

UNIVERSITY OF EDUCATION, WINNEBA

**PROCESS EVALUATION OF THE SOCIAL STUDIES CURRICULUM IN
COLLEGES OF EDUCATION IN THE EASTERN AND GREATER ACCRA
REGIONS OF GHANA**

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**A THESIS SUBMITTED IN THE DEPARTMENT OF SOCIAL STUDIES
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(SOCIAL STUDIES) DEGREE**

APRIL, 2016

DECLARATION

Candidate's Declaration

I, BABAHAH, PEARL ADIZA, hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature

Date

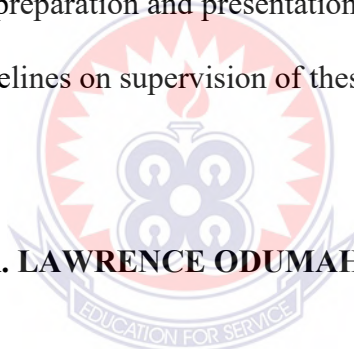
Supervisor's Declaration

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

Supervisor's Name: **DR. LAWRENCE ODUMAH**

Signature.....

Date.....



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DEDICATION

I dedicate this work to my girls Angie, Joan and Princess for their support, I say I am most grateful and may the Good Lord bless them all.



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ABSTRACT

The study focused on the process evaluation of the current Social Studies curriculum of the Colleges of Education in the Eastern and Greater Accra Regions of Ghana. The descriptive survey was used for the study. Purposive sampling was used to select twelve (12) Social Studies tutors, ten (10) subject specialists and four (4) curriculum experts from CRDD and a multi-stage sampling technique was used to sample 480 teacher-trainees for the study. Self-developed questionnaire and semi-structured interview guides were used for data collection. The descriptive statistics was used to analyse the data including means, standard deviations, frequencies and percentages. The results revealed that the majority of the respondents agreed that the objectives of the Social Studies curriculum of the Colleges of Education in Ghana were being achieved. The study also revealed that there was a relationship between the selected content of Social Studies and curriculum objectives. Additionally, the results revealed that most of the tutors used appropriate pedagogical approaches to the effective teaching and learning of Social Studies. Furthermore, the pedagogical content knowledge of Social Studies teachers and teachers' teaching-learning strategies significantly enhanced the Social Studies instructional process in classroom. It is recommended that Social Studies tutors should try as much as possible to integrate the use of different teaching and learning methods in teaching to improve the quality of instruction given in schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

Curriculum experts, guided by national educational philosophy and policy, together with societal demands scrutinize and select relevant and appropriate subject, content and pedagogical approaches that will yield the expected outcomes for national development. A classic example of such selected and adopted subjects in Ghana is Social Studies. Social Studies, according to Martorrela (1994) has its purpose and goal as the preparation of citizens to be competent, reflective and concerned citizens. The purpose and goal of Social Studies has been one of the major factors that have compelled several countries worldwide to adopt Social Studies as one of their developmental subjects (Odumah, 2003).

The introduction of Social Studies into African educational systems was informed by Africa's quest for relevance in education (Shiundu & Mohammad, 1998). Social Studies, in essence, has been identified as the subject in the Ghanaian educational curriculum that can serve as the vehicle for equipping students with the requisite skills, knowledge and values as well as dispositions relevant for producing functional and effective citizens (Ministry of Education, 2005), hence the need for the evaluation of its curriculum to ensure the performance and attainment of its purpose and goals.

Evaluation, according to Guba and Lincoln (1981) has a long history as epitomized by a Chinese Emperor in 2200 BC who required that his public officials should demonstrate their proficiency in formal competency tests. In the United States of America (USA), the concern for evaluating schools is traced back to the 19th century based on the recommendations of the Committee of Ten which set the first example of

“evaluation standards” for the U.S.A. secondary schools (National Education Association, 1969). Interest in curriculum evaluation in recent times in particular increased markedly due to factors such as the public insistence on educational accountability, experts demand for educational reforms, and educators concomitant need for evidence of results have resulted in the current interest in theories and methods of curriculum evaluation.

A multiple of educational evaluation models and definitions developed by evaluation theorists reflect the diversity of ideas and approaches towards educational evaluation. The diverse definitions and meanings of the concept of evaluation include viewing evaluation as an assessment of the worth and merit of some educational objects (Stufflebeam, 2000a, 2000b; Trochim, 2006). Curriculum evaluation is summarily defined as the assessment of the merit or worth of a programme of studies, field of study or course of study. Curriculum evaluation is seen as a sub-model and the final component in the curriculum process in Arof’s (1991) and Oliva’s (1992) curriculum development model. Oliva’s model conceptualise four main components namely, curriculum goals, objectives, organization and implementation as well as evaluation of the curriculum.

The essence of the achievement of curriculum objectives is a function of its evaluation process during development. Content selection regarding objectives with respect to content organization is critical during the process of curriculum development. It is the consensus of most curriculum developers that once a developed curriculum is implemented in schools, appropriate evaluation procedures and mechanisms shall be devised to examine the effectiveness of the curriculum in achieving its aims, goals and objectives.

Curriculum, content and methods for teaching a subject are very important as it helps to achieve the purpose for which a course of study is undertaken. According to Frede (1998), curricula are influenced by many factors, including society's values, content standards, research findings, community expectations, culture, language and quality of teachers. Although these factors differ per country, state, region and even programme, high-quality well-implemented Social Studies curricula provide developmentally appropriate support and cognitive challenges that can lead to positive outcomes. Bertrand (2007) argued that there is growing consensus on the importance of an explicit curriculum with clear purpose, goals and approaches for zero-to-school-age children. In the view of Litjens and Taguma (2010), curriculum is a complex concept containing multiple components, such as goals, content and pedagogical practices.

It is argued that the best designed programme in education will fail to have the intended impact and results if it is not properly implemented and evaluated. This means that the degree of implementation of a particular programme will determine the successes or otherwise of the programme outcomes, which also depend on evaluation (Ruiz-Primo, 2006). Fullan and Stiegelbauer (2000) are of the view that achieving effective curriculum implementation and curriculum evaluation is a complex process. According to them, "implementation consists of the process of putting into practice an idea, programme, or set of activities and situations new to the people attempting or expected to change" (p.65). They further stated that the existence and persistence of people-related problems and challenges in educational change is the single most essential factor that determines the achievement of desired educational objectives.

Moreover, it is observed that successful implementation of a new educational programme depends on certain key variables and these variables include the characteristics of the educational change, local characteristics and external factors. Erden (2010), conducted a study and elaborated in the findings of the study that curriculum change alone is not adequate enough for the provision of high quality education. Rather, there is a need for good implementers of the curriculum in order to make it a successful one, hence, curriculum evaluation.

Erden (2010) also opines that since teachers are the principal agents who translate all the theoretical educational information in the curriculum into real classroom practices, there is the need to get trained and qualified teachers to implement the curriculum in every community. In line with this, Park, cited in Erden (2010), indicates that teachers' understanding of the curricula is crucial for apt adaptation and implementation. This is because, if teachers are able to figure out what the curriculum's philosophy and theoretical framework is in details, they will be able to successfully implement such a new curriculum leading to proper curriculum evaluation.

According to Slater (1986), the selection of teaching methods and strategies for effective and successful implementation of a particular curriculum is also important as the selection of the content in itself. Vespoor (quoted in Rogan & Grayson, 2003) points out that "when training courses fail to take teachers' level of knowledge into accounts, implementation of the reform will be hampered" (p.1179). The fact remains that it is not enough to develop a new curriculum for schools to implement when such schools do not have the needed expertise and materials to support the implementation process. After implementation of the curriculum, there is the need to assess and

evaluate the curriculum to find out if it is achieving its intended objectives. It is stated that how a change is put into practice determines to a large extent on how well the new programme will succeed (Fullan, 1991).

On the implementation and continuation of new reforms, Fullan (1991) again maintains that most attempts at educational reforms do not succeed not only due to lack of good materials, ineffective in-service training or minimal administrative support but, educational change can also fail partly due to the poor assumption of planners and partly due to some problems that are inherently solvable. This means that the success story of every curriculum implementation is a function of multiple factors. Unless these factors are collectively resolved, the implementation process will never materialize. This explains why Rogan and Grayson (2003), assert that many visionary and educationally sound ideas and policy documents are much slower and more difficult to be implemented than usually anticipated.

It is against this background that this study was carried out to evaluate the on-going Social Studies curriculum in Colleges of Education in Ghana in terms of its scope of content, pedagogical approaches, process evaluation and classroom dynamics.

Statement of the Problem

Although every curriculum is supposed to be evaluated after every ten (10) years, the Social Studies curriculum for Colleges of Education has been in operation for over fifteen years without any significant review and change. It was only recently that it was re-aligned to conform to the basic schools Social Studies content. The re-alignment involves the synchronisation of the Junior High School (JHS) Social Studies curriculum with that of the Colleges of Education Social Studies curriculum. The main area that was affected was the part for Governance, Politics and Stability.

The synchronisation was done by the Department of Arts and Social Sciences Education (DASSE); University of Cape Coast. Process evaluation of a curriculum is done in terms of observing and recording classroom infrastructural activities and dynamics. Process evaluation focuses on and examines instructional methods and strategies adopted by tutors to impact knowledge, assess students' performance and interaction between tutors and students in class. Process evaluation thus, involves enactment of the curriculum in the classroom context. Feedback from the extent to which the objectives of the curriculum are being achieved informs stakeholders on decisions to take to reform the curriculum. However, process evaluation which actually concerns the enactment of the curriculum in the classroom is least emphasised to the detriment of the students.

This study is, thus, intended to undertake a process evaluation of the current Social Studies curriculum of the Colleges of Education to validate its relevance and functionality in terms of contemporary global demands of society.

Purpose of the Study

The purpose of the study was to undertake a process curriculum evaluation of the current Social Studies curriculum of the Colleges of Education in Ghana. Specifically, the objectives of the study were to:

1. determine whether the objectives of the Social Studies curriculum are sufficiently being achieved;
2. examine the relationship between content selected and curriculum objectives of Social Studies;
3. examine tutor pedagogical approaches in the Social Studies instructional process; and

4. assess classroom dynamics in the instructional process in terms of tutor and student behaviour.

Research Questions

The study was guided by the following research questions.

1. How can the objectives of the Social Studies curriculum of the Colleges of Education be achieved?
2. What is the relationship between the content selected and the objectives of the Social Studies curriculum?
3. What are the pedagogical approaches used by tutors in the Social Studies instruction delivery?
4. Which Tutor and student behaviours significantly enhance the Social Studies instructional process in the classroom?

Significance of the Study

The essence of the achievement of curriculum objectives depends on its evaluation process. Curriculum development and evaluation is a continuous process and necessary changes are part of the process in order to make it more responsive to the changing demands and to ensure its relevance. The outcome of this research will positively impact on Social Studies students and tutors of colleges of education and the nation as a whole since the classroom dynamics would yield the expected outcomes for national development.

It will help to improve the planning and implementation of action processes of subsequent curricula. Tutors taken through the evaluation process invariably will have their performance enhanced. Process evaluation will provide information to stakeholders such as policy makers, agents of educational reforms and parents in

education about what really transpires in the classrooms so that alternative decisions are made to modify the curriculum.

The study would also enlighten policy makers and the Ghana Education Service (GES), about the trend of issues in the implementation process which would therefore help redirect policies towards addressing how to help teachers in general.

Scope of the study

The study was conducted in two out of ten regions namely; the Greater Accra and Eastern Regions of Ghana. It involves three mixed sex and one sex out of the 38 Colleges of Education in Ghana namely Accra, Ada and Presbyterian Colleges of Education and the Presbyterian Women's College in Aburi for the sake of accessibility.

The study looked at the process of curriculum evaluation of the current Social Studies curriculum of the Colleges of Education in Ghana. It examined the extent to which the objectives of the Social Studies curriculum of the Colleges of Education in Ghana are being achieved, the relationship between the content selected and achievement of the curriculum objectives, the pedagogical approaches used by tutors in instruction delivery, and some of strengths and weaknesses of the curriculum.

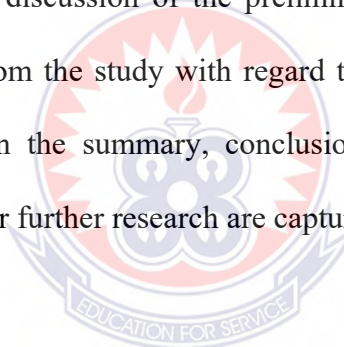
Organisation of the study

This study comprised five chapters. Chapter One presented the background of the study. The chapter provided the framework for the rest of the study. The second chapter of the study consisted of the review of literature that is relevant to the issue under investigation. It provided the theoretical, conceptual and empirical framework for the study. Also, the chapter contained a discussion and summary of other early

empirical studies that were related to the issue under investigation. Section two further provided the theoretical basis of the study.

The procedures and techniques that the researcher employed to carry out the study were described in Chapter Three. This methodology section of the study described the research design, the population, the sample and sampling procedure, the research instrument, validity and reliability of the research instruments as well as the data collection procedure. The analysis of the data that were collected is discussed in this chapter.

Chapter Four was devoted to the presentation of the results and discussions. The chapter consisted of the discussion of the preliminary results as well as the major findings that emerged from the study with regard to the research questions. Finally, Chapter Five focused on the summary, conclusions and recommendations of the study. Suggested areas for further research are captured in this chapter.

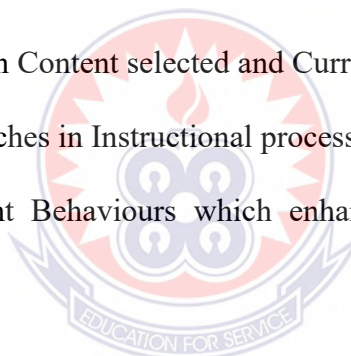


CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt with the review of related literature in curriculum evaluation. It provided the conceptual review for the study. The chapter also contained an empirical review of related studies that have been conducted by early researchers. In reviewing literature for this study, the following sub-themes were highlighted:

1. Theoretical Framework
2. Concept of Curriculum
3. Concept of Curriculum Evaluation
4. Objectives of Social Studies Curriculum of the Colleges of Education
5. Relationship between Content selected and Curriculum Objectives
6. Pedagogical Approaches in Instructional process
7. Teacher and Student Behaviours which enhance Instructional process in the classroom



Theoretical Framework

The current pressure on schooling arises from twin drivers. The first is to ensure and demonstrate better attainment across all students and schools, and narrow the gap between the highest- and lowest-achieving students. The second pressure is to respond to the ever-growing range of need and demand, expressed as social and cultural diversity; greater student mobility; changing student, family and employer expectations; growing economic inequality; and geographical polarization hence, the need for process evaluation of the Social Studies curriculum of Colleges of Education.

Process evaluation of the Social Studies curriculum focuses on instructional activities in the teaching and learning process (classroom dynamics). Once a curriculum is developed and implemented it becomes an ongoing process hence the curriculum, teacher and programme evaluation become the main components of process evaluation (Print, 1993).

Curriculum process evaluation intends to delineate, obtain and provide useful information about what is going on in the classroom, so that alternative decisions can be made to maintain, modify or terminate the instructional strategies. This study thus adopted Stufflebeam's (2003) CIPP model of curriculum evaluation as shown below.

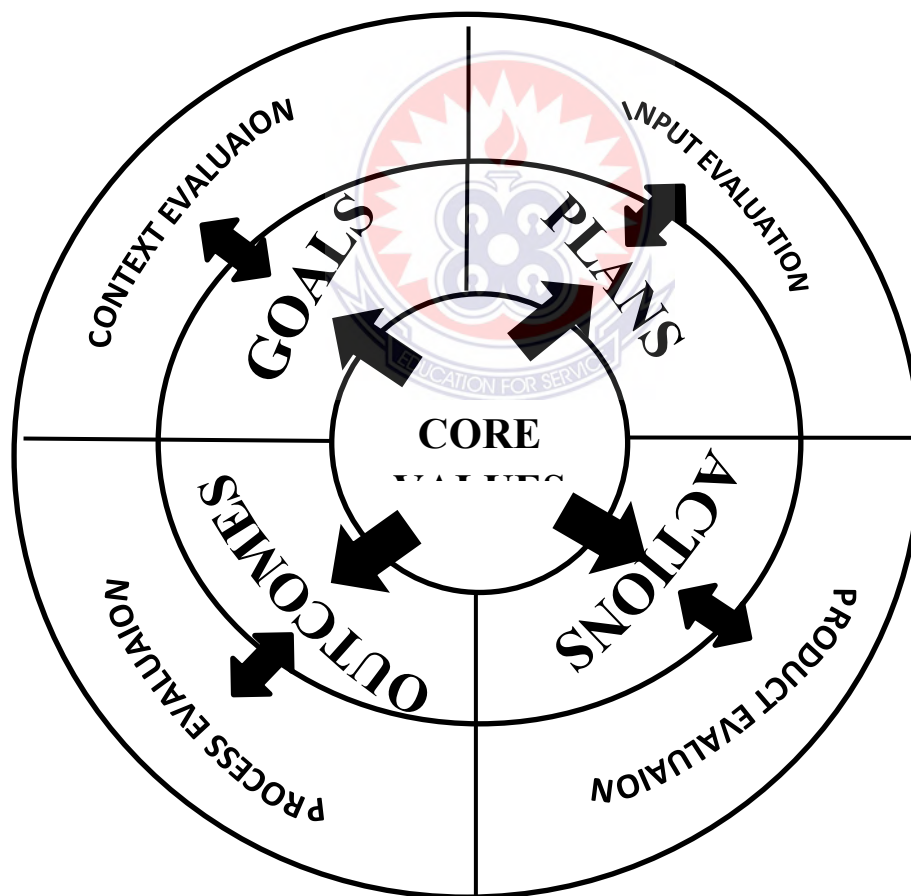


Figure 1: Conceptual framework.

