

UNIVERSITY OF EDUCATION, WINNEBA

STUDENTS' PERCEPTION OF THE STUDY OF SOCIAL STUDIES AND ITS  
IMPLEMENTATION. A CASE OF THE SEGE SENIOR HIGH SCHOOL



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

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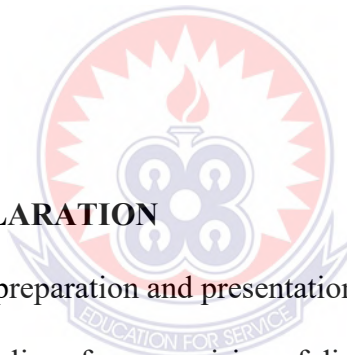
## DECLARATION

### STUDENT'S DECLARATION

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

SIGNATURE.....

DATE.....



### SUPERVISOR'S DECLARATION

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

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## **DEDICATION**

To my beloved Parents Mr. and Mrs. Felix Obieloka and my siblings, Ambrose, Stella and Emmanuel.



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## ABSTRACT

The aim of this study is to explore students' perception of the study of Social Studies and its implementation, at the Sege Senior high school. The form 2 class, with the population of 65 students and the form 3 class, with population of 70 students were purposively chosen by the researcher as a target population of study. These two classes have studied Social Studies for two years and are better experienced to make meaningful contributions to the research. The sample comprising 97 students from both classes were conveniently chosen since they were available and were interested in the research. Four teachers of Social Studies in the school were purposively chosen, because they teach Social Studies and can provide meaningful information to the study. Due to the qualitative nature of the study, the instruments used were, open-ended questionnaire, interview guide, and observation schedule. The result showed that some of the students did not have impressive attitude and perception towards the study of Social Studies, because they had poor orientation about the subject. Generally, Senior High School students were not satisfied with the way and manner the subject was taught in class. The study recommended that the headmaster of Sege senior high should give proper orientation to the prospective students on the importance of studying Social Studies.

## **CHAPTER ONE**

### **INTRODUCTION**

This study sought to investigate students' perception of the study of Social Studies and its implementation in the Sege Senior High School. This chapter takes a look at the background of the study, the problem statement, objectives of the study, research questions, significance of the study, relevance of the study, delimitations of the study, limitations of the study as well as the organisation of the study.

#### **1.1 Background to the Study**

Social Studies, originated in the United States of America at the time when violence, social disharmony and discrimination became a threat to survival. Hence there was the need to introduce an academic discipline into the school curriculum to address these problems, and to produce good citizens in the American society through citizenship education (Blege, 2001). It was this noble idea that gave birth to a new academic discipline called Social Studies in the early 20th century. Similar problems precipitated the introduction and the growth of the subject, particularly, in Ghana and in Africa as a whole. Social Studies, therefore, originated from the need for schools to use a specific subject to prepare their students to become effective and competent citizens in the future (Blege, 2001).

The precursor to the development of Social Studies in Africa was a conference of eleven African nations, including Ghana, held in Mombasa, Kenya in 1968. As a follow up to the African Social Studies Programme (ASSP) conference in Mombasa, an educational conference was held in Winneba in 1969 during which Social Studies was adopted (Ananga, & Ayaaba, 2004). Since 1972, Social Studies has been taught at the basic levels in Ghana. However, it was not until 1998 that Social Studies was

introduced as a separate and core subject in all Senior High Schools in Ghana. Currently, Social Studies is taught in all Junior and Senior High Schools as well as in all Colleges of Education (Kwame-Sibiri, 2017).

In Ghana, Social Studies was made a core subject in the Junior High School (JHS) in 1987, later in 1998, it was introduced in the Senior High School (SHS) as a core subject. Technical schools in the country for the first time under the Anamoah-Mensah Committee taught and made it examinable among other core subjects. The Anamoah-Mensah Education Review Committee (2002) was of the view that, the philosophy of education in Ghana should create well balanced (intellectually, spiritually, emotionally and physically) individuals with the requisite knowledge, values and attitudes for self-actualization and socio economic and political transformation of the nation.

The introduction of Social Studies, which is an integrated subject for citizenship education, and Religious and Moral Education (RME), was seen by many as a right policy. As Pecku, (1994) explains, the Social Studies program aims at ensuring that students attain a sense of personal, social, and civic efficacy. In addition to the tuition given in these subjects, it is expected that the involvement of pupils in the day to day organization and management of schools, and their other co-curricular experiences would provide an integrated school-life experience which effect would extend beyond the boundaries of the school into the communities. These expectations raised hopes for an emergent generation of Ghanaians who are not only knowledgeable in Science and commerce, but also responsible, reflective, and honest: a Ghanaian capable of overcoming the moral and civic challenges of nationhood in the contemporary postmodern world. Again, one could say that Social Studies teachers have different kinds of basic skills which are referred to as social skills. The

purpose of teaching social skills in Social Studies is to enable the individual to gain knowledge concerning his/her society, to think reflectively about problems and issues, and to apply this thinking in constructive action (Kwame-Sibiri, 2017).

In Ghana, Social Studies teachers are faced with a number of problems unique to the subject area. The most common of these problems are that Social Studies is cheap, not important for all the students. (Kwame-Sibiri, 2017). Khaled, (2007) opines that some students in High School go so far as to say that Social Studies is a cheap subject, and for that matter there is no need paying regular attention to it. In the same vein, some scholars indicate that young students are not positive about Social Studies and find it irrelevant for future careers (Schug, Todd, & Beery, 1982). Historically, when elementary and High School students were surveyed, the most dominant negative perception was that Social Studies was boring and had little relevance to their lives. Fernandez, Massey, and Dornbusch (1976) conducted one of the earliest surveys regarding student attitudes towards Social Studies in the San Francisco Public Schools. They found that students in grades 9 through 12 ranked Social Studies last in importance when compared to other core subjects such as English and Mathematics. The participants described Social Studies as confusing and having little relationship to their future, as well as no influence on their life styles.

Critics of the subject also suggest that Social Studies should be eliminated from the Senior High School curriculum because students do not learn any basic skills in them. According to Khaled, (2007), the critics maintain that Social Studies takes a lot of time, energy and resources, which could be used to help the students to master basic Mathematics, English and Science skills which are needed for future performance in a larger society. Despite these criticisms, defenders of Social Studies, argue that the subject is important for character building and development of interpersonal skills,

and therefore very important for the student's future. (Kwame-Sibiri, 2017).

It is important to note that whatever learning attitude (positive or negative) that students may have towards Social Studies, teachers cannot escape the blame since they are the pivot on which teaching and learning revolves. This is because, the teaching-learning environment plays a key role in shaping students' attitude about Social Studies. To achieve this goal successfully, Social Studies curriculum includes topics that engage students' interests, respond to their needs in daily life and develop their perspectives in thinking about social issues. In addition, learning activities should be varied because of the short attention span of students; they should include both physical and social involvement, such as role playing and simulations, and should involve both inquiry and didactic teaching and learning (Hartoonian & Laughlin, 1989).

The National Council for Social Studies in Ghana divides Social Studies objectives into four categories: knowledge, skills, values, and participation (Barr & Barth, 1977). These four categories of the learning of Social Studies are also addressed in the objectives declared by the Ghana Education Service for both elementary schools and Senior High Schools (Ghana Education Service, 2007). Each of these categories provides the basis for curriculum development for Senior High Schools in Ghana. Ghana's Ministry of Education stated that "Social Studies at the Senior High School level is concerned with equipping the students with an integrated body of knowledge, skills and attitudes that will help the student develop a broader perspective of Ghana and the world" (Ghana Education Service, 2007). The subject probes the past and provides knowledge for the students to understand his or her society and be able to solve personal and societal problems. The subject has been divided into three sections each of which focuses on the environment, government

and stability, social and economic development (Ministry of Education , 2007).

Social Studies curriculum is based on key concepts, such as, democracy, justice, rights and responsibilities, identity and diversity. Teachers use typical, political and social issues, to bring the content of Social Studies to reality. These content areas develop in students' key citizenship skills needed for research, discussion as well as debate sessions (Bining & Bining, 1952). The Social Studies curriculum used in Senior High Schools aims at developing in students the ability to participate in their communities meaningfully and wider societies as informed citizens (Ministry of Education 2007). The purpose of active citizens is to teach students to work together and take practical actions using their knowledge and understanding in Social Studies to contribute to the better society locally, nationally and globally (Blege, 2001). For example, after learning about human rights, diversity and inequality, students might decide to set up a project to address racism in their school or local community and also show up good behaviour.

Among the many agencies available for Social Studies education are the family, peer group, mass media, the church and the school (Bining & Bining, 1952). Of all these, the school appears to be the most potent force in the Ghanaian society driving the course of Social Studies. The past fifty years have witnessed a number of studies that have attempted to understand why students either like or dislike Social Studies as well as non-improvement in behaviour after the completion Social Studies subject. These studies have tried to identify and measure student's attitude about Social Studies and predict what influence their attitudes related to this area of the school curriculum and their behaviour after school (Corbin, 1994).

From the above description of Social Studies education in both Ghana and the world at large, one could attest to the fact that, an exploration into students' attitude

towards the teaching and learning of Social Studies and their behaviour after school will be of great relevance to the development of active citizens. It is against this background that this study sought to explore the students' perception of the study of Social Studies and its implementation at the Sege Senior High School.

## **1.2 Statement of the Problem**

Learning has been defined as the relatively permanent change in behaviour or behavioural potentialities as a result of the learners experience and interaction with the world (Driscoll,2005). Again, the process of acquiring knowledge, skill and attitudes is labelled as learning. Learning therefore is a process as well as the actual change in behaviour (Sarfo &Adentwi, 2005).

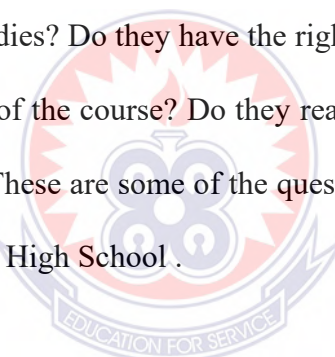
The aim of the curriculum developers therefore is to bring a permanent change of behaviour in the life of our young Ghanaians in the Senior High Schools through the process of teaching and learning of Social Studies. For the behaviourist, the change of behaviour should be explained by observable experiences, not by mental processes (Sarfo &Adentwi, 2005). In reference to the general aims of Social Studies as it is captured by the 2010 syllabus, Senior High Students are to show a proof of knowledge acquisition, usage of the said knowledge and an attitudinal change.

However the emphasis on teaching and learning has been shifted mainly to the acquisition of knowledge to the detriment of knowledge usage and attitudinal change, which is key to our development now as a nation. This affirms the view of Brophy (2000), who said that the educational community of policymakers, textbook publishers and teachers has become gratuitously fixated on content coverage and learning activities at the expense of further educational ambitions and goals essential to curriculum forecasting. This has made a lot of people to question the relevance of



the study of Social Studies in the school and more so, as a core, thus showing a kind of gap between curriculum development and curriculum implementation.

The aim of the teaching syllabus is citizenship education, which implies that a person having gone through the three-year course should come out as a better citizen reflected in attitudinal change in life. However, some Social Studies students, as well as those who have graduated still exhibit certain attitudes that are not in tandem with good citizenship as encapsulated in the Social Studies curriculum (Preece & Mosweunyane, 2004). The above assertion raises a lot of questions with regards to the teaching and learning of Social Studies in the Senior High Schools, with reference to Sege Senior High School. Do the students have the right orientation to the teaching and learning of Social Studies? Do they have the right perception and attitude towards the teaching and learning of the course? Do they really understand the course, having learnt it for three years?. These are some of the questions I intend to investigate in the context of the Sege Senior High School.



### **1.3 Purpose of the Study**

The purpose of the study is to investigate the students' perception of the study of Social Studies and its implementation at the Sege Senior High School.

### **1.4 Objectives of the Study**

Specifically, the study was guided by the following objectives:

1. To explore the attitude of students towards Social Studies at the Sege Senior High School.
2. To investigate the perceptions of students towards the content and learning experience of Social Studies as a subject at the Sege Senior High School.

3. To investigate students' perception of the method of teaching and learning of Social Studies.
4. To explore how the study of Social Studies has improved the lives of the students of Sege Senior High School.

### **1.5 Research Questions**

The following research questions were formulated to guide the study.

1. What are the attitudes of the students towards Social Studies at the Sege Senior High School?
2. What are the perceptions of the Sege Senior High School students towards the content and learning experiences of Social Studies at the Sege Senior High School?
3. What are the students' perception of the methods of teaching and learning of Social Studies?
4. How has the study of Social Studies improved the lives of the students of Sege Senior High School?

### **1.6 Significance of the Study**

- i. The study is expected to reveal the extent to which the goal of Social Studies curriculum at the Senior High School is achieved and offer a reference platform for stakeholders of education, especially, those interested in the impartation of values, positive attitudes and skills unto our young ones within the society.
- ii. The findings would also enhance knowledge in the subject area of Social Studies and the content prepared students to become responsible citizens the society.

iii. The study will also serve as a basic reference point for both teacher and educational stakeholders and other related institutions such that they will be able to solve challenges they may encounter in dealing with issues related to the attitudes of students towards Social Studies as well as their behaviour after going through the Social Studies as a subject.

### 1.7. Definition of Terms

**Social Studies:** It is a course whose subject matter relates directly to the organization and development of human society and to member of social group. Tamakloe, (1994

**Citizenship Education:** It refers to the kind of education that equip students to be better citizens.

**Curriculum :** It generally has to do with providing answers to such common place questions as what can and should be taught to whom, when and how (Eisner & Vallance, 1974).

**Implementation;** It is the means of accomplishing desired educational objectives.

**Teaching methods;** In Greek 'Metahodos' means 'a way' (Esu & Inyang-Abia 2004). Thus, a teaching method can be said to be a chosen, systematised and an ordered way through which the 'act of teaching' is performed in order to accomplish the set objectives of instruction.

**Learning Experiences;** is the interaction between the learner and the external condition in his environment to which he can react. Learning experiences therefore include what affects the learner in his or her learning situation and what the learner interacts with in his learning situation.

### **1.8. Delimitations of the Study**

The study was meant to explore the students' perception of the study of the Social Studies and its implementation at the Sege Senior High School. The selection was based on the school territorial advantage in terms of location, as it is in the heart of the city, proximity to the residence of the researcher. The school also studies Social Studies. Besides, it offered the researcher the opportunity to have an in-depth study of the issue under study.

### **1.9 Limitations of the study**

- i. The teachers, because of their tight schedule were not easily available for the interview. Appointments were rescheduled on several occasions and it prolonged the duration of the study.
- ii. Besides, I was working at Sege when I started the study, but was transferred to Kumasi. Therefore, movement from Kumasi to Sege to continue with the study, caused a lot of time and money more than expected, thereby prolonging the duration of the study.
- iii. Some of the students did not answer all the questions in the open ended questionnaire. In certain situations, their answers were the same.

### **1.10. Organization of the Study**

This study has been structured into five chapters. Chapter one contains the background to the study, the statement of the problem, purpose and objectives, research questions, significance of the study, definition of terms, delimitation and limitations.

Chapter two is on literature review and has the following sections; historical perspective of curriculum design and implementation, approaches to the study of Social Studies, the impact of Social Studies curriculum on students as in their attitudes towards the study of social studies and their behaviour after the going through the subject, related studies and the implications of the literature review on this study.

Chapter three outlines the research methodology of the study. It covers; research design, description of the study area, sampling procedures and sample size, research instrumentation, pilot testing, validity and reliability of the research instrument, administration of the questionnaire, and data analysis procedures. Chapter four focuses on presentation, analysis and discussion of findings. Chapter five consists of the summary, conclusions and recommendations of the study.

### **1.11 Summary**

This chapter introduces and gives the background to this research study. It explains the motivation for the study. Outlines the research objectives and put forward the research questions. The chapter then concluded by presenting the structure of the dissertation. Review of literature relevant to the subject of this research will be discussed in the next chapter.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This section looks at related literature from books, internet, journals, articles and periodicals. It also highlights theories that would help analyse issues that may come out of the study. This will be done under the following strands:

The theoretical review on the study entails;

1. Meaning of Social Studies
2. Relevance of Social Studies
3. Historical overview of Social Studies
4. Attitude towards teaching and learning of Social Studies
5. The perception of students on Social Studies
6. Methods used in teaching and learning of Social Studies
7. Instructional resources used in teaching and learning of Social Studies
8. Definition of learning
9. Curriculum development and implementation.

#### 2.1 The Meaning of Social Studies

Social Studies has been defined or described by many writers in the field of Social Studies Education in various ways. Banks (1985), gives a comprehensive definition of the subject as: Social Studies is that part of elementary and high school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitude and values needed to participate in the civic life of their local communities, the nation and the world. While the other curriculum areas also help students to attain some of the skills needed to participate in the democratic

society, Social Studies is the only subject which has the responsibility of developing civic competencies and skills as its primary goal.

Tamakloe, (1994) stipulates that Social Studies deals with human beings in relation to their environment. He explains that there seems to be no agreement among Social Studies educators on what Social Studies is or what it is expected to be. One point however, on which most Social Studies educators agree is that, Social Studies is a study of human beings in the society. The objective and scope of Social Studies centres on man's existence in his social and physical environment. It deals with the many factors or influences that bear on man's existence.

Social Studies also looks at how human beings lives in cooperation with others in the community since his existence depends on pooling of resources and knowledge from many individuals. In other words, it includes the study of individuals and group of people and how they relate to one another. In so doing, emphasis is placed on individual qualities like critical thinking, obedience, honesty, patriotism etc. The study also stresses group or group's ideas such as co-operation, interdependency, peaceful co-existence, tolerance and adaptability and any other socially desirable habits, virtue, attitude and values. In considering the social environment, Social Studies takes a look at how man uses the environment in his attempt and effort to exist and survive in the environment, the benefit man derives from the usage of resources of the environment and the measures taken to ensure that environment is not impoverished but preserved for the use of posterity.

## **2.2 Relevance of Social Studies**

The vitality of preparing students to become culturally diverse in a democratic and independent world is rather a complex one and that is what Social Studies set out

to accomplish. The course helps to develop positive attitudes, values and skills for solving personal and societal problems (Quartey, 1990). The subject prepares the individual to fit into the society by equipping him or her with knowledge about his culture, problems, values and hopes for the future. Ghana as a nation is inundated with a lot of problems like high illiteracy, unemployment, drug abuse, teenage pregnancy etc. As such every educated individual should have at least a basic understanding of the world economy and global issues like economic recession, terrorisms, inflation, investment opportunities, and a basic know-how of how the political systems are run in the world. It is against all these background that Social Studies is taught.

The attention given to the development of desirable attitudes and values in Social Studies education through deliberate and systematic teaching of these values makes the subject, one of a kind (Ogunsanya, 1984). Its uniqueness in this case, places it in the best of positions to contribute much more than any other subject will. Jekayinfa, (2004) also observed that one of the anticipated outcomes of Social Studies education is a sense of efficiency in analyzing and participating in contemporary affairs, public policy matters and global issues as well as commitment to democratic values and ethical standards. Social Studies contribute to national development by equipping learners with the knowledge, skills, attitudes and values needed to become effective and informed citizens (Ayaaba, 2008). This Implies, that by students participating actively in constructive public action, like registering to vote and voting, they will be exhibiting true citizenship.

Social Studies more so, promote national development through citizenship education which prepares students to contribute their quota to the development of their society. With the equipping of students with relevant skills, such as critical



thinking, conflict resolution and citizenship function, the student ends up promoting national prosperity. Through Social Studies, teachers and for that matter the entire school system fosters students' citizenship development through content knowledge, value construction and skills development (Asimeng-Boahene, 2000). Odada (1985), affirms that the study of Social Studies will help people to be unyielding to their nation building because of their understanding of patriotism which will lessen bribery and corruption, implying that Social Studies teachers and students perceive that Social Studies content prepares the individual to be good and effective citizens in the society. Gabriel (2008) added that responsible citizens had no difficulty in human relations and further exhibit self-development with a view to becoming better prepared to make positive contributions to the society. It also implies the appreciation of the values of our differences and the dynamism of our diversity as a means to contribute towards the overall growth of the society.

According to Ajiiboye (1999), Social Studies provide knowledge, skills, competencies, attitudes and values which enable the youth to be 'good' citizens. It has to be said that the development of a 'good' citizen in Africa was done through the Africanisation of the Social Studies curriculum. By Africanisation, it meant an African-centered education that refers to 'instruction that is developed from and centered on African peoples' experiences, thoughts and environments' p.51. This view was premised on the fact that, the curriculum had to be changed to reflect the views of the African and not the colonizer. The Africanisation of the Social Studies was done in different sections of the curriculum which necessitated that the objectives content, methods and resources be re-directed to reflect the content, knowledge, values, attitudes, beliefs as well as the skills of the indigenous people it is supposed to serve. Social Studies instils in the young minds awareness of the society around them and

how best they can fit and contribute towards its betterment. Ajiiboye (1999), also asserts that Social studies is intended to supporting young people develop the ability to make knowledgeable and reasoned decisions for the public good in a cultural diverse, democratic society and interdependent world. Ellis (1984) also cites evidence that learning, practicing, applying, extending, and remediating Social Studies skills is a developmental process. Just as students who lack Social Studies facts and generalizations have difficulty in applying information to new situations and analysing new issues and historical problems, students with limited understanding of Social Studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of Social Studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information, Ellis, (1984).

### **2.1.1 Historical Overview of Social Studies in Ghana**

According to Tamakloe (1992), ideas on how to modernize the teaching and learning of Social Studies in Africa and African schools in general and Ghanaian schools in particular, were discussed as far back as 1961 in the United States of America. At that summer study, various sub committees were formed to deliberate on the various subject areas.

Tamakloe continued that the sub- committee on the humanities and Social Studies made a number of recommendations. He emphasized that a particular recommendation that has impacted on the teaching and learning of Social Studies at the various level of education in Africa and Ghana is that, the teaching of Geography, History and Civic as separate discipline in primary schools in Africa specifically Ghana has introduced an artificial division in the Social Sciences which should be discouraged in the early years of schooling. The child should be introduced to the

Social Sciences as an integrated field of study and should be made to appreciate right from the start of education the close relationship between disciplines which later emerge as a distinct field of learning (Merryfield 1977). Consequent to the above, several conferences were held at Queen's College, Oxford and Mombasa, by African educationists and their development partners (Tamakloe, 1994). It is significant to know that, at the conference in Mombasa, a Ghanaian delegate was made the chairman for the session that deliberated on the relevance of the teaching of Social studies. At the meeting, the delegate formed what is known as African Social Studies Programme (ASSP).

Based on the assertion of African Social Studies Programme, that Social Studies should be introduced to all African schools. Ghana responded by looking at the local situation and made appropriate provision for the various levels of education. In Ghana, specifically at the senior high school level, Social Studies consist of aspect of Sociology, Geography, Economics, History, Government and Psychology. Aspects of these subjects were recommended based on the Anamuah-Mensah Review Commission Report (2002).

### **2.1.2 Social Studies Curriculum**

The problem of definition of curriculum is accepted by every author of curriculum. The word curriculum itself is used in many contexts, by Headmasters in schools, by teachers, by curriculum writers in educational system and increasingly by politicians. However, there are broad definition, narrow minds definitions and midway definitions of curriculum.

