

**UNIVERSITY OF EDUCATION, WINNEBA**

**ASSESSMENT OF SCHOOL-BASED DRIVERS INFLUENCING TEACHING  
AND LEARNING OF SOCIAL STUDIES IN SENIOR HIGH SCHOOLS IN  
THE AKUAPEM SOUTH AND AKUAPEM NORTH DISTRICTS OF THE  
EASTERN REGION**



**A thesis in the Department of Social Studies,  
Faculty of Social Science, submitted to the School of  
Graduate Studies in partial fulfilment  
of the requirements for the award of the degree of  
Master of Philosophy  
(Social Studies)  
in the University of Education, Winneba**

**NOVEMBER, 2020**

## DECLARATION

### Student's Declaration

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

**Signature:** .....

**Date:** .....

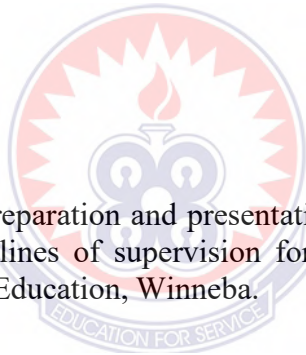
### Supervisor's Declaration

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

**Name of Supervisor:** Dr. Isaac Eshun

**Signature:** .....

**Date:** .....



## **DEDICATION**

I dedicate this work to my children, Maame and Kobby.



## ACKNOWLEDGEMENTS

Many people have contributed in diverse ways to help me undertake this study and I am grateful to all of them. However, I wish to express my profound gratitude to the following people for the unique roles they played.

I am thankful to my supervisor, Dr. Isaac Eshun. I am also grateful to Dr. S.V.K Adjiboloosoo, Mr. Francis Tetteh-Osei, Evelyn Amonoo and Mr. Eric K. Ansong.

Again, my sincere gratitude goes to all who in spite of their busy schedule, made time to respond to my questionnaire to enable me complete my work. Finally, I thank my family very much for their patience and support towards my education. May God bless them.



## TABLE OF CONTENTS

| <b>Contents</b>                                                   | <b>Page</b> |
|-------------------------------------------------------------------|-------------|
| DECLARATION                                                       | iii         |
| DEDICATION                                                        | iv          |
| ACKNOWLEDGEMENTS                                                  | v           |
| TABLE OF CONTENTS                                                 | vi          |
| LIST OF TABLES                                                    | ix          |
| LIST OF FIGURES                                                   | xiv         |
| ABBREVIATIONS                                                     | xv          |
| ABSTRACT                                                          | xvi         |
| <br>                                                              |             |
| <b>CHAPTER ONE: INTRODUCTION</b>                                  | <b>1</b>    |
| 1.1 Background to the Study                                       | 1           |
| 1.2 Statement of the Problem                                      | 3           |
| 1.3 Theoretical Framework of the Study                            | 5           |
| 1.4 Objectives of the Study                                       | 5           |
| 1.5 Research Questions                                            | 6           |
| 1.6 Significance of the Study                                     | 6           |
| 1.7 Delimitations                                                 | 7           |
| 1.8 Definition of Terms                                           | 8           |
| 1.9 Organisation of the Thesis                                    | 8           |
| <br>                                                              |             |
| <b>CHAPTER TWO: LITERATURE REVIEW</b>                             | <b>10</b>   |
| 2.0 Introduction                                                  | 10          |
| 2.1 The Concept of Social Studies Education                       | 10          |
| 2.2 Relevance of Social Studies Education                         | 15          |
| 2.3 Qualities of a Social Studies Teacher                         | 20          |
| 2.4 Classroom Environment and Teaching and Learning               | 25          |
| 2.5 Quality of Assessment of Social Studies Education at the SHSs | 28          |

|                                   |                                                                                                                                                            |           |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 2.6                               | Problems Faced by Social Studies Teachers                                                                                                                  | 31        |
| 2.7                               | Management Support and Policy                                                                                                                              | 34        |
| 2.8                               | Theoretical Framework of the Study                                                                                                                         | 38        |
| 2.9                               | Knowledge Gaps Identified in the Empirical Literature Reviewed                                                                                             | 40        |
| 2.10                              | Conceptual Framework                                                                                                                                       | 41        |
| 2.11                              | Relevance of Conceptual Framework to the Present Study                                                                                                     | 43        |
| <b>CHAPTER THREE: METHODOLOGY</b> |                                                                                                                                                            | <b>44</b> |
| 3.0                               | Introduction                                                                                                                                               | 44        |
| 3.1                               | Study Area                                                                                                                                                 | 44        |
| 3.2                               | Research Approach                                                                                                                                          | 49        |
| 3.3                               | Research Design                                                                                                                                            | 50        |
| 3.4                               | Population for the Study                                                                                                                                   | 50        |
| 3.5                               | Sample and Sampling Procedure                                                                                                                              | 51        |
| 3.6                               | Instruments for Data Collection                                                                                                                            | 52        |
| 3.7                               | Validity and Reliability of Instruments                                                                                                                    | 52        |
| 3.8                               | Data Collection Procedure                                                                                                                                  | 52        |
| 3.9                               | Data Analysis                                                                                                                                              | 53        |
| 3.10                              | Ethical Requirement                                                                                                                                        | 54        |
| <b>CHAPTER FOUR: RESULTS</b>      |                                                                                                                                                            | <b>55</b> |
| 4.0                               | Introduction                                                                                                                                               | 55        |
| 4.1                               | Students                                                                                                                                                   | 56        |
| 4.1.1                             | Demographic profile of students                                                                                                                            | 56        |
| 4.1.2                             | Classroom Environment                                                                                                                                      | 57        |
| 4.1.3                             | Views of students on pedagogy, resources, assessment and other school-based drivers influencing teaching and learning of Social Studies in the public SHSs | 59        |
| 4.2                               | Teachers                                                                                                                                                   | 82        |

|                                                              |                                                                                                                                                                     |     |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4.2.1                                                        | Name of Teacher’s School                                                                                                                                            | 82  |
| 4.2.2                                                        | Demographic Profile of Teachers                                                                                                                                     | 82  |
| 4.2.3                                                        | Classroom Environment                                                                                                                                               | 84  |
| 4.2.4                                                        | Views of teachers on pedagogy, resources, assessment, management support and other school-based drivers influencing teaching and learning of Social Studies in SHSs | 86  |
| <b>CHAPTER FIVE: DISCUSSIONS OF RESULTS</b>                  |                                                                                                                                                                     | 102 |
| 5.0                                                          | Introduction                                                                                                                                                        | 102 |
| 5.1                                                          | Demographic Profile of Teachers and Students                                                                                                                        | 102 |
| 5.2                                                          | Pedagogical Approaches Used in Teaching Social Studies                                                                                                              | 104 |
| 5.3                                                          | Classroom Environment                                                                                                                                               | 106 |
| 5.4                                                          | Quality of Assessment of Social Studies Education at the SHSs                                                                                                       | 108 |
| 5.5                                                          | Challenges Teachers Face in Teaching Social Studies in SHSs                                                                                                         | 109 |
| 5.6                                                          | Management Support                                                                                                                                                  | 112 |
| <b>CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> |                                                                                                                                                                     | 114 |
| 6.0                                                          | Introduction                                                                                                                                                        | 114 |
| 6.1                                                          | Summary of Findings                                                                                                                                                 | 114 |
| 6.2                                                          | Conclusions                                                                                                                                                         | 116 |
| 6.3                                                          | Recommendations                                                                                                                                                     | 116 |
| 6.4                                                          | Limitations                                                                                                                                                         | 117 |
| 6.5                                                          | Suggestions for Further Studies                                                                                                                                     | 118 |
| <b>REFERENCES</b>                                            |                                                                                                                                                                     | 119 |
| <b>APPENDICES</b>                                            |                                                                                                                                                                     | 129 |
| A:                                                           | Questionnaire for Students                                                                                                                                          | 129 |
| B:                                                           | Questionnaire for Teachers                                                                                                                                          | 134 |
| C:                                                           | Introductory of Letter                                                                                                                                              | 139 |

## LIST OF TABLES

| <b>Table</b>                                                                                            | <b>Page</b> |
|---------------------------------------------------------------------------------------------------------|-------------|
| 1: School-based Drivers influencing Social Studies Education in SHSs                                    | 39          |
| 2: Proportional Distribution of Students in the Study Sample                                            | 51          |
| 3: Summary Results of Descriptive Statistics                                                            | 56          |
| 4: Sex Distribution of Students                                                                         | 56          |
| 5: Age Distribution in Sample                                                                           | 56          |
| 6: Desk Type in Classrooms                                                                              | 57          |
| 7: I feel comfortable in my desk during lessons                                                         | 57          |
| 8: Class Size                                                                                           | 57          |
| 9: Classroom Temperature                                                                                | 58          |
| 10: Classroom Ventilation                                                                               | 58          |
| 11: Classroom Lighting System                                                                           | 59          |
| 12: My School is having Non-Social Studies specific reference material for Social Studies lessons       | 59          |
| 13: The period on the timetable for learning Social Studies is adequate                                 | 60          |
| 14: My Social Studies Teachers do not give me individual attention in class                             | 60          |
| 15: The teaching methods used by my Social Studies teachers do not help me understand anything in class | 60          |
| 16: Teachers do not motivate me to learn Social Studies                                                 | 61          |
| 17: My school is having adequate Social Studies reference material for Social Studies lessons           | 61          |
| 18: During Social Studies practical lessons we share practical tools                                    | 62          |
| 19: My Social Studies teachers give more group assignments than individual assignment                   | 62          |
| 20: The period allocated for Social Studies practicals is not sufficient form                           | 62          |
| 21: My Social Studies teachers teach some aspect of the subjects better than other aspects              | 63          |



|     |                                                                                              |    |
|-----|----------------------------------------------------------------------------------------------|----|
| 22: | The school has Social Studies resources centre                                               | 63 |
| 23: | I have problems in understanding things in Social Studies because the class is too large     | 64 |
| 24: | My Social Studies teachers do not complete the Syllabus before final examinations            | 64 |
| 25: | The arrangement of benches in my class does not favour free movement                         | 65 |
| 26: | The Social Studies classroom temperature is always cold and makes learning difficult         | 65 |
| 27: | My Social Studies classroom has good ventilation which makes learning easy and fun           | 66 |
| 28: | Each student in Social Studies class has his /her own desk which makes learning easy and fun | 66 |
| 29: | My Social Studies teacher gives assignment related to the treated topic after every lesson   | 67 |
| 30: | My Social Studies teacher is always punctual to class:                                       | 67 |
| 31: | My Social Studies teacher uses teaching learning materials to teach                          | 67 |
| 32: | The evening preps/studies period is not adequate to do my social studies homework            | 68 |
| 33: | The lightening system in my preps/evening study room is good is good for private studies     | 68 |
| 34: | My Social Studies teachers feel happy, and enthuse during lessons                            | 69 |
| 35: | My Social Studies teachers has good communication skills                                     | 69 |
| 36: | Students have adequate water for use on school compound                                      | 69 |
| 37: | Food served for students during breakfast is adequate                                        | 70 |
| 38: | Food served for students during lunch is adequate                                            | 70 |
| 39: | Food served for students during supper is adequate                                           | 71 |
| 40: | Students are often called for other activities outside classroom during lessons              | 71 |
| 41: | My Social Studies teachers encourage me to study hard                                        | 72 |

|     |                                                                                                                                                         |    |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 42: | My Social Studies teachers show affection by smiling and speaking to students at eye level and throughout the day, especially at arrival and departure  | 72 |
| 43: | My Social Studies teachers get me involved in activities by giving rewards                                                                              | 73 |
| 44: | Social Studies teachers expect students to respond correctly to questions with one right answer                                                         | 73 |
| 45: | My Social Studies teachers ask questions which encourage students to give more than one right answer                                                    | 74 |
| 46: | Students are physically active in Social Studies classroom, choosing from activities the teacher has set-up and initiating many of their own activities | 74 |
| 47: | Students queue to access Health facilities in the school.                                                                                               | 75 |
| 48: | Summary Results of Descriptive Statistics of Views of Students                                                                                          | 76 |
| 49: | Summary results of t-test statistics of students views                                                                                                  | 79 |
| 5:0 | Name of School                                                                                                                                          | 82 |
| 51: | Sex Distribution of Teachers                                                                                                                            | 82 |
| 52: | Age Distribution of Teachers                                                                                                                            | 83 |
| 53: | Educational Qualification of Teachers                                                                                                                   | 83 |
| 54: | Teaching Experiences                                                                                                                                    | 83 |
| 55: | Contact hours per week                                                                                                                                  | 84 |
| 56: | Desk Type                                                                                                                                               | 84 |
| 57: | Class Size                                                                                                                                              | 84 |
| 58: | Classroom Ambient Temperature                                                                                                                           | 85 |
| 59: | Classroom Ventilation                                                                                                                                   | 85 |
| 60: | Classroom Lightening System                                                                                                                             | 85 |
| 61: | Have you had any professional training in Social Studies education                                                                                      | 86 |
| 62: | My school has adequate resource materials for Social Studies lessons                                                                                    | 86 |

|     |                                                                                                                            |    |
|-----|----------------------------------------------------------------------------------------------------------------------------|----|
| 63: | The period on the timetable for teaching Social Studies is adequate                                                        | 86 |
| 65: | I find it difficult to teach some topics in the Social Studies syllabus                                                    | 87 |
| 66: | One teacher can teach all the aspects of the Social Studies courses                                                        | 88 |
| 67: | I received no motivation for teaching large Social Studies class                                                           | 88 |
| 68: | Motivation in the form of cash can encourage me to teach large class size at any time                                      | 88 |
| 69: | Large class size limits the number of assignment I give to my Social Studies class                                         | 89 |
| 70: | I adopt Formative Assessment than Summative Assessment in my Social Studies class                                          | 89 |
| 71: | The school has resources center for Social Studies practical lessons                                                       | 90 |
| 72: | Students must be taught rather than constructing their own knowledge in Social Studies class                               | 90 |
| 73: | A teacher who is friendly in Social Studies class is not respected by students                                             | 90 |
| 74: | Large class size limits practical work in my social studies class                                                          | 91 |
| 75: | I always give group assignments to my Social Studies class more than individual assignment                                 | 91 |
| 76: | Materials in Social Studies resource centre are adequate for practical works                                               | 92 |
| 77: | I find it difficult to complete my Social Studies syllabus if I involve too many demonstrations and projects in my lessons | 92 |
| 78: | The arrangement of desks in Social Studies class does not favour free movement                                             | 93 |
| 79: | I encounter difficulty in addressing all students' challenges in large classes                                             | 93 |
| 80: | The Social Studies classroom condition is always good and makes learning easy                                              | 93 |

|     |                                                                                               |    |
|-----|-----------------------------------------------------------------------------------------------|----|
| 81: | The Social Studies classroom temperature is always cold and makes learning difficult          | 94 |
| 82: | The Social Studies classroom condition makes learning enjoyable                               | 94 |
| 83: | Social Studies classroom has good ventilation to promote good health and studies              | 94 |
| 84: | Each student in Social Studies class has his /her own desk to promote effective studies       | 95 |
| 85: | I find it easy to teach all topics in social studies curriculum                               | 95 |
| 86: | Management is always concerned about large class size and its effect on teaching and learning | 96 |
| 87: | Students are always punctual to class                                                         | 96 |
| 88: | Summary results of descriptive statistics of teachers views                                   | 97 |
| 89: | Summary results of t-test                                                                     | 99 |



## LIST OF FIGURES

| Figure                                                         | Page |
|----------------------------------------------------------------|------|
| 1: Conceptual framework of the study (self-construction, 2020) | 42   |
| 2: Map of Akwapim South District.                              | 45   |
| 3: Map of Akwapim North District                               | 48   |



## ABBREVIATIONS

|               |                                                       |
|---------------|-------------------------------------------------------|
| <b>CRDD</b>   | Curriculum Research and Development Division          |
| <b>SHS</b>    | Senior High School                                    |
| <b>SSE</b>    | Social Studies Education                              |
| <b>WASSCE</b> | West African Secondary School Certificate Examination |



## ABSTRACT

Chief Examiners' WASSCE annual reports on Social Studies largely attribute candidates' abysmal performance to lack of knowledge of the subject matter and inability to establish the nexus between concepts as well as inadequate preparation. Consequently, candidates' performance in the subject are comparatively low to what is regarded as the norms of Standard Performance. Hence, the main objective of this study was to assess school-based drivers influencing teaching and learning of Social Studies in the SHSs in the Akuapem South and Akuapem North Districts of the Eastern Region. The study adopted school-based cross-sectional survey using descriptive correlational research design. Data was collected from 261 final year students from five SHSs and 33 social studies teachers using structured questionnaire. Data was analysed using SPSS Version 24. Descriptive statistics (mean, SD) was conducted to summarise the data and t-test was applied to establish if there is a statistically significant difference in the views of students and teachers on the school-based drivers and effective teaching and learning of social studies. The study revealed that the key school-based drivers influencing the teaching and learning of social studies in the districts relate to classroom environment; lack of management supports in terms of resource provision for practical lessons, lack of supportive physical environment such as large class size = 32.881, mean difference = 6.2422,  $p < 0.05$ )- thus preventing teachers from engaging students in practical work and individualising their assignments (t-statistics=37.563, mean difference= 3.0920,  $p < 0.05$ ); and teachers inability to use diagnostics assessment tools to unraveled students difficulties and support them. The conclusion is that, the key drivers influencing effective teaching and learning of social studies are school-based and policy driven. The study therefore recommends that the government should support the teaching of the subject through provision of adequate resources. Again, the student-teacher ratio should be reduced.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The role of Social Studies as a subject cannot be overemphasised within the Ghanaian Educational System. It has become one of the core subjects in the Senior High School. The subject has also gained much grounds at the University level and Colleges of Education in Ghana. According to Adeyemi (1990), Social Studies education has become a major subject in our curricular that provides education for cultural identity and relevance, national integration and citizenship in a dynamic democracy. As Mayesky (2009) puts it, Social Studies is the study of human beings in their environment and of the concepts, skills, and attitudes which are constructed for them to become Social beings and to understand the complex world. The subject is also essential for a democratic society, which depends on citizenship, encompassing the adoption of democratic attitudes and values, the scaffolding of information, and adding the richness to the lives of citizenry for the country and humanity. Plethora of Studies (Melendez, Beck, & Fletcher, 2000; NCSS, 1992) have also expound that the benefits that accrue to the individual and any nation through the study of Social Studies are manifold.

First, it helps young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 1992). Second, it promotes the development of Social knowledge which helps students to understand the world and current ideas comprising physical and socio-conventional cognitive-knowledge development. Third, it exposes citizens to learning about one's culture and the culture of other peoples. Fourth, it promotes appreciation of the individual's creative and expressive abilities such as creativity, communication



and cognitive development. Further, the subject involves students in direct experiences with their culture and the physical world.

In Ghana, Social Studies Education (SSE) interconnects human and natural environment and the interrelated nature of events, problems, or ideas. According to Kankam (2016), the study of Social Studies, which is an integrated field that draws its subject matter from the various other disciplines, helps students fit well into society (Kankam, 2016). There is therefore no doubt that the socio- economic and political development of any given society depends on the awareness of its citizens, and this is largely determined by their level of Social Studies education.

The above debates suggest that through the study of Social Studies, students understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well as the lives and societies of others. The arguments further suggests that Social Studies education exposes the students to comprehend the past and its legacy, examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

Finally, through Social Studies, students' personal identity is shaped by family, peers, culture, and institutional influences. Okam (2002), therefore viewed the role of Social Studies as building citizens who are expected to positively explore opportunities to develop their own potentialities and to contribute their maximum efforts to an improvement of group living within the society. Thus, the role of Social Studies in preparing the individuals to fit into the society by equipping them with critical thinking and problem-solving skill, knowledge about the culture of their society and the global

world and their problems, values and hopes for the future cannot be overemphasised.

Surprisingly, in Ghana the performance of students in Social Studies in WASSCE continuous to decline over the past. years. For example, the Chief Examiners in respect of the performance of candidates in the West African Secondary School Certificate Examination (WASSCE) saw a decline in performance over the years (Chief Examiners Report, WASSCE, 2018).

These observations according to the Reports, are largely attributed to candidates' lack of knowledge of the subject matter and inability to establish the nexus between concepts as well as inadequate preparation. These observations point to the fact that, the teaching and learning of the discipline at the SHS is plagued with some systemic challenges which must be addressed in order to reverse the abysmal performance of students to the better. Thus, the main objective of this study was to assess school-based drivers influencing teaching and learning of Social Studies in the SHSs in two districts—the Akuapem South and Akuapem North Districts of the Eastern Region and recommend measures to address the trends.

## **1.2 Statement of the Problem**

The main goals of the Social Studies curriculum in Ghana is seen in shaping of citizens who are democratic, active and respectful of human rights, and understand their civic responsibilities. These qualities of Social Studies learning are foundational to the development of students' knowledge, skills, and dispositions as participating citizens in a global society. The Social Studies education in Ghana therefore has the goals of producing good citizens for the Ghanaian society in compliance with the nation- state structure. In these respects, the question of raising citizens who understand the basic concepts of Social Studies is frequently emphasised. To achieve

this, the teaching and learning of Social Studies in the SHS classrooms should be meaningful, integrative, value-based, challenging and active and inquiry based.

However, the reverse is often observed in most SHSs, thus raising questions about students' poor performance in Social Studies in WASSCE. The poor performance of students in Social Studies at the WASSCE has been highlighted in the annual WASSCE Chief Examiners' Reports (WASSCE, 2018 & 2019). The Reports largely attributed candidates' abysmal performance to lack of knowledge of the subject matter and inability to establish the nexus between concepts as well as inadequate preparation. The reports further expound that candidates' performance in both written and practical work were comparatively low to what is regarded as the norms of Standard Performance in the subject.

Extensive literature reviewed pointed at the lack of teaching learning resources and teachers' inability to teach the subject as integrated discipline. The literature reviewed further connected the poor performance of candidates to lack of synergy between theory and practice in the teaching and learning of the subject (Amoako, 2006; Dakpoe, 2006). But none of these researches have actually brought to the fore how certain school-based drivers connected with classroom environment; learners' dispositions; teacher quality; management support; supportive physical environments and assessment modes influence the teaching and learning of the subject in schools. The researcher would like to believe that these school-based drivers (classroom environment; learners' dispositions; teacher quality; management support; supportive physical environments and assessment modes) may be the antecedent factors causing teachers and students to be less successful in teaching and learning of the subject as integrated discipline. Thus, the main objective of this study was to assess school-

based drivers influencing the teaching and learning of Social Studies in the SHSs in two districts the Akuapem South and Akuapem North of the Eastern Region.

### **1.3 Theoretical Framework of the Study**

Theoretical framework is a collection of interrelated ideas based on the theories attempting to clarify why things are the way they are based upon theories introducing new views of the research problem allowing understanding realms of the problem and helping to conceptualise issues (Kombo & Tromp, 2006). Theoretical framework for this study is based on the constructivists learning theory postulated by both Vygotsky (1978) and Piaget (1969).

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

The following objectives guided the study:

1. Examine the pedagogical approaches and resources used in Social Studies Education in the public Senior High Schools in Akuapem South and Akuapem North Districts.
2. Evaluate the impact of conducive classroom environment on the quality of Social Studies Education in the public SHSs in Akuapem South and Akuapem North Districts.
3. Assess the views of teachers and students on quality of assessment of Social Studies Education in the public senior high schools in Akuapem South and Akuapem North Districts.
4. Assess the challenges associated with the teaching of Social Studies in the public senior high schools Social Studies Education in Akuapem South and Akuapem North Districts
5. Assess management support for Social Studies Education in the public senior high schools in Akuapem South and Akuapem North Districts

### **1.5 Research Questions**

The study addresses five (5) main questions:

1. What are the existing pedagogical approaches used in teaching Social Studies in the public senior high schools in Akuapem South and Akuapem North Districts?
2. What are the impacts of conducive classroom environment on the quality of Social Studies Education in the public SHSs in Akuapem South and Akuapem North Districts.
3. What are the views of teachers and students on the quality of assessment of Social Studies Education in the public senior high schools in Akuapem South and Akuapem North Districts?
4. What are the challenges associated with the teaching and learning of Social Studies in the public senior high schools in the Akuapem South and North Districts?
5. What are the existing management supports for Social Studies Education in the senior high schools in Akuapem South and Akuapem North Districts?

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

The strength of this study lies in its focusing on assessing school-based drivers influencing Social Studies Education in the SHS in the Akuapem South and Akuapem North Districts of the Eastern Region of Ghana. This study is significant in the sense that it will help Social Studies teachers in SHSs build a proper link between theory and practice and the quality needed for Social Studies teachers' effectiveness in impacting knowledge. Further, the outcomes of the study will help Social Studies teachers to be abreast with current trend of changes in SSE in this twenty-first century, and thus place them in better position to be able to use the twenty-first century,

Pedagogical and creative skills in impacting knowledge to students at the SHS level. Governments in general and the Ghana Education Service (GES) cannot play their key roles as facilitators and regulators of SSE without relevant Educational Policies. Hence from a policy point of view, this study is expected to provide the needed information that will assist Ministry of Education and GES stakeholders better understand the existing school-based challenges associated with SSE in the SHS, and better be able to develop appropriate policy and programmes to address them. Finally, the study's outcomes will not only serve as a source of reference for further investigation into the educational background of teachers in other subject areas, but will also improve on the research skills and practices of Social Studies researchers.

### **1.7 Delimitations**

It is conceded that the relevance of Social Studies Education cannot be overestimated in our Second Cycle Institutions. The study did not cover the entire spectrum of Social Studies Education in the Ghanaian Educational System. However, references were made to such broad areas relevant to this study. The major thrust of this study lies in assessment of school-based drivers influencing Social Studies Education in second cycle institutions in the Akuapem South and Akuapem North Districts of the Eastern Region of Ghana. Specifically, the study assessed and evaluated school-based drivers influencing Social Studies Education in selected Senior High Schools in the Akuapem North and South Districts of the Eastern Region. Five Senior High Schools were selected from a total of ten schools within the Districts. The school selection was done using probabilistic sampling procedure. This sampling technique was used in the selection of schools to help avoid biases in the selection process.

## 1.8 Definition of Terms

In order to have a common understanding of what is discussed in this study, the terms used in the discussion are defined or explained below. These definitions or explanations do not aim to provide worldwide meaning but intend to put the researcher and readers on an equal footing:

**Social Studies:** In this study, Social Studies as a discipline is defined as the blending of ideas, theories, principles, generalisation and knowledge from the Social sciences and humanities (anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology) for the purpose of helping learners to fit well into society (Kankam, 2016; National Council for the Social Studies, 1994).

**School-Based Drivers:** These refer to the school system variables which influence the teaching and learning. These variables may include classroom environment and learning; teacher quality and passion; management support and policy; supportive physical environments, learner's dispositions and assessment modes.

**Senior High School Education:** The educational system in Ghana follows a 6-3-3-4 system. Senior High School Education covers three years for students usually aged 15 to 17 years.

## 1.9 Organisation of the Thesis

The study is organised into six chapters. Chapter one is the Introduction. It contained the Background to the Study, Statement of the Problem, Objectives, Research Questions, Significance of the Study, Delimitation of the Study, and Definition of Terms. Chapter Two is the Literature Review. The chapter was devoted to reviewing of relevant literature related to the study. Again, it established the premise/theoretical

framework for the study and eventually identified the gaps in the literature reviewed. The Chapter Three was the Research Methodology. The chapter provided information on participants including sampling techniques and equipment used in both data collection and analysis. In Chapter Four, the Results of the study were presented and explained. The Chapter Five was devoted to the discussion of the Results. The discussion highlighted major findings of the research and the inferences made from them in view of findings from related previous studies. Finally, the chapter six was the concluding chapter. It presented the Summary of findings, Conclusions and Recommendations.





## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This section focuses on the concept and relevance of Social Studies and the current debates and knowledge regarding Social Studies education in the global environment, sub-Saharan Africa (SSA) and Ghana. The review was organised under the following thematic sub-headings: Concept of Social Studies Education, Relevance of Social Studies Education, Qualities of a Social Studies Teacher, Classroom Environment and Learning, Management Support and Policy, Physical Environment and Learner Disposition, Assessment Modes and Problems Faced by Social Studies Teachers.

#### 2.1 The Concept of Social Studies Education

Education is said to be a system that helps people growing up in a culture find an identity within that culture (Bruner, 1996). If this is so, then nations all over the world in search of development must pay particular attention to education (Amedahe, 2008). From its origin, Social Studies, has been contested over time (Evans, 2004). Some of the battle was as a result of advocacy for influence over the curriculum (Kliebard, 2004). The concept of Social Studies has therefore gone through series of developments over the years in academia. For example, the debates on Social Studies growth and development, according to Lawal & Oyeleye (2003), has been a universal phenomenon. A close look at the development of historical thought of Social Studies in the United States (US) and Britain reveal that, it has had a great influence on Social Studies Education in Africa (Lawal, 2003).

