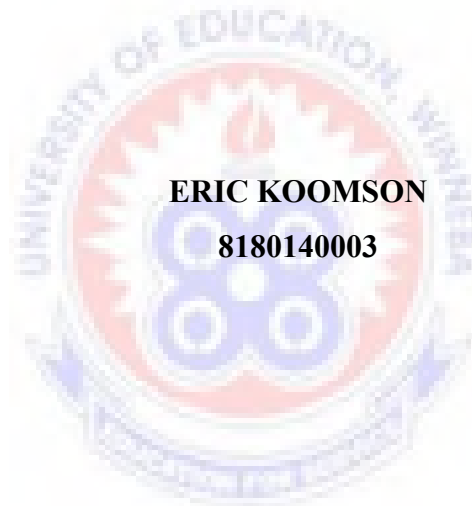


**UNIVERSITY OF EDUCATION, WINNEBA**

**TEACHING AND LEARNING FOR NATION BUILDING: KNOWLEDGE  
AND PRACTICES OF SENIOR HIGH SCHOOL SOCIAL STUDIES  
TEACHERS IN THE EASTERN REGION OF GHANA**



**ERIC KOOMSON**

**8180140003**

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Faculty of Social Sciences, Submitted to the School of  
Graduate Studies in partial fulfillment  
of the requirements for the award of the degree of  
Master of Philosophy  
(Social Studies)  
in the University of Education, Winneba**

**OCTOBER, 2020**

## DECLARATION

### Candidate's Declaration

I, Eric Koomson, hereby declare that this work is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere

**Signature:** .....

**Date:** .....

### Supervisor's Declaration

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

**Supervisor's Name:** Prof. Augustine Yao Quashigah

**Signature:** .....

**Date:** .....

## **DEDICATION**

This work is dedicated to my lovely wife Madam Abigail OffeibiaOffei, and my children, Kobbina Asiedu-Koomson, Kofi Essuman Asiedu-Koomson, and Kwaku Fosu Asiedu-Koomson.



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## TABLE OF CONTENTS

Contents	Pages
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	7
1.4 Objectives of the Study	7
1.5 Research Questions	8
1.6 Research Hypothesis	8
1.7 Significance of the Study	9
1.8 Delimitation	9
1.9 Limitations of the Study	9
1.10 Organization of the Study	10

<b>CHAPTER TWO: LITERATURE REVIEW</b>	12
2.0 Overview	12
2.1 Theoretical Review	12
2.2 Major Theories of Learning	13
2.3 Overview of Nation Building	20
2.4 History of Social Studies in Ghana	21
2.5 The Nature of Senior High School Social Studies Syllabus	29
2.6 The Role of Social Studies in Nation Building	33
2.7 Perception of Social Studies Teachers on Nation Building	36
2.8 Social Studies as a Vehicle for Nation-Building	38
2.9 Teaching Nation-Building through Social Studies Education	40
2.10 Techniques of Teaching Social Studies for Nation Building	50
2.11 Empirical Review	60
2.12 Conceptual Framework	62
2.13 Summary of the Literature Review	63
<b>CHAPTER THREE: METHODOLOGY</b>	67
3.0 Overview	67
3.1 Research Paradigm and Philosophy	67
3.2 Research Approach	68
3.3 Research Design	68
3.3 Study Population	70
3.4 Sample and Sampling Procedure	70
3.5 Data Collection Instrument	71
3.6 Pre -testing of Research Instruments	72

3.7	Validity and Reliability	73
3.8	Ethical Considerations	74
3.9	Data Collection Procedure	76
3.10	Data Processing and Analysis	76
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>		<b>78</b>
4.0	Introduction	78
4.1	Respondents Characteristics	78
4.2	Analysis of the Research Questions	79
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</b>		<b>95</b>
5.0	Introduction	95
5.1	Summary of the Study	95
5.2	Key Findings	96
5.3	Conclusions	98
5.4	Recommendations	99
5.5	Suggestions for Further Studies	101
<b>REFERENCES</b>		<b>102</b>
<b>APPENDIX A: Introductory Letter</b>		<b>115</b>
<b>APPENDIX B: Questionnaire for Teachers</b>		<b>116</b>
<b>APPENDIX C: Reliability Test Results of the Instrument</b>		<b>122</b>

## LIST OF TABLES

Tables	Pages
1: Demographic characteristics of the respondents	79
2: Results on the descriptive statistics of knowledge of SHS Social Studies teachers on nation building	81
3: Results on the descriptive statistics of perception of SHS Social Studies teachers on the teaching and learning of Social Studies for nation building	84
4: Results on the descriptive statistics on how SHS Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom	88
5: Results on the descriptive statistics of the independent variables	91
6: Results on the relationship between knowledge and practices of Social Studies teachers" on nation building	93
7: Results of independent differences between male and female teachers with respect to their knowledge in nation building	94



## LIST OF FIGURES

Figure	Page
1: Conceptual framework	62



## ABSTRACT

It is impervious to note that the main goal of Social Studies has been mentioned as citizenship education which involves preparing citizens for active participation nation building. However, it appears Social Studies teachers give little attention to the inculcation of the spirit of nation building in their students. The purpose of this study therefore was to determine whether SHS Social Studies teachers in Ghana have knowledge of and do teach towards Nation Building as a process of fostering unity in their classrooms and in society at large. The study adopted descriptive survey design. A total of 260 Social Studies teachers were selected from Senior High Schools in the Eastern Region for the study. The data collected was analysed using descriptive statistics (means and standard deviations) and inferential statistics (independent samples t-test and Pearson Product Moment Correlation-PPMC). The study found that most Senior High School Social Studies teachers have positive knowledge about Nation Building. It was again found that most Senior High School Social Studies teachers have good practice of Nation Building. The results from the study showed that all the teaching techniques predict the teaching of nation building. It was also revealed that most Senior High School Social Studies teachers in the Eastern Region have positive perception about Nation Building. The study concluded that, most Senior High School Social Studies teachers in the Eastern Region have positive perception about practices of Nation Building. This implies that most Senior High School Social Studies teachers in the Eastern Region are able to breach the gap between theory and practice by putting into practice the knowledge in nation building for students to understand. In terms of application, it concluded that most Senior High School Social Studies teachers in the Eastern Region apply their knowledge in the teaching and learning of nation building in the classroom and this has positive impact on the students. It was recommended that to maintain effective teaching and learning of nation building as an integral part of the Social Studies content, policy makers should come out with guidelines that will guide teachers' classroom pedagogy towards achieving the former.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The 1992 Republican Constitution of Ghana prescribes various means of attaining National integration. These are contained in articles 3(2), 9(7), 12(2), 5 and 6, as well as 7 and 63(1) among others. As these initiatives are constitutional in nature, civil society, political parties and ethnic groups as well as the entire leadership of the country have a stake in integrating the country for sustainable development. There is the need to take appropriate steps to consolidate National integration/Nation building. This is because Ghana is made up of different ethnic groups which the British assembled and ruled (Walker, 2011).