Curriculum is defined differently by different authors, Marsh and Wills (2007) argue that curriculum reflects the historical, social, economic, and political context of

the society in which they have been trained. According to Ornstein and Hunkins (2009) curriculum can be defined in five different ways. Firstly, they define it as a plan for achieving goals; secondly, it deals with the learners experience; thirdly as a system for dealing with people, and fourthly as a field of study. Finally, they define curriculum in terms of subject matter: (Maths, Science, English, and History) and content (the way information is organized and assimilated). This definition of curriculum is narrow minded, because curriculum is seen as only a programme of study. “As a specified fixed course of study, as in school or college, as one leading to a degree. As the whole body of courses offered in an educational institution” ( Sarfo & Adentwi 2009) p.4. A common feature of such narrow definition is that they tend to limit curriculum to academic work in the form of a taught course.

However, a broad definition fails to differentiate between educative and other kinds of experiences that learners are exposed to in schools and other training institutions. This definition therefore tends to bring in all the unnecessary activities as curriculum. Therefore, the definition is too wide ranging because, by implication, it covers all the activities that go on in the school, both good and bad that has nothing to do with human formation and growth. Some of the services that students render to the school as well as some of their personal or group activities cannot be referred to as curriculum.

Moreover, the midway definition of curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside and outside the school (Kerr, 1968). It involves all the formal and informal content and processes by which learners gain knowledge and understanding, develop skills and attitudes. It is also described as a programme of selected content and learning experiences offered by a school and capable of either modifying or changing

learners' behaviour (Sarfo & Adentwi, 2009). Clearly, midway definitions of curriculum shift the focus from content based learning experiences of learners. As such, any experiences of learners either physical or mental that enhance their learning process can be referred to as curriculum. The broad definition therefore suggests that curriculum involves all the experiences and activities that learners go through for which the school was established. What is important to note is that people use the word curriculum to mean different things. We need to make sure that we understand the meaning that is being given to the word when it is being used. Each usage and meaning of curriculum is embedded within a particular ideology or set of beliefs about education and the world.

Curriculum generally has to do with the answers to such common place questions as what can and should be taught to whom, when, and how (Eisner & Vallance, 1974). This implies that curriculum is to provide a template or design which enables learning to take place. It defines the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. It should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. A curriculum is more than a syllabus. A syllabus describes the content aspect of a programme and can be seen as only a part and not the entire curriculum.

According to Quashigah, Eshun and Mensah, (2013) teachers need to be reminded of their primary function which is to facilitate learning and if this will be possible they have to be familiar with the major objectives in their subject areas and to practice formulating objectives in all the domains of learning for specific topics. This is because, if objectives are formulated in all domains of learning, it will not be difficult for the teachers to assess the students in the three domains. Teachers should

also realize that the inclusion of affective and psychomotor assessments, as distinctive features of assessment is a step at getting the truest possible picture of a learner. This will provide feedback about teachers and students effectiveness.

Teachers' conception represents part of teachers' mental contents or schemas that influence approaches and practice of teaching (Ernest, 1989). It is in this light that, evaluation of Colleges of Education (CoE) Social Studies curriculum vis-à-vis the Senior High School (SHS) Social Studies curriculum and its implementation in Ghana is worthy of an academic discourse.

According to Eshun, Bordoh, Bassaw and Mensah, (2014) the seriousness of the matter is that there are thirty-eight public Colleges of Education in Ghana, all of which turn out about 9,000 teachers annually. These teachers are expected to teach various subjects, including Social Studies, at the basic level of education. Products of the Colleges of Education, thus, have an onerous responsibility of laying a firm and sound foundation in the educational career of the young ones entrusted into their care. This implies that clearer conception of Social Studies at the Colleges of Education need not be taken for granted if quality trained Social Studies teachers are to be produced from the colleges.

Teachers' curriculum conception of Social Studies has become a matter of urgency in the sense that Bekoe and Eshun, (2013b) 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, (2013c) 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.

In the same vein, also assert that the pedagogical content knowledge of Social Studies teachers do influence the way they assess their lessons. This assertion is supported by how one 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 and Eshun. (2013a) 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.” (p.33). 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, 2013a).

With curriculum implementation the teacher is supposed to build relationship with the students and promotes individual learning. These relationships and beliefs will certainly boost students moral and confidence in learning. Thompson, (1992) in his research studies concludes that teachers' conception of a subject or a curriculum would shape their perceived curriculum and therefore their implemented curriculum. Indeed, the importance of the teacher in the successful implementation of curriculum reform cannot be over emphasized. 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 theories and principles about curriculum integration derived from literature and research could be seen as representing the “ideal curriculum”. The “formal curriculum” of the initiative is developed or decided by local curriculum developers or policy-makers. Teachers’ interpretation of the formal curriculum becomes their “perceived curriculum”. The “implemented curriculum” represents the classroom implementation of curriculum integration. Finally, students will go through the “experiential curriculum” as teachers deliver it. 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. Teachers usually do not strictly adhere to a proposed change but implement their own version of a curriculum with their own interpretation or conception.

In general, studies of teachers’ understanding of the subjects they teach have shown those conceptions affect the way they teach and assess information (Ertmer, 2005). These implicit orientations to curriculum shape the topics teachers emphasize and the meaning teachers give to curriculum documents. For example, in Social Studies, different major conceptions of the subject (i.e., multidisciplinary, traditional or discrete subjects understanding versus problem-solving oriented and trans-disciplinary understanding) are claimed to be major disagreement. Cheung and Wong, (2002) have argued that teachers’ conceptions of curriculum affect the content of curriculum implementation.

It is important that a classroom practitioner knows what is involved in implementing the prescribed curriculum. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects



(Urevbu, 1985). The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society Elom (1995). Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting a curriculum into operation requires an implementing agent. Stenhouse, (1979) identifies the teacher as the agent in the curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus.

Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner Elom (1995). Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into schemes of work and lessons to be delivered to students. If one aims at quality practice one cannot wish that practitioners take a curriculum proposal literally, but should work towards a one-to-one translation of the curriculum proposal into practice.

Curriculum practitioners need to apply it to the local practice as true as possible to the original intentions, since knowledge in general - preliminary, hypothetical, incomplete, more or less decontextualized and worth of being scrutinized and developed. Rather, one must wish that teachers take the specific circumstances of their locality and of their constituencies into account in order to

produce and evaluate a local version of the curriculum which is adapted to what is productive and feasible under these specific circumstances.

## **2.2. Determinants of Curriculum**

The curriculum formation and planning is based on three focal points namely, the subject matter, the individual and the society (Dewey, 1902). Curriculum history and development is based on this three focal points.

### **The society:**

The culture of the society becomes a major consideration in the curriculum formation and development. The curriculum therefore performs the function of preservation or conservations. The school should be a medium for which the society preserves and conserves its cultural beliefs. Through the schools, the culture of the society is transmitted to every generation, thereby preserving and conserving them. Through the school we critic our cultural ways of life and find a way of replacing the some of the cultural practices that are useful to our life as human beings. Education therefore becomes a strong means of social change.

To plan a curriculum, one must diagnose the society to find out the strength, weakness and needs of the society. The changes in the society must be considered and expected roles of members towards the changes that the society is experiencing. The changes in the world are also considered so as to equip the members of the society to survive and to cope with the changes in the outside world. If the curriculum is to have utilitarian value, then it must lead the students not only to knowledge of the external world for its own sake, but also to knowledge that can be applied in the world (Marsh & Willis 2007). Consequently, the curriculum must acquaint students with knowledge

and skill that can help them to make meaningful contribution in their society as well as provide themselves with the basic necessities of life. Therefore, as the society changes, different practical pursuits will have potentially more or potentially less important within the curriculum. So the usefulness within society, both immediately and in the long run, thus becomes an important in curriculum planning.

In the same way, Tyler (2014) has this to say,

“because contemporary life is so complex and because life is continually changing, it is very necessary to focus educational efforts upon the critical aspects of this complex life and upon those aspect that are of important today so that we do not waste the time of students in learning things that were important fifty years ago but no longer have significance at the same time that we are neglecting areas of life that are now important and for which the school provides no preparation.”  
(p. 54.).

Therefore, as the society changes, different practical pursuits will have potentially more or potentially less important within the curriculum. So the usefulness within society, both immediately and in the long run, thus becomes important in curriculum planning. Also, contemporary needs of the society must be considered in the curriculum planning and development.

### **The learners:**

Education is a process of changing behaviour pattern of people, which includes their thinking, feeling as well as other observable attitudes and character. Bases on this therefore, the educational objectives should reflect the expected changes in behaviour of our students. On this, Tyler has this to say, “a study of such needs in a given group of children would involve identifying those needs that are not being

properly satisfied and an investigation of the role the school can play in helping children to meet these needs. This may often suggest educational objectives in the sense of indicating certain knowledge, attitude, skill, and the like, the development of which would help children to meet these needs more effectively” ( p. 54).

It suggests also that the school should motivate children thereby helping them to meet the psychological needs outside school.

Therefore, learners’ characteristics such as age, social status, needs and interest should be considered in the curriculum formation. Also, the students’ abilities and capacities. Their pattern of growth and development, as well as their background must be considered in the curriculum formation. The nature of the individual is very much considered, because everyone is unique.

The purpose of this is not solely to teach subject matter derived externally to each individual’s experience, nor is it solely to bring each individual into conformity with how society is now or should be in the future. Instead, the purpose of education includes fostering the developmental growth of each individual. Marsh & Willis (2007). Furthermore, developmental growth in its broadest sense is neither solely physical, nor cognitive, nor affective. It is all of these combined.

To take into account individual experience, the curriculum cannot be entirely determined in advance for any individual, let alone group. Rather, it must be based on the general pattern of developmental growth of all kinds, but it must also be a careful and appropriate response to what can be considered as individual interest and needs (Marsh & Willis, 2007). Interest can themselves be considered as motives or tendencies to action that constantly arise and are modified as individuals interact with their changing environments. Needs can be considered as those worthwhile directions

in which the individual's impulse should flow, whether the individual is consciously aware of them or not.

The curriculum then becomes a medium containing series of changing set of suggestions to the individual student, not a set of demands for the students. In this sense, the curriculum is a set of suggestions to the teacher about how to take advantage of the present opportunities to promote considerable growth for each student in the long run.

### **The subject matter:**

In developing a curriculum you have to include certain important concepts that helps the student to properly understand the subject area. Among others, the ways of generating and validating of knowledge as well as the methods of teaching and learning must be considered. Teaching the students ways of sourcing information is also very vital. Teaching and learning materials should be available to ensure proper implementation of the curriculum.

Subject matter is the content of the curriculum, and choices about what subject matter to include within the curriculum are also choices about what to leave out. (Marsh, 1992). On this, Tyler has this to say,

“If any educational programme is to be planned and if effort for continued improvement is to be made, it is necessary to have some conception of the goals that being aimed at. These educational objectives become the criteria by which materials are selected, content is outlined, and instructional procedures are developed and tests and examinations are prepared.” (p.52.).

Therefore, all aspects of the educational programme is meant to accomplish a particular objective. The educational aim and objectives must be considered in

selecting educational programmes. For instance, the societal needs and the educational philosophy of the country. On the societal needs, the schools are to provide those knowledge, skills, attitudes that will help people to deal with the recent problems in the society. On the other hand, the educational philosophy recognizes the basic values in life that is transmitted from one generation to the other by means of education (Tyler, 2014).

External characteristics of subject matter deal with how accurately and how broadly the chosen subject matter represents the reality of the world beyond the students' immediate experience. Presumably, good subject matter should be rooted in, and should accurately transmit this greater reality (Marsh, 1992). In the choice of the subject matter for inclusion within the curriculum, the accuracy of representation of external reality is among the most important criteria to be considered.

Internal characteristics of subject matter deal with the logic inherent in how the chosen subject matter is arranged. Any subject matter has its own organising principles, or internal logic, that should not be violated. In history, the internal logic deals largely with the chronology of events, in mathematics, with the consistency of quantitative relationships, in the sciences, with causal relationships within the natural world, in grammar, with the consistency of linguistic representation, in arts, with the aesthetics of expressive representations in a variety of media (Marsh, 1992). Every subject area therefore has values that you must get right eg, patience, attention to details and the ability to think in multiple ways about the same issue.

### **2.2.1. Curriculum implementation**

Curriculum implementation simply refers to the process of translating curriculum plans into practical teaching and learning in the classroom throughout the

entire school system (Lewy, 1977). It is a process of putting change into practice. It focuses on the extent to which actual change occurs. It is a means of accomplishing defined educational objectives. The amount and quality of change which occurs or fail to occur at this stage significantly affects the outcome achieved in the change. Implementation is also defined as the process of reducing differences between existing practices.

Fullan (1991) defines implementation as follows; implementation consists of the process of putting into practice an idea, programme, or set of activities and structures new to the people attempting or expected to change.

### **2.2.2 Approaches to curriculum implementation**

Any change that is attempted in a system involves movement in some predetermined direction. Fullan (2007) hold the view that curriculum change consists of five components. These are changes in subject matter or materials, organisational structure, role or behaviour, knowledge and understanding and value internalisation.

Subject matter components refer to the content of the curriculum that the teacher is expected to transmit to the learners or what the learners are expected to acquire on their own. Organisational structure refers to the formal arrangement and physical conditions. The components here do not pertain to changes in uses but changes in the condition under which users interact. The third component refers to the habit that member who are directly involved in putting in any innovation to practice are expected to acquire. The fourth component is the knowledge and understanding that users have about things like philosophy, objectives, subject matter and role relationships in the innovation.

In order to determine if any change has occurred in any or all of the components described above, three distinct perspectives of the implementation process are to be borne in mind. These are the fidelity, adaptation and enactment approaches.

### **Fidelity approach;**

The fidelity approach looks at how faithfully implementers operate a new programme in accordance with the specifications laid down by the developer or sponsors of the programme. Minor changes might be tolerated but the emphasis is clearly on ensuring that practice concurs with the intentions of the designer (Berman, 1981). Faithfully, the implementers must develop the curriculum based on the designers wish and give the detail specification regarding the programme. The implementers should only carry out the works and instructions of the curriculum designers. Consequently, implementers are encouraged to focus their attention on the new programme and its prescriptions and to trust that faithful implementation will solve the problem.

The underlying fidelity perspective is the assumption that curriculum knowledge is created outside the classroom by the experts who design and develop the curriculum. It is further assumed that curriculum change is a rational, systematic linear process that can be better administered the more we know about the factors that either facilitate or hinder the smooth operation of the process.

### **Adaptive approach;**

The adaptive approach rests on the assumption that the exact nature of implementation cannot or should not be pre-specified but rather should evolve as different groups of users decide what is best and most appropriate for the situation



(Fullan 1991). Based on the differences in context, the implementers should be allowed to make adjustment on their own context. It calls for mutual relationship between the designers and the implementers. The implementers therefore tries to adjust the curriculum to suit their context.

### **Enactment approach:**

Enactment orientation to implementation is concerned with describing how curriculum is experienced by the participants as well as how it is shaped as it gets acted. Consequently, the curriculum is viewed as the educational experience jointly created and individually experienced by the student and the teacher. The externally designed curriculum materials and programmed instruction strategies at the heart of the fidelity and mutual adaptation perspectives are seen as resource for teachers and students to use as they engage in the on-going teaching and learning in the classroom. It is teachers and students who create the enacted curriculum and give meaning to it. They are creators rather than recipient of curriculum knowledge. It is through these lenses that the advocate of enactment sees curriculum knowledge as a personal construct. On this, House (1979) maintained that implementation is really a political decision and emphasized personal face to face interaction as a key part of it (Spillane, 1999) also concludes that it is the social dimension that underscores how teachers implement the curriculum. The extent to which teachers enactment zones extend beyond their individual classrooms to conclude rich deliberations about the reforms and practicing the reform ideas with fellow teachers and other experts, the more likely teachers are to change the core of their practice. Curriculum implementation therefore is based on how the teacher and learner deem it, and teach what is appropriate in their

situation and context. The teachers and students needs are taken into consideration. The teacher and learners must agree on how to implement the curriculum.

### **2.3. Curriculum Implementation Process**

Most curriculum experts believe that for any implementation of an instructional programme to achieve a high degree of success, certain conditions need to be fulfilled. According to Tamakloe (1992), as the design of the instructional programme proceeds, it should be tried as and when necessary in the classroom situation at the level for which it is intended. This is to ensure that what has been designed meets the desired objectives. At this stage, it may become necessary to take another look at the objectives stated, the content and learning experiences selected and the ways of organising them.

**Planning:** Successful curriculum implementation begins with planning. This is where important decisions are made concerning the objective of a particular programme or course of study (Sarfo & Adentwi, 2009). Accordingly, planning is very crucial in the implementation of any programme. It involves creating the enabling environment, making sure that all the necessary conditions are in place to make sure that the programme is effectively implemented. In this case, the curricular experts decide if there is any need to adjust the programme or to reverse the course objectives to suit the changing situation. At this stage, the curriculum experts ensures the time for each programme is enough, the teaching materials for the implementation are all available. At the planning stage, the capability of the in learning the programme is very much assessed. Assessing the cost of implementation as well as specifying the cope and sequence of the content and deciding the teaching strategy is very much considered.

Enough funds should be made available to ensure the smooth running of the programme.

**Try-out:** Another pre-implementation measure which Tamakloe (1992) recommended is the try-out. He suggested that as soon as the programmes are ready for use, it should be tried in few classes to ascertain the workability and reliability of the programme. He also suggested that the programme to be used, should be in accordance with the one the teacher is trained for. As the materials are developed, you make sample of some of the targeted schools and train teachers to try what has been proposed in the new material. After that, you sample some of the pupils to find out if they are able to cope with the material. Also, to find out any possible problem that might arise in the course of the implementation.

During the try-out three major types of data are collected. The first is judgmental data, which is the opinion of the teachers and students who have used the programme as well as opinion of experts (Tamakloe, 1992). Another type of data is observational data. This type of data is obtained through systematic observation of the teacher learner interaction in the classroom. Here, the degree of learners response, attention, involvement in the programme and extent of success of teaching methods is considered. The third type of data collection according to Tamakloe (1992) is data on student learning. This is obtained through tests taken by the students on each unit of the programme and students report of what they have experienced in class.

**Field trial:** Field trial makes it possible to observe the operation of the whole programme in a situation that is typical of its actual expected use in the entire system. It thus helps to deal with problems that remained undetected and therefore unresolved in the small preliminary try-out and gives a better evidence of the programme's suitability and appropriateness than the try-out.

Field trial is undertaken in order to ensure that implementation will be successful in the context of the practical circumstance in the school (Sarfo & Adentwi, 2009). Again, the preliminary try-out is usually based on judgement sampling technique to reflect the various sub-groups of learners, teachers and schools (Sarfo & Adentwi, 2009). On the other hand, with field trial, a representative sample of schools is drawn on random basis, usually through the simple random sampling technique to ensure that every group has equal chances of being represented.

It must be stated that the field trial of curriculum may raise problems related to the mass production and long-distance transport of instructional materials. This brings into focus the need for a careful consideration of the cost benefit implications of improving education before plunging into the task of developing and implementing any programme of instruction.

Dissemination plays a crucial role in the success or failure of the implementation of an innovation. Prior to the implementation of the instructional programme that has been purged and refined through the try-out and field trip stages, there is the need to have an effective dissemination strategy and carry it through as thoroughly as possible. Tamakloe, (1992). Dissemination therefore means, the planned partway to the transmission of new educational ideas and practices from their point of production to all locations of possible implementation. It is believed that such a strategy leads to improvement in the channels of curriculum change, promotes the speed of curriculum change and improves the quality of the curriculum and ensures greater cost effectiveness.

Four major components of dissemination have been identified by Rudduck and Kelly (1976). These are translocation, animation, re-education and communication. Translocation refers to the planning and transfer or movement of both people and

material required to implement a new instructional programme. The issues to be considered here include whether teachers should have in-service training; whether people in the educational system should play different roles through changes in post; whether inspectors or programme designers should visit schools and how equipment, books and other materials are to reach the various schools. At the translocation level, the priority is the movement of people and materials to the destination where these materials would be used during implementation. The materials and teachers must be at the field before the programme begins.

Animation deals with the provision of incentives which will motivate the implementers to perform their tasks with all dedication. The incentives are also meant to induce in teacher desirable attitudes towards the programme (Tamakloe, 1992). The incentives can be in the form of cash or kind so that they can be committed and with positive attitude to the work.

Re-education addresses the issue of cooperative experience among teachers in trying to carry out the programme of instruction and the establishment of an intimate rapport between the designers and teachers. The essence is to create an in-depth understanding and a high sense of commitment required for the effective implementation of the programme. It draws the attention of the implementers with the new way of teaching to bring change. It involves changing the perception of the people to adopt the new way of doing things. It takes place through seminar, conference etc.

Communication has to do with passing on information about the instructional programme from one person or school to another. They may involve personal contact through visits or the use of the radio, television, newspaper and itinerant information vans. On the other hand, interpersonal channels are more effective in convincing an

individual to accept and implement a new idea. On this, Rogers (1983) makes the pertinent observation that most individual do not evaluate an innovation on the basis of scientific studies of its consequences, but rely more upon a subjective evaluation of the innovation which other individuals convey to them. The implication is that what people need to know, must be communicated to them. It involves extensive advertisement to get people informed about the current programme.

#### **2.4 Methods used in Teaching and learning of Social Studies**

Aggarwal (1982) says that, the breadth, of Social Studies programme should provide for a variety of experiences so the child's learning will be well-rounded and well-balanced. The variety of experiences indicates that suitable methods, techniques and strategies should be employed in the teaching and learning of Social Studies.

Oke and Brown (1982) assert that, there are some methods of teaching that have been used for many years and these we have decided to call traditional time tested methods. These methods are lecture, discussion, demonstration, project, and study trip.

The different methods of teaching Social Studies include: assignment, discussion, laboratory, lecture, observation, questioning, problem solving, projects, review, socialised classroom recitation, storytelling, supervised study and text book method. In choosing a particular method, a teacher might make use of special techniques to ensure more effective learning. Oke and Brown (1982) explains technique as the way one handles the different aspect or phases of one's instructional method or procedure. They assert that there are some important activities in the classroom that are almost always used in everyday lessons. These are review drill, practice, assignment and questioning.

In considering teaching-learning strategies, Aggarwal (1982) explains strategies as a variety of modes and may involve a variety of activities on the part of learners and teachers such as observation, collection of materials and information demonstration and experimentation, project assignments, play-way activities/educational games, educational excursion, role playing and dramatization, group discussions, group activities etc. Tamakloe, (1994) further opines that: on account of this the teacher had to be well grounded in the use of a variety of teaching methods and strategies. The teacher must also possess the skill to correlate and integrate knowledge. The role of the teacher must be consistent with the spirit and purpose of the subject. He is therefore called upon to play varied roles at various times. One occasion, he is expected to be a guide; on another, he is to be a collaborator. At a moment he assumes that position of a student and an explorer. At other times, he is just to play a supervisory role. The changes of roles depends upon what is been learnt, what types of learning activities are being employed, the strategies or methods and the resources which are been used.