Source: Adopted from Stufflebeam (2003), CIPP model of curriculum evaluation

Curriculum Process Evaluation

Curriculum process evaluation aims to monitor, document and assess programme activities. Process evaluation methods include monitoring the project procedural barriers and unanticipated defects, identifying needed in-process project adjustments, obtaining additional information for corrective programmatic changes, documenting the project implementation process, and regularly interacting with and observing the activities of project participants (Stufflebeam & Shinkfield, 2007). Process evaluation techniques include on-site observation, participant interviews, rating scales, questionnaires, records analysis, photographic records, case studies of participants, focus groups, self-reflection sessions with staff members, and tracking of expenditures. Instructional evaluation focuses on the activities in the teaching and learning process. During instructional evaluation, the examination of the teachers' performance, teachers' teaching-

Concept of Curriculum

Much scholarly work has been done in the area of curricula, from conceptual frameworks, empirical, theoretical to actual practice in the classroom. It means that issues related to curriculum are not new. For a very long time, researchers and educators have dwelled on many aspects of curriculum. The most debated aspect arguably remains that of the definition of a curriculum. Currently, there is still no widely accepted or unanimously agreed-on definition for the term "curriculum," and its concepts vary depending on the context of the discussion (Connelly & Lantz, 1991).

The term 'curriculum' has been a confusing term for many years now. Throughout the history of education, specialists in curriculum have failed to strike a balance on what

should be the best definition of the term “curriculum”. Literature shows that curriculum has been variably defined by authors depending on contexts. Different people, educational institutions, parts of educational institutions as well as authors perceive the term “curriculum: differently. There is no single definition of the term “curriculum”.

In reality, the origin of the word “curriculum” can be traced to Latin root and was derived from a Latin word ‘Currere’ which means a ‘race course’ or a runway on which one runs to achieve a goal (Kerr, 1968). Kerr offered a definition but it was taken up by Kelly “as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school” (Kelly; 2009, 10). Curriculum is, therefore, the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. Curriculum also specifies the main teaching, learning, assessment methods and provides an indication of the learning resources required to support the effective delivery of the course. According to Marsh and Willis (1995), curriculum is an interrelated set of plans and experiences which a student completes under the guidance of school. More so, Morris (1993) took a different view and identified four definitions for the term “curriculum”:

1. Disciplined study of permanent subjects such as grammar, logic and reading;
2. Knowledge which comes from the established disciplines;
3. Planned learning outcomes for which the school is responsible; and
4. Experiences the learner has under the guidance of the school

Print (1993), went further and defined curriculum as “all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when that curriculum is implemented”. Thus, he was of the opinion that, the curriculum is made up of:

1. Planned learning experiences;
2. Offered within an educational institution or programme;
3. Presented as a document; and
4. Includes experiences resulting from implementing that document.

Marsh and Willis (2003), refined the definition of curriculum and said “it is the interrelated set of plans and experiences that a student undertakes under the guidance of the school”. Therefore, the curriculum incorporates the entire scope of formative deed and experiences occurring in and out of the school, and not only the experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society.

Curriculum means two things: (i) the range of courses from which students choose what subject matter to study, and (ii) a specific learning programme. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study. Therefore, education in this sense is “the process by which learning is transmitted or delivered to students by the most effective methods that can be devised” (Blekin et al., 1992; 23). Thus, curriculum is that aspect of education that is institutionalized.

Though, there are various definitions offered in the process of defining curriculum, whichever way curriculum is defined does not actually matter much, but it depends on how we implement, differentiate, assess, and evaluate curriculum. To some scholars,

curriculum is simply defined as all planned activities or occurrences that take place in the classroom during teaching and learning process (Wiles & Bondi, 2007). For others, curriculum is narrowly defined as the content they teach every day. Still others view curriculum in a manner that is more than all classroom occurrences and broader than content. No matter how curriculum is defined, it has three most important components which include; the intended outcomes, what is taught, and the manner of implementation.

Eisner (2002), supports this and suggests that curriculum pertains to instruction that is planned with associated intended outcomes, recognizing that much more may occur in the teaching and learning process in classroom that is meaningful and relevant, even though it may be unintended. Hosp, and Howell (2007), on their part viewed curriculum as the course or path embarked on, reflecting what is taught in the classroom. Similarly, Hoover and Patton (2005), stated that curriculum must also consider the setting, strategies, and management in the context of the content and skills being taught.

Considering the various definitions, (McKernan; 2008, 11), wrote, “We have on one hand a limited, and on the other a more expansive, notion of what is to count as a curriculum”. Putting these definitions together, curriculum can be explained as a plan of learning experiences with intended outcomes while recognizing the importance of possible unintended outcomes of it. Hoover and Patton (2005), wrote that “how one defines curriculum relates directly to how one approaches it (curriculum implementation)”. It is therefore necessary for educators to become aware of how they define or view curriculum because their perspectives are directly connected to how they implement, differentiate, and assess curriculum effectiveness.

A curriculum is an important element of education. The aims of education are reflected in the curriculum. In other words, the curriculum is determined by the aims of life and society. Aims of life and societies are subject to constant change. Hence, the aims of education are also subject to change. The aims of education are attained through the school programmes, concerning knowledge, experiences, activities, skills and values. The different school programmes are all jointly known as the curriculum.

Curriculum has been conceived differently, the humanistic, social reconstructionist, systemic, and academic curricula has its own way of affecting the curriculum (Young, 2011). 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 innovate, and help students confidently take risks in learning whereby failure is regarded as progress (Young, 2011). Research studies (Thompson, 1992; Huang, Lin, Huang, Ma, & Han, 2002), conclude that teachers' conception of a subject or a curriculum would shape their perceived curriculum and, therefore, their implemented curriculum. This implies 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 (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 (1979), 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.

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 that is, 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.

Surprisingly, there is no fixed definition of curriculum (Sahlberg, 2011). Curriculum can also be “concerned with what is planned, implemented, taught, learned, evaluated and researched in schools and at all levels of education” (McKernan, 2008; 4). This latter definition of curriculum is seen to be more as a process rather than just a product.

Concept of Curriculum Evaluation

Curriculum evaluation is a many-sided concept. It links two comprehensive and well-established domains in the field of education, which is illustrated by the fact that each has its own separate view (Lewy, 1990; Walberg & Haertel, 1990). The many sides of

curriculum evaluation are also reflected by the multitude of curriculum evaluation models presented in the literature (Alkin, 1994). The organisation of curriculum differs due to the differences in curriculum evaluation process. There are several possible ways of describing the organization of curriculum evaluation.

In the first place, distinction can be made according to different curriculum contexts, for example, general (elementary and secondary) education, vocational education, higher education, adult education, and corporate training (in business and industry). A second aspect concerns the nature of curriculum activities (Walker, 1990); ‘generic’ (aimed at a large variety of instructional practices in diverse settings, in the Dutch situation usually at a national scale) or ‘site-specific’ (focused on a specific setting, for example, a school or training department).

The third aspect is that, one may emphasize the type of curriculum at stake (Walberg & Haertel, 1990); products (courses, textbooks, lesson materials; usually focused on planning and delivery of concrete instructional processes), or programmes (broader educational proposals and plans for study, somewhat more distant from the direct instructional process, and embedded in more general educational policies). Fourth, evaluation activities can be characterized along the well-known distinction between formative purposes (aimed at improvement during development) or summative goals (studying curriculum quality to provide information for decision making, especially at policy levels).

Finally, curriculum evaluation may be a direct activity itself, or it may be an important aspect of some research project in the curriculum domain, in which curriculum evaluation is part of a research design aimed at answering a more fundamental research question. Since this current study does not intend to offer a full

description of all possible contexts, the description in this section will be limited to the organizational characteristics of the kind of curriculum evaluation research that has been most frequent and is most accessible via publications: evaluation in the context of generic curriculum development for subjects domains in general education, especially Social Studies curriculum.

Most authors including (Eisner, 2002; Kelly, 2009; Stufflebeam, 2000) argue that curriculum evaluation refers to the processes used to weigh the relative merits of those educational alternatives which at any given time are deemed to fall within the domain of curriculum practice. In this process, evaluation is seen simply as measuring of teaching in terms of pupils learning. McKimm (2007) looks at evaluation in the context of teaching and learning; as a system of feedback providing information to planners, teachers, students, parents and decision-makers. It is a process involving ongoing activities aimed at gathering timely information about the quality of a programme. Therefore, it is a process of judging, putting a value or assessing the worth of the learning experiences. But, why do we need to evaluate our education courses and or programmes?

- (i). To identify successes and failures of the curriculum with a view to correcting deficiencies.
- (ii). To measure if stated objectives have been or are being achieved.
- (iii). To assess if the curriculum is meeting the needs of learners and community.
- (iv). To measure the cost effectiveness of the curriculum.

Curriculum evaluation is explained or defined as the assessment of the merit and worth of a programme of studies, a field of study or a course of study (Guba &

Lincoln, 1981). It is an attempt to toss light on two questions: Do planned courses, programmes, activities and learning opportunities as developed and organized actually produce desired result? How can the curriculum offerings be best improved?

Curriculum evaluation also refers to the collection of information on which judgment might be made about the worth and effectiveness of a particular programme. It includes making those judgments so that decision might be made about the future of a programme, whether to retain it stands, modify it or scrap it altogether (Hussain, Dogar, Azeem, & Shakoo, 2011). Hussain, Dogar, Azeem, and Shakoo (2011), further noted that the most important methods and techniques include discussion, experiments, interviews (group and personal), opinion of agencies, stakeholders' observation procedures, questionnaires, practical performance and official records.

It is the consensus of most curriculum developers that once a developed curriculum is implemented in schools, appropriate evaluation procedures shall be devised to examine the effectiveness of the curriculum in achieving the aims, goals and objectives of the curriculum. Feedback obtained shall also include any unintended outcomes so that information about the curriculum can provide useful data to enable further modifications in the curriculum, if necessary. A new curriculum once implemented in schools is in progress until a time when the need arises it will not be terminated. Therefore, since a curriculum is ongoing, curriculum evaluation, teacher evaluation and programme evaluation are seen as the main components of process evaluation (Print, 1993).

The multiple educational evaluation models and definitions developed by evaluation theorists reflect the diversity of ideas and approaches towards educational evaluation. The diverse meanings and definitions of the evaluation concept includes viewing

evaluation as an assessment of the worth or merit of some educational objects (Stufflebeam; 2000a, 2000b; Trochim, 2006); assessment of the achievement of objectives which is also known as the Tylerian view of evaluation (Madaus & Stufflebeam, 2000); and proving the success or failure of a programme.

According to Madaus and Stufflebeam (2000), these are the conventional views of evaluation. As the field of evaluation continued to develop, Cronbach (1963) pointed out that the evaluation process should be focused on gathering and reporting information that could help guide decision-making in an educational programme and curriculum development. Nonetheless, while the models differ in many of their details, the decision to choose an evaluation model depends on a few important factors such as the evaluation questions, the issues that must be addressed, and the available resources (Madaus & Kellaghan, 2000).

Types of Curriculum Evaluation

There are four main types of curriculum evaluation namely: placement evaluation, formative evaluation, diagnostic evaluation, and summative evaluation (Shawer, 2003).

Placement Evaluation

It is used to assess the student's knowledge level, in order to place her/him in particular level of learning experiences. For example the pupils possess the knowledge and skills needed to begin the planned instruction. To what extent has the pupil already mastered the objectives of the planned instruction?

Formative Evaluation

Formative evaluation focuses on the process. For example, the teacher or evaluator may be collecting continuous feedback from participants in a programme in order to revise and assess the programme as needed. Therefore, formative evaluation is a continuous process.

Diagnostic Evaluation

This kind of evaluation deals with judging the worthiness of the curriculum before the programme activities begin. It also diagnoses learning difficulties during the instruction. It involves the collection of appropriate data for two purposes: to place students prior to the commencement of the programme and to determine the causes of deficiencies in student learning during the implementation of the curriculum.

Summative Evaluation

Summative evaluation is the method of judging the worth of the programme at the end of programme implementation. Its major interest is on the outcome of the particular programme.

Phases of Curriculum Evaluation

There are about four main phases of curriculum evaluation. Here, evaluation as a cyclic process involves preparation, assessment, evaluation and reflection phases (Shawer, 2003).

Preparation Phase

Decisions are made to identify what is to be evaluated, the type of evaluation (formative, summative or diagnostic) to be used, the criteria against which student learning outcomes will be judged, and the most appropriate assessment techniques

with which to gather information on student progress. The teacher's decisions during this phase form the basis for the remaining phases.

Assessment Phase

The teacher identifies information-gathering techniques, constructs or selects instruments, administers them to the students and collects the information on student learning progress. During this phase the teacher continues to make decisions. The identification and elimination of bias (such as gender and cultural) from the assessment techniques and instruments and the determination of where, when and how assessments will be conducted are examples of important elements for the teacher.

Evaluation (Judgment) Phase

In this phase, the teacher is required to interpret the information and make judgment about students' progress. Based on the judgment (or evaluation), the teacher thereafter makes decisions about students' learning programmes and reports on progress to students, parents, and appropriate authorities.

Reflection Phase

The teacher considers the extent to which the previous phases in the evaluation process have been successful. Specifically, the teacher evaluates the utility and appropriateness of the assessment techniques used. Such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching and evaluation.

Purpose of Curriculum Evaluation

Patton (1990), advocates that “implementation evaluation is imperative for monitoring and getting feedback about the programme as to whether it is running effectively or not and what kind of intervention is needed before evaluating the outcomes of the implemented programme”. Evaluators need to know what produced the observed outcomes in order to decide on what intervention ought to be taken to improve the programme.

Hence, implementation evaluation informs researchers what is going on in the programme, how the programme has developed, and how and why the programme has or has not deviated from the objectives as planned (Patton, 1990). During planning at the instructional level, teachers are expected to interpret the curriculum plan to create the instructional plans. The teachers themselves specify the instructional objectives and hence, decide methods of delivery and teaching strategies that are suitable for their learners.

Moreover, Sowell (1996) asserts that the instructional curriculum that is actually used in classroom often varies from the planned curriculum due to various factors such as student responses or the learning environment. Hence, the study sought to evaluate the instructional process in the classroom and the learning experiences of the students as anticipated in the goals and objectives of the planned curriculum. The study also investigated the unintended outcomes that might arise in the instructional process. According to Sowell (1996), the experiential curriculum is the one perceived, experienced and internalised by students.

The experiential curriculum is in consonance with Doll’s (1992) ‘unplanned, informal and hidden curriculum’. Ornstein and Hunkins (2004) assert that “the unplanned,

informal curriculum deals with social-psychological interaction among students and teachers, especially their feelings, attitudes, and behaviours”. The purpose of the process evaluation is to identify and monitor continuously various elements of programme operation. The process evaluation approach provides information about what is actually occurring and to determine why certain events are happening and what the impacts of the programme are on the people involved and on the educational institution.

Similarly, Parlett and Hamilton’s illuminative model (cited in Madaus & Kellaghan, 2000; Patton, 1990 & Pang, 2005), primarily concerns about the description and interpretation of an innovation. It involves three main stages: the observation of on-going events, transactions and background information; then making further inquiries to refine data collected and lastly, to seek underlying principles, spot patterns of cause and effect and suggest alternatives to the planned activities.

The Patton’s Utilization-Focused Evaluation (1997), emphasises the use of the evaluation findings which orchestrates with the fundamental concern of this study. Patton’s motto is to ‘focus on intended use by intended users’ (Patton; 1997,20). This evaluation research was designed to gather information about the classroom process and to use the evaluation findings for making improvements in the classroom teaching and learning process.

