

UNIVERSITY OF EDUCATION, WINNEBA

**VALUE EDUCATION THROUGH SOCIAL STUDIES: A CASE STUDY OF
JUNIOR HIGH SCHOOL TEACHER PRACTICES IN THE ADENTAN
MUNICIPALITY**



**A thesis in the Department of Social Studies Education,
Faculty of Social Sciences, Submitted
to the School of Graduate Studies in Partial fulfilment
of the Requirements for the Award of the Degree of
Master of Education
(Social Studies)
in the University of Education, Winneba**

JANUARY, 2023

DECLARATION

Student's Declaration

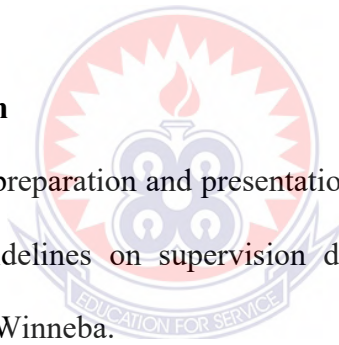
I, Dorcas Gyamfua, hereby declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

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



Dr. Vincent Adzahlie-Mensah (Supervisor)

Signature:

Date:

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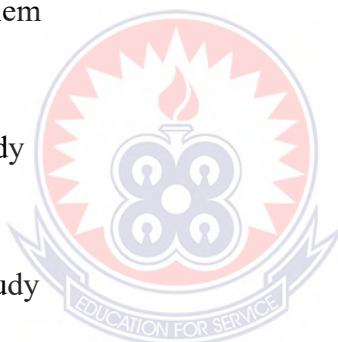
DEDICATION

To my husband, Nash Kwesi Mackin, my children, Kathryn and Eliana Mackin.



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ABSTRACT

The purpose of this study was to provide empirical evidence about value education through Social Studies. The study used a 38-item questionnaires to investigate value education through Social Studies. All the Social Studies teachers teaching in the public Junior High School in Adanta Municipality were used in the study due to their size. 21 out of the total of 26 teachers responded to the questionnaires administered. The study focused on exploring the techniques Social Studies teachers employ in value education, examining the moral values inculcated through Social Studies and analysing teacher practices that promote the inculcation of moral values in students. The results of the study revealed that a greater percentage of the teachers use the discussion technique, the lecture technique and the games technique to teach Social Studies or inculcate moral values into students. The study outcome also showed that role play teaching technique and storytelling technique are used rarely by Social Studies teachers to inculcate through Social Studies included respect/politeness, responsibility, justice and fairness, caring and kindness, civic duty and citizenship. The result of the study showed that the moral value of trustworthiness/honesty is not inculcated through Social Studies. The study again unearthed the fact that teacher practices like setting good examples for students to follow promotes moral values in students. But teachers disagreed that inconsistent behaviour or practices of teachers may promote unlearning of the very values they strive for students to learn. The study revealed that teachers heavily depended on the discussion and lecture technique to inculcate moral values in students. It therefore is recommended that resources should be made available to enable teachers employ other teaching techniques like the role play teaching technique and the story telling teaching techniques to help inculcate moral values in students. It is therefore also recommended that Ghana Education Service (GES) in consultation with curriculum planners should consider including moral values such as trustworthiness and honesty in the Junior High School Social Studies Syllabus to help Social Studies teachers inculcate such equally important moral values in students.

CHAPTER ONE

INTRODUCTION

Background of the Study

In recent times, a great deal of attention has been directed to issues that are seen to be of contemporary global importance. These issues include morality, nationalism, conflict resolution, human resource development, peaceful co-existence and conflict resolution.

Ghana, a developing country, is faced with numerous problems, ranging from political, social and economic. Developmental problems like corruption, dishonesty, lack of integrity, drug abuse, and lack of patriotism can be traced back to bad morals inculcated into the students when they were at the basic level of their educational acquisition through peer pressure, economic hardships, and child abuse etcetera. These children eventually grow up to take up responsible positions in the country when they grow into adults, and those with weak moral values do more to cause harm to the country than good. It is an obvious fact that failure to help students to adopt to right moral values at the basic level of their education, especially at the Junior High School level, will create an unsurmountable problem for the country in the near future.

Moreover, the 20th Annual Conference of Educational Unit which was held in Sunyani in 2006 and also organisations such as the National Union of Ghana Students (NUGS) called for the need to arrest moral decadence in schools and ensure moral revolution in schools (Amponfi, 2006). NUGS for instance, called for the need to arrest moral decadence in Ghana based on its observation that immorality among the country's student populace is on the increase therefore, a nationwide crusade to

confront the situation is very crucial. In cataloguing a list of reported incidents, including rape, drug and sex abuse, pregnancies, vandalism, nudity, stealing, alcoholism and occultism, NUGS argues that these behaviours affect educational institutions in the country thus the need to fight this cancer (Amponfi, 2006).

According to Shilporamidi (2013), development defined in terms of morality has been described as a normative concept which applies to the context of people's sense of morality (right or wrong, good or bad etc.). That is to say whatever is not generally acceptable as right or good in a particular society or nation cannot contribute to development of that nation. This also means that the individual's values and convictions are key determinants to his or her convictions and consequently economic performance. This leaves morality as a key or fundamental tool needed for the development of any nation.

However, researches have clearly proved that teacher's practices play a major role in inculcating moral values into students. Rowe (2004), in a research discovered that teacher qualities nominated by students who achieve best in school, first and foremost includes responses that "this teacher cares" about me/us or "I trust this teacher." This means that teacher's practices like demonstrating trustworthiness, showing care and concern to the students along with other good practices like good communication, being accessible to students, living by a good example etc play a vital role in inculcating moral values into students.

Frelin and Grannas (2010) support the view that a teacher who teaches certain values to students must by himself or herself practice what he or she teaches. This is because the teacher is not only regarded as a referee or a coach by students, but also students look up to the teacher as someone very special, someone to be trusted and loved.

Therefore, when teachers are inconsistent in the dealings with their students, they fall short of the expectation of their students. Lipman (2010) added that when teachers are inconsistent in their behaviour or when they don't live by example, they cause their students to doubt them and that may promote "unlearning" of the very values they strive for the children or students to learn.

The rate of moral decadence in our schools have increased over the past decade though attempts have been made by government, educational institutions, non-governmental institutions etcetera to curb this menace. Further investigations are therefore needed to find out why immorality keep increasing in our schools.

1.2 Statement of the Problem

Social Studies has been one of the subjects that is able to accommodate these growing contemporary trend. It is a subject that encourages critical thinking, creativity, resourcefulness, democratic classroom atmosphere, problems solving skill with emphasis on the affective dimensions of empathy, co-operation, ethical behaviour which are essential for creativity and the right to relate to global issues. Social Studies is not to generate new theories but the utilization of the existing knowledge to solve the problems arising from man's interaction with his environment. That shows that Social Studies is the only problem-solving subject that could accommodate these issues of immorality (Ajiboye, 2003).

To achieve and retain good and strong effective citizens in Ghana and consequently national development, Social Studies being a problem-solving or issue based discipline serve as a tool. This is because it is an avenue for providing young people with a good value education and its consequent responsible character needed for national development. Using Social Studies, therefore, as a tool to inculcate moral

values into students or a tool to give students the needed value education is a key to national development.

Although some work has been done on the importance of Value Education and its contributions to national development, there is still the need to investigate the role of Social Studies in inculcating moral values in Junior High School Students. Moreover, no study has been conducted in the Adenta Municipality, Ghana, about Value education through Social Studies or the role of Social Studies in inculcating moral values into Junior High School Students in the Adentan Municipality, thus, the need to carry out this research is in the right direction.

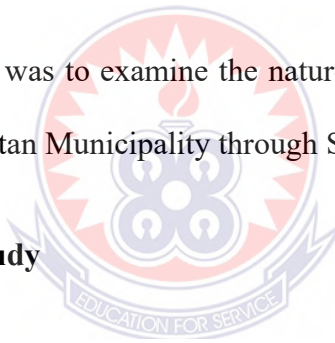
1.3 Purpose of the Study

The purpose of the study was to examine the nature of value education in the Junior High Schools in the Adentan Municipality through Social Studies.

1.4. Objectives of the Study

The objectives were to:

- i. Explore the teaching techniques Social Studies teachers employ in value education.
- ii. Examine the moral values inculcated through Social Studies.
- iii. Analyse teacher practices that promote the inculcation of moral values in students.



1.5 Research Questions

The following are the research questions to guide the study:

- i. What teaching techniques are employed by Social Studies teachers to teach moral values?
- ii. What are the moral values inculcated through Social Studies Education?
- iii. What teacher practices promote the inculcation of moral values in students?

1.6 Significance of the Study

This study would be of particular importance to educators because it investigates the impact and contribution of Social Studies education in inculcating moral values in Junior High School students for the development of the nation. Educators, especially teachers, can use the findings or the information in this research as a tool to educate or teach students on the importance of value education and the contributions of Social Studies in inculcating moral values. This study will again be of immense importance to educators, particularly Social Studies teachers because the study investigates the teacher practices that promote the inculcation of moral values in students. It also investigates the teaching techniques employed by Social Studies teachers to help inculcate moral values in students. Educators can, therefore, use the findings of this research to revise or improve upon their teaching methods so that they can effectively impact moral values into their students.

Secondly, this study will benefit society. Leaders will be informed. This is because moral values play a key role in the character development of students. Moral values like honesty, integrity, fairness, respect, politeness, perseverance etc are key ingredients needed to help students to become what they intend to be in the future.

Students who grow up to be responsible adults are those who have imbibed moral values or have made moral values their habits. The findings of this study will equally help teachers to be able to impart these important moral values into students through effective teaching methods and practices. This study will equally help to stir up students' interest in the Social Studies subject. When teachers review or improve upon their teaching methods, it will help students' interest for the subject to increase and this will go a long way to help students to pass their Social Studies examination—both internal and external. Parents stand to benefit from this study because parents are direct beneficiaries of the good behaviours of their children. When good moral values are inculcated into students, it will improve their behaviours in the homes and parents will benefit from that. The nation will also have a good human resource base who will work to improve the productivity of the nation.

1.7 Delimitation

The target area of this study was Adenta Municipality in the Greater Accra Region of Ghana. According to the 2010 Ghana Statistical Service Division report, Adentan is about 92.84 square kilometres with a population of 78,215 with 39,366 male and 38,849 female.

The municipality has about hundred and eight (108) Junior High Schools of which twenty one (21) of them are public schools. In other words, the municipality has eighteen (21) government schools and eighty seven (87) private Junior High Schools. The study covers Junior High School teachers teaching Social Studies in the Adentan Municipality. That means the study covers one hundred and fifteen (115) teachers of the Junior High Schools within Adentan Municipality who teach Social Studies.

However, this study is narrowed to cover some selected Junior High School teachers teaching Social Studies in the Adentan Municipality.