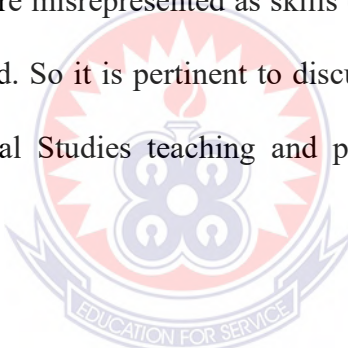
For this reason Aggarwal (1982) emphasized the need for the right method/techniques/strategies to be used hence, every teacher and educationist of experience know that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teacher.

Social Studies now a distinct part of the curriculum at all levels of the educational system. Its relative newness in schools, coupled with the dearth of professionally qualified Social Studies teachers and the inevitable need to have teachers equipped with a high level of competence in the delivery of Social Studies, presents a number of challenges. Ideally, to ensure that Social Studies are taught very



well, it is pertinent that methods of teaching it are explained. Often those who write about the Social Studies curriculum and teaching Social Studies confuse methods and techniques or use them interchangeably as synonyms.

This misrepresentation of teaching methods and techniques applies also to the discussion of strategies for teaching the subject. For example, Ezegbe (1988) writes that “a strategy is synonymous with a technique and can be used interchangeably with it and that strategies or techniques are subsumed in the application of a method”. Other scholars Ikwumelu (1993); and Njoku (1993) have referred to strategies as both methods and techniques in the delivery of Social Studies. In clustering or crowding together Social Studies methods and techniques, the methods (i.e. the way) of teaching Social Studies are misrepresented as skills (i.e. techniques) and the latter are often blurred or neglected. So it is pertinent to discuss a number of the methods that are appropriate for Social Studies teaching and point out their relationships with strategies and techniques.



#### **2.4.1 Teaching methods**

In Greek ‘Metahodos’ means ‘a way’ (Esu & Inyang-Abia 2004). Thus, a teaching method can be said to be a chosen, systematised and ordered way through which the ‘act of teaching’ is performed in order to accomplish the set objectives of instruction.

#### **2.4.2 The relevance of teaching methods**

According to Mezieobi, Fubara, and Mezieobi, (2008) the importance of teaching methods or being methodical is as follows:

1. It makes teaching and learning very simple and easy.
2. It enables more learning to take place.



3. The time taken to achieve more learning outcomes is very short. This is particularly so when the learning experiences are interesting and are tailored to the needs and maturational level of the learners.
4. Teaching methods help to implant what is pleasantly learned in the memory of the learners and makes for their easy recall.
5. People who are taught with teaching methods get to realise their import and may in the end acquire them for use in their interactive session in the classroom if they are student-teachers or serving teachers.
6. The use of teaching methods keeps the learners alive to the teaching-learning process.
7. Teaching methods have the potential of reducing learners' classroom disruptive behaviours to the barest minimum and therefore, contribute quite positively to the desired effective classroom management.
8. The choice of an appropriate teaching method, to suit a given teaching learning encounter keeps the teacher professionally alive in his preparations to teach very well.

#### **2.4.3 Social Studies teaching methods**

Methods of delivering Social Studies can include a number of presentational styles.

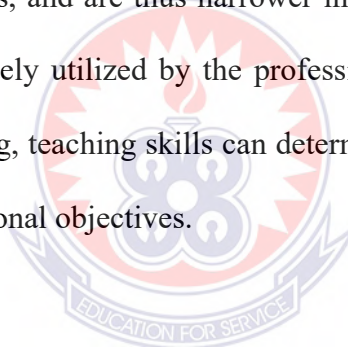
These are:

1. Presentations (e.g. Lecture, Storytelling, Illustrated talk, Demonstration, Visiting speaker)
2. Creative activities (e.g. Drawing and painting, Poster, Creative writing, Cartoons, Costume making)

3. Discussions (e.g. Brainstorming, Small group discussion, Debate, Panel discussion, Devil's advocate)
4. Dramatizations (e.g. Miming, Playlet, Role playing, Monologue / Dialogues, Puppetry )
5. Inquiry/problem solving activities (e.g. Field trips, Quizzes, Puzzles, Sorting, Opinion polls) (Akinlaye 2002).

#### **2.4.4 Teaching techniques in Social Studies**

A teaching technique is a specific way or aspect of a given method of teaching Social Studies which is chosen, organised and delivered by a teacher in his or her interaction with students. Amadi, Mezieobi and Joof (1994) observed that techniques are embedded in methods, and are thus narrower in scope than methods. It is in fact the technique, appropriately utilized by the professional Social Studies teacher, that gives meaning to teaching, teaching skills can determine the extent of achievement or otherwise of the instructional objectives.



#### **2.4.5 Presentation Methods**

The presentation method is also known as lecture method and is an age old traditional method of teaching where knowledge or information are presented, conveyed, imparted or transferred to learners by the teacher who dominates the teaching-learning process, acts as a repository of knowledge, and expects students to listen passively and unquestioningly. The expectation of the teacher and the student is that the latter should be able on demand to regurgitate the stored knowledge presented by the teacher. Dike (1989) and Ezegebe (1991) attested to the fact that most Social Studies teachers today employ the lecture method.

However, the lecture method in the Social Studies classroom staffed by a specialist Social Studies teacher who is committed to the task, does not necessarily represent the classic lecture where learning is teacher-centered and the learners are passive. It can be an interactive process where there is:

1. Two-way knowledge or information sharing between the teacher and the students or among the students where the atmosphere is collaborative and where the learner is an active participant.
2. The teacher or the learners act as sources of knowledge stimulation.
3. Knowledge, facts or information learned are not just acquired, but are critically reflected upon and geared towards problem resolution, as pointed out by Logan and Logan (1971) who argued that facts were not always important in their relationship to problem(s) in terms of total elimination or amelioration.

#### **2.4.6 Creative Activities Methods**

These are simple forms of mental stimulation, allowing the students to use their imagination about the topic chosen for discussion. They elicit the creative capacities of the students via their active participation in the creative classroom activities. In Social Studies, creative activities and learning experiences are emphasized in order to develop the intellectual skills of the learners. The significance of making activities a central part of the teaching interaction in the Social Studies classroom is to foster the creative abilities of the learners. This points to the fact that activities in Social Studies are aimed at producing creative and productive citizens who are adaptive and can meet any challenge. For example, students can model a mock parliament, a popular event in the country such as the Aba riot or Benin massacre.

#### **2.4.7 Discussion Methods**

The discussion method can be described as an organised, pre-determined procedure of teaching where participants put their heads together and contribute worthwhile ideas or personal views that aid them in arriving at a conclusion on a topic (Sofadekan, 2003). In a discussion setting, the teacher should be an integral part of the discussion group placing him/her in the discussion circle and not standing in front of the class. Here the discussion group is comprised of equals where a visitor would not at first sight identify who the teacher is other than by his/her age. The physical setting of the discussion would be such that each of the discussants can see each other's face as the process progresses. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class is manageable. In large groups the teacher should organise the students into manageable discussion groups.

In a discussion where only the teacher is versed in discussion skills, he or she should lead at first and then step back allowing pupils to introduce points and counter points. The teacher should retain an element of control however to ensure that basic courtesies are observed and that everyone is given an opportunity to contribute.

#### **2.4.8 Dramatization Methods**

Dramatization is a method whereby students act out events, situations, emotions or feelings or characters in stories by taking on roles. It involves the students in many activities that they can participate in physically, emotionally and mentally but it is a method that has to be carefully prepared if maximum benefit is to be derived from it. Even though the method is practice oriented, the teacher should consider its suitability in terms of practicability so that difficult or frightening roles should not be used for dramatization (Akinlaye 2002).

Apart from providing students with fun during the lesson, it brings out the best in children, it aids their cognitive development and self-expression, it encourages the use of their initiative; gives them the opportunity to identify with what is good and positive; develops in them the spirit of cooperation and team work and trains them to speak clearly so that all members could hear but in the event of bad handling of the dramatization method, the effects could be negative. Students can become obsessed with the process of dramatization rather than the message in it.

#### **2.4.9 Inquiry-Based Problem Solving Methods**

Inquiry-based problem solving is an activity-oriented, thought provoking creative method in which students, out of curiosity and on their own, or with the guidance of a teacher, probe, investigate, and interpret relevant issues and problems with a view to providing a solution through reflective thinking and rational decision-making which this method develops in the inquirer. As is evident from this method, rather than the teacher being a knowledge creator or the giver of knowledge, the students strike out on their own, individually or in a group, to seek solutions to problems while the teacher acts as a facilitator of learning or a collaborator in learning (Cark & Starr 1967). It is through exposing students to the more or less independent activities which the inquiry method entails that the students develop the intellectual skills essential for problem solving. Inquiry-based problem solving inculcates reflective thinking in the learners and ultimately makes them critical thinkers but it is time consuming. It also entails patience or endurance on the part of the teachers and the students who on losing their patience in the face of seemingly difficult problems may see their situation as frustrating (Akinlaye, 2002).

It can be seen from the discussion above that teaching methods are tools used to accomplish specific instructional objectives. The Social Studies teacher should be a facilitator of learning whose goal is to change the totality of the behaviour of students in a positive direction, and he/she needs to adopt appropriate teaching methods that will bring about reflection and understanding of the world. While teaching methods in Social Studies education have been the focus of professional discourse among Social Studies educators, most especially since the introduction of the subject into the Ghana school curriculum, the value of instructional strategies in facilitating and motivating learning has never been in dispute (Akinlaye, 2002).

While it is perceived that some teaching methods can effectively promote the learning of key concepts, facts, generalisations, and skills in Social Studies better than others, there is no consensus as to which of them can facilitate effectively and efficiently critical and reflective thinking that may lead directly to intelligent and rational decision-making on social issues and problems of the environment. In Social Studies, especially, finding one or more appropriate instructional method is a priority. It is the professional obligation of the teacher to employ effective and conducive approaches of stimulating, motivating and managing learning development in a classroom setting (Akinlaye, 2002).

However, discussions about whether a teacher is 'good', 'effective' or 'efficient' tend to be based around knowledge acquisition, but the studies of Clark and Starr (1967), have underscored the importance on innovation and reflection particularly for Social Studies. This is supported by Akinlaye (2002) who argued that selection of the appropriate and most effective methods is very important to the success of a lesson. The appropriate teaching method determines whether a teacher communicates effectively with learners or not. The recurring problem in Social

Studies teaching relates to making the curriculum more relevant to the lives and experiences of students. It is therefore imperative that teachers adopt innovative methods of teaching this pivotal curriculum.

## **2.5 Instructional Resources use in Teaching and Learning of Social Studies**

Bloom, Englehart and Krathwohl (1956) posit that teaching and learning resources aid teaching and learning to be more effective and easier. They assert that children learn by doing and observing and this calls for real life situation in the social studies classroom. This brings into sharp focus the use of multi-media resources in social studies education. Aggawal (1982) classified teaching and learning materials into audio materials and visual materials which he thinks every social studies class should possess. For effective and efficient use of multi-media resources, Michealis (1968) outline that: instructional media should be used to achieve specific purpose; children must be ready for use of instructional materials if maximum is to be achieved; and materials for instruction should be evaluated during use and after use. The importance of instructional materials in the teaching and learning of social studies cannot be underestimated. Tamakloe (1994) supports the idea that instructional materials are effective mechanism of helping students to build clear and accurate concepts. In addition, materials are capable of directing student's interest and promoting their active participation in the teaching and learning process.

Specifically, audio-visual resources are capable of widening student's horizon and range of experiences when judiciously utilized. Also, these resources reduce verbalism, which is characterized by rote learning and promote retentive learning. Furthermore, instructional resources stimulate self-activity and enables students to develop meaningful vocabulary and promote continuity of thought. Through the use

of instructional resources, students are given the chance to handle and manipulate various types of objects and instruments which develop their manipulative.

## **2.6 Attitude of Students towards the Methods used in Teaching and Learning of Social Studies**

Scientists have recorded a positive correlation between attitude and achievement, and between attitude and career preferences related to subjects (Haladyna, Shaughnessy & Redsun, 1982). This is because students attitude eventually affect their performance and their success in the study of their courses or subjects. A number of factors influence students' attitude. It stands to reason that, a careful study of these factors and how to vary and apply them in educational context and setting can go a long way to positively affect the attitude of students for better performance. It is in this light that many researchers have conducted studies on attitudes and their effect in many disciplines and field of interest (Mager, 1961).

Mager (1961) found out that, possessing knowledge of the subject is important but knowledge is not enough to spark students' curiosity. Senior high, technical and vocational school students expressed their concern regarding teaching methodology in social studies and how boring it is when the teacher uses the lecture method without involving the students in the teaching and learning process has little knowledge about it. This implies that students will not pay attention in the social studies class when the teacher does the talking alone and allows no contribution from students just because he knows better than the students.

In a study conducted by Governale (1997) on students attitudes towards the methods used in teaching social studies, Governale found out that teacher- centered



and textbook based social studies instruction negatively affected students attitudes towards the subject in that students show low interest in social studies when the teacher dominate the class. According Haladyna, Shaughnessey & Redsun (1982), social studies is viewed as one of the least liked and unimportant subject by students because the method teachers employ that is the lecture method and recitation method in the classroom. To Haladyna and Shaughnessey, social studies students end up having low interest in the subject due to the lecture and recitation methods used by the teachers. This implies that, methods used by teachers in the teaching and learning of social studies determines the attitudes that students show towards the subject and that student's show low interest when the class is teacher dominated.

In the same vain, Mager (1961) conducted a search on the methods of teaching social studies and their results show that the methods the teacher takes when teaching social studies has a unique influence on the curriculum and students. Their results show that students have much interest in social studies when teachers use methods such as role play, dramatization, field trip and discussion. The use of these different methods in teaching social studies by teachers also arouses and sustains their interest throughout the teaching and learning process. The implication of this is that appropriate teaching and learning methods which are learner centered such as role play, dramatization and discussion will make students develop positive attitudes towards social studies and they will be willing to learn it all the time.

### **2.6.1 Attitude towards Teaching and Learning of Social Studies**

According to Agyedu (2005), an attitude is an emotional reaction towards a person or thing. It is a personal response to an object; develop through experience, which can be characterized as favourable or unfavourable. Also, Torsten Husan

(1996) the international dictionary of encyclopaedia of education, define attitude as a kind of predisposition that influences one's behaviour toward specific object or certain people in a particular manner. Attitudes are thought to be derived from experience, rather than innate characteristics, which suggest that they can be modified.

Gleitman (1995) also believe that every attitude is a combination of beliefs, feelings, evaluation and predisposing to act accordingly. He opines that people who differ in attitudes towards teaching and learning of subject at the secondary school level will probably have different beliefs on the subject and evaluate it differently. These differences he states will also make them more likely to take some actions rather than others, for example, to have a favourable or an unfavourable attitude towards the teaching and learning of the subject concerned.

Gleitman (1995) asserts that while attitudes have certain reliance, their stability is threatened at every turn, especially in the modern mass society whereby attitude and beliefs are under constant assault. He explains that social psychologists have spent a great deal of effort in trying to understand how such attitudinal changes come about. Krech and Crutchfield (1958) agrees that attitude changes remain a reality that must be accepted. According to them, attitudes are enduring in a sense that such residues are carried over to a new situation, but they change in so far as new residues are acquired through new situations. Change in attitudes may be brought about in various ways. Some involve shifting group membership or change in the individual situation. Others has to do with the impact of persuasive effort of educators and propagandist.

In discussion the ways by which attitude change, many writers have it that the attitudes of the person's groups help determine his own attitude. If group

identification or membership shift there will be an associated change in his own attitudes.

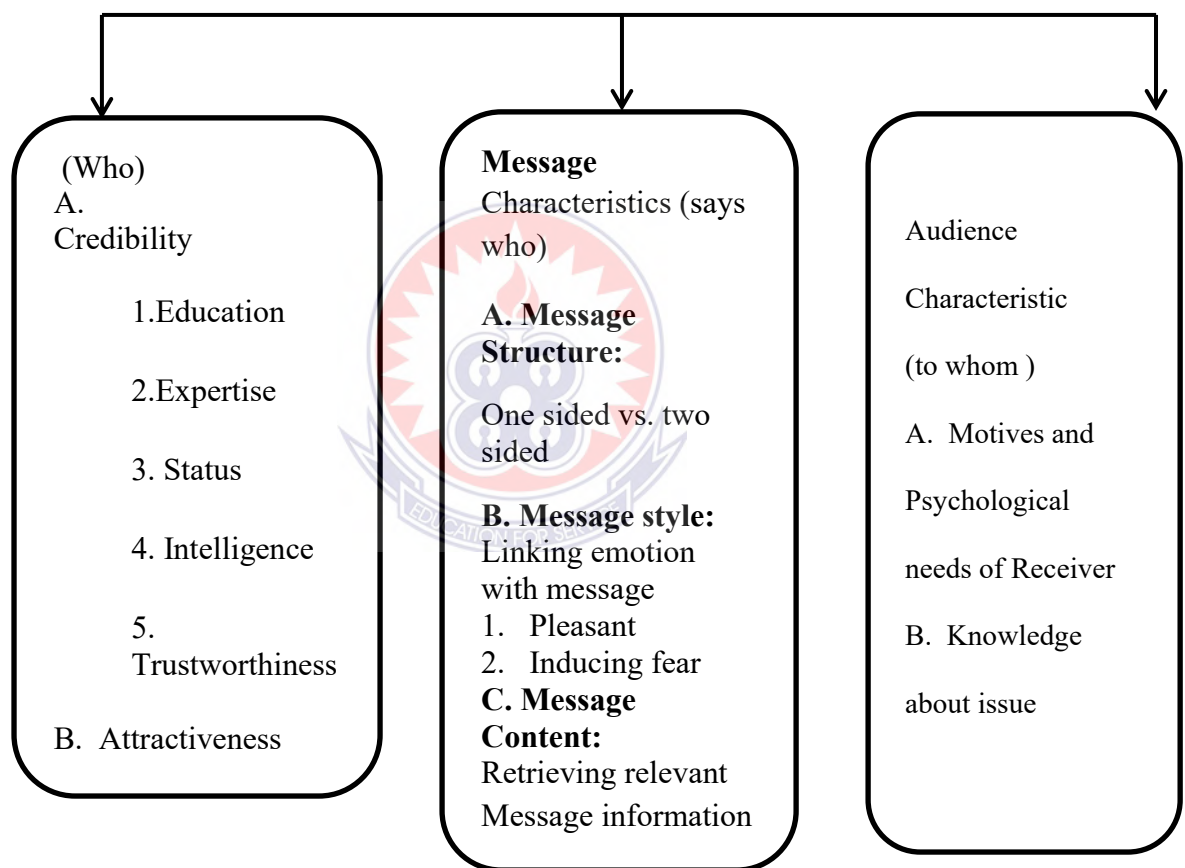
Furthermore, attitudes are often modified by changes in the personal situation, which may be favourable or unfavourable. Krech and Crutchfield (1958) said that changes can be enforced in behaviour either under certain circumstances, legal or other force which may be applied to require a person to change his behaviour toward an object for which he has a negative or positive attitude. Again, they assert that the contact with an object can effect change in attitudes. To them, a prejudiced person who gets into contact with the object of his prejudice may have new perception about such objects which may either be positive or negative.

Another important point as noted by Krech and Crutchfield (1958) is the role of information in attitudinal change, stating that, the most obvious way in which attitudes are changed is through changes in the fact or information about the object available to a person. In the complex world in which we live, no person can hope to ascertain at first hand, all facts, essential to achieve understanding about the object which concerns him. He must therefore depend on what “expert” tells him and who are the expert we depend upon for our fact?

For the child, the experts are mainly his parents and older children, for the student, they are his teachers and books: for the religious person, his priest and minister, for the scientists, there are specialists in his field: and for all of us, they include newspaper writers, movie producers, radio and television broadcasters, politicians, businessman, doctor, lawyers, engineers etc. almost everyone may serve as the authority for someone else. Krech and Crutchfield (1998). And every one of these authorities can be influential in changing someone’s attitudes. The effectiveness of new information in changing the person’s attitudes is dependent upon the way the

source of the information is perceived, the manner in which the information is presented, and the characteristics of the perceiver. Krech and Crutchfield (1998)

In support of the forgoing, Gleitman (1995) claim that once attitude and behaviour are formed, it can be change by repeated exposure to an object and by the consequences of displaying the attitude. They claim that attitude can also be changed by persuasive communication, direct, overt attempt to change them. The effectiveness of communication depends on the characteristics listed on the figure 2.2 below.



**Figure: 2.1: Persuasive Communication**

From the figure 2.2, the basic purpose of any communication is to get the message across, and to make the receiver understand the purpose of communication. Communication can be for informing, persuading or entertaining. Persuasion, no doubt, is the major component of communication that cannot be ignored. In all the

different forms of communication, persuasive communication holds vital importance because it is sure to get the work done in an ideal and desired manner, and with more accuracy. According to Martins (2001), Persuasive Communication is any type of communication, either written or verbal, in which the communicator is trying to convince the receiver to his way of thinking. Persuasive communication is dependent on a number of factors, including the characteristics and qualities of the communicator, the message and the audience.

The communicator is the Source in persuasive communication, the one who initiates the discussion and intends to persuade the other person or a number of people. It is evident that all the people cannot be good persuaders: some have the inborn capacity of persuading and convincing others easily while others gain this ability owing to their personality, their status or their likability. Other traits, like credibility and reputation also play their part in making a person persuasive or non-persuasive communicator (Castells, 2009). This implies that people can be better communicators for those who like them, and might not be able to persuade others with equal credibility. This is due to the psychological fact that individuals are more inclined towards the words and acts of the communicators, and do not rely on others to an equal extent. Thus, the words of affable person hold more magnitude and are more persuasive than others.

Similarly, the credibility and physical attractiveness of a person play an essential role in making the communication persuasive. It is generally observed that celebrities and other physically attractive individuals are chosen for advertising that is the major form of persuasive communication. If the communicator possess the above mentioned characteristics, people usually respond well to him and take the persuasive effect of his message. The source in these cases makes full use of his position and

thus psychologically manipulates the receivers into persuasion (Perloff, 2010). Furthermore, it is eminent to mention here that people would not respond in the same manner to another person, who might be unattractive.

Student's attitudes towards social studies have been investigated in a limited capacity by educators in Australia and the United States. Over the last three decades, research findings from the United States at the high school level have discovered student attitudes to be consistently negative towards Social Studies, (Shaughnessy & Haladyna, 1985). Students generally described social studies as 'boring and irrelevant'. Shaughnessy, Haladyna ,(1985) dug into the relationship of student, teacher and learning environment variables to attitudes towards social studies and found that student motivation, teacher quality/traits and classroom organisation variables were most consistently related to social studies attitudes for each grade level and gender. Other studies supported these findings, for example, Hornstein's 1990 study which found that social studies learning environments were predominately teacher-centred and not inquiry based. It was not unexpected that almost half of the elementary school children interviewed stated they disliked social studies.

Research in Western Australia by Moroz (1996) found two major concerns in the area of Social Studies education: firstly, the low status of social studies compared to other school subjects; and, secondly, the fact that students' liking for social studies declined as students' progressed to upper primary school. Moroz (1996) found a 23.22% decline in the status of social studies in primary school between Years 4 to 7. This was much more pronounced than the decline in attitude towards any other subject. Students were moderately positive about social studies up to Year 6 but held negative attitudes by Year 7. Of the thirteen school subjects, Social Studies was ranked second to last.