The growth of Social Studies across the different parts of the world has been informed by a variety of reasons and factors. Kisko (1981) identified three reasons for Social Studies education across the globe. He argues that knowledge and skills acquire in Social Studies have been used as a partial solution for Social problem in many countries of the world.

He further explains that in Britain for example, Social Studies was used to legitimise the teaching of Social sciences particularly sociology, while preparing students for their role in the society. In United States of America (USA), Social Studies has continued its primary function of preparing students for effective citizenship in democratic society and instilling patriotic ideals in the young ones.

Social Studies as defined in the Social Studies Curriculum in Ghana refers to the study of the problems of society. The subject prepares the individual to fit into the society by equipping them with knowledge about the culture of their society, its problems, values and hopes for the future (CRDD, 2010). Judging from the point of view of the National Council for Social Studies, the subject is both multi-and interdisciplinary in scope, and thus, takes its sources from geography, history, sociology, psychology, economics, civic and environmental education, and it is recognised in curricula in numerous countries (NCSS, 2013).

In this regard Martorella (1994) states that, the field of Social Studies gains a significant portion of its identity from the disciplines of the Social Sciences. He adds that the methods of enquiry used in the Social Sciences are important sources of Social Studies subject matter. He considered the discipline in two discrete perspectives: First, Social Studies are selected information from any area that relates directly to an understanding of individuals, groups and societies and application of the

selected information to Citizenship Education. Second, Social Studies is that part of the School Curriculum which deals with human relationships and aims to contribute to the development of good citizenship (Tabachnick, 1991).

According to Banks (1990) Social Studies is part of the elementary and high school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in a democratic society. It is also the study of the problems of society (Ministry of Education Science and Sports [MESS] (2007). The subject prepares the individual to fit into society by equipping them with knowledge about the culture and ways of life of their society, its problems, values and hope for the future. Barr, Barth and Shermis (1977), viewed Social Studies as an integration of experience and knowledge concerning human relations for the purpose of Citizenship Education.

All these views suggest that Social Studies is an inter-disciplinary concept drawn from disciplines. According to CRDD, (2010), the integration in Social Studies is to be achieved in the three sections of the syllabus each of which focuses respectively on: Governance, Politics and Stability; the Environment; and Social and Economic Development. This shows that courses in Social Studies of both universities should be centred on issues around the Environment; Government, Politics and Stability; and Social and Economic Development that will help the pupil develop a broader perspective of Ghana and the world. From the current Social. Studies curriculum, it is evident that the integration of Social Studies should be trans-disciplinary in nature and must not be shown in discrete subjects in the Social sciences but should be theme-based and problem-solving oriented and be thought as such. With these views, the University of Education Winneba (UEW) considers the Social Studies course

structure as one integrated discipline, whilst the UCC Social Studies course structure is seen in discrete subjects from the Social sciences. Here it is deduced that both universities see it as integration of the Social sciences but there is a problem of acceptable level of integration.

The level of integration is the source of confusion because every subject borrows from other subjects just like Social Studies. But the facts and ideas borrowed by Social Studies are so utilized that they assist in producing reflective, competent and concerned citizen who can live effectively in the society (Martorella, 1994). The UCC Social Studies programme does not just borrow facts but bootlegs whole topics from History, Geography, Economics, and Sociology. Consequently, a teacher who has an in-depth knowledge in Social Studies will not present facts from the Social sciences but the distillate part which must rather be used to solve threatening individual problems and that of society. This distillate part will develop the positive attitudes, values and skills needed to make critical and informed decisions in life as responsible citizens.

Compared with other content disciplines such as mathematics and science, social studies is a relative new concept in the public school curriculum. According to Nelson (1994), the debates over the nature, purpose, and definition of social studies have raged since its inception in 1916. Parker (2010), for example noted that, the term social studies has multiple meanings, and the subject itself has been and currently –is buffeted by all manner of social forces that reflect the anxieties, power dynamics, and culture wars of the day” (p. 5).

Similarly, Levstik and Tyson (2008) described social studies as a diffuse and relatively loosely defined field (p. 1). Thornton, in describing this ideologically contested and fractious nature, noted that, since 1916, there have been disputes about what should be taught under the rubric of the social studies and how it should be taught (1994, p. 233; see also Thornton, 2008). Thornton described one side of this debate as those who viewed social studies as social science, a curriculum in which teaching core ideas from history and the social sciences leads indirectly to the vaguely defined spillover benefits that might come from an -educated citizenry.

He contrasted this view with those who saw social studies as social education, a curriculum that is not so discipline based and instead is focused on the value of integrating the social sciences and humanities to promote civic competence (NCSS, 1994, p. 3).

Discussing the current state of this -contentious curricular struggle, Parker (2010) suggested a degree of -overlap between the two models while also recognising that at the secondary level the disciplinary-specific social science emphasis prevades, whereas at the elementary level the integrated social education focus carries more weight (pp. 6-7). Parker (2010), eloquently sidestepped some of the ideological contention arising from the social studies-as-social-education-or-social-science debate by stressing that its purpose is to educate future citizens for social understandings; that is, to help citizens become ready, willing, and able to make thoughtful and wise choices. This, he contended, requires engaging students in inquiry-oriented literacy work that, at a minimum, pulls from the big four social sciences. Good judgment, Parker asserted, has always relied on the long view historical understanding involving long-term thinking and long-term responsibility

alongside intimate knowledge of particulars. And so it is with the other social literacies: without geographic understanding, there can be no cultural or environmental intelligence; without economic understanding, no sane use of resources; without political understanding, no “we the people”; and without these in combination, no inventive, collaborative work on building a just and sustainable society, both locally and globally (p. 1).

## **2.2 Relevance of Social Studies Education**

The relevance of SSE appears to have unlimited goals and importance. Over the past several decades, Social Studies has become a more visible school subject and conception of learning Social Studies has evolved from doing and knowing to experiencing and making meaning. The tacit and piecemeal curriculum that has long characterised the Social Studies classroom seems to be gradually giving way to a more coherent and integrated knowledge.

Among the African nations, Social Studies has been used to improve self-image of people in the society after a long colonial rule and heritage. According to Jasim (2008), the subject prepares the individual to fit into society. He further opined that, SSE helps the individuals to understand their society better; helps them to investigate how their society functions and hence assist them to develop their critical and at the same time developmental kind of mind that transforms societies.

At the JHS level, the subject aims at making learners understand the interrelationships between the Social and the physical environment and their impact on the development of Ghana; appreciate the impact of history on current and future development efforts of the country; appreciate the various components of the environment and how these could be maintained to ensure sustainable development; recognise the major

challenges facing Ghana and be able to develop basic knowledge and skills for dealing with such challenge; understand the dynamics of development in the world and their impact on development in Ghana; develop the knowledge, skills and attitudes needed for personal growth, peaceful co-existence, and respect for peoples of other nations; and develop a sense of national consciousness and national identity (CRDD, 2007).

To Banks (1994), the subject Social Studies –is to prepare citizens who can make reflective decisions and participate successfully in the civic life of the local community, nation and the world (p. 9). Social Studies Education enrich the students’ understanding of societal problems so as to do something positive about it. That is why the curriculum of this subject area is interdisciplinary in nature- drawing its contents from diverse disciplines to proffer solution to various degrees of human problems through critical thinking approach. Thus, the central focus of Social Studies Education is Citizenship Education. Gauging from the multidisciplinary content and child- centered pedagogical approaches, researchers conclude that Social Studies stands out as the most appropriate subject for citizenship education (Biesta, 2006; Mukhongo, 2010).

Additionally, Social Studies is –value-oriented subject and can therefore be tailored towards the realisation of values that are inherent in environmental education. It could do this through the inculcation of right types of attitudes and values which Kazi (2004) perceived as –standards that guide a person’s judgment and behaviour in a community or society such as sense of appreciating the beauty of both natural endowment and man-made activities, tolerance, co-operation, obedience, responsibility and patriotism among other Social values into the young ones as well as



the preservation of the environment for overall development of the society. Some of the Social practices such as dumping of refuse, cutting down of tree, artificial environmental pollution, and others can be preached against in Social Studies class. Social Studies and environmental education are multidisciplinary in nature whose purpose is geared towards the quality of life for mankind. From the above discussions, I therefore conclude that the positive impact of teachers on students' performance cannot be overemphasised.

Social studies centres around understanding how the world works on a social level. The discipline teaches students fundamental concepts of culture, economics and politics. These concepts groom students into educated and productive citizens. Social studies are also important for teaching students basic values, such as justice and equality, which are the foundation of modern society. For every student, social studies are often based around being a good member of the community at the local level. At the early level for example, social studies equips students with attitudes that relate to neighbourhood relationships, social responsibility in terms of helping others, and then understanding how the individual affects the group. A good understanding of how history has influenced the modern world gives people knowledge that they can apply to other subjects and everyday life.

According to Shani (2014), Social studies help citizens to improve their personal lives and enhances civic competence and practical understanding of how to effectively participate in public life. Shani further identified the following as the importance of Social Studies Education in daily lives of students. The subject: Promotes cultural unity and diversity within and across groups and that it helps students understand that different people may describe the same event or situation in diverse ways, citing



reasons for the differences in views.

Again, the subject helps learners to use appropriate resources, data sources, and geographic tools such as atlases, databases, charts, graphs, and maps to generate, manipulate, and interpret information. And as well be able to examine the interaction of human beings and their physical environment.

The subject also helps individuals to work independently and cooperatively to accomplish goals and become aware of the need to identify and describe examples of tension between an individual's beliefs and government policies and laws and as well be able to examine the rights and responsibilities of the individual in relation to his/her social group such as family, peer group, school and class.

Further, students are assisted to ascertain and describes examples in which science and technology have changed the lives of people such as in homemaking, child care, work, transportation and communication in the study of the subject. Finally helps students examines the influence of public opinion on personal decision-making and government policy on public issues.

The above discussions suggest that the role of social studies education cannot be overemphasised. First, the subject helps individual students to become better citizens, develop political ideologies, become aware of Constitutional Laws, Citizenship and Rights and Duties, Morals and Virtues, Social Code of Conduct, and makes students aware of their roles and responsibilities in society.

Second, the Social Studies Education develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens. Third, it develops in students the democratic

process and aware of their capacity to effect change in their communities, society and world. Fourth, Social Studies provides learning opportunities for students to value the diversity, respect the dignity and support the equality of all human beings. Further, the subject promotes among students social compassion, fairness and justice; appreciate and respect how multiple perspectives shape political, socioeconomic, linguistic and cultural realities; honour and value the traditions, concepts and symbols that are the expression of global identity. Finally, social studies education creates in students a global consciousness with respect to humanity and world issues, consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability and value lifelong learning and opportunities for careers in the areas of social studies.

In terms of skills development, Social studies provides learning opportunities for students to engage in active inquiry and critical and creative thinking; engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making; apply historical and geographic skills to bring meaning to issues and events; use and manage information and communication technologies critically; conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions; apply skills of metacognition, reflecting upon what they have learned and what they need to learn; recognise and responsibly address injustices as they occur in their schools, communities, and the world and consequently communicate ideas and information in an informed, organized and persuasive manner.

## **2.3 Qualities of a Social Studies Teacher**

Discussed under this heading are the content knowledge and pedagogical content Knowledge and Passion of Social Studies Teachers teaching in the SHSs.

### **2.3.1 Content knowledge of Social Studies teacher**

Study conducted by Almarza (2001), and Chiodo and Byford (2004) shows that, it is the teacher who is the key to what Social Studies means to students, because teachers' belief of the subject Social Studies, in turn affect the way they teach and transmit knowledge to students. Evans (2004) and Todd (2005) similarly indicate that the decisions of what to teach our students under Social Studies education often shift and are dependent on the influence of the perception of the teacher about the subject. Shavelson and Stern (1981) and Tillema (2000) believe that teachers' conception greatly impact on their instructional decisions in the classroom. With this, Borg (2003:81) suggests, -teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs.

More so, according to Shavelson and Stern (1981), what teachers do in the classroom is said to be governed by their belief system, often refers to teacher's philosophy; the philosophy of the teacher often serve to act as a filter through which instructional judgments and decisions are made. The extensive literature reviewed suggests that the teachers as classroom facilitators form a pivotal role in educational system of any nation and that the educational standard of teachers, their quality, and competency and above all the conception they form about a subject need to be taken into prominence.

As a consequence, the teacher's philosophy and conception regarding the curriculum will probably influence the way an educational package is delivered to students with the aim of fulfilling individual and societal goals. The implication here is that the success of any educational system largely rests on the level of repertoire of knowledge and skills the teacher possess.

According to the Social Studies course structure of University of Education, Winneba (UEW) (2009), the programme is run by the Social Studies Department, whilst the Social Studies course structure of University of Cape Coast (UCC) is offered in the Department of Arts and Social Science Education (DASSE). Gauging from the documents on Social Studies course structures one can deduce that Social Studies at UCC is meant to produce trained and qualified teachers who have adequate subject matter knowledge in chosen subject areas such as: Economics; History; and Geography, whilst UEW shows that the programme is to equip students with relevant knowledge which form the basis for enquiry into issues and how to solve one's problem and that of society and inculcate in students the attributes of good citizenship.

The above suggest that students from UCC are mentored to be masters in the discrete subjects in the Social sciences, comprising among other subjects, Geography, History, Economics, and Sociology. At UEW, students are taught to be problem solvers in Social Studies as a single subject which is problem-oriented and theme based, and trans-disciplinary in nature as depicted in their course structures. Consequently, the difference in orientations based on the schools attended by the teachers reflect in their daily teaching in their schools.

### 2.3.2 Teacher pedagogy and teaching

The core idea of critical pedagogy is to submit received understandings to critical analysis, with the aim of increasing human knowledge and freedom. Shor offers straightforward description of critical pedagogy: Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, Social context, ideology, and personal consequences of any action, event, object, process, organisation, experience, text, subject matter, policy, mass media, or discourse (1992, p. 129).

According to Ellsworth (1989), critical pedagogy gives rise to repressive myths that perpetuate relations of domination where –objects, nature, and –Others” are seen to be known or ultimately knowable, in the sense of being –defined, delineated, captured, understood, explained, and diagnosed‘ at a level of determination never accorded to the knower‘ herself or himself’ (p. 321). In response to critical pedagogy, Ellsworth offers her preferred version of classroom practice as a kind of communication across difference: If you can talk to me in ways that show you understand that your knowledge of me, the world, and the Right thing to do‘ will always be partial, interested, and potentially oppressive to others, and if I can do the same, then we can work together on shaping and reshaping alliances for constructing circumstances in which students of difference can thrive (p. 324). The implication here is that in every classroom situation when students are given the opportunity to construct their own knowledge, such knowledge becomes real and its relevance is largely known to them. I therefore think that the decisions of what to teach our students under Social Studies education often shift and are dependent on the influence of the perception of the teacher about the subject and the students.

### **2.3.3 Passion of Social Studies teacher**

While studying hard can prepare you to be a good teacher, there are several inherent characteristics that make you a great teacher. For example, you can learn how to effectively teach curriculum and create a welcoming classroom, but showing enthusiasm for your students' education needs to come from the heart—passion. Passion is simply showing a strong tendency and willingness through spending time and energy on an activity that someone likes or believes that it is important (Carbonneau, Vallerand, Fernet & Guay, 2008). Being passionate is closely related to learning and experiencing new ideas. According to Day (2004), passion is identified with hope, loyalty, care, and enthusiasm, which are key features of effective teaching. Passion is an important factor in inspiring teachers and motivating them.

Fried (2001) describes a passionate teacher as someone who is in love with the field of knowledge, deeply excited about the ideas that change our world, and closely interested in the potentials and dilemmas of young people who come to class every day. Similarly, Zehm and Kottler (1993) define passionate teachers as those who love the work they do. Passion is essential for quality and effective learning. It is a factor that increases the performance of teachers, and encourages them for more student achievement. Passionate teachers are committed to creating an effective learning environment and increase the learning potential of students. Passion contributes to creativity; thus passionate teachers have more thinking skills and can easily produce new ideas. Passionate teachers are committed to the schools they work for and a good educational achievement is a good result of this commitment. According to Olson (2003), when we discover our passions about teaching and learning and share them with others, the doors are open, and everything becomes possible.

According to Day (2004), passion is at the heart of effective teaching and it is based on commitment, dedication and mastery of one's profession. Passion creates motivation, hence encourages teachers to act (Vallerand, 2007). For this reason, passionate teachers can create excitement that influences learning. Hargreaves (1997), emphasising the link between learning and education argues that all pedagogical approaches fail unless passion is created in the classroom. Passionate teachers like their job, and they are aware of the effect of passion on student success.

The influence of passion for learning and teaching is indisputable. For this reason passionate teachers are always in an effort to increase student achievement. In the words of Hansen (2001), passionate teachers truly believe that teaching energises them compared with those who have lost faith and put less effort into their jobs. An enthusiastic teacher can encourage students and turn them into passionate individuals to achieve more successful outcomes. Fink (2003) states that when students attach importance to something they become more energetic and willing to learn. This assertion supports the view held by Fox (1964) that the most important elements in the development of passion for teaching is the commitment and dedication of teachers to students and their learning. Fox further contended that passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn. Fried (2001) supports this idea by providing the following tripartite reasons: First, if students know that the teacher has a high level of interest in the subject and puts a high standard on them, they will become more serious. At this point, teaching is no longer a job done by force and turns into an inspiration for the students. Second, unless a collaborative learning environment and a desire to take risks is created in the classroom a relationship between the teacher and the student is established. Finally, students will be less motivated to learn if they do not know how



to apply what they learn in their lives.

The above debates suggest that passion for teaching is more than anything else, as enthusiasm and passion for students are key characteristics and attributes that make the teacher succeeds in teaching and learning process. For a passionate teacher is always in the effort of professional development because he constantly aims at student success. Fried (2001) stresses that passion is witnessed in three places in teaching: First, teachers are committed to their fields; second, teachers are passionate about the events that go on in the world; and third, teachers are committed to students. Fried (2004), further stated that passion is not a personal feature which is found in some people and not found in others, passion is discoverable, teachable and reproducible, and increased or decreased according to personal and Social status.

#### **2.4 Classroom Environment and Teaching and Learning**

The importance of school buildings and classroom spaces for teachers and students' practice had been ignored for many years (Martin 2002). Most teachers do not think about their school and their classrooms as a built environment for teaching and learning. Rather, they focus on the restrictions of their school building and their classrooms (Walden 2009; Weinstein 2007, 2011). Studies about change of teachers' thinking about teaching and of classroom arrangements found that teachers now focused more on student-centered lessons, talked more about learning strategies and initiated many more cooperative learning settings (Martin, 2002; Scheunpflug et al., 2012; Woolner et al. 2012). The teachers themselves named some useful arrangements and focused on innovative aspects such as: a classroom floor plan suitable for various instructional methods, furniture that enabled opportunities for small group learning and individual study and finally, good environmental conditions.



Many educational Studies initially focused on the design and the architecture of schools and classrooms. Again, these Studies often discussed connections between the school building/classroom architecture and teaching and learning. Only a few Studies in the past discussed the influence of school buildings and classrooms architecture on educational processes, shown in teachers and students' interaction during the lessons. The Studies demonstrated that it is not unreasonable to suggest that more positive attitudes and behaviours on the part of both teachers and learners may reflect positively on improved academic achievement. Therefore the environment seen as having an indirect effect on achievement. Martin (2002), concludes that the training of teachers after and during research projects thus represents a matter of greatest importance in order to understand the effects which the classroom has on teachers.

Students also see the bad conditions in their classrooms and their schools. However when asked in more detail – for example in the Studies of Woolner et al. (2007, 2011, 2012, 2013) – teachers and students were able to communicate the school buildings and classrooms they desired. This result is not surprising as it replicates similar Studies. However, more interesting are some results in the aggregate value of class atmosphere; these effects could be supported by the classroom arrangement, the constructed environment, because these shown classroom arrangements are preconditions for changing teaching and learning.

As illustrated by these examples, the research process must be a part of school- and teaching development. As an aspect of school development, the focus on the learning environment has to be part of the communication, both discussions and planning in schools and with teachers and students. These results among others were also pointed out by Higgins et al. (2005) in their research overview of learning environments.

According to them, much of what is known about student comfort, particularly in terms of furniture, has yet to be translated into actual school/classroom environments and that, since different room arrangements serve different purposes, it is necessary for classrooms to have some degree of flexibility.

In addition to the above, Martin (2002) examined teachers' environmental awareness, by using three types of attitudes which she labeled the imprisoned, the free and the simply confused. She describes imprisoned teachers as teachers that do not perceive their surroundings in a constructive way and do not seem to perceive how much impact that setting is having on their teaching and class (Martin, 2002). The simply confused teachers are aware of the effect of the setting on themselves and on the students. However, some of these teachers are victims of their own classroom settings, because they knew something was not working well but they were not able to find a solution. The free teachers were aware of their surroundings and deliberately used them. These suggest that classroom environment can have significant impact of Social Studies teaching and learning in the SHSs.

#### **2.4.1 Physical environment and learner dispositions**

The environment plays a very important role in one's personal growth and development. A healthy environment creates a perfect individual while the environment is a less healthy environment will produce problematic society. A study conducted by Hoffman, Hutchinson and Reiss (2009) demonstrates that healthy environment creates a perfect individual while the environment is a less healthy environment will produce problematic society. The authors argue that positive Social environment has been linked to enhancing students' behaviour, academic achievement, and motivation. It also has a positive impact on the formation of

students' attitudes and behaviours in many key areas like making decisions, equality and justice, caring, sensitivity, and discipline of a student. Hence, the environment is a contributing factor to students' delinquency such as loitering, playing truant, bullying, skipping, and more, which consequently influence their learning.

The physical setting is closely linked to safety concerns, temperature, decorations, materials and equipment may affect the perceptions and attitudes of learners and teachers towards the organisation objectives and activities. The inadequacy of the necessary physical arrangements and materials can lead to a perceived stressful work environment. Ergonomically designed materials may make the education more effective (Bloom, 2010; Rohacek, Adams, & Kisker, 2010).

It must be noted that, organisations with a positive organisational climate encourage employees to find creative solutions to problems. In addition, differences of opinion are valued and new approaches and practices in education are supported. Innovation is related to the leadership styles of the school directors because it is the job of the director to initiate a supportive process for change and then to monitor and sustain this innovative process. Such directors play a very important role in the identification of problems in school, necessary interventions, and a qualified and dynamic understanding of education (Bloom, Hentschel & Bella, 2010). Considering the related literature, organisational climate is very important for educational institutions.

## **2.5 Quality of Assessment of Social Studies Education at the SHSs**

Quantitative analysis indicates that measures of teacher preparation and certification are by far the strongest correlates of student achievement (Darling-Hammond, 2000). Goe (2007) also supports this assertion in that his research review provides a snapshot of the current state of research on teacher quality and practices that hold the greatest

promise for improving learners' outcomes. Teachers' major subject of specialisation marginally improves learners' achievements (Goldhaber & Brewer, 1996). Hanushek, Kain, O'Brien and Rivkin (2005) rather in a sharp contrast found no impact.

With regard to initial teacher preparation programme, mentoring, induction and professional development, there is high significant impact on learners' achievement in Social Studies (Goe, 2007). Teaching experience according (Rockoff, 2004) up to two years positively contribute to high achievement by learners. Schacter and Thum (2004) observed that content and pedagogical knowledge was part of a composite of teacher practices that positively imparted learners' achievement.

It can be observed that, teacher qualification variables have positive impact on learners' achievement academically. Goe (2007), again explains that, teacher collaboration, thus Social Capital where teachers share information, vision and trust among colleagues positively improve instructional quality, likewise teacher efficacy and high expectations. On teacher practices, Goe (2007) explains that practices such as the use of group assignments, project works, feedbacks, whole class instruction alignment of instructional content with assessments, cognitive engagements, interactive practices submission of work on time by learners and quality assignments strongly help learners achieve high academic standards. He claims that, overall studies have consistently indicated that the majority of variations in teachers' effectiveness of raising learners' achievement scores was due to "Unobserved" variables.

Goe's (2007) examination of teacher quality focuses on four categories of teacher quality indicators. These indicators include teacher qualifications; which are credentials, knowledge and experiences that teachers bring to bear on learners' achievement such as course work, certificate and internships. Teacher characteristics

are the attitudes and attributes that teachers possess in the form of collegiality. Teachers practices; include the ways in which they interact with learners and the strategies they use to accomplish specific teaching task like brainstorming, providing intellectual challenges, and teachers effectiveness which is the “Value-Added” assessment of the degree to which teachers who already in the classroom contribute to their students’ learning.

The data coming out of Ghana show that formal and informal ways of learning are important contributions to the economic growth of Ghana through entrepreneurship opportunities (Dzisi, 2008). The Ministry of Education attests that our current formal education system does not promote creativity and ingenuity and that it is important for Ghana to adopt an educational stance where creativity and ingenuity are encouraged in children (Ministry of Education, 2012). From the example of the Ghanaian female entrepreneurs, it is obvious that the informal educational training they received has been more advantageous to them than the formal education. This drives home the point that the current educational model does not benefit the Ghanaian economy or the growing Ghanaian child. An additional reason as to why the current education system does not suit Ghana is that the educational system in Ghana leaves many students feeling incompetent. This is because the educational model is not tailored to be flexible in accommodating the various interests and talents of children (Ministry of Education, 2018).

The current system is perfect for training children to be vast reservoirs of theoretical knowledge who are excellent in reproducing material taught by the teachers during exams (Ministry of Education, 2012; Ministry of Education, 2018; Haffar, 2019). The system is unable to prepare learners for the world of work, career progression or

sustainable development because of the rigid structure of the curriculum and extensive material that needs to be covered (Ministry of Education, 2018). As such it is possible that students who do not excel in regurgitating the theoretical information provided in classroom do not measure up to task in comparison with their colleagues who are able to do so. The education in Ghana from the preschool level is based on “chew and pour”. Chew and pour is a euphemism in Ghana used to mean a student’s ability to memorize theoretical information that a teacher provides- “chew”; and then regurgitate that information during examinations- “pour” (Aizenman & Warner, 2018). According to Adomako Ampofo & Kaufmann (2018), Ghanaian students who are unable to fit the mold of the “chew and pour” system of education can be viewed as incompetent as opposed to embracing it as a student who is thinking outside the box. This thinking outside the box should be viewed as a characteristic of creativity and innovative thinking because there are different types of students some of whom are not all “academically inclined” (Adomako Ampofo & Kaufmann, 2018). As such in a world now where innovation, technology and development of solutions to problems are prized and highly regarded, Ghanaian youth are failing to keep up simply because the education system received from the preschool level is not experiential, hands-on and activity based but rooted in “chew and pour”. Ghana boasts of college graduates, yet the Ghanaian graduate is not trained in applying the concepts taught in school.

## **2.6 Problems Faced by Social Studies Teachers**

Like any other subject, Social Studies teachers are faced with some problems or challenges in the delivering of their duties. Most Social Studies teachers are not trained in Social Studies especially those coming from Universities that do not offer teacher education. These teachers are given the subject to handle, due to lack of trained teachers in the field. This phenomenon largely affects effective delivery of the

subject matter and consequently affect students' performance negatively. This view is shared by Cobbold and Dare (2009). According to him, the National Council for the Social Studies (NCSS), (1994) allows non-professionals into the field to teach the subject. Some Social Studies teachers do not have the requisite content and pedagogical knowledge to teach the subject thereby denying students to effectively grasp the themes and understand the concepts to be able to solve the societal problems which affects pupils' level of motivation.

Again, when the contact hours allocated for the subject are few on the time table, it causes teachers not to be able to complete the curriculum and this again affects students learning outcome. Aggarwal (1982), explains that Social Studies Education is perceived to be an easy subject in that any person can teach it and learners can learn at their chosen time and perform well in examination. He further adds that, the subject is not treated as an integrated unit of study but as an aspect of Social Science such as History, Geography and Economics. Learners do not put into practice what they have learnt in the society which affects their moral uprightness and discipline. To the Ministry of Education, Science and Sports (MESS) (2007), there is less number of periods allocated to the subject on the time table and sometimes large class size affects teaching and learning negatively. There are no well-planned programmes initiated by policy makers and professional trainers to complement the initial teacher preparation programme to continue to provide educational development for Social Studies teachers throughout their career path but rather an ad hoc nature of Continuing Teacher Professional Development in the schools.



Shulman (1986) has noted that there was a mission link in the body of knowledge for teaching of subjects. There are inadequate resources such as resource persons, resource centres and reference materials in the effective delivery of the subject. All these affect effective teaching and learning of Social Studies in the classroom. Shulman's views has been supported by a study conducted by Schug, Todd, and Beery (1984). In the study, it was discovered that lack of co-operation from the community members to help teachers identify useful resources in the community to use in teaching affects teaching. Due to the ad hoc nature of continuing professional development programmes most of the teachers are dogmatic thereby lack the basic knowledge to impact into students and finds it difficult to teach the subject. In my view, it is evident that, the development of the subject is at a slow pace due to the fact that the appointment of teachers is not well regulated thereby making teachers of the subject not performing up to expectation.