This approach is also consistent with the generic goals of evaluation which is to provide “useful feedback” to a variety of audiences (Trochim, 2006). Evaluation research does not aim to discover new knowledge like basic research and it does not aim for truth or certainty like the basic sciences. It aims to study the effectiveness with which existing knowledge is used to inform and guide practical action to help

improve the quality of a programme. Clarke (1999), cites Chen's (1996) "fourfold typology" which explains how process-improvement evaluation aims to detect strengths and weaknesses in programme processes, with a view to making recommendations for altering the structure, or adjusting the implementation, of a programme. Consequently, this process will help teachers to identify implementation problems and to make formative evaluation decisions to rectify the activities concerned (Stufflebeam, 2000b, 2003).

Curriculum Evaluation Models

Curriculum evaluation specialists have proposed arrays of models. They include; Brodkey's effective model, Stufflebeam's Context, Input Process, Product-Model, and Stake's Responsive Model. Boadley (1985), identified ten key indicators that can be used to measure the effectiveness of a developed curriculum. Tyler's Objectives-Centered Model involves a seven-step process which begins with the 1. Behavioral objectives 2. Identification of situation that will give students opportunity to express the behaviour embedded in the objectives 3. Select, modify or construct suitable evaluation instruments. The secret step involves using results for necessary modification. The Tyler approach moved rationally and systematically through several related steps:

1. Begin with the behavioural objectives that have been previously determined. Those objectives should specify both the content of learning and the student behaviour expected: "Demonstrate familiarity with dependable sources of information on questions relating to nutrition."
2. Identify the situations that will give the student the opportunity to express the behaviour embodied in the objective and that evoke or encourage this

behaviour. Thus, if you wish to assess oral language use, identify situations that evoke oral language.

3. Select, modify, or construct suitable evaluation instruments, and check the instruments for objectivity, reliability, and validity.
4. Use the instruments to obtain summarized or appraised results.
5. Compare the results obtained from several instruments before and after given periods in order to estimate the amount of change taking place.
6. Analyze the results in order to determine strengths and weaknesses of the curriculum and to identify possible explanations about the reason for this particular pattern of strengths and weaknesses.
7. Use the results to make the necessary modifications in the curriculum. (as cited in Glatthorn: 1987, 273)

Implicitly, Tyler's model gave greater emphasis to the behavioural objectives expected by a curriculum implemented. The Tyler model has several advantages: It is relatively easy to understand and apply. It is rational and systematic. It focuses attention on curricular strengths and weaknesses, rather than being concerned solely with the performance of individual students. It also emphasizes the importance of a continuing cycle of assessment, analysis, and improvement. As Guba and Lincoln (1981), pointed out, however, it suffers from several deficiencies. It does not suggest how the objectives themselves should be evaluated. It does not provide standards or suggest how standards should be developed. Its emphasis on the prior statement of objectives may restrict creativity in curriculum development, and it seems to place undue emphasis on the pre-assessment and post-assessment, ignoring completely the need for formative assessment.

Stufflebeam's Context, Input, Process, Product Model

These obvious weaknesses in the Tyler model led several evaluation experts in the late 1960s and early 1970s to attack the Tyler model and to offer their own alternatives. The alternative that had the greatest impact was that developed by a Phi Delta Kappa committee chaired by Daniel Stufflebeam (1971). This model seemed to appeal to educational leaders because it emphasized the importance of producing evaluative data for decision making; in fact, decision making was the sole justification for evaluation, in the view of the Phi Delta Kappa committee.

To service the needs of decision makers, the Stufflebeam model provides a means for generating data relating to four stages of programme operation: *context evaluation*, which continuously assesses needs and problems in the context to help decision makers determine goals and objectives; *input evaluation*, which assesses alternative means for achieving those goals to help decision makers choose optimal means; *process evaluation*, which monitors the processes both to ensure that the means are actually being implemented and to make the necessary modifications; and *product evaluation*, which compares actual ends with intended ends and leads to a series of recycling decisions. During each of these four stages, specific steps are taken:

1. The kinds of decisions are identified.
2. The kinds of data needed to make those decisions are identified.
3. Those data are collected.
4. The criteria for determining quality are established.
5. The data are analyzed on the basis of those criteria.
6. The needed information is provided to decision makers (Glatthorn; 1987, 273–274).

Stufflebeam's CIPP model was all about taking an informed decision on curriculum implemented. If an implemented curriculum is not living up to the expected objective and goals, alternative means available can be used to make modifications necessary to attain the expected objectives and goals.

The context, input, process, product (CIPP) model, as it has come to be called, has several attractive features for those interested in curriculum evaluation. Its emphasis on decision making seems appropriate for administrators concerned with improving curricula. Its concern for the formative aspects of evaluation remedies a serious deficiency in the Tyler model. Finally, the detailed guidelines and forms created by the committee provide step-by-step guidance for users.

The CIPP model, however, has some serious drawbacks associated with it. Its main weakness seems to be its failure to recognize the complexity of the decision-making process in organizations. It assumes more rationality than exists in such situations and ignores the political factors that play a large part in these decisions. Also, as Guba and Lincoln (1981), noted, it seems difficult to implement and expensive to maintain.

Scriven's Goal-Free Model

Scriven (1972) was the first to question the assumption that goals or objectives are crucial in the evaluation process. After his involvement in several evaluation projects where so-called side effects seemed more significant than the original objectives, he began to question the seemingly arbitrary distinction between intended and unintended effects. His goal-free model was the outcome of this dissatisfaction.

In conducting a goal-free evaluation, the evaluator functions as an unbiased observer who begins by generating a profile of needs for the group served by a given

programme, Scriven is somewhat vague as to how this needs profile is to be derived. Then, by using methods that are primarily qualitative in nature, the evaluator assesses the actual effects of the program. If a program has an effect that is responsive to one of the identified needs, then the program is perceived as useful.

Scriven's main contribution, obviously, was to redirect the attention of evaluators and administrators to the importance of unintended effects, a redirection that seems especially useful in education. If a mathematics program achieves its objectives of improving computational skills but has the unintended effect of diminishing interest in mathematics, then it cannot be judged completely successful. Scriven's emphasis on qualitative methods also seemed to come at an opportune moment, when there was increasing dissatisfaction in the research community with the dominance of quantitative methodologies.

As Scriven (1972) himself notes; goal-free evaluation should be used to complement, not supplant, goal-based assessments. Used alone, it cannot provide sufficient information for the decision maker. Some critics have faulted Scriven for not providing more explicit directions for developing and implementing the goal-free model; as a consequence, it probably can be used only by experts who do not require explicit guidance in assessing needs and detecting effects.

Stake's Responsive Model

Stake (1975) made a major contribution to curriculum evaluation in his development of the responsive model, because the responsive model is based explicitly on the assumption that the concerns of the stakeholders, those for whom the evaluation is done, should be paramount in determining the evaluation issues. He made the point this way: To emphasise evaluation issues that are important for each particular

programme, I recommend the responsive evaluation approach. It is an approach that trades off some measurement precision in order to increase the usefulness of the findings to persons in and around the programme. An educational evaluation is a responsive evaluation if it orients more directly to program activities than to program intents; responds to audience requirements for information; and if the different value perspectives present are referred to in reporting the success and failure of the programme.

Stake (1975) recommends an interactive and recursive evaluation process that embodies these steps:

1. The evaluator meets with clients, staff, and audiences to gain a sense of their perspectives on and intentions regarding the evaluation.
2. The evaluator draws on such discussions and the analysis of any documents to determine the scope of the evaluation project.
3. The evaluator observes the program closely to get a sense of its operation and to note any unintended deviations from announced intents.
4. The evaluator discovers the stated and real purposes of the project and the concerns that various audiences have about it and the evaluation.
5. The evaluator identifies the issues and problems with which the evaluation should be concerned. For each issue and problem, the evaluator develops an evaluation design, specifying the kinds of data needed.
6. The evaluator selects the means needed to acquire the data desired. Most often, the means will be human observers or judges.
7. The evaluator implements the data-collection procedures.

8. The evaluator organizes the information into themes and prepares “portrayals” that communicate in natural ways the thematic reports. The portrayals may involve videotapes, artifacts, case studies, or other “faithful representations.”
9. By again being sensitive to the concerns of the stakeholders, the evaluator decides which audiences require which reports and chooses formats most appropriate for given audiences (Glatthorn; 1987, 275–276).

Inputs from all concerned stakeholders of curriculum development are paramount to curriculum evaluation issues. Clearly, the chief advantage of the responsive model is its sensitivity to clients. By identifying their concerns and being sensitive to their values, by involving them closely throughout the evaluation, and by adapting the form of reports to meet their needs, the model, if effectively used, should result in evaluations of high utility to clients. The responsive model also has the virtue of flexibility: The evaluator is able to choose from a variety of methodologies once client concerns have been identified. Its chief weakness would seem to be its susceptibility to manipulation by clients, who in expressing their concerns might attempt to draw attention away from weaknesses they did not want exposed.

Eisner’s Connoisseurship Model

Eisner (1979), drew from his background in aesthetics and art education in developing his “connoisseurship” model, an approach to evaluation that emphasises qualitative appreciation. The Eisner model is built on two closely related constructs: connoisseurship and criticism. Connoisseurship, in Eisner’s terms, is the art of appreciation, recognizing and appreciating through perceptual memory, drawing from experience to appreciate what is significant. It is the ability both to perceive the particulars of educational life and to understand how those particulars form part of a

classroom structure. Criticism, to Eisner, is the art of disclosing qualities of an entity that connoisseurship perceives. In such a disclosure, the educational critic is more likely to use what Eisner calls “non-discursive” a language that is metaphorical, connotative, and symbolic. It uses linguistic forms to present, rather than represent, conception or feeling.

Educational criticism, in Eisner’s formulation, has three aspects. The descriptive aspect is an attempt to characterize and portray the relevant qualities of educational life, the rules, the regularities, the underlying architecture. The interpretive aspect uses ideas from the social sciences to explore meanings and develop alternative explanations, to explicate social phenomena. The evaluative aspect makes judgments to improve the educational processes and provides grounds for the value choices made so that others might better disagree.

The chief contribution of the Eisner model is that it breaks sharply with the traditional scientific models and offers a radically different view of what evaluation might be. In doing so, it broadens the evaluator’s perspective and enriches his or her repertoire by drawing from a rich tradition of artistic criticism. Its critics have faulted it for its lack of methodological rigor, although Eisner has attempted to refute such charges. Critics have also argued that the use of the model requires a great deal of expertise, noting the seeming elitism implied in the term “connoisseurship”.

Process Evaluation

For the purpose of this current study, the process evaluation was adopted and used. Process evaluation aims to gather information to expound on the internal dynamics of how a programme operates. According to Print (1993), “Process evaluation examines the experiences and activities involved in the learning situation i.e. making

judgements about the process by which students acquired learning or examining the learning experience before it has been concluded". Concurrent with this view, Patton (1990), asserts that process evaluation focuses on how something happens. Thus, process evaluation includes the evaluation of instruction, the teachers' teaching and the students' learning (Patton, 1990). Teacher evaluation includes conducting evaluation on teachers' instructional methods, student teacher interaction, classroom interaction, teachers' characteristics, teachers' performance in the classroom and other dynamics of the teaching learning situation. This type of evaluation is carried out with the intention to help teachers enhance their performance in the teaching and learning process (Print, 1993).

Viewing curriculum as a process (Mednick, 2006; Smith, 2000), it is essentially observing what actually happened and how these elements interacted to make meanings within the classroom (Smith, 2000). Inside the classroom there are a number of elements such as teachers, students, classroom environment and knowledge which are constantly interacting with each other (Huitt, 2003). Huitt (2003), explains that the category of Teacher Behaviour consists of all the actions a teacher would make in the classroom and includes three additional subcategories: Planning, Management, and Instruction.

Planning refers to the preparations a teacher does to interact with students in the classroom. Management refers to class control and Instruction is the activity used by the teacher in guiding student learning. Student behaviour includes all of the actions students would make in the classroom, thus process evaluation of the curriculum intends to delineate, obtain and provide useful information (Stufflebeam, 2002), about what is going on in the classrooms so that decision alternatives can be made to

maintain or to modify or even to eliminate the instructional strategies. In the CIPP model, Stufflebeam (2000b) notes that process evaluation is an ongoing check on a programme's implementation which has three main objectives:

- (i). to detect or predict defects in the procedural design or its implementation during stage
- (ii). to provide feedback about the implementation of the planned activities
- (iii). to maintain a record of the procedure as it occurs.

In short, process evaluation aims to monitor, document and assess programme activities. Hence, this study was focused on the classroom process component. Process evaluation monitors the project implementation process. It asks, "Is it being done?" and provides an ongoing check on the project's implementation process. Important objectives of process evaluation include documenting the process and providing feedback regarding (a) the extent to which the planned activities are carried out and (b) whether adjustments or revisions of the plan are necessary. An additional purpose of process evaluation is to assess the extent to which participants accept and carry out their roles.

Process evaluation methods include monitoring the project's procedural barriers and unanticipated defects, identifying needed in-process project adjustments, obtaining additional information for corrective programmatic changes, documenting the project implementation process, and regularly interacting with and observing the activities of project participants (Stufflebeam & Shinkfield, 2007). Process evaluation techniques include on-site observation, participant interviews, rating scales, questionnaires, records analysis, photographic records, case studies of participants, focus groups, self-reflection sessions with staff members, and tracking of expenditures.

More so, process evaluation can be especially valuable for service-learning projects because (a) it helps to provide information to make on-site adjustments to the projects, and (b) it fosters the development of relationships between the evaluators. In this case, the two task force members in research and evaluation methodology, and the clients/stakeholders that are based on a growing collaborative understanding and professional skill competencies, which can promote the project's long-term sustainability.

Curriculum evaluation process is the foundation of the teaching-learning process. The development of programmes of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum and the processes involved in evaluating it. According to De Coninck (2008), curriculum, more than ever before, is now viewed as being at the centre of daily life and the responsibility of society as a whole. Levin (2007) noted that curriculum documents were “a very large part of the work done by ministries of education in creating curriculum content.” However, over time, Levin (2007), states that educational change is more complex, and “as governments have attempted to make large-scale changes,” curriculum change has become “less of an activity in its own right” and curriculum renewal has become part of a broader strategy for change in education.

Curriculum development today presents both a strategic process challenge as well as a policy challenge. For example, should the policy aim to teach what is of value, as embodied in subject disciplines, and for deep understanding in preparation for competing in the global economy? Or should policy aim for a personalized curriculum that recognizes students as active partners in their learning and develops their

potential as a person? One response to the question could be “both” (Ackerman, 2003).

Given that there are a number of activities related to curriculum, distinctions among various levels of curriculum activities (e.g., policy, design and development, implementation) and the level of curriculum development (Van den Akker; 2007, 37–38) provide deeper understanding of curriculum products. The analysis reveals that curriculum is more than a process; it is also a product. These products may vary in scope and in detail. Curriculum development can be viewed narrowly (e.g., developing a specific curriculum framework) or more broadly (as an ongoing process of improvement that takes into account teacher education and assessment programs). The problems of decision making and implementation of curriculum are complicated by a long cyclical process, which often involves many stakeholders, typically with their own perspectives and interpretations of curriculum.

Additionally, as Levin (2007), notes, everyone in society wants her or his particular interest included in the work of the school, putting pressure on governments to include more and more in the curriculum. Increasing social diversity has also led to calls to add more content. He further notes that the problem is compounded by the typical curriculum development process where teams of experts tend to want more and more complex elements of their own disciplines or subject areas included in the curriculum.

Classroom Dynamics (Instructional Process)

Inside the classroom, several elements interplay. These include teachers, students, classroom environment and knowledge. These are constantly interacting with each other (Huitt, 2003). Huitt (2003), explains that the aspect of teacher behaviour

consists of all the actions a teacher would make in the classroom and includes these additional subcategories; planning, management and instruction. Planning refers to the preparations a teacher does to interact with students, in the classroom, management refers to class central and discipline and instruction is the activity used by the teacher to guide student learning. Process evaluation aims at monitoring, documentation and assessment of programme activities. The study thus focused on the classroom process component of curriculum evaluation.

Ezeocha (1990) described the classroom as the “power house in which the success... of the learning process is generated”. Without the Social Studies teacher, learning can take place, however, the teacher ensures that the activities of the classroom is not haphazard, students are collectively directed and oriented to desirable learning objectives. The Social Studies teacher ensures that the learning environment is peaceful, by engaging the students in meaningful teaching-learning rewarding activities, which are motivating, interest focused, to enhance reflective thinking and prompt learners’ contributions to the teaching learning process. Ideally, a Social Studies classroom is expected to be teacher-learner centred (a two-way affair) . This symbiotic teaching relationship provides quality feedback for improving Social Studies instruction.

