

**UNIVERSITY OF EDUCATION, WINNEBA**

**TEACHING SOCIAL STUDIES FOR AFFECTIVE OUTCOME AT TEMA  
METHODIST DAY SENIOR HIGH SCHOOL IN THE GREATER ACCRA  
REGION**

**REGINA ADDAE-MENSAH**



**MASTER OF PHILOSOPHY**

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**UNIVERSITY OF EDUCATION, WINNEBA**

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REGION**

**REGINA ADDAE-MENSAH**

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**A thesis in the Department of Social Studies Education,  
Faculty of Social Sciences Education, submitted to the School of Graduate Studies  
in partial fulfilment of the requirement for the award of the degree of**

**Master of philosophy**

**(Social Studies Education)**

**in the University of Education, Winneba**

**DECEMBER, 2022**



## DECLARATION

### Candidate's Declaration

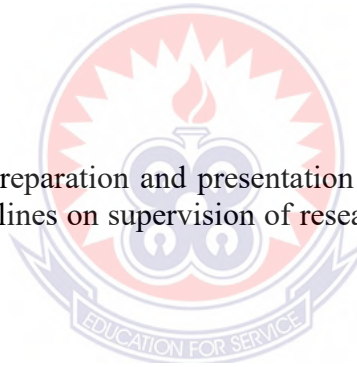
I **Regina Addae-Mensah**, hereby declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been presented, either in part or whole, for another degree in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

SIGNATURE:.....

DATE:.....

### Supervisor's Declaration

I hereby certify that the preparation and presentation of this research was supervised in accordance with the guidelines on supervision of research laid down by the University of Education, Winneba.



SUPERVISOR'S NAME:

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## **DEDICATION**

I dedicate this thesis to Mr. Jonathan Akakpo for his fatherly assistance and encouragement to me throughout my tertiary education.



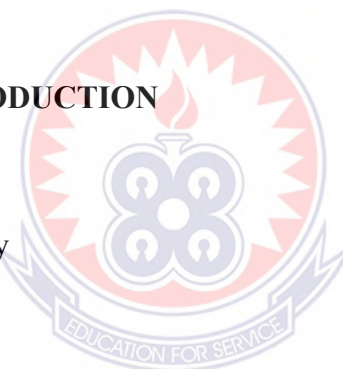
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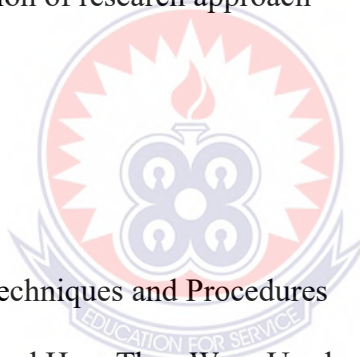
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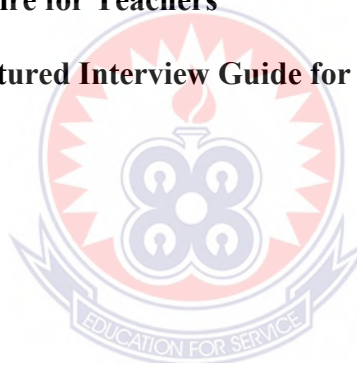


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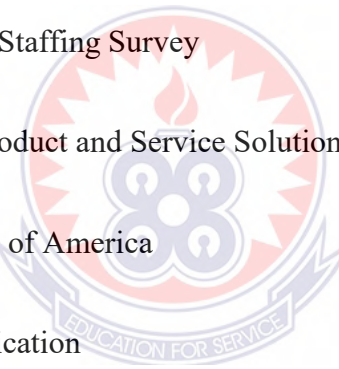


## ABBREVIATIONS

<b>AHA:</b>	American Historical Association
<b>ASSESP:</b>	African Social Studies and Environmental Studies Programme
<b>ASSP:</b>	African Social Studies Programme
<b>ATTC:</b>	Advanced Teacher Training College
<b>CRDD:</b>	Curriculum Research and Development Division
<b>CREDO:</b>	Curriculum Renewal and Education Development Overseas
<b>Ed. D:</b>	Education Doctorate
<b>EDC:</b>	Educators Development Center
<b>GES:</b>	Ghana Education Service
<b>ICT:</b>	Information Communication Technology
<b>IPA:</b>	Interpretive Phenomenological Approach
<b>M.Phil:</b>	Master of Philosophy
<b>M.Ed:</b>	Master of Education
<b>MOE:</b>	Ministry of Education
<b>NaCCA:</b>	National Council for Curriculum and Assessment
<b>NACC:</b>	National Association of Curriculum Courses



<b>NCES:</b>	National Center for Education Statistics
<b>NCSS:</b>	National Council for the Social Studies
<b>PE:</b>	Physical Education
<b>PCK:</b>	Pedagogical Content Knowledge
<b>Ph.D:</b>	Doctor of Philosophy
<b>RME:</b>	Religious and Moral Education
<b>RPK:</b>	Relevant Previous Knowledge
<b>SASS:</b>	Schools and Staffing Survey
<b>SPSS:</b>	Statistical Product and Service Solution
<b>USA:</b>	United States of America
<b>VC:</b>	Value Clarification
<b>WAEC:</b>	West African Examinations Council
<b>WASSCE:</b>	West African Senior High School Certificate Examination



## ABSTRACT

This study examined how Social Studies can be taught to lead to affective outcome among students of Tema Methodist Day Senior High School. The primary purpose of Social Studies is to help young people to develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse democratic societies in an interdependent world. Even though Social Studies has been studied as a core subject in Senior Secondary Schools since the late 1990's, the said purpose (thus, attitudinal change) for its introduction has not been achieved. The Teaching Syllabus for Social Studies still identified some irresponsible behaviours of adolescents in Ghana to include: Pre-marital sex, prostitution, armed robbery, drunkenness, drug abuse, homosexuality (sodomy and lesbianism or "supism"), examination malpractices, among others. The target population comprised students and Social Studies teachers of Tema Methodist Day Senior High School. The study used concurrent design and sampled 250 students and 10 Social Studies teachers. Simple random and census sampling techniques were used to select the sample of students and teachers respectively to answer the questionnaire for the work. It was revealed that teachers set questions that enhance the development of students' conceptual understanding or problem-solving skills. However, documentary analysis of their end of term examination papers revealed otherwise. Moreover, the study revealed that the conception of students and teachers were not entirely different from previous studies conducted. Students, to a higher extent, indicated, that Social Studies is meant to equip learners with knowledge. Half of the teachers agreed with the students while the other set disagreed. Majority of the teachers too strongly agreed and agreed that Social Studies is meant to equip learners with socio-civic, personal and interpersonal skills. Finally, assessment was the main challenge faced by Social Studies teachers. Higher percentage of the students disagrees or uncertain whether their teachers assess them effectively. Similarly, students were uncertain about the effectiveness of anecdotal records. There were discrepancies between what teachers said they assessed and what they actually assessed. It was recommended that there is the need to plan and conduct effective professional development initiatives, including both pre-and in-service training, to transform teaching to be in line with the current theories of teaching, learning and assessment in Social Studies. Social Studies teachers should predominantly employ student-centered approaches when delivering lessons to clear misconceptions students hold in order for them to achieve high academic outcomes. The Ghana Education Service (GES) should organize in-service training for teachers on regular basis on how to develop their pedagogical content knowledge (PCK) due to the role it plays in teaching and learning.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

All subjects play a significant role in developing informed and responsible individuals capable of participating in the development of their country. However, Social Studies has been positioned to possess citizenship development as its priority goal. As a result the subject “Social Studies” seeks to help young people acquire relevant knowledge, skills, attitudes and values for effective adult citizenship so they can help solve the myriad of societal problems. One effective way to achieve this is by incorporating interactive activities and group discussions into the Social Studies curriculum. By encouraging students to participate in their learning actively, they can develop a deeper understanding of the subject matter and enhance their critical thinking skills. Additionally, integrating real-world examples and current events into the lessons can help students see the relevance of Social Studies in their own lives, fostering a greater sense of engagement and motivation which has a direct influence on students’ values, attitudes and affective tendencies.

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

According to Sears and Hughes as cited in Odumah and Poatob (2016), citizenship education has been viewed historically as one of the principal obligations of public schooling. Various subjects are taught in the school to equip learners with knowledge and skills for personal and societal development. At the Senior High School level the subjects taught have been grouped as core and elective subjects. Among the core subjects are: English Language, Mathematics, Integrated Science and Social Studies. Banks as quoted by Ayaaba (2011), believes all subjects play a significant role in

developing informed and responsible citizenship, yet it is only Social Studies that has citizenship development as its priority goal. Ayaaba further explained that Social Studies seeks to help young people acquire relevant knowledge, skills, attitudes and values for effective adult citizenship so they can help solve the myriad of societal problems to make the society better.

Experts such as Dondo, Krystall and Thomas as quoted by Merryfield (1988,p1), contend that as African nations achieved independence in the late 1950s and early 1960s, they sought ways to change inherited educational systems to make them more suitable to the needs of new nations. “No courses in the curriculum were viewed as more closely tied to national aspirations than those dealing with the country, its people, and the responsibilities of citizenship”.

Oyibe and Nnamani (2016, p1), conducted a study in Nigeria on the topic “Relevance of affective domain in social studies education for national development.” It was revealed that Social Studies does not only imply an understanding of human relationship but also at producing citizens with skills, competencies, morals, values and reasoned judgment to effectively live, initiate, interrelate and contribute positively to the economic, social, political, and cultural development of society. These researchers added that the ultimate objective of Social Studies is the development and improvement of living. To them teaching of the subject should emphasise the acquisition and sustenance of desirable attributes characteristics of effective citizenry within a democratic society.

It is on record that early attempts were made to introduce Social Studies in Ghana in the 1940’s at Wesley College in Kumasi and Presbyterian Training College at

Akropong-Akwapim to run courses for teachers by the Institute of Education of the University College of the Gold Coast (now the University of Ghana, Legon). However, due to lack of co-ordination of efforts, the idea was shelved in the 1950's. The reasons for the collapse were: Lack of competent teachers to teach the subject effectively, conflict with traditionalist ideas and subject integration, and lack of textbooks on integrated Social Studies (Ayaaba , 2011).

Ayaaba (2011), reported that the Mombassa Conference of 1968, recommended an Educational Conference to be held in Winneba in 1969 during which the subject was adopted and reintroduced in 1972. Sawyer (2015), revealed that further attempt was made again to push the programme through by sending teachers to Wales and Bristol to study Integrated Social Studies. They returned from their studies in 1971 and were posted to the Teacher Training Colleges to engineer the development of the integrated programme which they had studied abroad. Like the early attempts it did not see the light of the day.

Ayaaba, (2011), opines serious efforts were made to introduce Social Studies into Ghanaian school system due to the 1987 Educational Reforms which made Social Studies a compulsory subject at the Junior Secondary levels. Later in 1998 the subject was introduced in Senior High Schools as a core subject and finally, the Anamuah-Mensah Education Review Committee (2002), also recommended the introduction of the subject as an examinable core subject in Technical, Vocational and Agricultural Institutions.

Afful-Broni and Ziggah (2006), opined laypersons and even sometimes educators are rather vague in their expressions and intended outcomes of their educational objectives. Whereas sometimes the expectations may be too high and unrealistic, they

are, on other occasions, too simplistic. These educationists believe that one major progress that has been made to realistically articulate educational objectives, thus, enabling both students and teachers to work in more unified and productive ways is the study of the taxonomies of educational objective. Therefore, their suggestion also applies to Social Studies since it is one of the subjects studied in schools.

Available literature provides that following the 1948 Convention of the American Psychological Association, Benjamin Bloom took a lead with his team of scholars in educational process and classified the intellectual level behaviour important in learning into a taxonomy containing three (3) overlapping domains; the cognitive, the affective, and the psychomotor. The three main categories of the domains are: The cognitive domain (deals with the recall or recognition of knowledge and the development of the person's intellectual abilities and skills). Educational authorities believed that this is naturally the most common in schools. The affective domain (deals with the feelings, emotions, or degree of acceptance or rejection). The psychomotor domain (deals with some amount of physical, muscular or skills, some use of materials/objects or some act which require some movement of the very physiological aspect of the being (Afful-Broni & Ziggah, 2006). Broudy as cited in Adam, Odumah and Ngaaso (2018), also categorise these taxonomies of education as didactic, phyletic and heuristic development technique (mode of instruction) respectively.

Experts believe that the main goal for introducing Social studies into the Ghanaian school curriculum was to provide citizenship education. Oyibe and Nnamani (2016), reinforce that Social Studies is a discipline that has a strong affective over tones with a curricula structure which is meant to incorporate a substantial degree of programmes, which are indispensable for affective education. Jerolimek as quoted by

Sawyer (2015), stated three categories of the objectives of Social Studies for the achievement of citizenship education. First, understanding which deals with knowledge and knowing; second, attitude which relates to value, appreciation, ideals and feeling; third, skills which relate to using and applying Social Studies learning and ability to gain new learning. This implies that the objectives of Social Studies cut across the three educational domains. The author further explains that the knowledge and the process involved in knowing are the cognitive aspect whereas feelings, attitude, emotions, values, appreciation, ideals are the affective. Being able to apply the knowledge gained in new situations which deal with manipulation is the psychomotor domain. The types of knowledge, skills and values that are stressed in Social Studies curriculum generally depend on the affective goals that are considered as central.

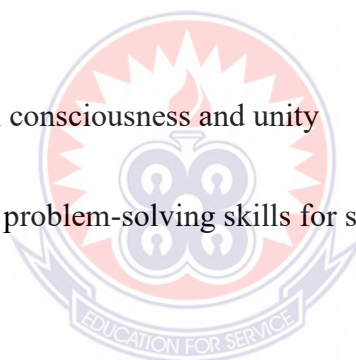
Pratt (2014), lends a support that the affective objectives are those objectives aimed to change students' attitude or values. Pratt is of the view that the instructional relevance of the major categories in the affective domain has come to occupy a prominent place with reference to teaching learning situation in Social Studies education. This exposition seriously considers that instruction in the subject should popularize and propagate the general instructional and behavioural objectives which gave significance to the affective domain.

In the words of Martorella as cited in Odumah and Poatob (2016), the enduring goal of Social Studies is to produce reflective, competent, concerned and participatory citizens who are both willing and capable of contributing positively toward the progress of democratic life of their societies. Odumah and Poatob (2016), added that this is in line with Banks, as he pointed out that the major goal of Social Studies is to prepare citizens who can make reflective decision and participate successfully in the



civic life of their communities and the nation. The authors convinced that the understanding of the goal and objectives of Social Studies serves as a basis for the effective teaching and learning of the subject. To this end, the Ministry of Education – MOE (2010), in the Teaching Syllabus for Social Studies-Senior High School 1-3, identified the following as the general aims of the subject:

- i. Develop the ability to adapt to the developing and ever-changing Ghanaian society
- ii. Acquire positive attitudes and values towards individual and societal issue.
- iii. To develop critical and analytical skills in assessing issues for objective decision-making
- iv. Develop national consciousness and unity
- v. Use enquiry and problem-solving skills for solving personal and societal problems
- vi. Become responsible citizens capable and willing to contribute to societal advancement



Afful-Broni and Ziggah (2006), contend that every nation expects its school graduates should not only be intellectually or cognitively competent, but are also self-confident, respectful, convincing, committed, and dependable. These educational specialists strongly believe that when the affective domain is well catered for, these values will be produced in the students. This made them lament bitterly that, the affective domains are usually not as emphasized; and a major reason may be the perception among many policy makers, school personnel and parents is that the

intellectual/cognitive domain is primarily what schools are about. Besides, the affective domain is more difficult to quantify or evaluate, and testing it to be sure that it has taken place among students is more time consuming for the teacher and other curriculum implementers than them cognitive.

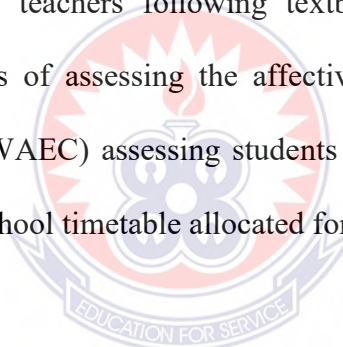
Pratt (2014), added a voice that the issue of affective objective in Social Studies, like many other issues in education, has provoked many discussions and produced few conclusions. It is against this backdrop the researcher wants to research into how the teaching of Social Studies can lead to affective outcomes among the students of Tema Methodist Day Senior High School in the Greater Accra Region.

## **1.2 Statement of Problem**

Social Studies as a field of study is now studied at all levels of the educational ladder, thus, from the Basic level through Senior High, Technical/Vocational, and Agricultural Institutions to the University level. The National Council for the Social Studies (NCSS) in 1992 in order to give the subject a focus came out with the definition of Social Studies as the integrated study of the Social Sciences and humanities to promote civic competence. The primary purpose of Social Studies is to help young people to develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse democratic societies in an interdependent world (Ayaaba, 2011). The writer further argued that even though Social Studies has been studied as a core subject in Senior Secondary Schools since the late 1990's, the said purpose (thus, attitudinal change) for its introduction has not been achieved.

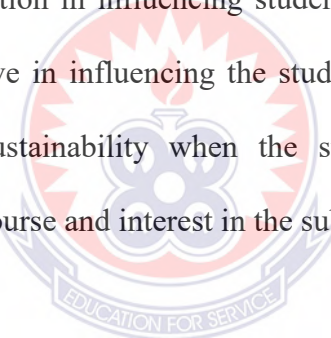
Despite all efforts being made to promote Social Studies education in Ghana, it is very disheartening to hear that students or sometime the general public still engage in

activities such as cyber fraud, disrespect for authority, election malpractices, littering the environment, refusing to perform their assigned duties, stealing, violence, among others and the worst of it all students lack critical thinking in their day to day activities. In similar vein the MOE (2010), stated in the Teaching Syllabus for Social Studies (Senior High School 1 - 3) some irresponsible behaviours of adolescents in Ghana include: Pre-marital sex, prostitution, armed robbery, drunkenness, drug abuse, homosexuality (sodomy and lesbianism or “supism”), examination malpractices, among others. The causes of these deviant behaviours seem to be very numerous. They may be attributed to issues such as: problem of defining Social Studies, the problem of using unqualified teachers, inexperienced and out-of-field teachers in teaching Social Studies, teachers following textbooks strictly in the process of teaching, wrong methods of assessing the affective outcomes, thus, West African Examinations Council (WAEC) assessing students only from the cognitive domain, inadequate time on the school timetable allocated for Social Studies, among others.



Although many studies have been conducted on the influence of Social Studies or citizenship education on students' attitudes and skills at the Basic and Secondary levels such as Mensah-Williams (2014), who researched on perceived impacts of national educational reform programmes in Ghana on development of senior high school Social Studies curriculum. Iconarua and Ciucurel (2014), also researched on developing social and civic competencies in people with intellectual disabilities from a family center through an adapted training module. There seem to be no research on how the teaching of Social Studies can lead to affective outcomes or if any very minimal. Nande, Aboho, and Maduwesi, (2013, p 1), attest to this when they made a

presentation with the title “Affective domain: Neglected area of learning objectives in Nigeria’s primary and secondary Schools” at the World Educators Forum in 2013. Among the different methods and techniques as typologised by Figueirò and Raufflet (2015), action and experiential learning methods offer a promising approach for teaching sustainability. Gatti, Ulrich, and Seele (2019), investigated education for sustainable development through business simulation games. An exploratory study of sustainability gamification and its effects on students' learning outcomes indicated that action learning approach, and in particular, simulation and gaming, may successfully generate cognitive and affective learning outcomes which in turn may affect students' development of critical thinking skills. In addition, the study suggests the central role of motivation in influencing students' learning outcomes. The game seems to be more effective in influencing the student's expertise in the subject and their attitudes toward sustainability when the student records a high level of motivation to attend the course and interest in the subject before the game.



Again, Dedeali, and Dasdemir (2019), adapted a descriptive cross sectional study to ascertain how rapid technological and digital change, the use of mass communication and digital communication tools, and internet usage have become very prevalent and thus digital citizenship education has become a necessity for individuals so that they can effectively use these technologies. In this respect, in-class and out-of-class activities play a crucial role in developing students’ digital citizenship competencies in Social Studies education. Teacher candidates’ perception of digital citizenship will influence students as well. Digital Citizenship Attitude Scale was employed to identify the perceptions of teacher candidates towards digital citizenship. The analysis of the results in the context of sub-dimensions indicates that no statistically significant

difference was found by the gender variable, however significant differences was observed in digital citizenship levels of the teacher candidates according to the variables of owning a personal computer, age and years of experience in computer use.

Furthermore, Nganga, Roberts, Kambutu, and James (2020), explored pre-service teachers' (N = 37) perceptions, level of preparedness, motivation and perceived hindrances to teaching controversial issues. To do so, the study used a Interpretive Phenomenological Approach (IPA). Data from written reflections and semi-structured interviews showed 80 percent of participants lacked exposure to college work that examined controversial issues prior to taking Social Studies Methods course. However, after taking the course, participants were able to identify controversial topics, but they still displayed limited critical awareness and conceptualization of teaching controversial issues. Other findings pointed to the benefits of teaching controversial topics in a planned and intentional manner. It seems to suggest that studies on the instructional techniques towards the development of students' affective outcomes are limited. It is based on this justification that this study sought to explore how the teaching of Social Studies can lead to the acquisition of affective outcomes in Tema Methodist Day Senior High School.

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

The purpose of the study was to explore how the teaching of Social Studies can lead to the acquisition of affective outcomes in Tema Methodist Day Senior High School.

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

The objectives of this study were to:

1. Ascertain students' conceptions about Social Studies at Tema Methodist Day Senior High School.
2. Explore the methods/techniques Social Studies teachers at Tema Methodist Day Senior High School use/adopt to teach to achieve the affective learning outcome of the subject.
3. Explore the challenges Social Studies teachers face in teaching to achieve learning outcomes of the affective domain at Tema Methodist Day Senior High School.

#### **1.5 Research Questions**

The following questions were addressed in this study:

1. What are the conceptions of students about Social Studies in Tema Methodist Day Senior High School?
2. How is Social Studies taught at Tema Methodist Day Senior High School to promote affective outcomes?
3. What are the challenges involved in the teaching of Social Studies to lead to affective outcomes among students of Tema Methodist Day Senior High School?

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

It is hoped that this study will serve as a reference material for the researcher and others who wish to seek information in this area of study as well as adding to existing

literature which has been produced by other researchers on the teaching of Social Studies for affective outcomes. It is also hoped that, the findings of the research will be of importance to Social Studies teachers, particularly, effective ways of improving the teaching of Social Studies to lead to the achievement of affective outcomes among students and the Ghanaian society. Again, the findings of the study is hoped to deepen teachers' and policy makers' knowledge on how to teach Social studies to lead to attitudinal change, civic competence and critical thinking.

### **1.7 Delimitation**

The respondents were selected from the students of Tema Methodist Day Senior High School. The research could have covered all the six Government Assisted Senior High Schools in the Tema Metropolis but the work was only limited to Tema Methodist Day Senior High School. The school was selected based on easy access and availability of students and time constraint. Since wisdom is not found in one man's head other teachers of the school were also consulted for more information about students' attitudes and behaviour. The work looked at the taxonomies of learning, by emphasizing on teaching Social Studies for affective outcomes. The affective domain (deals with the feelings, emotions, or degree of acceptance or rejection).

### **1.8 Organisation of the Study**

The study has being grouped into five chapters. Chapter One consists of the background of the study, statement of problem, the purpose of the study, research objectives, research questions, significance of the study, delimitation, organisation of the study, and operational definition of terms. The second chapter covers review of related literature. It looked at the: The introduction, theories underpinning affective outcomes, the concept of Social Studies education, how Social Studies is taught (the

domains under which Social Studies is taught), and the challenges involved in teaching Social Studies for affective outcomes. The third chapter consists of the methodology. It comprises the introduction, research approach, research philosophy, the study setting, research design, research population, sampling, sampling techniques and procedures, research instruments and how they were used, validity and reliability of instruments, trustworthiness, data collection procedures, data analysis procedures, and ethical considerations and conclusion. Chapter Four deals with the results and discussion. Finally, chapter five deals with the summary of the findings, major findings, contribution to knowledge, conclusions and recommendations for further study.

### **1.9 Operational Definition of Terms**

Some of the words in the script are unfamiliar and therefore must be explained to the understanding of the layperson.

**Affective domain:** It is one of the three domains in Bloom's Taxonomy that includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitudes.

**Attitudes:** They are predispositions to react in a certain way.

**Citizenship Education:** The contribution of education to the development of characteristic of being a citizen.

**Cognitive domain:** It involves the development of our mental skills and the acquisition of knowledge.

**Didactic technique:** An approach to teaching refers to a manner of instruction in which information is presented directly from the teacher to the pupil, in which the



teacher selects the topic of instruction, controls instructional stimuli, obligates a response from the child, evaluates child responses, and provides reinforcement.

**Heuristic technique:** Is any approach to problem solving or self-discovery that employs a practical method that is not guaranteed to be optimal, perfect, or rational, but is nevertheless sufficient for reaching an immediate, short-term goal or approximation.

**Outcome:** The result or effect of an action, situation, or event.

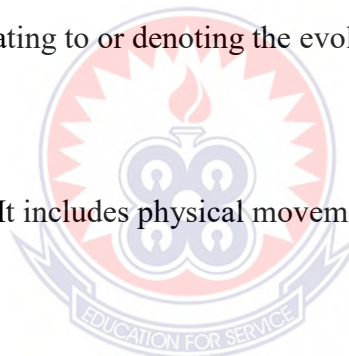
**Out-of-field teachers:** They are teachers teaching in subject or year levels outside their field of qualification or expertise.

**Phyletic technique:** Relating to or denoting the evolutionary development of a species or other group.

**Psychomotor domain:** It includes physical movement, coordination, and use of the motor-skill areas.

**Taxonomy:** It is system of classification in which the particular entities are arranged in accordance with clear guidelines and principles.

**Values:** They are any concepts which may be considered desirable.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter, the researcher reviewed related literature and ideas that have been expressed by different writers concerning how Social Studies can be taught to lead to affective outcomes among students. The literature was reviewed under the following sub-headings: Theories underpinning affective outcomes, evolution of Social Studies education in the world, Africa and Ghana, the concept of Social Studies education; how (cognitive, affective, and psychomotor domains) Social Studies is taught; and challenges involved in teaching Social Studies for affective outcomes.

#### **2.1 Theories Underpinning Affective Outcomes**

In the words of Oyibe and Nnamani (2016), Social Studies as a discipline has a strong affective over tones. Indeed its curricula structure is meant to incorporate a substantial degree of programmes, which are indispensable for affective education. This orientation and understanding convey an impression among other things that the notion of feeling and the process associated with affective domain are as important as the various thought processes which constitute the subject matter of Social Studies. According to Oyibe and Nnaman (2016), one of the major reasons that have prompted many educational authorities, planes and experts to seek for the inclusion of Social Studies in the curricular of schools derives essentially from the subject concern propagating and instilling the tenets and objective of the affective domain in the mind of youngster committed to it.