1.8 Operational Definition of Terms

1. **Value Education:** Value Education refers to the process by which people give moral values to each other. Students are taught universal values like patience, honesty, etcetera through value education with the aim of developing the personality of the students.
2. **Morality:** Morality as right or wrong behaviour in relation to accepted moral standards as a particular system of moral standard
3. **Municipality:** A municipality refers to a city or town having its own incorporated government for local affairs. Simply put, a municipality is a local area with its own government.
4. **Junior High School:** Junior High School refers to an intermediate school between a primary school and Senior High School. In Ghana, it is abbreviated as JHS.
5. **Curriculum:** It is a standard-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. It serves a central guide for all educators as to what is essential for teaching and learning so that every student has access to rigorous academic experiences.

1.9 Organization of Chapters

This study is organized into five chapters. The first chapter is focused on the introduction to the study. It discusses the background of the study, statement of

problem, purpose of study, objectives of the study, research questions, significance of the study, delimitations, definition of terms and the organization of the chapters.

The chapter two of this study deals with the review of related literature to the topic under investigation. Chapter three of this study focuses on the methodology of this research. It covers the population, sample and sampling procedures and methods that were used in collecting and analysing data.

The fourth chapter of this study deals with the findings from the analysis of data collected from the field. It also looks at the discussions of the findings of the study. Finally, the chapter five deals with the summary, major findings, recommendations and suggestions for further studies.



CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter focuses on review of existing literature related to the problem under investigation. Since this research seeks to investigate Value Education through Social Studies, it is appropriate to review some of the views, writings and suggestions of scholars in the field of Value Education and Social Studies. The researcher therefore chose to review relevant literature on the following headings:

- i. The definition and meaning of Value Education
- ii. The concept of value
- iii. The concept of morality
- iv. Social Studies Education
- v. Teacher practices that promote value education in students
- vi. The nature and scope of the Junior High School Social Studies curriculum.

The first part of this chapter focuses mainly on the definition and meaning of value education. It centres on how other scholars have defined or explained value education. The second part deals with the concept of values with emphasis on the meaning and types of values. The third part handles the concept of morality with emphasis on what is morality, the relativity of morality, and the kinds of morals accepted in the society. The fourth part of this chapter focuses on Social Studies education with emphasis on the definition of Social Studies and the moral values inculcated through Social Studies Education.

The fifth part of this chapter is centred on teacher practices that promote value education in students. It also deals with the teaching methods employed by Social

Studies teachers in the classroom. The sixth and the final part of this chapter is about the nature and scope of the Junior High School Social Studies Curriculum. It focuses on the emergence of the Junior High School Social Studies Curriculum in Ghana, moral contents in the Junior High School Social Studies Curriculum of Ghana and the Scope of the Junior High School Curriculum.

2.1 Definition and meaning of value education

Value education, generally, is defined as the process by which people give moral values to each other. Students are taught universal values like patience, honesty, etcetera through value education with the aim of developing the personality of the students.

According to Powney et al (2007) value education is an activity that takes place in any human organization during which people are assisted by others, who may be older. In other words, value education is an action that can take place in any human society, during which the people are helped by others, who may be older. The purpose of value education in schools is to enable students to imbibe the right attitude and standards to face the world outside.

Moreover, the National Framework for Values Education in Australian Schools defines value education as the implicit or explicit school-based activities that promote the understanding of values and that develop skills to assist students in their enactment of these values (Australian Government, 2005). This definition reiterates the fact that educators use value education to instil moral values in the lives of their students. Through value education “educators are able to influence how students think, feel, and act regarding issues of right and wrong.” (Australian Council of Deans, 1998, p.4).

Halstead (1996) explains that there is a distinction between explicit values education and implicit values education. Explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions). Implicit values education, on the other hand, refers to those aspects of the educational experience resulting in value influence learning which can be related to the concept of hidden curriculum—the unwritten, unofficial or unintended lessons and values that students learn in school.

Taylor (2006) also emphasised that value education is used to refer to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic right and duties to aesthetic and even religious training. Cox (2007) also opines that value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits.

Value education is indispensable to the individual and the society at large. Manly Hall states that “a man without any ethic values is a wild animal released to the world”, Theodore Roosevelt has also said that, “to educate a man in mind and not in morals is to educate a menace to society.” The purpose of value education therefore is to help people to imbibe essential values and raise individuals who convert their values to behaviours.

Some researchers have adopted the concept “values education” as an umbrella to embrace other concepts like moral education, citizenship education and themes that values education can address to varying degrees such as character, moral

development, spiritual development, personal development, social and cultural development.

The purpose of the values education is to create values and raise individuals who convert their values to behaviours. We cannot gain values by just telling or describing; values can be effectively gained when they are experienced directly, internalized and given the feelings related to them. Values can become identities by experience.

2.2 The Concept of Values

Values refer to “the moral principles or standards that a society adopts to guide the reasonable citizens. They include the reasonable and accepted behaviour and the things or ideas that are considered as good or worth preserving. Values may also be defined to include what individuals or groups consider to be worth achieving or worth dying for. Examples of Ghanaian values include honesty, respect for life, and work, and integrity.” (Institute for Educational Development and Extension-Winneba, 2010). Values are what matters to us. They are what motivate our behaviour. They are what inform our judgements about what is good or bad, desirable or undesirable.

According to Ergil (1984), as a sociological concept, values refer to similarities and shared demands. Social values are moral beliefs and principles that are accepted by the majority so as to ensure the continuity of a society. Values are the truthful opinions and criteria set for what is expected by society. In other words, when as a group of people, we say we enjoy similar things and we find the same things beautiful, we refer to shared content of values. So values are what binds people in the society together. It is what we share commonly as members of a society that binds us together and gives us a common identity. Doğan (2011) also emphasised that “Ethos

is what anthropologists and sociologists call when they mean a society's profile of values which comes from a Greek word meaning common behaviours. Per this explanation, values are the elements that majority of the members of the society accepts as good or bad and right or wrong because they have all come to cherish and love as things that help and promote the existence of the society.

Ülgener (1991) opines that value guides people as abstract entities and ordain people with ideal thinking and behavioural aspects such as being hard-working all the time. In other words, values are the beliefs that we hold on to that have the capacity to shape our approach to live and events.

Johnson and Munn (2011) have identified three categories of values. They are as follows: personal values, group or organizational values and societal values. Personal values refer to the type of values that are developed and learned by an individual to help him or her adapt to his or her immediate environment. With personal values, the individual decides what is good, fair, just or bad for him and this to a great extent influences the individual's attitude and behaviour. Organizational values are values defined by a group for its members. This type of values are operational in a religious, school, family, industries and occult settings. It can also be found operational in other groups in human society.

Socio-cultural or cultural values, on the other hand, are defined as the acceptable way of life of a distinct society, cultural, ethnic, country or a state. Socio-cultural values are acceptable behaviour of the citizens of a nation or state and it is also the acceptable values for the operations of the institutions of the state.

Bergmark and Alerby (2008) and Lickona (2009) in their study, “Human values” categorised values into six. These include the following: individual values, family values, professional values, national values, moral values and spiritual values. Individual values consist of the values that the individual considers as beneficial to him or her. Family values constitute values system where there are love, care and affection between members of the family. They include the values that bind members of the family together. Inclusive to family values are those values that are meant to protect family name, integrity and the high esteem of the family.

Professional values are values that bind, protect and preserve the integrity and pride of a particular profession. For instance, doctors have values that protect the integrity and pride of their medical profession. Lawyers, teachers, counsellors etcetera also have their values that preserve their integrity and dignity as professional people. In other words, the values of police officers may be different from values of a judge or a teacher—each profession has its own values which may contradict the values of another profession.

National values are values that nations over the years have cultivated for the unity and survival of its citizens. National values are oftentimes codified into laws and seek to grant equality and justice for all its citizens. When national values are violated, they are often treated as criminal acts which are punishable by the state. Spiritual values are values which are often attributed to God; they are seen as having a divine source. These values may include love, giving, compassion, justice, truth etcetera.

2.3 The Concept of Morality

Allen (1994) defined morality as right or wrong behaviour in relation to accepted moral standards as a particular system of moral standard. This definition points to the fact that what seems to be right in one community may be wrong in another community. Therefore, the definition of morality is subjective. Aristotle in support of this view opined that morality is found in moderation. He believed that temperance is the mean between indulgence and insensibility. And pride is the moderate course between vanity and humility; likewise he saw courage as the midpoint between fear and aggression.

Patergoras, an ancient Greek philosopher also opined that “man is the measure of all things.” By that he meant that each person’s will forms the standard for what is right or wrong to the person—the morally right thing to do is what is morally right to me.

Geizler (1989) stated that what is right for me may be wrong for another and vice versa. By that he meant that the ethically right or the morally good is defined and informed by the will of the individual. However, Geizler added that if this ethical theory is put into practice, it will render the human community inoperative because if everyone did as he pleased and what pleases individuals is considered ethical or morally right, then chaos will result. Atkinson (2000) argues that no intelligence, artificial or organic can exist without a set of values or morals. He further added that value is an essential part of every creature’s mind, as it must be formed before that creature can use reason to understand and this set of values, he said, is the morality of the creature. In other words, morality is formed during our childhood stage even before we grow to the stage where we begin to reason. Atkinson continues to say that morality must precede understanding because understanding can only develop after

the underlying values have been formed. Therefore, the early set of values or morality we develop are the most important as they become the parent of all subsequent values. Later additions though made with an adult mind, must incorporate previous decisions as those prior decisions are beyond the force of reason. Philip Atkinson also maintained that no matter what, morality is permanent and that morality cannot be changed by reason because to use your reason immediately means applying your values, which are your morality.

Gyekye (2003) outlined some virtues which he believed must be accepted as good morals in the African society. These virtues include kindness, compassion, generosity, hospitality, faithfulness, truthfulness, concern for others and the actions that bring peace, justice, dignity, respect and happiness. He also pointed out that some elements he considered as bad morals. And these are backbiting, selfishness, lying, stealing, adultery, rape, incest, murder and suicide.

Thiroux (1998) writes: “Morality deals with how humans treat other beings so as to promote mutual welfare, growth, and creativity and meaning, striving for what is good over what is bad and what is right over what is wrong.” In view of this definition, Matsumoto (2002) stated that, “we can say that morality gives a sense of purpose and a philosophy of life. It imbues in people the values that serves as guiding principles by which they can direct their thoughts, actions, opinions, behaviours, and also serves as a bedrock or foundation allowing for spiritual, emotional and intellectual growth.

Yamoah-Hagan (2010) emphasised on the importance of morality to the individual and the nation as a whole. According to her, “The benefits that accrue to the individual and the state through morality are manifold. This is because the type of

moral training that is offered to the youth by teachers does not only determine the quality of adults they become to their family, community and the nation, but also maintain sound environmental hygiene, love humanity, appreciate communal life and respect authority and work hard. It is in this regard that instilling good moral conduct among the youth is seen as an investment of any nation. Thus, the education of the child without attention on good moral behaviour is seen as a farce.” She also outlined factors that causes immorality to be biological, sociological and parental. Other factors like the media, television and internet were also emphasised by her as causes of immorality among the youth.