Social Studies instruction (classroom management) encapsulates the arrangement of contents, determination of set objectives, organizing learners’ activities and materials, evaluating and providing satisfactory learning experiences to stimulating learning and teaching processes for the realization of desirable changes in learners behaviour (Mezieobi, 2009). The teacher arranges and manages classroom environment so that persons in the environment can learn (Imogie, 1998), Mezieobi, Bozimo and Amadi

(2007), “The Social Studies classroom pervasive communication practice is dyadic (cyclical); which is an inter process of mutual interaction informally designated. Social Studies classroom between teacher and learners and among learners who exchange and share meanings, thought and experiences on a given content, is supposed to be understood for the functional benefit of the learner” as learning in the dyadic Social Studies communicative process is not however the preserve of the student. The teacher may also enhance knowledge of what he already knows or he may in the communicative exchange with the students acquire new knowledge thus the classroom dyadic communication cannot be complete without feedback.

The Social Studies classroom is expected to be highly interactive in nature; this is because students learn effectively through active participation in instruction. It assists the Social Studies teacher in determining how to provide materials, methods and the entire management of the classroom. The effective classroom has to be maintained through co-ordinated managed instruction. To buttress this fact, Ihebereme (2013:32) remarked:

“When a teacher teaches his pupils/students in the (Social Studies) classroom without involving them in activity, it encourages the pupils/student to be less attentive to their studies”. The conscious efforts of pupils/students to answer questions or participate in class discussion endorses the extent of learning experiences the students have received.

Equally, Social Studies teachers can assess their pedagogical competence through the learners’ responsiveness to their lessons. Furthermore, interactive teaching method widens the intellectual horizon of both the teacher and the student.

To ensure effective teaching of Social Studies in the classroom, Mezieobi, Ojobo, Onyeanusi and Sampson (2013:42), said, “there is therefore an urgent compelling need for comprehensive overhauling of Social Studies teacher education process; as condition for viable effective implementation of Social Studies curricula”. such conditions put in place substantial professionally trained Social Studies lecturers in colleges of education and universities to take over active preparation of Social Studies teachers. These crop of teacher trainers do ensure that requisite innovative instructional pedagogies are inculcated in student teachers and that content and materials connect valuable contemporary instruction.

Mezieobi, Ojobo, Onyeanusi and Sampson (2013) noted further that Social Studies instruction is not teacher dominated in nature. Effective Social Studies instruction incorporates students learning experiences, challenges, tasks encountered, confronting difficulties in assimilating topics and concepts, which consequently guides the teacher on how to present instruction to the cognitive level of learners.

Mbakwem (2005) remarked “the improvement of teaching and learning centres on teacher student “interaction”. This is because it helps in resolving difficult topics and concepts to be learned in the Social Studies classroom.

It is evident from the foregoing that there different curriculum evaluation models. In this current study, therefore, Huit’s (2003) transactional model was adopted to evaluate the Social Studies Curriculum process in the Colleges of Education in Ghana.

Objectives of Social Studies Curriculum of the Colleges of Education

The objective of education varies from society to society, based on the problems and needs of the particular society. But generally speaking, education is a process of changing the behaviour patterns of people. Behaviour in this sense means the way a society will change the learner in his thinking, feeling and over actions (Gbamanja, 2002).

Social Studies is one of the subjects that can help change attitudes of citizens and thereby contribute to the socioeconomic development of a nation, but educators of the subject have long argued over what exactly is meant by Social Studies. It was introduced in the United States of America based upon recommendations in the 1916 report of the Social Studies Committee of the Commission on the Reorganisation of Secondary Education (Kissock, 1981; Jarolimek, 1967). “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” (NCSS, 1979; p. 262).

According to Jarolimek (1967), 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 an emphasis on

learner outcomes: the knowledge, skills, attitudes, values and disposition to action that teachers wish to develop in students (Farris; 2001, 59-60).

This precisely describes 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, 1981). The introduction of Social Studies in Ghana thereafter, was preceded by a follow up of Educational Conference of Mombasa (Blege, 2001). Social Studies as a subject in 1969, was adopted as part of the school curriculum in Ghana. 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 as Basic School teachers. This continued to be the situation until the new Educational Reforms of 1987.

The curriculum of 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 1994 Educational Review Committee, which provided the basis for continuation of learning in the discipline from the JSS to the SSS level.

Indeed, Social Studies as an academic subject is an area of study that embraces various forms of instruction. According to Esu and Inyang-Abia (2009), Social Studies is currently conceived as an integrated study of man and the outcome of his interaction with the environment. This implies that what man does, how he lives, how he influences or is influenced by the forces of nature, people, customs and habits around him form important aspects of Social Studies learning and education in the Colleges of Education. Ololobou (2010), sees Social Studies as integrated study of man as he battles for survival in reciprocal relationship between man and the environment and aims at shaping man to fit well in his environment.

The conception of people about Social Studies has become a matter of urgency in the academic circle; it deals with the totality of man's activities within his physical, social and political environment as regards to its content and enables one to live meaningful live in society. Bekoe and Eshun (2013), assert that different modes of delivering Social Studies may tend to influence students as to what the meaning of Social Studies is, its contents and why it is worth studying. According to (Bekoe and Eshun; 2013b, 93), there are “confusing arrays of conceptual perspectives concerning the aims, nature and content of Social Studies and that cultivation of a clearer conception of the subject in Ghana has become very necessary”. This implies that evaluation of Social Studies curriculum and students' learning in Social Studies needs to be taken seriously.

Social Studies Curriculum course aims to provide an understanding of the development of community life in the context of time, space, economic, and political will to establish social harmony, progress, and have a rational thought in decision-

making. This is done through a balanced interaction with the community and the environment to the well-being of the nation and the world as a whole.

The objective of the Social Studies Curriculum of the Colleges of Education is to enable students to:

- i. link the disciplines of Social Studies of everyday life of individuals and communities;
- ii. enhance understanding of the social system through the culture and values to create a multi-ethnic society of national integration;
- iii. link the country with a history of nation building;
- iv. examine environmental incidents relating to the social and economic development of society;
- v. explain basic economic principles and economic activities associated with social development and nation building;
- vi. acquire relevant knowledge and skills;
- vii. develop relevant attitudes and values;
- viii. participate in civic activities;
- ix. apply knowledge of environmental education in life; and
- x. cultivate a spirit of patriotism (Bekoe & Eshun; 2013a, 44).

Relationship between Content selected and Curriculum Objectives

The concept of contents in Social Studies Education according to Mezieobi (1992;17) and Adekeye (2008), is “the knowledge, ideas, concepts, generalizations, skills, attitudes, methods, structure, procedures, values and principles which the learner is exposed to and guided to learn. Contents are derived from various sources or disciplines. Each subject has its own specific skills, values and knowledge, but what

makes up a given content will be based on the objective previously set. When contents are selected, suitable experiences are designed on the basis of their relevance to the content. Social Studies Education as an interdisciplinary study derives its source of contents from social sciences, the humanities, the physical sciences as well as some non-conventional disciplines which according to Jarolimek (1977), include law-related education, environment education, career education, and human relations education.

Other sources of Social Studies education contents are the society or community, books and other published materials, government documents, policy statements, circulars of pronouncements, resource places, oral tradition, oral or local history (Mezieobi, 1998). This implies that Social Studies education curriculum content must be based within a social context or milieu.

There has been scholarly argument over the relationship between the selected content and curriculum objectives of Social Studies for some time now. Contemporary, Social Studies curriculum has its roots in the progressive education movement of the early twentieth century. The emphasis was on the nature of the individual learner and on the process of learning itself. The movement later challenged the assumptions of subject-centered curricula. Until this time, the Social Studies curriculum was composed of discrete subject areas, with a primary emphasis on history. To a slightly lesser degree, geography and civics were also featured, completing the triumvirate.

In this regard, the emphasis on citizenship development was understandable. Indeed, citizenship education was one of the main missions of the National Council for the Social Studies (NCSS) when it was formed in 1921. What began as a service organization intending to close the gap between social scientists and secondary school

teachers soon advanced an integrated study of the Social Studies and a broader conception of Social Studies education. Although social science typically refers only to academic disciplines such as anthropology, sociology, psychology, geography, economics, and political science, the term Social Studies includes the aforementioned Social Sciences as well as Humanities.

At the elementary grade level, Social Studies is typically organized and taught in an integrative and interdisciplinary fashion, but by the high school level and college level Social Studies teaching and learning are organized by courses in the academic disciplines. At all levels, however, the goals of Social Studies have been characterized by transmission of the cultural heritage; methods of inquiry; reflective inquiry; informed social criticism; and personal development (Martorella, 1985). Personal development has traditionally received the greatest emphasis at the elementary level; at the high school level, methods of inquiry have received more emphasis.

Social Studies as an interdisciplinary subject combines the integrated study of humanities and the social sciences. This integrated focus appears in relatively few nations. In Ghana, for example, Social Studies faculties in the local secondary schools, colleges of education, and university are composed of historians, anthropologists, sociologists, and other social scientists.

The scope of Social Studies education is vast or broad and ordinarily limitless (Mezieobi, Fubara & Mezieobi, 2008). The content of Social Studies education programme is drawn from the social science, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, and parents and from resource persons, places, ideas, past activities and thoughts (Mezieobi, 2008). The syllabus or curriculum of Social Studies education is more

flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that bear relevance to Social Studies education teaching as the classrooms must reflect the going on in the society. The implication of this is that the scope of Social Studies education is continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion (it is to solve persistent and contemporary problems of society).

According to Mezieobi (2008), the scope of Social Studies Education looks limitless or terrifying broad; restricted or limited by the society relative or specific in nature, this makes it very possible for any country to prescribe what its curriculum content will be for any level of the educational system including colleges of education. Curriculum content is also limited by the level of the educational strata that, is the schools and levels to which the content prescription is designed for. More so, the goal-emphasis differs from country to country and from one level of the educational system to the other. For example, Social Studies Education goals in Ghana and for colleges of education are not the same with the United State of America and Japan.

Again, the relationship between the subject content and curriculum is also limited by the quality of Social Studies Education programme implementers. Social Studies Education goals will be better achieved by qualified and committed Social Studies Education teachers than the uncommitted non-qualified 'teachers' in Social Studies Education classrooms.

The objective of the Social Studies Curriculum of the Colleges of Education is designed to enable students to:

- i. linking the disciplines of Social Studies of everyday life of individuals and communities;

- ii. enhance understanding of the social system through the culture and values to create a multi-ethnic society of national integration;
- iii. linking the country with a history of nation building;
- iv. environmental incidents relating to the social and economic development of society;
- v. explain basic economic principles and economic activities associated with social development and nation building;
- vi. acquire relevant knowledge;
- vii. acquire skills
- viii. develop attitudes and values;
- ix. participate in civic activities;
- x. applying knowledge of environmental education in the life and
- xi. cultivate a spirit of patriotism.

Pedagogical Approaches in Instructional process

In the teaching and learning process of Social Studies, our understanding of the content and the pedagogical approaches used in the process within a larger structural framework can help teacher educators prepare prospective teachers with the knowledge and skills they need to achieve pedagogical balance in their practice. Fundamentally, there are four components in curriculum development. These include context, content, process, and product. Together, these components provide a solid structural foundation for developing units or lessons in Social Studies as well as other subjects. Context refers to who the students are, where they are developmentally, what they already know, consideration for learning styles, and connections students might make to content (Chiarelott, 2006). Content, according to Erickson (2007), on the other hand, includes the topic, facts, skills, and concepts, as well as

generalizations and principles of the subject matter that is taught. Also, process is more elusive than the other components and is often considered in terms of teaching methodologies. For example, large or small group discussion, cooperative or individual learning, role-play or individual presentations are structural processes teachers use in the classroom.

However, process also refers to the specific thinking and socio-emotional processes that motivate and empower students, as well as make content memorable. When teachers grasp these largely invisible processes of learning they can consciously plan questions and learning activities that help students develop their thinking and emotional processes as they are learning content (Folsom, 2005). Similarly, product is a component of assessment. Product is that which the student creates, writes, or speaks that shows his or her understanding of the content that has been taught. Criteria for evaluation are another component of assessment through which the success of a product is evaluated. Understanding these components can help teachers acquire pedagogical balance between content and process.

Academically, Social Studies provides opportunities for learning content through project work where students can express their creativity while at the same time, develop the critical thinking skills of decision making, planning, and self-evaluation. Yet, too often, Social Studies is taught in a way that is anything but the passionate, memorable subject it could be. Russell (2010), states that too many students hear the uninspiring words, “Read the chapter and complete the worksheet” (p. 65), instead of having the opportunity to engage in learning experiences more suited to the live-action, self-regulated, participatory drama favoured by the curious YouTube generation (Pogrow, 2010).

More significantly, most teacher educators and researchers espouse constructivist teaching methods (Alazzi, 2008; Yilmaz, 2008). However, what progressive educators see as memorable student-centered learning opportunities that inspire students to think critically and develop a love of Social Studies (Dicamillo, 2010), traditional educators often see as an amalgam of ill-structured activities that lack the content that students need to become knowledgeable citizens (Ravitch, 2003; Rochester, 2003). Many who favour traditionalist methodology point to progressive constructivist teacher education as a major reason for low performance on assessments of Social Studies knowledge by students (Leming, 2003; Schug, 2003). Yet, these methods are found in relatively few classrooms.

In spite of the efforts of teacher educators, constructivist methods do not consistently transfer to classrooms the classrooms for which they are intended (Hollingsworth, 1989). Instead, new teachers, regardless of their teacher preparation programme, often follow a “pattern of teachers transmitting information to students who are then asked to reproduce it” (Newmann, 1991, p. 324). Regardless of the preparation many teachers have received, they teach Social Studies in a manner focusing more on content coverage than on the processes of thinking.

In the same vein, studies show that high school and college students score poorly on national assessments in Social Studies that focus on content (Risinger & Garcia, 1995; Rochester, 2003). At the same time that students do poorly on showing mastery of Social Studies content, there is little evidence that they have mastered the thinking or emotional processes of critical thinking, problem solving, creativity, ethics and social responsibility (Consortium, 2006). As Newmann (1991), points out, there are many factors of policy, curriculum, testing, and others that contribute to Social Studies

teaching and learning that is less than optimal. Nevertheless, how can teachers learn to teach Social Studies in a balanced approach that gives equal attention to content and process?

In response to this and other issues, scholars have come out with some pedagogical approaches to teaching and learning of Social Studies. Examples of such approaches are the educational philosophies such as experience-based and child-centered education. This promoted the development of thinking processes known as progressive education (Folsom, 2009). Next to this is constructivism which is a philosophy about learning and knowing (Brooks & Brooks, 1993) that has been applied to teaching. It has much in common with historical progressive education. At its core, constructivism posits that all knowledge is constructed by the learner. Characteristics of constructivist pedagogy, like progressive pedagogy, include experience-based, student-centered learning, group dialogue, domain knowledge, student interest, choice, interdependence, cooperation, and development of student thinking and metacognition (Bailey & Pransky, 2005; Mintrop, 2004; McCombs & Whisler, as cited in Yilmaz, 2008).

Traditional pedagogy also known by the terms “scientific and behaviourist” came into place as another pedagogical approach to the teaching and learning of Social Studies in schools and colleges. Teacher-centered and direct-instruction are other terms used to describe traditional pedagogy (Schug, 2003). These educators hold a traditional view of teaching; they maintain that there is a specific body of content knowledge that must be imparted to students (Brooks & Brooks, 1993). Traditional pedagogy is often described as transmission teaching where the learner is a more passive recipient of information than in constructivist teaching (Darling-Hammond, 1997).

In conclusion, learning content through doing and thinking is not a new idea. Long before constantly-streaming, self-produced media became ubiquitous, learning academic content through doing and thinking were clearly described by educators (Beyer, 2008; Boyle-Baise & Goodman, 2009). In addition, those in the field of psychology have provided voluminous support for the active, hands-on, minds-on learning and teaching of content that lie at the heart of progressive constructivist teaching (Bandura, 1993; Sternberg, 1997; Vygotsky, 1994). There is no shortage of research, materials, and suggestions for teaching Social Studies in ways that integrate doing and thinking with content (Levstik & Barton, 2000; Parker, 2010). Yet, notwithstanding the availability of such resources, the subject of Social Studies itself is sorely neglected or poorly taught in many of our schools.

Teacher and Student Behaviours which enhance classroom Instructional process

The positive and negative behaviours exhibited by teachers and students determine to a great extent their effectiveness in the classroom and, ultimately, the impact they have on student achievement. Several specific characteristics of teacher responsibilities and teacher behaviours have contribute directly to effective teaching in the classroom. Effective teachers have a sense of how each student is doing in the classes that they teach. They use a variety of formal and informal measures to monitor and assess their pupils' mastery of a concept or skill. When a student is having difficulty, the teacher targets the knowledge or skill that is troubling the student and provides remediation as necessary to fill in that gap. Monitoring student progress and potential need not be solely the responsibility of the teacher; indeed, an effective teacher facilitates students' understanding of how to assess their own performance.