### **2.1.1 Evolution of values clarifications theory**

According to Forgay (1994), Values Clarification (VC) is customarily recognized as beginning with a work by Rath, Harmin, and Simon, which was published in the mid-1960s. An alternative approach has been developed by Dr. Lawrence Kohlberg as his theory of morals and moral growth is based on exactly the same philosophical assumptions as is Values Clarification. Values Clarification was first brought into the public schools as an improvement to their Social Studies programmes. More recently, this approach to values has also been extended to other courses of study in many public schools, especially Sex Education and Language Arts. Forgay (1994), then concluded that Values Clarification, then, is a child of the Social Studies.

Educational experts asked this question “Why does VC and, indeed, social studies itself, stress process more than content”? The answer to this lies in the philosophical beginnings of modern progressive education Forgay (1994). The particular technique known as Values Clarification may be either explicit or implicit in an educational curriculum.

### **2.1.2 The concept values clarifications theory**

Forgay, (1994), believes values clarification should be understood as a "scientific" approach to questions of values and morals. The writer further thinks that more properly, it should be recognized as a form of scientism, the belief that the only source of truth is that which is obtained scientifically. Further researches found out that very generally, values clarifications is a set of related procedures designed to engage students and teachers in the active formulation and examination of values. It does not teach a particular set of values. There is no sermonizing or moralizing. The goal is to involve students in practical experiences, making them aware of their own

feelings, their own ideas, their own beliefs, so that the choices and decisions they make are conscious and deliberate, based on their own value system". As can be seen from this quotation, Values Clarification (VC) "is a set of related procedures," a process. The claim is made here (and elsewhere) that VC involves "no sermonizing"; in other words, VC is objective and neutral, in and of itself. To the promoters of VC, "Values are those aspects of a culture to which the groups attach a high worth of regard. The norms and sanctions in a society are expressions of its values".

### ***2.1.3 The valuing process***

Studies by Forgay (1994), revealed that in Values Clarifications there are three basic stages to arriving at what is called a "value," namely, choosing, prizing, and acting. All Values Clarification educators clearly believe that one.

*Stage One: CHOOSING* - First, the student is expected to identify all known alternatives, consider the consequences of each, and then make a free choice. Consider carefully that in the VC scheme there are and can be no absolute values. Otherwise, they would have to be exempt from this choosing process. In the VC scheme, there is no right or wrong, good or evil. The child merely identifies all the alternatives and makes his choice. So, if a child decides to choose the homosexual lifestyle, after considering alternatives, such as heterosexual activity only within marriage, heterosexual promiscuity, abstinence, bestiality, among other choices, and has made his choice freely as an individual, he has completed the first part of the valuing process. What actual choice he makes in the VC system of thought is irrelevant; it can be neither "right" nor 'wrong'. It should be emphasized here that nothing is in theory exempt from the valuing process. Since, to VC thinkers, values are merely sophisticated opinions of accepted social norms or just of individual taste.

This writer further cited the Alberta Social Studies Handbook which states: "Each student is subject to bombardment by many, often conflicting values - from the home, the church, the peer group, the mass media. He must process these many values, accepting some, rejecting some and modifying rejecting some and modifying others. His unique behavior should reflect a synthesis, resulting in a set of values that are clear, consistent and defensible in terms of the life goals of the individual as a member of society" ( p.201).

By now it should be clear that everything taught in the home or in the church is in principle open to challenge or rejection under the VC process. The student is assumed to be completely autonomous, responsible neither to God (whose revelation and very existence is rejected or simply ignored), nor to parents. Since there is no right or wrong, each student must "decide for himself how he shall act and what he shall believe.

*Stage Two: PRIZING* - Having made his choice about what to value, the student is to prize that choice by being happy with the choice and affirming it, willingly and publicly (p.201). No question can ever arise as to whether or not the "value" is worth prizing, for such a question assumes that some sort of moral absolute code exists which the VC system of thought dispenses with from the outset (p. 201).

*Stage Three: ACTING* - Having prized the value freely chosen, the student then is to act upon the choice, repeating the action consistently in some pattern of life. Here there seems to be some inconsistency, for VC theorists seem to be saying at this point that the student *should* act upon the choice made, lapsing again into some form of absolutism. All of this assumes, in fact, that VC itself is *good*, that students *should* engage in the "valuing process." It also assumes that students are by nature good (not sinful or unclean), and will not make unfortunate (theorists cannot in all honesty use

words like "good" or "evil") choices. It cannot be emphasized too strongly that in the VC programme the concern is *not* the conclusions the students come to, but merely *how* they reach those conclusions. In this sense, what is known as "values education" in the public schools is the exact opposite to what many parents understand by the term, because for them it is precisely the conclusions the students come to, more than the "process" which is to them most important, as indeed it is (p.201).

#### **2.1.4 Values clarification in practice**

In the view of Forgay (1994), it would seem that VC must lead logically if not inevitably either to antinomianism or to arbitrary authoritarianism. Given this choice, Raths, Harmin, and Simon cited in Forgay (1994), agreed to choose authoritarianism, perhaps realizing instinctively that no society can be constructed or sustained on the extreme antinomian and almost anarchic individualism VC would seem to lead to. That arbitrary authoritarianism is indeed the choice of VC theorists as strikingly illustrated (p. 202-203).

**Ginger:** *“Does that mean we can decide for ourselves whether we should be honest on tests here?”*

**Teacher:** *No, that means that you can decide on the value. “I personally value honesty; and although you may choose to be dishonest, I shall insist that we be honest on our test here. In other areas of your life, you may have more freedom to be dishonest, but one can't do anything any time, and in this class. I shall expect honesty on tests”.*

**Ginger:** *“But then how can we decide for ourselves? Aren't you telling us what to value?”*

**Sam:** *“Sure, you're telling us what we should do and believe in.”*

**Teacher:** *“Not exactly. I don't mean to tell you what you should value. That's up to you. But I do mean that in this class, not elsewhere necessarily, you have to be honest on tests or suffer certain consequences. I merely mean that I cannot give tests without the rule of honesty. All of you who may choose dishonesty as a value may not practice it here, that's all I'm saying. Further questions, anyone?”* (p.202)

*“In other words, "you may choose to use profanity elsewhere, but not in my class," or, "all of you who choose stealing as a value may not practice it in my classroom, that's all I'm saying," or, "I don't mean to tell you what to value. If you value sexual promiscuity, that's up to you." With such an approach to values, is it any wonder that the public schools are in the state they are in? The wonder is that things are not even worse. Of course, the VC approach is a form of moral relativism. This is why "questions should not guide toward a preconceived answer". The only thing that seems to be exempt from this moral relativism is the valuing process itself.”*

Forgay (1994), admits in VC, there is no preconceived answer, because there is no "right" or "wrong" answer. Moral relativism is not the only assumption underlying Values Clarification. Total atheism seems to be an accompanying trait. None of the VC theorists ever mentioned God, let alone base their ideas on His laws and purposes. Occasionally, the fact that some children may get certain ideas from church will be mentioned, but these ideas are treated in the same context of moral relativism as everything else. And as already noted, since values from church are not arrived at through the valuing process, the implication is that they are not real values and should be rejected. This is why VC theorists can insist that "each generation should have the right to determine its own values' (p. 203)". This is because life is different through time and space, we cannot be certain what experiences any person will have. We therefore cannot be certain what values, what style of life, would be most suitable for



any person. We do, however, have some ideas about what processes might be most effective for obtaining values. It is not intended that these (VC) activities be used to determine whose values are 'right' and whose are 'wrong.'

Rather, these activities are intended to help teachers and students determine the clarity, consistency and defensibility of particular values". At the same time that the moral relativists are saying students must pick their own values, they sternly insist that "tolerance" is an attitude that must be accepted without question. To say that some things should not be tolerated is to (unconsciously perhaps) reintroduce an absolute code of ethics. However, "tolerance" is not any sort of virtue or value in and of itself; everything about it depends on just what is being tolerated. Most people probably think that "values" education is about teaching children what is right and what is wrong. That of course, is the one thing "values clarification" is not about. The same may be said for what is passing for "moral education" in the public schools.

The particular technique known as Values Clarification may be either explicit or implicit in an educational curriculum. In Alberta it was explicit from 1971 to 1982. Since then, the VC approach has become more implicit, never mentioned directly, but in its basic form assumed. And even if the particular concept of VC is rejected by public education, something similar to it, with the same philosophical assumptions or moral relativism and functional atheism will sooner or later emerge to replace it. Any attempted "reform" of such an educational system will never be anything more than superficial as long as the commitment to the underlying philosophy remains. Perhaps this is why calls for and attempted reforms of public education over the past forty and more years have never really led anywhere.



Educational theorist Jack Fraenkel strongly supports the use of VC in the schools, and praises the work of Raths, Harmln, and Simon as "provocative" while others are less impressed. Psychologist Paul Vitz as quoted by Forgay (1994), stated that the VC program should be rejected. The contradictions and incoherence of the system provide one of the shallowest and intellectually most confused systems of thought yet contrived by the human mind". The fruits of moral relativism are everywhere: rampant divorce, abortion, an explosion of sexually transmitted diseases, drug abuse, family breakdown, and pornography available everywhere, and a crime rate, especially for juveniles, higher than ever. Indeed, the twentieth century has been the century of moral relativism; it is no coincidence that the twentieth century has also been by far the bloodiest in history.

## **2.2 The Evolution of Social Studies Education in the World, Africa and Ghana**

Social Studies had its own set of unique beginnings and did not originate, as many writers argue (Saxe as quoted by Ben, Smith, Jesse, Palmer, Stephen & Correia, 1991). Saxe is of the view that the "foundations" of Social Studies originated in Great Britain during the 1820s and quickly moved to the United States. Topcu (2017), also revealed that the term "Social Studies" was first revised, in the year 1892 by The National Council of the United States of America which collected and organized it in order to form the understanding of national society. When it came to 1916, the concept of Social Studies was put forward by the Social Studies Committee of the Commission for the Reorganization of the Middle School of the National Education Department of the United States and from this day on taught with this name in the USA. It emerged as an attempt to use education as a vehicle to promote social welfare, and its subsequent development was influenced by both America and others.

Evans as cited in Ayaaba (2011), adds that prior to 1861, what later became known as Social Studies was in a rather chaotic state condition with a number of isolated subjects appearing in the Social Studies curriculum under the disguise of social studies. Ayaaba (2011), cites Roorbarch who concluded that there were “twenty-two fields of history, eleven of geography, six of civics, political economy, an array of mental and moral philosophy, and religious education.

Tabachnick as cited in Ayaaba (2011), opines the earliest use of the term “Social Studies” to refer to a school subject is attributed to Thomas Jesse Jones in an article that appeared in an America newspaper, *Southern Workman* in 1925. The writer later expanded the article into a book titled *Social Studies in the Hampton Curriculum*, in which he expressed concern that young African Americans and native Americans would never be able to become integral members of the broader society unless they learned to understand the society, the social forces that operated within it, and ways to recognize and respond to social power.

Ayaaba (2011), asserts that in the 1913 preliminary report of the Committee on Social Studies, Thomas Jesse Jones, who authored the report, wrote that a curriculum based on History should be replaced by a broader form of Social Studies. “Good citizenship”, the report declared, “should be the aim of Social Studies in the high school. The author argued that “facts, conditions, theories, and activities that do not contribute directly to the appreciation of methods of human betterment have no claim”. He therefore dismissed traditional History and advocated the introduction of a curriculum that specialized in attending to the present growth needs and interests of the learner. This made Odumah and Poatob (2016), to argue that the United States of America appears to be the “mother” country of Social Studies. These authors shared the view of Obebe (1990) that Social Studies first appeared as a curriculum of the

educational system of the United States of America (USA) within the first two decades of the 20<sup>th</sup> century.

They believed the idea of Social Studies started developing in the United States of America in the early 1900 as a reaction to the numerous human problems prevailing at that particular period. They further explained that some of these problems were basically social and political but purely as a result of the civil wars which Americans went through and were just getting over. Young American citizens were becoming lawless as there were incidences of group violence, social disharmony, and child delinquency among others in the American society. The citizens of the United States would need, however, to be educated in the values and responsibilities necessary for national cohesion and survival. As a result of these socio-political issues, stakeholders of education in America pushed for the introduction of a school subject that could address such issues and develop good and responsible American youth (Odumah & Poatob, 2016).

Nevertheless, the Social Studies was linked up with the activities of the American Historical Association (AHA) until 1921 when the National Council for the Social Studies (NCSS) was formed to champion the course of the subject. The aftermath of the American War of Independence gave a broader perspective for understanding society better through the development of democratic values and behaviours considered essential to enable learners imbibe desirable social values. The National Council for the Social Studies (NCSS) was thus tasked with the responsibility of disseminating information and creating awareness about the need for the learning of Social Studies (Ayaaba, 2011).

Accordingly, by the 1920s, Social Studies had transformed from being a History-laden subject into one focused on acquainting the youth with the skills needed to function effectively in society as democratic citizens (Quartey, cited in Ayaaba, 2011). In other words, Social Studies in America had changed from the History oriented type to become a problem-solving or issue-centred subjected that was structured to allow American youth to internalize democratic values and live as responsible and informed citizens.

It was the effort of Social Studies educators in Britain that introduced Social Studies as a school subject in Africa. In 1967, an international conference of African educators, the Educators Development Centre (EDC), and the Curriculum Renewal and Educational Development Overseas (CREDO) was held at Queens College, Oxford in the United Kingdom. It was at this meeting that the idea of introducing Social Studies as a school subject in Africa was proposed. The conference was attended by American educationists in the field of Social Studies as well as representative of African countries. In the end, the conference recommended that a Social Studies conference be held in Mombassa, Kenya, the following year thus 1968.

It is on records that the Mombassa Conference of 1968 was attended by delegates from eleven independent African States, namely; Ghana, Nigeria, Sierra Leone, Kenya, Uganda, Ethiopia, Lesotho, Malawi, Tanzania, Zambia, and Botswana. The Educational Development Centre and Curriculum Renewal and Educational Development Overseas sent experts to guide and contribute to the discussions. The conference resolved that Social Studies be introduced in Africa as a tool for preparing the new African citizen in the nations of the African continent for effective citizenship (Blege cited in Ayaaba, 2011). It was also recommended that an international

organization be formed to help the newly independent African states to organize their own Social Studies programmes and to promote the learning of the subject in Africa.

This recommendation gave birth to the African Social Studies Programme (ASSP) in 1969 with its permanent Headquarters in Nairobi, Kenya. The ASSP was renamed the African Social and Environmental Studies Programme (ASESP) in 1990. The ASESP was an international organization of 17 African countries. The mission of ASESP was to carry out the four general objectives agreed upon at the Mombassa Conference and the four objectives are:

1. To create an awareness and an understanding of the evolving social and physical environment as a whole, its natural, man-made, cultural, and spiritual resources, together with the rational use and conservation of these resources for development.
2. To develop a capacity to learn to acquire skills of listening, speaking, reading, writing, calculation, observation, analysis and inference which are essential to the forming of sound judgement.
3. To ensure the acquisition of that relevant knowledge which is an essential pre-requisite to personal development as well as to a positive personal contribution to the betterment of humankind?
4. Finally, it is utmost importance to develop a sympathetic appreciation of the diversity of, and inter dependence of all members of the local community, and of the wider national and international community.

Attempts at introducing Social Studies in Ghana dates as far back as the late 1940s when teacher training colleges such as Wesley College in Kumasi, the Presbyterian

Training College in Akropong-Akwapim and Achimota Training College (Accra) initiated some programmes (Tamakloe, cited in Kankam, 2016). Kankam (2016), further shared Fokuo's view that the experiment was, however, not allowed to blossom due to both teachers' and students' negative perception and attitudes, towards the Social Studies programme. In similar vein Ayaaba (2011), lends a support that due to lack of co-ordination of effort, the ideas were shelved. The reasons for the collapse of the initiative in those institutions were not far-fetched:

1. Lack of competent teachers to teach the subject effectively. Teachers were not trained in the philosophy, methodology, purpose and objectives as well as the techniques of teaching Social Studies. As a result, teachers teaching Social Studies at the time only paid lip services to the subject while they concentrated on teaching their traditional subjects of History, Geography, Government, to mention but a few.
2. Conflict with traditional ideas. The idea of subject integration did not find favour with many traditional social scientists. Such people harboured the fear that their traditional subject areas such as History, Geography and Economics would lose their distinct identity and methodologies if they were to be subsumed under the new integrated Social Studies. Social Studies was therefore seen as a threat to the traditional social science.
3. Lack of textbook on integrated Social Studies was also a contributory factor. Social Studies was introduced without the requisite textbooks and instructional materials to support the programme. As such, individual teachers taught what they thought right in the classroom.

Studies by Sawyer (2015), revealed that the development of the Social Studies programme in Ghana began in 1967 with the setting up of the Curriculum Research and Development Division (CRDD). Following the Mombassa Conference of 1968, an educational conference was held in Winneba in 1969 during which the subject was adopted and re-introduced into the school curriculum in 1972. A pilot programme on Social Studies teaching was started in four selected centres, thus; Saltpond and Assin Fosu in the Central Region, Ho and Hohoe in the Volta Region. According to Tamakloe (1976), “there was a great controversy on the choice of name for the new programme being developed. While one group felt it should be called “Social Studies”, one group contended it should be called “environmental studies” (p.16). The programme in its fourth year of pilot testing saw the inauguration of the National Association of Curriculum and Courses (NACC). All primary syllabuses were reviewed and improved with the sub-committee on Social Studies agreeing that the new programme should be officially called “Environmental studies”.

Kankam (2016), added that some graduate and non-graduate teachers were sent to Wales and Bristol to study the “Environmental studies approach” and the “Integrated Social Studies”. By 1971, about 14 of the teachers with positive perception about Social Studies had been posted to the Teacher Training Colleges to spearhead the development of the integrated programme, which they had studied abroad. As Ayaaba (2011), rightly mentioned, like the early attempt; it did not see the light of day.

Kankan (2016), further revealed that in 1976, the experimental Junior Secondary Schools were established where Social Studies was one of the school curriculum. There was the need for student-teachers at the Teacher Training Colleges to specialize in Social Studies to teach at the experimental junior secondary schools. After training the first three batches of Social Studies teachers at the teacher training colleges for the



programme, it was realized that there was a glut of teachers because there was no corresponding expansion of the Junior Secondary Schools in terms of numbers. The result was that Social Studies had to be abandoned in the Training Colleges in the 1981/82 academic year (Tamakloe, 2008). There was no need for training specialist Social Studies teachers who could not be absorbed into the education system. This state of affairs in the Training Colleges of Ghana, together with the fact that Social Studies was not examined externally for certification, both at the Teacher Training Colleges and secondary school levels, made tutors and students alike to develop a half-hearted attitude to the study and development of social studies.

Ayaaba (2011), opined serious effort at introducing Social Studies into the school system in Ghana came with the implementation of the Educational Reforms in 1987 which made the subject compulsory at both the Junior and Senior High Schools. According to Kankam (2016), the 1987 Education Reform Review Committee was born as a result of the experimentation of some of the recommendations of the 1972 Dzobo Committee. The Review Committee Report of 1987 recommended that all four year middle schools should be turned into three year junior secondary schools. With this new reform in education, Social Studies was re-introduced in the teacher training colleges as one of the elective subjects to train students to teach Social Studies at the junior secondary schools. In furtherance of this course, the Anamuah-Mensah Educational Review Committee in (2002), also recommended the introduction of the subject as an examinable core subject in Technical, Vocational, and Agricultural Institutions. Hence, the New Education Reform Programme has brought in its trail Social Studies at the basic education level nationwide.

Ayaaba (2011), posits the University of Cape Coast consequently mounted a Bachelor of Education degree programme in Social Studies in 1988. In the same year, the



erstwhile Advanced Teacher Training College (ATTC) at Winneba also started a diploma programme in Social Studies. Ayaaba is of the view that these attempts were geared towards training competent Social Studies teachers for the senior high schools and also for the initial teacher training colleges which would in turn train teachers to teach the subject at the basic level of education.

Consequently, in 1990, teacher training colleges in Ghana embarked on teaching of Social Studies after a new programme of instruction had been designed (Kankam, 2016). Ayaaba (2011), concluded that it is heart-warming to note that despite its “chequered” history, Social Studies is now not only a core subject in all junior and senior high schools, but also technical institution in the country. The University of Education, Winneba and the University of Cape Coast are currently running degree programmes in Social Studies, while the former has gone ahead to mount Master Education (M. Ed), Master of Philosophy (M. Phil), Doctor of Philosophy (Ph. D), and Education Doctorate (Ed. D) programmes in Social Studies. The University of Ghana-Legon has the “Faculty of Social Studies”, whereas some private universities, like the Methodist University College and Valley View University College use it as a Department.

### ***2.2.1 Conceptualizing social studies, its purpose and goal***

According to Odumah and Poatob (2016), the inception of Social Studies was fraught with confusions regarding the appropriate definition. Experts in the field have long debated the dimensions of an appropriate definition of Social Studies (Barr & Shermis, 1970: Bart, Barth, & Shermis, 1977: Dougan, 1988: Evans, 2004, Griffith, 1991). The National Council for the Social Studies (NCSS) also proclaims that as a field of study, Social Studies may be more difficult to define than is a single discipline

such as history or geography, precisely because it is multidisciplinary and interdisciplinary and because it is sometimes taught in one class (perhaps called "social studies") and sometimes in separate discipline-based classes within a department of social studies. Social Studies is a multi-facet phenomenon which has varied definitions. Some protagonist of the subject were of the view that defining it will restrict its content and as such they will not be able to plant their traditional subjects such as history, geography, among others into the new subject. Hence, they concluded that it should not be defined. It is also on record that the Mombassa conference in 1968 did not also yield any fruitful definition regarding the subject due to the differences in the views of the scholars regarding the subject.

Ayaaba and Odumah (2007), lend a support to this view when they stated that Social Studies is a subject whose definition has been in a constant state of flux. It has been defined differently by different writers, different commissions, and different committees over the years. Experts like Van Sledright and Limón (2006), argue that Social Studies is a very broad field. To many, it means the study of virtually all the academic disciplines one might name for the purpose of preparing active, thoughtful citizens (National Council for the Social Studies, 1993). Such study proponents, create good democratic citizens who engage and participate in the affairs of their communities and pursue social justice agendas. According to Lawton and Dufour as quoted in Obebe (2005), all around the world Social Studies comes in different shapes and sizes. People are of the conviction that Social Studies is like language, it wears the colour of the environment where it exists.

Despite the numerous arguments, it is important to note that as a new subject, it was very necessary to define it in order to give it an identity and focus (Odumah & Poatob, 2016). The authors further add that defining the subject gives a clear view of

what the subject is about thus the selection of the topics – what should or should not be included, content, how it is taught and assessed, scope and nature of the subject as well as sharpening its focus which gives growth.

There is not a single universally accepted definition of Social Studies. There are different schools of thought about what the subject is or ought to be. Experts in the field such as Ayaaba and Odumah (2007), and Ayaaba (2011), saw four different groups of schools of thought about the definition of Social Studies. These are Social Studies is thought as: an amalgamation of the Social Sciences, human relations, a method or approach, and citizenship education.

Scholars who view Social Studies as an amalgamation of the Social Sciences believe that for young people to become reflective individuals; they need to acquire sound knowledge and skills of particular Social Science (Ayaaba, 2011). In similar vein, Odumah and Poatob (2016), suggest these scholars see the subject as a mere conglomeration of topics from the various Social Science subjects into a substantive disciplinary framework known as Social Studies. Some social scientists believed that no single definition can cover the broad range of academic disciplines considering the broad sense of social science itself, since it is seen as the study of society and manner in which people behave and influence the world around them. In this wise, they simply define Social Studies by listing the subjects it includes. Authorities in this school of thought advance definitions such as: Social Studies gains some of its identity from the social sciences such as History, Geography, Political Science, Anthropology, Economic, Sociology, among others (Martorella, 1994).

Dynnson and Gross (1999), also saw Social Studies as an interdisciplinary field of learning drawing upon the concepts and means of the social sciences and related

areas. They believe that for the youth to become reflective individuals in their society, they need to acquire sound knowledge and skills of particular social science subject. Aggarwal (2001), supports this when he posits Social Studies include much of the subject matter of History, Geography, civics and Economics. Quashigah (2014), further collaborates this view and proclaimed that Social Science and Social Studies are bedfellows, such that Social Studies is a practical manifestation of Social Science. Social Studies draw knowledge and ideas from the Social Sciences to solve problems since the nature of Social Studies is problem solving. All the problems we come across in our society need multiple ideas from different directions to be able to solve them.

Quashigah (2014), contends that the subject matter of Social Studies education has to include the ideas, facts, skills, issues and methods of inquiry drawn from the various fields of the Social Science and humanities. This specialist further adds that Social Studies depends on the subject matter of the social science as re-source and blend them to provide meaningful learning experiences. From the lenses of Martorella, Aggarwal, Quashigah, Dynnson and Gross among others, Social Studies is a combination of subjects.

According to Ayaaba (2011), the school of thought that views Social Studies as human relation are of the perception that people need to exhibit good behaviours toward the environment they live. It is Social Studies that teaches the young ones values and attitudes that are needed to live a meaningful and peaceful in society. These proponents also came out with some definitions of Social Studies as: Social Studies is primarily concerned with the study of human relationships believed to be the most important in developing responsible citizenship (Michaelis, 1998). Forrester cited in Aggarwal (2006), also agreed that Social Studies is the study of man and it's chief

aim is to help pupils to understand the world in which they have to live and how to come to be so they may become responsible citizens. To Forrester it also aims at promoting critical thinking and readiness for social change at creating a disposition for acting on behalf of the general welfare, at an appreciation of other cultures and realization of the interdependence of man and nation.

Another group of proponents propose that Social Studies is a method or an approach to teaching the Social Science. In Odumah and Poatob's (2016), view methods of teaching such as the teacher centred and learner centred approaches with the various techniques such as the discussion, role playing, dramatization, brainstorming, lecture, demonstrations among others will be the content of the subject. Ayaaba (2011), argues that to describe Social Studies as a method or an approach to the teaching of the social sciences simply connotes that it is not a subject on its own. Odumah and Poatob (2016:13), closed the argument by saying "this presupposes that Social Studies is not a discipline on its own but an appendage or a manual for the Social Science teachers". These proponents gave their definition as follows: Social Studies is a kind of short hand for the study of people by pupils in elementary and secondary schools (Kenworthy, 1980). Ghana Education Service (1987), in the Junior Secondary School Social Studies Syllabus also defined Social Studies as an integrated inter-disciplinary approach to the study of the society and environment.

The final group of protagonists according to Ayaaba and Odumah (2007), proclaim that Social Studies should prepare young people or the youth for citizenship roles. And as such they also see Social Studies as citizenship education. These authorities advance definitions of Social Studies as follows:

Quartey (1985), defines Social Studies as the study that equips the learner with the tools necessary for solving personal and societal problems. From the lenses of Quartey, these tools include relevant knowledge, desirable attitudes values and skills. Martorella (1994), corroborates this and opines Social Studies is citizenship education and aims at producing a reflective, competent and concerned citizen.