2.4 Social Studies Education

According to Ezege (1994), Social Studies education offers a lot of contributions towards the attainment of national objective. It helps in the development of competencies to enable adult and the youth within the society to solve and manage socio-economic and physical forces arising within their midst. He further pointed out that Social Studies education is not only concerned with the study of man per se, rather with the study of man within the context of his environment—his social, physical, political, economic, cultural and technological environment.

Akinlaye (2003) outlined the goals and objectives of Social Studies education as follows:

- i. To develop in students positive attitudes of togetherness, comradeship and cooperation towards a healthy nation. The inculcation of appropriate values of honesty, integrity, hard-work, fairness and justice at work and play, as well as one's contribution to the development of the nation.

- ii. To create an awareness and an understanding of our social and physical environment as a whole in its natural, man-made, cultural and spiritual resources for national development.
- iii. To develop a capacity to learn to acquire certain basic skills including not only listening, speaking, reading and writing and of calculation, but also those skills of observations, analysis and inference which are essential to formation of sound social, economic and political judgment.
- iv. To ensure the acquisition of that relevant body of knowledge and information which is an essential prerequisite to personal development as well as positive personal contribution to the improvement of mankind.
- v. To develop a sympathetic appreciation of the diversity and interdependency of all members of the local community and the wider national and international community.

2.4.1 Importance of Value Education

Value education generally refers to the process by which people give moral education to each other. When value education takes place in schools, it focuses on helping students imbibe the right skills and moral values which will help them to face the world outside. Value education emphasises on a wide gamut of training and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic right and duties to aesthetic and even religious training (Taylor, 2006).

The main objective of value education is to instil morals into people. Moreover, morality has long been recognized as a way of shaping the character of the youth or students. Students who are morally sound have a higher possibility of becoming

responsible adults, good leaders and citizens of the nation. According to Thiroux (1998), morality deals with how humans treat each other so as to promote mutual welfare, growth, creativity and meaning, striving for what is good over what is bad and what is right over what is wrong. Without morality, students lose their purpose and philosophy in life. In light of this, Matsumoto (2002) opines that morality gives a sense of purpose and a philosophy of life. It gives people values that serves as guiding principles by which they can direct their thoughts, actions, opinions, behaviours and serves as a source of foundation for spiritual, emotional and intellectual growth.

The benefits that the individual and the state as a whole gain from morality or value education are manifold. In relation to these benefits, Yamoah-Hagan (2010) observed that “The benefits that accrue to the individual and the state through morality are manifold. This is because the type of moral training that is offered to the youth by teachers do not only determine the quality of adults they become to their family, community and the nation, but also maintain sound environmental hygiene, love humanity, appreciate communal life and respect authority and work hard. It is in this regard that instilling good moral conduct among the youth is seen as an investment for any nation. Thus, the education of the child without attention on good moral behaviour is seen as a farce.”

Morals in themselves are fruitless or less impactful, unless they are effectively inculcated into people or students. The nation stands to gain nothing, if the accepted values and morals are not inculcated into its students. Social Studies education is one major way by which morals can be inculcated into students. Akinlaye (2003) rightly outlined an objective of Social Studies as developing in students positive attitudes of togetherness, comradeship and cooperation towards a healthy nation. The inculcation

of appropriate values of honesty, integrity, hard-work, fairness and justice at work and play, as well as ones contribution to the development of the nation. The Junior High School Social Studies Curriculum (2020), stated as its core objective the acquisition of values such as respect, diversity, equity, commitment to achieving excellence, teamwork or collaboration, truth and integrity. All these moral values are indispensable to national development.

2.4.2 Definition of Social Studies

There is no single definition for the term Social Studies. This is because since the inception of Social Studies in 1916, there has not been a consensus among its practitioners as to how the subject must be defined. In view of this, Longstreet (1993), states that “the question of definition has plagued the field of Social Studies since its inception in 1966” (p.262). Similarly, Bar, Bath and Shermis (1977) cited in Teye-Sawyer (2015) observed that “Social Studies is caught up with ambiguity, inconsistency that represents a complex educational enigma which defies any final definition acceptable to all.” Ravitch (2003, p.1) poses these two questions in relation to the definition of Social Studies: “What are Social Studies? Or what is Social Studies. Ravitch is of the view that since Social Studies is the combination of geography, civics or civic education, economics, sociology, career education, gender education and environmental studies; it makes it very complicated to see it as “Social Study” or a ‘Singular Subject’. He added that, over the years scholars have frequently struggled to define the Social Studies because it includes all the other social sciences. Despite the fact that Social Studies isn’t easy to define, scholars have attempted to define the subject. According to Tamakloe (1994), Social Studies is a subject that deals with man and his relationship with his environment. Social Studies thus exposes learners to the way of life of their society. It builds in the individual the consciousness

that that humans, plants and all other animals are dependent on each other for survival.

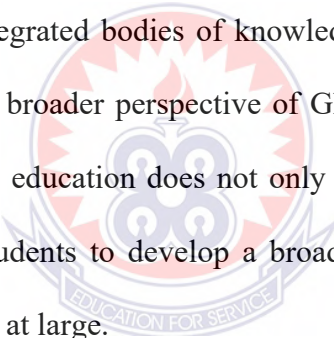
Banks (1990, p.3) also described Social Studies as that part of the elementary and secondary school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world. This description given by Banks clearly points to the fact that Social Studies education is needed to inculcate the needed value or morals into students to make them better people in their communities, countries and the world at large. The nation needs people with good moral character and a high sense of responsibility to develop, and the moral values taught in the Social Studies syllabus in the Junior High Schools of Ghana are needed to fulfil this purpose.

Linguist (1995) defined Social Studies as an integration of knowledge, skill and processes. He goes on to say that Social Studies provides powerful learning in the humanities and social science for the purposes of helping children learn to be good problem solvers and wise decision makers. It is obvious, from this definition that Social Studies empowers students with the morals and values needed to make wise decision in life. When Social Studies is taught with the use of right concept, values and themes from the social sciences it will go a long way to help Junior High School students to imbibe the virtues they need to succeed in life, and to play the role of responsible and resourceful adults in the future.

According to Bar and Shermis (1997, p.69) Social Studies is “an integration of experience concerning human relations for the purpose of Citizenship education.” The African Social and Environmental Studies Programme (ASESP) defines Social

Studies as “the integration of purpose of promoting and practicing effective problem solving, promoting citizenship skill in social, political and economic issues and problems (ASESP, 1994, p.5). This means that Social Studies plays a major part in inculcating citizenship skills and consequently values into students and thus prepares students to play responsible roles as adults in the future. Social Studies, therefore helps to prepare students to be responsible not only in their homes and works places but in the nation at large. Additionally, Social Studies helps to prepare students to take up leadership roles in the country by imbining in the students the citizenship skills, patriotism and the required moral values that are needed to lead the country.

According to the Ministry of Education (MOE) Social Studies Syllabus (2001), Social Studies is defined as “integrated bodies of knowledge, skills, and attitudes that will help the pupils develop a broader perspective of Ghana and the world (p. iii). This means that Social Studies education does not only impact knowledge but also skills and attitudes that help students to develop a broader perspective, not only of their country but also the world at large.



The National Council for Social Studies (NCSS) explains that Social Studies contains a strong inter disciplinary focus which aims at solving social problems. It also pointed out that Social Studies is the integrated study of the social sciences and humanities to promote civic competence within the school programme.

Looking closely at above definitions and explanations will lead us to the discovery that, Social Studies draws from many fields of study with the purpose inculcating skills, values or morals into students with the aim of making students better adults in the future—an adult who is patriotic, a critical thinker and responsible.

2.4.3 Moral values that are inculcated through Social Studies education

The Faculty of Social Science Education of the University of Education, Winneba (UEW) organised a National Social Studies conference at the university Campus in Winneba, on the 22nd of August, 2018. The theme of the conference was “Attitudes and values for national development: The role of Social Studies. The conference was aimed at highlighting the relevance of the study of Social Studies at the various levels of education.

In a welcome address, the Dean of the Faculty of Social Sciences Education (FSSE) at the University of Education, Winneba (UEW), Dr. Seth Peter Frimpong, said the study of Social Studies helps to inculcate moral values such as hard work, patriotism, and time consciousness, among others, into the Ghanaian child.

Speaking at the conference was the Director of the Centre for Teacher’s Professional Development, College of Educational Studies at the University of Cape Coast (UCC), Professor Cosmas Cobbold. He stated clearly the kind of values that are inculcated through Social Studies Education. According to him, the study of Social Studies could help the country to obtain much needed values that could help promote sustainable national development. He further stated that some of the values inculcated through Social Studies were respect for law and human dignity, equality, hard work, and patriotism. He also argued that social evils such as corruption, misappropriation and embezzlement of funds, drug abuse among the youth, among other attitudes that were counterproductive to national development could be dealt with, with the study of Social Studies.

The Aspen conference held in Colorado, on July 22nd to 25th 1992, which was participated by a group to twenty nine youth leaders and educators, outlined six core

universal values. The participants of this conference sought to define a brief but yet comprehensive list of values that could serve as “common denominator” uniting not only themselves, but all people and organizations. These six core values are stressed in Social Studies syllabus in the Junior and Senior High Schools of Ghana. These moral values include the following:

- i. Trustworthiness
- ii. Respect
- iii. Responsibility
- iv. Justice and fairness
- v. Caring
- vi. Civic virtue and citizenship

The Johns Institute of Ethics (1995), sought to elaborate on each of the above moral values as follows:

- i. Trustworthiness: worthy of trust, honour, and confidence.
 - Honesty: trustful, sincere, non-deceptive, candid, not cheating
 - Integrity: morally courageous, principled
 - Promise-Keeping: dependable, reliable
 - Loyalty: faithful, allegiant, supportive, maintains confidences
- ii. Respect: Regard for dignity, worth and autonomy of all persons (including self). Treating others with courtesy, civility, politeness tolerating others' beliefs, accepting individual differences without prejudice, refraining from violence, coercion, intimidation.
- iii. Responsibility: Acknowledgement and performance of duties to others and self
 - Accountability: answerable for consequences of decisions

- Pursuit of Excellence: diligent, perseverant
 - Self-discipline: self-control, restraint
- iv. Justice and Fairness: Making decisions on appropriate factors. That includes impartiality, avoidance of conflicts of interest. Also inclusive in the moral value of justice are openness to information and ideas, reasonableness, due process consistency and fair play.
- v. Caring: Regard for the well-being of others. Caring also includes Kindness
Compassion Consideration Unselfishness
- Charity: altruism, giving
- vi. Civic Virtue and Citizenship: Recognition of and living up to social obligations. And these include participation in democratic process, law abidance, protection of environment and community service.