Furthermore, (Quashigah; Eshun and Mensah, 2013), also assert that “the pedagogical content knowledge of Social Studies teachers do influence the way they assess their lessons.” This assertion is supported by (Bekoe & Eshun, 2013), that “the background knowledge of Social Studies teachers is built from their training institutions and this goes to influence the way they teach (i.e. 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) however, stressed that “due to the hasty nature in formulating formative assessment and scoring, tutors 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, 43-44). Poor attitudes of learners to learning and bad study habits may lead to uncommitted attitudes of teacher to teaching: instability in schools occasioned by teacher, student unrest and the frequent closure of schools due to inability of the government to meet its financial obligation.

Shulman (1987), also opines that teachers need to understand the subject matter deeply and flexibly so as to help students create useful cognitive maps, relate one idea to another as well to address their misconceptions. In his contribution to the scholarship of teacher knowledge, Shulman states that teachers need to master three types of knowledge, namely content knowledge also called “deep” knowledge of the subject itself, pedagogical content knowledge which is a special blend of content and

pedagogy that is exclusive to teachers as a special form of understanding how best to teach a specific content and thirdly, knowledge of the curriculum development termed as curriculum knowledge.

Shulman (1987), also identified the following types of knowledge that must be possessed by teachers; general pedagogical knowledge (or generic teaching principles), knowledge of educational context or human relations, knowledge of the learner and their characteristics as well as knowledge of educational ends, purpose, values, and their philosophical and historical backgrounds. This demonstrates that the innate quality of the teacher does ultimately over-ride it's importance.

It is widely accepted among researchers that the quality of our schools cannot be higher than the quality of teachers in them and that the quality of our teachers in the schools is also dependent upon high quality teacher education and professional development opportunities. Thus, teachers who are well-prepared in traditional teacher education programmes and continue in-service education help ensure increased levels of student achievement which is one of the indicators of successful curriculum implementation (Darling-Hammond, 2000).

Empirical Review

The conceptions teachers have about curriculum are part of teachers' implicit beliefs about education (Thompson, 1992). As Begg (2005, 6), puts it, curriculum is "all planning for the classroom." This implies that curriculum is to provide a design which enables learning to take place. There are several ways that curriculum can be understood: one approach interprets curriculum primarily in terms of political power (curriculum as a fact, as practice, or as social conflict in Goodson, 1995), while a second analyses is the nature of what is taught, for example, curriculum as race,

gender, aesthetic, institutionalised, or poststructuralist texts (Pinar, Reynolds, Slattery, & Taubman, 1995). This implies curricula usually define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. Since teachers use the curriculum in their teaching practice, it makes sense to appraise the Social Studies curriculum of Colleges of Education vis-à-vis the JHS Social Studies syllabus.

According to Urevbu (1985), formal curriculum refers to: what is laid down as the syllabus or that which is to be learnt by students. It is the officially selected body of knowledge which government, through the Ministry of Education or anybody offering education, wants students to learn. Defining what should be in the curriculum plans for the classroom requires answering the questions (1) who should determine what is taught and (2) what material should be taught. It would appear that there are a limited number of options available to curriculum developers in answering these questions. Who determines the curriculum can only be one or more of the following: (a) students' needs or wants, (b) teachers' knowledge and expertise, or (c) government's policies in response to society's problems or issues. The options for determining the substance of curriculum relates to either (a) important content, such as the chemical make-up of water or (b) important processes, such as knowing how to learn. Many studies have explored how teachers conceive of various subjects, including, Social Studies, Mathematics, English language and History (Calderhead, 1996; Clark & Peterson, 1986; Thompson, 1992).

Studies have shown that teachers develop a subject understanding that is "broad and deep, enabling them to facilitate the building of similar connections in the minds of others" (Calderhead, 1996, 716). It is also shown that the way teachers understand

their subject affects the way they teach and assess. A reason for looking at Social Studies curriculum is that Clandinin and Connelly (1992), assert that most teachers are not just delivery mechanisms or conduits for curriculum; rather they are creators or makers and implementers of curriculum.

Other researchers (Eisner & Vallance, 1974; Cheung & Wong, 2002), use the term “orientation”, which we consider to be equivalent in meaning (Brown, 2008). Five major orientations to curriculum have been described: (1) curriculum is about the development of processes or skills, especially in the cognitive domain rather than just in life or social domains, (2) curriculum is about exploiting approaches to maximize outputs, (3) curriculum is about reforming or revolutionizing society in order to bring about greater justice and benefits for all, (4) curriculum is about maximizing the humanity of individuals by helping them develop their full potential, and (5) curriculum is about identifying and passing on valued academic knowledge and intellectual developments (Eisner & Vallance, 1974; Cheung, 2000).

Cheung (2000), has argued that these orientations to curriculum (a) explain why teachers emphasize certain topics, (b) clarify the real meaning or intent of curriculum documents, and (c) influence both teacher professional and curriculum development. Inspection of curriculum practice is not guaranteed to expose teachers’ true orientation to curriculum as various contextual constraints may impose common curriculum practices on teachers with highly divergent views of curriculum (Cheung, 2000). Although teachers have interconnected conceptions of curriculum drawing on several orientations simultaneously, there appear to be patterns in teacher conception of curriculum (Cheung, 2000).

Indeed, the importance of the teacher in the successful implementation of curriculum reform has been revealed in studies both in the West (Fullan, 2001; Nias, Southworth, & Campbell, 1992) and the East (Ou, 2000; Adamson, Kwan, & Chan, 2000; Lam, 1996; & Lee, 2002). 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.

In general, studies of teachers' understanding of the subjects they teach have shown those conceptions affect the way teachers teach and assess (Ertmer, 2005; Kane, Sandretto, & Heath, 2002; Prosser, Martin, Trigwell, Ramsden, & Lueckenhausen, 2005). 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.

Chiodo and Byford (2004), study revealed that teachers' attitudes towards Social Studies education have unique influence on the Social Studies curriculum. Similarly, the findings from other studies indicate that the decisions of what to teach our children under Social Studies education often shift and are dependent on the influence of the conception of the teacher about the subject (Evans, 2004; Eshun, 2010). The need for curriculum appraisal was raised by Quartey (2003) in his appraisal of the 1987 Social Studies syllabus for the JHS programme in Ghana. The importance of appraising the Colleges of Education curriculum vis-à-vis the JHS curriculum implementation can be seen from Goodlad's (1979), five levels of curriculum, namely ideal, formal, perceived, implemented, and experiential curricula.

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

Au (2007), found in his metasynthesis of 49 studies focused on the effect of high stakes testing that curriculum has been narrowed to those subjects; mathematics and literacy that are consistently tested and knowledge has become increasingly fragmented as students learn “bits and pieces” (p. 264) for the tests; and teacher-centered instruction has increased. While it is difficult for students in grades 1-6 to learn Social Studies, if it is not being taught, it is also difficult for teacher candidates to learn to teach Social Studies when there are few classrooms in which one observes Social Studies teaching and learning (Bolick et al., 2010). These conditions certainly do not support critical thinking and socio-emotionally rich instruction in Social Studies and there is little relief in sight.

Sarason (1982), and French and Rhoder (1992), found that teachers had not learned in their teacher education programmes how to plan in ways that promote student thinking. Teachers were unable to teach and discuss thinking with students because they did not know how to teach. Goodlad (1990), reported that teacher candidates showed a lack of internalizing what they had learned in coursework. Teacher educators perceived that their courses had a strong influence on teacher candidates. Candidates, on the other hand, indicated that coursework had little effect on the

beliefs and values concerning teaching that they held coming into their programmes. Hollingsworth (1989), also found that it was difficult to change the mind-set of students who had learned in more traditional ways. While those who came into teacher preparation programmes with a more constructivist view of learning fared better, many teachers reverted to traditional ways of teaching when they reached the classroom.

Many factors were found to contribute to the high rate of transfer including support of the college and structures of the programmes, while other factors relate to pedagogy. Two of the pedagogical factors are instructive in this discussion of how to increase the transfer of pedagogical skills learned in teacher preparation programmes to classrooms.

Gap

Several works and literature exist on curriculum development, modeling and programme evaluation (Oliva, 1992, Tyler, 1950, Stufflebeam, 2002). However, process evaluation with reference to what really happens with the curriculum in the classroom setting is characterized with paucity of attention and investigation, hence, Patton (1990, 104), advocated that “implementation evaluation” is imperative for monitoring and getting feedback about the programme as to whether it is running effectively or not and what type of intervention to be employed, hence overcome the above situation.

Different subjects were investigated: van den Berg (1987), did his research in the domain of economics, Harskamp (1988), focused on arithmetic, van Batenburg (1988), on mother tongue, and Edelenbos (1990), on English. In general, these studies could hardly detect different effects of different curricula on student achievement.

However, some comments on these findings seem appropriate. First, substantial effects of curriculum products (especially when they are innovative) cannot be expected unless their implementation is supported by other forms of assistance (Fullan, 1991). Second, it often appears that different products, although their design was inspired by different curricular conceptions and ideals, they lose much of their innovative aspiration during their development by commercial textbook publishers.

Moreover, many textbooks lack sufficient procedural specifications for teachers to support them with concrete lesson preparation and execution. The usual tendency of teachers to adapt innovative proposals to more familiar approaches, decreases even further the chance that differences in actual instructional processes and resulting student outcomes will occur. Finally it must be noted with regard to this type of comparative evaluation that often the tests used do not adequately reflect the specific innovative characteristics of the different curricula under study, which increases the chance of masking potential differential effects (Walker & Schaffarzick, 1974).

This study tries to fill the gap identified by adopting the process evaluation model of curriculum evaluation which is more suitable for the study. Since it has been realised in the literature that process evaluation with reference to what really happens with the curriculum in the classroom setting is characterized with paucity of attention and investigation, this study would therefore fill this gap. Also, most of the similar studies have not given much attention to Social Studies curriculum, and this study intends to fill that gap by examining the Social Studies curriculum process in the Colleges of Education. Four Colleges of education were used to gather enough data and in-depth information.

Conclusion

From the literature, it has been noticed that there is a lack of active, thinking-based Social Studies teaching and the reason is that teachers need a deeper understanding of the complex processes that engaging, thinking and social-emotionally rich learning requires. Teachers need more explicit instruction in how to develop and deliver lessons and units that weave process processes with content and process, have focused objectives and assessments, and include consciously planned questions and learning activities that promote critical and creative thinking and social emotional learning through hands-on experiential learning (Folsom, 2011; Erickson, 2007; Swartz, Costa, Beyer, Reagan, & Kallick, 2008; Tomlinson, 1999; Wiggins & McTighe, 1996).

Yet, there is little evidence that teacher education programmes are adequately preparing teachers to plan Social Studies curriculum with deep thinking and social emotional learning consciously imbedded within content (Folsom, 2009). If teachers do not clearly understand the relationship between content and thinking processes and how to bring these elements together in lessons and units to promote active learning, Social Studies teaching will lack the necessary balance for students to learn in more complex ways.

Another reason for the lack of teaching Social Studies using engaging and critical thinking methods is the challenge of transfer from what is learned in coursework to the classroom. Even when teacher educators are teaching methods that promote thinking, these methods do not necessarily transfer to the classroom.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the method used for the study. This includes the research design, population, sample and sampling procedure, the instrument used for data collection, validity and reliability of the instrument, data collection procedure, pre-testing of instruments and data analysis.

Research Design

A research design, according to Fraenkel and Wallen (2000), refers to all the processes needed for collecting and analyzing data gathered for a research. The research design that was used for the study was the descriptive survey. A descriptive research is basically designed to find out an existing situation of a particular phenomenon of concern. It deals with the relationship among non-manipulated variables. In this type of design, the events or conditions either already existed or have occurred and the researcher mainly selects the relevant variables for analysis of their relationships. Descriptive research approach enables the researcher to explain and describe situations on the ground in relation to the variables of the study (Best & Kahn, 1995; Fraenkel & Wallen, 2000).

According to Walliman (2004), a mixed method research strategy is sometimes appropriate in collecting data in descriptive studies. On the strength of this recommendation, both quantitative and qualitative methods were used in carrying out the study. The study adopted descriptive research design because it helped the researcher to obtain information concerning the status of the phenomena and describe

“what exists” with respect to variables or conditions being investigated (Babbie, 2005). The descriptive design was used because it helped to describe attitudes, opinions, behaviours or characteristics of a group being investigated. The study was used this design because the researcher investigated the issues involved in this study at a point in time (Fraenkel & Wallen, 2000).

Both quantitative and qualitative methods were used in carrying out this study.

The qualitative methods (structured interview) were viewed to make up for any weaknesses inherent in the use of close ended questionnaires of quantitative method.

The study used descriptive research design because it emphasises the in-depth description of the demographic variables as well as knowledge of respondents.

The mixed method approach was used for the following reasons. First, because the study addresses several relatively unexplored questions, it is uncertain which method is most appropriate to generate the best answers. Second, it is believed that bridging qualitative and quantitative methods will generate more inclusive results than either method in isolation. The researcher hopes to show that quantitative methods such as questionnaire are valuable to test the relative importance of qualitatively informed ideas. Mixed method designs integrate both qualitative and quantitative approaches to data collection and analysis. Mixed method approach to research has the advantage and potential to offer more comprehensive understanding of complex processes and issues as well as collaborate findings. The weaknesses of qualitative and quantitative approaches can be offset by the strengths of both approaches. Words can add meaning to numbers and numbers can add precision to words (Johnson & Onwuegbuzie, 2004).

Population

Polit and Hungler (1996), defined a population as the entire aggregation of cases that meet a designated set of criteria. The study was limited to four Colleges of Education in Ghana, namely Accra, Ada, Presbyterian College of Education and the Presbyterian Women's College in Aburi. The target population for the study comprised all Social Studies tutors and teacher trainees in the Colleges of Education in Ghana.

The target population was limited to the four selected Colleges of Education because of the resource constraints and also for the reason of proximity (Fening, Pesakovic & Amaria, 2008). However, the accessible population for the study was Social Studies tutors and teacher trainees in the four selected Colleges of Education in Ghana. There were four (4) Social Studies tutors in Accra College of Education, three (3) males and one female, two (2) male Social Studies tutors in Ada College of Education. Presbyterian College of Education had four (4) Social Studies tutors, two (2) males and two (2) females. The Presbyterian Women's College in Aburi had two (2) female Social Studies tutors. In all, there were twelve (12) Social Studies tutors in the four selected Colleges of Education, seven (7) males and five (5) females. Ten (10) subject specialists and four (4) curriculum experts from CRDD were also included in the study.

The teachers were holders of various advanced degrees and have been teaching in the Colleges of Education for over five years. This meant that these teachers had the requisite qualification and were knowledgeable about curriculum implementation and evaluation processes. Hence, the target group was in a better position to provide the relevant information concerning the issue under investigation.

Accra College of Education had three hundred and nine (309) Social Studies teacher trainees, two hundred (200) males and one hundred and nine (109) females. Ada College of Education had one hundred and five (105) Social Studies teacher trainees, sixty (60) males and forty-five (45) females. Presbyterian College of Education had three hundred and fifty (350) Social Studies teacher trainees, one hundred and ninety (190) males and one hundred and sixty (160) females. The Presbyterian Women's College of Education in Aburi had one hundred and ninety-seven (197) Social Studies teacher trainees. In all, there were nine hundred and sixty-one (961) Social Studies teacher trainees in the selected colleges of education for the study.

Sample and Sampling Procedure

Purposive sampling method was used to select twelve (12) Social Studies tutors, ten (10) subject specialists and four (4) curriculum experts from CRDD for the study. According to Walliman (2005), purposive sampling is a useful sampling method which allows a researcher to get information from a sample of the population that one thinks knows most about the subject matter. The rationale for the choice of the sampling method was to help select respondents who are abreast with relevant information and knowledge in the issue under study. A representative sample of the accessible population was viewed in the study to be the best option. Best and Khan (1995), have expressed the view that the primary purpose of a research is to discover principles that have universal application but to study a whole population to arrive at generalization would be impracticable, if not impossible" (P. 10). Recognizing this fact made the researcher to use a representative sample of the population for the study.

In purposive sampling, specific elements which satisfy some predetermined criteria are selected. Although the criteria to be used are usually a matter of the researcher's judgment, the researcher exercises this judgment in relation to what she thinks constitute a representative sample with respect to the research purpose. It is therefore important to recognize that the representativeness of such samples is only assumed. When, for instance, a sample includes only those teachers who have a bachelor's degree with 5 year's post qualification experience, such a sample is purposive or judgmental (Nworgu, 2006).