One explanation for the decline of interest in social studies is explained by gender. Fraser (1990) found that girls showed a greater interest and liking towards the subject area than males. Some others are of the view that males were more positive than females towards social studies. However, Haladyna (1975) found no significant gender differences existed as most students, regardless of their sex, rated the subject in very low positions.

Fouts (1990) showed that girls viewed social studies in a less favourable manner than boys; however, girls liked social studies more than boys when they had a female teacher. In comparison, Moroz and Washbourne (1989) found no significant gender differences in the way students perceived the usefulness, degree of difficulty or appeal of social studies.

Studies conducted in Australia and the United States to investigate attitudes towards the subject area all confirmed that a reason for the decline in status is because the topic is not interesting to students. Moroz (1996) found that students preferred social studies when it was treated in a more active learning mode. Fouts (1990) found that students preferred social studies lessons which were cooperative and collaborative learning environments. Teacher reliance on the use of predominately teacher-centred learning activities was found to be an influence on student attitudes towards social studies.

The findings suggest that most teachers continue to conduct Social Studies lessons using teacher-centred delivery. Thus, if the learning area is to regain status in schools, 'profound changes are required, particularly in the area of teacher development. In 1982, Haladyna founded that the teacher-learning environment played a key role in shaping students' attitudes about Social Studies. Teachers who were willing to assist students in learning, showed enthusiasm in the classroom, and



paid close attention to student needs had a strong effect on how students felt about Social Studies. The effective teacher was capable of creating a positive learning climate in the classroom. Both classroom settings and students' attitudes could be altered to improve students' thoughts of social studies.

From the above expositions therefore, one can easily conclude that attitude alone contributed largely to teacher success. First, how a student judged a teacher was linked to the student's potential for developing an open-minded attitude about the subject. Second, students who had a positive attitude toward the subject matter were more likely to continue being focused on that particular subject. Third, students' feelings regarding school helped to positively shape relationships with parents, teachers, and peers. Also, the approach the teacher takes when teaching Social Studies had a unique influence on school curriculum.

Again, researchers outline a number of reasons for students' predominantly negative attitudes toward Social Studies. Fraser (1990) confirmed that the lack of interest or motivation among students as the major reason for their negative attitudes toward social studies. On the one hand, motivational deficiency is explained by the perception that Social Studies are boring and would not provide life skills. On the other hand, Social Studies was "uninteresting" because the students were not active in Social Studies classes and they considered the classes boring and difficult (Russell, 2010).

It has been observed that teaching and learning is affected by the time spent during the process of learning as well as the teaching strategy adopted by the teacher.

Clearly, Social Studies is affected by both conditions, which might have an impact on students' attitudes as well. Russell, (2010) attest to the fact that insufficient time is allocated for social studies instructions, and it does not give room for proper



teaching and learning to take place. It also gives the students the impression that the course is not very necessary that is why little time is allotted to social studies as compared to other courses.

On the other hand, scholars have observed that teacher-centered techniques are still dominant instructional strategies and that textbooks remain the dominant materials in Social Studies classrooms. Governale (1997) for example, asserted that teacher-centered and textbook based Social Studies instruction negatively affects students' attitudes toward the subject. According to Haladyna, Shaughnessy, Redsun (1982), Social Studies is viewed as one of the least liked and unimportant subjects by students because of teacher-centered activities such as lecture and recitation. They also pointed out that because teachers allocated less time for Social Studies, they had to adhere to less time-consuming teacher-centered strategies to cover the material, as opposed to student-centered strategies, which required more time.

## **2.7 The Perception of Students concerning Social Studies**

Perception is a process by which the sensory stimuli are interpreted, analysed and integrated. It is the primary process by which we obtain knowledge about the world. In the works of Huffman (1991), perception is the process of selecting, organizing and interpreting sensory data into usable mental representation of the world. The definitions explain that perception has to do with selecting, organizing and interpreting information received by our senses. It is the process by which individuals and organizations interpret their sensory impressions in order to give meaning to their environment. Students' perception of Social Studies has to do with how students view the subject, based on the information their senses have received and how these information has been analysed and interpreted (Schug, Todd & Beery, 1982).

Social Studies teachers are faced with a number of problems unique to their subject area. For example, students hold a number of beliefs about Social Studies that diminish the salience of the subject, the most common being that Social Studies is easier than Math or English courses. Some students go as far as to perceive that social studies are “push-over” or “easy-grade” courses. Schug, Todd & Beery, (1982) . In an informal survey of one class of 20 students, 75 percent of the students ranked Social Studies as easier than Math and English. According to a study by National Council for Social Studies (2009), students show less interest in studying Social Studies because they perceive the subject as being easy and therefore do not see the need to study it and also pay critical attention to it. This shows that students have negative perception towards the study of Social Studies and as such they pay little attention to it.

Todd and Berry (1984) conducted a search on students’ perception of Social Studies and they found that, majority of students perceived the subject to be uninteresting, unimportant and insignificant. Their study further revealed that most students felt that the Social Studies subject matter and teaching methods are boring. This has made these students to perceive the subject as uninteresting and unimportant. This implies that, most students will dodge Social Studies classes to attend English, mathematics and science classes where they think important things are taught.

A survey conducted by Shaughnessey and Haladyna (1985) revealed that, most students perceive Social Studies education as boring and irrelevant. To these authors, students see Social Studies subject to have little meaning to their future lives. This really implies that, students see no need for the inclusion of social studies into the school curriculum, since it cannot help them to achieve their aims.

A research in Western Australia by Moroz (1996) found out that students perceive Social Studies to be interesting subject of study in the primary schools up to

year 6 and begin to perceive Social Studies as less interesting subject from year 7 upwards. The study saw a 23.22% decline in student's interest towards Social Studies in primary schools between years 4 and 7. This was much more pronounced than the decline towards any other subject. Moroz found out that student's liking for social studies decline as students' progress to upper primary, junior and senior high schools. This implies that students in the senior high schools who are above 7 years will prefer studying other subjects at the expense of Social Studies since they perceive the subject to be less interesting to study.

A study conducted by Fouts (1990) on the perception of students towards Social Studies showed that girls perceived Social Studies in a less favourable manner than boys. The girls surveyed saw Social Studies as less importance and unattractive than the boys who were surveyed, however, girls like Social Studies than boys when they had a female teacher. This implies that gender also determines whether students will have negative or positive perception towards Social Studies.

Considering students' attitude towards the methods used in teaching and learning of Social Studies, researchers have recorded a positive correlation between attitude and achievement, and between attitude and career preferences related to subjects (Haladyna, Shaughnessy & Redsun, 1982). This is because students attitude eventually affect their performance and their success in the study of their courses or subjects. A number of factors influence students' attitude. It stands to reason that, a careful study of these factors and how to vary and apply them in educational context and setting can go a long way to positively affect the attitude of students for better performance. It is in this light that many researchers have conducted studies on attitudes and their effect in many disciplines and field of interest.

Siler (1998) found out that, possessing knowledge of the subject is important but knowledge is not enough to spark students' curiosity. Senior high, technical and vocational school students expressed their concern regarding teaching methodology in Social Studies and how boring it is when the teacher uses the lecture method without involving the students in the teaching and learning process has little knowledge about it. This implies that students will not pay attention in the Social Studies class when the teacher does the talking alone and allows no contribution from students just because he knows better than the students.

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Haladyna, Shaughnessy and Redsun (1982) also conducted a search on the methods of teaching Social Studies and their results show that the methods the teacher takes when teaching Social Studies has a unique influence on the curriculum and students. Their results show that students have much interest in social studies when teachers use methods such as role play, dramatization, field trip and discussion. The

use of these different methods in teaching social studies by teachers also arouses and sustains their interest throughout the teaching and learning process. The implication of this is that appropriate teaching and learning methods which are learner centered, such as, role play, dramatization and discussion will make students develop positive attitudes towards social studies and they will be willing to learn it all the time.

Two of the earliest researches have been conducted to gather information superficially in pertaining to the perceptions of students in different content areas. An early study conducted by Inskeep and Rowland (1963) has proven through a set of questionnaires where most students dislike social studies. Among students in 4<sup>th</sup> and 6<sup>th</sup> grade, it appears where out of all the subjects taught in school, social studies was ranked low. Social studies came after math, reading, science, and music respectively. Two years later, other studies have provided similar series of questionnaires which was targeted for high school students. The researchers found social studies also placed behind English, science, and physical education in preferences of learning among 900 high school kids.

Another study showed similar results by using different methods of data collection. Schug, Todd, and Beery (1982) conducted open-end interviews among 46 students from two schools to collect their responses about social studies. The authors created more clear and direct questions that would encourage the students from 6<sup>th</sup> and 1<sup>st</sup> grade to think carefully and provide detailed answers. Two examples of interview questions were used as part of their interview process: "What do you think is the most important subject you study in school? Why?" and "What are some things in social studies classes which are not interesting? Why?" As a result, it has been revealed only 17% of 46 students ranked social studies as the most important subject whereas English was ranked first at 31% and mathematics at 20%. Based on the

percentages, the students offered explanations why they have decided a certain subject to be of such importance. Their choices were determined by their selection of future career preparations and to build innovative life skills. Most of the students have considered English to be the most important; they believe this subject would lead them to better future opportunities whereas social studies would not.

Fouts (1990) fashioned a study targeting middle school students and their opinions toward social studies. Based on 491 students from middle schools on the west coast, it has discovered that most of the students possess negative views towards social studies. In addition, test anxiety was linked strongly to social studies and their self-efficacy to work in social studies was ranked low. With all these dislikes, lack of interest, test anxiety and low self-efficacy upon these students, it may be obvious to the mind that students perceived social studies to be of least importance in reason of studying in schools.

In a recent research in the United States on students' perceptions towards social studies Chiodo and Byford (2004) found that students suggest that these types of courses should be eliminated from the high school curriculum because students do not learn any basic skills in them. They maintain that social studies courses waste time, energy and finances which could be used to help students with the basic English and maths skills needed for future performance in the larger society. Meanwhile in the same study others argued that social studies courses are not supposed to be "hard" courses. Rather, they are seen as important for building character and developing interpersonal skills, and therefore very important for the student's future. One could say that social studies courses teach different kinds of basic skills from math or English. These skills are often referred to as social skills.

## 2.8. The Definition of Learning

Learning is the process through which an individual born into human society acquires knowledge, skill and attitude in order to function successfully in the society (Safo & Adentwi, 2005). Heinich (1996) also defines learning as the development of new knowledge, new skills and new attitudes as individual interact with the information and the environments. This implies that learning is the process of getting or modifying existing knowledge, behaviour, skills and values. As humans we learn in order to equip ourselves with the necessary information and skill that help us to survive and integrate ourselves in the society. One's progress and functionality within a given society depends so much on how well the process of learning has taken place. Instruction is organised in such a way that it will influence the internal process to promote the act of getting new knowledge, skills and attitude that eventually leads to certain level of change in one's life. But, "relatively permanent change in behaviour indicates that if someone takes drugs such as marijuana or cocaine and as a result there is a change in that person's behaviour, it cannot be considered as learning. Because that change in behaviour is not as a result of acquisition of new knowledge". (p. 136). However, if someone takes coffee and as a result study hard to acquire new knowledge, new skill, and new attitude that brings change in that person's behaviour, this change of behaviour can be considered as learning because that change of behaviour is relatively permanent, and it came as a result of acquiring new knowledge, new skill and new attitudes (Safo & Adentwi, 2005).

From the above therefore, one can deduce that learning brings a change of behaviour that is induced by acquiring new knowledge. Therefore, any situation or circumstance that arouses any form of change that is permanent is classified as learning. Learning therefore takes place at all times, moments and situations.



Basically, there are two categories of learning namely, Incidental or functional learning and intentional learning. Uijens (1997). Incidental learning is learning without being aware. That is learning without being conscious that one is learning. Or unintended process of learning. Intended learning is a system of learning that takes place due to our instructional efforts (intentional arrangement of the information, media and the learning environment). Safo and Adentwi (2005). That is a situation whereby one deliberately decides to acquire new knowledge and skill through a formal process of learning. From the above therefore, one can simply conclude that learning takes place in so many ways and situations.

## **2.9. Theories of Learning**

A learning theory is a set of concepts or constructs that explain how learning occurs in an organism, and thus can predict how learning will occur on a given situation (Owusu-Banahehe, 2007).

### **Behaviourist learning theory.**

Behaviourism is a view that behaviour should be explained by observable experiences, not by mental processes (Owusu-Banahene, 2007). For them behaviour is anything that is observable. And the validity of learning is confirmed by an observable behaviour. Also, “Behaviors are caused responses to external stimuli or environmental conditions. And a stimulus is anything that caused behaviour to occur. Hence, the behaviourist theory of learning proposed that behaviour could change through the process of reinforcement from the environment” (Sarfo & Adentwi, 2005, p.139). According to skinner, a renound behaviourist in his book, the science of learning and the art of teaching said that,



- Instruction should be provided gradually from simple to complex and the subsequence one should build on the previous one.
- Materials to be learned should be arranged systematically in the sequential steps from simple to complex.
- Students should be encouraged to progress at their own pace.  
Teachers should encourage learners participation.
- Teachers should reinforce the behaviors in their students which they wish to be repeated.
- Evaluation should be encouraged with prompt feedback.

Instructional objectives should be focused on performance behaviour.

### **Cognitive learning theory**

Cognitive learning theory is a type of learning that focuses on the re-organization of one's perception in order to achieve understanding (Sarfo & Adentwi, 2005). It focuses on unobservable constructs such as memory, semantic network, attitude, motivation (Sarfo & Adentwi, 2005).

The cognists therefore;

“sees learning as an internal processing unit that is not observable with our naked eyes. Information processing is seen as one of the features of cognitive theorist.

Information theorist attempt to describe how information from the environment is perceived by our sensory receptors; processed cognitively to create permanent records and increase the strength of existing records stored in our memory and retrieved” (p.143). The cognist are therefore saying that learning remains an internal processing unit. Unlike the behaviourist who said that the reality of learning lies solely on observable behaviour.

The implication of cognitive theory of effective teaching and learning includes;

1. Speak aloud so that learners can hear clearly what they are saying.
2. Write clearly so that learners can see.
3. Do well to gain learners attention and interest
4. Motivate learners by creating desirable learning environment
5. See to it that all extraneous variables are controlled during teaching.
6. Give a piece of information at a time.
7. Encourage learner to rehearse information.
8. Encourage learners to process information.
9. Encourage learners to organise their perceptions to achieve understanding.

### **The constructivist learning theory**

This learning theory posits that learners construct knowledge individually as they learn. Learners construct knowledge based on their mental and social activities (Sarfo & Adentwi, 2005). Also, the theorists are of the view that, “human conceptual system are directly grounded on perception, bodily movement and experience of physical and social character” (p. 148). For them, learning is a personal interpretation of the world. Individuals interpret the world according to their own mental construct and past experiences. Learning does not depend solely on what the teacher gives in the classroom, but also, the individual experiences of the learners counts too.

The implication of this learning theory includes;

1. The goal of instruction is not to teach information but to create situations or learning environment that enable the student to interpret information from their own understanding.

2. The teacher should act as a facilitator, guiding and supporting learners in the process of constructing knowledge.
3. Learning environments should be designed to promote learner-centered activity.
4. Teachers should provide students with learning tasks that allow them to develop problem-solving skills, critical thinking skills and creative skills, and apply them in a meaningful manner.
5. A critical look at the three theories of learning therefore indicates perspectives of learning. Learning from different point of view. Each one depends on the instructor and the type of learner. Each of them play crucial roles as far as learning process is concerned.

### **2.10 The Effects of Social Studies on the Lifestyle of Students**

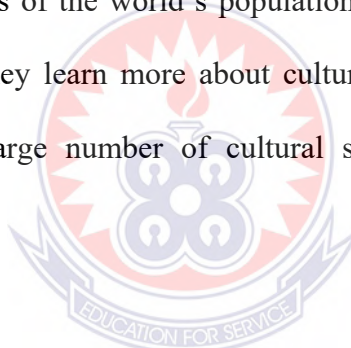
Social Studies as subject incorporates values that help to nurture the behaviour of students to put up good character worthy of emulation. The following describes the values and skills that show as a result of one going through Social Studies curriculum;

#### **Development of Necessary Skills**

According to Parker and Jarolimek (1984) one of the roles of Social Studies is to help students develop skills that will allow them to participate, such that they can sustain and fulfil the democratic experiment. Parker, (2001) states that skills denote what students should be able to do and contends that doing involves knowing; skilful behaviour is skilful to a great extent because of the knowledge that supports it. Therefore, there is a relationship between knowledge and skills. In discussing the attributes of a democratic citizen it is emphasized that; A democratic citizens'

effectiveness is buttressed by the skills needed for civic engagement such as the ability to work in a group, speak in public, forge coalitions among varied interests and protest or petition for change. Skills that citizens should learn are divided into three categories mainly; Democratic participation skills, study and inquiry skills and intellectual skills (Parker, 2001).

Apparently, it is observed that Social Studies education helps explain the world in which we live. Much like science teaches children to observe the physical aspects of life, social studies encourage students to open their minds to the many places humans live on this planet. Not only does the social studies curriculum teach physical geography, but as students learn about different places, they also become aware of the many cultural differences of the world's populations through the study of sociology and anthropology. As they learn more about cultural differences, students begin to find that there are a large number of cultural similarities as well (Hobbs, & Frost, 1999).



### **Democratic Participation Skills**

Democratic participation skills include the ability to: listen, express and challenge opinions and reasons; participate in classroom, school and community decision making; participate in group discussions of public issues within the community, nationally and internationally with people with views different from yours; engaging in discussions leading to mediating, negotiating and compromising; working cooperatively to clarify tasks; and accessing, using, and planning community resources (Parker, 2001). Furthermore, that democracy rests on the notion that citizens should participate either directly or indirectly in making decisions that affect their lives. To adequately prepare the youth for future citizens, He argued, that civic action

needs to be connected to deliberation, discussion and decision making (Parker, 2001). This idea of participation is further reinforced by the fact that democratic citizens should be able to examine structural causes of social problems, seek solutions and thereby using the knowledge they have acquired to make informed decisions.

Hahn (1998) further elaborates on the importance of deliberation by citizens as it affords the students the opportunity to learn how to explore, debate, and make decisions about public policy issues and argues that this is best done through discussing controversial issues. Another study conducted among primary and secondary schools in England was grounded on literature on pupil voice which provides a rationale for a consultative approach to encouraging young people and children to participate in decision making within the school. The students voiced their joy in taking part in this study and twelve out of fifteen participants scored high (10 out of 10) on enjoyment and the reasons they gave for the scores were as follows:

- I got to have my voice heard
- We got to give our opinions about what we think about things
- We got different ideas from different students (Hahn, 1998)

The findings of this study revealed that the adoption of a participatory pedagogy can help students to enjoy school by providing them with spaces to explore their different perspectives. This also augments the role and importance of students' voice within citizenship education and decision making.

The ideas of students' voice as discussed in (Hahn, 1998), tend to reinforce the position that; at the heart of democratic education are students' voice and choice. Democratic classrooms provide frequent opportunities for students to voice their opinions and ideas about subjects under study, student talk' is not seen as an

interruption to or distraction but rather as an integral aspect of students' development of knowledge and skills .

In this sense students' choice is seen to be a central feature as it allows students to make decisions about topics to study, and creating an open learning environment as shown in classrooms in Denmark through the *folkeskole* law where students are required to model democracy, select topics to study, make decisions about issues that matter and plan educational trips (Hahn, 1998).

Studying Social Studies helps students figure out their role in society as well as their background. By studying the past, students learn how institutions, traditions and ideals change as society modernizes. They also learn how cause and effect influence relationships between individuals, groups and nations. As students mature, the study of history gives them the chance to develop their research skills and the ability to think critically. A sense of history gives students good background knowledge as they study other subjects, such as literature.

However , Ayaaba (2013) noted that by learning Social Studies, the students become part of a larger societal organization that must have structure to operate for the good of all the people in the group. This basic sense of citizenship starts in the primary school as students work to obey classroom rules and expand as students study the electoral process, the branches of government and how citizens interact within the laws of a society in more advanced classes. Civic education allows students to analyse foreign governments while at the same time developing an appreciation for the freedoms accorded citizens. Civic lessons cross interdisciplinary lines and are often a part of geography, history and sociology lessons.

## **Study and Inquiry Skills**

Parker (2001) provides a list of study and inquiry skills that social studies should develop among democratic citizens. Such skills will enable students to process information available to them in this complex information era (Parker & Jarolimek, 1984). These skills involve the ability to; use and make time lines, maps, globes and charts; locate, gather, organize and analyse information from various resources such as books, electronic media, newspaper and library; write reports and give oral reports; and distinguishing between primary sources and secondary sources; reading social studies materials for a variety of purposes such as to get the main idea, to get information, to research all sides of a controversial issue, to detect the author bias; and to formulate and test hypothesis. These skills are important in the preparation of effective citizen because knowledge and skills go together and none can operate on its own (Parker & Jarolimek, 1984).

A study was conducted among teachers in Canada and England on their characterizations of citizenship education pedagogy. It was found that the teachers identified and exhibited a number of instructional practices that encouraged the development of thinking and enquiry skills (Evans, 2005). Teachers tended to use small group activities that appeared to focus on knowledge acquisition and sharing information rather than the development of particular collaborative skills. In a few instances teachers used cooperative learning structures to nurture social skills and support community building.

Canadian teachers in particular tended to put more emphasis on the use of cooperative learning structures to promote social skills while the English teachers tended to focus on developing the students' thinking skills perhaps suggesting a more academic emphasis. Evans, (2005) further argues that the findings of this study

suggest that teachers' pedagogical practices tended to support the recent findings of a longitudinal study that reported a gap between policy, theory and practice leading to the conclusion that teacher-led approaches to citizenship-related topics were predominant in the classroom, with more participatory, active approaches less commonly used.

### **Intellectual Skills**

According to Sears and Hughes, (1996) citizenship education emphasizes skills that enable students to become effective decision makers, who can participate in society. He argues that the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing skills necessary for learning. Some of the skills identified in Alberta Education Documents (Canada) include; skills that acquire evaluate and use information; good communication and decision making skills; skills to resolve difference and conflicts constructively (Sears & Hughes, 1996). Skills that fall under the intellectual skills as; identifying and clarifying problems and issues; drawing analogies from other times and places and inferring cause and effect relationships; drawing conclusions based on evidence; determining; distinguishing between fact and opinion, critical thinking; detecting bias; reasoning dialogically (Parker, 2001).

In Canada citizenship education has found expression in the growth of community service programs where students develop participation skills from the primary grades by identifying and performing a service in the school and community or at home and evaluate the experience (Sears & Hughes, 1996). Sometimes they are required to develop and participate in an activity related to global or environmental



issues and evaluate its impact. Community service is seen as a way to promote intellectual skills as students can move from volunteering to solving community problems, critiquing the society, and participating in political campaigns of their own choice (Sears & Hughes, 1996). To be able to do all this community service, students need knowledge, and skills necessary to undertake such a task. Social Studies has a mammoth task to equip students with such intellectual skills in order to develop effective citizens in a democracy.