In a society made of various ethnic groups, such as Ghana, and where the shared feeling of belonging to one nation is recent, Nation Building should be an imperative political objective; because it is essential for national stability and development. Thus, nation-building has been theorized as a structural process intertwined with industrialization, urbanization, and social mobilization as the result of deliberate state policies that aim at homogenization of the state along the lines of a specific constitutive story (Mylonas, 2017).

According to Mylonas (2012), nation building refers to the efforts of newly independent nations, notably the nations of Africa but also in the Balkans, to redefine the populace of territories that had been carved out by colonial powers or empires without regard to ethnic, religious, or other boundaries (Karl, 2010). These reformed states would then become viable and coherent national entities (Walker, 2011).

The post-colonial era show clearly that Ghana needed to embrace nation building. Ghanaians must have pride in their country as a Regional and continental beacon of hope for economic development, democracy and stability as well as security and freedom (Asante, 2003). Indeed, Ghana has seen much economic development within the past decade. The Media and the International Monetary Fund (IMF) reports show that the economy of Ghana is growing (Stiftung, 2012). There have been improvements in the macro and micro economic activities in the country. The Chief Executive Officer of the Ghana Investment Promotion Center stated that, Ghana's economy is ready for huge foreign direct investment inflows that can help to transform the economy (Stiftung, 2012). Successive governments have been concerned with efforts to ensure sustained economic growth and development in the country in enhancing Nation building.

However, recent trends of events in the country tend to show that Ghana is becoming unstable on the path of Nation Building. There have been media reports concerning series of inter and intra-ethnic conflicts, chieftaincy and religious conflicts which have culminated into deaths of people besides massive destruction of property amounting to billions of Ghana Cedis in the past two decades (Kukubor, 2006; Blege, 2001). Some of the most prominent conflicts have been between Peki and Tsito, Nkonya and Alavanyo, Kusasi and Mamprusi in Bawku, Konkombas and Nanumbas, as well as chieftaincy disputes in Yendi and in Ghana (Assimeng, 2003). The daily awakening to realities of barbaric killing, insecurities, ethno-political tensions and horror signs of anarchy across the Regions of Ghana are issues of concern to some well-meaning Ghanaians.

There have been occasional growing aggressions by some political parties to win political power at all cost which have also resulted into the making of statements that have the tendency to inflame passions (Kukubor, 2006). There have been growing sentiments between governments and the minority parties in the country with frequent disagreements.

Education can be one of the keys to peace, stability and development in every country. Knowledge about Nation Building can provide citizens with the power to reflect, make informed choices and enjoy better lives. Education can break the cycle of poverty and ignorance, ensure consciousness of citizens' rights and liberties and serve as one of the key ingredients to social and economic development. For the growth and development of the citizenry, it is important to have good teachers, and good teachers can be produced if there is a good system of teacher education and dedicated and efficient teacher-educators. One area that education can affect change so far as nation building is concerned in Ghana is the impact of Social Studies curriculum on the individuals. Well drawn structure of the content of nation building in the Social Studies subject is expected to go a long way if effective teaching and learning are put in place (Odumah, 2008).

Social Studies is a subject that has its goal as citizenship education (Ayaaba, 2008; Blege 2001; Odumah, 2008). According to the African Social and Environmental Studies Programme (ASESP, 1990), citizenship education is the gradual preparation of the youth to fit into the society. Among the subjects that are taught in our schools, Social Studies tends to make it its aim of imbuing good citizenship skills into the youth. It involves the inculcation into the youth, positive attitudes, values and that will enable them to become reflective, competent and participatory citizens. It is therefore

important to consider how this subject is taught and learned in our schools. Teaching and learning are very vital in every area of studies, how effective a particular subject is taught or handled by teachers and how effective this subject content is learnt and assimilated by the students is crucial and Social Studies is not an exception.

This study therefore examined the issues confronting Teaching and learning of Social Studies, knowledge and practices of Social Studies teachers in their quest to teach towards achieving Nation Building. It is against the background that the study is conducted.

### **1.2 Statement of the Problem**

Nation Building involves collective orientation of members of a society towards the nation and its society in such a way that micro-loyalties are not allowed to jeopardize the continued existence of the nation and its objectives, goals and ideals. The purpose of Nation Building is to build a united and strong nation. Ghana is made up of diverse communities each of which has its own peculiar cultural background and value system. Nation Building and unity require coordinated and concerted efforts towards unified value system that can promote oneness (Odumah, 2008).

However, there seems to be a great deviation from building the nation to rather deteriorating nation. This division is accompanied with serious suspicion, distrust, ethnicity, crime and insecurity, poverty and unemployment, negative values and attitudes, political instability, dependent economy and antagonism among its diverse people. These problems have had grave consequences for the good health, orderly growth, development, stable democratic government, unity and survival of the nation. The different measures and approaches designed and employed by successive

Ghanaian governments to unite and preserve and generally keep the country afloat cannot be said to have been really effective as the polity is daily faced with increasingly monumental crisis of insecurity, ethnic strife, political instability and threats of disintegration. Socio-economic and political developments in Ghana have been hindered by disunity and its associated problems. A typical example of these recent challenges are the increase in police casualty (this is an issue of national security), kidnapping issues, vigilantism, poor sanitation practices and collapse of financial institutions etc.