Nworgu (2006), said further that this type of sampling is similar to quota sampling except that in purposive sampling extra care is taken to select those elements that satisfy the requirements of the research purpose. Purposive sampling is relatively cheaper and easier, and ensures that only those elements that are relevant to the research are included. But there is no way that one can ensure that the resultant sample is typical of the population. To this extent, some limitation is imposed on any generalizations made from such samples. In addition, this sampling plan requires a great deal of knowledge of the characteristics of the population.

The data collected from the participants was used to generalise over the entire population. This sample was used because the selected respondents had the desirable characteristics as well as the information needed for the study. McMillan (1996), supports this idea by stating that the sample chosen should possess the needed characteristics for a research to be conducted. Social Studies tutors of Colleges of Education, second year teacher trainees, and subject experts were included in order to gather extensive and in-depth information on the issue under study. The rationale for the choice of the sample technique, was to select respondents who were abreast with

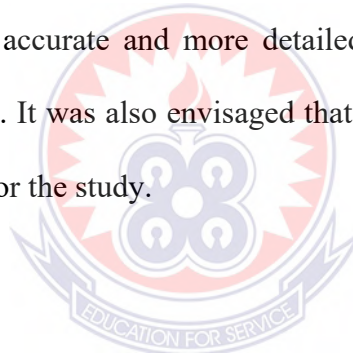
relevant information and knowledge in the issue under study. This helped in gathering extensive and in-depth information on the issue under study.

For fair representation of both the colleges and sex groups, stratified sampling was seen as the main sampling technique for the Social Studies teacher trainees. They were put into strata (groups) as colleges and into further consideration as males and females. A proportionate stratified sample of fifty per cent (50%) was employed for each college and 50% for each sex in each college. Simple random sampling was then applied to select respondents from each stratum (group) for the actual number of Social Studies teacher trainees for the study.

Stratified sampling was first employed to put the Social Studies teacher trainees into two strata; males and females in each college, resulting into eight (8) strata in all. The next task was the choice of Social Studies teacher trainees to be included in the study. Simple random sampling was more appropriate at this stage, since each group was homogenous.

Simple random sampling is a method of selecting samples such that all members of the various groups stand equal opportunity of being chosen. The lottery method of the simple random sampling was used. The male and female names on the lists obtained from the colleges were segregated and coded, and each code matched with a student's name. It was then written on slips of paper, folded and put into a container. This was done separately for males and for females. The folded paper slips were mixed thoroughly by shaking the container several times before the required number of slips were picked at random and replaced. Picking was done by students until the required number for male and female Social Studies teacher trainees for 50% per stratum each was obtained.

In Accra College of Education, 50% of the two hundred (200) males produced one hundred (100) respondents and 50% of the females produced 55 respondents. In Ada College of Education, 50% of the males produced 30 respondents and the females produced 22 respondents. Presbyterian College of Education produced 95 males and 80 females. The Presbyterian Women's College in Aburi produced 98 respondents. In all, a sample size of four hundred and eighty (480) Social Studies teacher trainees was chosen for the study, representing 50% of the target population of 961 Social Studies teacher trainees in the four selected colleges of education. Twelve (12) Social Studies tutors, ten (10) subject specialists, and four (4) curriculum experts from CRDD were involved as the sample for the study. The reason for using this sample size was to help the researcher ascertain accurate and more detailed information with regard to the topic under investigation. It was also envisaged that the sample was going to provide the needed information for the study.



Sources of Data

The main sources of data for the study were primary and secondary sources. With regard to the primary data, questionnaire and semi-structured interview guide were used to collect data from respondents. For the secondary data, relevant documents, books, journals, internet search, libraries were depended on for more detailed information. The secondary data provided the researcher with more information on the issue under study.

Data Collection Tools

The data collection tools that were used to collect data for the study was semi-structured interview guide and questionnaire. Observation guide was used to collect data on classroom interactive dynamic processes (Instructional processes). This was

based on a pre-determined check list that contains the intended behavioural patterns to be observed.

Questionnaires were used to collect quantitative data from some of the respondents. The decision of the researcher to use the questionnaire was that those people can read and respond to the questions. A questionnaire comprises a number of questions or statements that relate to the purpose of a study. It is a data-gathering instrument through which respondents are made to answer questions or respond to a given statement in writing (Best & Kahn, 1995). This method gives the necessary information the researcher wants from the respondents. Also, interview guide were used to assist the researcher to collect qualitative data from some of the respondents. The interview guide was deemed necessary because some of these people may not have time to read and respond to the items or may not even do so because of their busy schedules. Again, it gave the researcher the chance to read, interpret and redirect her questions to solicit for right information qualitatively.

Validity and Reliability of Instrument

The questionnaire was pre-tested to ensure their validity and reliability where necessary, effect early modification if possible as suggested by Cooper and Schindler (2001). According to Fraenkel and Wallen (2000), an instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. They added that validity should involve the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected.

After designing the instruments, copies were submitted to my supervisors to check for the representativeness and completeness of items. The supervisors helped me to edit

and correct the mechanical and grammatical errors from the instruments. After the supervisors' comments and constructive criticisms, some refinements were made where necessary. Sarantakos (2007), also found that pre-test are small tests of single elements of the research instruments, which are predominantly used to check eventual mechanical problems of the instruments.

Pre-testing of Instruments

Pre-testing of instruments on a sample of respondents drawn from the target population is useful in fine tuning aspects of the questions that could otherwise make it difficult for respondents to interpret questions as intended (Foddy, 1995). Borg and Gall (1996), have stressed the need for pre-testing of survey instruments before administering the instruments to the respondents.

The researcher did pre-testing of the instruments by using five Social Studies tutors and 60 Social Studies teacher trainees from Wesley College of Education. Wesley College of education was purposively selected for the pre-test because the College has similar characteristic as the other Colleges selected for the main study. The reason for pre-testing the instruments was to ascertain the validity and reliability of the instruments. It also gave the advance warnings about where the main research project could fail, where research protocols might not be followed, or whether proposed methods or instruments were inappropriate or too complicated. Finally, it was pre-tested mainly to improve the internal validity of the instruments. The test retest method was used for the pre-testing of the instruments.

The reliability of the instruments was confirmed by examining the individual test items with the Crombach's alpha (Borg & Gall, 1996). The Crombach alpha values for the pre-test were 0.83 and 0.83 for the first and second set of the questionnaires

respectively. This co-efficient could be considered high because, according to Fraenkel and Wallen (2000), reliability co-efficient of .70 is seen to be highly reliable for research purpose. This value is in line with that of Tavakol, Mohagheghi, and Dennick (2008), that the acceptable values of alpha, ranges from 0.70 to 0.95. Hence, the alpha value of 0.83 was accepted and used for the study.

Data Collection Procedure

The administration of the instrument was preceded by a letter of introduction which was requested from the University of Education, Winneba, Department of Social Studies, and intended to introduce the researcher to the respondents. The respondents were assured of confidentiality, anonymity of information given and guaranteed that information provided would only be used for academic purpose. The researcher also met one on one with respondents in their various departments and offices to agree on convenient time for administration of the instruments.

The main instruments for the collection of data for the study were questionnaires and structured interview guide since some of the respondents may not have time to respond to the questionnaire. The researcher agreed with the respondents on the day and time they would be willing to respond to the questionnaire and grant her the interview. As regards to the distribution, administration and collection of the instruments, the researcher used a period of two weeks. Some of the respondents responded to the questionnaire and others were interviewed using semi-structured questions during the field work; however, an interaction with respondents revealed vital information which initially was not part of the interview session. The use of the interview as an after-taught and was administered to all respondents.

The questionnaires were personally administered by the researcher to the teachers. Before the administration of the questionnaires, the rationale for the study was explained to the principals and heads of department of Social Studies in the colleges. Copies of an introductory letter were given to the principals and the heads of department to study, and if possible, approve of it.

This helped the researcher to gain the support and co-operation of teachers and students. The researcher was then granted permission by the principals and heads of department and their teachers. The rationale and purpose of the study were again discussed after which copies of the questionnaires were given out to the teachers to respond. The data collection took two weeks and all the instruments were received and used for the analysis.

Data Analysis

The raw data that were collected from the respondents were processed by coding the questionnaires and the interviews. The qualitative data analysis therefore involved gaining comprehensive understanding and analytical descriptions of statements made by respondents. The written and recorded data were transcribed and put into various themes for easy analysis. The contents, case and inductive analyses were adopted in organising the data for analysis. The content analysis was used to code, identify patterns, themes, categorize patterns, and classify the data. Care was taken to notice convergence and divergence in coding and classifying. Case analysis was used to organise the data to get detailed information in relation to the study. The questionnaires were analysed using Statistical Product for Service Solution (SPSS version 21) and the results were presented in frequency and percentages.

The descriptive statistics was used to analyze the research data. According to Glass and Hopkins (1996), descriptive statistics involves tabulating, depicting, and describing collections of data. They stated that descriptive statistics provide very simple summaries about the sample of study and the measures. In this regard, the researcher used simple frequencies, percentages, means, and standard deviation to analyze the data for the research questions.

Ethical Issues

Ethical issues were considered to be very important in conducting a research of this kind. For this reason, the researcher took into consideration the ethical issues in the study. This was done in an ethical manner, and was in line with both moral and practical issues in a research (Oliver, 2003, Christians, 2005).

The consent of the respondents was sought before the study was carried out. Letters were written to the various respondents seeking permission and their consent to carry out the study. All the stakeholders and the participants were informed about the aims, purposes and likely publication of the findings of the study. Assurance was given to the participants that a copy of the final work would be made available to them upon request. The participants for the study were also assured of anonymity and confidentiality in terms of how the findings were revealed. Participants were also assured that names would be used and specific reference would not be made to individuals to allow anyone to discern the real persons being referred to in the study. However, the study remained focused on the important issues and neglected trivial issues.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the presentation and discussion of the results that were drawn from the data collected in order to find answers to the research questions. The chapter is in two sections. It comprises discussions of both preliminary and major findings. The descriptive statistics was used to analyse the research data. The results were presented in simple frequencies, percentages, means, and standard deviation. The results are discussed in relation to the research questions as well as the literature review.

Demographic Characteristics of Respondents

This section basically analysed demographic characteristics of the respondents. It deals with the institution, sex, age, academic qualification, and teaching experience. Demographic characteristics of individuals are perceived to have influence on whatever they do. In view of this, the study sought to describe the demographic characteristics of the respondents and relate it to their views about process evaluation of the current Social Studies curriculum of the Colleges of Education in Ghana to validate its relevance and functionality in terms of contemporary global demands of society.

Table 1: Demographic characteristics of respondents

Institution	Frequency	Percentage
Accra College of Education	155	32.3
Ada College of Education	52	10.8
Presbyterian College	175	36.5
The Presbyterian Women's College	98	20.4
Total	480	100.0
Subject Specialists	10	100.0
Curriculum Experts from CRDD	4	100.0
Tutors	12	100.0
Sex of Students		
Male	225	46.9
Female	255	53.1
Age of Students		
15-20 years	40	8.3
21-25 years	205	42.7
26-30 years	205	42.7
31-35 years	20	4.2
36-40 years	10	2.1
41 years and above	0	0.0
Academic Qualification of Tutors		
B.A	1	8.3
B.ED	2	16.7
M.ED	6	50.0
M.Phil	3	25.0
Teaching experience		
0-4 years	0	0.0
5-9 years	6	50.0
10 years and above	6	50.0

Source: Field data, 2016

The results, as depicted in Table 1, indicated that the majority (255) of the students were females representing 53.1% and 225 (46.9%) were males. This means that there

were more female teacher-trainees than male teacher-trainees in the selected Colleges of Education used for the study. In addition, 175 (36.5%) of the students selected for the study were from Presbyterian College, 155 (32.3%) from Accra College of Education of Education, 98 (20.4%) from The Presbyterian Women's College of Education, and 52 (10.8) from Ada College of Education.

With regard to age, the results reveal that the majority 205 (42.7%) of the respondents fell between the ages of 21-25 years and 26-30 years, 40 (8.3%) were between the ages of 15-20 years, 20 (4.2%) were between 31-35 years, and 10 (2.1%) were between 36-40 years. The results suggest that, most of the trainees in the selected colleges of education were in their youthful ages.

With respect to academic qualification of tutors of Social Studies in the colleges of education, the findings indicated that 6 (50.0%) had Master of Education (M.ED) degree. Whereas 3 (25.0%) of the respondents had Master of Philosophy (M.Phil) degree, 2 (16.7%) had Bachelor of Education (B.ED) degree, and 1 (8.3%) had Bachelor of Arts (B.A) degree.

This result implies that most of the tutors teaching Social Studies in the colleges of education in Ghana are holding both first and second degrees hence, supposed in-depth knowledge of the subject content. Furthermore, it was realized from the study that most of the tutors were professional teachers. This shows that majority of the tutors in the selected colleges of education in Ghana possessed the qualifications required for effective implementation of the Social Studies curriculum. The results of the study indicated that the tutors had obtained the skills, knowledge and competencies that were desirable to support the implementation of the Social Studies curriculum.

The study was equally interested in finding out the teaching experience of tutors in the selected colleges of education. The results indicated that 50.0% of the respondents had 5-9 years of teaching experience. The results revealed that all the tutors had at least some level of experience. Since most of them had been teaching for over 5 years, one can conclude that they had gained much experience in teaching and would be able to provide the necessary information for the process of curriculum evaluation.

It is widely accepted that the quality of any school cannot be higher than the quality of teachers in the school and that the quality of teachers in the schools is also dependent upon high quality teacher education and professional development opportunities in every country. Thus, teachers who are well-prepared in traditional teacher education training programmes and continuous in-service education help ensure increased levels of student achievement which is one of the indicators of successful curriculum implementation in every country. Effective teachers should therefore have high level of knowledge, skills, abilities, competencies, and commitments necessary for teaching and implementation of any educational programme. Such teachers should know the subjects they teach and have the necessary professional and pedagogical knowledge and skills in teaching and learning process. Effective teachers therefore must master pedagogical knowledge used to convey subject matter to students.

Rogan and Grayson's (2003), findings in their study support this result when they stated that a critical factor that can support or hinder the implementation of new ideas and practices in a school pertains to the teacher's own background, training, qualification and level of confidence, and their commitment to teaching. They also identify lack of subject matter knowledge by teachers as one major problem associated with implementation. They stated that teachers who are under-qualified or

have minimum qualifications produce learners who are less proficient in the subject matter.

Extent to which the objectives of the Social Studies curriculum of the Colleges of Education are being achieved

The available literature revealed that the objective of education varies from society to society, based on the problems and needs of the particular society at a given time. But generally speaking, education is a process of changing the behaviour patterns of people. Behaviour in this sense means the way a society will change the learner in his or her thinking, feeling and his or her actions. Social Studies is one of such subjects that can help change attitudes of citizens and thereby contribute to the socioeconomic development of a nation. Respondents were asked to rate their responses on a four-point likert scale. The table below show the results.

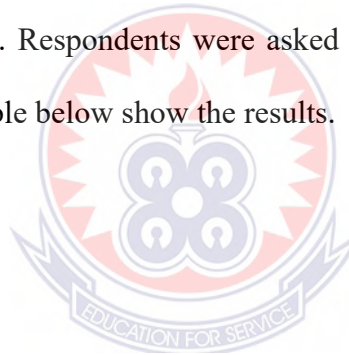


Table 2: Extent to which the objectives of the Social Studies curriculum of the Colleges of Education are being achieved

Statement	SA	A	D	SD
S/N	%	%	%	%
1. Teachers are able to guide students to answer questions and participate in class discussion	20.8	54.2	10.4	14.6
2. The requisite innovative instructional pedagogies are inculcated in teacher trainees	50.0	25.0	15.6	9.4
3. Tutors incorporate students' learning experiences, challenges, tasks encountered, confronting difficulties in assimilating topics and concepts for instruction	25.0	37.5	33.3	4.2
4. Teacher trainees are able to transfer from what is learned in coursework to the classroom	12.5	25.0	33.3	29.2
5. Teacher trainees teach Social Studies using engaging, thinking-rich methods	25.0	50.0	20.8	4.2
6. Teachers are able to develop and deliver lessons that focused on the Social Studies objectives and assessments	30.2	19.8	25.0	25.0

Source: Field data, 2016

From the results in Table 2, it can be deduced that the majority of the respondents agreed that the objectives of the Social Studies curriculum of the Colleges of Education in Ghana are being achieved. This is because over 50% of responses in the items indicated that the objectives are achieved. For instance, 75% of the respondents agreed that teachers are able to guide students to answer questions and participate in class discussion; the requisite innovative instructional pedagogies are inculcated in teacher trainees, and teacher trainees teach Social Studies using engaging, thinking-

rich methods respectively. Also, 62.5% of the respondents agreed that tutors incorporate students' learning experiences, challenges, tasks encountered, confronting difficulties in assimilating topics and concepts for instruction, and 50% agreed that teachers are able to develop and deliver lessons that focused on the Social Studies objectives and assessments.