Ross as quoted in Ayaaba and Odumah (2007), defined Social Studies as the preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in society. In similar vein Learning (2000), also gave this definition of Social studies as a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. Engle and Ochoa (1988), lend their support to this assertion and opine that Social Studies are concerned exclusively with the education of citizens.

It is discernible from the above description of citizenship education that it does not merely consist of transmission a body of knowledge. Rather, it aims at inculcating shared attitudes and values such as democratic outlook, political responsibility, the ideals of tolerance and social justice, respect for authority and other attitudes among learners so that they would become useful members of the Ghanaian society. Parker and Jarolimek (1997), support this view and assert that citizenship education aims to prepare children for a particular relationship to one another and to political community. They remind us that while the children in a classroom will identify with diverse cultural and ethnic groups religious belief and family backgrounds, they share one political identity called citizenship.

Blege (2001), cuts the argument short with the simple definition Social Studies is citizenship education. With this simple definition, it is emphatically clear that Blege is on the same wavelength with those who perceive the subject as citizenship education. Citizenship education implies being prepared to become an effective member of one's immediate and general human community and develop a commitment to work effectively with diverse people, accept differences in cultures and values and to respond to societal and developmental needs, changes and issues. In a further effort to define citizenship, certain characteristics of a good citizen have being described by Blege (2001, pp. 14-15). The educational expert gave a table to illustrate some of the characteristics of a bad citizen and those of the idealized type of person who is the object of Social Studies curriculum.

**Table 2.1: Some Characteristics of a Bad Citizen and those of the Idealized Type of Person who is the Object of Social Studies Curriculum**

<b>THE BAD CITIZEN</b>	<b>THE GOOD CITIZEN</b>
1) He does not know himself, what he can do, and what he cannot do.	1) He knows himself, he knows his own strengths and weaknesses
2) As a driver, he hardly ever maintains his bus, and as a matter of habit, drinks one 'tot' of akpeteshie before setting out on a journey.	2) As a driver, he carries out maintenances checks every week-end. He also tests his eyes once a every year.
3) Does not belong to any political party and does not vote at national election	3) An active member of a political party, goes to the poll even if he disagrees with her party's choice of candidate in the constituency
4) Organizes the youth in his community to oppose a sanitation levy because District Assembly has not been collecting refuse in the neighbourhood	4) Organizes clean-up campaigns in his community and thinks that the District Assembly must be helped with taxes to do its work
5) Puts on his electric lights and leaves radio on when travelling over the week-end	5) Informs the Water and Sewerage Company about broken and leaking pipes in her neighbourhood.



6) Tells his children not to salute the Ghana flag or attend independence day parade for religious reasons	6) Supports the Ghana team in defeat
7) Supports a party because most people follow it	7) Critically examines manifestos and character of leaders of parties before deciding on the party to support
8) Criticize government of being unwilling to print paper money to increase salaries	8) Sets up poultry farm knowing that Ghanaians can improve their standard of living if productivity increases.
9) Neglects her mother in old age in favour of her husband and children	9) Shares her meagre income in supporting relations and their children in need
10) Patronizes foreign goods	10) Patronizes made-in-Ghana goods

Source: Blege (2001, pp 14-15).

Social Studies is an integration of experiences and knowledge concerning human relations for the purpose of citizenship education (Barr, Barth and Shermis, 1997). Thus, equipping learners with the relevant knowledge, attitudes, values and skills to be able to solve personal and societal problems of human survival. They support experts such as Kissock (1981), Banks (1990), Michaelis (1988), among others. The subject prepares the individual to fit into the society by equipping them with the necessary relevant knowledge about the culture and ways of life of their society, its problems, its values and its hope for the future (Kudawe, 2013). It can be deduced that the many definitions of Social Studies were geared towards one thing, citizenship education.

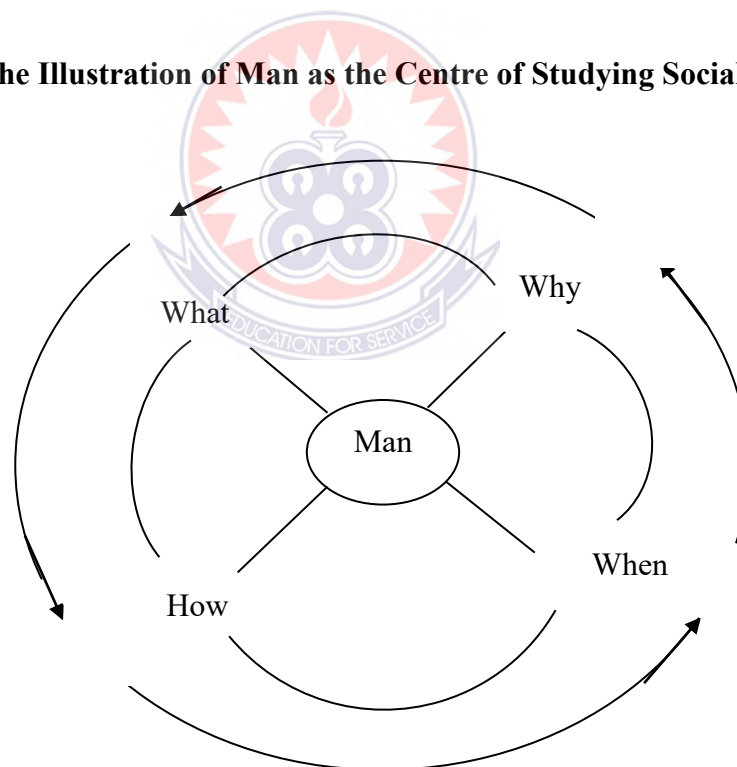
According research findings by Ayaaba (2011), the antecedents that led to the introduction of Social Studies in America and Britain were moral decadence and industrial revolution respectively. American youth became wayward and there was increased violence and social disharmony. Many industries sprang up in Britain and



there was the need to equip the youth with industrial skills for them to work in the industries. These were different issues yet they all had the same focus, thus, citizenship education. Therefore, and Poatob (2016), were very right to conclude that the mention of Social Studies is synonymous with citizenship education.

One of the leading scholars of Social Studies education such as Obebe (2005), also came out with another theory of defining the subject as “man is the centre of study in Social Studies”. The specialist is of the view that by considering: The ‘what’, ‘how’, ‘why’, and ‘when’ theory in Social Studies, one realises that Social Studies is about the study of what man does to make life comfortable. The specialist further gave an illustration with a diagram as follows:

**Figure 2.1: The Illustration of Man as the Centre of Studying Social Studies**



Source: Obebe (2005, p. 19)

The author further adds that by this theory, learners are always challenged to make use of information collected from more than one academic discipline such as History, Geography and others to solve issues that come their way. The history in Social

Studies looks at the past of human activities and how they influence present activities. Osuutokun as cited in Obebe (2005), believes time past is part of time present and “time present is part of time future” To make the present better and meaningful one needs to know what happened in the past. Obebe (unpubliushed) suggested literature books that talk about Ghanaian culture can be used to teach Social Studies in Ghanaian schools. The educator made an emphatic reference to Efuah Sutherland’s ‘Marriage of Anansewa’ which can be used to teach the institution of marriage in Social Studies.

Geography in Social Studies deals with the geographical factors that affect where and how people live and what they do; people adapts, utilize and exploit the earth to their own needs (Obebe, 2005). One depends on the geographical knowledge to make good use of the environment. For instance, a learner may use his knowledge in geography to extract the resources in the earth as well as locating his way back home when lost in the forest with knowledge of cardinal points. Man has relied on his geographical knowledge hence he is at the centre of cite study.

Obebe (2005), is of the view that the economy of a country is related to available resources, investment capital, and the educational development of its people. Additionally, Economics in Social Studies considers the activities that man does to earn income as well as food to make a meaningful living. Economists have it that human wants are insatiable whereas resources to satisfy them are limited. Based on critical thinking and reasoned knowledge acquired in Social Studies we make rational decisions to forego the less important ones.

It is in view of this that Obebe (2005), summarized that those scholars who defined Social Studies as amalgamation of the Social Sciences and humanities stopped

midday in trying to accomplish a task. The Social Studies specialist therefore concludes that Social Studies should be defined as a discipline that allows the learners to study people as they interact with one and other, as they meet their needs for survival and comfort, develop their unique life style, work out problems of group living as they reflect on the knowledge, beliefs, environmental characteristics and tides of circumstances that have brought them to their present status and are likely to propel them into the future. Therefore, it is very rational for one to say Social Studies is a study that takes into consideration every aspects of man's development and progress.

The discussion has showed that man is at the centre of study in Social Studies as all the ideas borrowed from different fields of study end up improving the life of man. It is in similar vein that Mathias (1973), lends his support that Social Studies is concerned with the study of man in society. It draws on specialist disciplines as and when necessary to carry out the study. All the accumulated knowledge is to the benefit of man. Hence, it is convincing to say man is the centre of study in Social Studies. From the forgoing discussion, it can be concluded that there is no a single universally accepted definition of Social Studies. The various definitions given to Social Studies have elements of truth and conviction and as such people associate with one of the schools of thought. They all looked at how man is able to acquire knowledge, skills and attitudes to be able to solve personal and societal problems to make life comfortable. This made Ayaaba (2011), to make a reservation that there are as many definitions of Social Studies as its educators. He adds that for lack of consensus on the definition of the subject, the National Council for the Social Studies tried to reconcile all the definitions of Social Studies. This definition was proposed in

1992 as Social Studies is the integrated study of the Social Sciences and humanities to promote civic competence.

### ***2.2.2 The purposes, goals, aims and objectives of social studies***

#### ***2.2.2.1 The purposes of social studies***

Like the issue of defining Social Studies, arriving at its purpose has also suffered similar ordeal. Ravitch (2003), suggests that over the time, the leaders of the field of Social Studies have frequently wrestled with their goals and purposes. She lamented that the Social Studies field has readily redefined its aims to meet what so ever the socio political demands of the age were. Ross and Marker (2005), lend a support to this view when they stated that the very lack of agreement regarding the purpose of the field, perhaps more than any other characteristics has become the hallmark of Social Studies. Sawyer (2015), saw the foregoing arguments seem to suggest to a great extent the kind of disagreement and factionalism among those who advocate the various traditions of Social Studies education. This researcher then echoed this painful remark by Whelan that the disagreement has become so adversarial as to threaten the field with factionalism, thereby undermining the pluralism from which Social Studies has frequently benefited.

Quashigah (2014), asserts that some scholars view the purpose of Social Studies education as mainly socialization into the values, habits and beliefs that can allow the youth to find a place in adult society. Dynnson and Gross cited in Odumah & Poatob (2016), maintained that Social Studies has been assigned the task of socializing students for their future responsibilities as citizens. They explained that scholars who thought of the purpose of Social Studies as socialization perceive the subject is to transfer the culture of society to the individual. The society tries to perpetuate its

cultural heritage and socialization helps in achieving this by assisting the individual to fit well into the society.

Through socialization, the individuals learn from the older people the values, norm, beliefs, attitudes, language, knowledge and skills to enable them live as effective and independent members of the society. Example, individuals learn to be honest, tolerant, respectful, a leader, a teacher, a trader, a farmer, a carpenter, take up responsibility roles, communicate well with people and others. Socialization aims at bringing up individuals with desirable, accepted and approved behaviours so as to live harmoniously with one another in society. Citizenship education goes beyond socialization.

In the words of Odumah and Poatob (2016), the core of Social Studies today is not socialization, even though aspects of socializations such as inculcating into the learners' knowledge, skills, attitudes and values needed to fit into the society are found in it. They further explained that it does not just pass on what is cherished in society to the younger generation but critically examines them to see how useful they are to society today.

Leading scholars as well as the National Council for the Social Studies (NCSS) has it that Social studies programmes have as a major purpose the promotion of civic competence-which is the knowledge, skills, and attitudes required of students to be able to assume "the office of citizen" (as Thomas Jefferson called it) in our democratic republic. Although civic competence is not the only responsibility of Social Studies nor is it exclusive to the field, it is more central to social studies than any other subject area in the schools. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the

public good as citizens of a culturally diverse, democratic society in an inter-dependent world.

Ayaaba and Odumah (2007), opine the purpose of Social Studies education is to inculcate positive attitudes among learners so that they would become good citizens to exhibit attitudes like punctuality, high sense of duty, honesty, dedication and loyalty towards works. To them values are what a particular society considers to be reasonable and acceptable behaviour. Values in Ghana include honesty, kindness, hospitality, modesty, patriotism, respect for the aged, humility, resilience, among others. In similar vein the MOE (2010), also admit the shared values include modesty, humility, respect, concern for others, hospitality, tolerance, resilience, and many others. Ayaaba and Odumah (2007), again proclaim that Social Studies de-emphasize the things that divide us and rather highlight on traits, which are common to all ethnic groups in Ghana and therefore bind us together.

Ayaaba (2011), finally explains that the purpose of Social Studies is to develop the head, hand and heart. The head represents reflection, the hand for competencies and the heart for concern. The main purpose of Social Studies is therefore citizenship education that is to develop the ability to make rational decision so that they are able to resolve personal and societal problems.

#### ***2.2.2.2 The goals of social studies education***

Ross and Mark (2005), explained that Social Studies educators have always pitched a big tent, with plenty of room for diverse perspectives, and the response to conflict over goals has most often been to look for how we could all just get along. Sawyer (2015), views the term “goal” as used in Social Studies to refer to the long term expectations of Social Studies. While it appears there is no agreement among Social Studies educators over what the goal of Social Studies is, it is generally agreed that

the primary pedagogical goal of Social Studies is to support students as they come to understand their world and have urgency as citizens (Vinson & Ross, cited in Sawyer, 2015).

Ayaaba (2011), noted that in spite of the diversity of opinions about what Social Studies is or ought to be, there is a general agreement among Social Studies scholars about the essential goals and especially, the overarching goal of Social Studies. This specialist then quoted Risinger who observed that for all the arguments, convention speeches, and journal articles, it seems clear that the term citizenship education lies at the heart of Social Studies. According to the National Council for Social Studies (NCSS) the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an inter-dependent world.

The National Council for the Social Studies (NCSS) has long supported civic competence as the goal of Social Studies. By doing so, NCSS has recognized the importance of educating students who are committed to the ideas and values of our democratic republic and who are able to use knowledge about their community, nation, and world, along with skills of data collection and analysis, collaboration, decision-making, and problem-solving. Students who have these commitments, knowledge, and skills will be the most capable of shaping our future and sustaining and improving our democracy. Martorella (2001), finally closed the argument by saying that ‘the enduring goal of Social Studies is the development of reflective competent and concerned citizens’.

### **2.2.2.3 Aims of social studies education**

Quashigah (2014), observed leading scholars such as (Barr, Barth, & Shermis, 1977; Longstreet, 1985; Shaver, 1977; Stanley, 1985; Thornton, 1994) who agreed that the proper aim of Social Studies is ‘citizenship education’ or the preparation of young people so that they possess the knowledge, skills and values necessary for active participation in society. The author noted that ‘citizenship education represents the historically dominant justification of Social Studies and it includes knowledge or information, skills, values, and socio-politico-economic participation ... citizenship education here includes any formally proposed or enacted programme sanctioned by some recognized governmental or professional organization aimed toward the expressed purpose of ‘good’, ‘effective’, or ‘democratic citizenship’.

According to Sawyer (2015), the Social Studies syllabus for senior high school in Ghana focuses on preparing the individual to fit into society by equipping him or her with knowledge about the culture and ways of life of their society, problems of the society, its values and its hopes for the future. It focuses on — citizenship education and this is given prominence in the introductory section of the syllabus which states the rationale as; faster growth in development (MOE, cited in Sawyer, 2015).

In Ghana, the MOE (2010), stipulates the rationale for teaching Social Studies as a study of the problems of society which prepares the individual to fit into society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. The syllabus is designed to help students to:

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



3. Develop critical and analytical skills in assessing issues for objective decision-making.
4. Develop national consciousness and unity
5. Use enquiry and problem-solving skills for solving personal and societal problems
6. Become responsible citizens capable and willing to contribute to societal advancement.

The designers further contended that the subject is multi-disciplinary and takes its sources from many subjects such as geography, history, sociology, psychology, economics and civic education. Essential elements of the knowledge and principles from these disciplines are integrated into a subject that stands on its own. As a subject, Social Studies helps students to understand their society better; helps them to investigate how their society functions and hence assists them to develop that critical and at the same time developmental kind of mind that transforms societies. It is hoped that as students understand the Ghanaian society better, and are able to examine the society's institutions and ways of life with a critical and constructive mind, the country will surely be on the path to better and faster growth in development.

#### ***2.2.2.4 The objectives of social studies***

Sawyer (2015), believes objectives are more specific and with short term expectation. Objectives are often more specific, and would include grade-level content expectations. According to Ayaaba and Odumah (2007), scholars such as Aggawal and Mathias, came out with fifteen and sixteen objectives respectively which all point out to the same thing, thus, training for citizenship. They added that the school of

thought who perceives Social Studies as citizenship education came up with the following as the general objectives of teaching the subject.

1. Adaptation of the learner to the changing environment
2. Development of National Consciousness and unity
3. Development of Positive Attitude, Values and Skills
4. Development of Good Citizens who are willing and capable to contribute towards National Development
5. Able to make Rational Decisions in solving problems

### ***2.2.3 The nature of social studies***

In the words of Odumah and Poatob (2016), the nature of a subject is determined by the accepted definition. This implies that different definitions will offer varied nature of the subject. The Social Studies syllabus (2007), proclaims Social Studies is the study of problems of society. Scholars in Social Studies also support this view and as such have giving definitions such as follows: Obemeata as cited in Ayaaba and Odumah (2013), described Social Studies as a subject that provides us with ways of looking at the society in order to understand its structure and its problems and to look for ways of solving the problems of the society.

Further studies by Odumah and Poatob (2016), revealed that Social Studies is an issues-centered subject. The subject equips students with competences to be able to identify and solve contemporary persistent problems of human survival. These writers assert the core of Social Studies is problem-solving.

### ***2.2.4 Scope of social studies***

The scope of Social Studies refers to its boundaries or limits. This implies what should be learned, included, where to start and where to end or finish (Ayaaba,

2011). Tamakloe (1994), opines that until quite recently the term scope of Social Studies had been shifting sand. To him, 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. Aggarwal cited in Ayaaba and Odumah, (2007), argue that the scope of Social Studies is very wide as the world itself and as lengthy as the history of man on this earth. These authors further quoted Blege who mentioned that the scope of Social Studies in Ghana “is OUR COUNTRY GHANA”. The author reminds us that all issues outside our scope be of secondary value to us.

According to MOE (2010), the designers of the Teaching syllabus for Social Studies (Senior High School 1 - 3) suggested that Social Studies at the Senior High School level is concerned with equipping the student with an integrated body of knowledge, skills and attitude that will help the student develop a broader perspective of Ghana and the world. The subject probes the past and provides knowledge for the student to understand his/her society and be able to solve personal and societal problems.

### ***2.2.5 Organisation and description of the SHS social studies syllabus***

MOE (2010, p. iii), reports the syllabus has been structured to cover the three years of Senior High School Course. Each year’s work has been divided into three sections, with each section containing a number of units. It contains 23 topics which have being grouped according to class and under the three main “Sections”. In the first year of the senior high school, students are to study eight topics under the three sections which have already being stated. The topics under section 1 “**Environment**” are as follows: Self Identity, Adolescent Reproductive Health, Our culture and National Identity. The Section 2: “**Governance, Politics and stability**” has the following topics: National

Independence and Self-reliance, Peace Building and Conflict Resolution. While section 3: **“Socio-Economic Development”** has these topics: The Youth and National Development, Science and Technology, and Resource Development and Utilization in Ghana.

In the second year of the Senior High School, students are expected to treat nine topics which have also being arranged under the three main sections as already stated.

The topics under the **“Environment”** include: The Institution of Marriage, Individual Obligations in the Family, Responsible Parenting, Socialization and Our Social Environment. The section 2: thus **“Governance, Politics and Stability”** looks at these topics: Leadership and Followership, and Our Constitution, Democracy and Nation Building. The third Section: **“Socio-Economic Development”** deals with these topics: The Role of the Individual in Community Development, Promoting National Socio-Economic Development, and Sustainable Development.

In the third as well as the final year the students will be preparing to write the West African Senior High School Certificate Examination (WASSCE), hence, the students are taken through six units before revision for the external examination. In the **“Environment”** section the units to be covered include: Our Physical Environment and Environmental Challenges, and Education and Societal Change. Also, the Section 2: **“Governance, Politics and Stability”** has these topics: Rights and Responsibilities of the Individual, and Ghana and the International Community. Finally, Section 3: **“Socio-Economic Development”** the students are to study the following topics: Population Growth and Development, and The world of Work and Entrepreneurship (MOE, 2010).

## **2.3 How Social Studies is (Cognitive, Affective, and Psychomotor Domains) Taught**

Teachers are crucial elements in education, and effective teaching is the hallmark of every good teacher. Opinions, however, differ on what constitutes effective teaching. As such, there is grave difficulty in giving an apt portrayal of what effective teaching is. The difficulty that arises in describing and measuring teacher effectiveness may partly relate to the “multidimensional, highly individualized, and seldomly observed” nature of teaching (Lumpkin & Multon, 2013, p. 288).

Beng cited in Adam et, al. (2018), stated that good teaching is often recognized as the practice of creating situations that maximizes students’ learning. The author convinces that considering the rational and general aims of teaching and learning of various subjects in the school curriculum are enough to tell us which techniques are much more suitable or appropriate for Social Studies than others. They suggest that considering the rational and general aims of teaching and learning of various subjects in the school curriculum are enough to tell us which techniques are much more suitable or appropriate for example to Social Studies than others

Scholars like Afful-Broni and Ziggah (2006), believed that one major progress that has been made to realistically articulate educational objectives, thus enabling both students and teachers to work in more unified and productive ways is the study of the taxonomies of educational objectives. Afful-Broni and Ziggah (2006), further quoted Bloom and Krathwhol who reported that following the 1948 Convention of the American Psychological Association, Benjamin Bloom took a lead with his team of scholars in educational process and classified the intellectual level behaviour important in learning into a taxonomy containing three (3) overlapping domains; the cognitive, the affective, and the psychomotor. While some educators focus solely on

standards, other researchers and educators, such as Hough (2011), and Elias, DeFini and Bergmann (2010), take a broader approach to teaching the whole child by not only focusing on the cognitive development of the learner, but also on the affective and psychomotor domains. Braudy cited in Adam et al (2018) also categorised these taxonomies of education as didactic, phyletic and heuristic development techniques (modes of instruction), respectively.

Kankam (2016), revealed that the aims and objectives of the Junior Secondary School Social Studies programmes reflected all the three domains of educational objective: cognitive, affective and psychomotor. The cognitive domain deals with the acquisition of knowledge, facts and ideas; the affective domain deals with the behavioural change of the learner whilst the psychomotor domain deals with the acquisition of skills. Jerolimek as quoted by Sawyer (2015), stated three categories of the objectives of Social Studies for the achievement of citizenship education. First, understanding which deals with knowledge and knowing; second, attitude which relate to value, appreciation, ideals and feeling; third, skills which relate to using and applying Social Studies learning and ability to gain new learning. This implies that the objectives of Social Studies cut across the three educational domains. He further explains that the knowledge and the process involved in knowing are the cognitive aspect whereas feelings, attitude, emotions, values, appreciation, ideals are the affective. Being able to apply the knowledge gained in new situations which deal with manipulation is the psychomotor domain. He concluded that the type of knowledge, skills and values that are stressed in Social Studies curriculum generally depend on the affective goals that are considered as central.

### 2.3.1 *The cognitive domain (didactic) development technique*

Afful-Broni and Ziggah, (2006), posit that the cognitive domain is the most common in schools. According to Bloom and his team, the cognitive domain mainly emphasizes remembering or reproducing information, which have been learnt. This domain is knowledge or mind based. It is mainly concerned with knowledge outcomes such as knowing and understanding. Braudy as quoted by Adam et al. (2018), referred to the didactic development techniques as teacher/subject-centred because they stress transmission of content from teacher to the learner. They further opine instructional objectives that aim at developing the intellectual skills of the learner preferably require the use of cognitive development technique. The cognitive development technique enhances comprehension, analysis, synthesis, and evaluation of information/concepts. These experts saw the lecture technique as an example of the cognitive domain.

A careful study of the Bloom's taxonomy by Afful-Broni and Ziggah (2006), revealed that the cognitive learning consists of six levels, which have being hierarchically arranged with the understanding that each category is built on the outcome of the next higher level. These are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

1. **Knowledge:** Knowledge is defined as the remembering of previously learned materials, the answering of questions solely on the basis of rote memory. It is the lowest of the cognitive outcomes required of a student. Key action words in this case are: arrange, defined label, list, memorize- this level is about reproduction.



2. **Comprehension:** Comprehension is the ability to understand the meaning, translation, interpolation, and interpretation of instructions and report, indicate, identify, locate, recognize, restate, review, select, and translate. The learner is not simply expected to recall, but to understand the meaning of the concept, facts or figures being given.
3. **Application:** It is the ability to apply what was learned in the classroom into novel situation in the field. Action words at this level are: apply, demonstrate, choose, dramatize, employ, illustrate, interpret, operate, practice schedule sketch, solve, use, and write. This may include the application of such things as rules, methods, concepts, principles, laws and theories.
4. **Analysis:** It is the ability to separate material or concept into component parts so that its organizational structure may be understood. Examples of words that will help one to do analysis are: analyse, appraise, calculate, categorise, compare, contrast, criticize, differentiate, breakdown, infer, outline, separate, distinguish, examine, experiment, test, question.
5. **Synthesis:** Synthesis refers to the ability to draw together ideas or materials from different sources and to put the parts together to form a new whole. To test synthesis, we ask students to: assemble, construct, compose, arrange, organized, plan, prepare, propose, set up, manage, create, formulate.
6. **Evaluation:** Evaluation is concerned with the ability to judge the value, quality, or correctness of material (statement, novel, experiment, research, report) for a given purpose. Key action words are: argue, assess, judge, appraise, attach, predict, rate, select, support, conclude, critique, defend, justify, summarize, value, and evaluate (Afful-Broni & Ziggah, 2006).



### **2.3.2 The affective domain (phyletic) development technique**

In order to teach Social Studies for affective outcomes in the senior high school, there is the need to highlight its major features. This will help to find out whether the programme really caters for the affective domain as proposed by the Ministry of Education in Ghana. The affective domain is the main purpose for this study and as such deeper work would be done in this area than the cognitive and psychomotor domains.

Rubin cited in Oyibe and Nnamani (2016), maintained that affective domain is concerned with emotional state with the antecedent condition giving rise to the feeling these emotional state evolved and with the consequent behaviour or feelings themselves generate. They further explained that in the context of education, affective domain is essentially meant to achieve positive feeling and to prevent negative one in individuals.

According to Miller (2005), the affective domain of learning reflects the values and beliefs placed on the information we have. Social Studies as a subject encourages the development of socio-civic and personal behaviour. This technique emphasizes the development of interest, disposition, attitudes and values of students. Broudy as cited in Adam et al (2018), called these student-centred techniques as they hammer on the importance of looking at students' or learners needs holistically.

The affective domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature

expressed as interests, attitudes, appreciations, values, and emotional sets or biases. (Krathwohl, Bloom & Masia, 1964).