Taylor (2006) and Roth (2001:81) observed the need for Social Studies teachers to incorporate into their value system the “core values’ of a democratic society. They opined that the values or morals that must be furthered through Social Studies teacher as inherent in a democracy are respect for the rights and differences of others, belief in the worth and dignity of every human being, personal freedom, equity and justice for all, a sense of responsibility for and brotherhood with one’s fellow’s and respect for certain governmental principles such as rule of law, due process of law, equal right under the law, and the idea of governmental principles such as rule of law, due process of law, equal right under the law, and the idea of government by representation and consent. According to them, these core values cannot afford to condone stealing, cheating, lying, breaking the law etcetera. The survival of any nation, among others, requires the services of youths who are honest, truthful, loyal and law-abiding. Though these may seem impossible due to the increase of hypocrisy

among teachers and in our institutions, yet teachers must “tell it like it is” and work hard towards change and improvement.

2.5 Teacher practices that promote inculcation of moral values in students

Research has proved, without doubt, that teacher practices that helps students to achieve best at school do not include only the cognitive or intellectual abilities of teachers but also the care and concern of the teacher towards his or her students; and the ability of the teacher to show himself or herself trustworthy. Rowe (2004), one of Australia’s leading educational researchers, notes that the teacher qualities nominated by students who achieve best in school, first and foremost includes responses that “this teacher cares” about me/us or “I trust this teacher.” Putting this teacher quality or practices in the context of Values Education or inculcating moral values into students, we can confidently say that the intellectual ability of teachers is not the only requirement needed to inculcate morals into students but teacher-practices like showing care and concern to the students and being trustworthy as a teacher are equally important practices that are required to inculcate moral values into students.

According to Hasted and Pike (2006), for children to become capable moral citizens, they need to be provided with opportunities to learn moral values. The challenge, however, lies with teacher practices that promote inculcation of moral values in students or how teachers enact moral values programmes in the classroom. This requires that the teacher “should be like a friend, philosopher and guide to his students. In other to do this, the teacher should set a good example for the student to follow. The moral values the teacher seeks to teach in class, he or she must set an example for his or her students. In support of this view, Frelin and Grannas (2010) stated that the daily behaviour of the teacher is a key factor in his students’ value

formation. The teacher is not only frequently regarded as a referee or object of identification or a group leader, but children look up to the teacher as someone very special, someone to be trusted and loved. Teachers fall short of the expectation of their students when they are inconsistent in their transactions with their students. That is when they tell students one thing and then do another. Lipman (2010:15) and Lickona (2009) found out that when teachers are inconsistent in their behaviour they causes students to doubt them and may promote “unlearning” of the very values they strive for the children or students to learn. Since the behaviour of the teacher plays a major role in helping students develop values, then teachers needs to examine their own value system so that they can provide the possible model for students. It is in view of this that Johnson (2002) asserted that much introspection is required for the essential understanding and acceptance of self that an understanding of ourselves permits us to understand and accept others.

Westling (2007) observed that the teacher needs to determine where his students are before he can begin—that is if students are participants in a subculture which has a vastly different values structure from his own, the teacher must be aware of these differences so to avoid ‘preaching’ to children. Failure of teachers to do so will create a wider chasm between teacher and student, school and the homes.

2.5.1 Teaching methods employed by Social Studies Teachers in the classroom

For teachers to effectively inculcate moral values in the classrooms, they must adopt several teaching methods to help them to accomplish that purpose. In support of this fact, Tamakloe (1991) says that if the organization of Social Studies is to be effective, besides the teacher’s possession of adequate knowledge in several disciplines, he or she must also be well versed in the use of a variety of teaching methods and

strategies. This means that the teacher must not only be good in his or her field, but he or she must also adopt variety of learning methods that involve the students and consequently cause a change in their behaviour. Teye-Sawer (2015) outlined some of the methods commonly used in teaching Social Studies as follows: lecture, discussion, project work, simulation, role play, field work, team teaching and inquiry.

i. Lecture Technique

According to Vella (1992), lecture is the formal presentation of content by the educator for the subsequent learning and recall in examination by students. What Vella means is that, in lecturing only the teacher does the oral presentation to the student, and as a result the students cannot apply what have been learnt in another situation but the students can only recall the same thing as it was given when asked. It also implies that lecturing as a method cannot lead to the behavioural change in students. Put in the context of teacher practices that promote inculcation of moral values in students, we can say that lecture alone is not an effective practice that can inculcate moral values into students. Bligh in support of this view said, use lectures to teach information but do not rely on them to improve thought or change attitude (Bligh, 2002). Lectures are effective in impacting knowledge, but they are not effective in changing behaviours or inculcating moral values into students. Therefore, Social Studies teachers who rely solely on lectures to inculcate moral values into their students are not going to see the change they desire. They must learn other effective methods that help to inculcate moral values into their students.

ii. Discussion Technique

Discussion as a teaching method of practice is the type that makes students take active part in what they are being taught or what they are learning. Brookfield (1991) explains discussions as the teaching method that everyone has some useful contribution to make to the education effort. This implies that discussion, unlike lecture, where the teacher alone does the talking, involves the students in the learning process. Example, when Social Studies teachers are discussing a topic on specific moral values in class, the teacher may pose a number of questions on the topic with the intent of inviting student's ideas, views or opinions on the topic. The answers of the students may even be a perceived misconception about the topic being discussed. But if the students do not come out with such misconceptions, they cannot be corrected. Therefore, in discussion, students are encouraged to say what is on their minds, and by so doing they get involved in the learning process. Amoah (1998) opined that discussion ensures democracy in the classroom and also leads towards achieving effective ends especially in Social Studies learning. When students are led by their teachers to discuss a topic, they imbibe in them the attitudes of valuing the views of others, tolerance and cooperativeness.

iii. Role Play Technique

Role play as a teaching technique allows students to take part in the learning process through unrehearsed dramatization. According to Clark (1973), role play is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization. Adjei (2016), is of the view that "Role playing is another technique of teaching Social Studies. This

technique of teaching Social Studies actually encourages the learners of Social Studies to study the subject by expressing themselves especially in words. It also provides for the learners a special fun during the lesson and makes them use their initiative and opportunity to develop their cognitive abilities. Role play is very effective when used in the classroom by students to pick social problems for study (Martorella, 2001). Melinger (1981) also added that role playing is a structured activity which permits students to take the part of a person in an imaginary situation and act the part in a realistic manner as possible.

A discovery made by the African Social and Environmental Studies programme (ASEP), has pointed that Role Playing as a technique used in Social Studies enables the student to remember as much as eighty percent (80%) of what has been taught (ASEP, 1994). Aggarwal (2006), cited in Agyei (2016), observed that Role Playing and Drama have their great social values. They help develop in students the quality of social cooperation. They help in fostering '*esprit de corps*' among students. (p.116)–role playing aids students to develop the spirit of working as a team. It also assists students to speak well and clearly in public.

Judging from what the above writers have pointed out, we can confidently conclude that when students are made to play vital roles in the classroom by their teachers, they will be able to achieve their learning objectives which include helping students to inculcate the moral values that are found in the Social Studies syllabus both for the Junior and the Senior High Schools.

2.6 The Nature and Scope of the Junior High School Curriculum

We will have a better understanding of Social Studies as a subject, if we study the history of the subject or how the Social Studies curriculum emerged. The Social Studies curricula was birthed after several conferences were held in America, Britain and Africa. According to Carnoy (1972), cited in Dwomoh (2018) the conferences held were aimed at the following:

- i. Sensitizing the student to his or her own culture
- ii. Sensitizing the student to social heritage and to the problems of developing Africa states and societies
- iii. To induce a sharp awareness in the students of his own world and environment and involvement in the wider world of which he or she is invariable part
- iv. To develop the ability of students to identify and evaluate critically the economic, social, political and moral problems and situations he or she will face as a citizen.

Tamakloe (1991) explains that the Social Studies programme as a field of study was introduced into the curriculum of the teacher training colleges way back in the 1940s. But it was introduced as an integrated subject which included history, geography and economics. Agyemang-Fokuo (1994) added that due to the negative perceptions of both students and teachers and their attitudes towards the Social Studies programme, the teaching of Social Studies was not allowed to blossom. In the 1950s, the single subjects like History, Geography seemed to replace the integrated Social Studies. This is due to the fact Social Sciences graduates who were to handle Social Studies could not cope with the integrated approach for the reason that they only specialized in single subjects (Tamakloe, 1991).

The experimental Junior Secondary Schools (i.e. grades 7-9) were established in 1976, where Social Studies was one of the curriculum. This made it very necessary for students-teachers at the training colleges to specialize in Social Studies so that they could teach it at the experimental Junior High Schools. However, after the first three batches of Social Studies teachers at the Teacher's Training Colleges, it was realized that there was no corresponding expansion of the Junior Secondary Schools in terms of members. This led to the abandonment of Social Studies at the Training Colleges in the 1981/82 academic year (Tamakloe 2008, cited in Dwomoh, 2018).

After the experimentation of some of the recommendations of the 1972 Dzobo committee, the Educational Reform Review Committee was born. The Review Committee Report of 1987 made the following recommendations:

- i. Six (6) years of Primary School Education
- ii. Three (3) years of Junior Secondary School Education
- iii. Three (3) years of Senior Secondary School Education

When the recommendation was implemented in 1987, it led to all middle schools being branded as Junior Secondary Schools. With this new reform, Social Studies was re-introduced at the Junior Secondary Schools (Dwomoh, 2018).

2.6.1 The Moral Contents of the Junior High School Social Studies Curriculum

According to the Junior High School Social Studies Curriculum (2020), “at the core of the standards-based Social Studies curriculum is the acquisition of values. These values help individuals to define their identity and uphold high moral stands. Learners are expected to exhibit the following values:

- i. Respect
- ii. Diversity

- iii. Equity
- iv. Commitment to achieving excellence
- v. Team work/ collaboration
- vi. Truth and integrity

Respect: Respect as a value in the Junior High School Social Studies curriculum include respect for the nation, its institutions, laws, culture, citizens and neighbours.

Diversity: The Junior High School Social Studies curriculum is also aimed at ensuring that students are taught to respect all persons irrespective of their ethnic and religious backgrounds to ensure peaceful co-existence and national unity or integration.

Equity: The curriculum also aims at imbibing the equity value into students. This means that every citizen, irrespective of their socio- economic background and condition should be treated fairly in terms of access to national resources and state power. Thus equal opportunities should be given to all learners for a fair learning environment to enable them harness their potentials and capabilities.

Commitment to achieving Excellence: The curriculum also focuses on encouraging learners to take advantage of the opportunities provided through the curriculum to acquire the requisite skills to enable them function in the society in which they find themselves. Learners are taught to strive to pursue and achieve excellence in whatever good their hands find doing.

Team work/Collaboration: It is a way of encouraging learners to work together towards common goals within the context of tolerance and mutual understanding. The

purpose is to instil in them virtues of living harmoniously with members of the larger society.

Truth and Integrity: The Junior High School Social Studies curriculum is aimed at preparing learners who will tell the truth no matter what. Additionally, it aims to make them morally upright and be willing to live the values of honesty and compassion. The curriculum also seeks to inculcate the ethos or culture of the workplace into students.