Additionally, Chiodo and Byford (2004) Economic themes find their way into the Social Studies curriculum in a variety of ways. From the basic concept of want versus need taught in primary schools to advanced concepts, such as, global economic policy discussed in a high school current events class, economics is an integral part of social studies education. As students learn about the four factors of production — land, labour, capital and entrepreneurship they begin to realize that these all contribute to what goods and services are available for consumers. Students study economic trends as they study history so they can better understand events such as recessions. On a more personal level, economics teaches students the basics of handling their own finances and helps them set career goals aligned with their personalities.

### **Development of Values, Beliefs and Attitudes**

Parker (2001) contends that there are particular values and attitudes (also known as dispositions or virtues) that are essential to democratic citizenship and their absence denotes the absence of a democratic government and civic life. The virtues required of citizens in a liberal democracy include public spiritedness, public reasonableness, a sense of justice, civility and tolerance and a sense of solidarity or loyalty.

However, Sears and Hughes, (1996) speak to the emergent interest in dispositions that emphasize informed *citizens* in Canada. They allude to the fact that there seems to be a general consensus among a group of Canadians that a good citizen is characterized by dispositions, such as open-mindedness, civic mindedness, respect, willingness to compromise, tolerance, compassion, generosity of spirit, and loyalty. Such altruistic values or dispositions, are seen to be the key in a country where cultural pluralism is seen as a positive force in society, and citizenship education seems to emphasize attaining the multicultural ideal (Sears & Hughes, 1996). Hahn (1998) supports the notion of creating multicultural and global perspectives among students. Her argument is that regardless of the content, teachers need to use culturally relevant pedagogy in order to cater for the cultural diversity in their classrooms. In the EIA study it was found that some schools in England and Denmark hire bilingual and bicultural teachers, make adaptations to accommodate religious differences and reach out to parents in diverse communities in an effort to support cultural diversity (Hahn, 1998).

## **2.11. Theoretical Framework**

The study was guided by the theories of learning. Learning is the process of acquiring knowledge. It is a process as well as the actual change in behaviour. Zook(2001). This assertion implies that learning can be said to have taken place only when there is a change in behaviour. Heinich (1996) defined learning as the development of new knowledge, new skill and new attitude as individuals interact with the information and the environment. Therefore, Social Studies is a course designed so as to bring a change of behaviour to the students who study them.

Learning theories, therefore explain how learning occurs. The theories are ; Behaviouristic, Cognitivist and Constructivist.

Skinner (1958) is one of the proponents of the behaviourist theory. They said that behaviour could change through the process of reinforcement from the environment. According to him, the change should be observable.

Cognitive theory is a theory that deals with the reorganisation of one's perceptions in order to achieve understanding. It basically deals with how information is perceived, processed and manipulated to deal with complex tasks. (Skinner, 1958).

Constructivism as a learning theory posits that learners construct knowledge individually as they learn. Thus learners construct knowledge based on their own mental and social activities. The major proponents are, John Dewey, Jean Piaget.

Learning involves a lot of interaction with the environment and experiences that eventually bring some level of change in the lives of the recipient. This change is for the good of the individual as well as the society. Dewey (1902) said that in the formation of the programme to be studied, the society, the individual as well as the subject matter is considered. According to Dewey, the curriculum is designed to preserve the culture of the society. The curriculum is therefore designed in such a way that it might assist the learner to achieve this noble mission of cultural preservation. (Tyler, 2014).

### Conceptual Framework

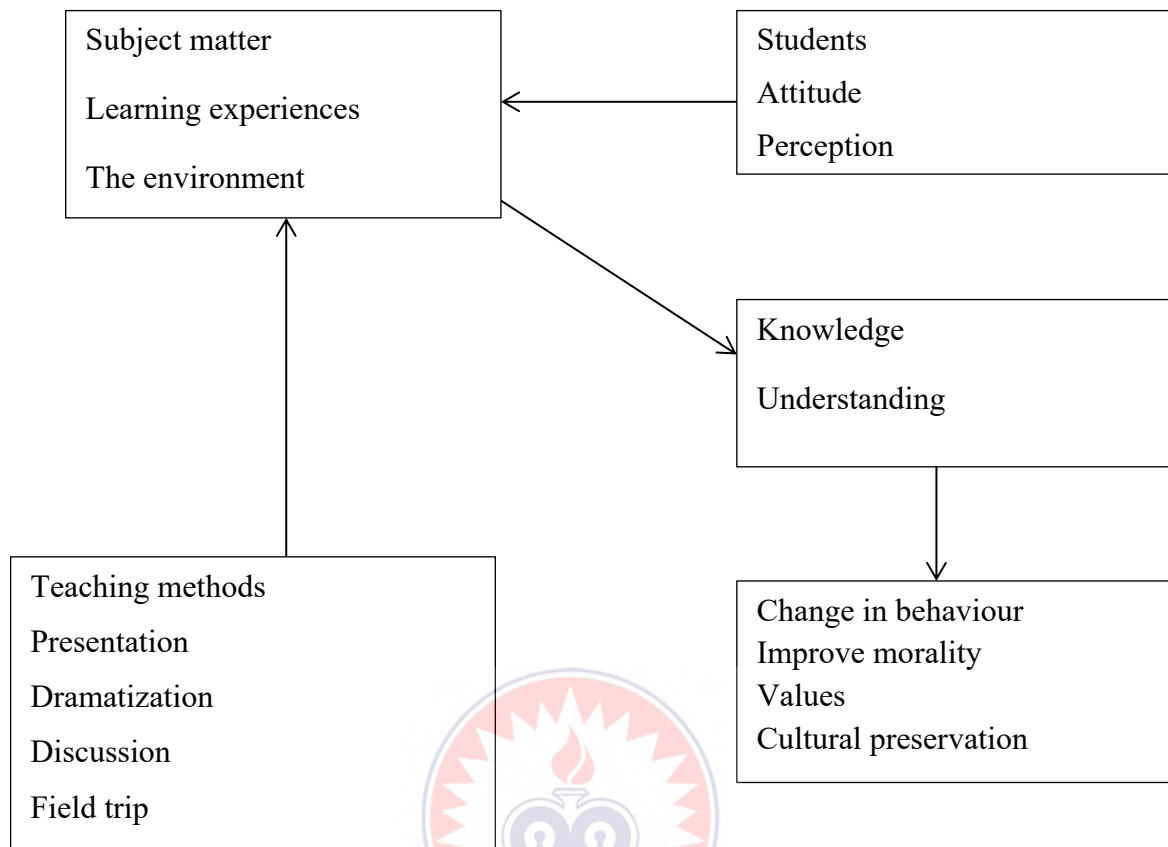


Figure 2.2: Conceptual Framework

### 2.12 Summary

Detail review of the literature relevant to the subject of this research has been presented in this chapter. They exposed and discussed various issues relating to the Social Studies curriculum and its implementation. The areas covered include historical overview of Social Studies; student's attitudes and perceptions towards Social Studies and methods appropriate to the teaching of Social Studies.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the description of the research methods employed in gathering data for the study. It describes the two main research paradigms, the research design, population, sample and sampling procedures, and research instruments, as well as the data collection and analysis procedure.

#### **3.1 Research Design**

Every research design is a plan for assembling, organizing, and interpreting data and its results in a specific research finding. Trochim, (2006) has indicated that research design provides the glue that holds the research project together. The process used to structure the research indicate the major points of the research project, as the samples or groups and methods used, work together in trying to address the central research questions. In order to gather the necessary data, the researcher utilized the qualitative approach, case study.

Having considered the objectives of this study, qualitative methodology, was used to investigate students' perception of the study of Social Studies and its implementation in the Sege Senior High School.

Sharon and La Pierre (1997), characterize qualitative study as a methodological procedure of depicting, dissecting and deciphering bits of knowledge found in regular life. Leedy and Ormrod (2005) articulate that subjective exploration tries to comprehend the human and social conduct from the members' perspective which could be in the social setting, for example, a group, school or organization.

Qualitative research takes place in the socio-cultural context of participants of a study and therefore, it involves an interaction between the researcher and the researched. It is designed to enable the researcher understand people and the socio-cultural context within which they live. In such a qualitative study, data are collected in the form of words rather than numbers and reflect the experiences, feelings or judgement of individuals taking part in an investigation of the problem of issue, whether as subjects or as observers of the scene (Verma & Mallick, 1999).

Qualitative research has the following characteristics namely; it takes place in the natural setting or the socio-cultural context of the participants (Kusi, 2012). In addition, qualitative research attempts to be as naturalistic as possible, meaning the context must not be constructed or modified (Kincheole, 1991). Secondly, qualitative research requires the use of multiple methods to collect extensive data. This implies that in a single study, a researcher can employ instruments such as a semi-structured interview, open-ended questionnaire, focus group interview and an observational schedule to gather data. This facilitated triangulation, which is a means of validating research findings (Kusi 2012). Another characteristic of qualitative research is that, the researcher's presence in the socio-cultural context of the participants is required during the study. He usually moves to the setting to interact with them to gather the relevant data for the study (Fraenkel & Wallen 2000). Having discussed briefly on qualitative research method, I will like to discuss briefly on the case study, as a type of qualitative research method.

A Case study observes, describes and documents aspects of a situation as it naturally occurs. This design makes use of various data collection techniques such as pre-testing, observation, interviews, or examination of documents (Fraenkel & Wallen, 2000). A critical look at all the types of qualitative research strategy

mentioned above, a case study is more appropriate for investigating the students' perception of the study of Social Studies and its implementation at the Sege senior high school. The scope of the study is limited only to the Sege senior high so as to have a thorough and detailed investigation of the situation.

A case study research defines a thorough investigation of a single phenomenon or object, such as an individual, a framework, a body, a group or a course, to determine the variables and relationship among the variables, influencing the current behaviour or status of the subject of the study. Extensive data are gathered about the individual object elected for study, so that, what is observed is a representative of the objects observed in all similar cases (Yin, 1984).

Case study research excels at bringing us to an understanding of complex issues or object and can extend experience or add strength to what is already known through previous research. Case study emphasizes detailed contextual analysis of a limited number of events or condition and their relationships (Stake, 1994).

In conclusion, case study is complex because it generally involves multiple sources of data, may include multiple cases within a study and produce large amount of data for analysis. The advantage of the case study method is its applicability to real-life, contemporary, human situations and its public accessibility through written reports.

Since it is difficult to add to a significant comprehension of human experience without considering the exchange of qualities and convictions, qualitative exploration is said to be an interpretive naturalistic way to deal with the world (Denzin & Lincoln 2005). This implies subjective analytical study of things in their normal settings, endeavouring to comprehend or translate phenomena regarding the implications individuals convey to them. The qualitative exploration technique was used for the

study, since it examines the nature of relations, activities and circumstances (Fraenkel & Wallen, 2000).

### **3.3 Research setting**

The school is currently located at Sege Township in the Ada-West District in the Greater-Accra Region, along the Accra Aflao high way. Sege is a typical Dangwe speaking community. Sege is the headquarters of the Ada-west District. The town is located at the latter part of the Greater Accra region, very close to sogakope in the Volta region of Ghana. The Sege Senior High is the only Senior high in the District. The community is made up of Government workers and peasant farmers . it is relatively a small town and not thickly populated.

### **3.4 Population of the Study**

A research population is a group of individuals, persons, objects, or items from which samples are taken for measurement (Mugo, 2009). Population is the grand total of what is being measured in the research, that is, people, organisation, industries, firms, departments and sections. One can view population as all members of the target group of the study as defined by the objectives of the research study (Osuala, 2005).

The researcher limited himself to a public High School within the Sege Community because the researcher lives in that environment. The total population of the school is 450 students. The target population of study constituted all the second years with the population of 65 students and all the third years with the population of 70 students respectively in the Sege Senior High School during 2016/2017 academic year. Including all the 4 Social Studies teachers in the Sege Senior High School. The



researcher chose the two classes because they have studied Social Studies for two years and are better experienced to make meaningful contributions to the research. Currently, courses being offered in the school are: Social Studies, General Science, General Arts, Business, Home Science and Visual Arts.

### **3.5 Sample and Sampling Technique**

In the selection of the sample population, two sampling technique were used. Namely, the convenience and the purposive sampling strategy.

#### **Convenience sampling;**

Convenience sampling is one of the non-probability sampling strategies. When using this strategy, you will have a research population in mind, but it involves whoever is available in the study (Kusi, 2012). Researchers usually use this sampling strategy when they have limited resources like time and finance to complete their studies. Given their constrains, they involve whoever falls within the sample of the study.

#### **Purposive sampling;**

Purposive sampling. In this sampling strategy, researchers intentionally select individual sites to learn or to understand the central phenomenon. The standard used in choosing participants and sites is whether they have information. (Creswell, 1998). In this case, the researchers use a particular population because they have meaningful information towards their study.

**Table 1**

Category	Total Population	Target Population	Sample	Sampling Technique
Students	450	135	97	Convenience
Teachers	4	4	4	Purposive

The form 2 class, with the population of 65 students and the form 3 class, with population of 70 students were purposively chosen by the researcher because they have studied Social Studies for two years and are better experienced to make meaningful contributions to the research.

The sample comprised 97 students, who were chosen conveniently from both classes, because they showed interest and made themselves available for the research. The announcement and request to participate in the research was made in the class after school hours, only 97 students waited from both classes. The 52 were chosen from form 3, while the remaining 45 students were chosen from form 2 respectively. The samples were chosen based on availability.

The 4 teachers of Social Studies in the school were purposively interviewed, because they teach the students in the class. They have enough information as far as the research is concerned.

### **3.5 Data Collection instrument**

Polit and Hungler (1999) define data as information obtained during the course of an investigation or study. The open ended questionnaire, the interview guide as well as observation were the instruments used in collecting data.

### **Interview:**

Interview gives a way to pick up data about things that cannot be observed straightforwardly (Fraenkel & Wallen, 2000). Interviews include gathering information specifically from others through face to face or phone contact. Semi-structured interview is one of the techniques used to gather data in qualitative research. The instrument allowed the interviewer to ask initial questions, followed by probes meant to seek clarification of the issue raised (Wragg, 2002). Through the use of this instruments, respondents were given the opportunity to explain in detail some of the issues that came up in the open ended questionnaire.

### **Open ended questionnaire**

Open ended questionnaire is often used to collect data in qualitative research. (Cohen et al. 20002). It offers a respondent the opportunity to offer any information and express their opinions as they wish. Through this instrument, students were meant to answer question regarding their perception, to the study of the Social Studies, the process of implementation as well as how the studies have improved their lives.

### **Observation:**

Observation is one of the instruments often used to collect data in the qualitative research. This procedure gives the researcher the opportunity to interact with participants in their natural setting and see things for himself (Denscombe 2008). The researcher went to have a first-hand information with the case under study so as to validate the responses from the students. The researcher did that with an observational schedule based on the students' responses, which help to validate the data collected from the students.

### **3.5 Data Collection Procedure**

A letter of introduction was given by the Head of Department of Educational Leadership to help the researcher in accessing school authorities. The researcher spent two weeks before he was able to meet the Head of Department for Social Studies of the school, and subsequently to the headmaster's office for official introduction and delivery of the introductory letter served from the university.

An approval for meeting the students and teachers was given by the headmaster. Students in the target classes, form two and three, were contacted through the class teachers. The sampled students stayed back after classes with the permission of their parents and head teacher. The 97 students answered the open ended questionnaire individually. Later on, 4 students who declared their intention to be interviewed from the sampled population, were given the opportunity at a later date for more probing on certain issues raised in the questionnaire. Their views were recorded by the researcher and later transcribed. Four teachers of Social Studies were also interviewed with a semi-structured interview guide. Their views were also recorded and later transcribed by the researcher.

The researcher himself used observation schedule to collect data from the Social Studies classroom. He seats in class to observe what went on in the classes with the permission of the head of department and the class teacher. The process took him one month. He usually stayed in the classroom with the students during class periods, in order to have first-hand information of what went on in the class. He also took time to interact with some of the students as well as the teachers.

### **3.7. Ethical Considerations**

To manage ethical issues connected with this study, verbal and written permission were obtained from the head teacher of the school and the participants in the study. The objectives of the study were completely disclosed to participants, and they were made to understand they reserved the right to withdraw at any stage of the interaction if they so wish, for any personal reason. Participants were also made to understand that any evaluation would be mainly for the purpose of the study, and data gathered would be treated with high level of confidentiality. Participants' responses were anonymous. All participants were informed that all the interviews would be tape-recorded and hence, they were not identified by name in any of the data collected.

### **3.8. Validity of Instrument**

Validity is the most important consideration in developing and evaluation of measuring instruments (Ary, & Jacobs, 2002). It is used to determine if an instrument measures what it is intended to measure. Therefore, to ensure the validity of the interview guide as well as the open ended questionnaire, draft copies were given to the researchers' supervisor, a Lecturer of the University of Education, Kumasi, who read through and made the necessary corrections to ensure content validity.

### **3.9. The pilot testing**

To ensure reliability of the instrument used for the study the (open-ended questionnaire, interview guide and observation schedule), a pilot testing was conducted at the Ningo Senior High School in the Ningo Prampram District. Ningo

Senior High School was chosen because it exhibited the same characteristics as the school of interest to the researcher.

The researcher interviewed 4 teachers using the interview guide. Respondents thereafter, were given time to reflect and respond to the questions to the researcher. Ten students answered the questions on the open-ended questionnaire. Their views were collated and studied closely by the researcher. Their responses indicated that both the teachers and the students understood the questions clearly and answered them correctly. However, the researcher arranged with the respondents to discuss and correct any ambiguity, doubt and incoherence that the respondents encountered.

### **3.10. Data Analysis**

Data was analyzed thematically. According to Kusi, (2012) thematic analysis is analytical strategy that requires the researcher to organize or prepare the data, immerse himself or herself in and transcribe the data, generate themes, code the data and describe them. The transcription involved long hours and days of listening attentively to the tape, to hear and understand what transpired, as well as write down all that was said. Clarke and Starr (1967) suggested that the researcher becomes thoroughly acquainted with the data, which may involve reading the data severally. As such the researcher immersed himself in reading and collating of the information according to themes and interpreted and analyzed the results in line with the findings.

### **3.11. Summary**

In this chapter, the study clarified qualitative research as the selected research technique for this research, and also included data collection techniques. It also described how the research instruments were used in the collection of data.

Furthermore, it discussed the ethical considerations, data analysis, validity and reliability of the instrument used in the data collection.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSIONS**

#### **4.1 Introduction**

The results of the research are reported in this chapter. The chapter begins with summaries of the demographics of the students who participated in the case study, and the findings of students' perception towards Social Studies.

The analysis of the respondents was done in three stages. The first stage had to do with the (97) students who answered the open- ended questionnaire as well as (4) students who were interviewed. The second stage deals with the (4) teachers of Social Studies at Sege senior high. The final stage has to do with the observation made by the researcher himself at the Social Studies class.

#### **4.2 Demographic Characteristics of Respondents**

The total of 97 students were sample for the study with the majority being males compared to their female counterparts. More so, most of the study participants indicated that they were between the ages of 15 and 18years. The teachers were mostly degree holders at the time of the study. The teachers have taught between 6 to 8 years in the school.

#### **4.3 Analysis of the Responses from the Students of the Sege Senior High School**

This section has to do with the analysis of the students' responses through the open- ended questionnaire. It covered the areas of the students' attitude towards the teaching and learning of Social Studies, students' perception towards the content and learning experiences of the Social Studies, the effect of the methods used in the



teaching and learning of Social Studies, and the impact of the study of Social Studies in their life.

**Research Question One:**

**A. What is the attitude of Students towards the teaching and learning of the Social Studies?**

Students' attitude towards Social Studies no doubt determines their active participation and interest in the course. From the responses, I discovered that a greater number of the students did not have great interest in learning Social Studies. Most of the students were science oriented, who strongly agreed that the learning of Social Studies will not be of great importance to them. Some others said the course is too abstract and difficult to understand. One of the students responded thus, *“the subject has nothing to do with my career in the future and I do not have much interest in learning the course”*.

From this response one can easily deduce that some of the students lack the orientation why Social Studies was introduced in their curriculum in the first place. Hence their less interest in the course. Their effort is just to pass the course regardless of any knowledge and future benefit that could be derived from learning the course. One of the students also said that,

*“ I don't spend a lot of time in the learning of the Social Studies, I rather spend more time and effort in the learning of the science courses ”*

This response indicated a student that believes learning Social Studies is not necessary and they do not see the need to put in more effort in the learning of the course. On the contrary, a smaller number of the students population indicated that they had great interest in the study of the Social Studies. According to them, the course has a lot to contribute towards their human formation as Ghanaians. One of

them responded as such, *“Social Studies will equip me to live well in the society after school”*.

Others also responded thus, *“I always devote enough time to the study of Social Studies because it has a lot to contribute towards my future life. I found the learning very interesting too”*.

From the above responses, one can conclude that some of the students had a better orientation to the teaching and learning of Social Studies. They appreciated the content of the course and found it very interesting because it has a lot to contribute towards their formation and development.

Conclusively, the respondents have different orientation towards the teaching and learning of Social Studies which has influenced their attitude to the course.

## **Research Question Two**

### **B. What are the perceptions of students towards the content and learning experiences of Social Studies?**

Students' view point or their impression about a particular subject goes a long way to determine their level of appreciation of the subject. Hence, their level of perception can either improve or decrease their attitude and interest on the course.

Looking at the students' satisfaction with how Social Studies is taught and learnt drew my attention to the fact that a greater number of students in the Senior High School showed great dissatisfaction with their learning experiences. One of the respondent said,

*“I do not have much interest in leaning Social Studies. the content is never attractive to me. I always wish the course is finished and gone”*.

This implies that some of the students dodge Social Studies class in order to attend English or mathematics class which they found more interesting. Others also referred to it as unimportant and insignificant. For them, they took the course because the school has asked them to do it. They do not foresee any future benefit from going through the course. Some of the respondents refer to the course as self-explanatory.

According to them, little effort is needed to study the course and pass well. There is no need to give it enough time and energy to study the course and pass well. On this, one of the respondents said, “*I can read the course and understand it well without the assistance of a teacher*”. From this assertion, one can deduce that some students do not take the course seriously. They do not take the period of learning very serious. Their interest is to pass. Participating actively in the learning process for ensure proper understanding of the course is not necessary. Rather, they prefer to spend more time in the learning of other courses that seems more important to them. Their dissatisfaction on the content as well as the learning experiences stems from the fact that some of the students have very poor orientation on the course. They do not know in the first place why they should learn Social Studies. Some of the students believe that they are Science student and as such, Social Studies will be of no benefit to their future career.

Nevertheless, some of the students admitted through their responses that the course brought a lot of exposure into their life. For example, the course drew their attention on the need to take adequate care of their environments and the need to preserve and protect our environments. One of the respondent said,

“*I learnt to appreciate and take good care of my environment through my studies in Social Studies.*”

Environmental care is a very important aspect of the Social Studies curriculum. It enlightens the students on the why and how of taking very good care of their environments. It also drew their attention on the need to be morally upright and the consequences and effects of immorality in the life of young adults. On this, one of the respondent also said,

*“I learnt to be sexually mature and responsible. I was also exposed to the consequences of premarital sex”.*

The information gathered from our respondents showed that few students have positive perception of the content of the Social Studies.