In Bloom's taxonomy of educational objectives the affective domain consists of behaviour corresponding to attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study. This domain relates to emotions or feelings, attitudes, appreciations, and values such as enjoying, conserving, respecting and supporting. It also deals with behavioural aspects and beliefs. (Bloom & Krathwohl cited in Afful-Broni & Ziggah, 2006)

It is very important to mention that the affective domain deals with the internalization of the content or methods of the curriculum. By this it meant that the extent to which the student has embraced or been able to digest what has been taught. It is only from the resources of one's receptivity that one can appropriate a response that flow out of one being. It entails actively engaging with the stimuli. The five major categories under the affective domain by Bloom and his team are as follows: receiving phenomena, responding to phenomena, valuing, organisation, and internalizing values.

1. **Receiving phenomena:** The receiving phenomena refer to the awareness, willingness or ability to hear, selected attention. In this sub-domain, the aim is to help students to listen to others with respect; a good exercise will be to test the student's ability to pay attention to the name of newly introduced members of the class. Action words are: ask, choose, describe, follow, identify, name, point to, or point out

2. **Responding to phenomena:** this calls for active participation on the part of learners. It is to help students attend to and react to particular phenomena. Learning outcomes may emphasise compliance in responding, willingness to respond, or satisfaction in responding (motivation). To help students achieve this, teachers may provide opportunities for class discussions. New concepts may be introduced and students will be tested for their ability to respond to the concepts. Key verbs are: answer, assist, aid, comply, present, perform, practice, label, tell, report, select.
3. **Valuing:** This refers to the wealth or value which a person attaches to a particular object, phenomenon, or behaviour. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalisation of a set of specified values, while clues to these values are expressed in the learner's overt behaviour and are often identified. Valuing shows the ability to solve problems. Key words in this sub-domain are: complete, demonstrate, differentiate, follow, justify, study, share, work, report, initiate, invite.
4. **Organization:** It refers to organizing values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values. The aim is to help students to recognize the need for balance between responsible behaviour. This also explains the role of systematic planning in solving problems. Demonstration of this sub-domain is in the subject's ability to accept professional ethical standards as well as in prioritizing time effectively to meet the needs of the organization, family and self.

5. **Internalizing values:** What controls the behaviour of the person in this sub-domain is a value system. The behaviour here is pervasive, consistent, predictable, and most importantly characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional). The litmus test in this sub-domain is the student's ability to show self-reliance when working independently; the ability to co-operate in group activities, and the use of objectivity in problem solving; the ability to revise one's judgment and to change one's behaviour in light of new evidence; valuing people for what they are and for how they look. Key action words are: act, discriminate, display, influence, modify, perform, practice, propose, qualify, revise, revise, serve, solve, and verify (Afful-Broni & Ziggah, 2006).

#### ***2.3.2.1 Types of affective domain***

Research findings have revealed different types and perceptions of the affective domain. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. As an important constituent of Social Studies curriculum, the affective domain, among other things, related to skills through which people can cope with inevitable emotional impediment in life including anger, anxiety, frustration, and the dark mood of despair.

With regard to attitudinal objectives in social structure, Orlandi (1971), has grouped most of them into basic categories, namely; attitude for desirable intellectual behavior which is expected to help the individuals or learner to develop empirical, reasonable and human outlook. It will also enable them develop a scientific approach to human

behaviour which includes such attitudes as open –mindedness objectivity, skepticism and relativity, to search for multiple rather than single causes of human behaviour.

Frankel cited in Bozimo and Ikwumelu (2009), viewed it as to social skill and classified them in to three, namely;

- a) The ability to cooperate harmoniously with other on small and large group projects;
- b) the ability to contribute productivity to a group task and discussion;
- c) the ability to supply leadership when and if necessary and appropriate

Okam (1998), stated that an acquisition of attitude for desirable social behaviour by the learner is meant to equip him to cultivate such notion as those of awareness, interest, responsibility and involvement. This is when a learner has cultivated a conception of a prevalence of certain societal problems. On the other hand, an acceptance of responsibility by a person reflects that he has adopted such attitudes as a desire to be well-informed about what goes on in the world.

On the issues of values, most of these instructions in Social Studies are expected to propagate the core values of democratic society. Most of these values are entrenched in the nation's policy on education. Some of the included beliefs in the worth and dignity of a man are equality and justice for all, economic wellbeing for all and demonstration of sense of responsibility by individuals. All these are intended to produce an effective citizen for a demonstration society.

### ***2.3.3 The psychomotor domain (heuristic) development technique***

Experts like Dave (1975), Simpson (1972), and Harrow (1972), refers to the psychomotor domain as the aspect of the student's possible reaction which involves physical activity. It is the domain which includes motor activity, coordination and use

of the motor skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Beng as quoted by Adam et al. (2018), opines this domain is an experimental learning technique that aims at equipping students with methods or processes that can help them become independent learners or learn on their own. They further quoted Dorgu, who supported the assertion, that psychomotor development techniques are activity-based geared towards the development of learners' motor skills. This therefore means that development of a learner's psychomotor domain requires activity techniques that require learners to illustrate, demonstrate, or perform using their manual dexterity (skill in performing task) especially, which be used include but not limited to demonstration, role-play and game/simulation.

It has the following categories/classification: perception (becoming aware of objects/qualities/relation), set (readiness for a particular kind of action), guided response (emphasis on components of skill), and mechanism (habituated response), complex overt response, adaptation and origination:

1. **Perception** (becoming aware of objects/qualities/relation). This is the primary stage of the psychomotor; and it is a process in which the student's initial response in the performance of motor activity is through the use of the senses, becoming aware of the objects, qualities or their interconnectedness. It is the ability to use sensory cues to guide motor activities. Keywords include: choose, describe, detect, differentiate, distinguish, identify, isolate, relate, and select.

2. **Set** (readiness for a particular kind of action). It includes mental, physical and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (mind-sets). This readiness is what follows after the awareness. Key action words are: begin, explain, move, proceed, react, display, show, state, and volunteer.
3. **Guided response** (emphasis on components of skill): Adequacy of performance is achieved by practicing. The student at this level performs a mathematical equation as demonstrated by the teacher, follows instructions to build a model. Key action words are: copy, trace, follow, react, reproduce, and respond.
4. **Mechanism** (habituated response). Learned response have become habitual and the movements can be performed with some confidence and proficiency. The student may learn to drive a car, use a personal computer, repair a leaking pipe, etc. key words in this subdivision are: assemble, calibrate, construct, display, fasten, fix, grind, heat, manipulate, mend, fix, organize and sketch.
5. **Complex overt response** (high degree of skill). This is about the skilful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate and highly coordinated performance, requiring minimum energy. Key active words in this subdivision are the same as in the mechanism stage, the difference being that in this sub domain, they are performed better, in a more accurate fashion.
6. **Adaptation:** To this end, the student is able to perform and or modify action to deal even in more complex and creative situations. The student is able to perform tasks with a machine that was not originally intended for the purpose,

and which is not dangerous. Key action words are: adapt, alter, change, rearrange, revise, and vary.

7. **Origination:** There is the ability to construct new theories, develop comprehensive training programme and new routines. Key action words in this subdivision are: arrange, build, design, initiate, originate, combine, compose, and make.

## **2.4 Challenges in Teaching Social Studies for Affective Outcomes**

According to Pratt (2014), the issue of affective objective in Social Studies, like many other issues in education, has provoked much discussion and produced few conclusions. The writer further explained that until very recently, it was almost universally held that socialization and humanization (once supposed to be the outcomes of training in the classics) were the primary *raison d'être* of Social Studies teaching. At present, participants in the debate range from this traditional view that no affective objectives are legitimate.

According to Oyibe and Nnamani (2016), a conception of the notion of affective domain in Social Studies education like many educational ideas may be subject to confusion and misinterpretation during classroom situation. A clarification of the meaning of the term affective domain becomes necessary if their benefits are to be captured, learned properly, organized and used with sensitive intelligence.

### **2.4.1 *The problem of defining social studies***

One of the challenges in teaching Social Studies for affective outcomes has to do with the problem of definition of Social Studies. Right from its inception defining it has been a problem to date. Ayaaba and Odumah (2007), opine the subject has been defined in various ways by different writers, different commissions and different



committees over the years. They put succinctly, there is no universally accepted definition of Social Studies. By this determining its scope becomes an issue of debate.

In the opinions of Odumah and Poatob (2016), the 1987 JSS Social Studies syllabus seem to have defied Qaurtey's assertion that without defining the subject, the nature and how it is taught will be paralysed. This is because though, the subject was defined; the topics were dealing with things that were in complete dissonance with the definition. This might be because the people did not see the link between the definition and the selection of the topics to be taught or the definition was just an afterthought implying that the definition was given after the selection of the topics. It appears the developers of the Social Studies curriculum did not know exactly what they were doing since they kept moving from citizenship education approach to an interdisciplinary approach among others.

According to Odumah and Poatob (2016), the idea of subject integration also did not find favour in the sight of traditional subject practitioners who feared their traditional subjects such as History Geography, Economics, and Government among others would lose their identity if each was made to become part of the integrated Social Studies programme. This led to its collapse in its early years of introduction in Ghana.

#### ***2.4.2 Inadequate time on school timetable social studies***

Another challenge is little or inadequate time on the school timetable for the use of appropriate pedagogies in teaching and assessing contents related to the affective domains. According to the MOE (2010), this is the allocation time: "Time allocation for Social Studies over the three year period is indicated as follows":

Year 1: 3 periods a week

Year 2: 3 periods a week

Year 3: 3 periods a week

The planners of the syllabus gave further advice to teachers to give reading assignments ahead of time so that students would have acquired adequate knowledge from their reading before the relevant lessons are held. They made an emphatic statement that “the time allocated for Social Studies is short.” If students are required to read ahead, the time should be adequate to complete the course. Even with the three hours per a week, the designers of the syllabus complained of very limited time for the subject. Tamakloe cited in Mensah-William (2014), suggests that given the limited teaching periods a week, the teacher has to choose objectives, select content and learning experiences, and organize them in such a way that goals of education can be met. But, the reality is Social Studies teachers are given two hours per week in most of our Senior High Schools. School authorities’ seem to scrap an hour from the time allocated to Social Studies for other Co-curriculum activities.

#### ***2.4.3 The problem of using unqualified, inexperienced and out-of-field teachers in teaching social studies***

According to Du Plesis (2017), the phenomenon of out-of-field teaching where teachers are placed in teaching positions in which they have to teach subjects or year-levels outside their field of qualification or expertise appears in public schools as well as independent schools. It was further explained that this happens either because of a managerial decision by the principal and the school management team or because of governmental recruitment and placement procedures.

Ingersoll (1999), posits educators have, of course, long been aware of the existence of out-of-field teaching. James Conant called attention to the widespread “misuse of teachers” through out-of-field assignments in his landmark 1963 study “*The*

*Education of American Teachers*". Albert Shanker condemned out-of-field teaching as education's "dirty little secret" in a 1985 opinion piece in the *New York Times*. But an absence of accurate statistics on out-of-field teaching has kept this problem largely unrecognized, a situation remedied with the release, beginning in the early 1990s, of the Schools and Staffing Survey (SASS), a major new survey of the nation's elementary and secondary teachers conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education.

In a complex teaching situation, such as the out-of-field phenomenon, teachers adapt by developing certain teaching characteristics that may be acceptable to their superiors or leaders in order to survive, but they often become uncertain followers, rather than motivated leaders and creative developers of extended curricula. Teachers are able to adapt and develop the skills they need, but often at great cost to them and their students (Du Plessis, 2017). Similarly, parents would also not wish their secondary school children to be taught trigonometry by teachers who did not have any formal higher education or training in Mathematics.

Regrettably, this happens regularly, as the out-of-field phenomenon seems to be an acceptable practice in public and independent schools. The reality in the field is that each school community has its own needs; to meet them; school-leaders must prioritise needs and fill teaching positions accordingly (Du Plessis, 2017). Cengelcia (2013), brings forward an argument that leaders' understanding of the implications of taking the option to assign unsuitably qualified teachers in certain positions has a significant influence on teachers' out-of-field experience, and what it means for effective learning.

Ingersoll (1999), observed that about a fifth of Social Studies teachers are without at least a minor in any of the social sciences, public affairs, Social Studies education, or history. The writer remarked that high levels of out-of-field assignments could also negatively affect the learning environment for all students in schools, not just for those students unlucky enough to be taught by out-of-field teachers. The assignment of teachers to teach fields in which they have no training could change the allocation of their preparation time across all of their courses-decreasing the amount of time they spend preparing for their other courses in order to prepare for the one(s) for which they have no background. There are, moreover, consequences for teachers to be considered. Having to cope with out-of-field assignments comes on top of an already burdensome teaching load for most public secondary teachers who are assigned an average of 128 students and five classes per day. What is the impact on teachers' sense of efficacy of having to teach courses for which they have little formal background preparation?

Ingersoll (1999), lamented that one can easily imagine the limitations imposed by a lack of subject background on a teacher's ability to teach for critical thinking and to engage the students' interest in the subject - the kinds of learning probably not well captured by standardized examinations. As out-of-field teaching can result in poor-quality teaching practices and inequity of teacher resources in education, a diagnostic understanding of how the out-of-field phenomenon influences effective school leadership and management is essential. *"I know from personal experience how detrimental out-of-field teaching can be to both learners and teachers. Due to the difficulty in obtaining qualified teachers, appointments were at times made knowing full well that the appointment is not the ideal appointment. I believe that even today, this remains one of the most vital matters that need to be addressed; teachers being*

*out-of-field in not understanding the culture of the learners they are teaching. Some educators were and are very successful in adapting and using the learners' cultural background to help them excel in their specific subject, but there are teachers that, due to not understanding the cultural background of learners, are unable to motivate these learners to excel in their subjects (Du Plesis, 2017)".*

All these problems mentioned adds to what Ayaaba (2011), earlier on remarked that there was lack of competent teachers to teach the subject effectively. Teachers were not trained in the philosophy, methodology, purpose and objectives as well as the techniques of teaching Social Studies. As a result, teachers teaching Social Studies the time only paid lip services to the subject while they concentrated on teaching their traditional subjects of History, Geography, Government, to mention but a few. \

#### ***2.4.4 Teachers following textbooks strictly in the teaching process***

Teachers assigned to teach a subject for which they have little background are probably more likely to overly rely on textbooks, and the kinds of learning obtained from textbooks are probably what standardized examinations best capture. There is a problem linked to followers of textbook and the teaching of Social Studies for affective outcomes. In fact, Woods (1990, p. 49), suggested that teachers can often project an “impression of teaching, and some still presented a professional aura, but in fact many teachers were doing something other than teaching” (Du Plesis, 2017). In similar vein, Dwomoh (2018), gave a personal experience of this situation he witnessed as a college student from Ghana, *“I read history but the scaffolds used were short of these heuristics. Learning was predominantly the text and paper type, with the student doing rote memorization of historical facts”*.

Ayaaba (2011), already puts the problem of lack of textbooks on integrated Social Studies was also a contributory factor. Social Studies was introduced without the requisite textbooks and instructional materials to support the programme. As such, individual teachers taught what they thought right in the classroom. Corroborating this assertion Daily Graphic cited in Quashigah (2014), opined Social Studies education must go beyond following strictly textbooks and the syllabuses, because to eliminate functionalism within society, part of the school curriculum should be devoted to studying and strengthening the factors that should unite us so that our politics will not be driven by ethnicity but rather by merit’

To Quashigah (2014), for instance, it can always be possible to teach, so as to assess one who has been taught on what has been taught. It can also be possible to assess based on what to be taught and to whom and what level of mastery. Also, it can be possible to learn what is to be assessed by teaching. Hence, one of the basic challenges in Social Studies education is how knowledge acquired can be translated into values, attitudes and skills. Odumah and Poatob (2016), asserted that Social Studies was known to have had initial setbacks in the history of British educational system. By 1926, there was a criticism of the content of the school curriculum through the Hadow Report. The report pronounced that the general character of teaching should take account of the pupils’ natural and social environment (MOE, 2010). The syllabus discourages rote learning, but in reality this is what happens.

#### ***2.4.5 Inappropriate methods of assessing the affective outcomes***

Research findings seem to add that there is wrong assessment approach of the affective outcomes. It appears that instructional testing has always placed more emphasis on the low-order level of thinking (Sample Blaze Blog, 2014). In the views

of Frederickson, Simmonds and Evans and Soulsby (2007), the systematic assessment of the social and affective outcomes of inclusion has been lagging behind the assessment of academic outcomes. This is particularly problematic in view of research evidence supporting concerns about peer rejection and bullying. The West African Examinations Council (2007), also affirms that assessment of students' learning behaviour is expected to be carried out in totality. That is assessing the students in all activities in the cognitive, affective and psychomotor domains. Whatever type of assessment is considered for use, the starting point for all classroom assessment and evaluation is statement of instructional objectives. Instructional objectives are of two types, the General objectives and specific instruction.

According to Sample Blaze Blog (2014), one serious defect in the system of evaluation, which is now being changed, is that the measurement of student achievement is directed mainly towards the measure of cognitive behaviours such as knowledge, understanding and other thinking skills which are usually acquired after exposure to some learning experiences and subject matter knowledge. Also, the present assessment practice neglects the assessment of skills, which are normally associated with personality characteristics of students whereas complete assessment must cover all the three domains of educational objectives.

Quashigah (2014), asserted that a number of Ghanaians, especially pupils and students can possibly recite and sing the pledge and national anthem respectively. What, perhaps we do not know is whether they consider the importance of the pledge and anthem for nation building. With this, Pierre and Oughton (2007), opined that although many college teachers outline and plan lessons with affective outcomes, they fail to indicate how these will be taught and evaluated. These writers concluded that



the affective outcomes are derived from effective teaching method. Ingersoll(1999), lamented that the effects of being taught by a teacher without a strong background in a field may be just the kind of outcome not captured in student scores on short-answer, standardized examinations.

## **2.5 Conclusion**

According to Oyibe and Nnamani (2016), one of the major reasons that have prompted many educational authorities, parents and experts to seek for the inclusion of Social Studies in the curricular of schools is essentially from the concern of propagating and instilling the tenets and objectives of the affective domain in the mind of youngster committed to it. Social Studies education as a programme of study has the power to instill in the recipient the knowledge, skills, values and attitude that would help him/her interact meaningfully, effectively and co-operatively in his/her social and physical environment. Its philosophy is largely based on maintenance of the fundamental values of a democratic living. Therefore, Social Studies education and assessment must be done through student-centred techniques and strategies.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter discusses the method which was used to carry out the study. It includes the research philosophy, research approach, choice and justification of research approach, the study setting, research design, research population, sampling, sampling techniques and procedures, research instruments and how they were used, validity and reliability of instruments, trustworthiness, data collection procedure, data analysis, and ethical considerations.

#### 3.1 Research Philosophy

The philosophical approach underpinning this study included the ideologies of both the interpretivism and the positivism, which is pragmatism as philosophical approach for this research. The nature of this research problem, the purpose, research objectives and research questions raised as well as the research methodology was the reason for picking pragmatism philosophical approach. Bryman (2001), noted that when these two approaches (qualitative and quantitative) are combined, they help in supporting each other.

Pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions such as those in post positivism. There is a specific concern with applications, that is, what works as well as a solution to problems (Patton, 1990). Instead of focusing on methods, researchers emphasize the research problem and use all approaches available to understand the problem. As a philosophical underpinning for mixed methods studies, its importance is in focusing

attention upon a research problem in social science research and then using pluralistic approaches to derive knowledge about that problem. Pragmatism is typically associated with mixed-methods research (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2009).

### **3.2 Research Approach**

Research approach is essential as it enables the researcher to focus and look at in-depth of the problem and make a decision on how to solve the problem, naming, and approaching the research topic. In doing research Saunders, Lewis, and Thornhill, (2007), admit the approach may be qualitative or quantitative. The former involves collecting data that is mainly in the form of words, and the latter involves data which is either in the form or can be expressed in numbers.

Mixed methods research approach is defined as an approach in which the inquirer or researcher collects and analyses data, integrates the findings, and draws inferences using both quantitative and qualitative data in a single study or series of studies (Creswell, 2007). By and large, the integration of the two methods leads to maximizing the strengths of the quantitative and qualitative data and minimizing their weaknesses. Therefore, this study adopted the mixed method approach to attain the advantages of both qualitative and quantitative approaches.

#### ***3.2.1 Choice and justification of research approach***

The rationale for using the mixed-methods concurrent explanatory design in the present study was that the researcher wanted to reconcile the quantitative data with the qualitative data of the respondents for in-depth understanding and credible result on the teaching of Social Studies for affective outcomes in Tema Methodist Day Senior High School. According to Bryman (2012), 'by combining the two methods in

a single study, the researcher's claim for validity of his/her conclusion is enhanced; they can be shown to provide mutual confirmation' (p.131). The use of a combined approach afforded the researcher the opportunity to explore the research questions from more than one angle for better and broader understanding of issues pertaining to a social phenomenon (Bryman, 2012; Creswell, 2009). This implies that the multiple methodological approaches would provide more reliable information on the subject of the study in the study setting.

### **3.3 The Study Setting**

The study took place at the Tema Methodist Day Senior High School in the Tema Metropolis in the Greater Accra Region. This school is located in Community 11. It has two compounds. Thus, Old Site and New Site, which are located at the Methodist University College-Tema Campus, opposite Community 11 Police Station and the Community 11 Traffic Light respectively.

The school undertakes five elective programmes, the four core subjects, and three non-examinable subjects. The five elective programmes are: Business, General Arts, Home Economics, Science and Visual Arts. The core subjects include: English Language, Integrated Science, Mathematics, and Social Studies while the non-examinable subjects are: Information Communication Technology (ICT), Physical Education (P.E), and Religious and Moral Education (RME). The school has a population of 1,705 students with staff strength of 123; 100 are teachers while the rest are non-teaching members.

Tema Metropolis was selected for the study because most of the deviant behaviours that plague our society of late seem to take place in the big cities and Tema is one of

the big cities in Ghana. Again, the place was selected based on availability of respondents and accessibility since the researcher resides in the Tema Metropolis.

### **3.4 Research Design**

The study used concurrent mixed-methods design. The concurrent mixed-methods design consists of two distinct phases: quantitative followed by qualitative data which are collected and analysed at the same time or in parallel (Creswell, Plano Clark, Gutmann & Hanson, 2003). The concurrent mixed-method approach is characterized by the collection and analysis of quantitative and qualitative data in a single study in which the data are concurrently or sequentially, are given a priority and involve the integration of the data at one or more stages in the process of research (Creswell et al., 2003). In this regard, the researcher used both questionnaire and interview guide to collect data from students and teachers respectively.

In this design, the researcher first collected and analysed the quantitative (numeric) data. The second phase, qualitative builds on the first phase, quantitative, and the two phases were connected in the intermediate stage in the study. The qualitative (text) data were collected and analysed second in the sequence and helped explain, or elaborate on, the quantitative results obtained in the first phase. Its characteristics were well described in the literature (Creswell, 2003, 2005; Creswell et al., 2003), and the approach has found application in both social and behavioural sciences research (Klassen & Burnaby, 1993). The rationale for this approach was that the quantitative data and their subsequent analysis provided a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth (Creswell, 2003).

The strengths and weaknesses of this mixed-methods design have been widely discussed in the literature (Creswell, 2003, 2005). Its advantages include straightforwardness and opportunities for the exploration of the quantitative results in more details. This design can be especially useful when unexpected results arise from a quantitative study (Morse, 1991). The limitations of this design are lengthy time and feasibility of resources to collect and analyse both types of data. It is not easy to implement.

### **3.5 Research Population**

In research parlance, population is defined as the larger group upon which a researcher wishes to generalize: It includes members of a defined class of people, events or objects (Creswell, 2009). The research expert further indicated that population is the sum aggregate or totality of the phenomena of interest to the researcher. The target population for this study was students and Social Studies teachers of Tema Methodist Day Senior High School. These two groups were selected since they have been in the school system and as such seem to understand concepts better. These two groups answered the questionnaire better when it was pretested

### **3.6 Sampling, Sampling Techniques and Procedures**

For this study, the convenience sampling technique was used to select Tema Methodist Day Senior High School as study site because of ease of access with respect to information, reduce time and to get as many respondents as required. A combination of simple random and census sampling techniques were used to sample 260 respondents comprising 250 students and 10 Social Studies teachers for the study. The choice of 14.60% of the respondents is based on Dornyei's (2007), assertion that between 1% - 10% of a study population gives an adequate sampling fraction.

Firstly, the students were stratified according to programme of study as Business, General Arts, Home Economics, Science, and Visual Arts. A stratified random sampling is a simple two-stage process. First, characteristics which appear in the wider population which must also appear in the sample were identified, that is the wider population was divided into homogeneous groups (strata). It is a probability sampling technique in which each stratum is properly represented so that the sample drawn from it is proportionate to the stratum's share of the population. This is a sampling technique where by the population is sub-divided into homogenous groups called 'strata', from which the samples are selected on a random basis (Cohen, Manion & Morrison, 2000). A proportionate stratified sampling method was employed. This is because; students from each stratum were selected in proportion to the size of the strata since the total number of students for the various programme differs from programme to programme. As such, categories with more students were apportioned higher numbers as compared to those with fewer numbers of students. The proportionate sampling technique was used because it has the advantage of offering a high degree of representativeness.

Secondly, simple random sampling technique using the lottery approach was used to select the two hundred and fifty (250) students which represent nearly 14.60% of the students to give room for equal chances of selection without bias (Alhassan, 2007). The author further explained simple random sampling as where sample units are drawn directly from the population by probability procedure. The lottery method was designed to meet the essential criterion of randomness. In the lottery approach to random sampling, pieces of paper which were equal to the total number of study units (sampling frame) of the students by programme categories were designed by the

researcher. In order to select the students, for instance, the researcher designed pieces of paper which were equal to the number of students by programme category.

Some of the pieces of paper had the inscription “Yes” whilst the other pieces of paper were captioned “No”. The pieces of paper were folded, and put in a box. The students were made to assemble in their classroom to pick the pieces of paper at random during a briefing session. The box was shaken over and over again to ensure that the pieces of paper were well mixed to guarantee that each student has an equal opportunity of being selected. A student who picks a piece of paper which had “Yes response” was enrolled as a participant for the study. The random selection ensured that each student has an equal chance of being selected, and this is required for generalisation of the results to the target population as noted by Creswell (2009). The stratified and simple random sampling techniques ensure representativeness of the sample, and it also eliminated selection bias.

Secondly, census sampling was used to select the ten (10) Social Studies teachers for the interview. Internet sources report that census sampling is the process where all the members in a survey are interviewed to collect information on an issue under study. The information-rich participants who were selected gave their various views on the research questions.

**Table 3.1: Distribution of Population and Sample Selected**

<b>Departments</b>	<b>No. of SS /Trs.</b>	<b>Sample</b>
Business	262	34
General Arts	746	114
Home Economics	382	55
Science	243	28
Visual Arts	71	19
Social Studies Teachers	10	10
<b>Total</b>	<b>1715</b>	<b>260</b>

Source: Field Work (May, 2019)

### **3.7 Research Instruments and How They Were Used**

Two instruments were used to gather the necessary data from the students and teachers. These are questionnaire and semi-structured interview schedule. This signifies the triangulation of data collection method. When data are triangulated, that is, more than one data collecting method is used, gaps in collected data are filled and false or misleading information can be detected (Greeff, 2002). Alhassan (2007), describes instrument as a document that researcher uses for data collection. Research instruments are tools researchers can use to help them find information (Kankam & Weiler, 2010).