Another problem identified by Schug, Todd, and Beery (1984) was that, older students do not feel Social Studies is important in preparing them for the future. To Haladyna and Shaughnessy (1982), students' poor attitude was directly influenced by the attitudes of teachers themselves because of the way the materials are presented in the curriculum. Hawkins (1997) also confirms the assertion raised by Haladyna and Shaughnessy (1982) that many teachers struggling with Social Studies had a poor attitude that was influenced by curriculum guidelines and the way they strangled opportunities to effectively teach the material. The above writers share similar view of poor attitude on the part of students and teachers and how the curriculum materials are structured. This ultimately reflects in learners' negative manner and retention of ideas and concepts (Wade, 2002).



To Christensen, Wilson, Andess, Dennis, Kirkland, Beacham and Warran (2001) the subject is affected by administration, state mandates and standardised testing. Echoing this idea was the fact that many teachers and administrators felt the more pressing need of developing Reading and Mathematics skills for testing purposes took time from the Social Studies Curriculum (Mills, 1988). I contend from the above that, the problems teachers face is complex in nature in that curriculum developers and administrators do not work together to solve the problems confronted by the subject.

## **2.7 Management Support and Policy**

Management support and supportive physical environments worked into school organisational climate. Organisational climate is defined by Litwin and Stringer (1968) as a set of measurable characteristics that are directly or indirectly perceived by people living and working in the workplace, and that are supposed to affect their motivations and behaviour, consists of the attitudes and beliefs of individuals in the workplace. At this point, organisational climate comes to mind when based on the subjective interpretations of events and behaviours of employees in the organisation, and this overlaps with objective reality.

The organisational climate was first popularised in 1960 by George Sterns in his study of higher education institutions and later by the Studies of Andrew Halpin and Don Croft (Owens & Valesky, 2011). The concept of organisational climate has been further developed by the use of these concepts in schools (Hoy, Tarter & Kottkamp, 1991). Different descriptive and measurement tools are used in the Studies explaining the organisational climate but the nexus between the individuals in the organisation is emphasised as common (Çalık & Kurt, 2010) and an evaluation of the individuals is given related to the organisations (Halis & Yaşar- Uğurlu, 2008).

As an educational organisation, the organisational climate of the school, the ecological environment in which the school is located, the Social environment, and the dynamic interaction between the organisation and culture are the result. Individuals working at the school and students are part of this interaction. Their perception on organisation is due to this interaction. Based on the ecological theory developed by Bronfenbrenner (1994), the school climate reflects the processes in which all the individuals in the school actively participate and cooperate. According to Şirin (2010), taking into account the Social and economic environment, the school climate with all its needs is an interactive process jointly established by pupils, teachers, and parents.

Examining the interactions between these components of the school climate allows for a more qualified and productive learning environment. Closely linked to supports is Management Policy. Research shows that not only teachers but also school directors are an important factor in quality and effectiveness in education (Howes, 1997; Howes, James & Ritchie, 2003). The amount and quality of feedback teachers receive from directors affects the quality of the education they provide. In addition, the feedback provided to the teachers gives the message that their work is valuable, thus ensuring that teachers perform better in the profession (Bloom, 2010). Direct support includes frequent constructive feedback on teacher performance, useful information, an equitable attitude towards employees, and encouraging employees to improve themselves professionally. Administrative support in education is among the most important predictors of teachers' positive perceptions about their work and the effectiveness of education (Rohacek, Adams & Kisker, 2010; Howes, James & Ritchie, 2003).

The clear definition of the policies, regulations, programmes, rules and responsibilities applied in SHS is of great importance for the overall efficiency of the SHS. Clarity refers to the explicit identification and application of organisational functioning. Developing a clear understanding of what employees are doing and what they expect are among the components of a positive climate (Bloom, 2010). The lack of clarity in rules, regulations and organisational practices in a school results in increased work stress and even burnout (Dennis & O'Connor, 2013; Glisson & James, 2002). The stated policies of the organisations also affect a manager's leadership style. In organisations where climate and policies encourage strict accountability for expenses and results, managers usually supervise and control subordinates tightly.

### **2.7.1 Decision-making**

Decision-making in schools refers to the sharing of power among education and administrative staff, who decides which decisions are taken, and how people are referred to the decisions taken (Bloom, 2010). These decisions may include topics such as managerial, vocational, educational, financial issues or human resources, school-family relationships and evaluation. In the decision-making process, healthy sharing between education and administrative staff ensures that employees have confidence in themselves, democratic decisions are taken and implemented at the institution, concrete achievements are reached, and school management is supported (Dennis, 2010). In order to have a positive organisational climate in schools, it is necessary to establish a decision-making structure that is flexible and facilitated by the participation of everyone working in the institution.

### **2.7.2 Goal consensus**

This component of organisational climate means developing a common vision for the school among employees. In particular, there should be common educational objectives on how children will go through the education process and what they will gain at the end. According to Bloom (2010), differences in individual characteristics, life philosophies, and professional experience make it difficult to reach consensus on goals. In this respect, ensuring compromise in the educational goals of the school reflects the skills of the individuals to tolerate differences and to be able to do teamwork.

### **2.7.3 Task orientation**

Task orientation focuses on the planning of tasks in an organisation, completion of tasks on time, and the efficiency of the organisation. It can be seen that time is used effectively with a positive organisational climate where employees are not engaged in activities that prevent them from performing their primary tasks. In these institutions, the meetings are clearly planned with clear objectives and there are few delays in meetings or other activities (Bloom, Hentschel & Bella, 2010). However, having a positive organisational climate does not mean having a very strict regime because it is not possible to assess the opportunities that develop spontaneously in institutions where there are very strict rules and practices. The task-oriented nature of an institution means that all employees are engaged with their primary tasks and that routines are unhindered and performed in a timely manner with the most effective use of time in accordance with specific goals.

## **2.8 Theoretical Framework of the Study**

Theoretical framework is a collection of interrelated ideas based on the theories attempting to clarify why things are the way they are based upon theories introducing new views of the research problem allowing understanding realms of the problem helping to conceptualize issues (Korobo and Tromp, 2006). Theoretical framework for this study is based on the constructivists learning theory postulated by both Vygotsky (1978) and Piaget (1969).

### **2.8.1 Constructivist theory**

The father of Social constructivism, Vygotsky (1978) views the origin of knowledge construction as being the Social intersection of people, interactions that involve sharing, comparing and debating among learners and mentors. Through a highly interactive process, the Social milieu of learning is accorded center stage and learners both refine their own meanings and help others find meaning. In this way knowledge is mutually built and increases retention.

Piaget, on perspective, believed that knowledge acquisition is a process of continuous self-construction. Children acquire knowledge through their actions and passes through stages of assimilation, accommodation and equilibrium in the process of knowledge construction. This suggests that in Social constructivist model, the knowledge is constructed through interaction between teacher and student. The role of teacher in Social constructivist approach shifts from the sole dispenser of knowledge to motivator, guide and resource person. Constructivism emphasises on learner centered, learner directed and collaborative style of teaching learning process in which learning is supported by teacher scaffolding and authentic tasks. The Constructivist Learning Strategies can be developed using principles of Social

constructivism to improve academic achievement, high order thinking skills and Social and emotional skills of the students.

The study adopted theories of Vygotsky (1978) and Piaget (1969) to assess and understand the school-based drivers influencing the teaching and learning of Social Studies in the SHSs in the selected districts the study intends to cover. The study adopted this theory since the teaching and learning of social studies becomes effective if it is made interactive and activity based. These school-based drivers the study will consider are presented in Table 1 below and on the conceptual framework of the study.

**Table 1: School-based Drivers influencing Social Studies Education in SHSs (Self-Construct, 2020).**

| Research Factors       | Variables that will be measured           | Description of Variables Criteria                        |
|------------------------|-------------------------------------------|----------------------------------------------------------|
| Classroom Environment  | Classroom dimension                       | Friendly, attractive, convenient,                        |
|                        | Class size                                | Policy or research supported                             |
|                        | Sitting plan                              | Policy or research supported                             |
|                        | Desk type                                 | Convenient, inconvenience, etc                           |
|                        | Ambient temperature                       | Low, high, normal etc.                                   |
|                        | Classroom ventilation                     | Research supported                                       |
|                        | Lighting system                           | Good, bad, average etc.                                  |
|                        | Students attitudes                        | Support or not support learning.                         |
| Learner's Dispositions | Prep rooms                                | Spacious, adequate, lighted, convenient, ventilated etc. |
|                        | Punctuality                               | Regular, irregular etc.                                  |
|                        | Time management                           | Efficient, inefficient etc.                              |
|                        | Frequency of student exercises, projects, | Often, always, rarely, frequent                          |
|                        | Teachers attitudes                        | Support learning, collaborative,                         |
| Teacher Quality        | Self-motivation                           | Autonomy, purpose, mastery.                              |
|                        | Assessment modes                          | As learning, for learning, of learning.                  |
|                        | Teacher qualification                     | Appropriate, qualify                                     |
|                        | Teaching philosophy                       | Research supported                                       |
|                        | <b>Critical pedagogy</b>                  | Research supported                                       |

| Research Factors                | Variables that will be measured                                                                | Description of Variables Criteria                                                                      |
|---------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                 | Dispositions                                                                                   | Friendly, hostile, writing styles, Communication skills, collaborative                                 |
| Management Support              | Teacher motivation<br>Leadership styles<br>Student-teacher ratio                               | Autonomy, purpose, mastery.<br>Support collaboration, team work, etc.<br>Policy or research supported. |
| Supportive Physical Environment | Contact hours<br>Resource Centre                                                               | Sufficient, insufficient,<br>Adequate, relevant etc.                                                   |
|                                 | Issues of food<br>Issues of lights<br>Issues of water<br>Time management<br>Learning materials | Adequate, served on time,                                                                              |
| Assessment Modes                | Summation<br>Formative                                                                         | Assessment of learning<br>Assessment as learning & assessment for learning                             |

## 2.9 Knowledge Gaps Identified in the Empirical Literature Reviewed

One key objective of this literature review was to identify where gaps in knowledge regarding factors influencing the teaching of Social Studies in the Senior High Schools which may justify the need for the present study. From the literature reviewed, the following important observations were made and identified as knowledge gaps in literature:

Most studies such as those published by Aggarwal (1982) and Schug, Todd, and Beery (1984) on Social Studies Education failed to investigate and highlight the link between the following school-based drivers and the teaching and learning of Social Studies in the SHSs. This observation was more pronounced in the public SHSs within the Akuapem South and Akuapem North Districts of the Eastern Region.

- 1 Classroom environment (class size, sitting plan, desk type, ambient temperature, classroom ventilation).
- 2 Learner's dispositions (attitudes, time management, frequency of engagement with exercises, assignments, projects, punctuality).

- 3 Teacher quality and disposition (self-motivation, passion for teaching the subject, qualification in all the integrated components of the subject, teaching philosophy, integrated pedagogy).
- 4 Management styles and support (policy characteristics, teacher motivation, leadership styles).
- 5 Supportive physical environments (contact hours, learning resources, resource centres, nutritional requirements, and co- curricular activities).
- 6 Assessment modes (summative and formative).

Finally, there has been limited situational assessment of conditions of the school-based drivers in SHSs in the districts, thus raising the issues of poor performance of students of Social Studies. These gaps in knowledge are therefore used to define the research objectives and research questions in the study's conceptual framework.

## **2.10 Conceptual Framework**

Figure 1 highlights the conceptual framework of the study. The framework hypothesised that students' performance in Social Studies in SHSs is influenced by school-based drivers including (i) classroom environment (class size, sitting plan, desk type, ambient temperature, classroom ventilation), (ii) learner's dispositions (time management, frequency of engagement with exercises, assignments, punctuality), (iii) teacher quality and disposition (self-motivation, qualification, passion, teaching philosophy, pedagogy, disposition), (iv) management styles and support (policy characteristics, teacher motivation, leadership styles), (v) supportive physical environments (contact hours, learning resources, resource centres, nutritional requirements, and (vi) Students demographic profile.



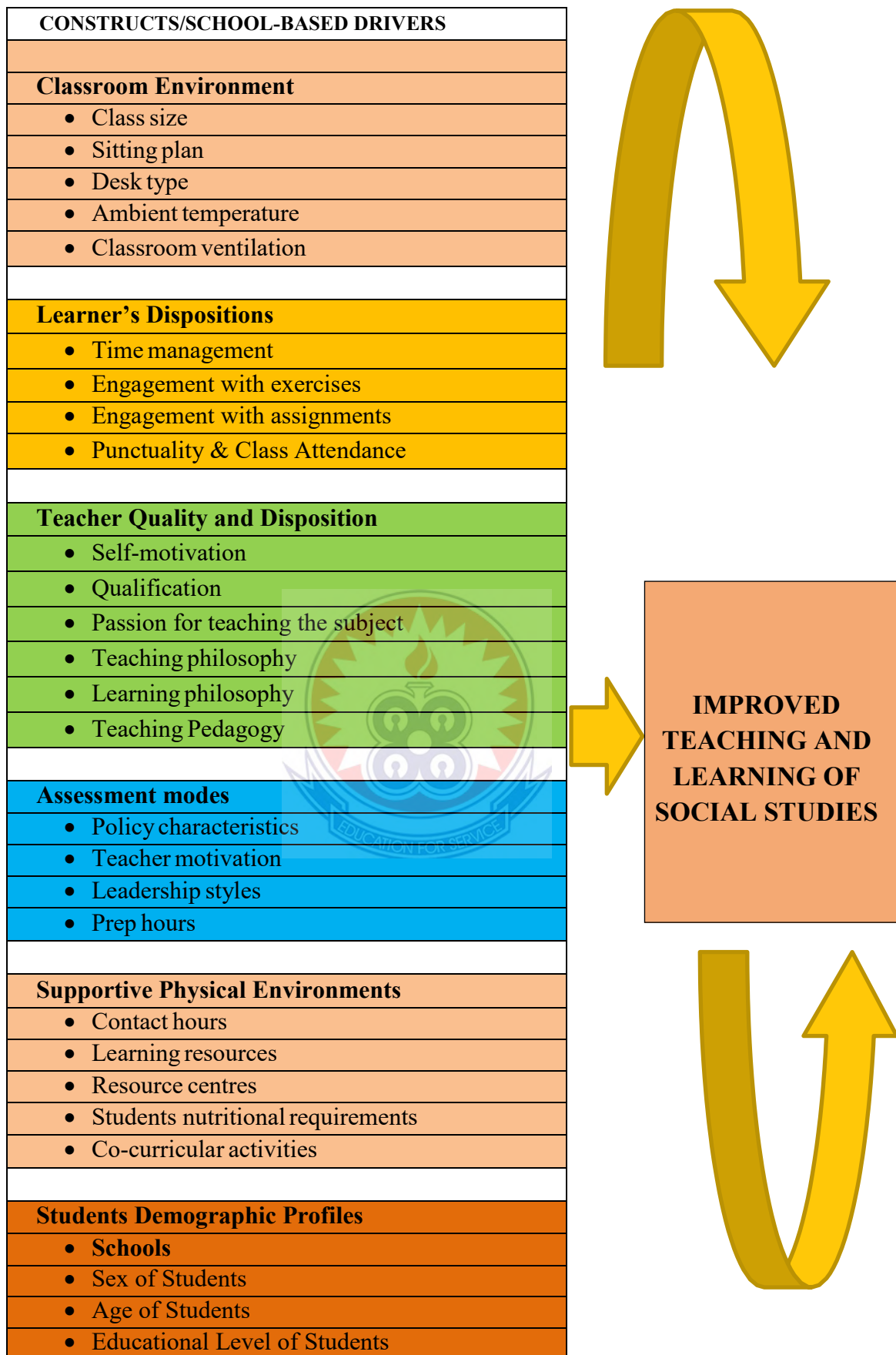


Figure 1: conceptual framework of the study (self-construction, 2020)

As illustrated in Fig. 1 above, the six (6) major components of the conceptual framework for this study are:

- i. Classroom environment.
- ii. Learner's dispositions.
- iii. Teacher quality and disposition,
- iv. Management styles and support.
- v. Supportive physical environments and
- vi. Students demographic Profiles.

The study hypothesises that the effective teaching and learning of social studies in the SHSs is positively influenced by the above school- based drivers. These have further been elaborated under the relevance of conceptual framework of the present study.

### **2.11 Relevance of Conceptual Framework to the Present Study**

Effective teaching and learning of Social Studies at the SHSs can be influenced by the classroom environment, learner's dispositions, teacher quality and disposition, management styles and support, supportive physical environments, and assessment modes). The study hypothesises that effective teaching and learning of Social studies is positively influenced by the identified school- based drivers. The relevance of the framework to this study is that it provides a means of placing these school-based drivers within a logical and comprehensive framework for predicting the quality of the teaching and learning of Social Studies in the SHS.

## CHAPTER THREE

### METHODOLOGY

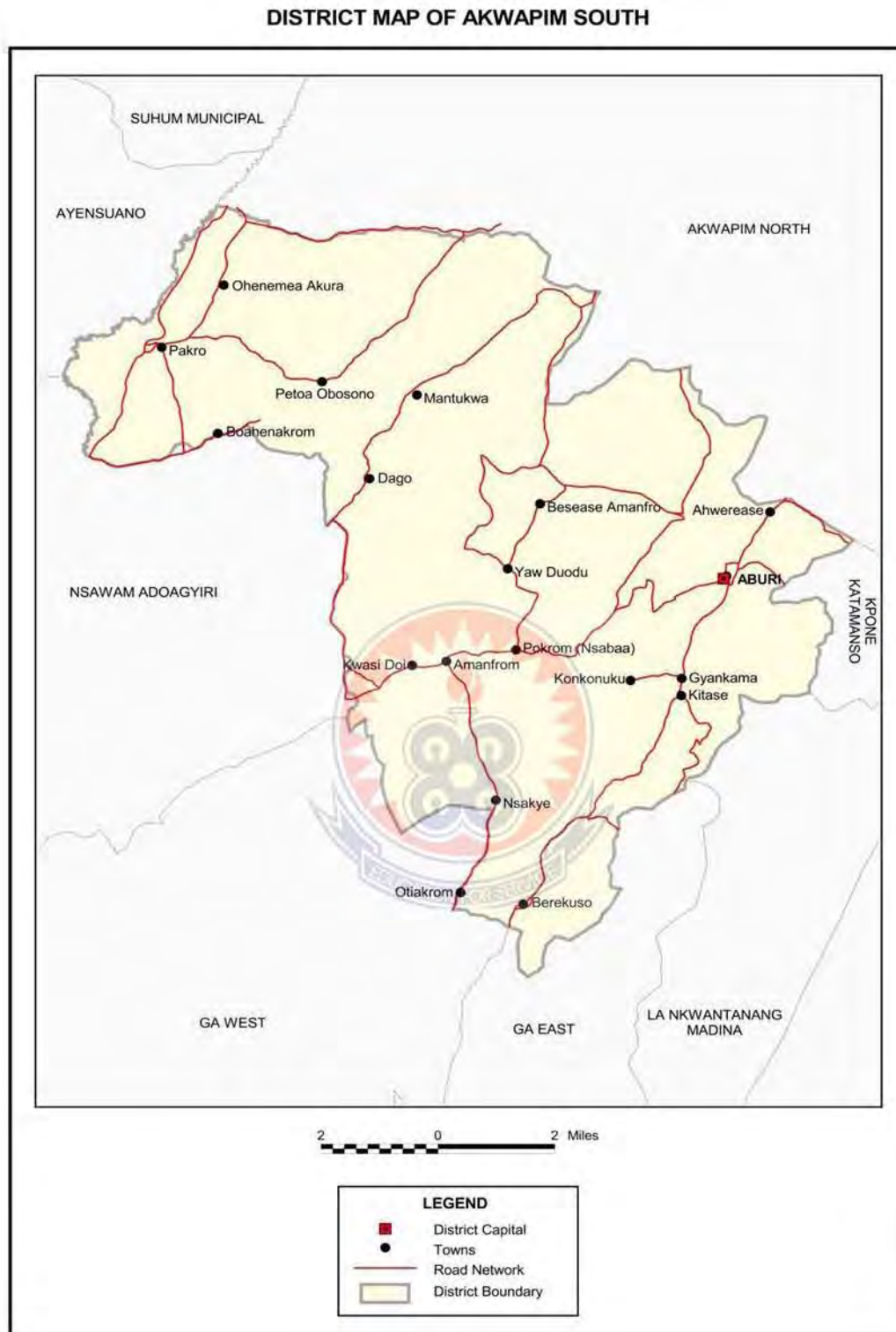
#### 3.0 Introduction

The study was conducted in public SHSs in two Districts, namely, Akuapem South and Akuapem North Districts of the Eastern Region. The Akwapim South District is one of the recently created districts in the Eastern Region of Ghana. It was established on 6th February 2012 by an Act of Parliament (Legislative Instrument 2040). The district was carved out from the old Akwapim South Municipality. The district has Aburi as the capital, and it is about 20km from Accra, the national capital and has a population of 37,501 (GSS, 2017). This chapter gives a brief description of the district in terms of the physical features, cultural, economic, and social structure. The chapter also discusses the research approach, research design, population sample and sampling procedure and instruments used for data collection. Furthermore, validity and reliability of instruments, data collection procedure, data analysis, ethical requirements and limitations of the study were discussed the chapter.

#### 3.1 Study Area

The Akwapim South District is located at the south eastern part of the Eastern Region of Ghana between latitudes  $5^{\circ}.45' N$  and  $5^{\circ}.58' N$ , and Longitudes  $0^{\circ}W$  and covers a land area of about 224.13 kilometre square. It is bordered to the west by the Nsawam-Adoagyiri Municipality, to the south-east by the Kpone- Katamanso District, to the south by the Ga East District and to the North-East by the Akwapim North Municipality (Figure 2). The weather condition in the district is generally cold with annual average temperature of  $24^{\circ} C$ , recorded between March and April, with the lowest temperature of  $20^{\circ}C$  in August. The district lies within the semi-equatorial climatic region, and experiences two rainfall seasons in a year, with an average

rainfall between 125cm and 200cm.



**Figure 2: Map of Akwapim South District.**

The district is predominantly populated by Akwapims, who are part of the Akan ethnic group. The main dialect in the district is Akwapim Twi. There are other ethnic groups who have migrated to settle in the district. These include Ewes, Gas and Hausas. It needs to be stressed that the spillover of the population of the Accra Metropolitan Area as a result of intense urbanisation as well as the extensive sprawl are reconfiguring the population dynamics within the Akwapim South District, especially around its capital, Aburi and its environs. The Chief of Aburi, who is the Adontenhene of the Akwapim Traditional Area is also the traditional head of the district, with many sub-chiefs under him. The major festival celebrated by the people of the district is the Odwira festival. It is celebrated in October every year. The matrilineal system of inheritance is practiced by the people of Akwapim.

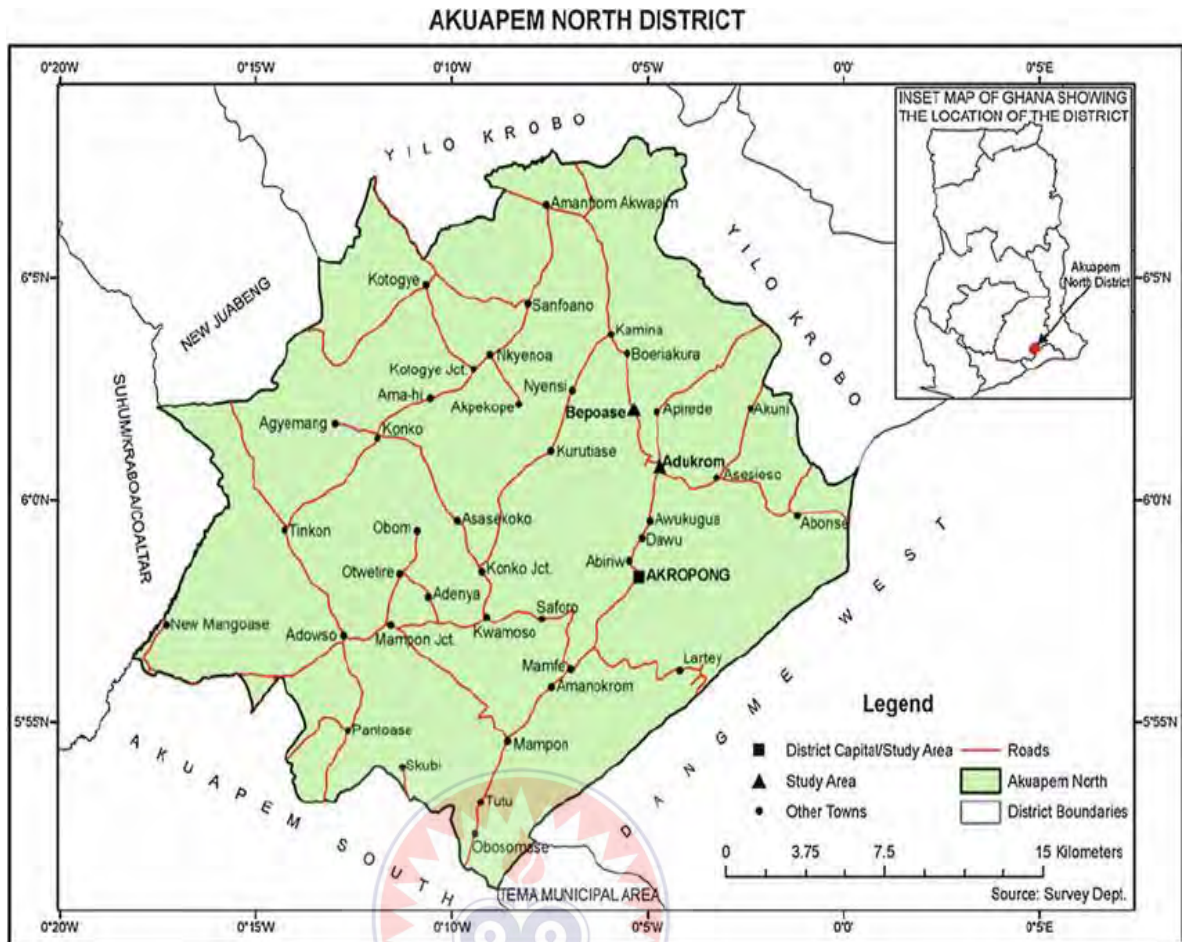
The district is blessed with some of the historical sites in the country. These include the Peduase Lodge which is a Presidential Lodge built by the first President of Ghana, Dr. Kwame Nkrumah. Another attractive tourist site which if properly managed can generate much revenue for the district is the Aburi Botanical Gardens which was established by the Basel Missionaries in 1890 and is situated in Aburi, the district capital. The Aburi Botanical Gardens does not only serve as a tourist centre for people but also harbours rare species for biodiversity. The species are important for both aesthetic and scientific purposes. Some of the trees serve as medicinal plants.

On the average, Aburi Botanical Gardens receive about 35,000 visitors per annum raking in a lot of revenue for the district. Other tourist attraction sites include the Aburi Craft Centre where experienced wood carvers produce various traditional artifacts and souvenirs, which are patronized by both indigenes and foreigners.

Beside this, other economic potential sites for further development include the water falls at Boade near Nsakyee and Mensaman, Pepawani, the natural rock bridge, with a stream running under it, and the Osei Tutu Shrine at Berekuso. The rest are Oboadaka Rock that resembles a coffin; the Obo- guanten, (a rock with a design that looks like a carved sheep on it), near Kobiso and; the Denkyembo, (a natural rock shaped like a crocodile). The Akuapim North District is one of the twenty-one (21) districts of the Eastern Region of Ghana and has its capital at Akropong. The Akuapem North District is one of the administrative districts in the Eastern Region of Ghana and is located in the southeastern part of the region. Akropong, the district capital, is roughly 58 km from Accra. The district lies between latitude  $5^{\circ} 5'$  North and  $6^{\circ} 8'$  North and longitude  $0^{\circ} 4'$  West and  $0^{\circ} 19'$  West. It shares boundaries to the northeast with Yilo Krobo, north with New Juaben Municipal, southwest with Akuapem South Municipal, and in the west with Suhum-Krabo-Coaltar District. The Akuapem North District covers a land area of about 450 km<sup>2</sup> representing 2.3 % of the total land area of the Eastern Region (Ghana Districts.com 2006).

The vegetation of the district is made up of a mixture of forest and shrub. Geologically, the district is dominated by rocks of the Precambrian era, the Togo and Birimian series. Its terrain is mountainous and hilly ranging between 381 and 488 meters but the highest peak reaches 500 m above sea level.





**Figure 3: Map of Akwapem North District**

It has mean daytime temperature ranging between 24 and 30 °C and night temperature between 13 °C and 24 °C. Rainfall in the district is bimodal (with a mean value of 1,270 mm). The major rainy season usually comes between May and August and the minor peaks in October. The physical factors, especially geology and climate, have greatly influenced the demographic and economic activities in the district. According to the 2010 Population and Housing Census, Akwapem North District has a population of 136,483 (Ghana Statistical Service 2012). The population is composed of different ethnic groups dominated by the Twi- and Guan-speaking people as well as Ewes and Krobo settlers.