With the matters of national security, information from Bureau of Public Safety (2020) depicts that crime and violent crime continues to be a matter of concern as the two account for over 60% of all public safety event reported between April and June 2019 (Ghana Web, 2019). It is noted that violent crime increased by over 43% in the second quarter and accounted for 25% death over the first half of the year. And the shocking aspect is that these figures are based on reported cases so therefore only God knows about the count of the unreported cases. It noted that in recent months, there had been growing public concern and anxiety over the spate of Police Officers killed in the line of duty in Ghana, so far this year, about six officers have been killed with the latest being the death of two Motor Transport and Traffic Department (MTTD) Officers near the Liberian Refugees' Camp in Gomoa Budumburam in the Central Region.

Again, the rise of kidnapping issue negatively affects the country's development thereby hindering the agenda of nation building. Ghana is considered to be one of the most secure countries in West Africa but the number of kidnappings has risen sharply in recent months, causing a wave of anxiety among foreigners in the country as well



as among local residents. Almost 70 kidnapping cases were recorded in 2018, and the whereabouts of three Ghanaian girls kidnapped in the west of the country several months ago are still unknown (Ghana Police Service report, 2020).

Another major challenge is poor sanitation practice as a country. It is believed that if all have one mind in ensuring proper nation building, achieving oneness and developing our country then sanitation shouldn't have been a major concern or challenge as in our case now. Report from Water and Sanitation Program (WSP), (2012) reveals that poor sanitation costs Ghana 420 million Cedis each year, this sum is the equivalent of US\$12 per person in Ghana per year or 1.6% of the national GDP. The study further shows that 16 million Ghanaians use unsanitary or shared latrines, 8 million have no latrines at all and defecate in the open, the poorest quintile is 22 times more likely to practice open defecation than the richest and open defecation costs Ghana US\$79million per year – yet eliminating the practice would require less than 1 million latrines to be built and used.

Moreover, it has been observed that educated people drink water in the street and also throw litter into the street or gutters without any conscience and walks free of charge. This is pathetic as a nation. How then can nation building be achieved? Considering the above challenges and some others that are not spoke of in this literature, it is therefore clear that all stakeholders have a role to play in this matter. What form of training and education do individuals received right from their infancy to adulthood, does the teaching and learning of patriotism really have influence on us as country? Napoleon Bonaparte rightly put it “There cannot be a firmly established political state unless there is a teaching body with definitely recognized principles. If the child is not taught from infancy up that he ought to be a republican or a monarchist, a Catholic or

a free-thinker, the state will not constitute a nation; it will rest on uncertain and shifting foundations; and it will be constantly exposed to disorder and change.” Teachers play a central and significant role in any teaching and learning process in the classroom towards ensuring the inculcation of nation building skills in students. For effective learning to be executed, teachers must live to the expectations of the students. So here, it was intended to see how teachers can effectively influence learning through the use of nation building. This therefore necessitates me to investigate the knowledge and practice of Social Studies teachers in SHS in the Eastern Region of Ghana in teaching and learning of nation building.

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

The purpose of this study was to determine whether SHS Social Studies teachers in Ghana have knowledge of and do teach towards Nation Building as a process of fostering unity in their Social Studies classrooms and in society at large.

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

The following objectives guided the study.

1. explore SHS Social Studies teachers’ knowledge of Nation Building.
2. examine the perceptions of SHS Social Studies teachers on the teaching and learning of Social Studies for Nation Building.
3. assess how SHS Social Studies teachers apply their knowledge in the teaching and learning for nation building in the classroom.
4. examine the teaching techniques Social Studies teachers employ in the teaching and learning of nation building.

### 1.5 Research Questions

The following research questions guided the study

1. What are the knowledge of SHS Social Studies teachers on Nation Building?
2. What are the perceptions of SHS Social Studies teachers on the teaching and learning of Social Studies for Nation Building?
3. How do SHS Social Studies teachers apply their knowledge in the teaching and learning for nation building in the classroom?
4. What teaching techniques do Social Studies teachers employ in the teaching and learning for nation building?

### 1.6 Research Hypothesis

These hypotheses were tested @ 0.05 level of confidence

- H<sub>0</sub>1:** There is no statistically significant relationship between knowledge and practices of Social Studies teachers on nation building
- H<sub>A</sub>1:** There is a statistically significant relationship between knowledge and practices of Social Studies teachers on nation building.
- H<sub>0</sub>2:** There is no statistically significant differences among male and female teachers with respect to their knowledge in nation building
- H<sub>A</sub>2:** There is a statistically significant differences among male and female teachers with respect to their knowledge in nation building

### **1.7 Significance of the Study**

This study serves as a yardstick for Social Studies teachers to identify the essence of Nation Building and prepare citizens in that direction. This study on teaching for Nation Building will bring about curriculum change in Social Studies. The study reveals the different conceptualization, knowledge and practices which teachers face in teaching towards Nation Building and their corresponding remedies. This study will enlighten all stakeholders who have the development, peace and stability of Ghana at heart. This study contributes to literature on the problems facing Ghana and teachers in general on teaching to achieve Nation Building.

### **1.8 Delimitation**

This study focused on the knowledge and practices of SHS Social Studies teachers on teaching and learning of Social Studies for Nation Building in the Eastern Region of Ghana. The study covers all SHS Social Studies teachers in the Eastern Region. This is because Social Studies is the course that seeks to develop the individual to be a good citizen capable of solving personal and societal problems. Further, the study concentrates on the teaching and learning of Social Studies for Nation Building.

### **1.9 Limitations of the Study**

A study of this nature cannot be undertaken without some limitations. The study suffered all limitations associated with quantitative studies. One of the limitations was the use of questionnaire as the main instrument for data collection. But there was no option due to the outbreak of the COVID 19 pandemic. This is because the questionnaire was not appropriate to collect data to answer some of the research questions (especially research question 2). The research question had to be converted

from qualitative to quantitative. However, the questionnaire was structured in a way that elicited the needed responses to address the research question.

Another limitation was the inability to retrieve all the questionnaires sent out. Few of them were collected electronically. This limited my finding and discussion. Equally the research work was limited to only one Region because of the pandemic. Therefore, conclusion cannot be generalized to the whole country but on the Eastern Region of Ghana.