The questionnaire for this survey contained a five-point likert-type items. The items were designed to reflect on the key themes raised in the research questions. A questionnaire contains a series of questions, statements or items that are presented and the respondent is asked to answer, respond to or comment on them in a way he/she thinks best. There is a clear structure, sequence and focus, enabling the respondent to respond in his/her own terms (Cohen, Manion & Morrison, as cited in Kusi, 2012).



To elicit detailed information, interview was employed to gather data from the ten (10) Social Studies teachers. The purpose of this instrument was obtaining information by actual face-to-face interaction with them. The questionnaire and interview guide were designed to capture the major themes of the study in mind.

### **3.8 Validity and Reliability of Instruments**

Face validity was censured by giving the instruments to colleague Master of Philosophy (M. Phil) students of the Department of Social Studies education of the University of Education, for scrutiny. Indeed, their comments were considered for review of the questions. The content validity of the instruments was granted by the supervisor who scrutinise the items for their suitability before pre-test. All the necessary corrections in the items were made and declared valid by the supervisor. Construct validity was ensured by employing accepted definitions and constructions of concepts and terms; operationalising the research and its measures.

To ensure the reliability of the research instruments, they were pre-tested on thirty (30) form one students of Tema Methodist Day Senior High School. The results of the pilot test were subjected to Cronbach's alpha reliability analysis using version 22 of Statistical Product and service solution (SPSS). A reliability coefficient ( $r$ ) of 0.70 and above was be deemed as an acceptable measure of reliability because this is a reliability co-efficient of 0.70 is the threshold value of acceptability as a measure of reliability as noted by Dornyei and Taguchi (2010). The pilot study also offered the researcher an opportunity for identifying some of the problems that could have been encountered in the main study. This informed the necessary corrections to the questions before the main study was done.

### **3.9 Trustworthiness**

The trustworthiness of this study was enhanced by including participants differing viewpoints, giving more credibility to the findings. The trustworthiness was again enhanced by the exact description of the procedure, by motivated participants and by the important quotations from the interviews (Polit & Beck, 2010). Bryman, (2001), stated that the concept of trustworthiness is very important because it is necessary to estimate the accuracy of qualitative study.

Also, by way of ensuring credibility the researcher followed this procedure:

1. The interviews were conducted in English Language that was understood by both the researcher and participants to avoid misunderstanding between the researcher and the interviewees.
2. The interview took place at a quiet and serene environment void of distortions.
3. The supervisor for this study's regular inspections by giving constructive criticisms helped the researcher to check for flaws and problems in the study.
4. Participation of the participants in the interviews were strictly voluntary and their privacy and confidentiality were strongly maintained at all time.

### **3.10 Data Collection Procedures**

In conducting a study, Creswell (2005), advises researchers to seek and obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. In line with this, a letter of introduction was obtained from the Head of Department of Social Studies education of the University of Education, Winneba. This letter was used to seek consent from the Headmistress of Tema Methodist Day Senior High School to conduct the study. The questionnaire was

self-administered to the sampled students, and they were retrieved same day. This was done to ensure high coverage, completion, and return rate.

Face-to-face interviews were carried out on the Social Studies teachers. First, the interviewees were contacted to verify the appointment before engaging them. The interview was done personally at the school of the interviewees on scheduled date and time. The interviews were done at locations free from distractions.

### **3.11 Data Analysis Procedures**

Responses from respondents in the questionnaire were tallied in order to get the number of respondents who answered each set of items. The collected data were keyed or fed into the Statistical product and service solution (SPSS) version 22 software and they were analysed. Frequency counts and percentage distributions were generated according to each research question raised, and these were presented in tables.

The qualitative data was analysed thematically. Qualitative data analysis is a rigorous process involving working with the data, organizing data into manageable units, categorizing, comparing, synthesizing data, searching for patterns, discovering what is important and what is to be learned (Johnson, Onwuegbuzie, & Turner, 2007). In the thematic analysis, responses from respondents were categorized into themes according to research questions. In this regard, the interview data was analyzed by examining closely the responses of each individual interview question taking into consideration the research problem. The researcher used the following steps in analysing both the interview:

The researcher made a sense of the whole interview by reading through all transcripts. Ideas were jotted down as they came to mind. The researcher selected one interview

and go through it by asking: “What it is?” thinking about the underlying meaning. Thoughts about the meaning of each piece of information were written in the margin. This was done with all the interviews and the open ended questions. A list of all the topics were made by the researcher and a cluster of similar topics were put together. Major topics, unique topics and leftovers were identified. The researcher took the list and returned to the data. Abbreviated topics by means of codes were written. These codes will be next to each segment of data in the transcribed interview questions. The researcher looked for new categories and codes. The researcher then formed categories by grouping topics together in an attempt to determine relationships between categories. The researcher then made a final decision on the abbreviation of categories and codes. The codes were alphabetized. The researcher then assembled all the data material of each category into one place. Finally, existing data was recorded where necessary. After the categorization and coding of data into themes, the researcher analysed and interpreted the themes to find answers to the research questions. Hence, the qualitative data was analysed thematically. The major themes and analysis of contents were summarized as Goldentkoff (2004), states a brief summary and analysis, highlighting major themes, is enough when decision has to be made.

### **3.12 Ethical Considerations**

Resnik (2009), defines ethics in research as the discipline that studies standards of conduct, such as philosophy, theology, law, psychology or sociology. In other words, it is a method, procedure or perspective for deciding how to act and for analysing complex problems and issues. Protection of participants and their responses will be assured by obtaining their informed consent, protecting privacy and ensuring confidentiality. In doing this, description of the study, the purpose and the possible

benefits will be mentioned to the participants. The researcher will permit participants to freely withdraw or leave at any time if they deemed it fit.

In Babbie's (2004), opinion the ethical norms of voluntary participation and no harm to participants have, become formalised in the concept of informed consent. Accordingly, participants base their voluntary participation in research studies on the full understanding of the possible risks involved. Harm can either be physical or emotional (Trochim, 2006). Throughout this study, the researcher made an effort to ensure that participants were not harmed psychologically or emotionally.

Research participants' well-being and interests need to be protected. Participants' identities in the study should be masked or blinded as far as possible (Trochim, 2006). The people who read the research and the researcher should not be able to identify a given response with a given respondent (Babbie, 2004). The names of the respondents who participated in this study were not revealed anywhere. Instead, code names were used. The recorded responses and the written report were silent on the true identities of the participants. In this study, the interview participants were identified with alphanumeric codes. As a way of preventing plagiarism, all ideas, writings, drawings and other documents or intellectual property of other people were referenced indicating the authors, title of publications, year and publishers.

### **3.13 Summary**

This chapter describes the research philosophy, research approach, choice and justification of research approach, the study setting, research design, research population, sampling, sampling techniques and procedures. It also discussed the research instruments and how they were used, validity and reliability of instruments, trustworthiness, data collection procedures, data analysis procedures, ethical considerations and conclusion.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0. Introduction

This chapter is dedicated to the presentation, analysis and discussion of the data gathered from the field concerning the topic under study. It was to ascertain how to teach Social Studies for affective outcomes in Senior High Schools. Simple random and census techniques were used to collect data from two hundred and fifty (250) students and ten (10) Social Studies teachers respectively in the Tema Methodist Day Senior High School in the Greater Accra Region. The data was analysed according to the themes from the respondents' responses. The version 22 of Statistical Product and Service Solution (SPSS) software was used to work on the data and produce exploratory outputs emanating from the analysis. The results are presented in frequencies, percentages tabular form, and graphical form as well as briefly described in accordance with the research objectives and questions.

#### 4.1: Section A – Socio-Demographic Characteristics of Students and Teachers

The socio-demographic characteristics of the respondents covered the highest level of education, programmes offered, and the level of experience in teaching. The respondents for this study constituted 250 students and 10 Social Studies teachers.

**Table 4.1: The Programmes Offered by the Student-Respondents**

<b>Programme</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Business	34	13.6
General Arts	114	45.6
Home Economics	55	22.0
Science	28	11.2
Visual Arts	19	7.6
<b>Total</b>	<b>250</b>	<b>100</b>

Source: Field Work (May, 2019)

Table 4.1 showed that the programmes offered by the students were dominated by the General Arts. Almost half 114 (45.6%) of the students are offering General Arts; followed by Home Economics 55 (22.0%) and Business 34 (13.6%). The remaining students offered Science 28 (11.2%) and Visual Arts 19(7.6%). It appears that when the questionnaires were pre-tested respondents from the General Arts demonstrated a clearer understanding than the other programmes of study. The school also has more General Arts students than other programs and this has reflected here. This is not surprising because, Odumah and Paotob (2016), and Ayaaba (2011), found that Social Studies is an amalgamation of social sciences.

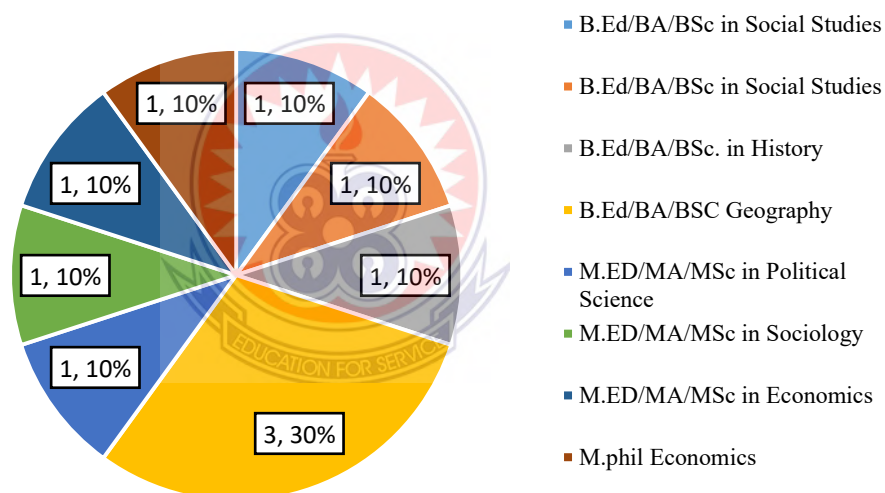
#### **4.2: Highest Level of Education of Teacher-Respondents**

<b>Educational Level</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
B.Ed/BA Social Studies	3	30
B.Ed/BA Geography	3	30
B.Ed/BA History	1	10
M.Ed/M.A/MSc/M.Phil Sociology	1	10
M.Ed/M.A/M.PhilEcons	1	10
M.Ed/M.A/M.Phil Edu. Adm.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field Survey (May, 2019)

Teachers' qualification and expertise is vital for effective teaching and learning (Kankam, 2016; Ayaaba, 2011). The qualifications of teachers as depicted in Table 4.2 shows that they have at least degree which is a good qualification to teach at the senior high level. Those with qualifications in B.Ed./BA Geography had the highest percentage 3 (30.0%). From further research and interrogation, one offered Masters in Business Administration while the other offered Masters in Educational Administration. These facilitators have advanced in education and this is an addition to their Curriculum Vitae.

### Pie Chart Illustrating Teachers' Highest level of Education



**Figure 4.1 Pie Chart Illustrating Teachers' Highest level of Education**

Source: Field Work (May, 2019)

In order to ascertain whether their qualification matches the subject taught, they were asked to indicate whether they have studied Social Studies before. All the 10 (100%) said they have studied Social Studies/Social Science as major course in the university. This means they are not entirely out-of-field and is a good sign for effective teaching and learning of Social Studies (Du Plesis, 2017). Table 4.3 provides details for the Social Studies subjects in which teachers were being trained to teach.



**Table 4.3: Social Studies/Science Subjects Teachers Were Trained to Teach**

<b>Subject</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Social Studies	2	20
Sociology	1	10
Political Science	1	10
History	1	10
Geography	3	30
Economics	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field Work (May, 2019)

Table 4.3 shows the Social Science programmes that were read by the 10 teachers in their various tertiary institutions. Two (20%) of the sample of respondents Social Studies, 1 (10%) teacher read Sociology, 2 (20%) teachers read Political Science, 1 teacher constituting 10% of the sample of respondents read History, 3 of the teachers read Geography, this represents 30% of the sample. while 1 teacher representing 10% of the sample of respondents read Economics.

**Table 4.4: Years of Teaching Experience in Social Studies at Senior High School**

<b>Years of experience</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1-3	3	30
4-6	2	20
7-10	3	30
11 and above	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field Work (May, 2019)

Table 4.4 shows the years of experience of the teachers interviewed put them in the right position to give the desired response for this study. Three (30%) teachers have 1-

3 years' experience in teaching Social Studies, 2(20%) teachers have 4-6 years' experience in teaching Social Studies. Three (30%) of them have 7-10 years of experience and the remaining 2(20.0%) have 11 and above years' experience in teaching Social Studies.

**Table 4.5: Teachers Who Teach Any Other Subject Apart from Social Studies**

Teach other subjects	Frequency	Percentage (%)
Yes	5	50
No	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field Work (May, 2019)

The data in Table 4.5 displays figures on whether the Social Studies teachers teach any other subject apart from Social Studies. There was a tie at 5 (50%) between the teachers who teach only Social Studies and those who teach any other subject apart from Social Studies. Generally, teachers prepare properly before their lesson. It is based on this fact that when the teachers teach either 1 or 2 subjects, they prepare properly before entering the class to deliver.

## **4.2. Quantitative Data**

### **4.2.1 Section B: Analysis of research questions**

Primarily, the study was conducted to examine teaching Social Studies for affective outcomes at Tema Methodist Day Senior High School in the Greater Accra region of Ghana. To achieve this broad objective, three research objectives and questions served as a guide.

**4.2.1.1: Research questions one - What is the conception of social studies among students of Tema Methodist day senior high school?**

In the words of Odumah and Poatob (2016), the introduction of Social Studies in Africa was received with mix feelings. Ayaaba (2011), then asks, “How is Social Studies defined?” Educators in the field give various answers to this question depending on their orientation and perception of the subject. There is therefore the need to find out students’ conception of the subject.

**Table 4.6: Students’ Conception of Social Studies**

No.	STATEMENT	SA (%)	A (%)	UC (%)	D (%)	SD (%)
1	Social Studies is an amalgamation of the social science	134 (53.6)	49 (19.6)	13 (5.2)	16 (6.4)	38 (15.2)
2	Social Studies is an integration of the social science subjects	110 (44.0%)	65 (26.0)	42 (16.8)	21 (8.4)	12 (4.8)
3	Social Studies is social science in practice	93 (37.2)	72 (28.8)	33 (13.2)	30 (12)	22 (8.8)
4	Social Studies is citizenship education	207 (82.8)	37 (14.8)	1 (0.4)	2 (0.8)	3 (1.2)
5	Social Studies is all about the teaching and learning of geography, history, government, economics, civics, politics, and citizenship education	139 (55.6)	58 (23.2)	18 (7.2)	22 (8.8)	13 (5.2)
6	Social Studies is an approach or method of teaching	70 (28.0)	79 (31.6)	43 (17.2)	33 (13.2)	25 (10)
7	Social Studies is a subject that prepares students with knowledge, skill, attitude and values needed to solve personal and societal problems.	215 (86.0)	28 (11.2)	3 (1.2)	3 (1.2)	1 (0.4)

**Key: SA= Strongly Agreed, A= Agreed, UC = Uncertain, D = Disagree, SD= Strongly Disagree**

Source: Field Work (May, 2019)

Table 4.6 indicates that majority of the students strongly agreed 134 (53.6%) and agreed 49 (19.6%) that Social Studies is an amalgamation of Social Science. Thirteen

(5.2%) of the respondents were uncertain to the assertion under discussion, 16 students representing 6.4% disagreed and 38 students representing 15.2% strongly disagreed Social Studies is an amalgamation of social sciences.

Taking a closer look at the table above, it can clearly be seen those 110 respondents representing 44.0% are the highest who strongly agree that Social Studies is an integrated subject. The next highest are 65 in number and this represents 26.0% of the sample. These respondents agree with the perception that Social Studies is an integrated subject. Forty two (16.0%) respondents were uncertain about the view. The respondents who disagree with this conception are 21 and they constitute 8.4% and 12 of the entire sample which has a representation of 4.8 %, strongly disagree with this conception that Social Studies that it is an integrated subject. This is line with Ayaaba's (2011), view that Social Studies is integration of the Social Sciences subjects.

Moreover, students were also expected agree or disagree on whether Social Studies is Social Science in practice. Ninety three representing 37.2% strongly disagree while 72 respondents amounting to 28.8% of the sample agreed to the motion. Thirty three students representing 13.2% of the students were uncertain, 30 (12%) also disagreed and 22 (8.8%) of them strongly disagree that Social Studies is social science in practice.

Again, it was inquired from the respondents as to whether Social Studies is citizenship education, a whooping majority of them 207(82.8%) strongly agreed and 37 respondents representing 14.8% agreed, 2(0.8%) respondents disagreed. One (0.4%) respondent was uncertain as well as 3 (1.2%) respondents strongly disagree to the issue understudy.

When it came to the variable ‘Social Studies is all about teaching and learning of Geography, History, Government, Economics, Civics, Politics, Citizenship education’, 139 respondents representing 55.6% strongly agreed while 58 respondents constituting 23.2% of the entire sample agree to same. Eighteen respondents representing 7.2% were uncertain, 22 (8.8%) disagree and 13 (5.2%) strongly disagree. The majority realized that, Social Studies also include among other things the teaching of other social science subjects. This attest to what Aggarwal (1993), asserts that Social Studies includes much of the subject matter of history, geography, civics and economics.

With regards to the issue about Social Studies being an approach or method of teaching, 70 (28.0%) respondents strongly agree with the issue while 79 (31.6%) respondents also agree with the issue that social studies is an approach of teaching. Forty-three respondents representing 17.2% were uncertain, 33 (13.2%) disagreed while 25 (10.0%) strongly disagreed that Social Studies being an approach or method of teaching. It can clearly be seen that, while 215(86.0%) of the respondents agree that Social Studies is a subject that prepares students with knowledge, skills, attitude and values needed to solve personal and societal problems, 28 (11.2%) of the sampled respondents strongly agree to same. Three (1.2%) students disagree. Another 3 students were uncertain while only 1 (0.4%) student strongly disagrees to the issue. This clearly shows that, Social Studies is a subject that prepares students with knowledge, skills, attitude and values needed to solve personal and societal problems.

**Table 4.7: Teachers' Conception of Social Studies**

No.	STATEMENT	SA (%)	A (%)	UC (%)	D (%)	SD (%)
						3
1	Social studies is an amalgamation of social science	5 (50)	- (-)	2 (20)	- (-)	(30)
2	Social studies is an integration of the social science subjects	4 (40)	4 (40)	2 (20)	- (-)	- (-)
3	Social studies is social science in practice	1 (10)	6 (60)	1 (10)	2 (20)	- (-)
4	Social studies is citizenship education	5 (50)	5 (50)	- (-)	- (-)	- (-)
5	Social studies is all about the teaching and learning of geography, history, government, economics, civics, politics, and citizenship education	2 (20)	4 (40)	- (-)	4 (40)	- (-)
6	Social studies is an approach or method of teaching	- (-)	2 (20)	3 (30)	1 (10)	4 (40)
7	Social studies is a subject that prepares students with knowledge, skill, attitude and values needed to solve personal and societal problems.	8 (80)	2 (20)	- (-)	- (-)	- (-)

Source: Field Work (May, 2019)

Table 4.7 shows the data of teachers' perception of Social Studies. It can clearly be seen that, while 5(50%) of the teachers agree that Social Studies is an amalgamation of the Social Sciences, 2(20%) of the sampled respondents were uncertain to same. three respondent representing 30% of the sample strongly disagreed. None of the teachers agreed or disagreed to the issue of Social Studies been an amalgamation of Social Science subjects.

Again, the respondents were to agree or disagreed with the perception that Social Studies is an integrated subject. Four (40%) of the respondents strongly agreed with the statement, another 4 (40%) agreed, while 2 (20%) were uncertain. None of the

teachers disagreed or strongly disagreed to the issue of Social Studies is an integrated subject.

The third question sought to find if Social studies is Social science in practice. One (10%) of the sampled respondents strongly agreed, six (60%) of the respondents agree, 1 (10%) of the respondents was uncertain, 2 (20%) disagreed, no respondent strongly disagreed. Social Studies is also seen as the teaching and learning of Citizenship education. There was a tie at 5 (50%) respondents strongly agreed and another 5 (50%) agreed. No teacher was uncertain, agreed and strongly disagreed with the issue that Social Studies is Citizenship Education. Largely, the respondents have confirmed that Social Studies is Citizenship Education.

On the variable 'Social Studies is all about teaching and learning of Geography, History, Government, Economics, Civics, Politics, Citizenship education', 2 (20%) respondents strongly agreed, other 4 respondents constituting 40% of the entire sample agree to same. Four (40%) teachers disagree with the issue. The majority realised that, Social Studies also includes among other things the teaching of other social science subjects.

With regards to the issue about Social Studies being an approach or method of teaching, 2 (20%) respondents agree with the issue while 3 (30%) respondents also were uncertain, 1 (10%) disagreed and 4 (40%) strongly disagreed with the issue that, social studies is an approach of teaching.

The final variable demands teachers to agree or disagree that Social Studies is a subject that prepares students with knowledge, skills, attitude and values needed to solve personal and societal problems. A great majority of 8 teachers of the sampled respondents strongly agreed to this. Two respondents representing 20% of the sample

agreed. No respondent was uncertain, agreed or disagreed. This clearly shows that, Social Studies is a subject that prepares students with knowledge, skills, attitude and values needed to solve personal and societal problems.

The students and teachers expressed different views on how they see Social Studies. This attests to the findings of Lawton and Dufour as quoted in Obebe (2005) that all around the world Social Studies comes in different shapes and sizes. People are of the conviction that Social Studies is like language, it wears the colour of the environment where it exists.

**Table 4.8: Student-Respondents' Description of the SHS Syllabus in Relation to the Affective Domain**

Description of syllabus	Frequency	Percentage (%)
Compressive	179	71.6
Partially Compressive	49	19.6
Not Compressive	8	3.2
Uncertain	14	5.6
<b>Total</b>	<b>250</b>	<b>100.0</b>

Source: Field Work (May, 2019)

Table 4.8 displays responses of the respondents in assessing the compressive nature of the Social Studies syllabus, 179 (71.65) students indicated that it is comprehensive, 49 (19.6%) said it's partially comprehensive and 8 (3.2%) students indicated that it's not compressive. The remaining 14 (5.6%) students were uncertain.



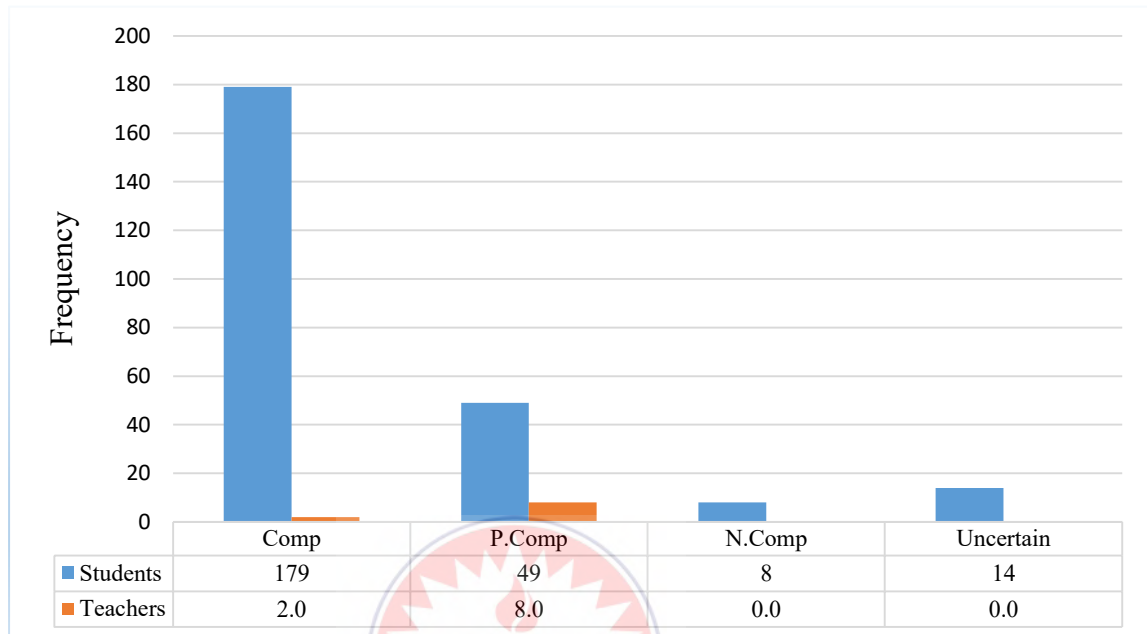
**Table 4.9: Teacher-Respondents' Description of the SHS Syllabus in Relation to the Affective Domain**

Description of syllabus	Frequency	Percentage (%)
Compressive	2	20
Partially Compressive	8	80
Not Compressive	-	-
Uncertain	-	-
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Field Work (May, 2019)

One of the main variables that was considered in the decision making process was whether the syllabus was comprehensive or not. It can clearly be seen from Table 4.9 and the bar chart that 2 respondents representing 20% of the sample said they will describe the Social Studies syllabus as Compressive. Eight respondents constituting 80% of the sample said the Social Studies syllabus was partially comprehensive. There was no respondent who was uncertain about the decision as well as not comprehensive. With this kind of information, we can confidently say that, the Social Studies Syllabus is Comprehensive.

**Bar chart of Teachers and Students Description of the SHS Syllabus in Relation to the Affective Domain**



Source: Field Work (May, 2019)

**Figure 4.2: Comprehensiveness of the Social Studies syllabus**

**4.2.2.2 Research question two - how is social studies taught at Tema Methodist day senior high school to bring about affective outcomes?**

The second research question sought to explore how Social Studies is taught for affective outcome among students of Senior High School as shown below. It involves the demeanour of both students and the teachers towards the teaching and learning of Social Studies. A range of values were used on a likert scale ranging from the extent to which they agree with these variables.