The less rocky nature of soils in the district and the relatively high annual rainfall totals (compared to the dry Accra plains) make farming very conducive. This might account for why majority of the inhabitants, especially those who live in rural communities within the district, are smallholder farmers. The main crops grown in the area are maize (*Zea mays*), yam (*Dioscorea spp.*), cassava (*Manihot esculenta*), plantain (*Musa species*), vegetables, and fruits. Few of the people are also engaged in the production of cocoa on small-scale basis. Non-traditional products such as mushrooms and snails are also produced to serve the nearby urban markets in Accra.

### **3.2 Research Approach**

The study employed quantitative research approach to assess school-based drivers influencing Social Studies Education in the SHSs located in the two districts. Quantitative research method deals with quantifying and analysing variables in order to get results (Leedy & Ormrod 2001; Williams, 2011). It involves the utilisation and analysis of numerical data using specific statistical techniques to answer questions to enable one arrive at effective conclusions during a study. Aliaga, and Gunderson (2002), also describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analysing with the aid of mathematical methods; in particular statistics.

The quantitative approach was chosen for this study because the findings could be generalised to a whole population or a sub-population because it involves the larger sample from which students were selected for the study (Carr, 1994). Besides sampling, data analysis is less time consuming as it uses the statistical software such as SPSS (Connolly, 2007).



### **3.3 Research Design**

The study adopted school-based cross-sectional survey using descriptive correlational research design to assess school-based drivers influencing Social Studies Education in the SHSs located in the two districts. According to Sekeran (2003), descriptive study determines and describes the characteristics of variables of importance in a context. Correlational research, on the other hand, involved the measurement of two or more relevant variables and assess the relationship between or among these variables. This design was chosen for this study because it was carried out over a short period of time and also helped estimate the prevalence of the outcome of interest for a given population, commonly for the purposes of planning and policy recommendations. It is also used to understand the prevalence of various conditions, services or other outcomes and the factors associated with such outcomes.

### **3.4 Population for the Study**

A total of 3,248 students attending Senior High Schools in the Akuapem South and Akuapem North Districts of the Eastern Region formed the population for the study. These students were selected from 2020 final year cohort who have received Social Studies Education for three years. Five (5) SHSs were selected from a total of ten (10) SHSs within the two districts. The schools selection were done using probabilistic sampling procedure. This sampling technique was employed in the selection of the schools to help avoid bias in the school selection process.

In addition to the 265 students, 33 teachers comprising 26 males (78.8%) and 7 females (21.2%) were also selected to provide information that will be used to validate the data collected from the students.

**Table 2: Proportional Distribution of Students in the Study Sample**

| <b>Districts</b> | <b>Name of Participating SHSs Schools</b> | <b>School Enrolment</b> | <b>Total</b> | <b>Percentage Enrolment</b> |
|------------------|-------------------------------------------|-------------------------|--------------|-----------------------------|
| Akuapem North    | Mt Sinai                                  | 530                     | 1391         | 43.1                        |
|                  | Okuapeman                                 | 861                     |              |                             |
| Akuapem South    | Aburi Girls                               | 457                     | 1857         | 56.9                        |
|                  | Aburi Secondary                           | 800                     |              |                             |
|                  | Technical Adonten Sec.                    | 600                     |              |                             |
| <b>Total</b>     |                                           |                         | <b>3248</b>  | <b>100</b>                  |

The data presented in Table 2 showed the Proportional Distribution of Students in the Study Sample. From the table, it could be seen that five schools were selected for the study. In all 3248 students formed the population for the study.

### **3.5 Sample and Sampling Procedure**

Students in the Akuapem South and Akuapem North Districts of the Eastern Region formed the population for the study. In all, they were 3,248 students. The students were selected from 2020 final year cohort who have received Social Studies Education for three years. From the sample frame, a total of 265 students were recruited for the study of which 261 responded. This selection was done using probability sampling procedures to ensure that all the students in the selected SHSs had equal representation in the sample and also have an equal and independent chance of being selected as respondents. The five (5) SHSs were selected from a total of ten (10) SHSs within the two districts using probabilistic sampling procedure. This sampling procedure was employed in the selection of the schools to help avoid bias in the school selection process. Table 2 shows the proportion of sample selected for the study.

### **3.6 Instruments for Data Collection**

The study used structured questionnaire (SQ) as the main instrument to collect data on views of students and teachers on school-based drivers influencing the teaching and learning of Social Studies in the Public SHSs in the two districts. According to Ameworwor (1995) using questionnaire to gather relevant information allows many respondents to be reached within a short period of time. Employing questionnaire to collect data for this explorative study is therefore more appropriate because it is both cost-effective and time saving and also satisfies the research design chosen.

### **3.7 Validity and Reliability of Instruments**

To ensure validity and reliability of the instruments, the structured questionnaire was pre-tested with 50 SHS students in non-selected SHS but with comparable demographic and educational characteristics before using them in the main phase of the study. The rationale behind this was to identify any potential sources of uncertainty such as their face values, wording, and grammatical errors, measuring competency of the items on the questionnaire and correct them before using them in the fields with the target population. Internal consistency of items on the questionnaire guide was tested using Cronbach's Alpha reliability test (Cronbach, 1951).

### **3.8 Data Collection Procedure**

Basically, data collection is a systematic process of gathering information. The Data collected for this study was based on the six (6) key variables presented on the conceptual framework of the study using Structured Questionnaire (SQ). In collecting data for the study, the first process followed was the definition of the aim of the study. This was guided by the problem statement of the study. After that, the next step which

was followed was the determination of the data collection method which was structured questionnaire. The structured questionnaire was chosen since using it to gather information enables one to reach many respondents within a short period of time (Ameworwor, 1995). The next step which was followed during the data collection procedure was the planning of the processes. The sampling plan was developed to obtain data systematically. In the process, the population for the process was defined as well as the sample size. The accessibility of the sample and timeframe in addition to management plan of the data collection were all considered in the process. Finally the data was collected using the structured questionnaire after which it was managed and presented, analysed and conclusions drawn. In the process, all data collection protocols needed for participants to answer items on questionnaire guide were followed.

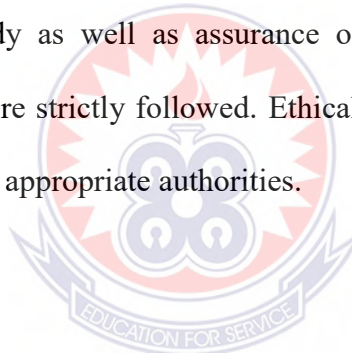
### **3.9 Data Analysis**

**Quantitative Data:** This was analysed using SPSS Software Version 24 (IBM) (SPSS Inc. Chicago, Illinois, USA). Descriptive and T-test statistics were used to analyse data collected using the questionnaire. The descriptive statistics was used to summarise the data that was gathered using the questionnaire into frequencies, percentages, mean and standard deviation. T-test statistics was used to compare the views of students and teachers on existing school-based drivers influencing the teaching and learning of Social Studies in the Public SHSs in the two Districts. All quantitative analyses were conducted at 5% level of precision (95% confident interval) with p-values reported in both one and two tailed significant levels. Relevant statistical tables were generated using SPSS.

### **3.10 Ethical Requirement**

A central feature of research is to make results and findings public, and to provide descriptions and explanations that are publicly available. In view of this, the consent to participate in interview was sought from respondents prior to the administration of the research instruments. Verbal assent and consent for photographing, audio and/or video recording of learners' voices were also sought from participants. Permission to undertake the study in the selected SHSs was sought from the District Education Directorate.

Again, all data collection protocols such as the need for participants to answer the items on questionnaire guide independently, social desirability, and voluntary participation in the study as well as assurance of participants' confidentiality of information provided were strictly followed. Ethical Clearance to undertake the study was also sought from the appropriate authorities.



## CHAPTER FOUR

### RESULTS

#### 4.0 Introduction

The study investigated the school-based drivers influencing social studies education in five public SHSs in Akuapem South and Akuapem North districts. Data was collected using structured questionnaire. Reliability of items on the questionnaire guide was tested using Cronbach's Alpha statistics. Out of a total of 265 students selected, 261 responded to the questionnaire giving a percentage return rate of 98.5%. The framework hypothesised that effective teaching and learning of Social Studies in public SHSs is influenced by school-based drivers which include classroom environment; learner's dispositions; teacher quality and disposition; management styles and support; supportive physical environments; students' nutritional requirements; and assessment modes. An effort was therefore made to explore students and teachers views on the links between these school-based drivers and effective teaching and learning of Social Studies. A t-test was performed to establish if there is a statistically significant difference in the views of students and teachers on the school-based drivers and effective teaching and learning of social studies in the SHSs included in the study. The results of the analysis using the descriptive statistics (frequency and percentage distribution of responses in the sample) and T-test statistics are presented in tables.

#### 4.1 Section A. Students

**Table 3: Summary Results of Descriptive Statistics**

| Participating Schools | Frequency/Percentage Responses in Sample |             |               |
|-----------------------|------------------------------------------|-------------|---------------|
|                       | Frequency                                | Percent     | Valid Percent |
| Mt Sinai              | 50                                       | 18.9        | 19.2          |
| Adonten               | 50                                       | 18.9        | 19.2          |
| Aburi Girls           | 61                                       | 23.0        | 23.4          |
| Okuapeman             | 50                                       | 18.9        | 19.2          |
| Aburi Sec Tech        | 50                                       | 18.9        | 19.2          |
| <b>Total</b>          | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

Table 3 presented summary results of descriptive statistics. The selected schools for the study were five. Aburi Girls Senior High was the only single sex school with a frequency of 61 (23.4%).

##### 4.1.1 Demographic profile of students

**Table 4: Sex Distribution of Students**

| Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------------------|------------------------------------------|-------------|---------------|
|                   | Frequency                                | Percent     | Valid Percent |
| Valid Male        | 71                                       | 26.8        | 27.2          |
| Valid Female      | 190                                      | 71.7        | 72.8          |
| <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 4 showed that more females than males participated in the study. This was due to the inclusion of the only female SHS in the two districts.

**Table 5: Age Distribution in Sample**

| Choice Categories  | Frequency/Percentage Responses in Sample |             |               |
|--------------------|------------------------------------------|-------------|---------------|
|                    | Frequency                                | Percent     | Valid Percent |
| Valid 14-19        | 235                                      | 88.7        | 90.0          |
| Valid 20 and above | 26                                       | 9.8         | 10.0          |
| <b>Total</b>       | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The age distribution of participants show that majority of them belonged to age group of 14-19 with mean age of 1.0996 and SD of 0.3001.

#### 4.1.2 Classroom Environment

**Table 6: Desk Type in Classrooms**

| Choice Categories       | Frequency/Percentage Responses in Sample |             |               |
|-------------------------|------------------------------------------|-------------|---------------|
|                         | Frequency                                | Percent     | Valid Percent |
| Valid Mono Desk         | 210                                      | 79.2        | 80.5          |
| Dual Desk               | 20                                       | 7.5         | 7.7           |
| Both Mono And Dual Desk | 23                                       | 8.7         | 8.8           |
| Others                  | 8                                        | 3.0         | 3.1           |
| <b>Total</b>            | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The data captured in Table 6 suggested that majority of the SHSs in the two districts used mono desks. This is an indication that every student has his/her own desk during lessons.

**Table 7: I feel comfortable in my desk during lessons**

| Choice Categories       | Frequency/Percentage Responses in Sample |             |               |
|-------------------------|------------------------------------------|-------------|---------------|
|                         | Frequency                                | Percent     | Valid Percent |
| Valid Strongly Disagree | 30                                       | 11.3        | 11.5          |
| Disagree                | 48                                       | 18.1        | 18.4          |
| Don't Know              | 14                                       | 5.3         | 5.4           |
| Agree                   | 118                                      | 44.5        | 45.2          |
| Strongly Agree          | 51                                       | 19.2        | 19.5          |
| <b>Total</b>            | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

Data reported in Table 7 showed that greater number of students agreed that they feel comfortable in their desks during lessons. Over 169 students (64.7%) affirmed this and with mean and SD of 3.4291 and 1.30375, respectively.

**Table 8: Class Size**

| Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------------------|------------------------------------------|-------------|---------------|
|                   | Frequency                                | Percent     | Valid Percent |
| Valid 10-15       | 7                                        | 2.6         | 2.7           |
| 16-20             | 21                                       | 7.9         | 8.0           |
| 21-25             | 36                                       | 13.6        | 13.8          |
| 26-30             | 33                                       | 12.5        | 12.6          |
| 31-35             | 13                                       | 4.9         | 5.0           |
| 36-40             | 23                                       | 8.7         | 8.8           |
| 40 And Above      | 128                                      | 48.3        | 49.0          |
| <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |



The result highlighted in Table 8 indicated that most of the SHSs included in the study have large class size which are above 40 students per class. Out of the 261 respondents, 128 (49%) confirmed this observation.

**Table 9: Classroom Temperature**

| Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------------------|------------------------------------------|-------------|---------------|
|                   | Frequency                                | Percent     | Valid Percent |
| Very Cool         | 135                                      | 50.9        | 51.7          |
| Cool              | 86                                       | 32.5        | 33.0          |
| Very Warm         | 14                                       | 5.3         | 5.4           |
| <b>Valid</b> Warm | 14                                       | 5.3         | 5.4           |
| Very Hot          | 5                                        | 1.9         | 1.9           |
| Hot               | 7                                        | 2.6         | 2.7           |
| <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The data on conditions of the classroom temperature is presented in Table 9. This result showed that majority of the classroom in the SHSs in the two districts have cool temperature. More than half of the respondents (51.7%) reported this. The mean value and SD of this observation were 1.8084 and 1.16425 respectively.

**Table 10: Classroom Ventilation**

| Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------------------|------------------------------------------|-------------|---------------|
|                   | Frequency                                | Percent     | Valid Percent |
| Very Good         | 118                                      | 44.5        | 45.2          |
| Good              | 126                                      | 47.5        | 48.3          |
| <b>Valid</b> Bad  | 8                                        | 3.0         | 3.1           |
| Very Bad          | 9                                        | 3.4         | 3.4           |
| <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The result highlighted in Table 10 also indicated that the classroom ventilation is good and therefore convenient for teaching and learning.

**Table 11: Classroom Lighting System**

| Choice Categories |           | Frequency/Percentage Responses in Sample |             |               |
|-------------------|-----------|------------------------------------------|-------------|---------------|
|                   |           | Frequency                                | Percent     | Valid Percent |
| Valid             | Very Good | 90                                       | 34.0        | 34.5          |
|                   | Good      | 113                                      | 42.6        | 43.3          |
|                   | Bad       | 36                                       | 13.6        | 13.8          |
|                   | Very Bad  | 21                                       | 7.9         | 8.0           |
| <b>Total</b>      |           | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

Table 11 presented classroom lightening system. The results indicated that the lightening system in the classroom is good for effective studies. 90 (34.5%) indicated very good whilst 113 (43.3%) indicated that it was good.

#### 4.1.3 Views of students on pedagogy, resources, assessment and other school-based drivers influencing teaching and learning of Social Studies in the public SHSs

**Table 12: My School is having Non-Social Studies specific reference material for Social Studies lessons**

| Choice Categories |                   | Frequency/Percentage Responses in Sample |             |               |
|-------------------|-------------------|------------------------------------------|-------------|---------------|
|                   |                   | Frequency                                | Percent     | Valid Percent |
| Valid             | Strongly Disagree | 60                                       | 22.6        | 23.0          |
|                   | Disagree          | 64                                       | 24.2        | 24.5          |
|                   | Don't Know        | 51                                       | 19.2        | 19.5          |
|                   | Agree             | 75                                       | 28.3        | 28.7          |
|                   | Strongly Agree    | 11                                       | 4.2         | 4.2           |
| <b>Total</b>      |                   | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The result highlighted in Table 12 indicated that majority of the SHSs have inadequate reference resources for effective teaching and learning of Social Studies. Out of the 261 students more 124 (47.5%) were in province of this driver. The mean and SD of this observation were 2.6667 and 1.23101, respectively.

**Table 13: The period on the timetable for learning Social Studies is adequate**

|       | Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------|-------------------|------------------------------------------|-------------|---------------|
|       |                   | Frequency                                | Percent     | Valid Percent |
| Valid | Strongly Disagree | 26                                       | 9.8         | 10.0          |
|       | Disagree          | 36                                       | 13.6        | 13.8          |
|       | Don't Know        | 5                                        | 1.9         | 1.9           |
|       | Agree             | 144                                      | 54.3        | 55.2          |
|       | Strongly Agree    | 50                                       | 18.9        | 19.2          |
|       | <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The data in Table 13 suggested that the period allocated for social studies in the SHSs in the two districts are adequate for both teaching and learning. More than two-third of the respondents reported this.

**Table 14: My Social Studies Teachers do not give me individual attention in class**

|       | Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------|-------------------|------------------------------------------|-------------|---------------|
|       |                   | Frequency                                | Percent     | Valid Percent |
| Valid | Strongly Disagree | 94                                       | 35.5        | 36.0          |
|       | Disagree          | 102                                      | 38.5        | 39.1          |
|       | Don't Know        | 8                                        | 3.0         | 3.1           |
|       | Agree             | 42                                       | 15.8        | 16.1          |
|       | Strongly Agree    | 15                                       | 5.7         | 5.7           |
|       | <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

From the results presented in Table 14 it is evident that most of the social studies teachers provide supports to students during teaching and learning. Out of the 261 respondents, 196 (75.1%) reported this result

**Table 15: The teaching methods used by my Social Studies teachers do not help me understand anything in class**

|       | Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------|-------------------|------------------------------------------|-------------|---------------|
|       |                   | Frequency                                | Percent     | Valid Percent |
| Valid | Strongly Disagree | 120                                      | 45.3        | 46.0          |
|       | Disagree          | 89                                       | 33.6        | 34.1          |
|       | Don't Know        | 5                                        | 1.9         | 1.9           |
|       | Agree             | 32                                       | 12.1        | 12.3          |
|       | Strongly Agree    | 15                                       | 5.7         | 5.7           |
|       | <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The data summarised in Table 15 showed that teaching methods employed by Social studies teachers in the SHSs in the two districts contributes significantly to learning. Again, most of the students, 209 (80.1%) with mean scores of 1.9770 and SD 1.22138.

**Table 16: Teachers do not motivate me to learn Social Studies**

|              | Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|--------------|-------------------|------------------------------------------|-------------|---------------|
|              |                   | Frequency                                | Percent     | Valid Percent |
| Valid        | Strongly Disagree | 116                                      | 43.8        | 44.4          |
|              | Disagree          | 104                                      | 39.2        | 39.8          |
|              | Don't Know        | 8                                        | 3.0         | 3.1           |
|              | Agree             | 23                                       | 8.7         | 8.8           |
|              | Strongly Agree    | 10                                       | 3.8         | 3.8           |
| <b>Total</b> |                   | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

From the data reported in Table 16, it is clear that the Social Studies teachers in the study schools largely motivate students during social studies lessons.

**Table 17: My school is having adequate Social Studies reference material for Social Studies lessons**

|              | Choice Categories | Frequency/Percentage Responses in Sample |              |               |
|--------------|-------------------|------------------------------------------|--------------|---------------|
|              |                   | Frequency                                | Percent      | Valid Percent |
| Valid        | Strongly Disagree | 64                                       | 24.2         | 24.5          |
|              | Disagree          | 80                                       | 30.2         | 30.7          |
|              | Don't Know        | 45                                       | 17.0         | 17.2          |
|              | Agree             | 55                                       | 20.8         | 21.1          |
|              | Strongly Agree    | 17                                       | 6.4          | 6.5           |
|              | Total             | 261                                      | 98.5         | 100.0         |
| Missing      | System            | 4                                        | 1.5          |               |
| <b>Total</b> |                   | <b>265</b>                               | <b>100.0</b> |               |

Table 17 presented a data on schools having adequate social studies reference materials for social studies lessons. The data showed that 64 (24.2%) strongly disagree whilst 80 (30.7%) disagree to the fact that there are adequate social studies reference materials for social studies lessons.

**Table 18: During Social Studies practical lessons we share practical tools**

|       | Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------|-------------------|------------------------------------------|-------------|---------------|
|       |                   | Frequency                                | Percent     | Valid Percent |
| Valid | Strongly Disagree | 91                                       | 34.3        | 34.9          |
|       | Disagree          | 86                                       | 32.5        | 33.0          |
|       | Don't Know        | 30                                       | 11.3        | 11.5          |
|       | Agree             | 34                                       | 12.8        | 13.0          |
|       | Strongly Agree    | 19                                       | 7.2         | 7.3           |
|       | <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The results presented in Table 18 suggested that more than 177 (67.9%) either strongly disagree or disagree that they share practical lesson tools during social studies lessons.

**Table 19: My Social Studies teachers give more group assignments than individual assignment**

|       | Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------|-------------------|------------------------------------------|-------------|---------------|
|       |                   | Frequency                                | Percent     | Valid Percent |
| Valid | Strongly Disagree | 34                                       | 12.8        | 13.0          |
|       | Disagree          | 81                                       | 30.6        | 31.0          |
|       | Don't Know        | 9                                        | 3.4         | 3.4           |
|       | Agree             | 101                                      | 38.1        | 38.7          |
|       | Strongly Agree    | 36                                       | 13.6        | 13.8          |
|       | <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

The results presented in Table 19 suggested that teachers encourage more group work than individual assignments among students.

**Table 20: The period allocated for Social Studies practicals is not sufficient form**

|       | Choice Categories | Frequency/Percentage Responses in Sample |             |               |
|-------|-------------------|------------------------------------------|-------------|---------------|
|       |                   | Frequency                                | Percent     | Valid Percent |
| Valid | Strongly Disagree | 41                                       | 15.5        | 15.7          |
|       | Disagree          | 78                                       | 29.4        | 29.9          |
|       | Don't Know        | 36                                       | 13.6        | 13.8          |
|       | Agree             | 62                                       | 23.4        | 23.8          |
|       | Strongly Agree    | 44                                       | 16.6        | 16.9          |
|       | <b>Total</b>      | <b>261</b>                               | <b>98.5</b> | <b>100.0</b>  |

From the results presented on table 20 as to whether the time period allocated for social studies practical was not sufficient for them, 36 (13.8%) indicated that they did not know.

**Table 21: My Social Studies teachers teach some aspect of the subjects better than other aspects**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 58                             | 21.9        | 22.2          |
| Disagree          | 88                             | 33.2        | 33.7          |
| Valid Don't Know  | 11                             | 4.2         | 4.2           |
| Agree             | 76                             | 28.7        | 29.1          |
| Strongly Agree    | 28                             | 10.6        | 10.7          |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

Table 21 sought to find out if social studies teachers teach some aspects of the subject better than others. From the data, 11 (4.2%) indicated that they do not know but 128 (10.7%) indicated that they strongly agree.

**Table 22: The school has Social Studies resources centre**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 135                            | 50.9        | 51.7          |
| Disagree          | 88                             | 33.2        | 33.7          |
| Valid Don't Know  | 25                             | 9.4         | 9.6           |
| Agree             | 7                              | 2.6         | 2.7           |
| Strongly Agree    | 6                              | 2.3         | 2.3           |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 22 showed that majority of the SHSs in the two districts have no resource centres for social studies lessons.

**Table 23: I have problems in understanding things in Social Studies because the class is too large**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 86                             | 32.5        | 33.0          |
| Disagree          | 98                             | 37.0        | 37.5          |
| Valid Don't Know  | 10                             | 3.8         | 3.8           |
| Agree             | 44                             | 16.6        | 16.9          |
| Strongly Agree    | 23                             | 8.7         | 8.8           |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in table 23 above showed that 184 (66.5%) either disagree or strongly disagree to the fact that they have problems understanding things in social studies class because the classes are too big.

**Table 24: My Social Studies teachers do not complete the Syllabus before final examinations**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 77                             | 29.1         | 29.5          |
| Valid Don't Know  | 4                              | 1.5          | 1.5           |
| Agree             | 67                             | 25.3         | 25.7          |
| Strongly Agree    | 41                             | 15.5         | 15.7          |
| Total             | 261                            | 98.5         | 100.0         |
| Missing System    | 4                              | 1.5          |               |
| <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

The data presented in Table 24 above showed that teachers do not complete the social studies curriculum before students sit for their final examinations. This was reported by 149 students representing 47.1% of the total respondents of 261.

**Table 25: The arrangement of benches in my class does not favour free movement**

|              | Choice Categories | Frequency/Percentage Responses |             |               |
|--------------|-------------------|--------------------------------|-------------|---------------|
|              |                   | Frequency                      | Percent     | Valid Percent |
| Valid        | Strongly Disagree | 115                            | 43.4        | 44.1          |
|              | Disagree          | 85                             | 32.1        | 32.6          |
|              | Don't Know        | 5                              | 1.9         | 1.9           |
|              | Agree             | 39                             | 14.7        | 14.9          |
|              | Strongly Agree    | 17                             | 6.4         | 6.5           |
| <b>Total</b> |                   | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The results reported in table 25 suggested that 56 (21.4%) of the students either agree or strongly agree with the fact that arrangement of benches in their classrooms does not favour movement.

**Table 26: The Social Studies classroom temperature is always cold and makes learning difficult**

|              | Choice Categories | Frequency/Percentage Responses |             |               |
|--------------|-------------------|--------------------------------|-------------|---------------|
|              |                   | Frequency                      | Percent     | Valid Percent |
| Valid        | Strongly Disagree | 65                             | 24.5        | 24.9          |
|              | Disagree          | 97                             | 36.6        | 37.2          |
|              | Don't Know        | 8                              | 3.0         | 3.1           |
|              | Agree             | 66                             | 24.9        | 25.3          |
|              | Strongly Agree    | 24                             | 9.1         | 9.2           |
| <b>Total</b> |                   | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

Table 26 presented a data classroom temperature. Out of the total number of 261 respondents, 65 (24.9%) strongly disagree to the fact that Social Studies classroom temperature is always cold and makes learning difficult.



**Table 27: My Social Studies classroom has good ventilation which makes learning easy and fun**

|              | Choice Categories | Frequency/Percentage Responses |             |               |
|--------------|-------------------|--------------------------------|-------------|---------------|
|              |                   | Frequency                      | Percent     | Valid Percent |
| Valid        | Strongly Disagree | 14                             | 5.3         | 5.4           |
|              | Disagree          | 26                             | 9.8         | 10.0          |
|              | Don't Know        | 7                              | 2.6         | 2.7           |
|              | Agree             | 158                            | 59.6        | 60.5          |
|              | Strongly Agree    | 56                             | 21.1        | 21.5          |
| <b>Total</b> |                   | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 27 above showed that more than half of the students either agree or strongly agree that Social Studies classroom has good ventilation which makes learning easy and fun.

**Table 28: Each student in Social Studies class has his /her own desk which makes learning easy and fun**

|              | Choice Categories | Frequency/Percentage Responses |              |               |
|--------------|-------------------|--------------------------------|--------------|---------------|
|              |                   | Frequency                      | Percent      | Valid Percent |
| Valid        | Strongly Disagree | 18                             | 6.8          | 6.9           |
|              | Disagree          | 23                             | 8.7          | 8.8           |
|              | Don't Know        | 1                              | .4           | .4            |
|              | Agree             | 103                            | 38.9         | 39.5          |
|              | Strongly Agree    | 116                            | 43.8         | 44.4          |
|              | Total             | 261                            | 98.5         | 100.0         |
| Missing      | System            | 4                              | 1.5          |               |
| <b>Total</b> |                   | <b>265</b>                     | <b>100.0</b> |               |

Out of 261 students who were asked as to whether if a student has his/her own desk makes learning easy and fun, 1 (0.4%) indicated that he does not know. However, more than half of the students agree or strongly agree to the statement that, to own a desk makes learning easy and fun.

**Table 29: My Social Studies teacher gives assignment related to the treated topic after every lesson**

|              | Choice Categories | Frequency/Percentage Responses |             |               |
|--------------|-------------------|--------------------------------|-------------|---------------|
|              |                   | Frequency                      | Percent     | Valid Percent |
| Valid        | Strongly Disagree | 32                             | 12.1        | 12.3          |
|              | Disagree          | 88                             | 33.2        | 33.7          |
|              | Don't Know        | 6                              | 2.3         | 2.3           |
|              | Agree             | 100                            | 37.7        | 38.3          |
|              | Strongly Agree    | 35                             | 13.2        | 13.4          |
| <b>Total</b> |                   | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The results reported in Table 29 suggested that social studies teachers do not give assignments to students after every lesson. More than half of the respondents, 135 (51.7%) indicated this with a mean difference of 3.0690 and SD of 1.32252.

**Table 30: My Social Studies teacher is always punctual to class:**

|              | Choice Categories | Frequency/Percentage Responses |             |               |
|--------------|-------------------|--------------------------------|-------------|---------------|
|              |                   | Frequency                      | Percent     | Valid Percent |
| Valid        | Strongly Disagree | 20                             | 7.5         | 7.7           |
|              | Disagree          | 37                             | 14.0        | 14.2          |
|              | Don't Know        | 9                              | 3.4         | 3.4           |
|              | Agree             | 97                             | 36.6        | 37.2          |
|              | Strongly Agree    | 98                             | 37.0        | 37.5          |
| <b>Total</b> |                   | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 30 suggested that out of the 261 students, 195 (74.7%) agree or strongly agree that their Social Studies teachers are always punctual to class.