Another limitation was the instance where some of the respondents were reluctant to answer some of the items on the questionnaire for reasons best known to them. Others were not comfortable of the confidentiality of the questionnaire. Regardless of these limitations, respondents were assured that their identity would not be assigned to the findings of the study. This increased the confidence and neutrality of number of the respondents for the data collection. The assurance of respondents of confidentiality and the repetitive explanation of the purpose of the research to them in no small helped overcome some of these limitations.

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

The research is organized into five chapters. Chapter One, dealt with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, significance of the study, delimitations, limitations and organization of the study. Chapter Two provided a review of related literature on the theories, concepts and empirical evidence underlying the study. Chapter Three discussed the methodology of the study; this includes the research design, the study population, Sampling and Sample procedures, instruments for data collection, data collection procedure and methods for data analysis. Chapter Four dealt with results

and discussion from the analyses of data. Chapter Five focus on summary, conclusion and recommendations drawn from the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Overview**

This chapter reviews literature related to the study. It is organized under the conceptual framework, and theoretical and empirical reviews. The issues covered under this chapter are organized into the following sub-headings:

1. Theoretical Review
2. Overview of Nation Building
3. History of Social Studies in Ghana
4. The role of Social Studies in nation building
5. Social Studies teachers perception on nation building
6. Teaching Nation-Building Through Social Studies Education
7. Empirical review

#### **2.1 Theoretical Review**

The teaching and learning of this subject involve the carrying out of practical exercises and experiments that provide students with the ability to observe the natural world and understand cause and effect. Idealistic approaches to education expose students to subjects that allow them to enter discourses and evaluate evidence or meaning: such subjects include History, Political Science, Geography, Literature, the Creative Arts, and Music. An existential approach is used quite often in Religious Studies, where students apply principles and ideas to their own existence, taking biblical lessons and applying them to their own lives (O'Grady, 2003). Finally, the „pragmatic“ approach (attributed to John Dewey) and closely allied to the constructivist approach exposes students to subjects such as Social Studies which

equip them with the understanding and skills to explore the world in which they live (Kivinen & Ristela, 2003).

## **2.2 Major Theories of Learning**

Theories of learning provide a pedagogical basis for understanding how students learn and they enable teachers to become increasingly sophisticated in their understanding of the purpose and nature of teaching. Theories of learning can function as analytical tools, and can be used to judge the quality of the classroom experience. There are many approaches to learning. Scholars such as Bigge and Shermis (1998) categorised learning theories into two – the stimulus response conditioning theories of the behaviourist family (these include the work of B.F Skinner, Ivan Pavlov, Thorndike and Watson) and the interactionist theories of the cognitive family (these include the work of Jean Piaget, Robert Gagne). Alternatively, scholars such as Anctil, Hass and Parkay (2006) categorised learning theories into three vis-a-vis behaviourism, cognitivism and constructivism. The classification of theories of learning into two or three sub-sets arises from a subjective assessment of the differences between approaches to learning. Thus, for this study and to ensure clarity the approach suggested by Anctil et al. (2006) was adopted and discussed three specific groups of learning theories - constructivist, behaviourist and cognitivist.

Constructivist theory is based upon the idea that learning is an active process in which learners build or „construct“ new ideas or concepts based upon their current or past knowledge, social interactions and that motivation affects the construction. According to Anctil et al. (2006) the origin of constructivism can be traced back to the Gestalt idea that learners seek to organise new information into a meaningful whole. However, Atherton (2011) believed that the work of Jean Piaget and John Dewey on



the theory of childhood development and education led to the evolution of constructivism.

Jean Piaget argued that humans learn through the „construction“ or building of one logical structure after another. He also concluded that the logic of children and their modes of thinking are initially entirely different from those of adults (Smith, Cowie, & Blades, 2011). In a similar manner John Dewey pointed out that education should be grounded in real experience. The implications of these theories and how they were applied have shaped the foundation for constructivist education. This is because constructivism encourages and accepts students“ autonomy and initiative and it enables the teacher to search for students“ understanding and prior experiences about a concept before teaching it to them. It encourages communication between the teachers and the students and also between the students. It encourages students“ critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourages them to ask questions of each other.

Finally, constructivism puts students in situations that might challenge their previous conceptions and creates contradictions that will encourage discussion. Constructivism cuts across psychological, sociological, philosophical and educational theories. Psychologists, philosophers, and sociologists such as Lev Vygotsky, Jerome Bruner, David Ausubel, Seymour, Papert, Ernst von Glasersfeld, Eleanor, Duckworth, and George Forman have added new perspectives to constructivist learning theory and practice.

By way of contrast, behaviourism has been described as a rote pattern learning base. It focuses on objectively observable behaviours and discounts mental activities (Entwistle, 1987; Rüschoff & Ritter, 2001). According to Rüschoff and Ritter (2001), behaviourism suggests that learning is nothing more than the acquisition of new behaviours. It is stimulus-response based and this implies that the teaching and learning process must have and maintain the appropriate stimulus for effective learning to take place. Invariably, if certain incentives are not present or do not occur, then the expected and desired performance may not take place.

Bigge and Shermis (1998) as cited in Sofadekan (2018) traced the origin of behaviourism to Watson and Thorndike. Watson drew heavily upon Pavlov's work and became convinced that learning was, as Pavlov described it, as a process of building conditioned reflexes through the substitution of one stimulus for another. Hence, he challenged some ideas of Thorndike (below) because he felt that it is impossible to exclude mind and mind-related concepts from them. Thorndike's theory of learning - Stimulus-Response (S-R) Theory - implies that, through conditioning, specific responses come to be linked with certain stimuli. These links, bonds or connections are products of biological or synaptic changes in a nervous system. Thorndike thought that the principal way in which S-R connections are formed is through random trial and error. He placed a hungry cat in a cage that could be opened from inside only by pulling a loop or striking a latch or button. He placed some food that the cat relished outside the cage. The cat would claw, bite and scurry wildly about until it accidentally touched the release and it was freed. The experiment was repeated and the cat behaved the same except that over the course of a number of successive „,trials““the total time required by the cat to get out of the cage decreased.

Thorndike inferred from the timed behaviour of this cat that learning was a process of „stamping in“ connections in the nervous system, again suggesting that repetition or rote was a useful tool in learning.