**Table 4.10: Student-Responds' Perspective on how Social Studies is Taught to Bring about Affective Outcomes**

No.	STATEMENT	SA (%)	A (%)	UC (%)	D (%)	SD (%)
1	Social studies is meant to equip learners with knowledge ( <i>Teachers teach by lecture, reading assignment, Anticipation Guide, concept mapping, dictation, radio lecture, brainstorming</i> )	184 (73.6)	54 (21.6)	8 (3.2)	4 (1.4)	- (-)
2	Social studies is meant to equip learners with socio-civic, personal and interpersonal skills ( <i>Teachers teach by role-play, dramatization, simulation technique, educational game, buss session, circle learning technique</i> )	161 (64.4)	69 (27.6)	3 (1.2)	17 (6.8)	- (-)
3	Social studies is meant to equip learners with values and attitudes ( <i>I teach by using group discussion, mix ability group, debates, controversial issues</i> )	213 (85.2)	29 (11.6)	6 (2.4)	2 (0.8)	- (-)
4	Social studies is meant to equip learners with knowledge, skills, values and attitudes ( <i>Teachers take students out on field trips, teach students to be tolerant, public manners and ethic</i> )	194 (77.6)	46 (18.4)	3 (1.2)	7 (2.8)	- (-)
5	Social studies is meant to prepare learners to fit into society ( <i>Teachers sing patriotic songs in lessons</i> )	210 (84.0)	36 (14.4)	2 (0.8)	2 (0.8)	- (-)

Source: Field Work (May, 2019)

In Table 4.10 majority of the students strongly agreed 184(73.6%) and 54 (21.6%) agreed respectively believed that Social Studies is meant to equip learners with knowledge(*Teachers teach by lecture method, anticipated guide, brainstorming, reading assignment, dictation, radio lecture* ). Four students constituting 1.4% disagreed, while 8(3.2%) were uncertain about the issue under discussion.

The second question sought to answer whether Social studies is meant to equip learners with Socio-civic, personal and interpersonal skills(*Teachers teach by role-*

*play, dramatization, circle learning technique game/simulation*). One hundred and sixty one respondents representing 64.4% of the sample strongly agreed, 69 (27.6%) agreed, 17(6.8%) disagreed, and only 3(1.2%) were uncertain about the question.

The researcher wanted to establish further, whether Social Studies is meant to equip learners with values and attitudes in their lives (*Teachers teach by using group discussion, mix ability group, debates, concept mapping technique, controversial issues*). Two hundred and thirteen representing 85.2% strongly agreed that Social Studies. Teachers teach by using group discussion, mix ability group, debates, and controversial issues which are meant to equip learners with values and attitudes in their lives. Two respondents representing 0.8% agreed, while 6 respondents representing 2.4% were uncertain about how teachers apply the various teaching techniques in their teaching.

Again, the students were asked to agree or disagree whether Social studies is meant to equip learners with knowledge, skills, values and attitudes(*teachers take students out on field trips, teach students to be tolerant, public manners and ethics*). One hundred and ninety four respondents representing 77.6% strongly agreed to the view, 46 respondents representing 18.4% agreed, 7(2.8%) disagreed, while 3(1.2%) were uncertain. This shows clearly that, the subject instills positive values into the students to become well-meaning Ghanaians.

The final variable sought to ascertain whether Social studies is meant to prepare learners to fit into society(*Teachers sing patriotic songs in lessons*). Two hundred and ten students thus 84% students strongly agreed to the assertion, 36 students representing 14.4% agreed to the motion. Two respondents representing 0.8% disagreed while another 2 representing 0.8% were uncertain to the view. No student

strongly disagreed to the assertions under study concerning the various teaching techniques teachers apply in teaching

**Table 4.11: Teachers' Perspective on how Social Studies is taught to Bring About Affective Outcomes**

No.	STATEMENT	SA (%)	A (%)	UC (%)	D (%)	SD (%)
1	Social studies is meant to equip learners with knowledge ( <i>I teach by lecture, reading assignment, Anticipation Guide, concept mapping, dictation, radio lecture, brainstorming</i> )	5 (50)	5 (50)	- (-)	- (-)	- (-)
2	Social studies is meant to equip learners with socio-civic, personal and interpersonal skills ( <i>I teach by role-play, dramatization, simulation technique, educational game, buss session</i> )	3 (30)	5 (50)	- (-)	2 (20)	- (-)
3	Social studies is meant to equip learners with values and attitudes ( <i>I teach by using group discussion, mix ability group, debates, controversial issues</i> )	2 (20)	8 (80)	- (-)	- (-)	- (-)
4	Social studies is meant to equip learners with knowledge, skills, values and attitudes ( <i>I take students out on field trips, teach students to be tolerant, public manners and ethics</i> )	6 (60)	2 (20)	- (-)	2 (20)	- (-)
5	Social studies is meant to prepare learners to fit into society ( <i>I sing patriotic songs in lessons</i> )	5 (50)	5 (50)	- (-)	- (-)	- (-)

Source: Field Work (May, 2019)

Teachers were to ascertain in Table 4.11 the various techniques they apply in teaching whether Social Studies is meant to equip learners with knowledge (*I teach by lecture*

*method, dictation, reading assignment, radio lecture*). Five facilitators representing 50% strongly agreed, while the remaining 5(50%) responded to agreed, no facilitator responded to disagree, strongly disagree, and uncertain that they teach by lecture method, dictation, reading assignment, and radio lecture. All the facilitators ascertained that Social Studies is a tool or subject that is meant to equip learners with knowledge.

Regarding the role of Social Studies meant to equip learners with Socio-civic, personal and interpersonal skills (*I teach by role-play, dramatization, simulation technique, educational game, buss session, circle learning technique*). Three teachers representing 30% of the sample strongly agreed, 5 respondents representing 50% of the sample agreed, the remaining 2 respondents disagreed, and no respondent was uncertain on the assertion they teach by role-play, dramatization, and others for Social Studies to equip learners with Socio-civic, personal and interpersonal skills.

The next variable has a colossal number of 8 respondents representing 80% of the sample agreeing to the opinion that Social Studies is meant to equip learners with values and attitudes in their lives (*I teach by using group discussion, mix ability group, debates, controversial issues*). While 2 of the respondents representing 20% strongly agree with same. No (-) respondent disagreed, strongly disagreed as well as was uncertain that Social studies is meant to equip learners with values and attitudes and as such they teach by using group discussion, mix ability group, debates, controversial issues.

As to whether Social Studies is meant to equip learners with knowledge, skills, values and attitudes(*I take students out on field trips, teach students to tolerant, public manners and ethics*) Six (60%) respondents strongly agreed, 2 (20%) of the

respondents agreed, another 2 respondents representing 20% of the sample disagreed, while no (-) respondent strongly disagreed nor was uncertain.

Additionally, the researcher wanted to establish whether Social Studies is meant to prepare learners to fit into the society (*I sing patriotic songs in lessons*), the facilitators were divided over it, 5 respondents representing 50% of the sample strongly agreed, 5(50%) respondents again also claimed they agree to same. No (-) respondent of the sample claim to disagree, strongly disagree as well was uncertain that they sing patriotic songs during lesson presentation. The responses of the facilitators revealed that Social studies is meant to prepare learners to fit into the Society. This confirms what Kankam (2016), found that the Social Studies syllabus in Ghana is meant to achieve cognitive, affective and psychomotor skills.

**4.2.1.3 Research question 3 -*what are the challenges involved in the teaching of social studies to lead to affective outcomes among students of Tema Methodist day senior high school?***

Lumpkin and Multon (2013), opined that teachers are the most important elements in education. However, to ensure quality education teachers' performance needs to be assessed. They added that assessment of teachers is challenging due to its multidimensional nature. As a result of this the final objective of this study is to assess the challenges involved in the teaching and learning of Social Studies.

**Table 4.12: Students' Perspective on Assessment Techniques in Social Studies**

No.	STATEMENT	SA (%)	A (%)	UC (%)	D (%)	SD (%)
1	Teachers assess learning experiences of learners in a practical way	63 (25.2)	84 (33.6)	29 (11.6)	74 (29.6)	- (-)
2	Teachers construct affective assessment instruments such as anecdotal records	55 (22)	50 (20)	44 (17.6)	101 (40.4)	- (-)
3	Teachers construct affective assessment instrument such as checklist	67 (26.8)	52 (20.8)	31 (12.4)	100 (40.0)	- (-)
4	Teachers construct affective assessment instrument such as interview	65 (26)	44 (17.6)	49 (19.6)	92 (36.8)	- (-)
5	Teachers construct affective assessment instrument such as observation	71 (28.4)	64 (25.6)	33 (13.2)	82 (32.8)	- (-)
6	Teachers construct affective assessment instrument such as peer assessment	82 (33.2)	47 (18.8)	55 (22)	65 (26)	- (-)
7	Teachers construct affective assessment instrument such as portfolio assessment	88 (35.2)	71 (28.4)	38 (15.2)	53 (21.2)	- (-)
8	Teachers construct affective assessment instrument such as sociometry	46 (18.4)	55 (22)	48 (19.2)	101 (40.04)	- (-)
9	Teachers construct affective assessment instrument such as field notes	46 (18.4)	21 (8.4)	55 (22)	128 (51.2)	- (-)
10	Teachers construct affective assessment instrument such as project work	158 (63.2)	53 (21.2)	14 (5.6)	25 (10.0)	- (-)

Source: Field Work (May, 2019)

According to Table 4.12, 63 (25.2%) of the students strongly agree that teachers assess their learning experiences in a practical way. Eighty-Four (33.6%) of them agree and 74 (29.6%) indicated they disagree whiles 29 (11.6%) were uncertain. With anecdotal records, 101 (40.04%) of the students indicated that they disagree, 50



(20.8%) said they agree and 55 (22.0%) said they strongly agree and the remaining 44 (17.6%) were uncertain about the issue.

When it comes to the use of assessment instruments such as checklists, 67 (26.8%) respondents say they strongly agree that teachers construct assessment instruments such as checklists. Fifty two respondents constituting 20.8% agreed, 100 respondents representing 40.0% also disagree, while 31 respondent representing 12.4 of the sample of students were uncertain that teachers construct and use assessment instruments such as checklists.

On how teachers use assessment instruments such as interview, 65 respondents constituting 26% say they strongly agree that teachers construct and use assessment instruments such as interview. Forty four respondents representing 17.6% also say they agree, 92 (36.8%) disagree, 49 (19.6%) respondents were uncertain that teachers construct and use assessment instruments such as interview.

When the students were asked whether teachers use assessment instruments such as observation, 71 (28.4%) respondents strongly agreed that teachers construct and use assessment instruments such as observation. Sixty four respondents representing 25.6% also agree, 82 respondent representing 32.8% disagree, and 33 (13.2%) were uncertain that teachers construct and use assessment instruments such as observation.

Students were again asked to whether teachers use assessment instruments such as peer assessment. Eighty two students representing 33.2% of the respondents strongly agreed, 47 students representing 18.8% of the respondents agree, 65 students representing 26% of the sample disagreed, while 55 students representing 22% of the sample were uncertain as to teachers used peer assessment.

Students were to ascertain further that teachers use assessment instruments such as portfolio assessment, 88 respondents constituting 35.2% strongly agreed, 71 (28.4%) agreed, 53 (21.2%) of the respondents have disagreed, and 38 (15.2%) were uncertain on the matter that teachers use affective assessment technique such as portfolio assessment.

The researcher wanted to establish whether teachers use assessment instruments such as sociometry, 46 respondent constituting 18.4% strongly agreed, 55 (22%) agreed, 101 (40.4%) disagreed that teachers construct and use affective assessment instruments such as sociometry. Forty eight respondents representing 19.2% were uncertain that teachers construct and use affective assessment instruments such as sociometry.

In addition, it was further inquired from the students that teachers use assessment instruments such as reflective field notes, 46 respondents constituting 18.4% strongly agreed, 21 (8.4%) agreed, 128 (51.2%) disagreed, and 55 (22%) were uncertain that teachers construct and use affective assessment instruments such as reflective field notes.

With respect to project work, majority 158(63.2%) indicated they strongly agreed that their teachers were effective in using project work as a form of assessment. Fifty three respondents (constituting 21.2%) indicated that they agree that teachers constructed and used assessment instruments such as project work. Twenty five of the students (representing 10%) of the sample also indicated they disagree while 14 students (representing 5.6%) of the sample were uncertain on the same issue. No (-) student strongly disagreed to the various assertions under discussion.

**Table 4.13: Teachers' Perspective on Assessment Techniques in Social Studies**

No.	Statement	SA (%)	A (%)	UC	D (%)	SD (%)
1	I assess learning experiences of learners in the a practical way	1 (10)	6 (60)	- (-)	3 (30)	- (-)
2	I construct affective assessment instruments such as anecdotal records	- (-)	7 (70)	- (-)	3 (30)	- (-)
3	I construct affective assessment instrument such as checklist	1 (10)	2 (20)	2 (20)	5 (50)	- (-)
4	I construct affective assessment instrument such as interview	1 (10)	4 (40)	- (-)	5 (50)	- (-)
5	I construct affective assessment instrument such as observation	- (-)	4 (40)	- (-)	6 (60)	- (-)
6	I construct affective assessment instrument such as peer assessment	- (-)	7 (70)	- (-)	3 (30)	- (-)
7	I construct affective assessment instrument such as portfolio assessment	3 (30)	3 (30)	- (-)	4 (40)	- (-)
8	I construct affective assessment instrument such as sociometry	6 (60)	1 (10)	- (-)	3 (30)	- (-)
9	I construct affective assessment instrument such as field notes	3 (30)	4 (40)	- (-)	3 (30)	- (-)
10	I construct affective assessment instrument such as project work	1 (10)	6 (60)	- (-)	3 (30)	- (-)

Source: Field Work (May, 2019)

Table 4.13 shows that the responses from the teachers were similar to the students.

Six (60%) teachers agreed that they assess learning experiences in a practical way or

real life situation. Three (30%) disagreed while 1 (10%) teacher strongly agreed. No (-) teacher was uncertain on the issue.

The entire teachers with varying degree of extent indicated that they construct anecdotal records. Seven respondents constituting 70% say agreed, the remaining 3 respondents representing 30% disagreed that they construct and use affective assessment instruments such as anecdotal records. None (-) of the respondents strongly disagreed as well as was uncertain on same issue.

The researcher wants to know whether teachers use assessment instruments such as checklists, 1 respondent constituting 10% strongly agreed, 2 respondents representing 20% also agreed, 5(50%) respondents disagree, and 2(20%) of the teachers were uncertain that they construct and use affective assessment instruments such as checklists.

When the teachers were asked to agree or disagree on the use assessment instruments such as interview, 1 respondent constituting 10% strongly agreed, other 4 respondents representing 40% agreed, 5 (50%) disagreed while no (-) respondent was uncertain that teachers construct and use affective assessment instruments such as interview.

Again, the respondents were to further establish if they use assessment instruments such as observation, 4 respondents representing 40% strongly agreed, 6 respondents constituting 60% agreed, no respondent disagreed as well as uncertain on how teachers construct and use affective assessment instruments such as observation.

Concerning the use of assessment instruments such as peer assessment, 7 respondents constituting 70% agreed that they construct and use affective assessment instruments such as peer assessment. The other 3 respondents representing 30% disagreed that

teachers construct and use affective assessment instruments such as peer assessment. No (-) respondent strongly agreed as well as was uncertain.

Teachers were to ascertain further that they use assessment instruments such as portfolio assessment, 3 respondents constituting 30% strongly agreed, 3 (30%) agreed, 4(40%) of the respondents disagreed, no (-) teacher was uncertain as well as strongly disagree on the matter that teachers use affective assessment technique such as portfolio assessment.

The researcher wants to establish whether teachers use assessment instruments such as sociometry, 6 respondent constituting 60% strongly agreed, 1 (10%) agreed, 3 (30%) disagreed that teachers construct and use affective assessment instruments such as sociometry. No (-) teacher responded to the answer uncertain and strongly disagree on the use of sociometry.

The response to field notes indicated that 3 (30%) of the teachers strongly agreed to this statement and 4(40%) of the teachers agreed to this statement, another 3 (30%) of the teachers disagreed while no (-) teacher was uncertain as well as strongly disagree.

The final variable in this section was to ascertain whether teachers construct affective assessment instrument such as project work. One (10%) teacher strongly agreed, 6 (60%) teachers agreed, 3 (30%) disagreed, while no (-) respondent was uncertain or strongly disagree.

**Table 4.14: Students' Perspectives on Challenges Confronting Teachers in Teaching Social Studies for Affective Outcome**

No.	Statement	SA (%)	A (%)	UC (%)	D (%)	SD (%)
1	Is there adequate time on the school timetable allocated for Social Studies?	86 (34.4%)	60 (24.0%)	13 (5.2%)	91 (36.4%)	- (-)
2	Out-of-field teachers teach social studies	37 (14.8%)	42 (16.8%)	66 (36.4%)	105 (42.0%)	- (-)
3	Teachers use instructional media and technology?	31 (12.4%)	22 (8.8%)	53 (21.2%)	144 (57.6%)	- (-)
4	Are there adequate teaching and learning materials?	27 (10.8%)	64 (25.6%)	37 (14.8%)	122 (48.8%)	- (-)
5	Teachers express adequate teaching skills to teach for affective outcome?	136 (54.4%)	57 (22.8%)	14 (5.6%)	43 (17.2%)	- (-)

Source: Field Work (May, 2019)

Table 4.14 shows the responses of students concerning challenges teachers face during lesson delivery. In the first instance students were asked whether there is adequate time on the school timetable allocated for Social Studies. Eighty six students representing 34.4% respondents strongly agreed that they are fine with the number of periods allocated to Social studies, 60 (24%) agreed, huge number of 91 (36.4%) respondents expressed their dissatisfaction at this and indicated disagree, and 13 (5.2%) of the respondents were uncertain. The periods for some other core subjects are more than others. This has affected the pace of delivery of Social Studies.

The next variable looked for Out-of-field teachers teaching Social Studies. Thirty seven respondents representing 14.8% strongly agreed, 42 (16.8%) agreed, 105 (42.0%) disagreed, and 66 (36.4%) of the sample were uncertain about the issue. Again, students were asked whether there is use instructional media and technology.

Thirty one respondents representing 12.4 % strongly agreed, 22 (8.8%) agreed, a colossal number of 144 (57.6%) disagreed, and 53 (21.2%) were uncertain.

Furthermore, on the issue of whether there are adequate teaching and learning materials, 27 (10.8%) strongly agreed, 64 (25.6%) agreed, 122(48.8%) disagreed, and 37 (14.8%) agreed to being uncertain.

In the statement “Teachers express adequate teaching skills to teach for effective outcome” One hundred and thirty six respondents representing 54.4% strongly agreed, 57 (22.8%) agreed, 43 (17.2%) disagreed, 14 (5.6%) said they were uncertain about the issue. Again, no student (-) disagreed to the various challenges confronting teachers in teaching Social Studies for affective outcome.

**Table 4.15: Teachers’ Perspectives on Challenges Confronting Them in Teaching Social Studies for Affective Outcome**

No.	statement	SA (%)	A (%)	UC (%)	D (%)	SD (%)
1	I have adequate time on the school timetable allocated for social studies?	- (-)	1 (10)	- (-)	9 (90)	- (-)
2	I am an Out-of-field teacher teaching Social Studies	3 (30)	1 (10)	- (-)	6 (60)	- (-)
3	I use instructional media and technology?	- (-)	1 (10)	- (-)	9 (90)	- (-)
4	I use adequate teaching and learning materials?	- (-)	4 (40)	- (-)	6 (60)	- (-)
5	I express adequate teaching skills to teach for affective outcome?	3 (30)	7 (70)	- (-)	- (-)	- (-)

Source: Field Survey (May, 2019)

Table 4.15 shows the responses of teachers concerning challenges they face during lesson delivery. In the first instance, they were to indicate whether they have adequate time on the school timetable allocated for Social Studies? Only 1 (10%) respondents agreed. The remaining 9 teachers representing 90% respondent disagreed. No (-) teacher strongly agreed, strongly disagreed as well as being uncertain. The periods for some other core subjects are more than others. This has affected the pace of delivery of Social Studies.

With regards to the statement “I am an Out-of-field teacher teaching Social Studies”, 3 respondents representing 30% strongly agreed, 1 (10%) agreed, 6 (60 %) respondent disagreed, and no (-) teacher was uncertain or strongly disagree about the issue.

Again, teachers were asked whether there they use instructional media and technology. One respondents representing 10% agreed, the remaining 9 (90%) disagreed, no respondent strongly agreed, strongly disagreed, and uncertain on the issue.

Furthermore, on the issue of whether there they use adequate teaching and learning materials, 4 (40%) agreed, 6 (60%) disagreed, no (-) teacher responded to strongly agreed, strongly disagreed and to being uncertain.

Finally, teachers were to admit whether they express adequate teaching skills to teach in a practical way. Three respondents representing 30% strongly agreed, the remaining 7 (70%) agreed, no (-) teacher disagreed, strongly disagree as well as said they were uncertain about the issue.

### **4.3 Qualitative Data Presentation**

The interview data was categorized into four themes:

1. The conception of Social Studies.



2. How does the teaching of Social Studies in the following domains lead to affective outcomes?
  - i. Teaching Social Studies to achieve cognitive objectives/domain, but leading to affective outcomes.
  - ii. Teaching Social Studies to achieve psychomotor objectives/domain, but leading to affective outcomes.
  - iii. Teaching Social Studies to achieve affective objectives/domain, and leading to affective outcomes.
3. What are some of the problems you are likely to encounter in the process of teaching Social Studies for affective outcome?
4. Suggest possible ways of improving the teaching of Social Studies to lead to affective outcomes.

#### **4.3.1 Teachers' conception of social studies**

To clearly understand teachers' conception of Social Studies, the researcher was determined to unearth some underpinning issues such as Teaching Social Studies to achieve cognitive objectives/domain, psychomotor objectives/domain and affective objectives/domain but leading to affective outcomes were discussed.

First, the researcher sought the understanding of the teachers regarding Social Studies.

SST1, SST2, SST3, & SST5 attest:

*Social Studies is an area of study which deals with societal problems and transformation. This was exemplified when SST2 added that: It also equips the individual with the knowledge, skills, and the right attitude to solve personal and societal problem*

SST4 & SST6 see:

*Social Studies as: the subject that aims to equip students for life in totality. Hence, SST6 opined: Social Studies is the subject that aims to equip students for life beyond the classroom and school environment through the cognitive, affective, and psychomotor domain.*

SST7 expressed:

*Social Studies is a subject that merges other subject which include history, government, economics, civics, politics, citizenship education, Religious and Moral Education. It makes students have a fair idea of everything they need to know even if they are not taught in specific classes. Example, cash book in accounting is taught in Social Studies.*

SST8 & SST9 admit:

*See Social Studies as the studying of man and his environment. And as such SST8 conceived: Social Studies is the study of the people in relation to each other and to their world or environment. It is an issue-focus and enquiry-based inter-disciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, among others*

SST10 described:

*Social Studies as citizenship education which aims at producing reflective, competent, and responsible citizens.*

#### ***4.3.2 Teaching social studies to achieve cognitive objectives/domain, but leading to affective outcomes.***

Regarding teaching Social Studies to achieve cognitive objectives/domain, but leading to affective outcomes.

SST1, SST2, & SST3 suggested various activities to be used by teachers:

*By effectively engaging the students in the subject matter, group work, discussion and efficient use of the Teaching Learning Materials.*

SST4 mentioned:

*The understanding of social relationships such as family, marriage can help mould emotional pattern among students.*

SST5 & SST6 remarked:

*Teachers should use role role-play and brainstorming to make lesson interesting.*

SST5 illustrated: *For example, in teaching parenting and parenthood, I will begin by sharing my personal challenges in growing up around family and parenting. I would ask for students to freely share their own unique experience along their growing up with parents. Finally, I would discuss some of the good sides and importance of the subject and ways to improve and equip students for the future when things take up that role.*

SST7 & SST10 believe:

*Teachers should make the learners to thinks critically before they act and also making them to eschew any form of deviant behavior. SST7 echoed with this example: Aside students been taught Social Studies for examination purposes, it really affect the lives of those who know the effects of doing what is right or wrong especially in relationship to religious and moral education.*

SST8, SST9 merged ideas that:

*The teacher should incorporate various methods as inductive, demonstration, discussion, game simulation, dramatization, role play, brainstorming to make lesson lively and interesting. Organizing new language, summerising meaning, guessing meaning context, using imagery for memorization*

#### ***4.3.3 Teaching social studies to achieve psychomotor objectives/domain, but leading to affective outcomes***

SST1, SST2, & SST3 suggest:

*By using Teaching Learning Materials (TLMs) to complement teaching and also engaging students in group work.*

SST4, SST6 encouraged:

*Some Social Studies topics such as culture, festivals among others give students an open mind of their society. T6 voiced an example: In teaching a topic like “The Role Individual in Community Development”, I will split my class into three groups. Each group is supposed to do a group presentation. This will lead to each individual contributing something to the work*

SST5& SST7 contend:

*Teaching learners to comprehend and also make them appreciate the concept taught and practice it. An example of this was voiced by SST7: The practicality of what is being taught in Social Studies often comes out from the students even though they are not aware unless their attention are drawn to it*

SST8 & SST9 believed:

*Teacher should incorporate different methods like simulation, drama/role play and practicalising lessons*

SST10 posits:

*Teachers should enhance learners' sense of creativity and innovation through research.*

#### **4.3.4 Teaching social studies to achieve affective objectives/domain, and leading to affective outcomes.**

SST1, SST2, SST3, & SST5 asserted:

*With the use of TLMs and effective engagement of the students in the learning process and group discussion, inductive technique like discussion, and multi-faceted approach to the teaching of concept and strategies that involve deliberate memorization.*

SST4, SST6, & SST8 stressed:

*Students should be taught to comprehend and appreciate the concept taught and also put them into practice. SST6 confirmed with this illustration: A student may realize his/her true self through the study of Social Studies. The goal of teaching self-identity is to equip students to better know themselves, strength and weaknesses leading to an increased self-confidence and esteem.*

SST10 said:

*By the teacher having good interpersonal relationship with the learners.*

#### **4.3.5 Problems encountered by teachers in the process of teaching social studies for affective outcome.**

The following problems were identified:

SST1, SST2 & SST3 said:

*Inefficient research and inadequate teaching learning materials.* SST2 made this emphasis: *The problem of individual differences in academic achievement and classroom management should be identified and worked on.*

SST4, SST5, SST6 & SST7 mentioned:

*Students see Social Studies as an abstract subject ignoring the daily practices in the subject's content. Students just concentrate on the cognitive aspect of it 'chew and pour' attitudes rather than practicing it.* SST4 exemplified: *In such ways it is profitable in exam but in real life they do the opposite.* SST4 further illustrated: *Teachers always lecture students in the subject. Teaching does not inspire skills as questioning, reflective thinking, passing critical judgment and analysis of issues in the learners. Limited time on the time table Social Studies.*

SST8, SST9, SST10 asserted:

*Most teachers are not aware of the objectives of the subject.* SST8 lamented on: *Non-existing ICT materials and inability to use the few available ones.* In similar vein SST10 bewail: *There is no regular in-service training, workshop, among others for Social Studies teachers.* Finally, SST9 shared SST8 and SST10's view and bemoaned: *Colleague teachers in other disciplines see it as second class subject and treat it with contempt.*

#### 4.4 Summary

This chapter sought to analyze the findings of the study. It was revealed that majority of the students were from the General Arts Department. Again, it was revealed that the teachers were not entirely Out-Of-Field since they have studied Social Studies or social science subject as a major or minor course at the university and they have not less than three years experience in teaching. The findings further revealed that both students and teachers agreed that Social Studies is an amalgamation of Social Sciences; it is an integration of Social Science subjects; the subject is Social Science in practice and citizenship education. In addition, the main challenge involved in teaching Social Studies was assessment technique. Furthermore, both students and teachers expressed their dissatisfaction on the inadequate time on the school timetable allocated for Social Studies. Again, students and teachers admitted to low usage instructional media and technology and other teaching learning materials. While students see the Social Studies syllabus to be comprehensive teachers rather see it to be partially comprehensive and would wish more amendments be done to make it more comprehensive. There was a consensus that Social Studies equips learners with knowledge, skills, values and attitudes (cognitive, affective and psychomotor skills) as well as Social studies meant to prepare learners to fit into the society.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

The summary of the research findings, major findings, contribution to knowledge, conclusion and suggested recommendations for policy decision making are provided in this chapter.