**Table 31: My Social Studies teacher uses teaching learning materials to teach**

|              | Choice Categories | Frequency/Percentage Responses |             |               |
|--------------|-------------------|--------------------------------|-------------|---------------|
|              |                   | Frequency                      | Percent     | Valid Percent |
| Valid        | Strongly Disagree | 52                             | 19.6        | 19.9          |
|              | Disagree          | 56                             | 21.1        | 21.5          |
|              | Don't Know        | 12                             | 4.5         | 4.6           |
|              | Agree             | 103                            | 38.9        | 39.5          |
|              | Strongly Agree    | 37                             | 14.0        | 14.2          |
| <b>Total</b> |                   | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data in Table 31 showed that as many as 140 (53.7%) either agree or strongly agree that Social Studies teachers use teaching learning materials to teach Social Studies.

**Table 32: The evening preps/studies period is not adequate to do my social studies homework**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 77                             | 29.1        | 29.5          |
| Disagree          | 81                             | 30.6        | 31.0          |
| Valid Don't Know  | 8                              | 3.0         | 3.1           |
| Agree             | 61                             | 23.0        | 23.4          |
| Strongly Agree    | 34                             | 12.8        | 13.0          |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 32 suggested that 158 (70.5%) either strongly agree or agree that the preps/studies period is not adequate to do their homework.

**Table 33: The lightening system in my preps/evening study room is good is good for private studies**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 56                             | 21.1        | 21.5          |
| Disagree          | 46                             | 17.4        | 17.6          |
| Valid Don't Know  | 2                              | .8          | .8            |
| Agree             | 99                             | 37.4        | 37.9          |
| Strongly Agree    | 58                             | 21.9        | 22.2          |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

Out of the 261 students asked to respond to whether lighting system in their preps/evening study room was good for private studies, 157 (60.1%) either agreed or strongly agreed to the statement.

**Table 34: My Social Studies teachers feel happy, and enthuse during lessons**

|       | Choice Categories | Frequency/Percentage Responses |             |               |
|-------|-------------------|--------------------------------|-------------|---------------|
|       |                   | Frequency                      | Percent     | Valid Percent |
| Valid | Strongly Disagree | 22                             | 8.3         | 8.4           |
|       | Disagree          | 15                             | 5.7         | 5.7           |
|       | Don't Know        | 8                              | 3.0         | 3.1           |
|       | Agree             | 117                            | 44.2        | 44.8          |
|       | Strongly Agree    | 99                             | 37.4        | 37.9          |
|       | <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 34 indicated that 8 (3.1) of students do not know that their Social Studies teachers feel happy and enthuse during lessons.

**Table 35: My Social Studies teachers has good communication skills**

|         | Choice Categories | Frequency/Percentage Responses |              |               |
|---------|-------------------|--------------------------------|--------------|---------------|
|         |                   | Frequency                      | Percent      | Valid Percent |
| Valid   | Strongly Disagree | 18                             | 6.8          | 6.9           |
|         | Disagree          | 26                             | 9.8          | 10.0          |
|         | Don't Know        | 6                              | 2.3          | 2.3           |
|         | Agree             | 100                            | 37.7         | 38.3          |
|         | Strongly Agree    | 111                            | 41.9         | 42.5          |
|         | <b>Total</b>      | <b>261</b>                     | <b>98.5</b>  | <b>100.0</b>  |
| Missing | System            | 4                              | 1.5          |               |
|         | <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

The data presented in Table 35 showed that as many as 211 (80.8%) out of 261 (100%) either agreed or strongly agreed that their Social Studies teachers have good communication skills.

**Table 36: Students have adequate water for use on school compound**

|         | Choice Categories | Frequency/Percentage Responses |              |               |
|---------|-------------------|--------------------------------|--------------|---------------|
|         |                   | Frequency                      | Percent      | Valid Percent |
| Valid   | Strongly Disagree | 62                             | 23.4         | 23.8          |
|         | Disagree          | 55                             | 20.8         | 21.1          |
|         | Don't Know        | 3                              | 1.1          | 1.1           |
|         | Agree             | 95                             | 35.8         | 36.4          |
|         | Strongly Agree    | 46                             | 17.4         | 17.6          |
|         | <b>Total</b>      | <b>261</b>                     | <b>98.5</b>  | <b>100.0</b>  |
| Missing | System            | 4                              | 1.5          |               |
|         | <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

The data presented in Table 36 showed that 141 (54.0%) of students indicated that they either agree or strongly agree to the statement that students have adequate water for use on school compound.

**Table 37: Food served for students during breakfast is adequate**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 53                             | 20.0        | 20.3          |
| Disagree          | 59                             | 22.3        | 22.6          |
| Valid Don't Know  | 9                              | 3.4         | 3.4           |
| Agree             | 101                            | 38.1        | 38.7          |
| Strongly Agree    | 39                             | 14.7        | 14.9          |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 37 showed that only 9 (3.4%) of students indicated that they do not know whether the food served for students during breakfast is adequate.

**Table 38: Food served for students during lunch is adequate**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 55                             | 20.8         | 21.1          |
| Disagree          | 60                             | 22.6         | 23.0          |
| Don't Know        | 10                             | 3.8          | 3.8           |
| Agree             | 96                             | 36.2         | 36.8          |
| Strongly Agree    | 40                             | 15.1         | 15.3          |
| Total             | 261                            | 98.5         | 100.0         |
| System            | 4                              | 1.5          |               |
| <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

From Table 38, 10 (3.8%) students indicated that they do not know whether food served for students during lunch is adequate

**Table 39: Food served for students during supper is adequate**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 55                             | 20.8         | 21.1          |
| Disagree          | 47                             | 17.7         | 18.0          |
| Don't Know        | 9                              | 3.4          | 3.4           |
| Agree             | 110                            | 41.5         | 42.1          |
| Strongly Agree    | 40                             | 15.1         | 15.3          |
| Total             | 261                            | 98.5         | 100.0         |
| System            | 4                              | 1.5          |               |
| <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

The data presented in Table 39 showed that only 9 (34%) indicated that they do not know whether food served for students during supper is adequate.

**Table 40: Students are often called for other activities outside classroom during lessons**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 49                             | 18.5         | 18.8          |
| Disagree          | 102                            | 38.5         | 39.1          |
| Don't Know        | 10                             | 3.8          | 3.8           |
| Agree             | 59                             | 22.3         | 22.6          |
| Strongly Agree    | 41                             | 15.5         | 15.7          |
| Total             | 261                            | 98.5         | 100.0         |
| <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

The data presented in Table 40 showed that 151 (57.9%) students either disagreed or strongly disagreed to the fact that students are often called for other activities outside classroom during lessons.

**Table 41: My Social Studies teachers encourage me to study hard**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 16                             | 6.0         | 6.1           |
| Disagree          | 23                             | 8.7         | 8.8           |
| Don't Know        | 4                              | 1.5         | 1.5           |
| Agree             | 108                            | 40.8        | 41.4          |
| Strongly Agree    | 110                            | 41.5        | 42.1          |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

Out of 261 (100%) of students who responded to the statement asking if Social Studies teachers encourage them to study hard, only 4 (1.5%) indicated that they do not know.

**Table 42: My Social Studies teachers show affection by smiling and speaking to students at eye level and throughout the day, especially at arrival and departure**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 23                             | 8.7          | 8.8           |
| Disagree          | 23                             | 8.7          | 8.8           |
| Don't Know        | 13                             | 4.9          | 5.0           |
| Agree             | 91                             | 34.3         | 34.9          |
| Strongly Agree    | 111                            | 41.9         | 42.5          |
| Total             | 261                            | 98.5         | 100.0         |
| <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

From data presented in Table 42, it showed that when students were asked to indicate if their Social Studies teachers show affection by smiling and speaking to them at eye level and throughout the day, especially at arrival and departure, 201 (77.4%) either agreed or strongly agreed to this assertion.

**Table 43: My Social Studies teachers get me involved in activities by giving rewards**

| Choice Categories |                   | Frequency/Percentage Responses |              |               |
|-------------------|-------------------|--------------------------------|--------------|---------------|
|                   |                   | Frequency                      | Percent      | Valid Percent |
| Valid             | Strongly Disagree | 26                             | 9.8          | 10.0          |
|                   | Disagree          | 66                             | 24.9         | 25.3          |
|                   | Don't Know        | 14                             | 5.3          | 5.4           |
|                   | Agree             | 91                             | 34.3         | 34.9          |
|                   | Strongly Agree    | 64                             | 24.2         | 24.5          |
|                   | Total             | 261                            | 98.5         | 100.0         |
| Missing           | System            | 4                              | 1.5          |               |
| <b>Total</b>      |                   | <b>265</b>                     | <b>100.0</b> |               |

The data presented in Table 43 showed that 92 (35.3%) students either agreed or strongly agreed to the assertion that, Social Studies teachers get them in activities by giving them rewards.

**Table 44: Social Studies teachers expect students to respond correctly to questions with one right answer**

| Choice Categories |                   | Frequency/Percentage Responses |         |               |
|-------------------|-------------------|--------------------------------|---------|---------------|
|                   |                   | Frequency                      | Percent | Valid Percent |
| Valid             | Strongly Disagree | 56                             | 21.1    | 21.5          |
|                   | Disagree          | 96                             | 36.2    | 36.8          |
|                   | Don't Know        | 13                             | 4.9     | 5.0           |
|                   | Agree             | 68                             | 25.7    | 26.1          |
|                   | Strongly Agree    | 28                             | 10.6    | 10.7          |
|                   | Total             | 261                            | 98.5    | 100.0         |

The data presented in Tables 44 above showed that social studies teachers do not encourage critical thinking in their students as they encouraged students to answer questions with single response. This could eliminate the spirit of critical thinking on the part of students.



**Table 45: My Social Studies teachers ask questions which encourage students to give more than one right answer**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 15                             | 5.7         | 5.7           |
| Disagree          | 22                             | 8.3         | 8.4           |
| Don't Know        | 10                             | 3.8         | 3.8           |
| Agree             | 113                            | 42.6        | 43.3          |
| Strongly Agree    | 101                            | 38.1        | 38.7          |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Table 45 showed that, as many as 214 (82.0%) out of 261 (100%) either agreed or strongly agreed to the fact that Social Studies teachers ask questions which encourage them to give more than one right answer.

**Table 46: Students are physically active in Social Studies classroom, choosing from activities the teacher has set-up and initiating many of their own activities**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 27                             | 10.2         | 10.3          |
| Disagree          | 36                             | 13.6         | 13.8          |
| Don't Know        | 26                             | 9.8          | 10.0          |
| Agree             | 129                            | 48.7         | 49.4          |
| Strongly Agree    | 43                             | 16.2         | 16.5          |
| Total             | 261                            | 98.5         | 100.0         |
| System            | 4                              | 1.5          |               |
| <b>Total</b>      | <b>265</b>                     | <b>100.0</b> |               |

From the data presented in Table 46, it showed that 26 (10.0%) of the students do not know that, students are physically active in Social Studies classroom and that they choose from activities the teacher set-up and initiate many of their own activities.

**Table 47: Students queue to access Health facilities in the school.**

| Choice Categories | Frequency/Percentage Responses |             |               |
|-------------------|--------------------------------|-------------|---------------|
|                   | Frequency                      | Percent     | Valid Percent |
| Strongly Disagree | 56                             | 21.1        | 21.5          |
| Disagree          | 55                             | 20.8        | 21.1          |
| Don't Know        | 17                             | 6.4         | 6.5           |
| Agree             | 74                             | 27.9        | 28.4          |
| Strongly Agree    | 59                             | 22.3        | 22.6          |
| <b>Total</b>      | <b>261</b>                     | <b>98.5</b> | <b>100.0</b>  |

The data presented in Tables 47 and Figure 48 above showed that students queue to access health care.



**Table 48: Summary Results of Descriptive Statistics of Views of Students**

| VARIABLES/CONSTRUCTS                                                                                 | Frequencies/Percentage Response Categories in Sample |          |           | Descriptive Statistics |         |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------|-----------|------------------------|---------|
|                                                                                                      | Disagree                                             | Neutral  | Agree     | Mean                   | SD      |
| Name of school                                                                                       |                                                      |          |           | 3.0000                 | 1.38675 |
| Sex                                                                                                  |                                                      |          |           | 1.7280                 | .44586  |
| Age                                                                                                  |                                                      |          |           | 1.0996                 | .30006  |
| Desk type                                                                                            |                                                      |          |           | 1.3487                 | .78268  |
| Class size                                                                                           |                                                      |          |           | 5.3180                 | 1.94798 |
| Classroom temperature                                                                                |                                                      |          |           | 1.8084                 | 1.16425 |
| Classroom ventilation                                                                                |                                                      |          |           | 1.6475                 | .70594  |
| Classroom lighting system                                                                            |                                                      |          |           | 1.9655                 | .91712  |
| I feel comfortable in my desk during lessons                                                         | 78 (29.9)                                            | 14 (5.4) | 169(64.7) | 3.4291                 | 1.30375 |
| My school is having non-social studies specific reference material for social studies Lessons        | 124(47.5)                                            | 51(19.5) | 86(32.9)  | 2.6667                 | 1.23101 |
| The period on the timetable for learning social studies is adequate                                  | 62(23.8)                                             | 5(1.9)   | 194(74.4) | 3.5977                 | 1.22594 |
| My social studies teachers do not give me individual attention in class.                             | 196(75.1)                                            | 8(3.1)   | 57(21.8)  | 2.1648                 | 1.23711 |
| The teaching methods used by my social studies teachers do not help me understand anything in class. | 209(80.1)                                            | 5(1.9)   | 47(18.0)  | 1.9770                 | 1.22138 |
| Teachers do not motivate me to learn social studies.                                                 | 120 (84.2)                                           | 8(3.1)   | 33(12.4)  | 1.8774                 | 1.07788 |
| My school is having adequate social studies reference material for social studies lessons.           | 144(55.2)                                            | 45(17.2) | 72(27.6)  | 2.5441                 | 1.24768 |
| During social studies practical lessons, we share practical tools                                    | 177(67.9)                                            | 30(11.5) | 53(20.3)  | 2.3180                 | 1.71263 |
| My social studies teachers give more group assignments than individual assignment.                   | 115(44)                                              | 9(3.4)   | 137(52.5) | 3.0920                 | 1.32983 |
| The period allocated for social studies practical is not sufficient for me.                          | 119(45.6)                                            | 36(13.8) | 106(40.7) | 2.9617                 | 1.35819 |
| My social studies teachers teach some aspect of the subjects better than other aspects.              | 146(55.9)                                            | 11(4.2)  | 104(39.8) | 2.7241                 | 1.37020 |
| The school has social studies resources centre.                                                      | 223(85.4)                                            | 25 (9.6) | 23(5.0)   | 1.7011                 | .91712  |
| I have problems in understanding things in social studies class because it is too large.             | 184(70.5)                                            | 10(3.8)  | 67(25.7)  | 2.3103                 | 1.32122 |
| My social studies teachers do not complete the syllabus before final examinations.                   | 149(47.1)                                            | 4(1.5)   | 108(41.4) | 2.7050                 | 1.50420 |
| The arrangement of benches in my class does not favour free movement.                                | 200(76.7)                                            | 5(1.9)   | 56(21.4)  | 2.0728                 | 1.28245 |

**Table 48: Summary Results of Descriptive Statistics of Views of Students (Cont.)**

| <b>Frequencies/Percentage Response</b>                                                                                                                  |           |         | <b>Neutral</b> | <b>Agree</b>   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|----------------|----------------|
| <b>Disagree</b>                                                                                                                                         |           |         |                |                |
| <b>VARIABLES/CONSTRUCTS</b>                                                                                                                             |           |         |                |                |
| The social studies classroom temperature is always cold and makes learning difficult.                                                                   | 162(62.1) | 8(3.1)  | 90(34.5)       | 2.5785 1.36105 |
| My social studies classroom has good ventilation which makes learning easy and fun.                                                                     | 40(15.4)  | 7(2.7)  | 214(82)        | 3.8276 1.04742 |
| Each student in social studies class has his /her own desk which makes learning easy and fun. .                                                         | 41(15.7)  | 1 (0.4) | 133(51)        | 4.0575 1.19315 |
| My social studies teacher gives assignments related to the treated topic after every lesson.                                                            | 120(46.0) | 6(2.3)  | 135(51.7)      | 3.0690 1.32252 |
| My social studies teacher is always punctual to class.                                                                                                  | 57(21.9)  | 9(3.4)  | 195(74.7)      | 3.8276 1.28189 |
| My social studies teacher uses teaching learning materials to teach                                                                                     | 108(41.4) | 12(4.6) | 141(54.1)      | 3.2605 3.45202 |
| The evening preps/studies period is not adequate to do my homework.                                                                                     | 159(60.5) | 8(3.1)  | 95(36.4)       | 2.5939 1.44508 |
| The lightening system in my preps/evening study room is good for private studies.                                                                       | 102(39.1) | 2(0.8)  | 157(60.1)      | 3.2184 1.50455 |
| My social studies teachers feel happy, and enthuse during lessons                                                                                       | 37(14.1)  | 8(3.1)  | 216(82.7)      | 3.9808 1.18468 |
| My social studies teachers have good communication skills.                                                                                              | 44(16.9)  | 6(2.3)  | 211(80.8)      | 3.9962 1.21370 |
| Students have adequate water for use on school compound.                                                                                                | 117(44.9) | 3(1.1)  | 141(54.0)      | 3.0307 1.49583 |
| Food served for students during breakfast is adequate.                                                                                                  | 102(42.9) | 9(3.4)  | 144(53.6)      | 3.0536 1.42404 |
| Food served for students during lunch is adequate.                                                                                                      | 115(44.1) | 10(3.8) | 136(51.1)      | 3.0230 1.43562 |
| Food served for students during supper is adequate.                                                                                                     | 102(42.9) | 9(3.4)  | 150(57.4)      | 3.1264 1.43155 |
| Students are often called for other activities outside classroom during lessons.                                                                        | 151(57)   | 10(3.8) | 100(38.3)      | 2.7739 1.39734 |
| My social studies teachers encourage me to study hard.                                                                                                  |           |         |                | 4.0460 1.15932 |
| My social studies teachers show affection by smiling and speaking to students at eye level and throughout the day, especially at arrival and departure. | 46(17.6)  | 13(5.0) | 202(77.4)      | 3.9349 1.27384 |
| My social studies teachers get me involved in activities by giving rewards.                                                                             | 92(35.3)  | 14(5.4) | 155(59.4)      | 3.3870 1.35578 |

**Table 48: Summary Results of Descriptive Statistics of Views of Students (Cont.)**

| Frequencies/Percentage Response                                                                                                                         | Disagree  |          | Neutral   |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|----------------|
|                                                                                                                                                         |           |          |           |                |
| <b>ARIABLES/CONSTRUCTS</b>                                                                                                                              |           |          |           |                |
| Social studies teachers expect students to respond correctly to questions with one right answer.                                                        | 152(58.3) | 13(5.0)  | 96(36.8)  | 2.6782 1.34874 |
| My social studies teachers ask questions which encourage students to give more than one right answer.                                                   | 37(14.1)  | 10(3.8)  | 214(82.0) | 4.0077 1.13338 |
| Students are physically active in social studies classroom, choosing from activities the teacher has setup and initiating many of their own activities. | 63(24.1)  | 26(10.0) | 172(65.9) | 3.4789 1.21708 |
| Students queue to access health facilities in the school.                                                                                               | 120(46.0) | 6(2.3)   | 135(51.7) | 3.0958 1.50206 |

Table 48 presented a summary results of descriptive statistics of views of students on social studies education in the selected schools in the district. Students were asked to indicate their views on the variables/constructs which influence the teaching and learning of social studies. The responses on the views were as to whether they Disagree, Neutral or Agree to the variables. On all the items, at least a cross section of students either responded Disagree, Neutral or Agree as presented in Table 48 above.

**Table 49: Summary results of t-test statistics of students views**

|                                                                                                      | t      | P- value | Mean<br>Difference | 95% Confidence<br>Interval of the<br>Difference |        |
|------------------------------------------------------------------------------------------------------|--------|----------|--------------------|-------------------------------------------------|--------|
|                                                                                                      |        |          |                    | Lower                                           | Upper  |
|                                                                                                      |        |          |                    | N=261 ; df =260                                 |        |
| Name of school                                                                                       | 34.950 | .000     | 3.00000            | 2.8310                                          | 3.1690 |
| Sex                                                                                                  | 62.612 | .000     | 1.72797            | 1.6736                                          | 1.7823 |
| Age                                                                                                  | 59.204 | .000     | 1.09962            | 1.0630                                          | 1.1362 |
| Desk type                                                                                            | 27.838 | .000     | 1.34866            | 1.2533                                          | 1.4441 |
| Class size                                                                                           | 44.105 | .000     | 5.31801            | 5.0806                                          | 5.5554 |
| Classroom temperature                                                                                | 25.094 | .000     | 1.80843            | 1.6665                                          | 1.9503 |
| Classroom ventilation                                                                                | 37.703 | .000     | 1.64751            | 1.5615                                          | 1.7336 |
| Classroom lighting system                                                                            | 34.623 | .000     | 1.96552            | 1.8537                                          | 2.0773 |
| I feel comfortable in my desk during lessons                                                         | 42.492 | .000     | 3.42912            | 3.2702                                          | 3.5880 |
| My school is having non-social studies specific reference material for social studies lessons.       | 34.997 | .000     | 2.66667            | 2.5166                                          | 2.8167 |
| My social studies teachers do not give me individual attention in class.                             | 28.270 | .000     | 2.16475            | 2.0140                                          | 2.3155 |
| The teaching methods used by my social studies teachers do not help me understand anything in class. | 26.150 | .000     | 1.97701            | 1.8281                                          | 2.1259 |
| Teachers do not motivate me to learn social studies.                                                 | 28.139 | .000     | 1.87739            | 1.7460                                          | 2.0088 |
| The period on the timetable for learning social studies is adequate.                                 | 47.411 | .000     | 3.59770            | 3.4483                                          | 3.7471 |
| My school is having adequate social studies reference material for social studies lessons            | 32.942 | .000     | 2.54406            | 2.3920                                          | 2.6961 |
| During social studies practical lessons, we share practical tools.                                   | 21.866 | .000     | 2.31801            | 2.1093                                          | 2.5268 |
| My social studies teachers give more group assignments than individual assignment.                   | 37.563 | .000     | 3.09195            | 2.9299                                          | 3.2540 |
| The period allocated for social studies practical is not sufficient for me.                          | 35.229 | .000     | 2.96169            | 2.7961                                          | 3.1272 |
| My social studies teachers teach some aspect of the subjects better than other aspects               | 32.119 | .000     | 2.72414            | 2.5571                                          | 2.8911 |
| The school has social studies resources centre                                                       | 29.966 | .000     | 1.70115            | 1.5894                                          | 1.8129 |
| I have problems in understanding things in social studies class because it is too large              | 28.250 | .000     | 2.31034            | 2.1493                                          | 2.4714 |
| My social studies teachers do not complete the syllabus before final examinations                    | 29.052 | .000     | 2.70498            | 2.5216                                          | 2.8883 |

**Table 49: Summary results of t-test statistics of students views (Cont.)**

N=261 ; df =260

|                                                                                                                                                        | t      | P- value | Mean Difference | 95% Confidence Interval of the Difference |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|-----------------|-------------------------------------------|--------|
|                                                                                                                                                        |        |          |                 | Lower                                     | Upper  |
| The arrangement of benches in my class does not favour free movement                                                                                   | 26.112 | .000     | 2.07280         | 1.9165                                    | 2.2291 |
| The social studies classroom temperature is always cold and makes learning difficult                                                                   | 30.607 | .000     | 2.57854         | 2.4127                                    | 2.7444 |
| My social studies classroom has good ventilation which makes learning easy and fun                                                                     | 59.037 | .000     | 3.82759         | 3.6999                                    | 3.9553 |
| Each student in social studies class has his /her own desk which makes learning easy and fun                                                           | 54.939 | .000     | 4.05747         | 3.9120                                    | 4.2029 |
| My social studies teacher gives assignments related to the treated topic after every lesson                                                            | 37.489 | .000     | 3.06897         | 2.9078                                    | 3.2302 |
| My social studies teacher is always punctual to class                                                                                                  | 48.239 | .000     | 3.82759         | 3.6713                                    | 3.9838 |
| My social studies teacher uses teaching learning materials to teach                                                                                    | 15.259 | .000     | 3.26054         | 2.8398                                    | 3.6813 |
| The evening preps/studies period is not adequate to do my homework                                                                                     | 28.998 | .000     | 2.59387         | 2.4177                                    | 2.7700 |
| The lightening system in my preps/evening study room is good for private studies                                                                       | 34.558 | .000     | 3.21839         | 3.0350                                    | 3.4018 |
| My social studies teachers feel happy, and enthuse during lessons                                                                                      | 54.287 | .000     | 3.98084         | 3.8364                                    | 4.1252 |
| My social studies teachers have                                                                                                                        | 53.193 | .000     | 3.99617         | 3.8482                                    | 4.1441 |
| Students have adequate water for use on school compound                                                                                                | 32.732 | .000     | 3.03065         | 2.8483                                    | 3.2130 |
| Food served for students during breakfast is adequate                                                                                                  | 34.643 | .000     | 3.05364         | 2.8801                                    | 3.2272 |
| Food served for students during lunch is adequate                                                                                                      | 34.019 | .000     | 3.02299         | 2.8480                                    | 3.1980 |
| Food served for students during supper is adequate                                                                                                     | 35.283 | .000     | 3.12644         | 2.9520                                    | 3.3009 |
| Students are often called for other activities outside classroom during lessons                                                                        | 32.071 | .000     | 2.77395         | 2.6036                                    | 2.9443 |
| My social studies teachers encourage me to study hard                                                                                                  | 56.382 | .000     | 4.04598         | 3.9047                                    | 4.1873 |
| My social studies teachers show affection by smiling and speaking to students at eye level and throughout the day, especially at arrival and departure | 49.904 | .000     | 3.93487         | 3.7796                                    | 4.0901 |

| <b>N=261 ; df =260</b>                                                                                                                                 |          |                |                        |                                                  |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|------------------------|--------------------------------------------------|--------------|
|                                                                                                                                                        | <b>t</b> | <b>P-value</b> | <b>Mean Difference</b> | <b>95% Confidence Interval of the Difference</b> |              |
|                                                                                                                                                        |          |                |                        | <b>Lower</b>                                     | <b>Upper</b> |
| My social studies teachers get me involved in activities by giving rewards                                                                             | 40.359   | .000           | 3.38697                | 3.2217                                           | 3.5522       |
| Social studies teachers expect students to respond correctly to questions with one right answer                                                        | 32.080   | .000           | 2.67816                | 2.5138                                           | 2.8426       |
| My social studies teachers ask questions which encourage students to give more than one right answer                                                   | 57.126   | .000           | 4.00766                | 3.8695                                           | 4.1458       |
| Students are physically active in social studies classroom, choosing from activities the teacher has setup and initiating many of their own activities | 46.179   | .000           | 3.47893                | 3.3306                                           | 3.6273       |
| Students queue to access health facilities in the school.                                                                                              | 33.297   | .000           | 3.09579                | 2.9127                                           | 3.2789       |
| Students queue to access toilet facilities in the school.                                                                                              | 32.549   | .000           | 3.09962                | 2.9121                                           | 3.2871       |

Table 49 presented a summary results of t-test statistics of students' views on social studies education in the selected schools in the districts. The results of the  $t$ , P-value, Mean Difference and the Confidence Interval of the Difference (Lower and Upper) have been presented in the table above. In the table, all the constructs/variables considered in the study were presented.



## 4.2 Section B. Teachers

### 4.2.1 Name of Teacher's School

**Table: 50 Name of School**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Okuapeman         | 5                              | 15.2         | 15.2          |
| Aburi Sectech     | 5                              | 15.2         | 15.2          |
| Valid Mount Sinai | 5                              | 15.2         | 15.2          |
| Adonten           | 15                             | 45.5         | 45.5          |
| Aburi Girls'      | 3                              | 9.1          | 9.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 50 showed that five schools were selected for the study. 15 (45.5%) of the teachers were selected from Adonten SHS. The highest among all the schools.

### 4.2.2 Demographic Profile of Teachers

**Table 51: Sex Distribution of Teachers**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Male              | 26                             | 78.8         | <b>78.8</b>   |
| Valid Female      | 7                              | 21.2         | <b>21.2</b>   |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 51 showed that more males than females were involved in the study.

**Table 52: Age Distribution of Teachers**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| 20-25             | 3                              | 9.1          | 9.1           |
| 26-31             | 2                              | 6.1          | 6.1           |
| Valid 32-37       | 14                             | 42.4         | 42.4          |
| 38 and Above      | 14                             | 42.4         | 42.4          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 52 showed that the greater proportion of the teachers are above 32 years.

**Table 53: Educational Qualification of Teachers**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| First Degree      | 19                             | 57.6         | 57.6          |
| Valid Masters     | 14                             | 42.4         | 42.4          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data captured in Table 53 showed that majority of the teachers (57.6%) are first degree holders.