2.6.2 Scope of Junior High School Social Studies Curriculum in Ghana

Until quite recently, the term “Scope of Social Studies” had been shifting sand (Tamakloe, 1994, cited by Teye-Sawer, 2015). By the phrase “sinking sand” “Tamakloe meant that the scope of Social Studies was not stable or did not dwell on one thing. Curriculum experts are yet to agree on what the term scope of Social Studies is, as it varies from writer to writer.” (Teye-Sawer, 2015).

Social Studies at the lower grade in school is based on institutions and communities such as the home, family, the school, the neighbourhood and the community. But at the higher level, the Social Studies Curriculum is based on a variety of elective courses such as sociology, psychology and problems of democracy (Banks, 1990). Aggarwal (1982) opined that the scope of Social Studies should include a study on relationships, functional study of natural sciences and arts and a study of current affairs. This gives Social Studies a wide scope since it embraces topics from various field of study. In view of this Marker (2005), remarked that “Social Studies is the most inclusive of all subjects and determining the boundaries of what is taught in Social Studies requires decision about what social knowledge is most important, which skills and behaviours are most valuable, and what values are most significant.

As a result the field curriculum terrain is, has been, and will continue to be the subject to debate.” (p.139).

Again, Teye-Sawer (2015) relating to the scope of Social Studies states that “although Social Studies appears not to have an apparent core content, the challenge for Social Studies curriculum developers is to design an instructional programme that emphasizes depth of important ideas within appropriate breath of topic coverage. Thus, the selection of content must shape the needs of the learner and the nature of the society as they complement each other. A well rounded Social Studies scope must therefore provide for the development of competencies and dispositions which will enable the learner to be creative, productive and innovative that serves as gateway to quality of life.”

According to the Junior High School curriculum (2012), “Social Studies at the Junior High School level is concerned with equipping the student with an integrated body of knowledge, skills and attitudes that will help the people develop a broader perspective of Ghana and the world. The integration is achieved in the three sections of the syllabus each of which focuses respectively on: the Environment, governance, politics and stability, social and economic development.

2.7 Conceptual Framework

Dewey (1938) cited in Passos (2009), defined conceptual framework as “a map which helps the researcher in navigating through the process of research. Dewey also adds that some conceptual framework are already made and thus adopted by the researcher in his or her work, but others are created by the researcher from theories. This means that the researcher can create his or her conceptual from other literatures to guide the study. This research is guided by the conceptual framework as illustrated in fig. 2.1.

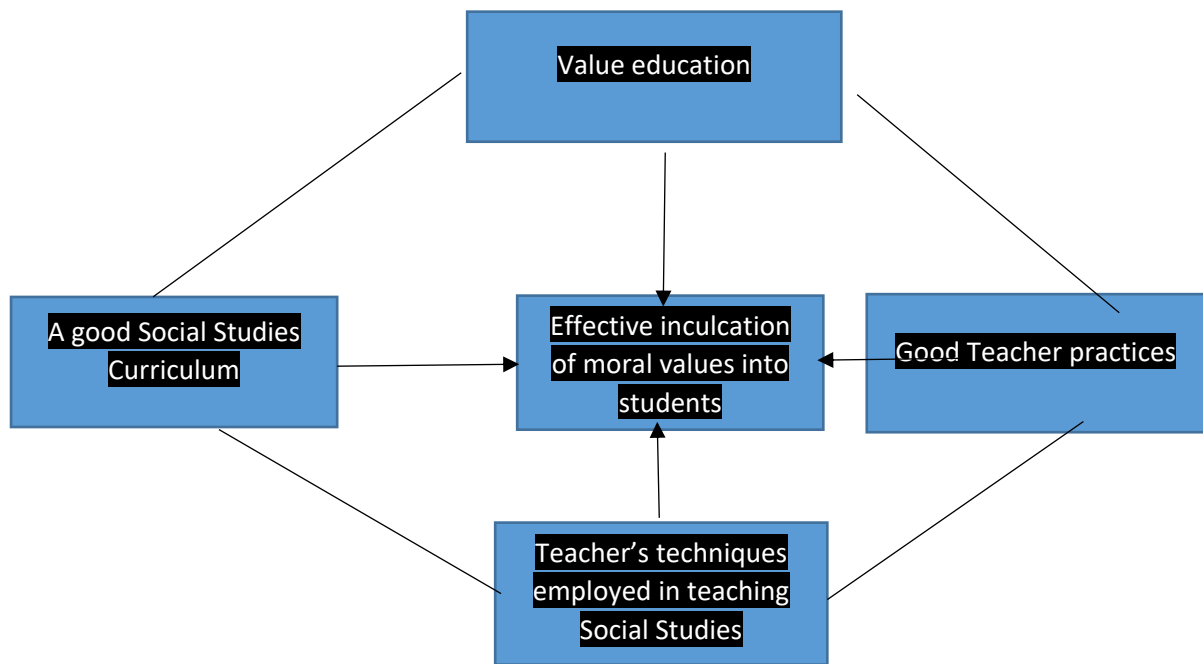


Fig. 2.1: Interconnection of key factors that leads to inculcation of moral values into students

As illustrated clearly by the diagram above, the researcher is of the view that key factors such as a good value education, teacher's practices, and teacher's techniques employed in teaching Social Studies and a good Social Studies curriculum can lead to effective inculcation of moral values into students. In other words, inculcation of moral value into students in any educational set up can be arrived by the interconnectivity of the factors illustrated in the above diagram.

Value education is the means by which schools or educational institutions can instil moral values into students or pupils. This view is supported by the explanation given by National framework for Values Education in Australian Schools, which says value education is the explicit school-based activities that promote the understanding of values and that develop skills to assist students in their enactment of these values (Australian Government, 2005). This implies that educators use value education to

instil moral values in the lives of their students. And through value education, “educators are able to influence how students think, feel, and act regarding issues of right and wrong.” (Australian Council of Deans, 1998, p.4).

The researcher is of the view that Ghanaian schools do not lack values, but the major challenge in Ghanaian schools lies with teachers’ practices that promote inculcation of values in their students. The researcher therefore supports the view of Frelin and Grannas (2010), that the daily behaviour and practices of the teacher is a key factor in his students’ value formation. The teacher is not only seen or regarded by the student as a coach or group leader, but students look up to the teacher as someone special, someone to be trusted and loved. Therefore when teachers say one thing and practice another, they fall short of the expectation of their students. Lipman (2010) and Lickona (2009) also opine that teachers who are inconsistent in their behaviour or practices may promote “unlearning” of the very values they for their students to learn. One core objective of Social Studies is to teach students moral values that will make them better adults or responsible people in the society. According to the Social Studies Curriculum (2020), “at the core of the standards-based Social Studies curriculum is the acquisition of values. These values help individuals to define their identity and uphold moral stands.” To achieve this core objective of the Social Studies curriculum, the researcher is of the strong view that Social Studies must employ good teaching methods or techniques in the classroom. Furthermore, the teacher must know how to effectively use variably teaching techniques like discussion lecturing to impact knowledge of moral values to students, the discussion teaching method to help involve the student in the learning process and the role play technique to help the students dramatize the values that they are learning.

The moral contents of the Social Studies can be found in the Social Studies curriculum. In view of this, the researcher is of the opinion that value education can effectively be achieved with a good Social Studies curriculum. Embedded in the contents of the Social Studies curriculum for Junior High Schools are values like respect, diversity, equity, commitment to achieving excellence, team work/ collaboration, truth and integrity (Junior High School Social Studies Curriculum, 2020).

2.8 Summary

The literature reviewed in this chapter has unearthed a number of important issues. The evidence of the literature reviewed in this chapter clearly points to the fact that value education through Social Studies does not only require the intellectual competence of the Social Studies teacher, but equally important are the teacher practices like showing care and concern to students and being trustworthy (Rowe, 2004). Another important teacher practice is that the teacher must live by example (Lipman, 2010, Lickona, 2009). That is to say the teacher must practice the values he or she teaches, especially when he or she is with the students.

Another important issue that the literature revealed is that the inculcation of moral values through Social Studies is achievable by the interplay of factors such as offering a good value education in our schools, good teacher practices, good teacher techniques employed in teaching Social Studies and a good Social Studies curriculum.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is focused on the methodological aspect of the study. In this chapter, the researcher discusses the research design, the study area, the target population, sample and sampling procedure, instrument for data collection, pre-test of instrument procedure for data collection and data analysis procedure.

3.1 Research Design

According to Kerlinger (1986), a research design refers to a plan, structure and strategy of conducting investigation in order to obtain answers to research questions and their operational implications to the final analysis of data. This is a descriptive research. A descriptive survey or research design refers to the research design which deals with specifying the nature of a phenomenon and tries to find answer to research questions.

I chose the descriptive research design because it is versatile and practical in making assessment to situations, as a pre-requisite for conditions and generalizations (Osuala, 2001). This design also provides a clear definition of the problems to be solved or the questions to be answered. Another advantage of this type of research design is that it can be used to take much information on a large number of people within a short period of time (Frankel & Wallen, 2003). The researcher also employed this design to provide simple summaries about the sample and to accurately depict the participants. This design, though it is good to work with and gives much detail description of phenomenon, it is easily influenced by distortions as a result of biases in its measuring

instruments. To avoid such biases, time was taken by the researcher in the construction of this instrument.

3.2 Population

The target population for this study was all teachers teaching Social Studies in the public schools in Adentan Municipality. The study specifically covers public Junior High Schools in the Municipality. There are twenty one (21) public Junior High Schools in the Adentan Municipality with twenty five (26) teachers teaching Social Studies. The researcher decided to use the entire twenty one public schools within the Adentan municipality because the number was not so large to take sample of it. The table below shows the various public schools and their population.



Table 1: Population of the Study

No.	Name of School	No. of Social Studies Teachers
1.	Nii Sowah Din 1 Junior High School	1
2.	Nii Sowah Din 2 Junior High School	1
3.	Sraha ADMA Basic Junior High School	1
4.	St. Francis R/C Basic Junior High School	1
5.	Adjiriganor Basic Junior High School	1
6.	Bethel Presby Junior High School	1
7.	Knowledge and Faith Junior High School	1
8.	Otanor Junior High School	1
9.	Ogbojo 1 Junior High School	1
10.	Ogbojo 2 Junior High School	1
11.	Icodehs Islamic Junior High School	1
12.	Mercy Islamic Junior High School	2
13.	Abubakar Sadique Junior High School	1
14.	Holy Rosary Junior High School	2
15.	Ashiyie Model 1 Junior High School	1
16.	Ashiyie Model 2 Junior High School	1
17.	Adentan Community Junior High School	3
18.	Amrahia Junior High School	2
19.	Christ Faith 1 Junior High School	1
20.	Christ Faith 2 Junior High School	1
21.	New Legon ADMA Model Junior High School	1
Total		26

3.3 Sample and Sampling Procedure

All the Social Studies teachers teaching in the public Junior High School in Adenta Municipality were used in the study due to their size. Teachers teaching Social Studies in the Junior High Schools were used in this study since they were the only group who could furnish the researcher with the necessary information concerning the study under investigation.