Cognitivist theorists, in contrast, focus on how humans process and store information and is highly important in the teaching and learning process (Smith et al., 2011). Thus, it is important for teachers to thoroughly analyse and consider the appropriate tasks needed in order for learners to effectively and efficiently process the information received. In some respects, this is mirrored in Piaget’s work on children’s understanding of their world – the activities have to be age appropriate (Richardson & Kelly, 1972; Smith *et al.*, 2011). Explicit instruction is still very much at the heart of cognitive approaches to learning.

Bigge and Shermis (1998) linked the origin of cognitivism to Germany in the early part of the 20<sup>th</sup> century. They identified psychologists such as Max Wertheimer, Wolfgang Kohler and Kurt Koffka as the early exponents of this theory. Subsequently, Jean Piaget, Robert Gagne and Lev Vgotsky have added new perspectives to cognitivist learning theory and practice. One of the sharpest criticisms of cognitivism against behaviourism is that behaviouristic conceptions of learning deny the central role learning plays in seeking a solution. While behaviourists placed their animals in situations entirely foreign to them and often allowed them only a bare minimum of freedom, the opportunities for those animals to formulate alternative solutions was minimal. In essence, within a confined space, it could be argued that animals stumbled upon the solution either by chance (if early on) or due to the limited solutions available to them. Cognitivists argue in contrived problem scenarios, the relationship between pressing a release mechanism and an animal escaping from a

puzzle box appear to be completely mechanical, and not indicative of learning or problem solving.

Cognitivists have further criticized behaviourist approaches to research on the grounds that, even if animal learning were insightful, the development of insight cannot be observed. The nature of any psychological processes that lead to the solving of a puzzle are hidden from view as experiments have a very limited set of predetermined conclusions (success or failure, freedom or incarceration; hunger or being fed). In an attempt to challenge behaviourist arguments that learning is mechanical, cognitivists have designed entirely different types of animal experiments. Their experiments involved creation of problematic situations that animals might conceivably resolve through development of insight. Such situations varied in difficulty to the presumed potential intelligence of the animals being studied.

Cognitivists also contrast sharply with behaviourists with respect to the manner in which they create psychological data. Behaviourists use observable behaviour, and only observable behaviour, as data. Consequently, they restrict learning objectives to those expressed in terms of observed outcomes. While cognitivists also study observable behaviours, they infer from them the changing personalities, environments and insights of the individual or group being studied. Thus, whereas behaviourists argue that physical, observable behaviour is also an index of psychological processes, cognitivists argue that psychological processes are different from physical observable responses.

Additionally, cognitivists have argued that behaviourists err in making the observable results of learning synonymous with the learning itself. For them, a change of observable behaviour may be evidence that learning has occurred or is occurring, but

such behavioural change is not necessarily observation of learning, simply the outcome. For example, a person who is in a dark alley and is struck from behind and knocked down may gain insight from this experience and decide not to walk down dark alleys in future – a change in behaviour – but this is not equivalent to the change in insight that has occurred.

Furthermore, a person may use insight gained through an earlier experience as the basis for a change in his or her present behaviour, and such learning is not considered by behaviourists, only what they can observe at the time. Within the context of education, behaviourist approaches to learning can be construed as outcomes or results-based whereas cognitive approaches are process-based. Behaviourist approaches rely on inference being drawn from results, whereas cognitive approaches to learning consider the signposts to learning or the building blocks that are put in place to elicit results.

This study is conceptualised around the „pragmatic“ approach offered by John Dewey (Wood, Bruner, & Ross, 1976) in that it seeks to provide students with an understanding and the tools necessary to navigate life in a unified Ghana. However, the researchwork also draw heavily upon the principles set out by other constructivist theorists such as Jerome Bruner (Bruner, 2006; Entwistle, 1987; Wood, Bruner, & Ross, 1976) and (Leo Vygotsky, Bodrova, 1997; Vygotsky, 1966; Vygotsky, 1978). Vygotsky was of the opinion that children do not operate in isolation but learn by interacting with more knowledgeable others (an adult, an older peer, a teacher, or, perhaps today even the internet) (Smith *et al.*, 2003).

Bruner agreed with Vygotsky's view that society provides the tools that enables a child to develop their thinking beyond his/her chronological age, and he also developed Vygotsky's ideas further by calling the role that knowledgeable others play in helping a child to learn as a „loan of consciousness“ - a scaffold (Smith *et al.*, 2003). Put simply, a scaffold is a framework to help the student step beyond age-related limitations, and also to structure the teaching and learning process without being unnecessarily didactic. Scaffolding appears in a variety of forms but it provides a supported and accessible step-by-step approach through which a child can gradually build up knowledge.

Rüschhoff and Ritter (2001) quoting Wheatley (1991) also argued that;

„knowledge is not passively received, but is actively built up“ (p.224). In their critique of theories of learning, they identified the following fundamental contributions of constructivism to learning theory:

1. Learning must be regarded as an active and collaborative process of knowledge construction;
2. Learning is to be seen as an autonomous process, to be regulated by the learners' expectations, goals, existing schemata and intentions;
3. Learning is a process of experimentation based on previous knowledge and experience;
4. Learning is a process of socially negotiated construction of meaning;
5. Learning is a process which must be supported by a rich learning environment rooted in real life and authentic situations (Op cit, p.224)

This implies that the teaching and learning process should not be didactic, it should be interactive, so that new knowledge can be fruitfully acquired when learning is made relevant to the lived experience of the learners. It will also lead to more learning competence and learning awareness. Additionally, there is some existential learning associated with subjects such as Social Studies (the topic of this thesis). Existentialism is primarily concerned with an individual's ability to take an idea or tenet and relate it to his/her own experiences. This may be difficult for children who are just embarking upon the journey of life and they perhaps need an alternative learning experience to better understand the world surrounding them. However, this coupled with a pragmatic approach and underpinned by constructivist principles is useful in the teaching of Social Studies and provides opportunities for students to anticipate and understand some of the issues they will face in a modern Ghana, and offers them the opportunity to explore ideas and concepts, building a picture of the world in which they are going to live, both before and as they experience it.