**Table 54: Teaching Experiences**

| Choice Categories  | Frequency/Percentage Responses |              |               |
|--------------------|--------------------------------|--------------|---------------|
|                    | Frequency                      | Percent      | Valid Percent |
| 1-5 years          | 1                              | 3.0          | 3.0           |
| 6-10 years         | 9                              | 27.3         | 27.3          |
| Valid 11-14years   | 7                              | 21.2         | 21.2          |
| 15 years and above | 16                             | 48.5         | 48.5          |
| <b>Total</b>       | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 54 indicated that majority of the Social Studies teachers have been teaching for more 15 years.

### 4.2.3 Classroom Environment

**Table 55: Contact hours per week**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| 1-5 hours         | 5                              | 15.2         | 15.2          |
| 6-10 hours        | 11                             | 33.3         | 33.3          |
| 11-15 hours       | 9                              | 27.3         | 27.3          |
| Valid 16-20 hours | 4                              | 12.1         | 12.1          |
| Above 20          | 2                              | 6.1          | 6.1           |
| 6.00              | 2                              | 6.1          | 6.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

From data presented in Table 55, 5 (15.2%) of the teachers indicated that their contact hours range from 1 – 5 hours whilst 11 (33.3%) indicated that they teach between 6 – 10 hours per week.

**Table 56: Desk Type**

| Choice Categories             | Frequency/Percentage Responses |              |
|-------------------------------|--------------------------------|--------------|
|                               | Frequency                      | Percent      |
| Mono desk                     | 21                             | 63.6         |
| Dual desk                     | 4                              | 12.1         |
| Valid Both mono and dual desk | 7                              | 21.2         |
| Others                        | 1                              | 3.0          |
| <b>Total</b>                  | <b>33</b>                      | <b>100.0</b> |

The data in Table 56 showed that the greater number of students used mono desks. Over 63% of the teachers reported this.

**Table 57: Class Size**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| 21-25             | 1                              | 3.0          | 3.0           |
| 26-30             | 3                              | 9.1          | 9.1           |
| Valid 31-35       | 1                              | 3.0          | 3.0           |
| 36-40             | 10                             | 30.3         | 30.3          |
| Above 40          | 18                             | 54.5         | 54.5          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 57 showed that all the study schools had larger class size.

**Table 58: Classroom Ambient Temperature**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Valid 15-20C      | 1                              | 3.0          | 3.0           |
| 21-26C            | 12                             | 36.4         | 36.4          |
| 27-32C            | 17                             | 51.5         | 51.5          |
| Above 32C         | 3                              | 9.1          | 9.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

On classroom ambient temperature, 17 (51.5%) indicated that, the temperature range from 27 – 32oC and that, it is very good for effective academic work.

**Table 59: Classroom Ventilation**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Very Good         | 7                              | 21.2         | 21.2          |
| Good              | 23                             | 69.7         | 69.7          |
| Bad               | 3                              | 9.1          | 9.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 59 showed that the classroom ventilation in the studied schools good for study schools had larger class size.

**Table 60: Classroom Lightening System**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Valid Very Good   | 2                              | 6.1          | 6.1           |
| Good              | 22                             | 66.7         | 66.7          |
| Bad               | 9                              | 27.3         | 27.3          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 60 showed that the classroom lighting system was good, and this can promote effective teaching and learning in the studied schools.

**Table 61: Have you had any professional training in Social Studies education**

| Choice Categories |      | Frequency/Percentage Responses |              |               |
|-------------------|------|--------------------------------|--------------|---------------|
|                   |      | Frequency                      | Percent      | Valid Percent |
| Valid             | Yes  | 18                             | 54.5         | 54.5          |
|                   | No   | 13                             | 39.4         | 39.4          |
| Missing           | 4.00 | 2                              | 6.1          | 6.1           |
| <b>Total</b>      |      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 61 showed that majority of the teachers 18 (54.5%) have had professional training in social Studies Education.

#### 4.2.4 Views of teachers on pedagogy, resources, assessment, management support and other school-based drivers influencing teaching and learning of Social Studies in SHSs

**Table 62: My school has adequate resource materials for Social Studies lessons**

|                   | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 3                              | 9.1          | 9.1           |
| Disagree          | 19                             | 57.6         | 57.6          |
| I Know            | 2                              | 6.1          | 6.1           |
| Agree             | 9                              | 27.3         | 27.3          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The results presented in Table 62 showed that the schools lacked teaching and learning resources.

**Table 63: The period on the timetable for teaching Social Studies is adequate**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 1                              | 3.0          | 3.0           |
| Disagree          | 11                             | 33.3         | 33.3          |
| Agree             | 15                             | 45.5         | 45.5          |
| Strongly Disagree | 6                              | 18.2         | 18.2          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 63 showed that the time allocation for social studies is adequate. Over 60% of the teachers reported this observation.

**Table 64: Large class size negatively affects my Social Studies lessons**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 1                              | 3.0          | 3.0           |
| Disagree          | 3                              | 9.1          | 9.1           |
| I Know            | 2                              | 6.1          | 6.1           |
| Strongly Agree    | 9                              | 27.3         | 27.3          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data in Table 64 showed that majority of the teachers agreed that large class size negatively affects their teaching and learning.

**Table 65: I find it difficult to teach some topics in the Social Studies syllabus**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Disagree          | 9                              | 27.3         | 27.3          |
| I Know            | 1                              | 3.0          | 3.0           |
| Agree             | 14                             | 42.4         | 42.4          |
| Strongly Agree    | 4                              | 12.1         | 12.1          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

From the data above, when teachers were asked if they find it difficult to teach some topics in the Social Studies syllabus, 14 (42.2%) agreed whilst 4 (12.1%) strongly agreed. The reason they gave was that most of the topics were geography related.

**Table 66: One teacher can teach all the aspects of the Social Studies courses**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 3                              | 9.1          | 9.1           |
| Disagree          | 12                             | 36.4         | 36.4          |
| Agree             | 13                             | 39.4         | 39.4          |
| Strongly Agree    | 5                              | 15.2         | 15.2          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

From the data presented in Table 66, only 17 of the teachers either agreed or strongly agreed or agreed that they can teach all the aspects of the social studies courses

**Table 67: I received no motivation for teaching large Social Studies class**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 2                              | 6.1          | 6.1           |
| Disagree          | 4                              | 12.1         | 12.1          |
| I Know            | 3                              | 9.1          | 9.1           |
| Agree             | 16                             | 48.5         | 48.5          |
| Strongly Agree    | 8                              | 24.2         | 24.2          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 67 showed that teachers do not received any form of motivation from management in regard to teaching of large class size.

**Table 68: Motivation in the form of cash can encourage me to teach large class size at any time**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 5                              | 15.2         | 15.2          |
| Disagree          | 11                             | 33.3         | 33.3          |
| Agree             | 13                             | 39.4         | 39.4          |
| Strongly Agree    | 4                              | 12.1         | 12.1          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

As presented in Table 68, the data suggested that more teachers 17 (51.5%) either agreed or strongly agreed that motivation in the form of cash can encourage them to teach large class size at any time.

**Table 69: Large class size limits the number of assignment I give to my Social Studies class**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Disagree          | 8                              | 24.2         | 24.2          |
| I Know            | 1                              | 3.0          | 3.0           |
| Agree             | 18                             | 54.5         | 54.5          |
| Strongly Agree    | 6                              | 18.2         | 18.2          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

As presented in Table 69 the data suggested that the class size influences the number of assessments teachers give to students to assessment.

**Table 70: I adopt Formative Assessment than Summative Assessment in my Social Studies class**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 6                              | 18.2         | 18.2          |
| Disagree          | 18                             | 54.5         | 54.5          |
| Agree             | 6                              | 18.2         | 18.2          |
| Strongly Agree    | 3                              | 9.1          | 9.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 70 showed that only 9 (27.3%) either agreed or strongly agreed that they adopt formative and summative assessments in their social studies class.



**Table 71: The school has resources center for Social Studies practical lessons**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 18                             | 54.5         | 54.5          |
| Disagree          | 15                             | 45.5         | 45.5          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The results presented in Table 71 suggested that the schools have limited resources to for practical work in the social studies.

**Table 72: Students must be taught rather than constructing their own knowledge in Social Studies class**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 5                              | 15.2         | 15.2          |
| Disagree          | 14                             | 42.4         | 42.4          |
| I Know            | 1                              | 3.0          | 3.0           |
| Agree             | 9                              | 27.3         | 27.3          |
| Strongly Agree    | 4                              | 12.1         | 12.1          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 72 showed that as many as 19 (57.6%) either disagreed or strongly disagreed with the fact that students must be taught rather than construct their own knowledge in Social Studies. Class.

**Table 73: A teacher who is friendly in Social Studies class is not respected by students**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 13                             | 39.4         | 39.4          |
| Disagree          | 15                             | 45.5         | 45.5          |
| Agree             | 2                              | 6.1          | 6.1           |
| Strongly Agree    | 3                              | 9.1          | 9.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

As seen in Table 73, the data suggested that 28 (84.9%) either disagreed or strongly disagreed to the fact that a teacher who is friendly in Social Studies class is not respected by students.

**Table 74: Large class size limits practical work in my social studies class**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Disagree          | 3                              | 9.1          | 9.1           |
| I Know            | 1                              | 3.0          | 3.0           |
| Valid Agree       | 19                             | 57.6         | 57.6          |
| Strongly Agree    | 10                             | 30.3         | 30.3          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

As seen in Table 74, the data indicated that more than half of the teachers 19 (57.6%) agreed to the fact that large class size limits practical work in their Social Studies class.

**Table 75: I always give group assignments to my Social Studies class more than individual assignment**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 3                              | 9.1          | 9.1           |
| Disagree          | 14                             | 42.4         | 42.4          |
| Agree             | 12                             | 36.4         | 36.4          |
| Strongly Agree    | 4                              | 12.1         | 12.1          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 75 showed that 17 (51.5%) either disagreed or strongly disagreed that they always give group assignments to their Social Studies class more than individual assignment.

**Table 76: Materials in Social Studies resource centre are adequate for practical works**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 6                              | 18.2         | 18.2          |
| Disagree          | 22                             | 66.7         | 66.7          |
| I Know            | 1                              | 3.0          | 3.0           |
| Agree             | 2                              | 6.1          | 6.1           |
| Strongly Agree    | 2                              | 6.1          | 6.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 76 suggested most schools lacked teaching and learning materials for teaching and learning.

**Table 77: I find it difficult to complete my Social Studies syllabus if I involve too many demonstrations and projects in my lessons**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 2                              | 6.1          | 6.1           |
| Disagree          | 11                             | 33.3         | 33.3          |
| Valid Agree       | 15                             | 45.5         | 45.5          |
| Strongly Agree    | 5                              | 15.2         | 15.2          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The results reported in Table 77 showed that 15 (45.5%) agreed that they find it difficult to complete their Social Studies syllabus if they involve too many demonstrations and projects in their lessons. Another 5 (15.2%) also strongly agreed to this assertion.

**Table 78: The arrangement of desks in Social Studies class does not favour free movement**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 6                              | 18.2         | 18.2          |
| Disagree          | 8                              | 24.2         | 24.2          |
| I Know            | 1                              | 3.0          | 3.0           |
| Agree             | 14                             | 42.4         | 42.4          |
| Strongly Agree    | 4                              | 12.1         | 12.1          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

As seen in Table 78, the data suggested that movement in social studies classrooms are limited due large class size.

**Table 79: I encounter difficulty in addressing all students' challenges in large classes**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 1                              | 3.0          | 3.0           |
| Disagree          | 6                              | 18.2         | 18.2          |
| Agree             | 19                             | 57.6         | 57.6          |
| Strongly Agree    | 7                              | 21.2         | 21.2          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The results reported in Table 79 suggested that the social studies teachers are unable to address students' challenges in class.

**Table 80: The Social Studies classroom condition is always good and makes learning easy**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 1                              | 3.0          | 3.0           |
| Disagree          | 16                             | 48.5         | 48.5          |
| Agree             | 12                             | 36.4         | 36.4          |
| Strongly Agree    | 4                              | 12.1         | 12.1          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

As presented in Table 80, the data suggested that the social studies classrooms are not conducive for learning.

**Table 81: The Social Studies classroom temperature is always cold and makes learning difficult**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 2                              | 6.1          | 6.1           |
| Disagree          | 25                             | 75.8         | 75.8          |
| I Know            | 1                              | 3.0          | 3.0           |
| Agree             | 4                              | 12.1         | 12.1          |
| Strongly Agree    | 1                              | 3.0          | 3.0           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The results reported in Table 81 showed that only 5 (15.1%) either agreed or strongly agreed that the Social Studies classroom is always cold and makes learning difficult

**Table 82: The Social Studies classroom condition makes learning enjoyable**

|                | Frequency | Percent      | Valid Percent |
|----------------|-----------|--------------|---------------|
| Disagree       | 10        | 30.3         | 30.3          |
| I Know         | 1         | 3.0          | 3.0           |
| Agree          | 19        | 57.6         | 57.6          |
| Strongly Agree | 3         | 9.1          | 9.1           |
| <b>Total</b>   | <b>33</b> | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 82 showed that as many as 19 (57.6%) teachers agreed that their Social Studies classroom condition makes learning enjoyable.

**Table 83: Social Studies classroom has good ventilation to promote good health and studies**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 1                              | 3.0          | 3.0           |
| Disagree          | 5                              | 15.2         | 15.2          |
| I Know            | 1                              | 3.0          | 3.0           |
| Agree             | 23                             | 69.7         | 69.7          |
| Strongly Agree    | 3                              | 9.1          | 9.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

In Table 83, the data showed that 26 (78.8%) of teachers either agreed or strongly agreed that their Social Studies classroom had good ventilation to promote good health and studies.

**Table 84: Each student in Social Studies class has his /her own desk to promote effective studies**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 1                              | 3.0          | 3.0           |
| Disagree          | 7                              | 21.2         | 21.2          |
| Agree             | 19                             | 57.6         | 57.6          |
| Strongly Agree    | 6                              | 18.2         | 18.2          |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

According to the data presented in Table 84, 19 (57.6%) of teachers agreed that each student in their Social Studies class has his/her own desk to promote effective studies.

**Table 85: I find it easy to teach all topics in social studies curriculum**

|                   | Frequency | Percent      | Valid Percent |
|-------------------|-----------|--------------|---------------|
| Strongly Disagree | 3         | 9.1          | 9.1           |
| Disagree          | 13        | 39.4         | 39.4          |
| I Know            | 2         | 6.1          | 6.1           |
| Agree             | 11        | 33.3         | 33.3          |
| Strongly Agree    | 4         | 12.1         | 12.1          |
| <b>Total</b>      | <b>33</b> | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 85 suggested that most of the social studies teachers had challenge in teaching all the aspects of the social studies curriculum.

**Table 86: Management is always concerned about large class size and its effect on teaching and learning**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Disagree          | 11                             | 33.3         | 33.3          |
| Valid Agree       | 19                             | 57.6         | 57.6          |
| Strongly Agree    | 2                              | 6.1          | 6.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The data presented in Table 86 showed that 21 (63.7%) either agreed or strongly agreed that management is always concerned about large class size and its effects on teaching and learning. According to the teachers, management is always concerned but they do nothing

**Table 87: Students are always punctual to class**

| Choice Categories | Frequency/Percentage Responses |              |               |
|-------------------|--------------------------------|--------------|---------------|
|                   | Frequency                      | Percent      | Valid Percent |
| Strongly Disagree | 1                              | 3.0          | 3.0           |
| Disagree          | 13                             | 39.4         | 39.4          |
| Agree             | 17                             | 51.5         | 51.5          |
| Strongly Agree    | 2                              | 6.1          | 6.1           |
| <b>Total</b>      | <b>33</b>                      | <b>100.0</b> | <b>100.0</b>  |

The results reported in Table 87 showed that 19 (57.6%) either agreed or strongly agreed that students are always punctual to class.

**Table 88: Summary results of descriptive statistics of teachers views**

| <b>Constructs</b>                                                                                | <b>Mean</b> | <b>SD</b> |
|--------------------------------------------------------------------------------------------------|-------------|-----------|
| Name of school                                                                                   | 3.1818      | 1.26131   |
| Sex                                                                                              | 1.2121      | .41515    |
| Age                                                                                              | 3.1818      | .91701    |
| Educational qualification                                                                        | 2.4242      | .50189    |
| Teaching experience                                                                              | 3.1515      | .93946    |
| Contact hours per week                                                                           | 2.7879      | 1.36376   |
| Desk type                                                                                        | 1.6364      | .92932    |
| Class size                                                                                       | 6.2424      | 1.09059   |
| Classroom ambient temperature                                                                    | 2.6667      | .69222    |
| Classroom ventilation                                                                            | 1.8788      | .54530    |
| Classroom lighting system                                                                        | 2.2121      | .54530    |
| Have you had any professional training in social studies Education                               | 1.5758      | .79177    |
| My school has adequate resource materials for social studies Lessons                             | 2.5152      | 1.00378   |
| The period on the timetable for teaching social studies is Adequate                              | 3.4242      | 1.22552   |
| Large class size negatively affects my social studies lessons                                    | 3.9394      | .99810    |
| I find it difficult to teach some topics in the social studies Syllabus                          | 3.0909      | 1.35471   |
| One teacher can teach all the aspects of the social studies Courses                              | 3.1515      | 1.32574   |
| I received no motivation for teaching large social studies Class                                 | 3.7273      | 1.15306   |
| Motivation in the form of cash can encourage me to teach large class size at any time            | 3.0000      | 1.36931   |
| Large class size limits the number of assignments I give to my social studies class              | 4.0606      | 1.08799   |
| I adopt formative assessment than summative assessment in my social studies class                | 3.6667      | 1.05079   |
| Assessment for learning is not appropriate for social studies Lessons                            | 2.4545      | 1.25227   |
| The school has resources center for social studies practical Lessons                             | 1.4545      | .50565    |
| Students must be taught rather than constructing their own knowledge in social studies class     | 2.7879      | 1.34065   |
| A teacher who is friendly in social studies class is not respected by students                   | 2.0000      | 1.22474   |
| Large class size limits practical work in my social studies Class                                | 4.0909      | .84275    |
| I always give group assignments to my social studies class more than individual assignment       | 3.0000      | 1.29904   |
| The materials in the social studies resource centre are not sufficient to conduct practical work | 4.2424      | .93643    |



| <b>Constructs</b>                                                                                                          | <b>Mean</b> | <b>SD</b> |
|----------------------------------------------------------------------------------------------------------------------------|-------------|-----------|
| The periods allocated on the timetable are not sufficient for practical lessons                                            | 3.5758      | 1.14647   |
| I have no difficulty in managing my social studies class even though it is large                                           | 3.2424      | 1.09059   |
| Materials in social studies resource centre are adequate for practical works                                               | 2.1515      | 1.00378   |
| I find it difficult to complete my social studies syllabus if I involve too many demonstrations and projects in my lessons | 3.3030      | 1.26206   |
| The arrangement of desks in social studies class does not favour free movement                                             | 3.0606      | 1.39058   |
| I encounter difficulty in addressing all students' challenges in large classes                                             | 3.7576      | 1.09059   |
| The social studies classroom condition is always good and makes learning easy                                              | 3.0606      | 1.22320   |
| The social studies classroom temperature is always cold and makes learning difficult                                       | 2.3030      | .88335    |
| The social studies classroom condition makes learning Enjoyable                                                            | 3.4545      | 1.03353   |
| Social studies classroom has good ventilation to promote good health and studies                                           | 3.6667      | .95743    |
| Each student in social studies class has his /her own desk to promote effective studies                                    | 3.6667      | 1.10868   |
| I find it easy to teach all topics in social studies curriculum                                                            | 3.0000      | 1.27475   |
| Management gives adequate money to purchase resources for social studies lessons                                           | 2.0909      | 1.01130   |
| Management organises professional development programs for social studies teachers                                         | 2.8485      | 1.17583   |
| Management is always concerned about large class size and its effect on teaching and learning                              | 3.3636      | 1.02525   |
| Students are always punctual to class                                                                                      | 3.1818      | 1.13067   |

Table 88 presented a summary results of descriptive statistics of views of teachers on social studies education in the selected schools in the district. Teachers were asked to indicate their views on the variables/constructs which influence the teaching and learning of social studies. The responses on the views were as to whether they Disagree, Neutral or Agree to the variables. On all the items, at least a cross section of teachers either responded Disagree, Neutral or Agree as presented in Table 88 above.

**Table 89: Summary results of t-test**

| CONSTRUCTS                                                                                   | t      | P-values | Mean Difference | T-STATISTICS                              |        |
|----------------------------------------------------------------------------------------------|--------|----------|-----------------|-------------------------------------------|--------|
|                                                                                              |        |          |                 | N=33; df=32                               |        |
|                                                                                              |        |          |                 | 95% Confidence Interval of the Difference |        |
|                                                                                              |        |          |                 | Lower                                     | Upper  |
| Name of school                                                                               | 14.491 | .000     | 3.18182         | 2.7346                                    | 3.6291 |
| Sex                                                                                          | 16.773 | .000     | 1.21212         | 1.0649                                    | 1.3593 |
| Age                                                                                          | 19.932 | .000     | 3.18182         | 2.8567                                    | 3.5070 |
| Educational qualification                                                                    | 27.748 | .000     | 2.42424         | 2.2463                                    | 2.6022 |
| Teaching experience                                                                          | 19.271 | .000     | 3.15152         | 2.8184                                    | 3.4846 |
| Contact hours per week                                                                       | 11.743 | .000     | 2.78788         | 2.3043                                    | 3.2714 |
| Desk type                                                                                    | 10.115 | .000     | 1.63636         | 1.3068                                    | 1.9659 |
| Class size                                                                                   | 32.881 | .000     | 6.24242         | 5.8557                                    | 6.6291 |
| Classroom ambient temperature                                                                | 22.130 | .000     | 2.66667         | 2.4212                                    | 2.9121 |
| Classroom ventilation                                                                        | 19.793 | .000     | 1.87879         | 1.6854                                    | 2.0721 |
| Classroom lighting system                                                                    | 23.304 | .000     | 2.21212         | 2.0188                                    | 2.4055 |
| Have you had any professional training in social studies education                           | 11.433 | .000     | 1.57576         | 1.2950                                    | 1.8565 |
| My school has adequate resource materials for social studies lessons                         | 14.394 | .000     | 2.51515         | 2.1592                                    | 2.8711 |
| The period on the timetable for teaching social studies is adequate                          | 16.051 | .000     | 3.42424         | 2.9897                                    | 3.8588 |
| Large class size negatively affects my social studies lessons                                | 22.673 | .000     | 3.93939         | 3.5855                                    | 4.2933 |
| I find it difficult to teach some topics in the social studies syllabus                      | 13.107 | .000     | 3.09091         | 2.6106                                    | 3.5713 |
| One teacher can teach all the aspects of the social studies courses                          | 13.656 | .000     | 3.15152         | 2.6814                                    | 3.6216 |
| I received no motivation for teaching large social studies class                             | 18.569 | .000     | 3.72727         | 3.3184                                    | 4.1361 |
| Motivation in the form of cash can encourage me to teach large class size at any time        | 12.586 | .000     | 3.00000         | 2.5145                                    | 3.4855 |
| Large class size limits the number of assignments I give to my social studies class          | 21.440 | .000     | 4.06061         | 3.6748                                    | 4.4464 |
| I adopt formative assessment than summative assessment in my social studies class            | 20.045 | .000     | 3.66667         | 3.2941                                    | 4.0393 |
| Assessment for learning is not appropriate for social studies lessons                        | 11.260 | .000     | 2.45455         | 2.0105                                    | 2.8986 |
| The school has resources center for social studies practical lessons                         | 16.525 | .000     | 1.45455         | 1.2752                                    | 1.6338 |
| Students must be taught rather than constructing their own knowledge in social studies class | 11.946 | .000     | 2.78788         | 2.3125                                    | 3.2633 |

**Table 89: Summary results of t-test cont....**

| CONSTRUCTS                                                                                                                 | t      | P-values | Mean Difference | -STATISTICS<br>N=33; df =32               |        |
|----------------------------------------------------------------------------------------------------------------------------|--------|----------|-----------------|-------------------------------------------|--------|
|                                                                                                                            |        |          |                 | 95% Confidence Interval of the Difference |        |
|                                                                                                                            |        |          |                 | Lower                                     | Upper  |
| A teacher who is friendly in social studies class is not respected by students                                             | 9.381  | .000     | 2.00000         | 1.5657                                    | 2.4343 |
| Large class size limits practical work in my social studies class                                                          | 27.885 | .000     | 4.09091         | 3.7921                                    | 4.3897 |
| I always give group assignments to my social studies class more than individual assignment                                 | 13.266 | .000     | 3.00000         | 2.5394                                    | 3.4606 |
| The materials in the social studies resource centre are not sufficient to conduct practical work                           | 26.025 | .000     | 4.24242         | 3.9104                                    | 4.5745 |
| The periods allocated on the timetable are not sufficient for practical lessons                                            | 17.917 | .000     | 3.57576         | 3.1692                                    | 3.9823 |
| I have no difficulty in managing my social studies class even though it is large                                           | 17.079 | .000     | 3.24242         | 2.8557                                    | 3.6291 |
| Materials in social studies resource centre are adequate for practical works                                               | 12.313 | .000     | 2.15152         | 1.7956                                    | 2.5074 |
| I find it difficult to complete my social studies syllabus if I involve too many demonstrations and projects in my lessons | 15.034 | .000     | 3.30303         | 2.8555                                    | 3.7505 |
| The arrangement of desks in social studies class does not favour free movement                                             | 12.644 | .000     | 3.06061         | 2.5675                                    | 3.5537 |
| I encounter difficulty in addressing all students' challenges in large classes                                             | 19.793 | .000     | 3.75758         | 3.3709                                    | 4.1443 |
| The social studies classroom condition is always good and makes learning easy                                              | 14.374 | .000     | 3.06061         | 2.6269                                    | 3.4943 |
| The social studies classroom temperature is always cold and makes learning difficult                                       | 14.977 | .000     | 2.30303         | 1.9898                                    | 2.6163 |
| The social studies classroom condition makes learning enjoyable                                                            | 19.201 | .000     | 3.45455         | 3.0881                                    | 3.8210 |
| Social studies classroom has good ventilation to promote good health and studies                                           | 22.000 | .000     | 3.66667         | 3.3272                                    | 4.0062 |
| Each student in social studies class has his /her own desk to promote effective studies                                    | 18.999 | .000     | 3.66667         | 3.2735                                    | 4.0598 |
| I find it easy to teach all topics in social studies curriculum                                                            | 13.519 | .000     | 3.00000         | 2.5480                                    | 3.4520 |
| Management gives adequate money to purchase resources for social studies lessons                                           | 11.877 | .000     | 2.09091         | 1.7323                                    | 2.4495 |
| Management organises professional development programs for social studies teachers                                         | 13.916 | .000     | 2.84848         | 2.4316                                    | 3.2654 |
| Management is always concerned about large class size and its effect on teaching and learning                              | 18.847 | .000     | 3.36364         | 3.0001                                    | 3.7272 |
| Students are always punctual to class                                                                                      | 16.166 | .000     | 3.18182         | 2.7809                                    | 3.5827 |

Table 87 presented a summary results of t-test statistics of teachers' views on social studies education in the selected schools in the districts. The results of the  $t$ , P-value, Mean Difference and the Confidence Interval of the Difference (Lower and Upper) have been presented in the table above. In the table, all the constructs/variables considered in the study were presented.



## CHAPTER FIVE

### DISCUSSIONS OF RESULTS

#### 5.0 Introduction

The study investigated the school-based drivers influencing Social Studies Education in the public SHSs in the Akuapem South and Akuapem North Districts of the Eastern Region. The study is entirely quantitative and relied on views of teachers and students. The outcomes of the study revealed that all the school-based drivers (classroom environment; supportive physical environments; quality of assessment; management styles and support etc) considered in the study positively correlated with effective teaching and learning of Social Studies. One independent sample t-test conducted indicated that these drivers significantly influence the teaching and learning of social studies in the SHSs. For example, all subscale constructs considered under each of these drivers were statistically significant.

#### 5.1 Demographic Profile of Teachers and Students

Analysis of demographic profiles of study participants (students) showed that more females than males participated in the study. This was due to the inclusion of the only female SHS in the two districts. The age distribution of students' in the sample shows that majority of them, 235 (88.7%) belonged to age group of 14-19 with mean age of 1.0996 and standards deviation of 0.3001. A one sample t-test conducted also showed that the age distribution of study participants was statistically significant ( $t=59.204$ , mean difference = 3.000,  $p = 0.000$ , with 95% confidence interval of 2.831—3.169).

Furthermore, analysis of demographic profile of teachers showed that more females (twenty-six) representing 78.8% and males (seven) representing 21.2% were used to provide information to validate the data collected from students. The age distribution

of teachers in the sample shows that twenty-eight (84.8%) of the teachers are thirty-two years and above. It was also discovered that nineteen (57.6%) of the teachers had first degree with the remaining fourteen (42.4%) having second degree and that sixteen (48.5%) of the tutors have taught for more than fifteen years.