#### 5.1 Summary of Research Findings

The study was conducted to assess teaching Social Studies for affective outcomes in the Tema Methodist Day Senior High School (SHS) in the Greater Accra region of Ghana. To achieve this objective, three research objectives and three research questions served as a guide. Adopting the mixed-methods concurrent approach as the research design with a total sample size of 260 which constitute 250 students and 10 Social Studies teachers, and the following findings were revealed:

The study found that majority, 223(89.2%) of the students 114 (45.6%) are offering General Arts programme. The level of education of the teachers showed that they all have at least first degree in Socials Science related programmes and majority, 7 (70.0%) of them have taught for more than 3 years.

Moreover, the study revealed that the conception of students and teachers were not entirely different from previous studies conducted. Majority, 134 (53.6%) of the students and 5 (50.0%) of the teachers strongly agreed that social studies is an amalgamation of social science. This attests to what Martorella (1985), admits that Social Studies gains some of its identity from social sciences such as history, political science, geography, economics, sociology, anthropology and psychology,



Again 175(68.0%) of the students and 8 (80.0%) of the teachers strongly agreed and agreed that Social Studies is an integration of the Social Science subjects. The responses of the respondents confirms what Quashigah (2014), opines that social sciences such as history, geography, civics, economic, sociology, psychology, and others serve as a resource upon which the subject matter of Social Studies Education draws for its curriculum, blending and integrating them as needed to provide children with meaningful learning experiences.

Similarly, 7 (70.0%) of the teachers and 165 (66.0%) of the students strongly agreed and agreed that Social Studies is Social Science in practice. The views of the respondents hinge on Quashigah's (2014), opinion that Social Science and Social Studies are bedfellows, such that Social Studies is a practical manifestation of Social Science.

With respect to Social Studies being citizenship education, almost all the students, 244(97.6%) strongly agreed and agreed to this statement. All the teachers (100.0%) said they strongly agreed as well as agreed that Social Studies is citizenship education. From the response of the students and teachers it is therefore convincing when Quashigah's (2014), agreed with Ross that "there is widespread agreement that the proper aim of Social Studies is "citizenship education" (p.30).

With regards to the statement Social Studies is all about the teaching and learning of geography, history, government, economics, civics, politics, and citizenship education majority of students 78 (78.8%) strongly agreed as well as agreed to the motion. At the same time 6 (60.0 %) teachers strongly agreed as well as agreed to the assertion. The results are in similar vein as Quashigah's (2014), posits that the subject matter in Social Studies Education has to include the ideas, facts, skills, issues and methods of

inquiry drawn from the various fields of the social sciences and humanities such as geography, history, political science (civics and government), economics, sociology, psychology, and anthropology.

As to whether Social Studies is an approach or method of teaching there were varying views. While 149 (59.0%) of the students strongly agreed and agreed half of the teachers strongly disagreed and disagreed to the view of Social Studies being a method. The behavior of the teachers and students towards this opinion is on the same wavelength as to what Odumah and Poatob (2016), already said that the inception of Social Studies was fraught with confusions regarding the appropriate definition.

There was general agreement from both teachers and students on Social Studies being a subject that prepares students with knowledge, skill, attitude and values needed to solve personal and societal problems. All the 10(100%) teachers and 243 (97.2) of students strongly agreed and agreed to the assertion under study. Contradictorily, while 179 (71.6%) of the students had a perception that the social studies syllabus was comprehensive, 8 (80.0%) of the teachers perceive it to be partially comprehensive. The views of the respondents confirm the words of Quartey (1985), that Social Studies is the study that equips the learner with the tools necessary for solving personal and societal problems.

In assessing the domain/teaching of Social Studies for affective outcomes, 184 (73.6%) of the students to a strongly agree that Social Studies is meant to equip learners with knowledge. Half of the teachers agreed with the students while the other set disagreed. Majority of the teachers (80.0%) strongly agreed and agreed that Social Studies is meant to equip learners with socio-civic, personal and interpersonal skills. A higher percentage of the students 161 (64.4%) strongly agreed with the teachers and

69(27.6%) also confirmed “agreed” to the statement. The findings attest to what Quashigah (2014), said that Social Studies Education has to do with the integrated study of the social sciences and humanities to promote civic competence.

Finally, assessment was the main challenge faced by Social Studies teachers. It was just a little above half of the students 127 (58.8%) who strongly agreed and agreed to the assertion. One hundred and three (41.2%) of the students disagreed and were uncertain whether their teachers assess them effectively. Similarly, 101 (40.4%) students disagreed and 44 (17.6%) of them were uncertain on the effectiveness of anecdotal records. The same thing applied to checklist, 100 (40.0%) disagreed and 31 (12.4%) were uncertain. On the other hand, 6 (60.0%) teachers agreed that their assessment was effective. Seven (70%) teachers agreed on the use of anecdotal records, while 3 (30%) of the teachers firmly disagreed on the application of checklist as a form of assessment. The responses of the students revealed that their expectations are not met in the process of assessment and as such some amendments should be made to promote effective teaching and learning.

Again, more than half of the students 141 (52.0 %) disagreed and were uncertain on the use of interview as a means of assessment by teachers. Five teachers (50.0%) were obvious and disagreed on the use of interview. In addition, close to half of the students 115 (46.0%) accepted response disagree and uncertain on the use of observation by teachers. Six (60%) teachers disagreed on the use of observation. On the use of assessment instruments such as peer assessment 129 (51.0%) students strongly agreed and agreed. Seven (70%) teachers agreed to the use of peer assessment. More than half of the students 159 (63.8%) ascertained further that teachers use assessment instruments such as portfolio assessment while 4 (40%) teachers maintained disagreed. One hundred and forty nine (59.6%) students

disagreed were and uncertain on teachers use sociometry as assessment technique. On the contrary 7 (70%) teachers attest they apply sociometry in assessment procedure. Another one hundred and twenty eight (51.2%) students emphatically disagreed while 55 (19.2%) students were uncertain on the use of field notes by teachers.

Additionally, 4 (40.0%) of teachers agreed and another 3 (30.0 %) teachers strongly agreeing to the motion. Majority of students 211 (84.0%) were very firm teachers administer project work as means of assessment while 7 (70%) of teachers agreed to this issue. In the instance where students were to indicate whether there is adequate time on the school timetable allocated for Social Studies. Huge number of 91(36.4%) respondents expressed their dissatisfaction at this. Nine teachers representing 90% respondents shared the same view with students. These teachers feel cheated because more periods are being allocated to other core subjects than Social Studies. This has affected the pace of delivery of Social Studies for affective outcome. On the variable Out-of-field teachers teaching Social Studies 105 (42.0%) disagreed, 6(60%) teachers were on the same wave-length with the students.

Again, students were asked whether teachers use instructional media and technology, a colossal number of 197(78.8%) disagreed as well as being uncertain. Nine (90%) teachers firmly confirmed they disagree to the assertion. This implies the students were sincere to the question under study. Furthermore, on the issue of whether there are adequate teaching and learning materials, 159(53.6%) disagreed, and being uncertain. While 6(60%) teachers agreed. In the statement “Do teachers express adequate teaching skills to teach for affective outcome?” 193(77.2%) students strongly agreed and agreed while the entire sample of teachers 10 (100%) strongly agree and agree to the assertion.

## 5.2 Major Findings

The major findings of the research are presented according to the specific objectives of the study. The first research question was to find out the conception of Social Studies among students and teachers of Tema Methodist Day Senior High School. The findings revealed that majority of the students and teachers conceived Social Studies as an amalgamation of the Social Sciences, an integrated subject, Social Science in practice, citizenship education, and the teaching and learning of Geography, History, Government, Economics, Civics, Politics, Citizenship education, as well as an approach/method of teaching.

The teachers further agreed that Social Studies is a subject that prepares students with knowledge, skills, attitude and values needed to solve personal and societal problems. Their views on Social Studies are in line with the citizenship perception of Social Studies. There was general agreement from both teachers and students on Social Studies being a subject that prepares students with knowledge, skills, attitude and values needed to solve personal and societal problems.

In assessing the compressive nature of the Social Studies syllabus, the students and teachers were at variance. While majority of students see the Social Studies syllabus to be comprehensive and needs little amendments, majority of teachers rather see it to be partially comprehensive and would wish more amendments be done to make it more comprehensive.

The second research question was to find out how Social Studies is taught at Tema Methodist Day Senior High School to bring about affective outcomes. The responses from students and teachers revealed that Social Studies is meant to equip learners with knowledge, thus, cognitive skills. The two groups of respondents, thus, the teachers

and the students further admitted the subject equips learners with Socio-civic, personal and interpersonal skills, values and attitudes (psychomotor skill) in their lives. There was a consensus that Social Studies equips learners with knowledge, skills, values and attitudes (cognitive, affective and psychomotor skills). Finally, Social studies is meant to prepare learners to fit into the society. Their conclusions were in line with the school of thought that views Social Studies as a subject that equips learners with knowledge, value, skills and the necessary tools to solve personal and societal problems.

The third research question was to determine the challenges involved in the teaching of Social Studies to lead to affective outcomes among students of Tema Methodist Day Senior High School. Nine teachers representing 90% respondents shared the same view with students. Both students and teachers expressed their dissatisfaction on the inadequate time on the school timetable allocated for Social Studies. They believe this has affected the pace of delivery of Social Studies for affective outcome. Teachers were on the same wave-length with the students on the issue of Out-of-field teachers teaching Social Studies. They argued the teachers are not entirely out-of-field since they have at least a Social Science related Subject at the university.

Again, students and teachers admitted to teachers not using instructional media and technology. Furthermore, while teachers agreed moderately on the issue of adequate teaching and learning materials, students were at the other side of the issue. The teachers and students see in moderation teachers express adequate teaching skills to teach for effective outcome.

### **5.3 Contribution to Knowledge**

This research has contributed to literature on teaching Social Studies for affective outcome in Senior High School. There are a lot of literature on other aspects of Social Studies as well as on various social issues that affect survival of the Ghanaian society and the world at large. But information on the teaching of Social Studies for affective outcome which needs to be the main focus of Social Studies seem to be very minimal. Knowledge on how Social Studies can be taught to lead affective outcomes can be acquired through the understanding of the themes used in this study. The conception of Social Studies among students and teachers of Senior High Schools, how Social Studies is taught to lead to affective outcomes among Senior High students, challenges involved in the teaching of Social Studies to lead to affective outcomes among students of Senior High School and finally, possible ways of improving teaching of Social Studies to lead to affective outcome among students of Senior High Schools. Creating an awareness of the topic under study helps policy makers as well as stakeholders in education, particularly, National Council for Curriculum and Assessment (NaCCA) and the Ghana Education Service(GES) to find best ways of planning the curriculum to meet the affective demands of Social Studies which is the main objective of the subject.

This study has also contributed to knowledge on how Senior High School students and teachers conceived Social Studies. The conception of teachers and students on Social Studies will add to existing literature. This study revealed how Social Studies was highly conceived as a subject that prepares students with knowledge, skills, attitude and values needed to solve personal and societal problems. Therefore, Social Studies is seen as subject that educates citizens with the needed competence for life.



The study also unveiled the challenges teachers and students are likely to encounter in the process of teaching and learning for affective outcome. Teachers' dissatisfaction on the limited time allocated to Social Studies on time table and non-availability of teaching learning materials such as computers.

Additionally, the study suggested some possible ways of improving the teaching of Social Studies to bring about affective outcome. These included effective research on the use of Teaching Learning Materials (TLMs), teachers must go beyond rewarding cognitive attitude into appreciating and rewarding positive change in values, attitudes of students after topics and practicalising topics where students can understand it more and apply it. The study suggested employing only qualified teachers who have in-depth knowledge about the subject to teach Social Studies and avoid the use of Out-Of-Field teachers and also Social studies teachers should be exposed to contemporary reforms in education through workshops, and in-service training

Finally, this study has the ability of improving ways of teaching Social Studies to lead to affective outcome in Senior High Schools as it recommends discouraging the misconception that Social Studies is the cheapest subject of all the subjects learnt in school.

#### **5.4 Conclusion**

Social Studies has been viewed by researchers as an amalgamation of Social Sciences, a method or approach, human relations, and, citizenship education ( Odumah & Paotob 2016; Ayaba, 2011), with the goal of teaching the young ones good attitudes, values and skills to live peaceful in the society (Quashigah, 2014). This study was conducted primarily to assess teaching Social studies for affective outcomes in Tema Methodist Day SHS in the Greater Accra region of Ghana.



Three research questions were used: What is the conception of Social Studies among students; how is Social Studies taught for affective outcomes; and what are the challenges involved in teaching Social Studies for affective outcome. The findings from the study revealed that both students and teacher agreed that Social Studies is an amalgamation of Social Science; it is an integration of Social Science subjects; and the subject is Social Science in practice. They also agreed that Social Studies is citizenship education and is about teaching and learning of Geography, History, Government, Economics, Civics, Politics, and Citizenship Education. The findings confirm Odumah and Poatob's (2016), and Ayaaba and Odumah's (2013), conception on Social Studies. Additionally, both respondents to a varying degree mentioned that Social Studies is meant to equip learners with knowledge, socio-civic, personal and interpersonal skills. Finally, the main challenge involved in teaching Social Studies was assessment technique.

## **5.5 Recommendations**

In accordance with the findings of the study, the following recommendations have been suggested for policy decision making.

Firstly, the Ministry of Education through Ghana Education Service should offer professional development on effective assessment on Social Studies for the teachers. This should be follow-up with strict and continuous supervision and monitoring. Secondly, teachers should make the delivery of the subject more practical and engaging. Child-centered approach should be adopted to personalize learning.

### ***5.5.1 Improving the teaching of social studies for attainment of affective outcomes***

With the current concern about moral degeneration, indiscipline and lack of patriotism in Ghana, it seems quite reasonable for educational planners to consider placing great emphasis on guidance and counselling, the teaching of religious and moral education,

civics, sociology, political science, law and such related subjects in the curriculum of schools (Afful-Broni & Ziggah, 2006). There is the need for universities that train graduate teachers in Ghana to scale-up the teaching of contents and pedagogies related to affective outcomes as well as its assessment.

Parker as cited in Quashigah (2014), is of the view that powerful Social Studies teaching helps students develop social understanding and civic efficacy. On the one hand, this social understanding has to do with the knowledge of human beings' social world drawn from history, geography, the other social sciences and humanities. On the other hand, the civic efficacy must be the readiness and willingness to assume citizenship responsibilities and the belief that one can make a difference. These responsibilities include voting, being tolerant of political and ethnic differences, civic-mindedness that is, to serve on juries and to be just and lawful, and being tolerant of political and ethnic differences. To be civic-minded is to think not only of oneself and one's right and freedoms but also of the good of the whole community, participating in creating and evaluating public policy.

Lastly, teaching of Social Studies for the attainment of affective outcomes requires the use of qualified teachers. Over the past decade, dozens of studies, commissions, and national reports have bemoaned the qualifications and quality of our teachers (Ingersoll, 1999). As a result, reformers in many states have pushed tougher teacher education and certification standards. In this vein, Aggarwal (1982), succinctly cautioned that "Social Studies more than any other subject demands well prepared conscious men and women of sound knowledge and training, whose personalities rank high among men" (p. 84).

According to Quartey (1984), each teacher of Social Studies needs to possess a philosophy of the subject of teaching and learning. The philosophy provides guidance and direction in choosing objectives, and nature of assessment. This goes to support the view of the National Council for the Social Studies (NCSS, 2004) that the methods course for Social Studies teachers' preparation should focus on the "pedagogical content knowledge that deals specifically with the nature of Social Studies and with ideas, strategies, and techniques for teaching Social Studies at the appropriate level" (p.54).

To Oyibe and Nnamani (2016), the Social Studies teacher has to demonstrate sound degree of professional competence and a working knowledge what Nnamani (2000), calls "cognitive readiness. Thus, the teacher must demonstrate the skills he/she has in teaching the subject through methodologies that would enable the learners acquire skills of human relations. The Social Studies teacher has to recognize that schools are bound to derive assistance from certain societal structure and agents of affective education such as family, mass media, peer, pressure groups and religious organizations. It is suggested that if these agents of affective domain are positively explored, one could hope for bringing about a mature and congruent socialization in these learners.

Again, Oyibe and Nnamani (2016), stated that the Social Studies teacher has to closely relate the content of his subject to the basic needs and lives of his/her students. In other words, the subject matter of Social Studies has to be significantly relevant to all participants in the teaching-learning process both intellectually and emotionally. A committed Social Studies teacher has a basic role to enable learners acquire social skills which they require to fit themselves into the society as useful citizens. Quashiga (2014), asserted that "Theirs is the nation, because we are here today, and tomorrow

we are gone”. Guide them on the path of righteousness, so that the state can grow in strength and in love. He further explained that whether Ghana survives that long depends in no small measure on how well school children today are taught the ideas and information, the skills and habits and the rights and responsibilities of democracy so they may become the individuals and rulers, making policy, solving problems and ensuring the liberty of people to express opposing and varied opinions.

Eacott (2013), suggested that school leadership’s core business involves social practice. However, school-leaders are accountable for the development of an effective learning and teaching space and need to be aware of the impact that uncertainty has on a teacher’s performance (Jordan, Kleinsasser, & Roe, 2014).

#### ***5.5.2 Using qualified teachers in teaching social studies***

Quashigah (2014), made this proverbial saying that one does not avoid the head so as to wear the hat on the knee. In Quashigah’s view right things must be put at the right place. When this is applied to the teaching of Social Studies it means teachers with the right qualification should be made to teach subjects for which they have being trained. According to Du Plesis (2017), the constitution often states that quality education is the basic right of children. The writer further revealed that Emerson, a consultant at the American National Council for Accreditation of Teacher Education, warns against teachers working outside their field without the educational community being informed about the situation.

Du Plesis (2017), contend that teachers must not be seen as semi-skilled workers, ready to perform any job, because unsuitably placed teachers who are struggling can complicate an already complex system of constantly changing curricula and procedures. Ingersoll (2001), said the concept of out-of-field refers to “Highly

qualified teachers who become highly unqualified when assigned to teach subjects for which they have little training or education”. In the words of Quashigah (2014), Social Studies Education is unique in terms of distillate knowledge translation into values, attitudes and skills. Besides, Social Studies Education as interchangeably Citizenship Education implies that democracy is for citizens who are humans with rules, regulations, rights and responsibilities. By this an expert in any field should not be called to teach the subject. Du plesis (2017), made this example as parents would not wish their secondary school child to be taught trigonometry by teachers who did not have any formal higher education or training in Mathematics.

According to Odumah and Poatob (2016), in order to overcome the impediments to earlier attempts, the university of cape coast mounted a bachelor of education degree programme in Social Studies in 1988 and in the same year, the defunct advance teacher training collage in Winneba started a diploma course in social studies (Ananga & Ayaaba, 2004). These aided in the production of competent teachers the primary and Junior Secondary School.

### ***5.5.3 Skills of effective teaching of social studies***

Research findings learning theorists considers effective teaching as something that goes beyond more than just the successful transference of knowledge and skill or application around a particular topic. Effective teaching rather ensures the replacement of traditional and surface approach to instruction by deeper, student driven approaches to teaching/learning that analyse, develop, create and demonstrate understanding. Students need to initiate learning and maintain engagement during teaching learning in their development as independent lifelong. (Adam et al, 2018).

Ayaaba and Odumah (2007), opined the effective teaching of Social Studies calls for the use of a variety of skills by the teacher. A skill is the ability to do something effectively. The formulation of worthwhile objectives is the first step to effective teaching. In the teaching of social studies, the specific objectives are derived from the identified problem. (Ayaaba & Odumah, 2007).

#### ***5.5.4 Using appropriate skills in teaching social studies***

Mensah-William (2014), opines in order to ensure maximum student participation in the lessons, the teaching strategies stipulated by the 2002 educational reform in the teaching syllabus for Social Studies entreated Social Studies teachers “to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, the cognitive, affective and psychomotor domains of knowledge in instructional system wherever appropriate”. Again, the 2002 reform encouraged Social Studies teachers to re-order the suggested teaching and learning activities and also adds to them where necessary in order to achieve optimum student learning. The purpose is to make students able to apply their knowledge in dealing with issues both in and out of school and to help them develop analytical thinking, practical problem solving techniques and the acquisition of positive attitudes and values in social studies.

#### ***5.5.5 Strategies for teaching and learning of social studies***

##### ***5.5.5.1 The formulation of worthwhile objectives***

The formulation of worthwhile objectives is the first step to effective teaching. In the teaching of social studies, the specific objectives are derived from the identified problem (Ayaaba & Odumah, 2007). This implies that if the teacher does not identify the problem appropriately, his objectives might as well be inappropriate. A situation like this may lead to irrelevant content since it is the objectives that determine the

content to be taught. The objectives must be clear, appropriate and related to the content.

The effective teaching of Social Studies requires the use of both behavioural objectives and expressive outcomes. Behavioural objectives are specific, observable and measurable. The specific, the expected behavior of the learner, and are usually stated with action verb (Ayaaba & Odumah, 2007). Affective or expressive outcomes, on the other hand, do not specify the final behavior of the learner. The identifiable problems which are to be handled should be solved. Social Studies teachers must place emphasis on reflection originality and meaning of outcomes (Ayaaba & Odumah, 2007).

#### ***5.5.5.2 Captivating introduction***

Teaching for the attainment of affective outcomes requires right teaching approaches. Ayaaba and Odumah (2007), opined that the introduction of a lesson sets the tone for the lesson. For this reason, Amissah, Opong-Frimpong and Sam-Tagoe (2009), advised that the teacher should provoke or arouse students' curiosity before starting a topic by putting up a problem or giving a pre-test. Again, the teacher should arouse students' interest by starting a lesson with something novel, different and attractive with little or humor once a while. Ayaaba and Odumah (2007), further echoed the introduction should be captivating, stimulating and tantalizing. It should capture the attention of students, arouse their interest in the lessons and keep them in suspense of what follows.

#### ***5.5.5.3 Skill of lesson presentation***

Ayaaba and Odumah (2007), opine many teachers have long complained that their students are ill prepared for learning, and worst of all, many are not interested. This



can be done by involving learners in lessons through making reference to their relevant previous knowledge (RPK). These writers contended more learning takes place when learners are actively engaged in organizing new information and connecting it to what they already know. The link between the RPK and introduction makes transfer of learning easier; hence, students understand new content easily.

To Ayaaba and Odumah (2007), the teacher should introduce an ice breaker on realizing that a lesson becomes boring while some students become inattentive and others feeling sleepy. Amisah et al (2009), the teacher should give learners activities that relate to their developmental status. A teacher should try to make lesson interesting by satisfying deficiency needs of students. He/she should arrange learning experience so that all can gain degree of success and esteem. The teacher should not strictly and rigidly adhere to one motivation technique, but should make use of all technique judiciously and scientifically (Amisah et al., 2009). Teaching for affective outcomes also requires the use of right assessment techniques. Quashigah (2014), gave this guiding principle for Social Studies education can be explained as having to do with the model below.

**Figure 5.1: Illustration of How Social Studies can be Taught to Lead to Affective Outcome**

Teach ↔ Assess ↔ Learn ↔ Teach ↔ Learn ↔ Assess ↔ Learn ↔

**Source:** Quashigah (2014, p. 19).

**5.5.5.4 Interpersonal relationship**

Amisah et al. (2009), suggest teachers should establish good teacher student relationship to improve teaching learning process. They are of the belief that teachers should have a sense of humour and should easily be approachable. Teacher should try to make teaching attractive. They should bring a little fun or humor once a while to



prevent tension in the classroom. The teacher can also establish good rapport with students by using reinforcement. Amissah et al. (2009), giving personal encouraging comments on tests and exercise is better than just grades or marks. Again, praise and encouragement often particularly for average slower studies and introverts who lack self-assurance.

#### ***5.5.5.5 Motivation in the process of teaching***

With regards to the skills of teaching for the attainment of affective outcomes, Ayaaba and Odumah (2007), encouraged Social Studies teachers to constantly seek new ways of presenting information for stimulus variation. In the words of Ayaaba and Odumah (2007), stimulus variation relates to how a teacher can motivate his/her students to learn during lesson presentation. It means switching from technique or activity to another. Amissah, et al. (2009), emphasized that the motivational teacher should get students involved in activities. Ayaaba and Odumah (2007), also pointed out that the teacher should be viewed as that of a stimulator of student behavior which constitutes the learning experience. Teachers can nurture and cause the desire to learn in students to grow stronger through proper stimulus variation.

#### ***5.5.5.6 Skill of questioning in the process of teaching***

Teaching for the attainment of affective outcomes also requires effective questioning skills during content delivery and assessment. Ayaaba and Odumah (2007), are of the view that questioning is fundamental to learning because all knowledge starts from a question. Goods classroom questions act as prompts that help students to develop meaning as they engage content presented in Social Studies lesson. One of the major duties of a Social Studies teacher is to promote thought and inspire inquiry in

students, and one effective way of doing this, is through proper questioning in the classroom.

Caram and Davis (2005), emphasized that, when teachers' questions are used correctly, it can enhance student learning by developing critical thinking skills, reinforce student understanding, correct student misunderstanding, provide feedback for students and enliven classroom discussions.

Asking a good question is, however, a planned strategy, a sophisticated art which only a few teachers are proficient (Ayaaba & Odumah, 2007). Students learn best when they are asked stimulating questions rather than being lectured to. This means that students learn best when they are asked different levels of questions (Ayaaba & Odumah, 2007). Ayaaba and Odumah (2007), gave these guidelines for asking good questions:

- 1) Good questions are stated clearly
- 2) Ask questions that are related to the lesson objectives.
- 3) Ask a question before calling upon a student to answer.
- 4) The use of wait time after a question is an important skill in asking questions.
- 5) Questions should be distributed fairly.
- 6) Questions asked should match the developmental level of the students.
- 7) One question should be asked at a time.
- 8) Avoid asking questions that require simple "yes" or "no" responses as this does not encourage critical and divergent thinking among students.

#### **5.5.5.7 Skill of using instructional resources**

Similarly, teachings for the attainment of affective outcomes also require effective skill of using teaching and learning materials. Ayaaba and Odumah (2007), asserted that teaching and learning materials constitute an indispensable component of the teaching and learning instruction. They are visual, audio or audio-visual materials used to facilitate the process of acquiring and assimilating knowledge. It is therefore imperative for the teacher to be skillful in their use so that the students can derive maximum learning from the materials. Odumah and Poatob (2016), opined during the period of introduction of Social Studies curriculum materials of new Social Studies were designed to teach students both the concepts and methods of inquiry used by historians and social scientist for generating knowledge. Many teaching aids were developed and employed in the teaching of concepts and in the formulation generalizations to promote effective teaching of Social Studies.