### **2.3 Overview of Nation Building**

Nation-building is constructing or structuring national identity using the power of the state (Mylonas, 2017). Nation-building aims at the unification of the people within the state so that it remains politically stable and viable in the long run. According to Mylonas, (2012), "Legitimate authority in modern national states is connected to popular rule, to majorities. Nation-building is the process through which these majorities are constructed." (p.56).

Nation builders are those members of a state who take the initiative to develop the national community through government programs, including military conscription and national content mass schooling (Darden & Grzymala-Busse. 2006) Nation-

building can involve the use of propaganda or major infrastructure development to foster social harmony and economic growth. According to Columbia University political scientist Andreas Wimmer, three factors tend to determine the success of nation-building over the long-run: "the early development of civil-society organisations, the rise of a state capable of providing public goods evenly across a territory, and the emergence of a shared medium of communication" (Wimmer, 2018, pp. 23-25).

In the modern era, nation-building referred to the efforts of newly independent nations, notably the nations of Africa but also in the Balkans, Harris (2012), to redefine the populace of territories that had been carved out by colonial powers or empires without regard to ethnic, religious, or other boundaries. These reformed states would then become viable and coherent national entities. Nation-building includes the creation of national paraphernalia such as flags, anthems, national days, national stadiums, national airlines, national languages, and national myths. At a deeper level, national identity needed to be deliberately constructed by molding different ethnic groups into a nation, especially since in many newly established states colonial practices of divide and rule had resulted in ethnically heterogeneous populations.

#### **2.4 History of Social Studies in Ghana**

The Social Studies approach emphasized the holistic integration of nation building content around relevant issues and topics that included environmental concerns, population, attention to attitudes, values, beliefs and the skills of problem solving. The Social Studies closely models "traditional society approach to good citizenship by organizing history, culture, values and beliefs as a formal, integrated school subject which is honored as a worthy study (Salia-Bao,1990). In this study, Social Studies is



defined as the blending of ideas, theories, principles, generalization and knowledge from the social sciences and humanities for the purpose of helping learners to fit well into society (Kankam, 2016). It is an integrated field that draws its subject matter from the various other disciplines. The National Council for the Social Studies (1994) provided a comprehensive definition of Social Studies as: The integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as appropriate content from the humanities, mathematics and the natural sciences (p.vi).

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 (Kankam, 2012; Mukhongo, 2010; Biesta, 2006). Brief backgrounds to the historical development of the Social Studies classroom approach can help us appreciate the arguments of the researchers. It is necessary to study the history of a subject in order ensure better understanding on the part of teachers about subject matter content and as well aid in curriculum revision. It is on record that Social Studies education initially started in the United State of America where the Social Studies movement was formed as a result of the influence of John Dewey (Salia-Bao, 1990). This resulted in the formation of the progressive education called the Pragmatists (Salia-Bao, 1990). They stressed the progressive philosophy which was based on child centered education, inquiry, and discovery learning.

In Africa, when most countries were securing independence in the 1960s, there was the need for the new leaders and educationists to make changes in the education setting. Social Studies became part of the school curricula after several conferences held in the United States of America, Britain and Africa. The first conference was held in 1961 at the Endicott House, Massachusetts Institute of Technology to study some of the problems of education of the emerging nations of Africa and to suggest steps by which those problems could be solved. At the Massachusetts' conference, a Sub-committee on the Humanities and Social Studies was formed (Tamakloe, 1994). They agreed on the following objectives for Social Studies:

1. To sensitize the student to his own culture, social heritage and to the problems of developing African states and societies.
2. To induce a sharp awareness in the student of his/her own world and of involvement in the wider world of which she/he is invariably a part.
3. To develop the ability to identify and evaluate critically the economic, social, political and moral problems and situations she/he will face as a citizen.

In 1967, another conference was held at Queen's College, Oxford with delegation from United States of America, Britain and Africa. The conference discussed a variety of needs and priorities in curriculum development of the African countries, particularly at primary, secondary, and teacher training level Walter Rodney (as cited in Salia-Bao, 1990).

As part of the government's policy on training teachers to teach Social Studies at the basic schools, Social Studies was introduced at the Teacher Training Colleges in Ghana. By examining the various historical directions and translation of those influences into classroom development and classroom instruction, a glimpse into the

past and the future of Social Studies, government, and citizenship ethics can be deduced. In achieving the objectives, five distinct chronological periods that characterized the fluctuation and stabilization was examined. The historical periods such as the 1940s, the 1950s, the late 1960s, the 1976, the 1987 education reform committee and the current goals and purposes of Social Studies were considered.

#### **2.4.1 Early, 1940**

The Social Studies programme as a field of study was introduced into the curriculum of the Teacher Training Colleges in Ghana as far back as the 1940s (Tamakloe, 1988; Kankam, 2016). The teaching of Social Studies during this period was experimented at the Presbyterian Training College (Akropong), Wesley College (Kumasi) and Achimota Training College (Accra). This experiment, according to Agyemang-Fokuo (1994) was, however, not allowed to blossom due to both teachers' and students' negative perception and attitudes towards the Social Studies programme.

#### **2.4.2 The pre-independence, 1950s**

This section of the historical development examines the perception and attitudes of both tutors and students. The way people perceive things determine their level of commitment to those things. Callahan and Kellough (1992) in their observation, pointed out that people put much effort in their activities when they see that they achieve their aim and be rewarded.

By the early 1950s, the single subjects (i.e. studying subjects like History, Economics and Geography separately) had taken over the integrated Social Studies (i.e. drawing concepts, ideas, knowledge and views from different subject areas like History and Geography to solve problems or explain issues) in the Teacher Training Colleges. The reasons advanced for the resumption of the single subject's approach, according to

Tamakloe (1988), was the fact that social sciences graduate of the University of Ghana, who were to handle Social Studies in the Teacher Training Colleges could not cope with the integrated approach, for they specialized in single subjects. Also, the students in the Teacher Training Colleges welcomed the single subject approach because they perceived it as an opportunity to either improve upon their grades in the single-subjects such as History, Geography and Economics in School Certificate or General Certificate of Education (G.C.E.) Ordinary Level (OL) or get a firm foundation in order to try their hands at GCE “O” Level examinations.