On teacher qualification, the results of the study showed that majority of the social studies teachers (57.6%) are first degree holders. A study conducted by Dunlap and Frank (1996) discovered that all teachers must possess instructional/ intervention skills to maximise the learner's outcomes. This assertion was endorsed by Boyd et al. (2008) who demonstrated in a research that improvements in teacher qualifications, especially among the poorest schools, appear to have resulted in improved student achievement. This finding was supported by Koedel (2007) who found that variation in teacher quality is an important contributor to student achievement. In other related studies conducted to determine the link between teacher qualification and quality teaching found that teachers with higher qualifications perform better compare to those with lower qualifications. This view was also supported by Mama (2012) who opines that most schools require their teachers to have degrees in their specialist subject, and they have to go through a strict interview process to make sure they will fit in at the school. Teachers with postgraduate degrees are generally selected for the teaching role because they are clearly passionate about what they are teaching. The results of these studies largely suggest that the quality of a teacher is crucial in teaching and learning.

The twin factor of teacher's qualifications is teacher's experience. The present study found that majority of the Social Studies teachers have been teaching for more 15 years. Most people argue that experience is the best teacher. In support of this general

assertion, most educationists argue that for effective teaching and learning to take place, teachers need to possess some sufficient degree of experience. This opinion was highlighted by Mavhundutse (2014) who hold the view that experience is one of the major factors contributing towards effective teaching. On the contrary, Department of Education (2012) found that those teachers who had been recently trained and less experienced are more effective than the more experienced.

It has the idea that newly trained qualified personnel have more to offer since they have new knowledge, skills and experience as compared to those with longer experience.

## **5.2 Pedagogical Approaches Used in Teaching Social Studies**

***Research Question One:** What are the existing pedagogical approaches used in teaching Social Studies in the public senior high schools in Akuapem South and Akuapem North Districts?*

The study found that 220 (84.2%) of the Social Studies teachers provide motivational supports to students during teaching and learning. Humans have the capacity to learn throughout their lives in diverse contexts. Studies demonstrated that when students are provided with –motivated learning schemas and equal opportunities to work in different learning environments, adopting many learning strategies such as simulation methods which include historical simulation, simulation activities and simulation games: laboratory method which involves the employment of source materials under the guidance of the teacher, it enables them to participate in the type of learning activities that promote learning and understanding of concepts (Volet & Järvelä,



2001). Studies show that motivationally effective teachers make school learning experiences meaningful for students in two fundamental ways: cognitively, by enabling students to learn and understand content, and motivationally, by allowing them to appreciate its value, particularly its potential applications in their lives outside of school.

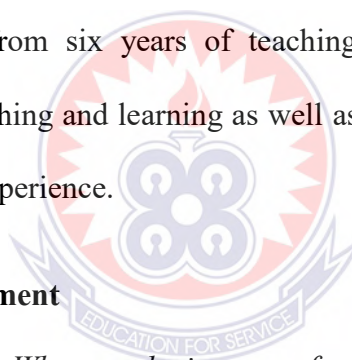
The data presented in Table 20 showed that majority of the SHSs in the two districts have no resource centres for social studies lessons. From the study, it was evident that teachers do not complete the Social Studies curriculum before students sit for their final examinations. This was reported by 149 students representing 47.1% of the total respondents of 261. According to Aggarwal (1982) when the contact hours allocated for the subject are few on the timetable, it causes teachers unable to complete the curriculum and this largely affects students learning outcome. He further argues that Social Studies Education is perceived to be an easy subject in that any person can teach it and learners can learn at their chosen time and perform well in examination.

He further adds that, the subject is not treated as an integrated unit of study but as an aspect of Social Science such as History, Geography and Economics. Learners do not put into practice what they have learnt in the society which affects their moral uprightness and discipline. To the Ministry of Education, Science and Sports (MESS) (2007), there is less number of periods allocated to the subject on the time table and sometimes large class size affects teaching and learning negatively. There are no well-planned programmes initiated by policy makers and professional trainers to complement the initial teacher preparation programme to continue to provide educational development for Social Studies teachers throughout their career path but rather an ad hoc nature of Continuing Teacher Professional Development in the



schools.

In any case, one needs to question whether teachers employ the skills gained from their respective training. Tshabalala (2014) advances the argument that the quality of teacher training has an impact on teaching methods and improvement of skills. Clotfelter et al. (2014) have also demonstrated that teacher's experience largely correlates with achievement and these display a form of heterogeneity across students that may help explain why the observed form of teacher-student matching persists in equilibrium. This opinion has been supported by Ogbonnaya's (2009) findings that indicated a significant positive relationship between students' academic achievement in mathematics and teachers' background such as teachers' qualifications and years of experience, especially from six years of teaching. These views suggest that the effectiveness of any teaching and learning as well as students' academic achievement increases with teacher experience.



### **5.3 Classroom Environment**

**Research Question Two:** *What are the impacts of conducive classroom environment on the quality of Social Studies Education in the public SHSs in Akuapem South and Akuapem North Districts?*

The data reported by this study suggested that majority of the SHSs in the two districts used mono desks, suggesting that students have their individual desks during lessons. This could promote effective learning as students have the freedom to engage in hands-on activities on individual basis. Studies show that furniture in classroom is largely important to the overall learning experience. When chairs are the right size, they help keep students comfortable and focused on lessons. Descriptive statistics indicated the mean value of that as 1.3487 and SD of 0.7827. A t-test statistics

conducted on the impact of desk type of teaching of social studies also showed statistically significant difference ( $t=27.838$ , mean difference =1.349,  $p=0.000$  and 95% confident interval of 1.2533 and 1.4444).

According to Steve and Richard (2013), when a student first steps into a classroom they will make a judgment about the type of class they are going to be taking. They will look to see how desks are arranged. The way in which a teacher sets up their class allows them to communicate with their students non-verbally. By adding various learning centers or activity centers the students will know that this is a classroom that will help them learn. Again, the results of the study showed that majority of the classroom in the SHSs in the two districts have cool environment. A little over half of the respondents (51.7%) reported this.

In addition to these, the study's results also indicated that the classroom ventilation was good and therefore convenient for teaching and learning. Out of the 261 respondents who answered the questionnaire, 214 (82%) reported this (mean difference =3.8276 and  $SD=1.0474$ ). Result of A t-test conducted indicated statistically significant difference in mean value of students' responses.  $T =59.037$ , mean difference = 3.82859, 95% confidence interval of 3.6999 and 3.9553, and  $p = 0.000$ .

Issues of classroom learning environment has been elaborated by several educationists. Walberg (1974), opines that the classroom psychological or social environment refers to the climate or atmosphere of a class as a social group that potentially influences what students learn. This indicates that classroom environment helps in motivating students and have effect on their thought processes, how they perceive themselves and what are their thoughts about present environment and

situations. The classroom environment therefore plays a very important role in students' personal growth and development. A healthy environment creates a perfect individual while a less healthy environment produces problematic society. Other authors argue that positive social environment has been linked to enhancing students' learning behaviours, academic achievement, and motivation. The physical setting is closely linked to safety concerns, temperature, decorations, materials, and equipment. This may affect the views and attitudes of learners and teachers towards the organisation of objectives and activities. The inadequacy of the necessary physical arrangements and materials can lead to a perceived stressful work environment (Bloom, 2010). Economically designed materials make the teaching and learning (education) more effective (Bloom, 2010; Rohacek, Adams, & Kisker, 2010).

#### **5.4 Quality of Assessment of Social Studies Education at the SHSs**

***Research Question Three:** What are the views of teachers and students on the quality of assessment of Social Studies Education in the public senior high schools in Akuapem South and Akuapem North Districts?*

Another school-based driver influencing social studies education reported in this study is the mode of assessment of students by teachers. The results of the study revealed that social studies teachers do not conduct any diagnostic assessment on students after every lesson to identify students' areas of difficulties. More than half of the respondents, 135(51.7%) indicated this. Diagnostic assessment is important in teaching and learning process as it provides quality control measures by assessing learners' strengths and weaknesses for remediation. The research results demonstrated that the diagnostic test could provide a comprehensive diagnostic feedback on learners' strengths and weaknesses. Focusing on strengths will enable the identification of the level a learner has reached, and focusing on weaknesses or

possible areas for improvement should lead to remediation or further instruction. To the learner, diagnostic feedback provides information that help them reflect on their learning in order to take remedial action (Ferris, 2003; Ferris & Roberts, 2001).

Besides assessment of students by teachers, the study also showed that social studies teachers do not encourage critical thinking in their students as they encouraged students to answer questions with single response. This could eliminate the spirit of critical thinking on the part of students. Liu (2009) argues that problems faced in human life have different dimensions and therefore, critical thinking is the only way to effectively solve them. Consequently, a system of education that facilitates their development must be promoted. He further suggested that teachers in this 21st century, must play a decisive role in changing the spoon-feeding education paradigm and help learners develop critical thinking skills and foster human values. Critical thinking skills and subject matter are not mutually exclusive but complementary. Critical thinkers restore integrity, promote welfare, equity and social justice.

### **5.5 Challenges Teachers Face in Teaching Social Studies in SHSs**

***Research Question Four:*** *What are the challenges associated with the teaching and learning of Social Studies in the public senior high schools in the Akuapem South and North Districts?*

The results of the study again revealed that all the five SHSs included in the study have large class sizes (high students' enrolment per class) which were above 40 students per class. This could affect the output of the teacher as he/she will find it difficult individualising the teaching learning process. Besides this, large class size negatively influence the time the teacher could spend with each individual student in the class. The impact of class size and student-teacher ratio on educational outcomes is among the most researched areas in education (Hanushek, 1995). Reducing class

size has been found to have academic benefit in all subject areas. Studies published since the mid-1980s showed that classroom behaviour and test scores improve when students are small in classes (Bain, Johnson & Word, 1989). The advantages of small classes have been touted by educators throughout modern history (Vander, 2003). Studies show that overcrowded or large classes are now common places in most educational institutions, especially those in the developing world of which Ghana is no exception.

With regard to how large class size affects the quality and effectiveness of teaching, Amua-Sekyi (2010, p. 145) put it this way: –You cannot set essay questions; it is not practicable; tutorials are impossible; it is counterproductive; you must face the whole class; the interaction is not close enough. Within the literature on large classrooms in North America and Western Europe, there are issues about the point at which classes become too large and negatively impact education quality. In Western countries, class sizes of 30 are considered large and in need of reduction. In disagreement with this assertion, Vander and Vander Ark (2003), were of the view that there are examples of very large classrooms with excellent student learning outcomes and that, this was achieved through differentiated instruction, improved classroom management, and improved teacher morale (Vander Ark, 2003). Another challenge students' faced in their social studies lessons, as revealed in this study was inadequate reference resources. Out of the 261 students who responded to the questionnaires, 124 (47.5%) were in province of this driver. Researches have demonstrated that within schools, it is vital to make provision of resources such as textbooks, notes, learning materials, hand-outs, technology, library facilities and resource available for students to utilize to enhance their academic performance (Maina, 2010). When students are provided the necessary tools and equipment, they will be able to acquire a better understanding

regarding academic concepts and how to perform hands-on practicals using the appropriate tools. Similar observation has been reported by Najumba (2013). In his studies of school achievement, he discovered that schools which are well equipped with relevant educational facilities which comprise instructional materials such as textbooks, libraries and even laboratories do much better in standardised examination such as grade seven than those which do not have resources. Then the major factor that ignites teacher effectiveness towards teaching in schools is the availability of instructional materials such as charts, textbooks and syllabi.

However, another argument is that, students from deprived homes or with poor socio-economic background cannot afford the books and materials required for learning, hence, they are dependent upon the library facilities and fellow students to obtain the books and other materials (Maina, 2010). Where these helps are not available or ineffective, students learning may be negatively affected. However, Delvin et al. (2011), warns that mere availability of materials are not enough. More innovative ways of understanding how schools work and how quality may be improved are the issues. Centre for Education Policy Research (2010) further propounds that although some gains in learning will result just from giving text books to children, learning gains can be increased much more if teachers organise students' use of their text books.

## 5.6 Management Support

*Research Question Five: What are the existing management supports for Social Studies Education in the senior high schools in Akuapem South and Akuapem North Districts?*

The present study found that teachers' do not received any form of motivation from management in regard to teaching of large class size. Twenty-four teachers (52.7%) reported this. The t-test conducted revealed that the subscale scores of teachers teaching large class size without any motivation from management was statistically significant ( $t= 18.569$ , mean difference= 3.723,  $p= 0.000$ ). Studies showed that administrative support in education is among the most important predictors of teachers' positive views about their work and the effectiveness of education (Rohacek, Adams & Kisker, 2010; Howes, James & Ritchie, 2003). Developing a clear understanding of what employees are doing and what they expect are among the components of a positive climate (Bloom, 2010).

Lack of clarity in rules, regulations and organisational practices in a school results in increased work stress and even burnout (Dennis & O'Connor, 2013; Glisson & James, 2002). The stated policies of the organisations also affect employees' performance. Research further demonstrated that management ability to create and maintain positive supports to teachers is a hallmark of successful schools (Halawah, 2005; Lazaridou & Iordanides, 2011). Teachers who perceive a positive school climate report feeling of appreciation, respect, commitment, and overall satisfaction (Beaudoin, 2011; Zullig, Huener & Patton, 2010). Cohen, McCabe, Michelli, and Pickeral (2009) cite an increasing body of literature indicating that positive school climate is –associated with and predictive of academic achievement” (p. 181). In support

of this assertion, Lazaridou and Iordanides (2011) contends that teachers believe school leaders can increase school effectiveness by creating an open climate and making sure appropriate resources are available for instruction (p. 3). On the other hand (Beaudoin, 2011) argues that a climate that impedes the development of collaboration, trust, and transparency deters creativity, transparency, and connectedness among teachers.





## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

The chapter seeks to summarise the results of the findings and to draw conclusions on the observations made on the journey towards examining school-based drivers influencing Social Studies Education in five public SHSs in Akuapem South and Akuapem North districts of the Eastern Region. The study is entirely quantitative and relied on views of teachers and students. Data was collected from 261 final year students

#### 6.1 Summary of Findings

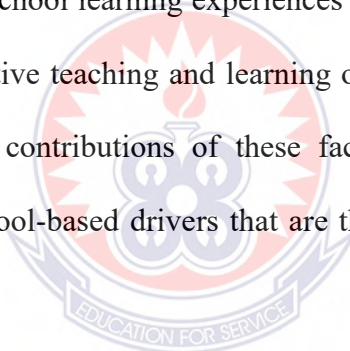
This study has provided quantitative data and information on school-based drivers influencing Social Studies Education in five public SHSs in Akuapem South and Akuapem North districts of the Eastern Region. Data was collected from 261 final year students. The results of the study point to the following key findings: The school-based drivers influencing the teaching and learning of Social Studies in the SHSs in the two districts include:

- i. The study revealed that both students and teachers were plagued with inadequate reference resources for practical work. Again, it was found that majority of the SHSs involved in the study have no resource centres for social studies practical lessons. This situation affects effective usage of modern approaches of teaching for better results.
- ii. The study also unraveled the point that social studies teachers do not encourage critical thinking in their students as they encouraged students to answer questions with single response. This could eliminate the spirit of critical thinking on the part of students.

- iii. The data reported by this study suggested that majority of the SHSs in the two districts used mono desks and that it promotes effective learning as students have the freedom to engage in hands-on activities on individual basis.
- iv. In addition, the study's results also indicated that the classroom ventilation was good and therefore convenient for teaching and learning.
- v. Another school-based driver the study uncovered to be influencing Social Studies Education is the mode of assessment of students by teacher. The results of the study revealed that Social Studies teachers do not conduct any diagnostic assessment on students after every lesson to identify students' areas of difficulties for further support. Diagnostic assessment is important in teaching and learning process as it provides quality control measures by assessing learners' strength and weakness for radiation.
- vi. The results of the study again revealed that all the five SHSs included in the study have large class sizes. This affects the output of teachers as they find it difficult individualising the teaching learning process. Also, the large class size negatively influence the time the teacher could spend with each individual student in the class.
- vii. From the study, it was discovered that teachers do not complete the social studies curriculum before students sit for their final examinations.
- viii. Finally, it was discovered that teachers do not received any form of motivation and resource from management in regard to teaching of large class size.

## 6.2 Conclusions

When students are provided with “motivated learning schemas” and equal opportunities to work in different learning environments, they perform better. Furniture in classroom is largely important to the overall learning experience and that, when chairs are the right size, they help keep students comfortable and focused on lesson. In terms of quality of assessment in our educational system generally and specifically in Social Studies, it was noted that, there is much to be done. Large class size negatively influences the time the teacher could spend with each individual student in the class. Teachers do not receive any form of motivation from management regarding teaching of large class size. Meanwhile, motivationally, effective teachers make school learning experiences meaningful for students. The key drivers influencing effective teaching and learning of social studies are school-based and policy driven. The contributions of these factors therefore provided holistic understanding of the school-based drivers that are thwarting effective Social Studies Education in the SHSs.



## 6.3 Recommendations

Based on the findings of the study, the study recommends that:

1. The SHS management in collaboration with the Ministry of Education and Ghana Education Service should support the teaching of social studies through provision of social studies resource centres and stock them with adequate resources to help teachers improve their output by using appropriate teaching approaches
2. Management should further improve upon classroom conditions such as the furniture situation in the SHS as well as other environmental factors so that standards could be improved.

3. Again, management should organise refresher courses for social studies teachers on mode of assessment of students by teachers using diagnostic tools and how to encourage critical thinking among students.
4. The issue of large class size which affects the output of teachers should be addressed at policy level so that the student-teacher ratio can be eliminated or reduced via provision of adequate infrastructure and employment of adequate teachers.
5. Finally, the social studies teachers should be motivated by management. This is necessary because it was discovered during the study that teachers do not received any form of motivation and resources from management regarding the teaching of large class size.

#### **6.4 Limitations**

The study was limited in the area of information given for the study. Questionnaires were used to gather information from respondents (teachers and students). Both teachers and students skipped some of the variables and others also did not submit their questionnaires. This constituted a gap in the expected information need for the study. Again, out of three thousand, two hundred and forty-eight students attending Senior High School in the Akuapem North and South Districts of the Eastern Region, only two hundred and sixty-five students were recruited for the study. The sample frame is insignificant relative to the total population. In addition to this, only thirty-three teachers, comprising twenty-six males and seven females were recruited to provide information used to validate the data collected from students out of the total number of Social Studies Education teachers in the Akuapem North and South Districts of the Eastern Region. It is suggested that subsequent studies should expand the sample frame for the study for both teachers and students to avoid any information

gap which may occur.

### **6.5 Suggestions for Further Studies**

Based on the limitations of the study, it is suggested that subsequent studies should rather use qualitative approach in studies of such kind. Again, it is suggested that, interviews should be used as an additional instrument for data collection to avoid any gap that may occur in information collection should respondents fail to submit their questionnaires which may affect the overall results.



## REFERENCES

- Adeyemi, A. (2009). *The issue of class size*. Retrieved February 18, 2020, from [www.socailresearch.net/wcbcontval.htm](http://www.socailresearch.net/wcbcontval.htm).
- Adomako Ampofo, A. & Kaufmann, E. E. (2018). Interview by K. Simtim-Misa. KSM Show. -KSM Show- Prof Akosua Adomako Ampofo and Dr. Elsie Effah Kaufmann, *hanging out with KSM part 2*". [YouTube Clip] Retrieved from [https://www.youtube.com/watch?v=I\\_IXmwfORQM](https://www.youtube.com/watch?v=I_IXmwfORQM).
- Aggarwal, J. C. (1982). *Teaching of Social Studies: A practical approach*. New Delhi: Vikas Publishing House PVT Ltd.
- Amoako, D. (2006). Understanding the causes of students' weak performance in geography at the WASSCE and the implications for school practices: A case of two senior high schools in a rural district of Ghana. *International Journal of Research and Innovation in Social Science (IJRISS)* | Volume III, Issue III, | ISSN 2454–6186
- Aizenman, N. & Warner, G. (2018). *What can we learn from Ghana's obsession with preschool?* Retrieved June 30, 2020, from <https://www.npr.org/sections/goatsandsoda/2018/06/19/613655788/when-it-comes-topreschool-does-father-really-know-best>.
- Akwapim South District Assembly (2012). *Ministry of Local Government and Rural Development District Profile, Eastern Region* (Legislative Instrument 2040).
- Akwapim South District Assembly (2017). *Ministry of Local Government and Rural Development District Profile, Eastern Region*.
- Aliaga, M. and Gunderson, B. (2002) *Interactive statistics*. Thousand Oaks: Sage Publications.
- Almarza, D. J. (2001). Context shaping: Minority language students' of American history. *Journal of Social Studies*. Retrieved February 18, 2020, from <http://www.SocialStudies/almarza/showPdf>.
- Amedahe, F. K. (Ed.). (2008). *Teacher education conference proceedings*. Cape Coast: Adwinsa Publications (Gh.) Ltd.
- Ameworwor, D. H. A. K. (1995). *Science and technology project development*. Accra: Sedco Publication Ltd.
- Amua-Sekyi, E. T. (2010). Teaching in universities in Ghana: The tensions and dilemmas. *Ghana Journal of Education Teaching*, 9, 141-149.
- Bain, J. W. (1989). *Student-teacher achievement Ratio (STAR): Tennesseeas K-3 class size study*. Nashville, TN: Tennessee State Department of Education.

- Banks, J. A. (1990). *Teaching strategies for the Social Studies: Inquiry, valuing and decision-making*. New York: Longman.
- Banks, J. A. (1994). *An introduction to multicultural education*. Boston: Allyn and Bacon.
- Barr, R. D., Barth, J. L., & Shermis, S. S. (1977). *Defining Social Studies*. Benin City: Ethiopia Publishing Corporation.
- Beaudoin, M. N. (2011). Respect: Where do we start? *Educational Leadership*, 69(1), 40-44.
- Biesta, G. J. J. (2006). *Beyond learning. Democratic education for a human future*. Boulder, Co.: Paradigm Publishers.
- Bloom, P. J., Hentschel, A., & Bella, J. (2010). *A great place to work: Creating a healthy organisational climate*. LakeForest; IL: New Horizons.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching* 36(2) 81- 109.
- Boyd, D., Lankford, H., Loeb, S., Rockoff, J. & Wayckoff, J. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. *Journal of Policy Analysis and Management*, 27(4), 793-818.
- Bronfenbrenner, U. (1994). *Ecological models of human development (2nd ed)*. Oxford: Elsevier.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Çalik, T., & Kurt, T. (2010). Developing school climate scale. *Education and Science*, 35(157), 167-180.
- Carbonneau, N., Vallerand, R., Fernet, C., Guay, F. (2008). The role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, 100(4), 977- 987.
- Carr, L. T. (1994). The strengths and weaknesses of quantitative and qualitative research: What method for nursing? *Journal of Advanced Nursing*, 20(4), 716-721.
- Centre for Education Policy Research (2010). *Teacher employment patterns and student results in Charlotte- Strategic Data Project*. Harvard: Harvard Graduate School.



- Chief Examiners Report (2018). *General Résumé of the chief examiners' reports for the West African Senior School Certificate Examination for school candidates, 2018*. Accra: WASSCE.
- Chiodo, J. J., & Byford, J. (2004). *Do they really dislike social studies? A study of middle school and high school students*. Retrieved January 27, 2012, from <http://www.socialstudies.org/abt>
- Christensen, L. M., Wilson, E. K., Andess, S. K., Dennis, M. B., Kirkland, L., Beacham, M., & Warran, E. P. (2001). Teachers' reflections on their practice of Social Studies. *The Social Studies*, 92(5), 205-208.
- Cobbold, C., & Dare, A.L. (2009). Supporting the continuing professional development of teachers in sub-saharan Africa: An integrated teacher education model. In Amedahe, F. K. (Ed.), *Teacher Education Cconference Proceedings*. (pp. 13-22). University of Cape Coast: Faculty of Education.
- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record* 111(1), 180-213.
- Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS*. London & New York, NY: Routledge.
- CRDD (2007). *Social Studies teaching syllabus for Senior Secondary Schools*. Accra: Ministry of Education.
- CRDD (2010). *Social Studies teaching syllabus for Senior High Schools*. Accra: Ministry of Education.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, (16)297-334
- Dakpoe, A. (2006). *Technique in practical Geography for Senior High Schools*. London: DLR Press.
- Darling-Hammond, L. (2000). *Studies of excellence in teacher education*. Washington D.C: American Association of Colleges of Teacher Education.
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. California: Stanford University.
- Day, C. (2004). *A passion for teaching*. London: Routledge Falmer.
- Delvin, M., Kift, S. & Nelson, K. (2011). *Effective teaching and support of students from low socioeconomic status backgrounds: Practical advice for teaching staff. Resources for Australian higher education*. Australian: Government Office



- Dennis, S. E. (2010). *Looking at quality in early childhood education through an ecological lens*. Paper presented at the annual meeting of the American Educational Research Association. Denver, Colorado.
- Dennis, S. E., & O'Connor, E. (2013). Reexamining quality in early childhood education: Exploring the relationship between the organisational climate and the classroom. *Journal of Research in Childhood Education*, 27, 74-92. <https://doi.org/10.1080/02568543.2012.739589>.
- Department of Education, Sport and Culture (2012). *Education Regulations*. Harare: Government Printers.
- Dewey, J. (1900). *The school and society*. Chicago: University of Chicago Press.
- Dunlap, WP, Frank D. (1996). Teacher education for today and tomorrow: General and special education. *The College Student Journal*, 30: 97-104.
- Dzisi, S. (2008). *Women entrepreneurs in small and medium enterprises (SMEs) in Ghana*, Swineburne: University of Technology, Victoria, Australia.
- Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.
- Evans, R.W. (2004). *Social Studies wars: What should we teach the children?* New York: Teachers College Press.
- Ferris, D. (2003). *Response to student writing: Implications for second language students*. Mahwah, NJ: Lawrence Erlbaum.
- Ferris, D., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing*, 10, 161-184.
- Fink, L.D. (2003). *Creating Significant Learning Experiences*. San Francisco, CA: Jossey Bass.
- Fox, R. (1964). *The committed teacher. Educational leadership*. Retrieved August 20, 2020, from [www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_196410\\_fox.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196410_fox.pdf)
- Fried, R. (2001). *The passionate teacher: A practical guide*. Boston: Beacon Press.
- Fried, R. (2004). The heart of the matter (10th ed.). In K. Ryan & J.M. Cooper (Eds.) *Kaleidoscope: Readings in Education*. Boston, MA: Houghton Mifflin.
- Ghana Districts.com (2006). *Akuapem North District: physical characteristics*. Available at [http://www.ghanadistricts.net/districts/?r=5&\\_id=65&sa=6625](http://www.ghanadistricts.net/districts/?r=5&_id=65&sa=6625).

- Ghana Education Service (1993). *The Social Studies syllabus for the teacher training colleges*. Accra: Curriculum Research and Development Division.
- Goe, L. (2007). *The link between teacher quality and student outcomes: A research synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality.
- Goldhaber, D.D., & Brewer, D.J. (1996). *Evaluating the effect of teacher degree level on educational performance*. Paper Presented at the NCES State Data Conference. New York: Cornell University.
- Haffar, A. (2019). Interview by K. Simtim-Misa. KSM Show- -Dr Anis Haffar. *Talking About Critical Thinking and Ghana Education Part 2* [YouTube Clip] Retrieved from [https://www.youtube.com/watch?v=I\\_IXmwfORQM](https://www.youtube.com/watch?v=I_IXmwfORQM).
- Haladyna, T., & Shaughnessy, J. (1982). Correlates of attitude towards Social Studies. *Theory and Research in Social Education*. 10 (1), 1-26.
- Halawah, I. (2005). The relationship between effective communication of high school principal and school climate. *Education*, 126, 334-345.
- Halis, M., & Yaşar, U. Ö. (2008). Organisational climate in the light of current works, 'Work' *Industrial Relations and Human Resources Journal*. 10(2)2, 102-123.
- Hansen, D.T. (1995). *The call to teach*. New York: Teachers College Press.
- Hansen, D.T. (2001). *Exploring the moral heart of teaching: Toward a teacher's creed*. New York: Teachers College Press.
- Hanushek, E.A. (1995). Interpreting recent research on schooling in developing countries. *The World Bank Research Observer*, 10(2), pp. 27-246.
- Hanushek, E.A., Kain, J.F., O'Brien, D.M., & Rivkin, S.G. (2005). *The market for teacher quality (Working paper No. 11154)*. Cambridge, MA: National Bureau of Economic Research.
- Hargreaves, A. (1997). *Rethinking educational change with heart and mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hawkins, D.L. (1997). It's more than teaching history. *Social Studies*, 88 (3), 108-112.
- Higgins, S., Hall, E., Wall, K., Woolner, P. and McCaughey, C. (2005). *The Impact of School Environments: A Literature Review*, London: Design Council.
- Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1).