### **Research Question Three**

#### **C. What are the students’ perception of the methods of teaching and learning of Social Studies at the Sege Senior High School?**

Teaching method is an organised process of teaching or impacting knowledge in order to enhance the process of learning. The method used during the process of teaching and learning goes a long way to determine the attitude and interest being exhibited by students during their learning of Social Studies. Some of the comments gathered from their responses showed that the student did not participate much in their learning process. Their experience was more of teacher centred style of learning, whereby all the learning procedures depends solely on the teacher. This style of teaching method, according to their responses, did not encourage them to take some initiatives in their learning process and students’ active participation in class. One of the respondents said, *“I did not participate at all in my learning of Social Studies. I was always listening to the teacher in the class room”.* Involving students in their learning process is very effective in the class room. It encourages active participation

and concentration in the class. It helped them to understand faster. Some of the respondents indicated that on one occasion, the teacher gave them assignment asking them to find the answers themselves. The process helped them a lot in the areas of research and investigation. They learnt to source for information themselves without the aid of the teacher. On this, one of the respondent said, “ *the assignment the teacher gave to us made me to read a lot of books trying to find information to answer the questions*”. Some of the comments gathered from our respondents showed that the process makes learning faster and help the students to contribute in their learning process to a larger extent. Besides, it improved students’ attitude and interest in the study of the Social Studies.

In addition, exposure during learning was one of the points that came out strongly in some of the students responses. Field-trip, excursions and occasional trips to have practical experiences of some of the topics learnt in the classroom was very beneficial as far as learning is concerned. According to the students, “ *I understood all that the teacher was saying in the class when we went out for excursion to have a practical experience of them*”. Therefore, the methods used during the process of teaching and learning influences the students either positively or negatively. Teaching in the class room does not facilitate learning. The teaching method whereby the students are fully involved makes learning easier and faster. The students should be exposed more to other learning experiences like excursion and field trip. It offers them the opportunity to have a practical experience of what is being learnt in the classroom.

#### **Research Question Four**

##### **D. How has the study of Social Studies improved the lives of the students of Sege Senior High School?**

The Social Studies curriculum was designed to bring a desirable change of behaviour in the life of the young Ghanaians. They deal with some pertinent issues about human beings and their environment. For instance, issues about morality, culture, government and politics, rights and obligations, citizenship, environmental care. These topics are formulated to equip young Ghanaians well enough to survive and make meaningful contributions in the Ghanaian society.

The information gathered from the students' responses showed that a greater number of the respondents admitted that their study of Social Studies has really brought a lot of positive changes in their lives. One of the students responded clearly that, *“ my studies of Social studies has drawn my attention to the fact that as a citizen of Ghana, i have to make meaningful contributions towards the growth of the society”*. Secondly, as a Ghanaian, *“ I am entitled to some fundamental human rights which I must enjoy as a citizen of Ghana”*. Also, *“I have come to appreciate my cultural values and beliefs more”*, one of the students responded. The peoples' way of life is very much spelt out in their cultural beliefs. Therefore, the study of Social Studies has helped the students to appreciate not just their culture, but also to appreciate and respect other peoples' cultural beliefs. One of the respondent commented that, *“respecting each other's culture will bring peace and understanding which eventually will enhance national development”*.

Another pertinent issue that came up in the students' responses was the issue of morality which was very much spelt out in their syllabus. According to their responses, their contact with Social Studies drew their attention to the need to be

morally upright. Moreover, issues such as pre-marital sex, teenage pregnancy and cohabitation and its consequences in the life of the young Ghanaians were some of the issues that came up in their responses. One of the respondents also said that “ *self-discipline and self-control is one of the virtues I learnt from the Social Studies course*”. From the students’ responses, one can simply deduce that the course drew their attention to the dangers of living immoral life and the need to appreciate morality as a style of life.

Another important point that came out clearly in the students’ responses in the study of Social Studies was that the study drew their attention to the need to take care and preserve their environment. On this point, one of them responded as such, “ *social studies has helped us to learn how and why we should take care of our environment*”. Their responses showed that having gone through the course, they were seriously transformed as regards their attitude towards environmental care. They formed the habit of keeping their environment clean, because environmental care and cleanliness improves the health and life span of human beings. The general view of the responses from students shows that the study of Social Studies has made very strong impact in their lives.

#### **4.4 Responses from the students who indicated to be interviewed.**

After the open- ended questionnaire was administered to the students of the Sege Senior High School, four of the respondents declared their intention to be interviewed further. The interview was done on individual basis after closing of classes with the permission of their parents. Each of them was interviewed for about fifteen minutes. The exercise was meant to probe further on certain issues that came up after they have answered the open-ended questions.

## Research Question One

### A. What is the attitude of students towards teaching and learning of the Social Studies?

Students' attitude towards Social Studies plays a crucial role in the teaching and learning of the course. The students' attitude towards teaching and learning determines their participation in the class. One of the points that came out clearly from the students' responses concerning their attitude in learning Social Studies has a lot to do with their interest in the course, their performance and the time spent on learning the course.

#### INTEREST;

From their responses, I found out that the students interest to the teaching and learning of Social Studies varied. One of the respondents reemphasised that,

*“some of us do not take the course very serious. Some of us absent themselves from class regularly”.*(SR1)

*“Some come to the class late. Some preferred to attend to other lectures other than Social Studies”.*(SR2).

A critical look at the above responses showed that the students lack the basic knowledge why they should learn Social Studies. They see Social Studies as a course meant for Arts students. The orientation that the Study of Social Studies should improve and equip their lives for the future is very much lacking.

On the contrary, some others indicated that they had great interest in their learning of Social Studies. They were regular during study hours and are always punctual in class. I also observed that the students' intended career after school so much influenced their interest in the course. The Arts students as well those of them



who believed that the learning of Social Studies will help them to survive in the future had a better interest in their learning of Social Studies. One of the respondents also said,

*“the Art students showed greater interest in the learning of the course. They devote more time in the course as compared to the Science students”*(SR3)

Another also said,

*“the course will help me a lot in the future, I devote a lot of time in the learning of Social Studies.”*

These group of responses displayed students who had better orientation with regards to why the course was introduced in the Senior High School. Hence their level of dedication and interest in the teaching and learning of Social Studies.

Again, some students indicated in their responses that there are other subjects that provide citizenship education. Thus, some of them believed that they can do without learning Social Studies. This awareness by the students also affected their interest in the learning of Social Studies. Some of them responded thus,

*“...no, because subjects like government, economics, Religious and moral education also provide citizenship education...”*(SR4)

Another pointed out;

*“...no religious and moral education also provide a little information about citizenship education by the character formation of citizens”*(SR3)

From the responses, it can be concluded that the schools have other subjects apart from Social Studies that teach students concerning citizenship. These alternatives have really affected the interest of the some of the Sege students in the teaching and learning of Social Studies.

Furthermore, students' responses concerning their performance in Social Studies as compared to other core subjects showed that most of the students believe their performances in Social Studies is better than that of other core subjects. And it displays their level of interest in the course. The students gave positive remark regarding their interest and performances in the subject.

### **PERFORMANCE;**

Selected responses are given below;

*"...the course will help me to survive in my country and wherever I find myself. I always do well in Social Studies as compared to the others..."(SR2)*

Another student remarked;

*"...my performance in social studies as compare to the other core subjects, is very commendable. I enjoy the course and put in more effort in the learning of social Studies".(SR1)*

Another student was absolute in his response;

*"Excellent..."(SR4)*

From the trend of responses concerning student's own assessment of their performance in Social Studies compared to other core subjects, it can be concluded that Senior High School students believe they are doing better on the subject. It is a clear indication that some of the students were interested in the Social Studies.

From some of their responses, I clearly observed that the students' knowledge of the importance of the need for them to study the course was the brain behind their good performance in the course. One of them said,

*"Social Studies help us to know our culture and also promote peace and stability and that is why I perform well in the course as compared to the other subjects.".(SR4)*

From the above, it can be observed that the students are fully aware of the benefits and also have the firm belief that studying Social Studies is important and thus relevant to their daily lives. Their performance is a clear testimony that the students have positive attitude and are very much interested in the teaching and learning of Social Studies.

#### **TIME;**

From the foregoing, students were asked to indicate how much time they dedicated to the studying of Social Studies. The responses showed that most of the students dedicated more time to the study of Social Studies. Apparently, a greater number of them were students who were Arts inclined. One of them said,

*“because I so much appreciated the course and considering how the study of Social Studies will improve my life, I devoted a lot of time in the learning of the course as compared to other courses” (SR2).*

On a different note, some of the students had the impression that the course is not meant for the science and its allied courses, rather, is only necessary for the Arts student. And for them, the course has nothing to contribute in their lives. Hence they spend more time in the study and learning of other courses that has something to do with career than Social Studies. One of them said,

*“I give a lot time and energy in the learning of the Science courses because I know they will help me to achieve my career in life” (SR1)*

Another said,

*“Social Studies is easy to learn. I can always study it without spending much time and energy” (SR4)*

Looking at the above responses, one can conclude that the students' career as well as interest goes a long way to determine the amount of time spent on the study and learning of Social Studies at the Sege Senior High School. For instance, the Science students give more time to the study of other courses as compared to the time spent on the study of Social Studies. For them, the course is not very important. For the Arts students, Social Studies is inevitable as far as their future career is concerned. Some of them also found the course as very beneficial to their lives as Ghanaians, hence the need to devote more time in the study of Social Studies.

### **Research Question Two**

#### **B. What is the perception of students towards the content and learning experiences of Social Studies?**

Students' viewpoint about a subject area can significantly affect their ability to learn and understand the subject. Furthermore, their anxieties and attitudes may greatly affect how they perceive their own academic competence (Hopko, 1998). Frustration due to the lack of in-depth understanding may discourage students from pursuing a particular subject. The way students perceived Social Studies determines their seriousness in the learning process.

However, these themes came out clearly from the students' responses. Career, teaching method, environmental care, moral life, Social Studies as electives.

#### **CAREER:**

Some students perceived Social Studies as one of those courses that cannot lead one to pursue a particular career in life. And so, they refer to it as not very important. One of the respondents said,

*“Social Studies is not very important for me. Is one of those courses the school want us to do before we go to our areas of specialization”.*(SR4)

From the above response, one can easily conclude that some students do the course because it compulsory. They do not go through the course for any gain, but because they were asked to do it by the school authorities. However, some do the course because it has something to do with their future career. One of the students said,

*“I will further my studies in Political Science. As a future politician I should have good basic knowledge in the Social Studies”*(SR3)

Another said,

*“I enjoy the course and I intend to be a Social Studies teacher in the future”*  
(SR1)

The students’ responses have clearly shown that the students’ future career has influenced the way they perceived the content and learning experiences of the Social Studies. The Arts students displayed a better attitude and perception of the content and learning experiences of Social Studies. They perceive the course a very important, towards their future career, hence the need for them to take it very seriously.

### **Teaching Method**

The habit of allowing students the opportunity to give feedback will enhance their desire for knowledge. Hence when asked to indicate their satisfaction with how Social Studies is taught most pointed to the fact that, teaching with discussion allows students to develop personal interests as well as motivations which enhances critical thinking and self-confidence. Selected students remarks are given below;

*“No, because some teachers are very boring in class and do not make the subject interesting and so students also do not take the subject serious and allocate few time for it...”(SR3)*

From the responses, it could be observed that generally students were not satisfied with the way and manner the subject was taught in the school, and it will affect student’s interest in learning the subject. The reason that some of the students gave for not enjoying the course, was that, the teachers restricted their teaching to the traditional system, that uses tests to measure how much information a student has retained. Some of the comments passed are as given below;

*“The teacher uses only textbooks, with little or no thought-provoking materials. Other teaching and learning materials were not used.”(SR2)*

That notwithstanding, when students were asked about whether dramatization, role play and field trip arouse student interest in Social Studies the responses from students affirms the fact that students interests in a particular subject is kindled by the method of teaching the subject. Selected remarks have been given below;

*“...yes as we are moved by what we see and hear and learnt we are more interested when we are introduced to such activities...”(SR2)*

*“...yes students when on field trips get to experience the practical aspects of what they have learnt in schools...” (SR4)*

The responses imply that Social Studies teachers using dramatization, role play and field trip will go a long way to arouse the interest of Senior High School students when it comes to learning Social Studies.

As a follow up, students were asked to describe how their learning experiences enhance their learning of Social Studies. The results showed that the majority of the students were positive in their description of their experiences enhancing their learning of the subject. The students believe that, their learning experiences made

them take the subject more seriously as it is becoming more effective in learning the subject. Selected responses are as given below;

*“my learning experience enhanced learning of social studies. Learning experience makes the subject very easy to study and it gives me more pleasure and encourage me to learn...”(SR4)*

Learning experiences has to do with bring the curriculum into reality. This reality involves the activities and relationships that goes on between the teacher and the learner. The proper implementation of the curriculum is assed based on the level of relationship that went on between the teacher and the leaners. The motive of the relationship is to enhance proper learning and understanding. The of that relationship is referred to as teaching methods.

### **Environmental Care**

When asked of how they got informed about environmental care in their respective societies, they responded that, it was through the study of Social Studies. The majority of the students reported being informed about how to protect the environment and keeping the natural environment clean. Selected comments below reflect the demeanour of students.

*“I have been informed not to destroy the land and plant. Also, not to pollute the water bodies and air ...”(SR4)*

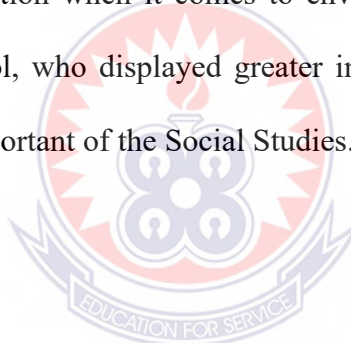
*“I have been informed that the environment needs a lot care because it is like a child growing up, if you give it poor care it can't grow well ...”(SR1)*

Another also said,

*“I have learnt to desist from any actions that would destroy my environment and due to that I like to preserve and protect my environment and with the help of social studies I have been informed that, one must keep and care for the environment by not dumping into water bodies and we should weed around...”(SR3)*

The curriculum was designed in such a way that it will instruct and inform the students on the importance of environmental care and preservation. The above responses confirmed the fact that students have so much appreciated the course in this regard. The importance of afforestation was stressed in their responses. This a situation whereby more trees are planted, while the old ones are preserved. The trees serves as a means of wind erosion as well as a means of purifying the environment. Deforestation , which the act of cutting down trees were very much discouraged, because it is a way of exposing the environment to erosion as well as all kinds of pollutions in our environments.

From the results, it can be concluded that Social Studies remain for students a major source of information when it comes to environmental care. The students of Sege Senior High School, who displayed greater interest and put in more time and effort testifies to the important of the Social Studies.



### **MORAL LIFE;**

The students were asked how Social Studies curriculum exposes them to good moral behaviour. Students' responses to the question were varied from exhibiting good behaviour to other behavioural traits. More than half of the students commented that the study of Social Studies made them put up good behaviours. Selected responses are as follows;

*“Social Studies curriculum has exposed me to good moral behaviour because it has informed me to give respect to elderly people and also humble myself in the society...”(SR3)*

*“it exposed me to live moral life in the society which would aid in development and life improvement” (SR4)*



From the responses given, it can be asserted that senior high school students recognize that the subject is impacting positively on their moral life.

Furthermore, the students were asked how the study of Social Studies can shape their lives for the future. The students also gave a positive outlook on the subject and how it affects their future lives. The students showed optimism for having studied the subject, it helps them to develop and cultivate some relationships with others. Also it enables one to put up good moral behaviour. Some others saw the effect of the study of Social Studies on their lives from the nationalistic or patriotic standpoint. Some of the responses have been given below;

*“Social Studies help student to know about their cultural norms, value and traditions which help to shape their life in future” (SR1)*

*“...through the teaching of moral values, it educates us on how we as a citizens of Ghana should behave with reference to tolerance, chaste living and our responsibilities in order to have peace and stability...” (SR2)*

From the responses concerning the question, it can be concluded that students believe Social Studies has a positive impact on their lives hence studying the subject will positively shape their lives for the future.

### **Social Studies as elective or core subject.**

From the responses it could be observed that students became interested in studying the subject hence, when asked whether Social Studies should be made an elective or core subject at the Senior High level, a situation whereby Social Studies is made compulsory for every student irrespective of your area of specialization or a situation whereby the course is made optional. The responses showed a clear division of opinions among the students. For the Science students, they were of the opinion

that Social Studies should be elective so that each student decides to do the course or not.

However, some of the students were against the idea of making Social Studies an elective subject due to the fact that making it an elective subject denies most people who might not choose a program of study that involves Social Studies and its relevance importance to life. Selected comments in this regard have been given below;

*“no, if it becomes elective a lot of people will not benefit but because is a core we all study it...”(SR2)*

*“no because the subject like government and history has taken the lead by proving the detailed information already...”(SR2)*

*“...it will not be a good idea because there are some topics in social studies everybody has to learn about...”(SR1)*

The students were asked why they suggested that everyone should learn the course. Some of the students have this to say,

*Social studies is a course that every Ghanaian who wishes to be fully integrated in the society must take seriously. It enlightens us about the society we live. And how best to make meaningful contribution towards the progress of our community.(SR4)*

Also,

*It draws our attention to issues about governance with reference to the Ghanaian society. Through the course, I got to know that Ghana practices a unitary system of governance. I also saw the need for everyone to participate actively in politics for the good of the masses. It also enlightened us on our rights and obligations in the Ghanaian society.(SR3)*

Another respondent said,  
*It deals directly with social issues and shapes the life of the people  
It enlightens us more on the values of the community and the lifestyle we must uphold in Ghana as good citizens (SR2)*

From the responses, the perception of some of the students of Sege on Social Studies was very positive. For them, it was a very good experience going through the

course. One of the respondents is of the view that every Ghanaian must go through the course so as to enjoy some level of enlightenment about our Ghanaian society. Thereby assisting us to make meaningful contributions in the Ghanaian society. Hence the need for the Social Studies to remain a core course, so that every students at the Sege Senior High School should go through the experience of going through the course.

Nevertheless, some of our respondents are of the opinion the study of Social Studies should be optional. They were of the view that social studies should be done by Arts students alone. They saw the course as not very necessary for Science students. Then, they could not make out any relationship between Social Studies and Sciences courses. For them, it was not very necessary.

### **Research Question Three**

#### **B. What are the students perception of the methods of teaching and learning of Social Studies at the Sege Senior High?**

##### **TEACHING STYLE;**

The teaching method can be said to be a systematized and ordered way through which the act of teaching is performed in order to accomplish the set objectives of instructions. No doubt, the teaching methodology has a lot of influence as to find out if the learning process will take place or not. Based on this, the students were asked question on their experience of the teachers teaching method in the classroom. One of them said,

*The teacher was only talking to us in the class. He never took us out to have a practical experience of what we have been learning. And it took me extra effort to study because I have never seen some of the things he has been saying in class.(SR1)*

They were also asked how the class based teaching and learning has influenced their learning process. One of them also said,

*I did not have a practical experience of the course. I only heard things that I am not familiar with and as such my interest in social studies went down drastically. The teacher does not engage us during lectures, he does most of the talking. He did not give us the opportunity to source for information ourselves because we did not have enough textbooks for the course. (SR4)*

They also asked their level of understanding of the course. One of them said,

*The teacher did not consider our level of understanding. He taught us as undergraduates and it actually affected our ability to grasp the vital concepts in social studies. I never followed the trend of his Taught. I also sat in the class without learning much. (SR3)*

From the comments made by my respondents, one can easily deduce that the method of teaching which some of the students experienced did not encourage them as far as learning Social Studies is concerned. It was more of a teacher-centered method of teaching. Whereby the teacher does most of the talking without getting the students involved in the learning process. And it so much affected their active participation in class. The teacher should doubt a method that carries everyone along in the class. He should have considered the fact that all the students do not have the same learning capability. Some are very slow learners, while others learn very fast. Also, he should have taken the pains of explaining the concepts gradually. And that would have enabled the students' to understand and enjoy the course.

The students went on to say that,

*“We should have had a practical experience of all we learnt in class. We should have gone for a field trip experience and excursion to see things for ourselves in reality. It should have made the course very practical, easy to understand and interesting.” (SR1)*

However,

*The teacher gave us some topics to research on and make presentations in groups. It made me read a lot, thereby gaining a lot of knowledge on the course. He also gave us room for discussions in the class on what we learnt in class thereby getting us always occupied while in class. We dramatized some of the topics, like the parliamentary system of government. In fact it made us have in-depth understanding of the course. It also made the course very interesting.(SR4)*

The above responses gave a strong indication that method of teaching enhances the learning process. It enables more learning to take place at a shortest given time. If the students were exposed to the field trip as well as excursion experience, it would have made learning very easy for the students. It would have also enhanced their interest in the course. Teaching and learning will be very easy, because it makes the learning process very practical and faster. It would have minimised classroom distraction to the barest minimum, and heightened their level of concentration during the entire duration of the course. The method used during the process of curriculum implementation goes a long way to determine how the process of learning will take place. It also determines if the expected change of behaviour will take place.

#### **Research Question Four**

##### **D. How has the study of Social Studies improved the lives of the students of Sege Senior High School?**

The goal of Social Studies is to prepare young people to be good citizens in a world that is becoming more and more complex. Familiarizing each generation with a system of beliefs and values pertaining to all cultures provides students with concrete information to help them develop a sound awareness of the world. In the Ghanaian

educational system, the Social Studies curriculum is one of the most influential ways in which the country attempt to achieve the goal of exploring these central values with our children. Based on this, the senior high students were asked series of questions concerning their perspectives on the influence Social Studies had on their lifestyle.

### **SOCIALIZATION;**

Students' responses concerning how their behaviours have changed as a result of Social Studies show that the majority of the responses recognize the positive influence learning the subject has had on their behaviour. The students believed that Social Studies have made them develop new attitudes towards nation building, especially socialization and respect. Selected comments are as follows;

*“it has helped me to socialize with other people in the society and also give respect to everyone that come my way; social studies changed my behaviour towards development and maintenance of project in the society...” (SR2)*

*“I have learnt to accept every ones' view and how to relate with other people to bring peace, and due to my knowledge in the Socials Studies, my life has more improvement...” (SR3)*

Another also said,

*“The study has improved my relationship with people of other cultural background different from mine”.*

From the results, it could be seen that generally Social Studies education is having a positive influence on the lives of the Sege Senior High School students. The success of Ghana's stability and growth depends strongly on its educational system.

As a follow up, the students were asked to indicate whether the positive influence Social Studies is having on them is translating into their learning. Responses show that most of the students conceded that Social Studies help them to realize their

relevance in society which is encouraging them to learn more about the subject.

Selected responses have been given below;

*“Yes due to the interest I had in the learning, it reviewed our lives for the future because what we learn is different from how we do our things...”(SR2)*

*“...yes! because social studies is a broad subject which teaches us to clear all stagnant waters and chocked gutters to prevent sickness...”(SR3)*

The trend of responses intimates that learning Social Studies in school has improved the personal lives of students as they will have a sound understanding of their country’s culture and historical development.

#### **PEACEFUL-COEXISTENCE;**

Again, students were asked to indicate what the subject has taught them about Ghana. The students recognize the various lessons they have experienced going through the subject especially what the subject has taught them about the Ghana under a series of topics.