#### **2.4.3 Post independent 1960**

In the late 1960s, another development propelled the re-introduction of integrated Social Studies in the then Teacher Training Colleges in Ghana. This was when some graduate and non-graduate teachers who, had been sent to Wales and Bristol to study the “Environmental studies approach” and the “Integrated Social Studies” returned to Ghana. By 1971, about 14 of the teachers with positive perception about Social Studies had been posted to the then Teacher Training Colleges to spearhead the development of the integrated programme, which they had studied abroad.

In 1976, the experimental Junior Secondary Schools were established where Social Studies was one school curriculum. There was the need for student teachers at the Teacher Training Colleges to specialize in Social Studies to teach at the experimental Junior Secondary Schools. After training the first three batches of Social Studies teachers at the Teacher Training Colleges for the programme, it was realized that there was a glut of teachers because there was no corresponding expansion of the Junior Secondary Schools in terms of numbers. The result was that Social Studies had to be abandoned in the training colleges in the 1981/82 academic year (Tamakloe,

2008). There was no need for training specialist Social Studies teachers who could not be absorbed into the education system. This state of affairs in the training colleges of Ghana, together with the fact that Social Studies was not examined externally for certification, both at the Teacher Training Colleges and secondary school levels, made tutors and students alike to develop a half-hearted attitude to the study and development of Social Studies.

The development of Social Studies in the Teacher Training Colleges has been characterized by unsteadiness due to both tutors' and students' perceptions and attitudes towards the programme since its inception. It is against this background that Tamakloe (1988, p. 23) described the attempt at introducing Social Studies as one plagued with a "chequered history".

#### **2.4.4 The 1987 education reform**

The 1987 Education Reform Review Committee was born as a result of the experimentation of some of the recommendations of the 1972 Dzobo Committee. The Review Committee Report of 1987 recommended six years of Primary School, three of years junior secondary school and senior secondary school education each or the 6-3-3. The recommendation was implemented in 1987, which led to all middle schools being turned into Junior Secondary Schools. With this new reform in education, Social Studies was re-introduced in the Teacher Training Colleges as one of the elective subjects to train students to teach Social Studies at the Junior Secondary Schools.

The 1987 Education Reform Programme aimed at changing the content of education at the basic level and to ensure its relevance to individual and societal needs (GES, 1987). Based on this, the New Education Reform Programme has brought in its trail Social Studies at the basic education level nationwide. The aims and objectives of the Junior Secondary School Social Studies programmes reflected all the three domains of educational objective: cognitive, affective and psychomotor. The cognitive domain deals with the acquisition of knowledge, facts and ideas; the affective domain deals with the behavioural change of the learner whilst the psychomotor domain deals with the acquisition of skills (GES, 1987). The introduction of Social Studies at the basic education level necessitated the training of more teachers to have sound basis in the content for the courses at the Junior Secondary School level. Consequently, in 1990, Teacher Training Colleges in Ghana embarked on teaching of Social Studies after a new programme of instruction had been designed. The aims and objectives of the then Teacher Training College Social Studies syllabus are to:

...help the teacher trainees to be equipped with the subject content, the professional knowledge and skills that will enable them to handle confidently the Social Studies programme at the basic level of education. Hence, our goal in teaching Social Studies in the Teacher Training Colleges should be to help students to acquire knowledge and to effect a change in their attitudes and values in their society and the environment. It is also to equip them with the skills to teach for changes in the values and attitudes of pupils (GES, 1993, p. 1).

The Social Studies programme has been perceived differently and described in various ways by many writers over the years (Martollera, 1985). Some writers like Banks (1985) and Bar, Barth and Shermis (1977) perceive Social Studies as a single

subject and a singular noun. Wesley (1950) and the Committee on Social Studies (1976) perceive Social Studies as several subjects and, therefore, described as a plural noun. However, the writers in the field of Social Studies perceive the subject as an integrated subject because it integrates the social science subjects such as history, geography and civics for the purpose of citizenship education (Tamakloe, 1994).

It is common knowledge that the tutors and students at the Teacher Training Colleges have different perception of the Social Studies programme, and, therefore, are likely to approach the subject according to how they perceive it. There are two categories of tutors teaching Social Studies in the Teacher Training Colleges in Ghana. The first category consists of those tutors who graduated in the integrated Social Studies from either University of Cape Coast or University of Education, Winneba (Kankam, 2016). This first category of tutors studied the theory, principles and methods of teaching integrated Social Studies. Such tutors are likely to perceive Social Studies as an integrated subject with its main goal as citizenship education and, therefore, teach the subject as prescribed by the Ghana Education Service. The second category of tutors studied the separate subjects such as History, Geography, Economics and other foundation subjects of Social Studies. Such tutors are not likely to get the principles underpinning integration in Social Studies. Hence, such tutors are not likely to perceive Social Studies as an integrated subject with its main focus on citizenship education. The GES (1993) prescribes that Social Studies should not be treated as separated and isolated subjects but rather as one integrated subject.

## **2.5 The Nature of Senior High School Social Studies Syllabus**

To be able to find out of how competent Social Studies teachers are in the teaching and assessing of the affective learning outcomes of the affective domain in the senior high school, it is important to highlight its major features. This will help to find out whether the programme really caters for the affective domain well by the MOE. The Social Studies syllabus of the senior high school describes in detail the teacher's strategies, approaches and assessment strategies to be used. The top-down approach was used in developing the curriculum with the intent of progressive development which started in the junior high school to be continued in the senior high. The syllabus focuses on preparing the individual to fit into society by equipping him or her with knowledge about the culture and ways of life of their society, problems of the society, its values and its hopes for the future. It focuses on "citizenship education" and this is given prominence in the introductory section of the syllabus which states the rationale as; faster growth in development (MOE, 2007, p. ii).

The projects incorporate knowledge, skills, values and attitudes as essential to the development of a total understanding of Social Studies. The MOE (2007), states that the subject is multi-disciplinary and takes its sources from many subjects such as "Geography, history, sociology, psychology, economics and civic education" (p. ii). This implies that, the teacher of Social Studies should possess both the pedagogical and content knowledge in all of these subjects. Lucan (1981) called this "integration while preserving discipline identification" (p. 63).