- Hogrefe & Huber. Weinstein, C.S. (2007). *Middle and Secondary Classroom Management. Lessons from Research and Practice*, New York: McGraw-Hill.
- Howes, C. (1997). Children's experiences in center-based child care as a function of teacher background and adult-child ratio. *Merrill-Palmer Quarterly*, 43, 440-425.
- Howes, C., James, J., & Ritchie, S. (2003). Pathways to effective teaching. *Early Childhood Research Quarterly*, 18(1), 104-120. Retrieved March 30, 2019, from [https://doi.org/10.1016/S0885-2006\(03\)00008-5](https://doi.org/10.1016/S0885-2006(03)00008-5).
- Hoy, W., Tarter, C. J., & Kottkamp, R. B. (1991). *Open schools healthy schools: Measuring Organisational Climate*, Newbury Park: Sage.
- Jasim, B. (2008). *Mastering Social Studies for Junior High Schools*. Accra: Excellent Publishing & Printing.
- Kankam, B. (2016). *Social Studies Education in Ghana: A Historical Perspective (1940-Present)*, University of Cape Coast, Ghana.
- Kazi, N.P. (2004). Value Education. In Bozimo, G, Gotep, M.G, Zwalchir, R. and Obanya OA (Ed) *Current Trends in Social Studies Education*. Jos. WAIS Printing press.
- Kissock, C. (1981). *Curriculum planning for Social Studies*. New York: John Wiley and Sons.
- Kliebard, H. (2004). *The struggle for the American curriculum: 1893-1958* (3rd ed.). New York: Routledge Falmer.
- Koedel, C. (2007). *Re-Examining the Role of Teacher Quality in the Educational Production Function*. Study Provided by Department of Economics, University of Missouri in its series Working Studies with number 0708.
- Kombo, D. S., & Tromp, D. L. (2006). *Proposal and thesis writing. An introduction*. Nairobi: Paulines Publications Africa.
- Lawal, M. B. (2003). *Foundations of Social Studies*. A Monograph.
- Lawal, M. B., & Oyeleye, A. S. (2003). *Foundations and principles of Social Studies education*. Lagos: A Triads Associate.
- Leedy, P. & Ormrod, J. (2001). *Practical research: Planning and design* (7th ed.). Upper Saddle River, NJ:
- Levstik, L., & Tyson, C. (2008). Introduction. In L. Levstik & C. Tyson (Eds.), *Handbook of research in social studies education* (pp. 1 – 12). New York, NY: Routledge.

- Litwin, G.H., & Stringer, R.A. 1968. *Motivation and organisational climate*. Boston: Division of Research Graduate School of Business Administration, Harvard University.
- Liu, Ou Lidia, et al. (2009). Assessing critical thinking in higher education: Current state and directions for next-generation assessment. *Research Report Series*, 14(10) 2014, pp. 1-23, doi: <https://doi.org/10.1002/ets2.12009>.
- Maina, M.J. (2010). *Strategies employed by secondary school principals to improve academic performance in Embu West District*. Kenyatta University. Retrieved April 25, 2018 from <http://irlibrary.ku.ac.ke/bitstream/handle/123456789/930/Mwaura%2C%20James%20Maina.pdf?sequence=3>
- Martin, S.H. (2002). 'The classroom environment and its effects on the practice of teachers', *Journal of Environmental Psychology*, 22, 139-156.
- Martorella, P. (1985). *Elementary Social Studies: developing reflective competent and concerned citizens*. Boston, Mass: Little Brown and Company.
- Martorella, P. H. (1994). *Social Studies for elementary school children*. New Jersey: Prentice Hall Inc.
- Mavhunditse, T. (2014). *Legal perspectives in education*. Harare: Zimbabwe Open University.
- Mayesky, M. (2009). *Creative Social Studies. In creative activities for young children*. USA: Delmar Cengage Learning.
- Melendez, W. R., Beck, V., & Fletcher, M. (2000). *Teaching Social Studies in early education*. USA: Delmar Thomson Learning.
- Mills, R. (1988). Elementary teachers' view of the role of Social Studies education at the elementary level. *Social Education*, 109(1), 82-87.
- Ministry of Education, Science and Sports, [MESS]. (2007). *Teaching syllabus for social studies – Senior High School (SHS)*. Accra: MESS.
- Ministry of Education. (2012). *Programme to scale-up quality kindergarten education in Ghana*. Retrieved March 30, 2020, from [https://issuu.com/sabretom/docs/10\\_12\\_12\\_final\\_version\\_of\\_narrative\\_op](https://issuu.com/sabretom/docs/10_12_12_final_version_of_narrative_op)
- Ministry of Education. (2018). *National pre-tertiary education curriculum framework for developing subject curricula*. Retrieved March 30, 2020, from [http://nacca.gov.gh/wp-content/uploads/2019/04/National-Pre-tertiary Education-Curriculum-Framework-final.pdf](http://nacca.gov.gh/wp-content/uploads/2019/04/National-Pre-tertiary-Education-Curriculum-Framework-final.pdf).

- Mukhongo, A. N. (2010). *Citizenship education in Kenya: A content analysis of state sponsored Social Studies instructional materials*. (Doctoral thesis, Clemson University).
- Najumba, J. (2013). *The effectiveness of teaching and learning in primary schools*. Boston: Sage Publication.
- National Council for the Social Studies (NCSS) (1992). *Expectations of excellence: Curriculum standards for the Social Studies*. Washington, DC: NCSS, 1992.
- National Council for the Social Studies (NCSS) (1994). *Expectations of excellence: Curriculum standards for the Social Studies*. Washington, DC: NCSS, 1994.
- National Council for the Social Studies. (2013). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring: MD Retrieved August 20, 2020, from <http://www.Socialstudies.org/standards>.
- Nelson, M. (1994). *The social studies in secondary education: A reprint of the seminal 1916 report with annotations and commentaries*. Bloomington: National Education Association.
- Ogbonnaya, U. I. (2009). *The influence of teachers' background, professional development and teaching practices on students' achievement in Mathematics* (Masters Dissertation, Unpublished). Pretoria: University of South Africa.
- Okam C. C. (2001). *Reading in new development in Nigerian education: Issues and insights*. Jos. Deka Publication.
- Olson, D.L. (2003). Principles, impracticality, and passion. *Phi Delta Kappan*, 85(4), 307-309
- Owens, R. G., & Valesky, T. C. (2011). *Organisational behavior in education: Leadership and school reform*. New Jersey: Pearson. Retrieved March 20, 2019, from <https://doi.org/10.3102/0002831208328088>.
- Parker, W. C. (2010). Social studies education. In W. C. Parker (Ed.), *Social studies today: Research and practice* (pp. 3 – 13). New York, NY: Routledge.
- Piaget, J. (1970b). *Science of education and the psychology of the child* (D. Coltman, Trans.). London: Kegan Paul Trench Trubner. (Original work published 1969).
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94 (2), 247-252.
- Rohacek, M., Adams, G., & Kisker, E. (2010). *Understanding quality in context: Child care centers, communities, markets and public policy*. Washington DC: Urban Institute.



- Schacter, J., & Thum, Y. M. (2004). Paying for high- and low-quality teaching. *Economics of Education Review*, 23(4), 411–430.
- Scheunpflug, A., Stadler-Altman, U. & Zeinz, H. (2012). *Confirm and encourage. Ways to change learning culture*], Seelze: Klett Kallmeyer.
- Schug, M. C., Todd, R. J., & Beery, R. (1984). Why kids don't like Social Studies. *Social Education*, 48 (5), 382-387.
- Sekaran, U. (2003). *Research Methods for Business: A skill building approach (4<sup>th</sup> ed.)*. New Jersey: John Wiley and Sons.
- Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgements, decisions, and behaviour. *Review of Educational Research*, 51, 455- 498.
- Shor, I (1992). *Empowering Education: Critical Teaching for Social Change*. Chicago University Press. Retrieved September 02, 2020, from <http://books.google.com/books?isbn=022614786X>.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Şirin, S. (2010). *School Climate Scale*. Retrieved from [http://www.toder.org/sayfa/okul\\_iklimi\\_nedir\\_nasil\\_olculu\\_1](http://www.toder.org/sayfa/okul_iklimi_nedir_nasil_olculu_1) on 03.15.2013.
- Tabachnick, B. R. (1991). *Reflections on reflective teaching. Issues and practices in inquiry-oriented teacher education*, New York: Falmer Press.
- Tamakloe, E. K. (1991). The nature of Social Studies and its curriculum implications. *Journal of Institute of Education*, 2(1), 4-7.
- Thornton, S. (2008). Continuity and change in social studies curriculum. In L. Levstik & C. Tyson (Eds.), *Handbook of research in social studies education (pp. 15 – 32)*. New York, NY: Routledge.
- Tillema, H. H. (2000). Belief change towards self-directed learning in student teachers: Immersion in practice or reflection on action. *Teaching and Teacher Education*, 16, 575-5.
- Todd, R. H. (2005). *Social Studies wars: What should we teach the children?* New York: Teachers College Press.
- Tshabalala, T. (2014). *Comparative education*. Harare: Zimbabwe Open University.
- University of Education. (2009). *Social Studies programme structure*. Winneba: UEW.

- Vallerand, R. J. (2007). *On the psychology of passion: In search of what makes life most worth living*. Presidential Address at the 68th Canadian Annual Psychological Association Convention in Ottawa, Ontario. doi: 10.10370708.5591.49.1.1
- Vander T. (2003). *The case of small high school: Educational leadership*, Oxform.
- Volet, S. & S. Järvelä (2001). *Motivation in learning Contexts: Theoretical advances and methodological implications*, Pergamon/Elsevier, London.
- Vygotsky LS (1978). Tool and symbol in child development. In: Cole M, John-Steiner V, Scribner S, Souberman E (eds.) *Mind in society-the development of higher psychological processes*. Harvard University Press, Cambridge.
- Wade, R. (2002). Beyond expanding horizons: New curriculum direction for elementary Social Studies. *The Elementary Schools Journals*, 103 (2), 115-129.
- Walberg, H. (1974). *Evaluating educational environments*. Beralay, CA, McCutcha.
- Walden, R. (2009). *Schools for the future. Design proposals from architectural psychology*, Cambridge, Göttingen.
- Williams, C. (2011). Research methods. *Journal of Business & Economics Research (JBER)*, 5(3).
- Woolner, P., Clark, J., Hall, E., Tiplady, L., Thomas, U. & Wall, K. (2010) Pictures are necessary but not sufficient: using a range of visual methods to engage users about school design. *Learning Environments Research*, 13, 1-22.
- Woolner, P., Clark, J., Laing, K., Thomas, U. & Tiplady, L. (2012). 'Changing spaces: preparing students and teachers for a new learning environment', *Children, Youth and Environments*, 22, 52-74.
- Woolner, P., Clark, J., Laing, K., Tiplady, L. & Thomas, U. (2013) 'Teachers preparing for changes to learning environment and practices in a UK secondary school', Paper presented at the European Conference on Educational Research conference, Istanbul.
- Zehm, S. J., & Kottler, J. A. (1993). *On being a teacher: The human dimension*. Thousand Oaks, CA: Corwin Press.
- Zullig, K. J., Huebner, E. S., & Patton, J. M. (2010). Relationships among school climate domains and school satisfaction. *Psychology in the Schools*, 48, 133-145.

## APPENDICES

### APPENDIX A

#### Questionnaire for Students

#### ASSESSMENT OF SCHOOL-BASED DRIVERS INFLUENCING SOCIAL STUDIES EDUCATION IN SHS IN THE AKUAPEM SOUTH AND AKUAPEM NORTH DISTRICTS OF THE EASTERN REGION

This questionnaire is designed to collect information on school-based drivers influencing social studies education in SHS in the Akuapem South and Akuapem North Districts of the Eastern Region. You are kindly requested to provide frank answers to the items on this questionnaire. The information provided will be treated confidential and your identity as well as that of your school would be well protected.

Thank you.

#### Demographic Profile

Please tick (v) or provide response(s) where appropriate.

1. Name of School.....District.....
2. Sex: Male [ ] Female [ ]
3. Age: 15-19 [ ] 20 and above
4. Name of JHS attended.....

#### Classroom Environment

5. Desk Type: Mono desk [ ] Dual desk [ ] both mono and dual desks [ ]. Others (Specify).....

|          |                                                                |          |            |       |                |
|----------|----------------------------------------------------------------|----------|------------|-------|----------------|
| <b>6</b> | <b>6. BOX 1: I feel comfortable in my desk during lessons.</b> |          |            |       |                |
|          | Strongly disagree                                              | Disagree | Don't know | Agree | Strongly agree |
|          | 1                                                              | 2        | 3          | 4     | 5              |

7. Class size: 10-15 [ ] 16-20 [ ] 21-25 [ ] 26-30 [ ] 31-35 [ ] 36- 40 [ ] Above 40 [ ].
8. Classroom temperature: Very cool [ ] Cool [ ] Very warm [ ] Warm [ ] Very hot [ ] Hot [ ]
9. Classroom ventilation: Very good [ ] Good [ ] Bad [ ] Very bad [ ].



10. Classroom lightening system: Very good [ ] Good [ ] Bad [ ]  
Very bad [ ].

**Views of Students on Pedagogy, Resources, Assessment and other School- Based Drivers  
Influencing Teaching and Learning of Social Studies in the Public SHSs**

|           |                                                                                                                   |          |            |       |                |
|-----------|-------------------------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>11</b> | <b>BOX 1: My school is having non-social studies specific reference materials for Social Studies lessons.</b>     |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>12</b> | <b>BOX 1: The period on the time table for learning Social Studies is adequate.</b>                               |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>13</b> | <b>BOX 1: My Social Studies Teachers do not give me individual attention in class.</b>                            |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>14</b> | <b>BOX 1: The teaching methods use by my Social Studies Teachers do not help me understand anything in class.</b> |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>15</b> | <b>BOX 1: Teachers do not motivate me to learn Social Studies</b>                                                 |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>16</b> | <b>BOX 1: My school is having adequate social studies reference materials for Social Studies Lessons</b>          |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>17</b> | <b>BOX 1: During social studies practical lessons we share practical tools.</b>                                   |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>18</b> | <b>BOX 1: My Social Studies teachers give more group assignments than individual assignments.</b>                 |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>19</b> | <b>BOX 1: The period allocated for Social studies practical is not sufficient for me.</b>                         |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |
| <b>20</b> | <b>BOX 1: My social studies teachers teach some aspects of the subjects better than other aspects.</b>            |          |            |       |                |
|           | Strongly disagree                                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                 | 2        | 3          | 4     | 5              |

|           |                                                                                                            |          |            |       |                |
|-----------|------------------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>21</b> | <b>BOX 1: The school has social studies resource centre.</b>                                               |          |            |       |                |
|           | Strongly disagree                                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                          | 2        | 3          | 4     | 5              |
| <b>22</b> | <b>BOX 1: I have problems in understanding things in social studies class because it is too large.</b>     |          |            |       |                |
|           | Strongly disagree                                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                          | 2        | 3          | 4     | 5              |
| <b>23</b> | <b>BOX 1: My social studies teachers do not complete the syllabus before final examinations.</b>           |          |            |       |                |
|           | Strongly disagree                                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                          | 2        | 3          | 4     | 5              |
| <b>24</b> | <b>BOX 1: The arrangement of benches in my class does not favour free movement.</b>                        |          |            |       |                |
|           | Strongly disagree                                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                          | 2        | 3          | 4     | 5              |
| <b>25</b> | <b>BOX 1: The social studies classroom temperature is always cold and make learning difficult.</b>         |          |            |       |                |
|           | Strongly disagree                                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                          | 2        | 3          | 4     | 5              |
| <b>26</b> | <b>BOX 1: My Social Studies classroom has good ventilation which makes learning easy and fun.</b>          |          |            |       |                |
|           | Strongly disagree                                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                          | 2        | 3          | 4     | 5              |
| <b>27</b> | <b>BOX 1: Each student in Social Studies class has his/her own desk which makes learning easy and fun.</b> |          |            |       |                |
|           | Strongly disagree                                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                          | 2        | 3          | 4     | 5              |

|           |                                                                                                    |          |            |       |                |
|-----------|----------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>28</b> | <b>BOX 1: My social studies teacher gives assignments related to the topic after every lesson.</b> |          |            |       |                |
|           | Strongly disagree                                                                                  | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                  | 2        | 3          | 4     | 5              |

|           |                                                                      |          |            |       |                |
|-----------|----------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>29</b> | <b>BOX 1: My social studies teacher is always punctual to class.</b> |          |            |       |                |
|           | Strongly disagree                                                    | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                    | 2        | 3          | 4     | 5              |

|           |                                                                                    |          |            |       |                |
|-----------|------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>30</b> | <b>BOX 1: My Social Studies teacher uses teaching learning materials to teach.</b> |          |            |       |                |
|           | Strongly disagree                                                                  | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                  | 2        | 3          | 4     | 5              |

|           |                                                                               |          |            |       |                |
|-----------|-------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>31</b> | <b>BOX 1: My Social Studies teacher gives assignments after every lesson.</b> |          |            |       |                |
|           | Strongly disagree                                                             | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                             | 2        | 3          | 4     | 5              |

|           |                                                                                            |          |            |       |                |
|-----------|--------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>32</b> | <b>BOX 1:</b> The evening preps/studies period is not adequate for me to do my home works. |          |            |       |                |
|           | Strongly disagree                                                                          | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                          | 2        | 3          | 4     | 5              |

|           |                                                                                               |          |            |       |                |
|-----------|-----------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>33</b> | <b>BOX 1:</b> The lighting system in my preps/evening study room is good for private studies. |          |            |       |                |
|           | Strongly disagree                                                                             | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                             | 2        | 3          | 4     | 5              |

|           |                                                                                  |          |            |       |                |
|-----------|----------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>34</b> | <b>BOX 1:</b> My Social Studies teachers feel happy, and enthuse during lessons. |          |            |       |                |
|           | Strongly disagree                                                                | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                | 2        | 3          | 4     | 5              |

|           |                                                                         |          |            |       |                |
|-----------|-------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>35</b> | <b>BOX 1:</b> My Social Studies teachers has good communication skills. |          |            |       |                |
|           | Strongly disagree                                                       | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                       | 2        | 3          | 4     | 5              |

|           |                                                                       |          |            |       |                |
|-----------|-----------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>36</b> | <b>BOX 1:</b> Students have adequate water for use on school compound |          |            |       |                |
|           | Strongly disagree                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                     | 2        | 3          | 4     | 5              |

|           |                                                                      |          |            |       |                |
|-----------|----------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>37</b> | <b>BOX 1:</b> Food served for students during breakfast is adequate. |          |            |       |                |
|           | Strongly disagree                                                    | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                    | 2        | 3          | 4     | 5              |

|           |                                                                  |          |            |       |                |
|-----------|------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>38</b> | <b>BOX 1:</b> Food served for students during lunch is adequate. |          |            |       |                |
|           | Strongly disagree                                                | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                | 2        | 3          | 4     | 5              |

|           |                                                                   |          |            |       |                |
|-----------|-------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>39</b> | <b>BOX 1:</b> Food served for students during supper is adequate. |          |            |       |                |
|           | Strongly disagree                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                 | 2        | 3          | 4     | 5              |

|           |                                                                                                |          |            |       |                |
|-----------|------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>40</b> | <b>BOX 1:</b> Students are often called for other activities outside classroom during lessons. |          |            |       |                |
|           | Strongly disagree                                                                              | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                              | 2        | 3          | 4     | 5              |

|           |                                                                      |          |            |       |                |
|-----------|----------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>41</b> | <b>BOX 1:</b> My Social Studies teachers encourage me to study hard. |          |            |       |                |
|           | Strongly disagree                                                    | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                    | 2        | 3          | 4     | 5              |

|           |                                                                                                                                                                       |          |            |       |                |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>42</b> | <b>BOX 1:</b> My social studies teachers show affection by smiling and speaking to students at eye level and throughout the day, especially at arrival and departure. |          |            |       |                |
|           | Strongly disagree                                                                                                                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                                                     | 2        | 3          | 4     | 5              |

|           |                                                                                           |  |  |  |  |
|-----------|-------------------------------------------------------------------------------------------|--|--|--|--|
| <b>43</b> | <b>BOX 1:</b> My social studies teachers get me involved in activities by giving rewards. |  |  |  |  |
|-----------|-------------------------------------------------------------------------------------------|--|--|--|--|

|           |                                                                                                                                                                       |          |            |       |                |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
|           | Strongly disagree                                                                                                                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                                                     | 2        | 3          | 4     | 5              |
| <b>43</b> | <b>BOX 1:</b> My social studies teachers expect students to respond correctly to questions with one right answer.                                                     |          |            |       |                |
|           | Strongly disagree                                                                                                                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                                                     | 2        | 3          | 4     | 5              |
| <b>42</b> | <b>BOX 1:</b> My social studies teachers ask questions which encourage students to give more than one right answer.                                                   |          |            |       |                |
|           | Strongly disagree                                                                                                                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                                                     | 2        | 3          | 4     | 5              |
| <b>42</b> | <b>BOX 1:</b> Students are physically active in social studies classroom, choosing from activities the teacher has setup and initiating many of their own activities. |          |            |       |                |
|           | Strongly disagree                                                                                                                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                                                     | 2        | 3          | 4     | 5              |
| <b>42</b> | <b>BOX 1:</b> Students queue to access health facilities in the school.                                                                                               |          |            |       |                |
|           | Strongly disagree                                                                                                                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                                                     | 2        | 3          | 4     | 5              |
| <b>42</b> | <b>BOX 1:</b> Students queue to access toilet facilities in the school.                                                                                               |          |            |       |                |
|           | Strongly disagree                                                                                                                                                     | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                                                     | 2        | 3          | 4     | 5              |

## APPENDIX B

### Questionnaire for Teachers

#### ASSESSMENT OF SCHOOL-BASED DRIVERS INFLUENCING SOCIAL STUDIES EDUCATION IN SHS IN THE AKUAPEM SOUTH AND AKUAPEM NORTH DISTRICTS OF THE EASTERN REGION

This questionnaire is designed to collect information on school-based drivers influencing social studies education in SHS in the Akuapem South and Akuapem North Districts of the Eastern region. You are kindly being requested to provide frank answers to the items on this questionnaire. The information provided will be regarded confidential and your identity as well as that of your school would be well protected.

Thank you.

#### Demographic Profile

Please tick (v) or provide response(s) where appropriate. There is no wrong or right answer.

1. Name of School.....District.....
2. Sex: Male  Female
3. Age: 20-25  26-31  32-37  38 and above
4. Diploma Certificate  First Degree  Master  PhD.  Others (specify).....
5. Teaching Experience:  
1-5 years  6-10 years  11-14 years  15 years and above

#### Classroom Environment

6. Contact hours per week: 1-5 hours  6-10 hours  11-15 hours  16- 20 hours Above 20
7. Desk Type: Mono desk  Dual desk  both mono and dual desks . Others (Specify).....
8. Class size: 10-15  16-20  21-25  26-30  31-35  36-40  Above 40 .

9. Classroom ambient temperature: 15-20 [ ] 21-26 [ ] 27-32 [ ] Above 32 [ ].
10. Classroom ventilation: Very good [ ] Good [ ] Bad [ ] Very bad [ ].
11. Classroom lightening system: Very good [ ] Good [ ] Bad [ ] Very bad [ ].
12. Have you had any professional training in Social Studies Education? Yes [ ] No [ ].

**Teachers' Views on Pedagogy, Resources, Assessment, Management Support and Other School-Based Drivers Influencing Teaching and Learning of Social Studies in SHSs**

|           |                                                                                                   |          |            |       |                |
|-----------|---------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>13</b> | <b>BOX 1: My school has adequate resource materials for Social Studies Lessons.</b>               |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>14</b> | <b>BOX 1: The period on the time table for teaching Social Studies is adequate.</b>               |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>15</b> | <b>BOX 1: Large class size negatively affect my Social Studies lessons.</b>                       |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>16</b> | <b>BOX 1: I find it difficult to teach some topics in the Social Studies Syllabus.</b>            |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>17</b> | <b>BOX 1: One teacher can teach all the aspects of the Social Studies course.</b>                 |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>18</b> | <b>BOX 1: I receive no motivation for teaching large Social Studies Class.</b>                    |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>19</b> | <b>BOX 1: Motivation in form of cash can encourage me to teach large class size at any time.</b>  |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>20</b> | <b>BOX 1: Large class size limits the number of assignment I give to my Social Studies class.</b> |          |            |       |                |
|           | Strongly disagree                                                                                 | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                 | 2        | 3          | 4     | 5              |
| <b>21</b> | <b>BOX 1: I adopt formative assessment than summative assessment in my Social Studies class.</b>  |          |            |       |                |

|           |                                                                                                                 |          |            |       |                |
|-----------|-----------------------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>22</b> | <b>BOX 1: Assessment for learning is not appropriate for Social Studies lessons.</b>                            |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>23</b> | <b>BOX 1: The school has resource center for Social Studies practical lessons.</b>                              |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>24</b> | <b>BOX 1: Students must be taught rather than constructing their own knowledge in Social Studies class.</b>     |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>25</b> | <b>BOX 1: A teacher who is friendly in Social Studies class is not respected by students.</b>                   |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>26</b> | <b>BOX 1: Large class size limits practical work in my Social Studies class.</b>                                |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>27</b> | <b>BOX 1: I always give group assignments to my Social Studies Class more than individual assignments.</b>      |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>28</b> | <b>BOX 1: The materials in the Social Studies resource centre are not sufficient to conduct practical work.</b> |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>29</b> | <b>BOX 1: The periods allocated on the time table are not sufficient for practical lessons.</b>                 |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>30</b> | <b>BOX 1: The number of qualified teachers for Social Studies in my school are not enough.</b>                  |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>31</b> | <b>BOX 1: The school has Social Studies resource centre.</b>                                                    |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |
| <b>32</b> | <b>BOX 1: I have no difficulty in managing my social studies class even though it is large.</b>                 |          |            |       |                |
|           | Strongly disagree                                                                                               | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                               | 2        | 3          | 4     | 5              |



|           |                                                                                                                                           |          |            |       |                |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
| <b>33</b> | <b>BOX 1: Materials in Social Studies resource centre are adequate for practical works.</b>                                               |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>34</b> | <b>BOX 1: I find it difficult to complete my social studies syllabus if I involve too many demonstrations and projects in my lessons.</b> |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>35</b> | <b>BOX 1: The arrangement of desks in Social Studies class does not favour free movement.</b>                                             |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>36</b> | <b>BOX 1: Students come for social studies practicals without lab manuals.</b>                                                            |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>37</b> | <b>BOX 1: I encounter difficulties in addressing all students' challenges in large classes.</b>                                           |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>38</b> | <b>BOX 1: The Social Studies classroom condition is always good and makes learning easy.</b>                                              |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>39</b> | <b>BOX 1: The Social Studies classroom temperature is always cold and make learning difficult.</b>                                        |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>40</b> | <b>BOX 1: The Social Studies classroom conditions makes learning enjoyable.</b>                                                           |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>41</b> | <b>BOX 1: Social Studies classroom has good ventilation to promote good health and studies</b>                                            |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>42</b> | <b>BOX 1: Each student in Social Studies class has his/her own desk to promote effective studies</b>                                      |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>42</b> | <b>BOX 1: I find it easy to teach all the topics in the Social Studies Curriculum.</b>                                                    |          |            |       |                |
|           | Strongly disagree                                                                                                                         | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                                                         | 2        | 3          | 4     | 5              |
| <b>43</b> | <b>BOX 1: Management gives adequate money to purchase resources for Social Studies lessons.</b>                                           |          |            |       |                |



|           | Strongly disagree                                                                                            | Disagree | Don't know | Agree | Strongly agree |
|-----------|--------------------------------------------------------------------------------------------------------------|----------|------------|-------|----------------|
|           | 1                                                                                                            | 2        | 3          | 4     | 5              |
| <b>44</b> | <b>BOX 1: Management organises professional development programs for Social Studies teachers.</b>            |          |            |       |                |
|           | Strongly disagree                                                                                            | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                            | 2        | 3          | 4     | 5              |
| <b>45</b> | <b>BOX 1: Management is always concerned about large class size and its effect on teaching and learning.</b> |          |            |       |                |
|           | Strongly disagree                                                                                            | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                            | 2        | 3          | 4     | 5              |
| <b>46</b> | <b>BOX 1: Students are always punctual to class.</b>                                                         |          |            |       |                |
|           | Strongly disagree                                                                                            | Disagree | Don't know | Agree | Strongly agree |
|           | 1                                                                                                            | 2        | 3          | 4     | 5              |



## APPENDIX C

### Introductory of 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

+233 (020) 2041096

9<sup>th</sup> November, 2020.

***TO WHOM IT MAY CONCERN***

Dear Sir/Madam,

**LETTER OF INTRODUCTION: MRS. CYNTHIA ANIM (200038972)**

We write to introduce Mrs. Cynthia Anim to your outfit to assist her conduct her research. Mrs. Cynthia Anim is pursuing a Master of Philosophy in Social Studies in the Department of Social Studies Education of the University of Education, Winneba.

she is undertaking a research on the topic "*Assessment of school-based drivers influencing teaching of Social Studies Education in senior high schools in the Akuapem South and Akuapem North Districts of the Eastern Region*"

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

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Cletus K. Ngaaso'.

Mr. Cletus K. Ngaaso  
Ag. Head of Department