3.4 Instrument for Data Collection

The instruments used for collecting the data was questionnaire.

Questionnaire was designed or employed by the researcher to elicit the required information from teachers teaching Social Studies. The questionnaires were specifically administered to teachers teaching Social Studies in selected Junior High Schools in the Adentan Municipality. The questionnaire is considered to be most appropriate instrument to obtain information for this research because it elicits more candid and more objective replies. And it can also reach more individuals who are normally difficult to contact. Moreover, Oppenheim (as cited in Cohen, Manion; & Morrison, 2007) stated that questionnaires enable comparisons to be made across groups in the sample.

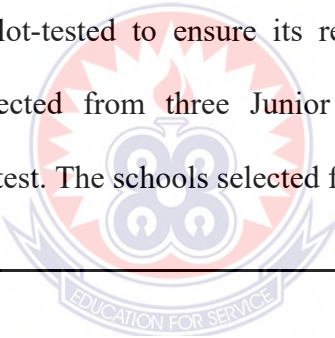
The questionnaire consisted of 40 items which were divided into five sections: A, B, C, D and E respectively. Section A of the questionnaire contained 8 items aimed at seeking for background information about the teachers teaching Social Studies in the Junior High School.

Section B contained seven items which was used to seek information on teaching techniques employed by Social Studies teachers to teach moral values.

Section C is made of 12 items geared toward seeking information on the moral values inculcated through Social Studies education. Section D contained six items which was used to seek for information on teachers' practices that promote the inculcation of moral values in students. Section E dealt with information concerning how the Junior High School Social Studies curriculum promotes inculcation of moral values in students.

3.5 Validity and Reliability

The questionnaire used for the research was vetted by research supervisor for this study who happens to be an expert in the field of research from the Department of Social Studies, University of Education, Winneba, to establish its validity. Moreover, the questionnaire was pilot-tested to ensure its reliability. Five teachers teaching Social Studies were selected from three Junior High Schools in the Adentan Municipality for the pilot test. The schools selected for the pilot-test were as follows:



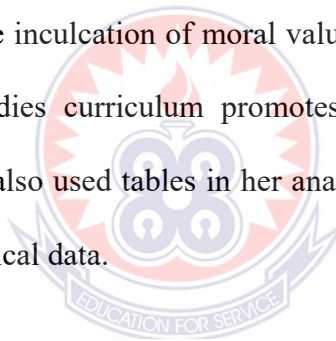
No	Name of School	Number of Teachers
1.	Mercy Islamic Junior High School	2
2.	St. Francis R.C. Basic School	1
3.	Holy Rosary Junior High School	2

The reason why these schools were chosen for the pilot test is that they share similar characteristics with the schools in the Adentan Municipality. The reliability was established by measuring the internal consistency of the instrument using a reliability coefficient, obtained by means of Cronbach's alpha. A reliability co-efficient of 0.70 was obtained for the questionnaires which according to Fraenkel and Wallen (2000) is considered very reputable for determining the appropriateness of the instruments.

3.6 Data Analysis

The data was analysed by the help of Statistical Product and Service Solution (SPSS). Due to the descriptive nature of this research, serial and code numbers were assigned to each of the items on the questionnaires for identification before the items were scored. The responses to the various items were then coded and transferred to a broad sheet noting their serial numbers. The researcher then employed percentages and then frequencies in tabular form for the classification of the variables.

The researcher also employed mean scores and percentages to determine responses to the research questions on teaching techniques employed by Social Studies teachers to teach moral values, moral values inculcated through Social Studies Education, teacher practices that promote the inculcation of moral values in students and how the Junior High School Social Studies curriculum promotes inculcation of moral values in students. The researcher also used tables in her analysis to help compute information on respondent's biographical data.



3.7 Ethical Considerations

The ethics surrounding research requires that researchers adhere to both moral and legal ethical principles. It is in view of this that Rodrique (2014) states that researchers are required, both morally and legally, to adhere to ethical principles when their research includes human subjects. For the purpose of this research, permission was sought from headmasters, and teachers were briefed on the objectives of the study. An opportunity was given to the respondents to asked questions pertaining to the successful completion of the questionnaire which helped to clear doubt. A period of five days was given to the teachers to complete the questionnaire. They were not

allowed to write their names or whatever identifies them on the questionnaires. Their identities were also not disclosed in the analysis.



CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter of the study presents the results of the study in terms of the questionnaire in tables and charts. The chapter was divided into two sections namely the presentation and discussion of results. The questionnaire was divided into four parts; demographic data for the first section and then the rest of the sections were used for collecting data on the three objectives of the study and therefore the chapter was divided based on the sections of the questionnaire.

4.1 Biographic Data of the Study

The demographic data of this study presents variables such as gender, age, education, professional education, area of specialization, length of years in service, years in teaching Social Studies and attendance to in service training. Table 4.1 shows the summary of the results.

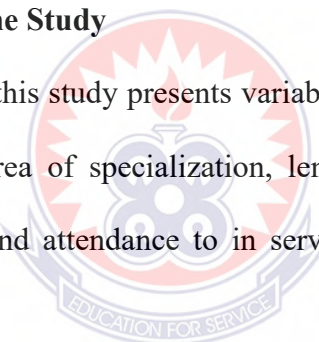


Table 4.1: Biographic Data of the Study

Variables	Response	Frequency	Percentage (%)
Gender	Male	11	50
	Female	11	50
Age	Less than 25	0	0
	25-35	13	59.1
	46-55	9	40.9
	Above 55	0	0
Education	Certificate A	0	0
	Diploma	3	13.6
	1 st Degree	16	72.7
	2 nd Degree	3	13.6
	PhD	0	0
	Others	0	0
Professional Education	Yes	22	100
	No	0	
Area of Specialization	Geography	1	4.5
	Social Studies	12	54.5
	Government	3	13.6
	Economics	5	22.7
	History	1	4.5
	Years in teaching	Less than 1year	0
	1-5years	4	18.2
	6-10years	10	45.5
	Above 10years	8	36.4
Years teaching S.S in JHS	Less than 1year	2	9.1
	1-5years	5	22.7
	6-10years	10	45.5
	Above 10years	5	22.7
Participation in service training	Yes	22	100
	No	0	0

Table 4.1 shows that eleven (11) respondents were male and the same number were female, representing 50% each. This showed that the study had an even dispersion of male and female respondents and thus would help the difference of views in the study. With regard to the age range of the respondents, the data showed that, most of the respondents were 25 to 35 years (13) representing 59.1% of the respondents. Nine (9) of the respondents representing 40.9% were 36 to 45 years showing that the study included mostly youthful respondents and none of the teachers may also reveal the age range of teachers in that category. This means that the youth (i.e teachers) would be responsible for inculcating moral values through the use of teaching techniques and serving as role models for the students at Adentan Municipality.

The educational background of the respondents showed that, three (3) respondents had both diploma and a 2nd degree representing 13.6% each, sixteen (16) respondents had 1st degrees representing 72.7% and three (3) respondents had PhD's representing 13.6%. This shows that most of the respondents had 1st degrees and also shows that all of the respondents used in this study had some sort of education and thus will be able to give informed responses. Therefore, moral values are mostly inculcated by majority of teachers with 1st degree level qualification and this further shows how teacher level of education does influence their ability to inculcate moral values in students.

All the respondents had a professional education in Social Studies representing 100% of the respondents (22). This means that all the participants in this study had experienced professional education in Social Studies. Therefore, this can influence their impact to inculcate moral values through Social Studies education.

With respect to the area of specialization, data showed that, most of the respondents specialized in Social Studies representing 54.5% of the respondents (12). Other areas of specialization were geography representing 4.5% (1), government representing 13.6% (3), economics representing 22.7% (5) and history represent 4.5% (1). The results shows that majority of the teachers (12) were trained and are experts in Social Studies while 5 teachers were trained in Economics. Additionally, 3 of the teachers were trained in government studies while one teacher had his or her training in Geography studies and the other one teacher also had his or her training in History studies. Therefore, each teacher area of training would influence the teachers' teaching techniques, practices and the ability to inculcate moral values through Social Studies.

The data collected also showed that four (4) respondents had been in service for teaching for 1 to 5 years representing 18.2%, ten (10) respondents representing 45.5% had been in service for teaching for 6 to 10 years and eight (8) respondents representing 36.4% had been in service for teaching for above 10 years. This showed that most of the respondents had been in teaching service for about 6 to 10 years which shows that the respondents of the study were very experienced in their field. This means that being experienced in teaching could add onto teachers' abilities to use the right teaching techniques, practices and inculcate moral values through Social Studies. Therefore, teachers' years in teaching could facilitate or hinder the inculcation of moral values in JHS students.

With respect to the years in teaching Social Studies, results showed that, 2 (9.1%) of teachers have been teaching Social Studies in JHS for less than a year, 5 (22.7%) teachers had been teaching Social Studies between 1-5 years, 10 (45.5%) teachers had

6-10years experience in teaching Social Studies in JHS. Lastly, 5 (22.7%) teachers had been teaching Social Studies for 10 years and beyond. The results show that regardless of the teachers' area of specification, they all had an experience in teaching Social Studies with majority above 5 years. Thus, years in teaching Social Studies could build up the teachers' competency for inculcating moral values in JHS students. All the respondents had participated in-service training education in Social Studies representing 100% of the respondents (22). This means that all the participants in this study had participated in professional and personal educational activity for teachers to improve their efficiency, ability, knowledge, and motivation in their professional work. Hence, this would help facilitate teachers' skills and abilities to inculcate moral values in students.

4.2 Teaching Techniques Employed by Social Studies Teachers to Teach Moral Values

In this section of the study, the results of the first objective of the study were presented. Results on the teaching techniques employed by Social Studies teachers to teach moral values were summarized in Table 4.2 and Table 4.3. Table 4.2 concentrated on how regular the respondents used the teaching techniques whiles Table 4.3 concentrated on the effectiveness of the teaching techniques used.

