3%) of the teachers said it is available with 16 (66.7%) others saying it is not available to their students. With reference books, only 7 (29.2%) of the teachers reporting it is available, whilst as many as 17 (70.8%) indicating it is not available to students.

It could be observed from the results presented in Table 19 that apart from text books which some of the teachers reporting to be available, most of the teachers reported that magazines, newspapers, topographic sheets among others are not available to their students. This implies that most of the students are not likely to have access to these materials. This means the students are not able to do self-selected reading materials as discussed by Karimi (1993). Karimi reported that inadequate instructional materials are the major obstacle to effective Social Studies instruction in senior high schools.

4.3.4 Research Question Four: What challenges affect the implementation of Social Studies curriculum in Kwahu East District by teachers?

This research question examined from the teachers their challenges encountered when implementing the Social Studies curricula in senior high schools in the Kwahu East District. Table 20 presents the teachers' challenges provided. It was found that the teachers strongly

agreed or agreed to all the challenges presented to them. However, their level of agreement differs from challenge to challenge.

Table 20: Teachers' Challenges of implementing Social Studies Curriculum

Challenge	Mean	Std. deviation
Inadequate number of periods	3.40	0.50
Inadequate instructional material / facilities	3.55	0.60
Overloaded syllabus	3.10	0.72
Large class size	3.40	0.60
None use of field trips	2.96	0.92
Lack of confidence in integration on the part of the teachers	2.85	0.6

Table 20 showed that a mean of 3.40 with a standard deviation of 0.50 as well as 3.55 and a standard deviation of 0.60 means that the teachers strongly agreed to inadequate number of periods and instructional materials/facilities were sources of worry to the teachers. This means that the teachers were aware that the three periods allotted to the teaching of Social Studies is not enough. This view is supported by VanFossen (2005) that priority in the schools is given to basic skill areas of Mathematics and English Language as well as Integrated Science and ICT. The finding suggested that the amount of time given to Social Studies could have a negative impact on Social Studies teaching and learning. This is in agreement with Turner (2004) who wrote that reducing the amount of time that students are taught in Social Studies could negatively impact on the quality of Social Studies education.

With respect to overloaded syllabus, a mean of 3.10 with standard deviation of 0.72 showed that most of the teachers strongly agreed that it was a challenge to Social Studies teaching. This means that teachers were aware of the extensive subject matter proliferation in Social Studies which made it difficult for effective teaching. As Leming and Ellington (2003) observed, Social Studies eschewed substantive content and lacked focus for effective practice. Over loaded syllabus means that there would be limited opportunities for independent studies by students. Teachers on the other hand may not be able to complete the syllabus due to the number of topics to be covered with the limited number of periods allocated to the teaching of Social studies. This would encourage superficial treatment of topics as teachers would have to rush through the syllabus to complete the content before examination. In such situation students may not understand the course materials.

On the view of whether large classes were a challenge to Social Studies teaching, Table 18 showed that a mean of 3.40 indicated that majority of the teachers strongly agreed that it is a challenge. The implication of such classes means that teachers will find it difficult to pay attention to each student. Methods like project work, inquiry and field trip (mean 2.96; std 0.92) would not be undertaken by teachers. Teachers would therefore resort to use of lecture method and dictation of notes. This is consistent with the views of MacGregor *et al.* (2000) that large class settings have historically seen heavy lecture methods requiring minimal students' engagement and expecting little more than memorization. It is also likely that teachers may not give regular homework and assignments to students. This would have a deleterious effect on continuous assessment to determine the efficacy of the Social Studies programme.

It is also revealed in Table 20 that a mean of 2.96 with a standard deviation of 0.92 indicated that majority of the teachers agreed to the statement of “none use of field trips” by teachers was another major challenge to Social Studies teaching. This indicated that teachers were aware of the lasting impression of field trips activities leave on the mind of students. This finding supported the views of Anderson and Prisciteli (2000) who observed that field trips activities have long lasting effects for students, particularly those involving memories of specific social context as well as specific content. The non use of field trips implies that the problem of critical thinking and the technique of problem solving may not be achieved by students. This outcome of the study therefore suggested that there should be less time sitting in the classroom and move student out to involve n fieldwork activities.