For many of the students, concerning peaceful co-existence, Social Studies has taught them to live peacefully with their neighbours whereas significant others maintained it has helped them to be morally upright. Some of the responses have been given below;

*“...it has made me aware of the importance of peace among neighbours and those in my community and has made me accept the views and opinions of other people to avoid conflicts...”(SR1)*

*“...learning social studies has taught me how to settle all the misunderstanding between two people, and it means living together in unity and not looking down on others...”(SR4)*

*Another said,*



*“...that violence retards development and nation building; peaceful resolution of our differences in Ghana is a better option. Social Studies has enlightened me to this fact.”*

From the above responses, students of the Sege Senior High School recognized the fact that the Study of Social studies has brought a lot of awareness on the need to live in peace irrespective of our individual differences. Violence will never be a good option, rather seeking the assistance of the judiciary as well as the members of the law-enforcement will go a long way to restore peace in the Ghanaian society.

### **RELIGIOUS TOLERANCE;**

Under religious tolerance; the responses showed that students clearly understood the essence of tolerance in their daily lives.

*“Religious tolerance means people allowing other people to think or practice their preferred religious and beliefs. Social Studies has educated us on how willing to accept other people’s beliefs and their way of life without criticizing them even if we disagree with them...”(SR2)*

*“Social Studies has educated us on how to accept other people’s beliefs and their way of life without criticizing them even if we disagree with them and it has made me accept the views and opinions of other religious groups to avoid conflicts...”(SR3)*

The responses suggest that as a result of the subject students are able to accept the beliefs and the way of life of other people which is necessary for peaceful co-existence. From their study of social Studies, students have learnt to respect other religious beliefs different from theirs. Every religion should be appreciated in Ghana and be given the accorded respects due to them. No religion is superior to the other.



With this understanding therefore, our religious differences in Ghana should not be a source of conflict or disagreement, rather it should be a source of unity in Ghana.

### **SOCIAL COHESION;**

Again, relating to social cohesion most of the students interviewed had positive experiences from the study of the subject. The subject has taught many to be cooperative in all their endeavours towards the wellbeing of the members of society and also standing up against exclusion and marginalization, to create a sense of belonging. Comments from the students reflect this assertion with the following remarks to that effect;

*“Social Cohesion is the willingness of member of a society to cooperate with each other in order to survive and prosper and also, I have learned that cohesion means social relationship that binds people together...”(SR2)*

*“Social studies has made me develop positive attitudes that creates a sense of belonging and work for the good of all which has helped me to know to accept all kinds around me in a peaceful atmosphere...”(SR4)*

The responses showed that through Social Studies, students of Sege Senior High are developing positive attitudes towards the country as they have become more aware of their sense of belonging. The study of Social Studies has brought a lot of consciousness to the students of Sege Senior High with regards working together to build up Ghana . The different groups that exist in Ghana have the responsibility to contribute meaningfully towards the growth Ghana. But , this noble ambition can only be realized if the different groups and individual come together to assume this great responsibility of building the nation.

## **CIVIC DUTIES AND RESPONSIBILITIES;**

And then in terms of civic duties and responsibilities the students were again positive concerning their experiences with their civic duties and responsibilities. Students now think of obeying the laws of the country than before. They accept that as part of their commitments to ensuring the social system is sustained. Some of the comments follows;

*“...it teaches that Ghanaian properties belongs to all citizens, therefore, needed to be protected. Also, it has made me aware of the importance of paying my taxes and other levies and engaging myself in activities like communal labour...”(SR3)*

*“...it tells us our responsibilities as individual in our nation example the right to vote or right to pay tax...”(SR1)*

*“...the subject has helped me to know my civil duties and responsibility which is expected of me as a citizen of a country.”(SR4)*

From the responses concerning the learning experiences students have had as a result of studying Social Studies, the results give the impression that students recognize the importance of learning Social Studies to their daily lives as part of a bigger community. The study drew their attention to their civic duty and responsibility as Ghanaians. Therefore, every Ghanaian is expected to pay his or her taxes promptly so as to enable the government to provide the necessary amenities for the entire Ghanaians.

## **CULTURAL TOLERANCE;**

That notwithstanding, the students were asked to respond to how effective Social Studies has helped them to foster tolerance and appreciation for cultural differences. Remarks from students points out that the subject is helping students to be more tolerable towards one another in spite of the delicate social system we have

which is coupled with highly held cultural norms. Some of the students alluded to this by stating the following;

*“it teaches us that we are all one people, therefore, we should stay in love and respect all our cultures...”(SR3)*

*“...through the subject, I have learnt of various cultures and how to deal with them all...”(SR4)*

He was quick to add that;

*“with the help of the subject, I have come to understand that we have many cultural differences in the world that I have to accept all...”(SR1)*

The trend of the responses implies that students are embracing the concept of oneness as the subject is making them aware that everything in the universe is connected. With their knowledge in the Social Studies, they have come to appreciate their cultural differences in Ghana. The cultural varieties in Ghana should not bring division, rather, rather we should see ourselves as a gift to one another.

#### **HUMAN RELATIONSHIP;**

The students were asked to indicate how Social Studies has influenced their lifestyles. The students stated that, Social Studies have positively influenced their lives as students. Students confessed it has shaped their personality and it is enabling them to know how people behave as well as learning to accept people for who they are. Selected comments to that effect are as given below;

*“...it influences me positively in my interaction with other people in the society, and it has also broaden up my knowledge to know more about my culture...”(SR3)*

*“...it has influence my lifestyle in the sense that it has helped me to*

*be more sociable now than first...”(SR2)*

Another remarked;

*“...it has influenced me on the need to cooperate with others in the society towards development and peacemaking even how I dress and how I keep my surroundings clean...”(SR2)*

From the responses, it can, therefore, be concluded that the teaching and learning of Social Studies at the senior high school level is transforming the lives of students. The subject have made the students to have better human relationships and more sociable as well.

### **MARRIAGE, DEMOCRACY AND ENVIRONMENTAL CARE;**

Also, the students were asked to point out the most interesting aspect of the Social Studies curriculum. Summary of the responses shows that topics concerning marriage, the environment and governance remained the most interesting topics for the students. Most asserted that marriage is a union that bring people together whereas others maintained that, they consider environmental related topics interesting. Below are a few selected responses;

*“...marriage is a union between a man and a woman who have agreed to live as husband and wife which is accepted by the community...”(SR2)*

*“I think the subject has given me background knowledge of how a democratic government operates, especially in the democratic world. The subject helps me and my classmates, who want to study political science and history at the university...”(SR1)*

*“...about the environment this is because it teaches us on how to maintain the environment without destroying it. Also, social studies help us to get knowledge and training which will help them in the future...”(SR4)*

From the responses, it can be concluded that topics concerning the concept of marriage, the environment and governance are those that Senior High students have a lot of interest in.

### **IMPROVED LIFESTYLE;**

The students were further asked about how the subject has shaped their respective lives based on the experience they've had from the Social Studies. The result validated that Social Studies has shaped the lives of the students based on the information they received from the subject. The results further gave the impression that it helped the students to improve on their general lifestyle and also makes them worthy members of the society. Comments from the students are as given below;

*“self-concept; means it helps me to understand the real person , my perception and also how to move on in life and it helps me shape my lifestyle in the society and the people I am living with...”(SR1)*

The results show that students are aware of the fact that studying Social Studies as indeed shaped their lives towards becoming better people in their respective societies as students now better understanding and are fully aware of who they are. That notwithstanding, the students were further asked to indicate whether it has affected their daily living and their responses were varied regarding the extent to which the subject had effected s their respective lives. Most of them spoke about the fact that they have become aware of themselves and their personal identities. Some of the responses have been given below;

*“... because some bad cultural practices were enforced in our community, social studies explain the need not to keep those information and practices...”(SR2)*

*“self-concept. this is because it helps me to understand the real person of me, my perception and also how to move on in life...”(SR3)*

The responses imply that Social Studies is impacting on the personal lives of the students as it has created for them some form of self-awareness which is an important tool for personal growth.

Nonetheless, the students were given another opportunity to recount how learning the subject has affected their daily living. Again, the responses were in the positive to the effect that through Social Studies they are able to keep good personal hygiene as well as to remain chaste. Selected responses are as given below;

*“...reproductive health because it tells me to bath and brush my teeth wash my clothes etc. every day in order to keep the body clean...”(SR3)*

*“...personal hygiene I have learnt to keep myself clean and my environment as well, it teaches me how to dress...”(SR1)*

*“chaste life, through the act of living a chaste life you are acceptable to and in the community because it changes the life of human it makes us fit in the community...”(SR4)*

#### **4.5 Responses from the Teachers of Sege Senior High School**

The interview guide was used to source for information from the teachers of the Sege Senior High School. The interview guide covers their attitude to the study of the Social Studies, their perception of the study, their perception of the teaching method in the teaching and learning of Social Studies. Four teachers were interviewed.

#### **Research Question One**

##### **A. The Students attitudes towards teaching and learning of Social Studies**

The attitude of students towards the teaching and learning goes a long way to determine to what extent the teaching and learning will take place. It influences

students' achievements in the course. It is on this background that the researcher intends to investigate the attitude of the students of the Sege senior high during their learning experiences of the Social Studies by interviewing the teachers who are at the center of the curriculum implementation. The teachers admitted that the attitude of some of their students that came out clearly during the teaching and learning of Social Studies is interest.

### **INTEREST;**

One of the respondents said,

*“Some of the students do not pay attention to the study of the social studies. Some of them have been found doing their personal things when they are supposed to be listening to the lectures in the class. They are not mostly interested in the learning process rather, they only make effort to get good grades during exams”.*(TR1)

Also,

*“they find it difficult buying the necessary textbooks in social studies. They give wonderful reasons for not buying them. And so , they do not see the need to do extra studies apart from the normal school programme.”*(TR4)

Another also said,

*“They register for extra classes in other subjects like English , mathematics and Science , but for the Social Studies , they do not see the need to seek extra help in learning the course”.*(TR3)

From the above responses, it is concluded that the students' interest played a very important role in their learning of the course. Some of the students displayed great interest in the course, which influenced positively the teaching and learning of the



course. Others, showed little or no interest in the course. Their poor interest nevertheless, affected their learning of the course. They just went through the course without the course passing through them.

They can get good grades without learning much as far as the course is concerned.

### **PAUNTUALITY;**

Another attitude which the students displayed during their study of Social Studies has to do with their lateness and absentees from classes.

One of the respondents also said,

*“Some of the students do not come to the Social Studies class early as compared to other courses. I have advised and punished them on several occasions but no improvement. They always feel they have nothing to lose”(TR1)*

Another also said,

*“Some do not come to the Social Studies class on several occasions because of other courses that seem more important to them”(TR2)*

From the above responses, one can conclude that some of the student do not have good or positive attitude towards the study of the Social Studies. Some of the reasons could be that some of the students are science students. And so did not see any need to spend enough time studying Social Studies since they believe that it has nothing to contribute towards their future carrier. They rather prefer to devote more time in the science courses. Some of the students come late to the class on regular basis. Others are not regular in the class during the teaching and learning of Social Studies.



On the contrary, a greater number of the students were regular and punctual during class hours. They displayed great interest in the teaching and learning of Social Studies.

### **PARTICIPATION;**

One of the students' attitude that came out clearly from the teachers responses has to do with participation in the Social Studies class.

One of the teachers said,

*“Most of my students have positive attitude towards the learning of the Social Studies in the class. They participate actively and asked question for clarification. They displayed great interest in the course” (TR3)*

In addition,

*“They took their assignment very seriously. They come to the class regularly and on time. They found the class very interesting” (TR4)*

Most of these students who displayed great interest in the study of social studies according to the teachers were mostly students who were Arts inclined. They strongly believe that the course will definitely assist them in the proposed future carrier.

On the other hand, Some of the students did not display active participation during the teaching and learning of Social Studies. One of the teachers said,

*“some of the students just sit in without concentration during class hours. They do not ask questions in the class, neither do they copy notes in class” (TR1)*

Another also said,

*“some do their private things during class hours. Others engage in private discursions” (TR3).*

From the teachers' responses with regards to the students' participation, one can easily deduce that their level of participation in class vary. Those who displayed great interest in the course had a better participation that those who had very low interest in the teaching and learning of Social Studies.

## **Research Question Two**

### **B. What are the perceptions of the Sege Senior High students towards the content and learning experiences of Social Studies?**

#### **SPECIALIZATION;**

The students' perception towards the teaching and learning of Social Studies vary. It sometimes depends on the interest of a particular student or their area of specialization.

One of the teachers said,

*“the general impression about students on the teaching and learning of Social Studies is that the course is meant for the Arts students”*(TR3).

Again,

*“Other students who intend to specialize in other areas of study, apart from Social Studies do not take the course serious”*.(TR1)

Another teacher also said,

*“some of the students have the impression that Social Studies will not assist them in any way towards their future career”*.(TR2)

On the contrary, a good number of the students, according to the teachers have very positive impression about the study of the Social Studies. Some of them are very much aware of the intended reason for the young people to go through the study of the Social Studies. One of the teachers said,

*“Some of the students are aware that the course will help them to be good citizens of Ghana in the future” (TR2)*

Another teacher also said,

*“They so much appreciated the content of the course with reference to the area that talked about the social co-existence of people from different cultural background”. (TR4)*

Social Studies curriculum was designed in such a way that every student should go through the course irrespective of their specialization. The aim is to equip every young Ghanaian to fit into the society as well making adequate contribution in the area of politics and environmental care. The teachers also said,

*“A good number of the students believe that Social Studies is a course that every young people must go through as far as learning is concerned. According to them, the course prepares one to fit in well into the community he or she finds him or herself”. (TR3)*

Based on this background, the students make great effort in the learning of the course. On like those students that displayed very negative view about the study of the Social Studies.

#### **Research Question Four**

#### **C. What are the students’ perception of the method of teaching and learning of Social Studies?**

##### **TEACHING STYLE;**

Teaching method has to do with the organised process to facilitate learning and motivating learners to have interest in what is being transmitted to them (Banahene & Sarfo, 2003). The method applied during the curriculum implementation affects the

attitude as well as the interest of the students in the learning of the Social Studies. Unfortunately, the teachers of the Social Studies admitted that only a few methods were used in the teaching and the learning of Social Studies.

One of my respondents who affirmed the above assertions said, “ *I only used lecture method in teaching my students in the class. They only copy the notes I gave them in the class.*”(TR1)

Also,

“*They do not have access to a good library for further research in the topics we did in the class. They depend solely on what is being taught in the class*”.(TR2)

From the above assertions, one can deduce that the only possible method of teaching in the class, is the teacher- centered learning method whereby the teacher did all the talking, while the students listened and took note. They do not contribute much in their learning process. Nevertheless, the method helped the teacher to cover more content within a short space of time, but the students’ contribution is minimal. On this, one of the respondents also said,

“ *due to the limited time allocated to the teaching and learning of the Social Studies, discussion as a method of teaching and learning could have been introduced to speed up the learning process*”.(TR1)

It involves the exchange of ideas and feelings among students or among students and teachers. It is a useful way of assessing the students before, during and after the lecture. A teacher also added,

“*Students become very active in class. They learn how to express themselves confidently. It enables the students to develop a sense of belonging.*”(TR4)

Demonstration is another method of teaching and learning that could enhance the process of learning. In this case, the learner views a real or lifelike example of what is being taught in the class. It can be executed by the teacher or learner. It can also be delivered with the aid of a computer or video. On this, one of our respondent said,

*“through demonstration, the learner observes the behaviour exhibited by the teacher and begin to imitate by practising the behaviour as it was done by the teacher”.*(TR2)

The process emphasises learning by observation. The method promotes first-hand experience in the operation of equipment being used. But, the method is expensive and requires enough financial resources.

Field-trip and excursion are two important methods of teaching that are very beneficial in the learning of the Social Studies. They make learning practical and easy. According to one of the teachers,

*“ field-trip and excursion helps the students to have a concrete experience of what they are supposed to have learnt in the classroom. Some of the topics like, the system of Government, are very abstract. The students needed to go to the seat of government in order to have practical experience of what is all about”.*(TR1)

However, the teachers indicated some challenges as regard to this method as far as teaching and learning of Social Studies is concerned. One of my respondents said, *“ field-trip and excursion is very beneficial to the students , but the school did not allocate any money for this very purpose . The only option is to tax the students who most of the time will find it very difficult to pay”*(TR2).

In addition, one of the teachers said,

*“ the field-trip and excursion is time consuming. It will take a whole day to fully complete a particular trip. All other lectures will be suspended. That is one of the major reasons why its implementation is very difficult and challenging”.*(TR3)

Therefore, the ministry of education should allocate some funds for this aspects of the curriculum implementation. Enough time should be allotted for this purpose so that the students can go through a proper and effective method of learning.

### **Data Collected through Observation by the Researcher**

Observation is one of the instruments used to collect data in qualitative research. It gives the researcher the opportunity to interact with the participants in a particular context and setting. It enables the researcher to have first-hand information on the case under study. Observation does not rely on what people say they do, or what they say they think. It draws on the direct evidence of the eye to witness events first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens. (Denscombe 2008). Based on the above premise, the researcher with the permission of the headmaster and the class teacher went to the class to observe so as to have a first-hand information regarding the students' perception of the study of the Social Studies and its implementation. I conducted the research as a participant observer. I sat in class observing the students' response to the teaching and learning of Social Studies for one month. My findings were recorded on an exercise book. The findings were used to either confirm or disprove the findings from both the teachers as well as the students of Sege Senior High School.

## **Research Question One**

### **A. The Students' attitudes towards the teaching and learning of Social Studies.**

#### **PAUNTUALITY;**

I observed that some of the students came to the class late. Some of the students did not come to the class at all for lectures. Some of them leave the class while the class is going on. Their participation in class was not encouraging. Some of them did other private things in the class. Some of them engaged in private discussions. In one occasion I saw one of them doing his assignment on mathematics in the Social Studies class while the class was going on. Some of the students, were always in the class early for lectures. They concentrate while the lecture went on. They asked questions frequently seeking clarification on the topic being taught.

## **Research Question Two**

### **B. The perception of the students towards the content and learning experiences of Social Studies at the Sege Senior High?**

#### **SPECIALIZATION;**

Their general perception of some of the students about the course was that, Social Studies is meant for Arts students and its allied courses. Furthermore, it is mostly important for those who are Art students. These are the impression I gathered through my personal interaction with the students in the class. These orientations are very much influential as far as their interest in the learning of the Social Studies is concerned. I realised that those who perceived the course as very interesting and beneficial to their life as Ghanaians are mostly Arts students. According to them, the course will help them to be better citizens of Ghana. For the Science students, the

course had nothing to contribute in their lives. They study Social Studies because the school has given the directives for them to do so.

### **Research Question Three**

#### **C. What are the students' perception of the method of teaching and learning of Social Studies?**

##### **TEACHER CENTERED TEACHING METHOD;**

Teaching method no doubt affects the learning process of Social Studies. Through my investigation in the class I observed that the learning process so much depended on the teacher. He was doing most of the talking. The students were listening and taking notes. He does not involve the students in the learning process. I did not see the teacher using any other teaching methods like dramatization or discussion to speed up the learning process. He asks them questions sparingly. Inquiring from him, he said that he has a lot of topics to cover within a short space of time. He also complained that the students are disinterested when it comes to contributions during class periods. Only very few of the students have the Social Studies textbook in the class. I also observed that the entire teaching and learning process was done in the classroom. There was no opportunity to have a field trip experience or excursion to have a practical experience of what was taught in classroom. Upon investigation from the teacher, he complained of the lack of funds. According to him, the school does not allocate any fund for that purpose. The students are not able to take the financial responsibility due to their poor background. The only option was to learn only in the classroom.



#### **Research Question Four**

#### **D. How has the study of Social Studies improved the lives of the students of Sege Senior High School?**

#### **ENVIRONMENTAL CARE, VIOLENCE;**

I had the opportunity of observing the lifestyle of the students in the class, and out of the class. I noticed a gap between what they are supposed to have studied in the classroom and their life style. For instance, some of the students displayed very poor attitude in matters of environmental care. They litter the classrooms with papers and other unwanted materials. I also observed cases of indiscriminate urination in different parts of the school compound. Peaceful resolution of problems was not the case. I observed a situation whereby two students fought in the classroom because two of them claimed ownership of a seat. Instead of resolving the matter peacefully, they resorted to violence. Their attitude towards the school properties is nothing to write home about. Some of them stepped on the desk in the classroom. Some also wrote on the classroom walls. In a particular case, I saw one of the students jumping into the classroom through the window. These habits had raised a lot question, if the social studies they learnt in the class really passed through them.

In summary, for the Sege Senior High School students to be familiar with the interplay between their natural, social and political environment of the country, it is important for them to go through the studies of Social Studies. It is a way to connect children with the past and relate it to the future. Generally, the findings from the students of Sege Senior High as well as the teachers and from my observation, has shown that students have good perception and attitude towards their study of Social Studies, but there are mixed feelings with regard to the extent their study of Social Studies has influenced their individual lives.

#### **4.6 Discussion of the Findings**

The following research questions were formulated to guide the study.

(1).What are the attitudes of the students towards the teaching and learning of Social Studies at the Sege Senior High School? (2)What are the perceptions of the Sege Senior High School students towards the content and learning experiences of Social Studies? (3).What are the students perception of the method of teaching and learning of Social Studies? (4).How has the study of Social Studies improved the lives of the students of Sege Senior High School? The data collected were discussed thematically.

##### **Research question no.1**

**1. What are the perception of students towards the content and learning experiences of Social Studies?**

##### **Data from the Students of Sege Senior High**

This research question is meant to find out the students, orientation about the teaching and the learning of Social Studies at the Sege Senior High school. From the findings, it was observed that some of the students saw the learning of Social Studies as not important. Furthermore, in agreement with Schug, Todd and Berry (1984) who noted that students' perception of Social Studies has to do with how students view the subject, based on the information their senses have received and how this information has been analysed and interpreted. For some of them, the course is only necessary for the Art students. It goes a long way to confirm what Todd and Berry said, majority of students perceived the subject to be uninteresting, unimportant and insignificant (Todd & Berry, 1984). Hence they have little or no interest in the study of Social Studies; rather, they give more time to the study of other courses that seemed more

important to them. It relates to the survey conducted by Shaughnessey and Haladyna (1985), which revealed that most students perceived Social Studies education as boring and irrelevant.

On the other hand, a greater number of the students perceived the course as being very interesting and beneficial towards their future career. In addition, it equipped them to be good citizens of Ghana. This is quite consistent with Blege's (2001) perception of Social Studies as "citizenship education". This finding is also consistent with the citizenship transmission model as stated by Barr & Barth (1977). Citizenship transmission, as an approach that views the primary purpose of Social Studies as inculcating in the youth the fundamental knowledge, values and skills to be responsible citizens. This citizenship transmission model envisions a 'good citizen' as one who is knowledgeable about structure and function of government, uphold, the law and engages in conventional forms of political participation. The transmission position thus view Social Studies as a way of teaching learners about people and society while instilling in them the right attitudes, values and skills necessary to solve personal and societal problems (Ayaaba, 2008). The students indicated that the learning of the Social Studies was a kind of exposure to issues like environmental care and morality. From their responses, one can conclude that they had a positive perception to the study of Social Studies.