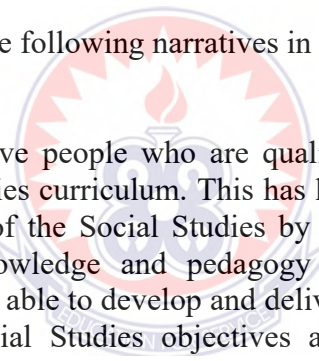
The findings here agreed with findings of Mezieobi, Ojobo, Onyeanusi and Sampson (2013) that, Social Studies instruction is not teacher dominated in nature, but effective Social Studies instruction incorporates students learning experiences, challenges, tasks encountered, confronting difficulties in assimilating topics and concepts, which consequently guide the teacher on how to present instruction to the cognitive level of learners. Mbakwem's (2005), view is in line with the improvement of teaching and learning centres on teacher student interaction because it helps in resolving difficult topics and concepts to be learned in Social Studies classroom.

This result is supported by Bekoe and Eshun (2013c), when they stated that the background knowledge of Social Studies teachers is built from their training institutions and this goes to influence the way they teach (i.e. 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.

On the contrary, 62.5% of the respondents disagree with the statement that teacher trainees are able to transfer what is learned in coursework to the classroom. However, many factors were found to contribute to the high rate of transfer including support of the college and structures of the programmes, while other factors relate to pedagogy.

Two of the pedagogical factors are instructive in this discussion of how to increase the transfer of pedagogical skills learned in teacher preparation programmes to classrooms.

In an interview with some of the tutors, subject specialists and curriculum experts, it was realised that most of the colleges of education had achieved the objectives of the Social Studies curriculum, but these achievements were inadequate because, some of the teacher trainees were unable to transfer what is learned in coursework to the classroom. This means that the inability of teacher-trainees to transfer what is learned in coursework to the classroom is likely to pose a problem in the process of curriculum implementation and evaluation in the colleges of education. One of the respondents (tutor) gave the following narratives in an interview:



Yes, we have people who are qualified to implement the Social Studies curriculum. This has helped in achieving the objectives of the Social Studies by delivering of adequate content knowledge and pedagogy to the students. The teachers are able to develop and deliver lessons that focused on the Social Studies objectives and assessments. They employed critical thinking method and student-centered teaching and learning strategies in Social Studies lesson delivery. But, the problem is the challenge of transfer from what is learned in coursework to the classroom by teacher trainees. Even when they are taught with methods that promote thinking, these methods do not necessarily help them to transfer to the classroom what they have learned. Look, sometimes teachers do not clearly understand the relationship between content and thinking processes and how to bring these elements together in lessons and units to promote active learning. We cannot boast of excellence in the achievement of the Social Studies curriculum objectives in the colleges of education looking at the way and processes involved in implementing the Social Studies curriculum.

Another respondent (a teacher trainee) in a related interview recorded that it is not the inability of the teacher trainees to transfer from what is learned in coursework to the

classroom, but the adequacy of curriculum materials, efficiency of methods and strategies employed in curriculum implementation, and the process of curriculum evaluation in our educational institutions is the main issue of concern. It is very appalling when it comes to adequacy and quality of curriculum materials for curriculum implementation and evaluation process. The respondent noted that:

My major concern in this issue of achievement of Social Studies curriculum objectives in the colleges of education is how adequate and efficient are the available curriculum materials for us to use in implementing and evaluating the Social Studies curriculum in the colleges of education. Look! Please, we need to face the realities on the ground; the few available curriculum materials are inefficient and have not been fully put into effective use because some of them are inadequate and the professionals trained to implement them are also inadequate.

From the analysis of the results and the findings from the interview gathered, it is clear that the objectives of the Social Studies curriculum in the colleges of education are being achieved, but there is a problem of inadequacy and inefficiency of the curriculum materials for implementing and evaluating the Social Studies curriculum. Also, inadequate trained personnel and curriculum professionals to implement the Social Studies curriculum are issues of concern. There is the need to train and equipped more personnel to help catch up with the changing environment of today.

The findings of Sarason (1982), and French and Rhoder (1992), supported this result who found that teachers had not learned in their teacher education programmes how to plan in ways that promote student thinking and that teachers were unable to teach and discuss thinking with students because they did not know how to teach.

Relationship between Content selected and Curriculum Objectives

The scope of Social Studies Education is said to be vast or broad and ordinarily limitless (Mezieobi, Fubara & Mezieobi, 2008). This is drawn from the social science, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, and parents and from resource persons, places, ideas, past activities and thoughts (Mezieobi, 2008). According to Mezieobi (2008), while the scope of Social Studies Education looks limitless or terrifying broad; restricted or limited by the society relative or specific nature, this makes it very possible for any country to prescribe what its curriculum content will be for any level of the educational system including colleges of education.

Social Studies, as an aspect of Social Science, deals with the totality of man's activities within his physical, social, and political environment, in order to enable live meaningful life in the society. As an interdisciplinary subject, it enables the learners to acquire wider knowledge of things or events around them.

Research question 2 of this study sought to find out from the respondents the relationship between the content selected and achievement of the curriculum objectives of Social Studies. Table 3 presents the result. Respondents were asked to indicate the extent to which they agreed with the statement using the tools below; SA-Strongly agree, A-Agree, D-disagree, SD-Strongly disagree. In discussing the results, Strongly Agree (SA) and Agree (A) were to mean agree, and Strongly Disagree (SD) and Disagree (D) were also to mean disagree.

Table 3: Relationship between Content selected and Curriculum Objectives

STATEMENT	RESPONSES			
	SA %	A %	D %	SD %
S/N				
7.Social Studies is typically organized and taught in an integrative and interdisciplinary fashion	50.0	20.8	18.8	10.4
8.The goals of Social Studies have been characterized by transmission of the cultural heritage of the society	33.3	41.7	16.7	8.3
9. Methods of inquiry and reflective inquiry are taught	50.0	35.4	10.4	4.2
10.The Social Studies curriculum focused on personal development and informed social criticism	45.8	20.8	18.8	14.6
11.The Social Studies coursework had little effect on the beliefs and values concerning teaching	25.0	4.2	25.0	45.8

Source: Field data, 2016 Students N=480

The results from Table 3 revealed that there was a relationship between content selected of Social Studies and curriculum objectives. For instance, regarding methods of inquiry and reflective inquiry that are taught, the study revealed that 85.4% of the respondents agreed to the statement. With regards to the goals of Social Studies as characterized by transmission of the cultural heritage of the society, the study showed that 75.0% of the respondents agreed to the statement. The same trend of high response was observed from the remaining responses except the issue of the Social Studies coursework; this had little effect on the beliefs and values concerning teaching. Here, 70.8% disagreed, which means that the Social Studies coursework had great effect on the beliefs and values concerning teaching. Thus, the findings of the study clearly indicated that there is a relationship between content selected of Social Studies and curriculum objectives.

This confirms what has been said in the literature by Martorella (1985) that at all levels, the goals of Social Studies have been characterized by transmission of the cultural heritage; methods of inquiry; reflective inquiry; informed social criticism; and personal development.

Again, the findings of Mezieobi (2008) indicated that the syllabus or curriculum of Social Studies Education is more flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that bears relevance to Social Studies Education teaching as the classrooms must reflect the going on in the society. The implication of this is that the scope of Social Studies Education is continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion.

In an interview with eight respondents (Tutors, Subject specialists and Curriculum experts), it was revealed that, though, there was a relationship between content selected of Social Studies and curriculum objectives, this relationship was also limited by the level of the educational strata that is the schools and levels to which the content prescription is designed for and by the quality of Social Studies Education programme implementers. The respondent noted that:

It is rather unfortunate that we are in an era where quality of instructors constitutes quality education, but most of our instructors and curriculum implementers in our educational institutions, faculties and schools do not have adequate knowledge and skills in designing and implementing a curriculum. As I am talking to you now, I cannot remember the last time a workshop on curriculum development and implementation programme has been organized for tutors. Look, teacher trainees need to be taught and trained by qualified and committed tutors who need to upgrade their knowledge. Well! We will reach there one day.

This finding agreed with Mezieobi's (2008), findings that curriculum content is limited by the level of the educational strata that is the schools and levels to which the content prescription is designed for, and that the relationship between the subject content and curriculum is also limited by the quality of Social Studies Education programme implementers. Mezieobi (2008), noted further that Social Studies Education goals will be better achieved by qualified and committed Social Studies Education teachers than the uncommitted non-qualified 'teachers' in Social Studies Education classrooms. This implies that an unqualified and an untrained teaching force can affect the implementation process of curriculum since education depends on the quality and mental health of the people who are recruited to the teaching service (Fullan & Stiegelbauer, 2000).

Pedagogical approaches used by tutors in the Social Studies instruction delivery

The pedagogical approaches used by tutors in the process of curriculum implementation and evaluation are very important in helping us to achieve the objective of the curriculum. To achieve this, research question 3 sought to find out the pedagogical approaches used by tutors in Social Studies instructional delivery. The respondents were asked to indicate the extent to which they agree with the statement using the following; Always, Sometimes and Never. Table 4 illustrates their responses.

Table 4: Pedagogical approaches used by tutors in the Social Studies instruction delivery

STATEMENT	RESPONSES		
	ALWAYS %	SOMETIMES %	NEVER %
12. Teachers use large and small group discussions in teaching	41.7	33.3	25.0
13. Use of cooperative and individual learning	45.8	29.2	25.0
14. Use of role-play and individual presentations	37.5	33.3	29.2
15. Teachers give project work to students	75.0	20.8	4.2
16. Use of fieldtrip approach	25.0	25.0	50.0
17. Activity and student-centred approach	62.5	33.3	4.2

Students N=480 Source: Field data, 2016

The statistics from Table 4 revealed that, the majority of the respondents 75.0% agreed that tutors always give project work to students, 20.8% said sometimes and 4.2% said they never used it. On the use of activity and student-centred approach in teaching Social Studies, 62.5% of the respondents said the tutors always used it, 33.3% said sometimes and 4.2% said the tutors never used it. Also, 41.7% of the respondents said their tutors always used large and small group discussions in teaching, 33.3% said the tutors never used it and 25.0% said they used the approach. Similarly, 45.8% of the respondents said tutors always used cooperative and individual learning in Social Studies lesson delivery, 29.2% said sometimes and 25.0% tutors never used cooperative and individual learning in Social Studies lesson delivery. Concerning the use of field trip in teaching, 50% of the students said their tutors never used it and 25.0% responded that they used it always, and sometimes.

Relating this to the literature, Erickson (2007), posits that, large or small group discussion, cooperative or individual learning, role-play or individual presentations are structural processes teachers use in the classroom. Folsom's (2009), finding that one of the pedagogical approaches to the effective teaching and learning process is the experience-based, child-centered education that promotes the development of thinking processes known as progressive education supports the results of the study. Folsom's (2005), finding is also in line with this that when teachers grasp these pedagogical approaches to teaching and largely invisible processes of learning, they can consciously plan questions and learning activities that help students develop their thinking and emotional processes as they are learning content.

When the tutors, subject specialists and curriculum experts were interviewed on the issue of the pedagogical approaches used by tutors in Social Studies instructional delivery, it was revealed that most of the tutors used appropriate pedagogical approaches to the effective teaching and learning of Social Studies. Most of the tutors used constructive methods in the running and management of their daily activities and implementing the curriculum. The tutors also use more new and innovative methods for effective teaching and learning in lessons delivery. One of the respondents gave the following response from the interview;

Look, you see there is no need denying the fact that use of appropriate teaching pedagogies play very crucial role in the teaching and learning process. So tutors who are involved in the delivering of knowledge, skills and information in the colleges of education all use these new and innovative pedagogical approaches you are referring to as progressive constructivist teaching.

Another respondent (tutor) was interviewed on the pedagogical approaches used by tutors in the Social Studies instruction delivery in the teaching and learning process.

This was the response.

Sometimes it is good to let people know the benefits we get from the use of appropriate pedagogical approaches in the teaching and learning process. It makes teaching and learning more easily and simplified. We give students assignments and projects and they complete on their own. This helps them to equip themselves with skills in searching for right information and content knowledge of what they do. Through the use of these pedagogical approaches, students getting access to various kinds of information for teaching and learning has become easy. Teachers should adopt a modern way of teaching and learning. You see, what I am particularly worried about is that some of the institutions do not have modern facilities for the adoption and effective implementation of the curriculum.

The results show that, the use of appropriate pedagogical approaches in teaching played important roles in the teaching and learning process. The findings agreed with that of Russell (2010), who found that Social Studies provides opportunities for learning content through project work where students can express their creativity while at the same time, develop the critical thinking skills of decision making, planning, and self-evaluation. Yet, too often, Social Studies is taught in a way that is anything but the passionate, memorable subject it could be.

Tutor and student behaviours which significantly enhance the Social Studies instructional process in the classroom

The researcher was interested in finding out from the respondents, the tutor and student behaviours which significantly enhance the Social Studies instructional process in the classroom. The result is illustrated in Table 5.

Table 5: Tutor and student behaviours which significantly enhance the Social Studies instructional process in the classroom

STATEMENT	RESPONSES			
	SA	A	D	SD
S/N	%	%	%	%
18. The pedagogical content knowledge of Social Studies teachers	50.0	40.0	10.0	0.0
19. Background knowledge of Social Studies teachers	50.0	39.6	10.4	0.0
20. Mode of assessing students by tutors	45.8	20.8	18.8	14.6
21. Poor attitudes of learners to learning	18.8	20.8	45.8	14.6
22. Bad study habits of students	18.8	20.8	35.8	24.6
23. Uncommitted attitudes of teacher to teaching	25.0	10.0	65.0	0.0
24. Teachers' attitudes towards Social Studies education	50.0	39.6	10.4	0.0
25. Teachers teaching-learning strategies	50.0	40.0	10.0	0.0

Source: Field data, 2016 Students N=480

The study further revealed from Table 5 that 90% of the respondents agreed that the pedagogical content knowledge of Social Studies teachers, teachers' teaching-learning strategies significantly enhanced the Social Studies instructional process in the classroom. Also, 89.6% of the respondents agreed that background knowledge of Social Studies teachers, and teachers' attitudes towards Social Studies education significantly enhanced the Social Studies instructional process in the classroom. This result supports the view of Quashigah et al., (2013), who assert 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), that the background knowledge of Social Studies teachers is built from their training institutions and this goes to influence the way they teach (i.e. 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.

Shulman (1987), also supports this view when he opines that teachers need to understand the subject matter deeply and flexibly so as to help students create useful cognitive maps, relate one idea to another as well to address their misconceptions. In his contribution to the scholarship of teacher knowledge, Shulman states that teachers need to master three types of knowledge, namely content knowledge also called “deep” knowledge of the subject itself, pedagogical content knowledge which is a special blend of content and pedagogy that is exclusive to teachers as a special form of understanding how best to teach a specific content and thirdly, knowledge of the curriculum development termed as curriculum knowledge.

Shulman (1987), also identified the following types of knowledge that must be possessed by teachers; general pedagogical knowledge (or generic teaching principles), knowledge of educational context or human relations, knowledge of the learner and their characteristics as well as knowledge of educational ends, purpose, values, and their philosophical and historical backgrounds. This demonstrates that the innate quality of the teacher does ultimately over-ride in importance.

Effectiveness of Classroom Activities, Availability and Quality of Curriculum

Materials

The researcher made observation on the effectiveness of classroom activities, availability and quality of curriculum materials in the selected colleges of education. It was realized from the observation that the availability and quality of curriculum materials in the school for the teaching and learning of Social Studies was inadequate.

Though, it was observed that some of the curriculum materials such as textbooks were available, the quality and adequacy of them was an issue of concern.

Concerning the use of teaching-learning resources, it was observed that the majority of the teachers taught Social Studies lessons without teaching and learning resources. This was so because the resources were not readily available for them to use. When the teachers were asked about this, they said some of the teaching and learning resources needed for the effective teaching of Social Studies were inadequate and some were not even available for them to use. More so, that the principals/heads of departments, administrators, PTA, and stakeholders interested in education had not made effort to provide these resources for teachers to use. According to the teachers, the cost involved in providing those teaching and learning resources was high for that matter they could not provide the resources themselves to facilitate teaching and learning.