It was also found that most of the teachers agreed that they lack confidence in integration of all the parts of the Social Studies contents (mean = 2.85; std 0.67). This means that certain topics which were not the specialization of teachers were not fully taught or not taught at all. This is viewed from the perspective of the teachers who indicated that they do not often do team teaching in their schools. Students would therefore perform poorly in those areas not taught in the syllabus of Social Studies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the final chapter of the study. It involves summary and conclusions drawn from the findings. It also includes recommendations and suggestions for further research.

5.2 Summary of the Study

The study investigated the curriculum implementation challenges of Senior High School Social Studies in Ghana with specific reference to senior high schools in the Kwahu East District in the Eastern Region. The research was undertaken with the view to finding answers to the challenges and making suggestions that could help improve the social studies programme in the Senior High Schools in the Kwahu East District. Descriptive survey design was used to conduct the study. The survey was conducted in five senior high schools in the Kwahu East District in the Eastern Region. A sample size of 24 teachers and 196 students were selected for the study. A questionnaire was developed for the respondents to complete. The questionnaire was pilot tested, revised and later administered to the respondents. The data collected were analysed by using descriptive statistics and the computed results presented in tabular form for discussion.

5.3 Findings of the Study

The main findings of the study were that:

All the teachers teaching Social Studies in senior high schools in the study area have the minimum qualification to teach the subject. It was found that most of the teachers who

teach Social Studies in senior high schools in the study area specialized in Social Studies with only two other teachers specializing in Government and Economics.

The results showed that majority of the teachers have been teaching Social Studies for more than 5 years in their present schools. It was also found that majority of the teachers had not had enough in-service training in the methods and strategies of teaching Social Studies.

The teachers agreed that curriculum implementation is a worthwhile process and an indispensable tool for students' instruction and achievements in senior high schools. The results showed that majority of teachers paid little attention to most of the methods and strategies required for teaching Social Studies. The teaching of the teachers are dominated by discussions and lecture methods to the neglect of field trips and role play which were required to be used for teaching Social Studies.

The results of the study revealed that most of the teachers admitted that senior high schools do not have enough instructional materials for teaching Social Studies. A large number of teachers felt that the broad scope of subject matter of Social Studies and large class size are a serious concern for Social Studies education. In addition, majority of the respondents felt that overloaded syllabus and lesser periods were a challenge to Social Studies teaching.

5.4 Conclusions

On the basis of the findings made by the study, the following conclusions were made. Less emphasis is placed on in-service training for teachers in senior high schools in the Kwahu East District even though it is evident that some teachers have inadequate academic

training and pedagogy to teach Social Studies. Teaching- learning materials for Social Studies and facilities especially audio visual aids were unavailable or remain inadequate in the senior high schools in the Kwahu East District. The respondents to a large extent lacked the pedagogical skills in teaching Social Studies in senior high schools in the Kwahu East District. This accounted for teachers' rare use of methods and strategies which resulted in largely teacher centred instructions.

Education is an investment for our future. This study justifies the assertion for the need of more effective implementation of senior high school curriculum in order to improve the learning achievement of students. It has also becomes obvious that educational planners, administrators and teachers face the challenges of providing adequate personnel and material resources for education opportunities and of managing human, materials and financial resources available for education. All government agencies which are saddled with the responsibilities of planning curricula and providing curricula materials should make haste in providing the necessary materials needed for the Social Studies curriculum.

5.5 Recommendations

In view of the findings from the study the following recommendations are made:

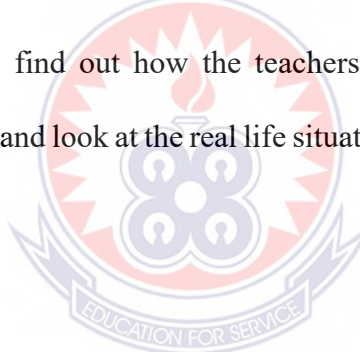
1. It is recommended that the Ghana Education Service (GES) in consultation with the Ministry of Education (MOE) should design and organise regular and periodic in-service training in the form of workshops and seminars for teachers in the various districts of the country. This will contribute in upgrading the knowledge of teachers in Social Studies pedagogy as well as keeping them abreast with current issues in Social Studies teaching.