Table 4.2: Regularity of Teaching Techniques Employed by Social Studies Teachers

Teaching Technique	Regularly	Occasionally	Rarely	Never
Discussion	22 (100%)	-	-	-
Lecture	3(13.6%)	6(27.3%)	12(54.5%)	1(4.5%)
Role Play	2(9.1%)	18(81.8%)	2(9.1%)	-
Story telling	5(22.7%)	13(59.1%)	4(18.2%)	-
Question and Answers	22(100%)	-	-	-
Games	-	13(59.1%)	7(31.8%)	2(9.1%)

Results on the regularity of teaching technique employed by Social Studies teachers were showed in Table 4.2. The results showed that 22 (100%) of the teachers regularly used discussion and questions and answers as teaching techniques to teach moral values among JHS students. This is where teachers confidently believed that teaching of moral values can be achieved effectively through having discussions in the classrooms and engaging the students with questions and answers. Secondly, 3 (13.6%) teachers regularly used lecture, 6(27.3%) occasionally used lecture, 12 (54.5%) rarely used lecture while 1 (4.5%) never used lecture as a teaching technique. This means that majority of the teachers (12) do not make use of lecture as a form or way of teaching moral values among pupils in JHS. Thirdly, all the teachers made use of role play to teach moral values. Specifically, 2 (9.1%) teachers regularly used role play, 18(81.8%) occasionally used role play and 2(9.1%) rarely used role play. This means that majority of the teachers did not consider role play as a regular method for teaching moral values but rather made use of role play occasionally. Story telling was regularly used by 5 teachers representing 22.7%, 13(59.1%) teachers

occasionally used storytelling as 4 teachers representing 18.2% rarely made use of storytelling. This results showed that majority of the teachers in JHS occasionally use storytelling to teach moral values within the schools. Lastly, no teacher regularly made use of games to teach moral values. However, 13(59.1%) occasionally used games, 7(31.8%) rarely used the games and 2(9.1%) never used games to teach moral values among students. In all, the results of this study have shown that not all teaching techniques effectively help teachers in teaching moral values at the Junior high school level. Therefore, teachers regularly or occasionally made use of the effective teaching techniques that would help teach moral values among JHS students.

Table 4.3: Effectiveness of Teaching Techniques Used by Social Studies Teachers

Teaching Techniques	A	B	C	D	E	F
Discussion	22 (100%)	-	-	-	-	-
Lecture	20(90.1%)	2(9.9%)	-	-	-	-
Role play	-	-	-	-	20(90.1%)	2(9.9%)
Story telling	-	-	-	22(100%)	-	-
Question and Answers	-	-	10(45.5%)	12(54.5%)	-	-
Games	18(80.2%)	2(9.9%)	2(9.9%)	-	-	-

Table 4.3 showed that, most of the respondents opined that the most effective teaching techniques were discussion method (22), lecture method (20) and games (18) representing 100%, 90.1% and 80.2%. Twenty-two (22) representing 100% and twelve (12) of the respondents representing (54.5%) showed that they were unsure about the effectiveness of storytelling and question and answer method. Twenty (20)

respondents also showed that role play teaching method was the least effective representing 90.1%.

Table showed that certain teaching techniques are more effective for teachers to consider as their first option for inculcating moral values while the less effective teaching technique are mostly considered as the last option for inculcating moral values into JHS students. Discussion was showed to be the most effective teaching technique that teachers firstly consider when inculcating moral values into JHS students. This is where all the teachers who participated in this study used discussion as their first option in the classrooms because they might know the views of the students on these moral values and their willingness to inculcate these moral values. Therefore, teachers' should consider the most effective teaching technique (i.e discussion) as their first choice when inculcating moral values into JHS students.

4.3 Moral Values Inculcated Through Social Studies Education

In this section of the study, the researcher presented data on the moral values inculcated through Social Studies education. The section presents data in two folds that is actual data on the individual moral activities inculcated through Social Studies and the extent to which the individual values are inculcated through Social Studies education. Tables 4.4 and 4.5 present summaries of these data.

Table 4.4: Moral Values Inculcated Through Social Studies Education

Moral Values	Yes	No
Honesty	9(40.9%)	13(59.1%)
Respect	21(95.5%)	1(4.5%)
Responsibility	22(100%)	-
Justice & Fairness	22(100%)	-
Caring/Kindness	18(81.8%)	4(18.2%)
Civic duty & Citizenship	22(100%)	-

From Table 4.4, all the (22) teachers representing 100% responded yes that moral values such as responsibility, justice and fairness and civic duty and citizenship are inculcated through Social Studies education. This means that all the participants in this study believe that Social Studies education at the JHS helps teach or inculcates into students to be responsible, just and fair, carry out their civic duty and be responsible citizens in the country.

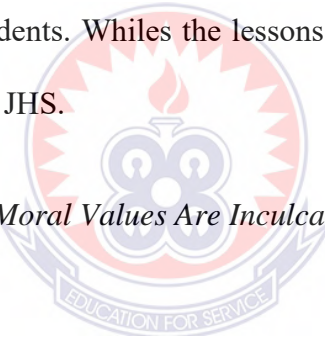
Additionally, 21 teachers representing 95.5% of the teachers responded yes to the fact that Social Studies education helps inculcate respect into the students while 4.5% believes that Social Studies education does not inculcate respect into the citizens. Thus, majority of the teachers believe any student who studies Social Studies education will have the moral value inculcated in that student.

Furthermore, 18 teachers representing 81.8% indicated that caring/kindness is inculcated through Social Studies education while 4 teachers representing 18.2% indicated that Social Studies education could not inculcate care/kindness. This is

where majority of the teachers (18) agree to the fact that Social Studies education inculcate care/kindness into JHS students with few teachers (4) disagreeing to it.

Finally, 13 teachers representing 59.1% indicated no to the fact that Social Studies education does not inculcate the act of honesty into JHS students while 9 teachers representing 40.9% do responded yes that Social Studies education does inculcate honesty into students. This means majority of the teachers disagrees that Social Studies education at the JHS level does not inculcate or teach any form of honesty among JHS students. Therefore, the entire results demonstrate that Social Studies teachers believe that lessons in Social Studies education do promote responsibility, respect, justice and fairness, caring/kindness, performing civic duties and being responsible citizens as students. Whiles the lessons in Social Studies do not promote honesty among students at JHS.

Table 4.5: Extent to which Moral Values Are Inculcated Through Social Studies



<i>Education</i>	Excellent	Good	Fair	Weak
Trustworthiness/Honesty	4 (18.2%)	16 (72.7%)	2 (9.1%)	-
Respect/Politeness	9 (40.9%)	13 (59.1%)	-	-
Responsibility	14 (63.6%)	7 (31.8%)	1 (4.5%)	-
Justice & Fairness	14 (63.6%)	8 (36.4%)	-	-
Caring & Kindness	5 (22.7%)	14 (63.6%)	3 (13.6%)	-
Civic duty & Citizenship	13 (59.1%)	9 (40.9%)	-	-

As can be seen in Table 4.5, majority of the teachers (16) representing 72.7% indicated that trustworthiness/honesty was inculcated in a good way, 18.2%

responded that it has been inculcated in an excellent way while 9.1% believes it has been inculcated in a fair manner. This means that most teachers are of the view that Social Studies education inculcates honesty/trustworthiness at a good extent.

Additionally, 13 teachers representing 59.1% indicated that respect/politeness was inculcated at a good extent and 9 teachers representing 40.9% responded that respect/politeness was inculcated in an excellent extent. Thus, teachers believe that Social Studies education inculcated respect/politeness at a good extent.

Findings of this study showed that 14 teachers indicated that the act of being responsible, just and fair was excellently inculcated through Social Studies education which both represent 63.6%. Also, 7 teachers representing 31.8% demonstrated that Social Studies education teaches responsibility at a good extent while a teacher (1%) showed that responsibility is inculcated in a fair manner. This is where majority of the teachers highlighted that Social Studies education excellently teaches JHS students to be responsible citizens in the country.

Again, results of the study showed that 14 teachers indicated that the act of being just and fair was excellently inculcated through Social Studies education which represents 63.6%. Additionally, 8 teachers representing 36.4% agree in a good way of how Social Studies education teaches justice and fairness among JHS students. Thus, this results demonstrated that majority of the teachers highlighted that Social Studies education excellently teaches JHS students to be just and fair in the country.

In terms of caring and kindness, 5 teachers representing 22.7% showed that Social Studies has inculcated caring and kindness in an excellent extent whereas 14 teachers representing 63.6% showed that caring and kindness have been inculcated by Social

Studies at a good extent. Also, 3 teachers representing 13.6% thought caring and kindness are fairly been inculcated by Social Studies. This shows that majority of the teachers believe that Social Studies education somehow teaches or inculcates caring and kindness at a good extent.

Lastly, 13 teachers representing 59.1% indicated that civic duty and citizenship are excellently inculcated through Social Studies education. Whereas, 9 teachers representing 40.9% showed that the extent to which Social Studies education inculcates civic duty and citizenship is good. Majority of the teachers agree that civic duty and citizenship are excellently inculcated by Social Studies. Therefore, the results show that not all moral values are excellently taught or inculcate by Social Studies despite the good extent at which majority of the moral values are inculcated through Social Studies.

4.4 Teacher Practices That Promote the Inculcation of Moral Values in Students

In this section of the study, the researcher presented data on the teacher practices that promote the inculcation moral values in students. Data was summarized in Table 4.6 and presented in the form of frequencies, percentages and means.

Table 4.6: Teacher Practices That Promote the Inculcation Moral Values in Students

Teacher Practices	Strongly agree	Agree	Strongly disagree	Disagree	Mean
Inconsistent behaviour or practices do not promote moral values	6 (27.3%)	13(59.1%)	-	3(13.6%)	1.59
Daily practices or behaviour of teacher	12(54.5%)	8(36.4%)	1(4.5%)	1(4.5%)	2.00
Showing care and concern	9(40.9%)	11(50.0%)	-	2(9.1%)	1.64
Setting a good example	9(40.9%)	12(54.5%)	1(4.5%)	-	1.77
His/her intellectual ability	-	2(9.1%)	9(40.9%)	11(50%)	1.36
Teachers' inconsistent practices promote unlearning of values	14(63.6%)	8(36.4%)	-	-	3.41

Results from Table 4.6 showed that, majority of the respondents strongly agree that teachers' inconsistent practices and behaviour promote unlearning of the very values they strive for their students to learn. This is where a mean of 3.41 agrees to the fact that moral values can be unlearn if teachers' behaviours and practice are congruent with these moral values that are taught by the teachers. This is because students may not recognize the essence of still inculcating moral values while their teachers practice the contrary.

Additionally, majority of the teachers strongly agrees that daily practices or behaviour of teachers do promote the inculcation of moral values in students. A mean of 2.00 teachers agrees that teachers' daily practices or behaviour do have a greater impact for promoting inculcation of moral values in students. This means that the inculcation of moral values in students cannot be achieved solely through Social Studies education

but rather considers the daily practices and behaviours of the teachers since their main propagators of moral values at the JHS level.

Furthermore, majority of teachers (i.e 13 teachers representing 59.1%) agree that teachers' inconsistent practices and behaviour do not promote moral values in students. This is where a mean of 1.59 agrees to the fact that moral values cannot be promoted unless teachers' behaviours and practice are congruent with these moral values that are taught by the teachers. Since teaching of Social Studies education advocates for moral values in every citizen of the country, students would also learn or inculcate these moral values if they see their role models (i.e teachers) practicing these values. This is because the students would appreciate the essence of these moral values.

Also, majority of the respondents (i.e 12 teachers representing 54.5%) agreed to setting a good example for students to follow to promote moral value in students with a mean of 1.77. Thus, Social Studies teachers indicated that inculcation of moral values in students includes the teachers setting a good example for the students replicate.