To Ayaaba and Odumah (2007), visual materials should be bold and large enough so that all students can see them from any angle in the classroom. They further explained for young children, visual materials should be brightly coloured to captured their attention and arouse their curiosity. Ayaaba and Odumah (2007), suggested the teacher should post the teaching learning resource on the chalkboard at the appropriate time during the lesson. They are of the view that posting it on the chalkboard before the desired time of use attracts the attention of learners and distracts them from following the lesson. They also suggested that the resource should be capable of contributing to students' cognitive and affective development, arouse their interest in the topic, and promote critical thinking and problem solving (Ayaaba & Odumah, 2007).

#### **5.5.5.8 *Applying appropriate assessment approach***

It is on record that Social Studies assessment, with a focus on the affective domain, occupies a critical position in both Junior High School and senior high school curriculum in Ghana. The success of instruction can only be determined by a proper evaluation; hence it is important that teachers possess the necessary skills for affective evaluation

In the perspective of educational experts, the quality of test depends on the ability of the individual to capture most if not all skills in thinking, from the content taught in the curriculum. A well-set test requires a skilful individual. It should also be noted that students learn best when they are asked questions that would require them to apply the skill on thinking and reasoning as suggested by Bloom, since application of them would promote citizenship. So, Social Studies teachers need to employ them as a practice to prepare the child for citizenship responsibility. This brings us to the issue of the questions teachers use in assessing students in the teaching and learning of Social Studies. Outside learning activities can be evaluated through reflective field notes, observation, and attitude scales (Sukhontapatipak & Srikosamatara, 2012; O'Brien, 2009). In the study, it is understood that teachers assess outside learning activities as performance tasks. It can be said that teachers prefer to use assessment methods to figure out students' gains, thoughts, and emotions regarding the outside learning experience (Cengelcia 2013).

Frederickson et al. (2007), reported their evaluation of the social and affective outcomes of a special- mainstream school inclusion initiative that places particular emphasis on peer preparation. Measures completed by pupils were used to assess peer group inclusion, social behaviour, bullying and feelings of belonging at school. Results showed that pupils who had transferred from special to mainstream schools

experienced positive social outcomes and none experienced peer group rejection. However, results were less positive for mainstream pupils with special educational needs and the authors discuss possibilities for development. Trends in peer reports of bullying suggest that there is no room for complacency and that ongoing monitoring is required.

#### ***5.5.5.9 Feedback after examination***

Amissah et al. (2009), informed that regular information to students on how they perform in a course, sooner after a test. Knowing he/she has progressed will make a student set realistic goals for himself, group co-operation and team competition as incentives is better rather than having individual competing against each other in class as this may result in unhealthy rivalry and strained relationship.

#### ***5.5.5.10 Appropriate techniques and methods of teaching social studies***

There exist a number of instructional techniques that the Social Studies teacher can select and use while some of these techniques can only be used to achieve some specific objectives (develop a particular domain of the learner), others can achieve multiple objectives (develop more than one domain of learning) simultaneously. According to Adam et al. (2018), Dorgu (2015), and Mbakwem (2005), proper selection and appropriate utilization of instructional techniques could encourage in the learner, skills acquisition and development of values ideal for the advancement of the society. This implies that attainment of the lofty goal/general aims or objectives, including affective outcome goals of Social Studies depends on the sort of techniques of teaching and learning selected and used by the teachers who are entrusted with the responsibility to directly implement the curriculum (Adam et al., 2018).

Eshun (2013), asserted that, “teaching Social Studies is stressed to be done in student-centred techniques and strategies” (p.17). The author, further stressed that, brainstorming, role-playing, simulation, discussion and debate are the major techniques stressed by both Colleges of Education curriculum and the Junior High School (JHS) Social Studies syllabus in Ghana. This makes it prudent for the Social Studies teachers to be familiar with the techniques that facilitate teaching, learning and assessment of the affective outcomes. This therefore buttresses that, the assessment of the affective domain of learning needs to be grounded amongst Social Studies teachers in order to prepare students for citizenship responsibility. Available literature by experts show that the attainment of a responsible student is the result of the functioning of his/her whole personality; therefore apart from assessment of the cognitive domain, the affective and psychomotor domains must also be given paramount place when assessing learner’s outcomes

There is the need for right teaching methods and techniques for the affective domain. These techniques emphasize the development of interest, disposition, attitudes and values of students. Eshun (2013), stressed the use of brainstorming, role-playing, simulation, group or cooperative learning, discussion and debate as major techniques for teaching Social Studies for the attainment of affective outcomes. To Ayaaba and Odumah (2007), Social Studies teachers should structure the group in such a way that the participation of each member is necessary to accomplish the task.

#### **5.5.5.11 Discussion technique**

Ayaaba and Odumah (2007), contended that discussion technique involves teacher engagement of two or more learners in a co-operative examination and comparison of views in order to illuminate and issue and contribute to the learner’s understanding.

This is an opportunity given to students to collectively put ideas, knowledge and opinions together in order to deepen their understanding.

#### **5.5.5.12 Teaching controversial issues**

Social Studies experts such as MacAulay cited in Ayaaba (2011), asserted strongly that “if the Social Studies Unit has any depth, creativeness or child-centred direction, it will seem impossible for controversial issues to be side-stepped”. Ayaaba (2011), admits controversy is an inherent way of life, by every nature of its content. Social Studies deals with social issues concerning the community. Social studies education cannot therefore avoid areas and posits of varying opinions, interpretations, or judgements.

Clark cited in Ayaaba (2011), defined controversial as any topic about which people hold strong, differing opinions. This writer further cited Tamakloe et al, on the definition that controversial issues are social problems, topics and questions which generate major differences of opinions. These differences occur because of differences in people’s value judgments. Ayaaba (2011), came out with some of the importance of teaching controversial issues as:

- i. In teacher controversial issues, students are afforded the opportunity to develop critical thinking skills since they are encouraged to subject other people’s views to verification, analysis and examination before acceptance.
- ii. The discussion of controversial issues in class makes students to become well-informed since they have to read widely, collect data or information from multiple sources and subject such data to examination for the truth.

- iii. The teaching of controversial issues promotes the acquisition of group participation skills among learners through the assumption of various roles in group activities such as group leaders, secretaries or recorders, panel members in panel discussion, principal and supporting speakers in debates and so on.
- iv. The discussion of controversial issues in class help learners to develop healthy interpersonal skills such as waiting for their turn to , listening to others with rapt attention, accepting other people’s point of view if such views are better than their own, offering constructive criticisms, attacking issues and not personalities, and many more.
- v. The discussion of controversial issues develop in students self-confidence as they are encouraged to research and arm themselves with relevant facts or information so they can confront issues without fear.
- vi. The discussion of controversial issues inculcates in students positive social attitudes such as patience, tolerance, tactfulness, persuasiveness and empathy.

#### ***5.5.5.13 Teaching of patriotic songs in social studies lessons***

Leading members in Social Studies Education such as Quashigah (2014), encouraged Social Studies teachers to teach patriotic songs to instill in students the spirit of patriotism and active citizenship. Songs such as: “Arise Ghana youth for your country” and “Ma oman yi mu nsem nye wo ahia asem” and others can be sung during topics such as “The role of the individual in community development”. Quashigah (2014), stressed that teachers should lay more emphasis on the meaning of words in songs and various recitals such as the Ghana national anthem and pledge respectively. The understanding of the words would make learners to put into practice



what the songs and recitals demands from them. This would make many of them if not all acquire the spirit of true patriotism and honesty.

#### **5.5.5.14 Debate**

To Ayaaba and Odumah (2007), in debate discussion, two groups of speakers are given the opportunity to talk for or against a motion. This technique encourages deliberation, argument and discussion of opposing, points. Otoo (1994), contends the aim of every argument is to persuade or convince others to agree with the idea we put forward. By this assertion debates will develop the spirit of democracy and critical thinking in learners.

#### **5.5.5.15 Field trips**

Teaching for the attainment of affective outcomes requires that Social Studies teachers use fieldtrip technique. This offers learners an opportunity to learn outside the classroom. Learning outside the classroom help students interpret their society, nature, and the world through concrete experiences. Although learning outside the classroom is usually used for environmental education, it is very important for the Social Studies course which aims to train students as active members of a democratic society (Cengelcia, 2013). The content of the Social Studies course reflects life. Therefore, it should be learned in life (Cengelcia, 2013). Students can acquire knowledge, skills, and values of the Social Studies course if they continue learning Social Studies outside the classroom. Outdoor education is a multidimensional process which presents study of constructed learning activities in outside places as community and natural settings (Bunting, 2006).

Adam et al. (2018), posit in trying to develop a learner's appreciation and skills of adequate adjustment, the affective or phyletic techniques are most needed. Field trips,

group or cooperative learning, role-play dramatization are among the techniques that can be used in this regard in the social studies classroom. According to Cengelcia (2013), outdoor education can be understood as integrating life and learning in all educational stages. Learning outside the classroom which reflects a broad approach that examines relationships within the context of natural environment and human life should be perceived as the integration of learning with life at all levels of education. John Dewey, whose thoughts comprise one of the intellectual foundations of outdoor education, sees school as a model of a small democratic society. Students are prepared to their democratic responsibilities in their local community (Gilbertson, Bates, McLaughlin, & Ewert, 2006).

Outside learning activities may be conducted within the scope of Social Studies course to develop an understanding about society and help students explore abstract concepts. These activities can be exemplified as using a compass and making maps, environmental projects, local history, and archaeological excavations, investigating people's views about a social issue, field trips, and observational studies (Coughlin, 2010; Meydan, 2009; Conley, 2008). Many of the Social Studies teaching program's skills such as observation, social participation, using information technology, perception of place, time, and chronology, change and continuity (Milli, Egitim & Bakanlıđı, 2004) require outdoor learning and using knowledge outside of the classroom (Cengelcia, 2013).

Outside environment provides special places and interaction opportunities for learners (Beard & Wilson, 2006). Outdoor learning programmes may contain subjects such as knowing and protecting historical, cultural, and natural heritage, and ecological systems, using natural resources in a right and balanced way (Altın & Oruç, 2008). Additionally, technological developments, using computer, media, and internet let

educators set various learning environments (Atıcı, 2007; Jonassen & Reeves, 2000). In this context, computer and internet may facilitate learning regarding the places and processes which students cannot interact directly (Cengelcia, 2013).

The content of the Social Studies course reflects life. Therefore, it should be learned in life. Learning outside the classroom may influence students' perceptions towards the course positively. Moreover, outside activities may help them transfer their knowledge to real life situations. Awareness of Social Studies teachers regarding learning outside the classroom is important (Cengelcia, 2013). Learning outside the classroom can be conducted in the Social Studies course from the viewpoint of teachers. If the Social Studies course does not reflect real life, students cannot comprehend the importance of the course, and associate it with their lives (Zhao & Hoge, 2005). Therefore, outside activities can help educators point relationship with the Social Studies and life (Cengelci, 2013). According to Cengelci (2013), teachers primarily mentioned field trips as one of the outside learning activities. There are some studies (Ayva, 2010; Açıkgöz, 2006), about the positive effects of field trips in social studies. It can be claimed that field trips have advantages for teaching-learning process in the Social Studies course. As well as field trips, inviting an author or an expert from the specific profession was explained as one of the activities of learning outside the classroom by some teachers from high socio-economic status schools.

Ayaaba and Odumah (2007), asserted that role-play is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization. What then are the effects of affective teaching? In the views of Oyibe and Nnamani (2016), one can learn through the feeling attitudes, interest and values as well as through the reason stemming from the behaviour. To them, Social Studies education is aimed toward social attitude formation. Social Studies education leads to affective outcomes which are:

- a. An acquisition of certain attitude, feeling and sensitivities including development and acceptance of certain beliefs, interests, outlooks and predispositions.
- b. An acquisition and development of skill particularly use of knowledge gained through learning processes.
- c. An acquisition and fostering of values including a number of deeply held commitments supported necessary by appropriate action (Bozimo & Ikwumelu, 2009).



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## APPENDICES

### APPENDIX A

#### INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCE EDUCATION

DEPARTMENT OF SOCIAL STUDIES EDUCATION

P. O. Box 25, Winneba, Ghana

socialstudies@uew.edu.gh

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23<sup>rd</sup> June, 2022

The Head  
Tema Methodist Day Senior High School  
Post Office Box 8810  
Tema

Dear Sir/Madam,

#### LETTER OF INTRODUCTION: MS. REGINA ADDAE-MENSAH

We write to introduce Ms. Regina Addae-Mensah to your outfit to assist her conduct her research. Ms. Regina Addae-Mensah is pursuing a Master of Philosophy (M. Phil) in Social Studies Education in the Department of Social Studies Education of the University of Education, Winneba, with index number 818049004.

As part of the requirements for the award of M. Phil in Social Studies Education, she is undertaking a research on the topic: *“Teaching Social Studies for Affective Outcome in the Tema Methodist Day Senior High School”*.

We would be very grateful if she could be offered any assistance she may need to enable her achieve the purpose of her study.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Margaret Nyala'.

Mrs. Margaret Nyala

**For: Ag. Head of Department**



## APPENDIX B

### QUESTIONNAIRE FOR STUDENTS

#### Introduction:

I am an M.Phil. Social Studies student of the University of Education, Winneba. I am carrying out a study on “**Teaching Social Studies for affective outcomes**”. Your views are being solicited to make this study a success. I assure you that any information given will be treated with the utmost confidentiality. All information provided here shall be used for research purpose only. **Thank you.**

Instruction: Please, provide responses to the items that follow by filling in the blank space correctly and where necessary, by ticking (✓) or writing the response that best suits your opinion.

#### SECTION A: SOCIO-DEMOGRAPHIC DATA

Programme: Home Economics [ ]    Visual Arts [ ]    Science [ ]

Business [ ]    General Arts [ ]

#### SECTION B: STUDENTS' CONCEPTION OF SOCIAL STUDIES

**Instruction:** Please, provide responses to the items that follow by ticking (✓) the response that best suits your opinion. Use the Likert-scale below:

Key: SA = Strongly Agree, A = Agree, UC= Uncertain, D = Disagree, SD= Strongly Disagree

Statement	SA	A	UC	D	SD
5. Social Studies is an amalgamation of Social Sciences					
6. Social Studies is an integration of the social science subjects					
7. Social Studies is social science in practice					
8. Social Studies is citizenship education					
9. Social studies is all about the teaching and learning of geography, history, government, economics, civics, politics, citizenship education					
10. Social Studies is an approach or method of Teaching					
11. Social Studies is a subject that prepares students with knowledge, skill, attitude and values needed to solve personal and societal problems					

**Amalgamation:** *Is combination of History, Geography, Economics, Government and others as Social Studies but being taught by specific specialised teachers.*

**Integration:** *Is combining history, Geography, Economics Government and others to form one whole entity called Social Studies and being taught by one expert teacher.*

12. How would you describe the senior high school social studies syllabus?

Comprehensive [ ] Partially Comprehensive [ ] Not comprehensive [ ] Uncertain [ ]

**SECTION C: DOMAINS OF TEACHING/LEARNING SOCIAL STUDIES**

Instruction: Please, provide responses to the items that follow by ticking ( ) the

response that best suits your opinion. Use the Likert-scale below:

Key: SA = Strongly Agree, A = Agree, UC= Uncertain, D = Disagree, SD= Strongly

Disagree

Statement	SA	A	UC	D	SD
13. Social Studies is meant to equip learners with knowledge. <i>(Teachers teach by lecture method, reading assignment, Anticipation Guide, Concept Mapping, dictation, radio lecture, brainstorming )</i>					
14. Social Studies is meant to equip learners with socio-civic, personal and interpersonal skills <i>(Teachers teach by role-play, dramatization, simulation technique, circle learning technique)</i>					
15. Social Studies is meant to equip learners with values and attitudes <i>(Teachers teach by using group discussion, mix ability group, debates, controversial issues )</i>					
16. Social Studies is meant to equip learners with knowledge, skills, values and attitudes <i>(teachers take students out on field trips, teach students to be tolerant, public manners and ethics)</i>					
17. Social Studies is meant to prepare learners to fit into society <i>(Teachers sing patriotic songs in lessons )</i>					

**SECTION D: CHALLENGES IN TEACHING/LEARNING SOCIAL****STUDIES FOR AFFECTIVE OUTCOMES**

**Instruction:** Please, provide responses to the items that follow by ticking (✓) the response that best suits your opinion. Use the Likert-scale below:

Key: SA = Strongly Agree, A = Agree, UC= Uncertain, D = Disagree, SD= Strongly Disagree

Statement	SA	A	UC	D	SD
18. Teachers assess learning experiences of learners in a practical way					
19. Teachers construct affective assessment instruments such as anecdotal records.					
20. Teachers construct affective assessment instruments such as checklists.					
21 Teachers construct affective assessment instruments such as interview.					
22. Teachers construct affective assessment instruments such as observation.					
23. Teachers construct affective assessment instruments such as peer assessment.					
24. Teachers construct affective assessment instruments such as portfolio assessment.					
25. Teachers construct affective assessment instruments such as Sociometry.					
26. Teachers construct affective assessment instruments such as field notes.					
27. Teachers construct affective assessment instruments such as project work.					

**SECTION E: CHALLENGES CONFRONTING TEACHERS IN THE TEACHING SOCIAL STUDIES FOR AFFECTIVE OUTCOMES.**

Instruction: Please, provide responses to the items that follow by ticking (✓) the response that best suits your opinion. Use the Likert-scale below:

Key: SA = Strongly Agree, A = Agree, UC= Uncertain, D = Disagree, SD= Strongly Disagree

No	Statement	SA	A	UC	D	SD
28.	Is there adequate time on the school timetable allocated for Social Studies?					
29.	Out-of-field teachers teach Social Studies teachers?					
30.	Teachers use instructional media and technology?					
31.	Are there adequate teaching and learning materials?					
32.	Teachers express adequate teaching skills to teach for affective outcome?					

*\*Out-of-field-teachers- They are teachers teaching in subjects or year level outside their field of qualification or expertise*

**EXPLANATION OF TERMS**

**Anecdotal Records:** Is an observation that is written like a short story. They are description of incidents that are important to the person observing.

**Checklists:** A list of items required, things to be done, or points to be considered, used as a reminder.

**Interview:** A structured conversation where one person asks questions and the other person provides answers

**Observation:** The process of closely monitoring someone or something

**Peer Assessment:** Is the assessment of students work by other students of equal status.

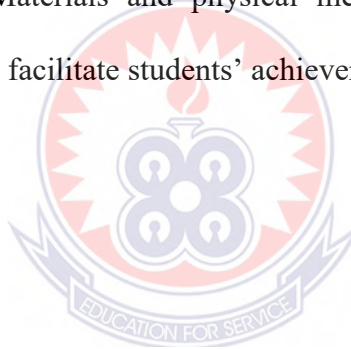
**Portfolio Assessment:** Is an assessment form that learners do together with their teachers, and is an alternative to the classic classroom test.

**Sociometry:** The study and measurement of interpersonal relationships in a group of people.

**Field Notes:** Notes made by a person who is engaged in field work

**Project Work:** Is a series of activities that allows the students to study, do research and act by themselves using their abilities, interests personal experience and aptitudes.

**Instructional Media:** Materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives.



## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

#### **SECTION A: SOCIO-DEMOGRAPHIC DATA**

1. Highest level of education:

B.Ed/BA in Social Studies [ ] M.Ed/MA/MSc in Social Studies [ ]

B.Ed/BA in Social Science [ ] M.Ed/MA/MSc in Social Science [ ]

B.Ed/BA in Political Science [ ] M.Ed/MA/MSc in Political Science [ ]

B.Ed/BA. in Sociology [ ] M.Ed/MA/MSc in Sociology [ ]

B.Ed/BA. in Economics [ ] M.Ed/MA/MSc. in Economics [ ]

B.Ed/BA. History [ ] M.Ed/MA/MSc. History [ ]

B.Ed/BA. Sociology [ ] M.Ed/MA/MSc. Sociology [ ]

B.Ed/BA. Geography [ ] M.Ed/MA/MSc. in Geography [ ]

PhD. in Social Studies [ ] M.Phil Social Studies [ ]

PhD. in Social Economics [ ] PhD. in History [ ]

PhD. in Geography [ ] PhD. in Sociology [ ]

Other [ ], specify (PGDE, PGCE): .....

2. Have you studied Social Studies/Social sciences as a major course in the university? Yes [ ] No [ ]

3. If **yes** go to **question 4**, what social science subjects(s) are you trained to teach? Tick (✓) all subjects as applicable.

History [ ] Geography [ ] Civics [ ] Economics [ ] Government [ ]

Sociology [ ] Anthropology [ ] other [ ], specify...

4. For how long have you been teaching social studies in senior high school?

1-3 yrs [ ] 4-6 yrs [ ] 7-10 yrs [ ] 11 years and above [ ]

5. Do you teach any other subject apart from social studies? Yes [ ] No [ ]

## SECTION B: TEACHERS' CONCEPTION OF SOCIAL STUDIES

**Instruction:** Please, provide responses to the items that follow by ticking (✓) the response that best suits your opinion. Use the Likert-scale below:

**Key:** SA = Strongly Agree, A= Agree, UC=Uncertain; D = Disagree;

SD= Strongly Disagree

No Statement	SA	A	UC	D	SD	SA
8. Social Studies is an amalgamation of Social Sciences						
9. Social Studies is an integration of the social science subjects						
10. Social Studies is social science in practice						
11. Social Studies is citizenship education						
12. Social studies is all about the teaching and learning of geography, history, government, economics, civics, politics, citizenship education						
13. Social Studies is an approach or method of Teaching						
14. Social Studies is a subject that prepares students with knowledge, skill, attitude and values needed to solve personal and societal						



problems						
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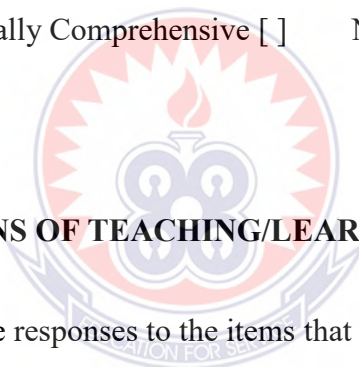
**\*Amalgamation:** *is combination of History, Geography, Economics, Government and others as Social Studies but being taught by specific specialised teachers.*

**\*Integration:** *is combining history, Geography, Economics Government and others to form one whole entity called Social Studies and being taught by one expert teacher.*

15. How would you describe the senior high school Social Studies syllabus?

Comprehensive [ ]    Partially Comprehensive [ ]    Not comprehensive [ ]

Uncertain [ ]



**SECTION C: DOMAINS OF TEACHING/LEARNING SOCIAL STUDIES**

Instruction: Please, provide responses to the items that follow by ticking(√)

theresponse that best suits your opinion. Use the Likert-scale below:

**Key:** SA = Strongly Agree, A= Agree, UC=Uncertain; D = Disagree;

SD= Strongly Disagree

No	Statement	SA	A	UC	D	SD
16.	Social Studies is meant to equip learners with Knowledge. <i>(I teach by lecture method, reading assignment, anticipation guide, concept mapping dictation, radio lecture, brainstorming )</i>					

17. Social Studies is meant to equip learners with socio-civic, personal and interpersonal skills ( <i>I teach by role-play, dramatization, simulation technique, buss session, circle learning</i> )					
18. Social Studies is meant to equip learners with values and attitudes ( <i>I teach by using group discussion, mix ability group, debates, controversial issues</i> )					
19. Social Studies is meant to equip learners with knowledge, skills, values and attitudes ( <i>I take students out on field trips, teach students to tolerant, public manners and ethics</i> )					
20. Social Studies is meant to prepare learners to fit into society( <i>I sing patriotic songs in lessons</i> )					

**SECTION D: CHALLENGES IN TEACHING/LEARNING SOCIAL**

**STUDIES FOR AFFECTIVE OUTCOMES**

**Instruction:** Please, provide responses to the items that follow by ticking (√)

theresponse that best suits your opinion. Use the Likert-scale below:

**Key:** SA = Strongly Agree, A= Agree, UC=Uncertain; D = Disagree;

SD= Strongly Disagree

No Statement	SA	A	UC	D	SD
21. I assess learning experiences of learners in a practical way					

22. I construct affective assessment instruments such as anecdotal records.					
23. I construct affective assessment instruments such as checklists.					
24. I construct affective assessment instruments such as interview.					
25. I construct affective assessment instruments such as observation.					
26. I construct affective assessment instruments such as peer assessment.					
27. I construct affective assessment instruments such as portfolio assessment.					
28. I construct affective assessment instruments such as Sociometry.					
29. I construct affective assessment instruments such as field notes.					
30. I construct affective assessment instruments such as project work.					

## SECTION E: CHALLENGES CONFRONTING TEACHERS IN THE TEACHING SOCIAL STUDIES FOR AFFECTIVE OUTCOMES

**Instruction:** Please, provide responses to the items that follow by ticking (√) the response that best suits your opinion. Use the Likert-scale below:

**Key:** SA = Strongly Agree, A= Agree, UC=Uncertain; D = Disagree; SD= Strongly Disagree

No Statement	SA	A	UC	D	SD
31. I have adequate time on the school timetable allocated for Social Studies?					
32. I am an Out-of-field teacher teaching Social Studies					
33. I use instructional media and technology?					
34. I use adequate teaching and learning materials					
35. I express adequate teaching skills to teach for affective outcome?					

**\*Out-of-field-teachers-** *They are teachers teaching in subjects or year level*

*outside their field of qualification or expertise*



## APPENDIX D

### SEMI-STRUCTURED INTERVIEW GUIDE FOR SOCIAL STUDIES

#### TEACHERS

1. What is your understanding/conception of Social Studies?

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2. How does the teaching of Social Studies in the following domains lead to affective outcomes?

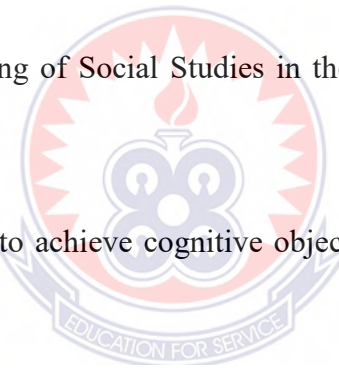
i) Teaching Social Studies to achieve cognitive objectives/domain, but leading to affective outcomes?

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ii) Teaching Social Studies to achieve psychomotor objectives/domain, but leading to affective outcomes?

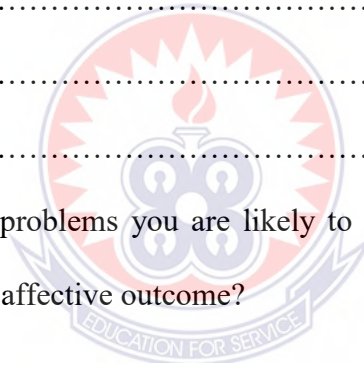
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iii) Teaching Social Studies to achieve affective objectives/domain, and leading to affective outcomes?

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3. What are some of the problems you are likely to encounter in the process of teaching social studies for affective outcome?

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4. Suggest possible ways of improving the teaching of Social Studies to lead to affective outcomes

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