2. The findings revealed that most of the teachers taught without teaching learning materials due to their inadequacy and unavailability. It is therefore recommended that schools must be provided with required teaching learning materials by the Ministry of Education and Ghana Education Service to make teaching more concrete. Circuit supervisors should also give teachers' practical training in preparation of teachers to improvise teaching- learning materials.
3. Comparing the structure and organisation of the SHS Social Studies syllabus, the current 3 periods per week are not sufficient for teachers and students to have effective and meaningful teaching and learning. It is highly recommended that Ghana Education Service should adjust the general timetable for additional 3 periods to enable both students and teachers to engage in meaningful and purposeful teaching and learning instead of rushing to complete the syllabus.
4. The District Assemblies should prioritize the provision of libraries, TLM and infrastructure expansion for SHS in their areas of jurisdictions. They should factor them into their medium term development plans. The central government should increase its budgetary allocation for SHS in order to give enough facilities to schools, motivation to teachers and attract competent personnel into the teaching profession.
5. Ministry of Education, the Curriculum Research Development Division (CRDD), Social Studies curriculum specialists/experts, regional, district as well as heads of various second cycle institutions should organize periodic technological training and workshops on 21st century teaching and learning methods to enable Social Studies teachers keep and be abreast with modern methods of teaching and learning.

5.6 Suggested Areas for Further Research

To generalize the findings of this study for all teachers countrywide, it is suggested that a similar study be conducted in senior high schools in the other districts by either the Ghana Education Service or any other interested agencies to look at the problems holistically in order to enhance quality teaching and learning of Social Studies.

It is strongly recommended that further study be conducted to find out how teachers can be motivated to implement the Social Studies curriculum without any difficulty. This is also an opportunity for further investigation for those who feel that Social Studies curriculum can only be improved if recurring challenges in curriculum implementation are faced head-on and eliminated. It is also recommended that lesson observations should be made in the classroom to find out how the teachers are implementing the curriculum processes in the classroom and look at the real life situation of the challenges of the teachers and students.



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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR SOCIAL STUDIES TEACHERS

This questionnaire was designed to find out problems militating against the implementation of Social Studies curriculum in Senior High Schools in the Kwahu East District in the Eastern Region of Ghana.

Instruction: The information collected through this questionnaire would be used purely for academic purposes only. Your responses would be kept confidential. You are kindly requested to complete the questionnaire carefully. Please read the instructions for each section of the items on the questionnaire carefully before you give your responses.

Section A: Demographic characteristics of the Teachers

1. Gender

a) Male

b) Female

2. Age group

a) 20 – 30 years

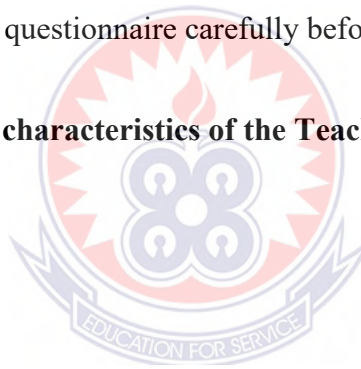
b) 31 – 40 years

c) 41 – 50 years

d) Over 50 years

3. 12. What is your highest academic qualification?

a) Diploma



b) First Degree []

c) Second Degree []

d) Any other qualification (Please state)

4. Years of teaching experience

a) 0 – 5 years []

b) 6 – 10 years []

c) 11 – 15 years []

d) 16 – 20 years []

e) Above 20 years []

5. What is your area of specialization?

a) Social Studies []

b) Geography []

c) Government []

d) History []

e) Economics []



6. For how long have you been teaching Social Studies in your present school?

a) 0 – 5 years []

b) 6 – 10 years []

c) 11 – 15 years []

d) 16 – 20 years []

e) Above 20 years []

B: Human and Material Resources used for Teaching of Social Studies

7. In-service course you have participated in

- a) None []
- b) One []
- c) Two []
- d) Three []
- e) Four []

8. Do you find it difficult teaching Social Studies?

- a) Yes [] b) No []
- c) Sometimes []

9. Give reasons for your response in item 8

10. Indicate the availability of the following teaching and learning materials

Type of material	Available	Not available
Magazines		
Text books		
Wall maps		
Topographical sheet		
Newspapers		
Projectors		
References books		

C: Social Studies Curriculum Implementation Process

Read each of these statements carefully and choose only one option that best describe your opinion on curriculum implementation processes. Use the following four point Likert type scale for your responses: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly disagree (SD = 1)

Statements	SA 4	A 3	D 2	SD 1
11. Curriculum implementation is a worthwhile process for Senior High Schools				
12. Curriculum implementation is a valuable tool for curriculum alignment with state standards				
13. Teachers in the Social Studies Department have favourable opinions of curriculum implementation				
14. Curriculum implementation helps me reflect on what I have taught and how I have taught the material				
15. Curriculum implementation is an instructional tool				
16. Curriculum implementation has no effect on my teaching				
17. I believe that curriculum implementation will improve instructional practices				
18. Curriculum implementation will eventually improve student achievements.				