Teachers of 11 representing 50% indicated that showing care and concern by the Social Studies teachers promoted the inculcation of moral values in students at the JHS level. This means that inculcation of moral values in students cannot be achieved in a vacuum because showing of care and concern from the teachers motivates the students to inculcate moral values.

Lastly, majority of the teachers (11 teachers representing 50% and a mean of 1.36) disagree with the fact that intellectual abilities of Social Studies teachers do promote

moral values of students. This is where the teachers believe that inculcation of moral values goes beyond the intellectual abilities of the teachers because teachers with intellectual abilities may decide to disregard these moral values which may affect its promotion in students.

In summary, daily practices, setting a good example and showing of care and concern for students promote the inculcation of moral values in students. Daily practices and behaviour were the first teaching practice to promote moral values. This is because daily practices and behaviour of teachers reinforce moral values more than just teaching students the moral values. Again, since students spend more time with their teachers, students perceive their teachers as model roles by modelling the teachers' daily practices and behaviours.

Setting a good example was the second teaching practice that promotes moral values in students. Setting good examples by teachers helps the students to understand the need to practice what we preach. Therefore, teachers setting a good example for what they teach makes the students appreciate the essence for practicing these moral values because their teachers have demonstrated that it is possible to inculcate these moral values.

Showing of care and concern to students was the last teaching practice that promoted moral values in students. This is where showing of care and concern for students helps provide guidance for students to make an effort to inculcate moral values. Such guidance motivates the students to put in enough effort to inculcate moral values.

4.5 How the Junior High School Social Studies curriculum promotes inculcation of moral values in students

In this section of the study, the researcher presented data on how the junior high school Social Studies curriculum promotes inculcation of moral values in students.

Data was summarized in Table 4.7 and presented in the form of frequencies and percentages.

Table 4.7: Social Studies curriculum promotes inculcation of moral values in Students

Social Studies Curriculum	Strongly Agree	Agree	Strongly Disagree	Disagree
Producing morally upright people	10 (45.5%)	12 (54.5%)	-	-
Inculcating moral values	11 (50%)	11 (50%)	-	-
Spells out moral objectives	10 (45.5%)	12 (54.5%)	-	-
Incorporate knowledge, skills, moral values & attitudes	13 (59.1%)	9 (40.9%)	-	-
Prepares students to fit into the society	15 (68.2%)	7 (31.8%)	-	-

From table 4.7, majority of the respondents indicated that preparing students to fit into the society was the first moral values that Social Studies curriculum inculcates into students. A total of 15 teachers representing 68.2% believe that Social Studies curriculum mostly prepare students to fit into the society. This is because Social Studies education mostly focus on how an individual can become a citizen in the society and country at large.

Incorporating knowledge, skills, moral values and attitudes was the second moral value that teachers (13 teachers representing 59.1%) strongly agree that Social Studies

curriculum inculcates into JHS students. This means that the contents in Social Studies education teach knowledge, skills, moral values and attitudes into students. This is because the Social Studies curriculum is more gear towards nation developments. Therefore, knowledge, skills, moral values and attitudes are taught in order to promote national development.

Inculcating of moral values was the third moral value that Social Studies curriculum inculcates into JHS students. Half of the teachers representing 50% strongly agree and agrees that Social Studies curriculum inculcates moral values into JHS students. Since Social Studies curriculum covers appropriate behaviours that should be demonstrated in society, it makes teachers believe that it helps inculcate moral values such as justice and fairness into students.

Teachers equally strongly agree that producing morally upright people and spelling out moral objectives was promoted by Social Studies curriculum at the JHS level. This is where the teachers agree that Social Studies curriculum clearly spells out the objectives for moral values which aims at producing morally upright people. Teachers' ability to inculcate moral values into students clearly shows that Social Studies curriculum clearly spell-out the objectives for moral values which makes it easy to produce morally upright people. In summary, Social Studies curriculum does promote inculcation of moral values in JHS students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENADCTIONS

5.0 Introduction

This study was aimed at investigating Value Education through Social Studies in some selected junior high schools in the Adentan Municipality in the Greater Accra Region of Ghana. The major purpose of the study was to examine the nature of value education in the Junior High Schools in the Adentan Municipality through Social Studies. This research was conducted using three variables: The techniques Social Studies teachers employ in value education, the moral values inculcated through Social Studies and the teacher practices that promote the inculcation of moral values in students.

A 38 item questionnaire was administered to 26 teachers who are teaching Social Studies in Public Junior High Schools in the Adentan Municipality. Out of the 26 questionnaires administered, 22 were successfully retrieved. Three research questions were formulated by the researcher to help examine the nature of value education through Social Studies.

The responses teachers gave were presented by means of frequencies, percentages and means and the results discussed. Based on the findings, conclusions were drawn and suggestions or recommendations made on Value Education through Social Studies. Further studies on this topic are also recommended to highlight areas ignored in this research as a result of time and resources available.

5.1 Summary of key findings of the study

The following are the main findings of the study:

5.1.1 Techniques Social Studies Employ in Value Education

The study investigated the techniques Social Studies teachers used to employ value education at the Junior High School level. The findings demonstrated that Social Studies teachers frequently used discussion and questions and answers in value education. This means that Social Studies teachers regularly or very often make use of discussion and questions and answers in order to teach moral values within JHS students. However, techniques such as games, role play, and storytelling were occasionally used by the Social Studies teachers. While teaching technique such as lecture was rarely used by teachers to teach value education. This is where teachers do not consider games, role play, storytelling and lecture as main teaching techniques that can adequately teach moral values in their JHS students.

Again, Social Studies teachers rated discussion as the first most effective teaching technique to teach moral education which explains why Social Studies teachers regularly make use of discussion. Lecture which was rarely used by Social Studies teachers was rated by the teachers as the second most effective teaching technique to teach moral values. Games was rated as the third most effective teaching technique to insist moral values in JHS students even though teachers occasionally used this type of teaching technique. The fourth most effective teaching technique to promote moral values was questions and answers while story telling was rated the fifth in terms of its effectiveness in promoting moral values in students. Lastly, role play was rated as the least effective teaching technique in promoting moral values in JHS students.

5.1.2 Moral Values Inculcated through Social Studies

The aim of the study was to examine the moral values inculcated through Social Studies. Responses from majority of the Social Studies teachers indicated that responsibility, Justice and fairness and civic duty and citizenship were excellently inculcated through Social Studies. Also, moral values such as respect and caring/kindness were good inculcated through Social Studies. Even though honesty was good inculcated through Social Studies, majority of the Social Studies teachers agreed to the fact that Social Studies education does not inculcate honesty. This means that majority of the Social Studies teachers agreed that responsibility, justice and fairness, civic duty and citizenship, respect, and caring/kindness were inculcated through social education.

5.1.3 Teacher Practices that Promote Inculcation of Moral Values

The study confirms the aim of the study by showing various teaching practices that promote and do not promote moral values in students. Outcome of the study highlighted that teachers practices such as daily practices or behaviour of teachers, teachers setting good examples and teachers showing care and concern promoted or inculcated moral values in students. Whiles teachers' practices such as teachers' inconsistent behaviours or practices and teachers intellectual abilities did not inculcate moral values into the JHS students. Therefore, the study findings showed how teachers personally contribute to the inculcation of moral values into students.

5.2 Conclusions

Moral values are not always inculcated through Social Studies education. Based on the data analysis and findings, it can be concluded that, two teaching techniques (i.e discussion, and questions & answers) were regularly used by Social Studies teachers

even though discussion was considered as the most effective teaching technique for Social Studies teachers. Responsibility, justice and fairness and civic duty and citizenship were moral values that were excellently inculcated through Social Studies while Social Studies failed to inculcate honesty into students. This study revealed that some teachers' practices such as daily practices of behaviour, teachers setting good examples and showing care and concern were factors necessary for inculcating moral values into students. Teachers' intellect and inconsistent behaviours failed to inculcate moral values into JHS students. Therefore, if teachers find it imperative to engage in practices or behaviours that promote moral values, it would improve upon the extent to which moral values are inculcated through Social Studies education.

5.4 Recommendations

Based on the various the findings of the study, the following recommendations are put forward:

The outcome of this research indicated that Social Studies teachers heavily depend on teaching technique such as discussion to inculcate moral values in students. It is therefore recommended that resources should be made available to enable teachers employ other teaching techniques such as lecture, role play, storytelling and questions and answers. Social Studies teachers using these equally effective teaching methods will help to effectively inculcate moral values in students.

The study also showed that some Social Studies teachers were unsure about the effectiveness of teaching techniques like storytelling and question and answer method in inculcating moral values in students. It is therefore recommended that GES should organize regular in-service training courses in the form of seminars and workshops to expose teachers teaching Social Studies to the teaching techniques.

The study also revealed that moral values such as trustworthiness and honesty are not inculcated through Social Studies. It is therefore recommended that GES in consultation with curriculum planners should consider including moral values such as trustworthiness and honesty in the Junior High School Social Studies Syllabus to help Social Studies teachers inculcate such equally important moral values in students.

It is also recommended that Social Studies teachers, especially in the Junior High Schools, should be assessed on teacher practices like setting a good example for students to follow, the daily practices of teachers before their students and their intellectual ability in handling the subject. These practices will put teachers in a very good position to inculcate moral values in their students.

Another important recommendation is that coordinators of Junior High Schools and headmasters of Junior High Schools should be determinedly interested in the type of technique and strategies their Social Studies teachers use to inculcate moral values in their students as these techniques have great influence on the extent to which moral values are inculcated in the students.

The literature reveals that not all certified teachers are assigned to teach in the areas for which they have been trained to teach. This also goes a long way to affect the inculcation of moral values in students through Social Studies education, as teachers who are not trained to use the Social Studies materials made available to them are not likely to inculcate moral values in their students. It is therefore seriously recommended that GES should focus more on assigning teachers with proper professional qualification or training in Social Studies to teach the subject. This will

help the instructors or teachers of the subject to effectively inculcate moral values in their students.

5.4 Limitations to the Study

One limitation of the study was that some of the respondents were not ready to submit the administered questionnaire in their possession on time. Therefore, it took the researcher more than the expected date to completely retrieve some of the questionnaires from the teachers.

5.5 Suggestions for Further Study

It is suggested that a similar study on Social Studies Education and the Need for Value-Based Education in Ghana be conducted in Junior High Schools by GES and other agencies to improve the inculcation of moral values in students or to improve Value education through Social Studies in the Junior High Schools of Ghana.

5.6 Contributions to Knowledge Advancement

This research will contribute to the advancement of knowledge in the field of Social Studies education. The empirical evidence from this study proves clearly that teachers can effectively inculcate moral values in their students by employing effective teaching techniques and by adopting good teacher practices.

These two variables can improve the effectiveness of teachers in the way they inculcate moral values in their students. This study can be used to regulate Junior High School Social Studies teachers to upgrade their knowledge on effective teaching techniques that will help them to effectively teach Value Education to their students. As recommended in this study, workshops, seminars and in-service training can be

used to help teachers to improve their knowledge on effective methods of teaching and consequently inculcating moral values in their students.



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