### **Data Collected from Teachers of Sege Senior High School**

Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching material and the teaching environment interact with the learner (centre for distance education, 1995). From the above assertions therefore, one can say that the teachers are at the centre of curriculum implementation. Hence the

need to find out from the teachers concerning their own opinion regarding the students' perception of the study of Social Studies. Responses gathered from the teachers confirmed the initial findings from the students that some of them perceived Social Studies as not very important and necessary towards their future life and career. According to teachers, some of the students share the belief that the course is meant for only Arts students and so, they do not see the need to study the course. Some also see the course as cheap and easy to learn on their own. Therefore, coming to the class to learn is not very necessary since they can learn on their own and pass. Thereby, confirming the works of Todd and Berry (1984) who found in their study that students perceived Social Studies to be uninteresting, unimportant and insignificant.

On a different note, the teachers observed that Social Studies remain for most of the students a major source of information when it comes to environmental care. Hence the students agree that the subject is impacting positively on their moral lives. They appreciated the course because it has a lot to contribute in their lives in matters of human development as well as equipping them to integrate well in the larger society. Those who share this view are mostly Art students, according to them. The responses from the teachers also confirmed the fact that what influenced the students' perception to Social Studies is their future career. They do not see Social Studies as a course designed to give them integral human formation, and also exposes them to the social realities of Ghana. Rather, they see it as a course that will only help them to achieve their ambition in life. Those of them, who are inclined to other areas of studies, like the Science students for instance, do not appreciate the course.

### **Data Collected Through Observation by the Researcher**

Through my personal observation and interaction with some of the students of Sege senior high students, I noticed two camps with regard to the students' perception of the study of the Social Studies. The first group had a very naive perception of the study and learning of the course. According to them, the course is uninteresting and not necessary. The view goes a long way to confirm the data collected from some of the students, who do not see any need to study the course. The second group of the students perceive the study of Social Studies as very important and beneficial to their lives as Ghanaians. Some of them clearly stated that every student in the school should go through the course for proper human formation. I also observed that their perception to the study of the course affects their interest in the learning of the Social Studies.

### **Research Question Two**

#### **2. What are the attitudes of the students towards the teaching and learning of Social Studies at the Sege Senior High School?**

This research question is meant to access the students' attitude towards the teaching and learning of Social Studies at the Sege Senior High. According to Agyedu (2005), an attitude is an emotional reaction towards a person or a thing. It is a personal response to an object. Responses gathered from the students revealed that some of the students do not have positive attitude towards the learning of Social Studies. One of them said,

*“many of us do not take the course very serious. Some of us absent themselves in class regularly. Some come to the class late. We do not put in much effort and seriousness to the course. We preferred to attend to other lectures other than Social Studies”*

They exhibit some kind of non-challant attitude towards the learning of the course. It goes a long way to confirm the studies conducted in Australia and the United States to investigate attitudes towards the subject area that a reason for the decline in status is because the topic is not interesting to students (Moroz, 1996).

From the findings of the study, it was also observed that some Senior High School students have positive assessment of their attitude towards the learning of Social Studies. One of them said,

*“I have positive attitude towards the learning of the Social Studies in the class. I participated actively and asked questions for clarification. I displayed great interest in the course”*

This finding is consistent with the works of Gleitman, (1995) who asserted that every attitude is a combination of beliefs, feelings, evaluation and predisposing to act accordingly and that people who differ in attitudes towards teaching and learning of subject at the secondary school level will probably have different beliefs on the subject and evaluate it differently.

### **Data Collected From the Teachers of The Sege Senior High**

Teachers in their effort to fully implement the curriculum with regard to the Social Studies were faced with different kinds of attitudes from the students.

From their responses, it was observed that most of the students had positive attitude towards the teaching and learning of the course. They participate actively in the class, asking questions to understand better what the teacher is saying. They are usually very attentive during class hours. In fact, they showed great interest in the course. Some of the students on the contrary, had very negative attitude in the learning of the course.

*“Most of them were science students. Their participation in class was not encouraging at all. They come to class late. Sometimes not even available for lectures at all. They preferred to spend their time in learning other courses they consider more important than Social Studies, and as such, they do not benefit much in the course. They only try to pass their exams”*

From the teachers’ responses, one can say that the students’ career has a lot of influence on some of the Sege students attitude towards the Social Studies. The non-Art students had the impression that the Social Studies is not important. Hence it has nothing to do with their intended career in life.

#### **Data Collected Through Observation by the Researcher**

Observation is useful in determining what people actually do or how they actually behave in their context (Bell 2008). Through observation the researcher was able to have first-hand information about the attitude of the Sege Senior High students as regards the learning of the Social Studies. It gave him the opportunity to either affirm or disagree with the data collected from the different respondents in the research process. Some of the observations I made is in line with the responses from the students as well as the teachers. The students do not have the same attitude in the learning of the Social Studies. Their attitude varied, most especially from the point of view of career inclination. Those who were Arts students had better attitude to the learning of the Social Studies as compared to those who are Science students.

### **Research Question Three**

#### **What are the students perception of the method of teaching and learning of social Studies at the Sege Senior High School?**

#### **Responses from the Students of the Sege Senior High**

The method used in the teaching and learning of Social Studies can either speed up learning or diminish the process of learning. The responses gathered from the students of the Sege senior high showed that they had the experience of a learning process whereby the teacher does the talking alone without involving the students. One of the respondent said,

*“ I did not participate at all in my learning of Social Studies. I was always listening to the teacher in the class room”.*

This method of teaching does not give room for students contribution in their own learning. For this reason, Aggarwal (1982) emphasized the need for the right method to be used in learning. In the same vein, if the teacher involves the students in some kind of brainstorming, trying to know their view regarding whatever topic being taught in class it will enrich the learning a lot. Asking them to find answers themselves is also very helpful. It make the student to read a lot so as to find answer to the questions.

#### **Responses from the teachers of sege senior high**

The teachers through their responses admitted that they did not use all the necessary methods in the teaching of Social Studies. The method of teaching used was mostly lecture method, whereby the teacher does all the talking, while the students listen and copy notes. Other teaching methods like discursion, field trip and dramatization could have been helpful. According to Meziobi (2008) the teaching



methods makes teaching and learning simple and easy. It was found that Social Studies teachers who use dramatization, role play and field trip will go a long way to arouse the interest of Senior High School students when it comes to learning Social Studies. This finding was found to be in sync with that of Mager (1961) and Haladyna (1975) who found in their respective studies that the method of teaching Social Studies has a unique influence on the curriculum delivery and students as well. It enables more leaning to take place. But because of lack of money, time and other resources, the teachers could not avail themselves of these teaching and learning methods to enhance learning. One of the teachers also said that the time allotted for the teaching and learning of Social Studies is not sufficient for the full implementation of other teaching methods that could enhance and speed up learning.

#### **Data Collected Through Observation by The Researcher**

Through my personal observation and interaction with the Social Studies students of the Sege Senior High School, I was able to confirm some of the data collected both from the students and the teachers. For instance, I observed that the teacher was doing the talking alone while some of the interested students were listening and writing notes. The students were not contributing in the learning process. I also observed that the time allotted to the teaching and learning was very limited. Sometimes, other school activities encroach into the official time designated to the teaching and learning of the course. Interacting with some of the students, I found out that most of them are ignorant of other teaching methods. They confessed that they have not had any experience of excursions, fieldtrip and discussion as other ways of teaching and learning.

#### **Research Question Four**

**How has the study of Social Studies improved the lives of the students of Sege Senior High School?**

#### **Responses from the Students Of Sege Senior High**

The Social Studies curriculum is designed to prepare the young Ghanaian to be good citizens. The study of Social Studies draws their attention to the knowledge of themselves as well as the world around them. Also, it equips them to integrate better in the society. Students admitted that their experience of the study of Social Studies has really drawn their attention to a lot of issues concerning their lives in particular as well as the society in general. One of the respondents said that,

*“ self-discipline and self-control is one of the virtues I learnt from the Social Studies course”.*

Human formation is very important for the young Ghanaians. That is exactly what the study of Social Studies intends to do in the life of the Sege Senior High Students. No doubt, the virtues of self-discipline and self-control are the two pillars that leads one towards success in life. Another student also responded thus

*“...it influences me positively in my interaction with other people in the society, and it has also broadened up my knowledge to know more about my culture...”*

Therefore, the study of Social Studies has drawn the attention of the learners to the need to interact with people irrespective of their background. Gabriel (2008) in addition said that responsible citizens had no difficulty in human relations and further exhibit self-development with a view to becoming better prepared to make positive contributions to the society. It also implies the appreciation of the values of our differences and the dynamism of our diversity as a means to contribute towards the overall growth of the society.

The trend of the responses implies that some of the students are embracing the concept of oneness as the subject is making them aware that everything in the universe is connected. From the responses, it can, therefore, be concluded that the teaching and learning of Social Studies at the senior high school level is transforming the lives of some of the students. The subject has made them more sociable and responsible as well. From the responses, it can be concluded that topics concerning the concept of marriage, the environment and governance are those that senior high students have a lot of interest in.

### **Data Collected From the Teachers of the Sege Senior High**

The teachers who are at the centre of the curriculum implementation have mixed feelings as regards the effect of the study of Social Studies on their students at the Sege Senior High School. The teachers, through their responses acknowledged the fact that the study of Social Studies has influenced the students in different ways. For some, they were affected from the point of view of morality. While others were affected from the point of view of environmental cleanliness. Maybe the students were affected based on their area of interest, one of the respondent said. On the contrary, some of the students have held on to their old attitude as if they have not passed through the course at all. One of the teachers said,

*“ Some of my students still urinate indiscriminately, and also not being able to relate well with people of other cultural background different from theirs”.*

This response confirm the fact that the study of the Social Studies have not really affected the lives of some of the students of Sege Senior High.

### **Data Collected by the Researcher through Observation**

Through my personal observation as well as interactions with the students of Sege Senior High, I noticed a gap between the students' lifestyle and what they are supposed to have learnt. The students seem to have improved intellectually but to what extent has the learning affected their life remains questionable. I observed them displaying characters that are contrary to what they have learnt. For instance, they dispose their waste materials any how in the class room and outside the class. They write on the wall of their classrooms. There is even a situation where one of the students had to jump out of the class through the window. The situation is that some of the student does not display attitudes that relates to what they have studied in the Social Studies curriculum. Evidence from studies suggest that students in school and after school still exhibit attitude that are not in tandem with good citizenship as encapsulated in the Social Studies curriculum (Preece & Mosweunyane, 2004).

In conclusion, Social Studies has become a part of the school curriculum because it explores moral and values which should influence the students positively. It also imparts in them a sound understanding of their country's culture and historical development. From the responses concerning the learning experiences students have had as a result of studying Social Studies, the results gives the impression that some students recognize the importance of learning Social Studies to their daily lives, while others do not.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

Chapter five presents the summary of key findings from the analysis, conclusions that were drawn from the analysis as well as recommendations. The main objective of the study was to investigate students' perception of the study of Social Studies and its implementation on the Sege Senior High School.

#### 5.1.2. What are the perceptions of students about the content and learning experience of Social Studies?

Responses gathered from the students, teachers and through observation showed that some of the students perceived the study of Social Studies as boring and not very important for their future career. On the other hand, a good number of the students perceive the course as being very interesting and beneficial towards their future career. The science inclined students believe that the course is meant for only Arts students and so, they do not see the need to study the course. Some also see the course as cheap and easy to learn on their own.

### **5.1.3. What are the attitude of students towards the teaching and learning of Social Studies?**

Responses gathered from the students, the teachers of Social Studies as well as my personal observation showed that the greater number of the students of Sege Senior High had a wonderful attitude towards the learning and teaching of Social Studies. Those who do not take the study of Social Studies serious and do not responded to all the learning experiences with total devotion were at the minority. Hence the study found out that the students of the Sege Senior High displayed positive attitude towards the learning of Social Studies.

### **5.1.3. What are the students' perception of the method of teaching and learning of Social Studies?**

The systematized and ordered way of teaching makes learning easy and faster. The process of presentation, discursion, dramatization etc makes learning very practical and keeps the learners alive and active. It also helped the students to participate actively in their learning process and concentrate well in the course of their learning. Field trips and excursion brings the content of the course to reality, thereby boosting the interest of the young adults in the course. But the data collected from all the respondents detected that the students had only the experience of lecture method in the study of the Social Studies. Because of want of time and financial constrain, other methods of teaching and learning could not be used.

#### **5.1.4 How has the study of Social Studies improved the lives of the students of Sege Senior High.?**

The students through their responses admitted that the study of the Social Studies had brought a lot of awareness and improvement into their life. The study found that learning Social Studies in school has improved the personal lives of the students as they now have a sound understanding of their country's culture and historical development. However, the responses gathered from the teachers of Social Studies as well as the ones gathered through observation by the researcher revealed that there is a gap between the students lifestyle and what they are supposed to have learnt in their study of Social Studies.

#### **5.2 Conclusions**

From the summary of findings, the following conclusions have been drawn;

The Art students of the Sege senior high school displayed a better attitude to the teaching and learning of Social Studies as compared to the other students.

The student of the Sege Senior High School have different perceptions to the content and learning experiences of Social Studies. They were mostly influenced by their future career.

The students had only the experience of lecture method in their study of Social Studies. Hence, they were not impressed and satisfied with the manner the subject was taught in class.

The study of Social Studies exposed the students to issues about citizenship, morality and environmental care. But there were mixed feelings as to what extent the studies has improved their lives.

### 5.3. Recommendations.

Based on the various findings and conclusions of the study on the attitudes of the students towards the teaching and learning of Social Studies at the Sege Senior High School, the perceptions of the Sege senior high school students towards the content and learning experiences of Social Studies at the Sege Senior High School, the students' perception of the method of teaching and learning of Social Studies on the Sege Senior High School, and how the study of Social Studies has improved the lives of the students of Sege Senior High School, the following recommendations were made;

1. The head teacher should encourage the students through counselling so as to improve their attitude and participation in the teaching and learning of Social Studies.
2. The head teacher should ensure that, the prospective students of Sege Senior High School are given adequate orientation about Social Studies, so as to ensure that they have the right perception of the course.
3. Teachers should explore other styles of teaching like, dramatization, role play and field trip as this will go a long way to arouse the interest of the Sege Senior High School students when it comes to learning Social Studies. The Ghana Education Service (GES) should ensure that enough funds are made available to the Sege Senior High School to assist the teachers to expose the students of Social Studies to other learning experiences like field-trip and excursion.
4. The Ministry of Education must ensure that all the necessary conditions for proper teaching and learning are in place at the Sege Senior High School so as to ensure



effective implementation of the curriculum in the School. When the curriculum is well implemented, it will go a long way to improve the student's life.

#### **5.4 Suggestions for Further Research**

A detailed and extensive research is needed to add or refute the conclusions of this study. The head teacher should critically assess the teaching methodology of Social Studies in the Sege Senior High Schools to see to what extent it will improve the teaching and learning in the school.



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**APPENDIX A**

**UNIVERSITY OF EDUCATION, WINNEBA**

**COLLEGE OF TECHNOLOGY EDUCATION**

**QUESTIONNAIRE (for students)**

*Dear Respondent,*

The purpose of this study is to **EXPLORE STUDENTS' PERCEPTION OF THE STUDY OF SOCIAL STUDIES AND ITS IMPLEMENTATION ON STUDENTS OF SEGE SENIOR HIGH SCHOOL**. This is a partial fulfillment of my Mphil in Educational Leadership programme. I, therefore, solicit your cooperation and consent to participate in this study. The confidentiality of your responses will be guaranteed.

**SECTION A:**

**BACKGROUND CHARACTERISTICS**

1. Gender Male [  ] Female [  ]
2. What form are you? SHS 2 [  ] SHS 3 [  ]
3. Age 16 – 20 [  ] 21 and above [  ]

**SECTION B:**

**STUDENTS' ATTITUDE TOWARDS THE TEACHING AND LEARNING OF SOCIAL STUDIES**

1. How would you assess your interest in learning Social Studies?

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.....  
.....

2. Please is Social Studies the only subject area that provides citizenship education?

.....  
.....  
.....

3. How is your performance in Social Studies as compared to other core subjects?

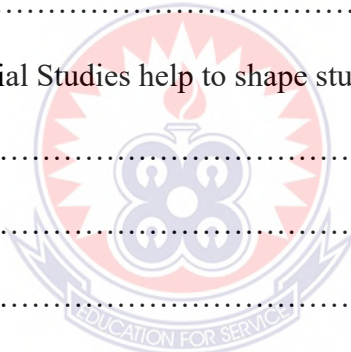
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4. Please how would you rate the importance of the study of Social Studies?

.....  
.....  
.....

5. Please, how does Social Studies help to shape students' lives for the future?

.....  
.....  
.....



6. How much time do you allocate to the study of Social Studies?

.....  
.....  
.....

7. Would you rate your Social Studies as your favorite subject?

please explain.

.....  
.....  
.....  
.....

**SECTION C:**

**PERCEPTION OF STUDENTS TOWARD THE CONTENT AND LEARNING  
EXPERIENCES OF SOCIAL STUDIES**

1. Are you satisfied with how Social Studies is taught (and learnt?)

a. If yes, please explain.

.....  
.....  
.....

b. If no, why are you not satisfied?

.....  
.....  
.....

2. How have you been informed about environmental care in your society through the studies of Social Studies? Give reasons



.....  
.....  
.....

3. How did Social Studies curriculum expose you to good moral behaviour?

.....  
.....  
.....

4. Does dramatization, role play and field trip arouse student's interest in Social Studies.

.....

.....  
.....

5. Please, how do your learning experiences enhance your learning of Social Studies?

.....  
.....

6. Do you perceive any important issue that is not captured in Social Studies curriculum?

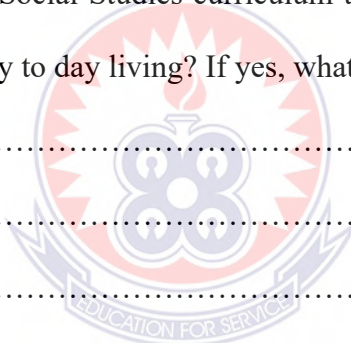
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7. Is there any aspect of Social Studies curriculum that you were taught that you did not find useful in your day to day living? If yes, what are they?

.....  
.....  
.....

8. Would you opt for Social Studies if it were made an elective subject? If no, give reasons.

.....  
.....  
.....



**SECTION D:**

**THE EFFECTS OF SOCIAL STUDIES ON THE LIFESTYLE OF STUDENTS**

1. How has your behavior been changed after the studies of Social Studies?

.....  
.....  
.....

2. Please, would you say your attitude towards Social Studies has positively affected how you learn the subject? Give reasons for option.

.....  
.....  
.....

3. What has Social Studies taught you about Ghana in terms of:

- Peaceful co-existence

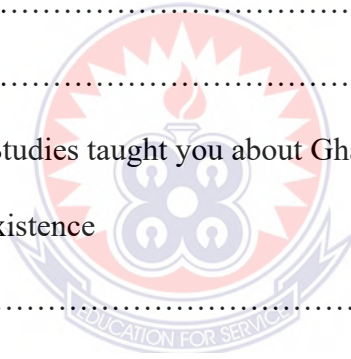
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- Religious tolerance

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- Social cohesion

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.....



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- Civic duties and responsibilities

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.....

.....

4. How effective is Social Studies in helping you to foster tolerance and appreciation for cultural differences?

.....

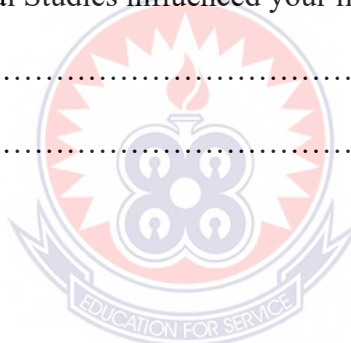
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Please, how has Social Studies influenced your lifestyle.

.....

.....



5. In Social Studies classes, what aspects of the curriculum were:

- a. Most interesting to you, please explain your answer

.....

.....

.....

- b. Helped to shape your lifestyle in terms of the information you were given, please explain your answer

.....

.....

.....

c. Most affected your day to day living, please give reasons for your answer

.....

.....

.....

**NOTE:** Please would you like to be interviewed?

**Yes** [  ]      **No** [  ]



## APPENDIX B

### UNIVERSITY OF EDUCATION, WINNEBA

#### COLLEGE OF TECHNOLOGY EDUCATION

#### SEMI-STRUCTURED INTERVIEW GUIDE (FOR TEACHERS)

*Dear Respondent,*

The purpose of this study is to **EXPLORE THE STUDENTS' PERCEPTION OF THE STUDY OF SOCIAL STUDIES AND ITS IMPLEMENTATION ON STUDENTS OF SEGE SENIOR HIGH SCHOOL**. This is a partial fulfillment of my Mphil in Educational Leadership programme. I, therefore, solicit your cooperation and consent to participate in this study. Confidentiality of your responses will be guaranteed.

#### SECTION A:

#### BACKGROUND CHARACTERISTICS

1. Gender Male [  ] Female [  ]
2. Indicate your profession-
3. Age 24 – 28 [  ] 29 and above [  ]



#### SECTION B:

1. Please, would you say the students attitude towards Social Studies has positively affected their learning of the subject?

If yes, give reasons

If no, give reasons



2. How would you assess the students interest in learning Social Studies?

**SECTION C:**

1. Are you satisfied with how Social Studies is taught and learnt?
  - a. If yes, please explain.
  - b. If no, why?
2. Please, did the learning experiences enhance the students knowledge of Social Studies?  
If yes, please explain?  
If no, please explain?

**SECTION D:**

1. How has the behavior of your students been changed after their studies of Social Studies?  
Explain? Give examples
2. What have your students learnt in their study of Social Studies about Ghana in terms of:
  - Peaceful co-existence
  - Environmental care
  - Morality
  - Civic duties and responsibilities
  - Marriage and Parenting

## **APPENDIX C**

### **UNIVERSITY OF EDUCATION, WINNEBA**

#### **COLLEGE OF TECHNOLOGY EDUCATION**

##### **OBSERVATION SCHEDULE (the researcher)**

The purpose of this study is to **EXPLORE THE STUDENTS' PERCEPTION OF THE STUDY OF SOCIAL STUDIES AND ITS IMPLEMENTATION ON STUDENTS OF SEGE SENIOR HIGH SCHOOL**. This is a partial fulfillment of my Mphil in Educational Leadership programme.

##### **SECTION A**

1. The students' attitude towards the teaching and learning of Social Studies in the class.
  - a. How do they participate in the teaching and learning in the class?
  - b. What would you say about their punctuality and time consciousness, explain?

##### **SECTION B**

2. The students perception to the teaching and learning of Social Studies
  - a. How do they see the teaching and learning of Social Studies?
  - b. What is their perception about Social Studies?

##### **SECTION C**

3. The methods of teaching and learning.
  - a. What is the teaching style used by the teacher?
  - b. How does it affect learning of Social Studies?
  - c. What is the teachers level of interaction with the students in the class?

## SECTION D

4. The students lifestyle / behavior in the class.
  - a. How does the learning of Social Studies improve the behavior of the students?
  - b. How do the students appreciate their learning of Social Studies?