The results of this observation confirmed the findings of Fullan & Stiegelbauer (2000), in the literature that inadequacy of instructional materials or resources to fully support the implementation of an initiative has caused most task and reform-oriented teachers to fail in their attempts to implement the reforms. They stated further in their findings that where there is pressure to do things better; support must also be readily available. Otherwise, the implementation process will suffer a setback and defeat at the end. Fullan et al., (2000), findings also supported this when they opined that financial allocations are necessary but most developing countries are unable to meet the demand for these material and financial resources. This, therefore, breaks the implementation of well-designed educational programmes leading to failure.

Again, the quality of the teaching-learning process was observed. It was realized from the observation made from the observation guide that the teaching-learning process was not good enough because most of the students were afraid to ask questions when they were not clear on an issue. This was so due to the fact that there was no good interaction between the teachers and the students during the teaching and learning process. Some of the teachers gave harsh and cheeky comments about students' questions and answers. For example, when a student asked a teacher what is the difference between teaching strategy and method of teaching? The teacher said "do not be stupid". I told you to stop asking such stupid questions in my class.

The study was equally interested in finding out teacher's command of the subject matter, teacher's knowledge of the pedagogical skills, and the delivery of curriculum content and its effects on the curriculum implementation and evaluation. From the observation, it was revealed that the majority of the teachers had the required professional qualification necessary to be able to teach effectively and deliver the curriculum content as expected. On the contrary, it was observed that some of the teachers though had the professional qualification; they were not having command over the subject matter they were handling. This was so because some of them were not specially trained to teach Social Studies as a subject major because it was their second area of study in school.

Rowan, Chiang and Miller (1997), found in their study that students taught by teachers with an academic major in their assigned subject area had higher student achievement in the subject than students taught by teachers without a major in the subject area. Ingersoll (1999), supported this and posed the questions: What is the impact of teachers' sense of efficacy of having to teach courses for which they have

little formal background preparation? Such out-of-field teaching is associated with decreases in teachers' morale and commitment. He, therefore, indicated that "teachers assigned to teach a subject for which they have little background are probably more likely to overly rely on textbooks, and the kinds of learning obtained from textbooks are probably what standardized examinations best capture.

Similarly, the result is consistent with that of Ross, Cousins, and Gadalla (1999), who found that teacher efficacy was lower for teachers who were teaching courses out-of-field. This indicates that the effectiveness of teaching and learning is highly dependent upon the level of training that teachers attain in a particular subject area. Where teachers are more effective as a result of the professional training that they undergo, the teaching-learning process also tends to be effective.

Relating this observation further to the literature, it confirmed what Rogan and Grayson (2003), found as an impediment to curriculum implementation. In their study, they concluded that a critical factor that can support or hinder the implementation of new ideas and practices in a school pertains to the teachers' own background, training and level of confidence, and their commitment to teaching. They also identify lack of subject matter knowledge by teachers as one major problem associated with curriculum implementation. They stated that teachers who are under-qualified or have minimum qualifications produce learners who are less proficient in the subject matter.

Similarly, Gregg (2001), and Gross et al., (as cited in Okra, 2002), found that beginning teachers have problems with lesson content because they lacked sufficient knowledge about the content and that inaccurate information was either presented or

allowed to stand unchallenged in the lessons. These researchers argued that lack of skills and knowledge on the part of teachers impedes the implementation process since such teachers will not be able to conform to the demands of the programmes. Gregg (2001), concluded that such lessons lacked coherence, because the beginning teachers tended to make passing references to concepts. This clearly reflected in the observation made during teaching and learning process.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the research process as well as the key findings that emerged from the research. The chapter also contains the conclusions and recommendations that were made based on the findings of the study. Areas suggested for further research are also presented in this final chapter of the study.

Generally, the study undertook a process curriculum evaluation of the current Social Studies curriculum of the Colleges of Education in Ghana. Specifically, the objectives of the study were to:

1. Determine whether the aims, goals and objectives of the Social Studies curriculum are sufficiently being achieved;
2. Examine the relationship between content selected and curriculum objectives of Social Studies;
3. Examine tutor pedagogical approaches in the Social Studies instructional process; and
4. Assess classroom dynamics in the instructional process in terms of tutor and student behaviour.

The research design that was used for the study was the descriptive survey. The target population was limited to the four selected Colleges of Education. Self-developed questionnaire and interview guides were used for data collection. Data were analysed using Statistical Product and Service Solutions (SPSS) version 21. The descriptive statistics was used to analyse the data including means, standard deviations, frequencies and percentages.

Key Findings

The study revealed that:

1. The majority of the respondents agreed that the objectives of the Social Studies curriculum of the Colleges of Education in Ghana were being achieved. It was realised that most of the colleges of education had achieved the objectives of the Social Studies curriculum, but these achievements were inadequate because, some of the teacher trainees were unable to transfer from what is learned in coursework to the classroom.
2. The study revealed that there was a relationship between the selected content of Social Studies and curriculum objectives. For instance, regarding whether methods of inquiry and reflective inquiry are taught, the study revealed that 85.4% of the respondents agreed to the statement. Concerning whether the goals of Social Studies have been characterized by transmission of the cultural heritage of the society, the study showed that 75.0% of the respondents agreed to the statement.
3. It was revealed that most of the tutors used appropriate pedagogical approaches to the effective teaching and learning of Social Studies. Most of the tutors used constructive methods in the running and management of their daily activities and implementing the curriculum. The tutors also used more new and innovative methods for effective teaching and learning in lessons delivery.
4. The majority of the respondents agreed that the pedagogical content knowledge of Social Studies teachers and teachers' teaching-learning strategies significantly enhanced the Social Studies instructional process in the classroom.

Conclusions

From the findings of this study, the following conclusions were made. Though, it was realised that most of the Colleges of Education had achieved the objectives of the Social Studies curriculum, these achievements were inadequate because, some of the teacher trainees were unable to transfer from what is learned in coursework to the classroom. It was therefore concluded that the inability of teacher trainees to transfer what is learned in coursework to the classroom posed a problem in the process of curriculum implementation and evaluation in the colleges of education.

Furthermore, though the study revealed that there was a relationship between content selected of Social Studies and curriculum objectives, this relationship was also limited by the level of the educational strata that is the schools and levels to which the content prescription is designed for and by the quality of Social Studies Education programme implementers. It was then concluded that quality of curriculum implementers can affect the process of curriculum implementation and evaluation. This implies that an unqualified and an untrained teaching force can affect the implementation process of curriculum since education depends on the quality and mental health of the people who are recruited to the teaching service.

Also, it was revealed that most of the tutors used appropriate pedagogical approaches to the effective teaching and learning of Social Studies. The study concluded that the use of appropriate pedagogical approaches in teaching played important roles in the teaching and learning process.

Finally, the study revealed that majority of the respondents agreed that the pedagogical content knowledge of Social Studies teachers and teachers' teaching-learning strategies significantly enhanced the Social Studies instructional process in

the classroom. It concluded that pedagogical content knowledge of Social Studies teachers helped in curriculum implementation and evaluation process.

Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations are made regarding Social Studies curriculum.

1. Much training, pre-service and in-service-training should be given to teachers by the Ghana Education Service. This would help to solve the problem of inadequacy of skills and knowledge in specific subject areas such as Social Studies to enable teacher trainees to transfer from what is learned in coursework to the classroom.
2. Teachers should be encouraged and motivated by the stakeholders; Ghana Education Service, Teacher Education Division, Government and Non-governmental organisations to enable them undertake professional training to upgrade themselves. The teachers should take their responsibilities seriously by engaging in educational activities that could enhance their skills. These include, among others, strategic seminars, workshops, regular visits and exchange programmes pursuit of higher educational qualification. This will help to increase their knowledge in curriculum implementation and evaluation.
3. The Curriculum Research and Development Division should review the content of the current Social Studies syllabus and arrange it in such a way that will make it suitable to both teachers and students in the colleges of education. Similarly, the Ministry of Education should consider the writing of a new set of textbooks that will be based on the Social Studies curriculum.

4. Teacher training institutions, teacher education division, and universities in Ghana should give appropriate training to teachers in their subject areas to improve upon their pedagogical skills and knowledge.
5. From the findings of the study, Social Studies teachers should try as much as possible to integrate the use of different teaching and learning methods in teaching to improve the quality of instruction given in schools and also ensure the use of standard student centered approach method of teaching as against teacher centered which teachers currently employ in teaching.

Suggested Areas for Further Research

It must be emphasized that this study forms part of other similar researches that have been conducted in different areas. Taking into consideration its limitations, the researcher wishes to suggest that further research should be conducted in the following areas:

1. Teachers' attitude towards the use of teaching and learning resources in teaching Social Studies in the colleges of education in Ghana.
2. Challenges of curriculum implementation and evaluation in the colleges of education in Ghana.

Limitations of the study

In conducting a study of this nature, the researcher is likely to encounter certain limiting factors that might affect the validity and reliability of the results of the study. One crucial limiting factor was the inability of the researcher to employ multiple instruments to collect varied data from the respondents. The use of questionnaire and interview guide alone may not be adequate enough since such instruments are liable to subject motivation (McMillan, 1996). Some of the respondents may not complete

the questionnaire. This may affect the validity and reliability of the results of the study.

Interviews were conducted with some of the respondents. Patton (2002) noted that interview data can have limitations that include distorted responses due to personal bias, anger, anxiety, politics, and the emotional state of the interviewee and interviewer at the time of the interview. The data can also be subjected to erroneous recall, reactivity of the interviewee, and self-serving responses (Patton; 2002, 306). The information gathered from interviews may be limited to some respondents. Perspectives of other respondents could add greater depth to the understanding of this complex phenomenon.



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APPENDIX A
UNIVERSITY OF EDUCATION, WINNEBA
SCHOOL OF GRADUATE STUDIES
FACULTY OF SOCIAL SCIENCE EDUCATION
DEPARTMENT OF SOCIAL STUDIES EDUCATION
PROCESS EVALUATION OF THE SOCIAL STUDIES CURRICULUM IN
COLLEGES OF EDUCATION IN THE EASTERN AND GREATER
REGIONS OF GHANA

QUESTIONNAIRE FOR TEACHER TRAINEES

Dear sir/Madam,

I am conducting a study on the above topic and would be glad to have you participate in it. Please kindly answer the following question concisely as possible. Any information you provide will be considered confidential. Please tick (✓) your choice among the alternative responses to the items. Where there are no such alternatives, kindly provide your own responses in the spaces provided. Please tick (✓) where applicable. Thank You.

SECTION A: DEMOGRAPHIC DATA

1. Name of institution
2. Sex: Male [] Female []
3. Age: 15-20 years [] 21-25 years [] 26-30 years [] 31-35 years
[] 36-40 years [] 41 years and above []
4. Academic Qualification: BA [] B.ED [] M.ED [] M.Phil []
Others, specify
5. Teaching experience: 0-4 years [] 5-9 years [] 10 years and above []

SECTION B: Extent to which the objectives of the Social Studies curriculum of the Colleges of Education are being achieved

Please kindly respond to the following questions based on the extent to which the objectives of the Social Studies curriculum of the Colleges of Education in Ghana are being achieved. Use the following scale; Scale: 1= strongly agree SA, 2= Agree A, 3= disagree D and 4= strongly disagree, SD

Achievement of objectives of the Social Studies curriculum of the Colleges of Education	SA	A	D	SD
6. Teachers are able to guide students to answer questions and participate in class discussion				
7. The requisite innovative instructional pedagogies are inculcated in teacher trainees				
8. Tutors incorporate students' learning experiences, challenges, tasks encountered, confronting difficulties in assimilating topics and concepts for instruction				
9. Teacher trainees are able to transfer from what is learned in coursework to the classroom				
10. Teacher trainees teach Social Studies using engaging, thinking-rich methods				
11. Teachers are able to develop and deliver lessons that focused on the Social Studies objectives and assessments				

SECTION C: Relationship between Content selected and Curriculum Objectives

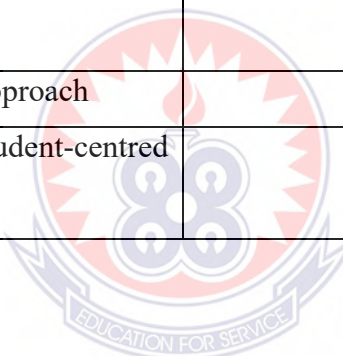
Please, tick [√] in the appropriate space to indicate the truth or otherwise of each of the following statements about relationship between content selected of Social Studies and curriculum objectives.

Relationship between Content selected and Curriculum Objectives	SA	A	D	SD
12. Social Studies is typically organized and taught in an integrative and interdisciplinary fashion				
13. The goals of Social Studies have been characterized by transmission of the cultural heritage of the society				
14. Methods of inquiry and reflective inquiry are taught				
15. The Social Studies curriculum focused on personal development and informed social criticism				
16. The Social Studies coursework had little effect on the beliefs and values concerning teaching				

SECTION D: Pedagogical approaches used by tutors in the Social Studies instruction delivery

Respond to the following items based on the pedagogical approaches used by tutors in Social Studies instructional delivery.

Pedagogical approaches	ALWAYS	SOMETIMES	NEVER
17. Teachers use large and small group discussions in teaching			
18. Use of cooperative and individual learning			
19. Use of role-play and individual presentations			
20. Teachers give project work to students			
21. Use of fieldtrip approach			
22. Activity and student-centred approach			



SECTION E: Tutor and student behaviours which significantly enhance the Social Studies instructional process in the classroom

Respond to the following items based on Tutor and student behaviours which significantly enhance the Social Studies instructional process in the classroom.

Tutor and student behaviours	SA	A	D	SD
23. The pedagogical content knowledge of Social Studies teachers				
24. Background knowledge of Social Studies teachers				
25. Mode of assessing students by tutors				
26. Poor attitudes of learners to learning				
27. Bad study habits of students				
28. Uncommitted attitudes of teacher to teaching				
29. Students unrest				
30. Teachers' attitudes towards Social Studies education				
31. Teachers teaching-learning strategies				

APPENDIX B
UNIVERSITY OF EDUCATION, WINNEBA
SCHOOL OF GRADUATE STUDIES
FACULTY OF SOCIAL SCIENCE EDUCATION
DEPARTMENT OF SOCIAL STUDIES EDUCATION
PROCESS EVALUATION OF THE SOCIAL STUDIES CURRICULUM IN
COLLEGES OF EDUCATION IN THE EASTERN AND GREATER
REGIONS OF GHANA

Interview Guide for Tutors, Subject specialists and Curriculum experts

Dear Participant,

This is a research being conducted to evaluate the Social Studies Curriculum in Colleges of Education in Ghana. This research is purely an academic exercise and your views and responses will contribute immensely towards the success of this exercise. Please, your anonymity is rest assured and all your views, responses and comments with regard to this study would be treated confidentially. Please, try as much as possible to be frank with your responses.

1. What academic qualifications do teachers of Social Studies possess in the teaching of the subject?
2. To what extent are the objectives of the Social Studies curriculum of the Colleges of Education being achieved?
3. How are teachers implementing the Social Studies curriculum in the Colleges of Education?
4. How is the process evaluation of the Social Studies curriculum?
5. What is the relationship between the content selected and achievement of the curriculum objectives of Social Studies?
6. What are the pedagogical approaches used by tutors in the Social Studies instruction delivery?

7. Which teaching methods do teachers use during teaching and learning?
8. Which Tutor and student behaviours significantly enhance the Social Studies instructional process in the classroom?
9. Give some characteristics of teachers that will enhance the Social Studies instructional process in the classroom.
10. Suggest some behaviours of learners that will facilitate achievement of Social Studies Education objectives.



APPENDIX C
UNIVERSITY OF EDUCATION, WINNEBA
SCHOOL OF GRADUATE STUDIES
FACULTY OF SOCIAL SCIENCE EDUCATION
DEPARTMENT OF SOCIAL STUDIES EDUCATION
PROCESS EVALUATION OF THE SOCIAL STUDIES CURRICULUM IN
COLLEGES OF EDUCATION IN THE EASTERN AND GREATER
REGIONS OF GHANA

OBSERVATION GUIDE

SECTION A

Effectiveness of Classroom Activities

		Excellent	Very Good	Good	Poor
1.	The use of teaching-learning resources is	[]	[]	[]	[]
2.	The quality of the teaching-learning process is	[]	[]	[]	[]
3.	Teacher's command of the subject matter is	[]	[]	[]	[]
4.	Teacher's knowledge of the pedagogical skills is	[]	[]	[]	[]
5.	The delivery of curriculum content is	[]	[]	[]	[]

SECTION B

Availability and Quality of Curriculum Materials

	Availability		Good Quality	
	Yes	No	Yes	No
6. Textbooks and other reference books for teachers and students	[]	[]	[]	[]
7. Computers	[]	[]	[]	[]
8. Internet facilities	[]	[]	[]	[]
9. Video cameras/recorders	[]	[]	[]	[]
10. Projectors	[]	[]	[]	[]
11. Others (Specify).....				