D. Methods Employed in Teaching Social Studies

Indicate the extent to which the under listed methods are employed by you during Social Studies teaching in your school. Use the following four Likert scale for your responses:

Always (4), Often (3), Sometimes (2) and Never (1)

Methods of teaching	Always 4	Often 3	Sometimes 2	Never 1
19. Discussion				
20. Lecture				
21. Role play				
22. Simulation				
23. Inquiry				
24. Field trip				
25. Team teaching				

E. Challenges of Teaching Social Studies

The following challenges impede your teaching of Social Studies. Indicate your level of agreement to the following challenges presented to you by using Strongly agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly disagree (SD = 1) for your responses.

Type of challenges	SA 4	A 3	D 2	SD 1
26. Inadequate number of periods				
27. Inadequate instructional material facilities				
28. Overloaded syllabus				
29. Large class size				
30. None use of field trips				
31. Lack of confidence in integration				

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

The questionnaire is about problems militating against the implementation of Social Studies curriculum in Senior High Schools in the Kwahu East District, Ghana.

Instruction: Read through the following items on the questionnaire and provide your responses as required. Responses provided would be treated with the utmost confidentiality. Choose only one response for every item.

Section A. Background information of students

1. Gender

a) Male []

b) Female []

2. Age

a) 14 – 15 years []

b) 16 – 17 years []

c) 18 – 19 years []

d) 20 – 21 years []

e) Above 21 years []

3. Do you find Social Studies lessons interesting?

a) Yes []

b) No []



4. Give reasons for your response to question 3

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B. Teaching and Learning Social Studies

Tick [√] the extent to which your Social Studies teacher employ the following interaction techniques during lesson delivery in your classrooms. Use Always (4), Often (3), Sometimes (2) and Never (1) for your responses

Variable	Always 4	Often 3	Sometimes 2	Never 1
4. Classroom lessons involved discussion between teacher and pupils				
5. Classroom interaction involved discussion among group of pupils				
6. Teacher organizes demonstrations during teaching				
7. Students are given opportunity to work in pairs				
8. Teacher organizes local visit to places of social importance				

9. Teacher uses probing and divergent questions to elicit information from students				
10. Teacher allows active participation of students in the lesson taught				
11. Teacher uses multi-disciplinary methods of teaching				
12. Teacher uses role play method during teaching Social Studies				
13. Teacher uses the lecture method during Social Studies lessons				

C: Uses of Teaching-Learning Resources

Indicate the extent to which you agree for your teachers use of the following materials during Social Studies lessons in your school. Your answers should be based on the following responses: Strongly disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

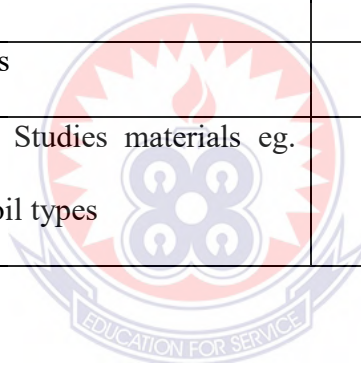
Type of resources	SD 1	D 2	A 3	SA 4
14. Teacher shows resourcefulness in assembling materials				
15. Uses relevant teaching materials				
16. Use of illustrations and sketches				

D. Availability of Teaching-Learning Resources and Facilities

Tick [✓] the appropriate column in respect of the resources used for teaching and learning

Social Studies

Material/Equipment	Available and adequate	Available but not adequate	Not available
17. Wall maps			
18. Globe			
19. Projectors			
20. Cassette recorders			
21. Newspaper magazines			
22. Specimen of Social Studies materials eg. Rocks, Munsell charts, soil types			



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