### **2.5.1 Organisation and description of the syllabus**

The Social Studies syllabus for Senior High Schools (MOE, 2007) contains 23 topics which were grouped according to class and under three main headings. The headings are: Environment; Governance, Politics and Stability; and Socioeconomic development. In the first year of the senior high school, students are to study eight topics under the three headings stated above. Topics such as Self Identity; Adolescent Reproductive Health; Our culture and National Identity, are grouped under the major heading “Environment”. Topics such as National Independence and self- Reliance, and Peace building and conflict Resolution, are under “Governance, Politics and Stability”. Also, topics such as, the youth and National Development, and resource utilization in Ghana are under “Socioeconomic Development”.

The second year of the senior high school, students are expected to learn nine topics also arranged the three main headings as stated in the above paragraph. Students will learn the Institution of marriage, Individual obligation in the family, Responsible parenting, Socialization and Our social environment.

These topics fall under the main heading “Environment”. She or he will also learn leadership and fellowship, and our constitution, democracy and national building, under “Governance, Politics and Stability”. Finally, the role of the individual in community development is to promote national socio-economic development, sustainable development. These three latter topics belong to “Socio-Economic Development”.

The third and the final year as the student is preparing to write the West African Senior High Certificate Examination, he or she is taken through six topics before revision for the external examination. These topics are; our physical environment and

environmental challenges, education and societal change. These two topics belong to Environment. Also, topics such as Right and Responsibilities of the individual, Ghana and the international community belong to governance, Politics and Stability.

Lastly, the student will be made to learn Population Growth and Development, and the World of Work and Entrepreneurship. The latter two topics are under Socio-Economic Development (MOE, 2007). From page one of the syllabus, the individual topics are addressed and are presented on a page under five rows. The first row is headed „unit“ and below it is the topics and the problems that each topic was designed to address. The second row is also headed specific objectives. Below this heading, the specific objectives which direct the teaching of the topic should be able to identify the stated. The third row is captioned content. Everything about the topic, in other words, a body of knowledge that student is supposed to acquire is summarized under this heading to help the teacher. Even though this will not be enough for the students, the teachers supplement this with information from other textbooks on the topic. Activities to be performed by the teacher as well as student during and after the lessons are specified under the fourth row.

Finally, the success of the lesson is determined through evaluation which is stated and occupied the fifth row. Each of the sub-headings for the topic groupings begin with general objectives are stated to cover all the three domains of the educational objectives. For instance, the beginning sub-heading of the first year, Environment, has the following general objectives:

1. Use knowledge of their potentials and capabilities for guiding their self-development.
2. Acquire life-long positive attitudes and values.

3. Maintain good health and gender relations with friends and family
4. Avoid irresponsible behaviour and adopt culturally approved behaviours  
(GES, 2007).

It is clear that, the first one deals with cognitive, the second and third deal with the affective whilst the fourth one deals with psychomotor domain. It is also clear that the other specific objectives are formulated from the general objectives and lessons are taught with that direction. Governance, Politics, and Stability of the first year also has these general objectives:

1. Adapt the spirit of hard work in an independent Ghana
2. Live a life of peace and harmony with fellow Ghanaians and with people of other cultures (MOE, 2007).

These two general objectives are interwoven of the three domains even though only were stated. The socio-economic development of the first year is structure around these general objectives:

1. Acquire knowledge and skills for dealing with the challenges facing the youth.
2. Make adequate preparation for employment
3. Plan a programme for their financial security
4. Recognize the benefits of science and technology for national development.
5. Recognized the interaction between human and natural resource and natural development.

In achieving these objectives, some of them if not all, are designed around the three domains of the educational objectives. Knowledge deals with cognitive, preparation and planning deals with attitudinal change and interaction between human and resources is related to behavioural which is psychomotor domain. The subsequent

years also follow the same pattern and all these contribute to the realization of good citizenship

## **2.6 The Role of Social Studies in Nation Building**

It has been established that there is an endless debate regarding the purposes and goals of Social Studies and how particular social goals can be achieved (Ross, 2006; Brophy, 1990). The debate, however, does not prevent the writing of the goals and purposes of Social Studies. The main goal of Social Studies has been mentioned as citizenship education which involves preparing citizens for active participation in a democracy by providing them with the essential knowledge, skills and values (Ross 2006; Hahn, 2001). The National Council for Social Studies (1996) states that the basic goal of Social Studies education is to prepare the young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent.

The goals of Social Studies as given by the National Commission on Social Studies in schools' report (1989) hangs around five themes which are; (a) development of civic responsibility and citizen participation; (b) development of a global perspective through an understanding of students' life experiences as part total human experience, past and present; (c) development of „critical understanding“ of the history, geography, and the pluralistic nature of the of the civil institutions of the United States; (d) development of a multicultural perspective of the worlds' peoples through an understanding of their differences and commonalities throughout time and space; (e) development of social students' capabilities for critical thinking about „the human conditions“.

The five goals, according to Mullins (1990), were accompanied by recommendations on the characteristics of what content should be taught in Social Studies and these were:

1. History and Geography should be the unifying core of the Social Studies curriculum and should be integrated with concepts from economics, political science and social sciences
2. Social Studies should be taught and learned consistently and cumulatively from kindergarten through grade 12
3. The curriculum should impart skills and knowledge necessary for effective citizenship in democracy
4. The curriculum should balance the study of United States with studies of other cultures.
5. Superficial coverage of content should be replaced with depth study of selected content (Mullins, 1990, p.1)

These goals have served as the bedrock on what Social Studies aims to achieve and what content knowledge should be considered. Even though educating for citizenship is the main focus of Social Studies, the consensus over citizenship education is fruitless as it is a highly contested area and content specific (Seara & Hughes, 2006). Marker and Melinger (1992, p.124) stressed “Behind that totem to which nearly all Social Studies researches pay homage lies a continuous and rancorous debate about the purposes of Social Studies”. The debate on Social Studies is interminable due to the fact citizenship education itself, as used in the field, is a contested concept.

Barr, Barth and Shermis (1977) put up an insightful synthesis on Social Studies by suggesting competing analysis on the purpose and goals of Social Studies. They came out with three traditions that illustrate different approaches to Social Studies and these were put under content, purpose and method such as: Social Studies taught as Citizenship Transmission; Social Studies taught as Social science; Social Studies as Reflective Inquiry. The citizenship transmission suggests citizenship is promoted through the inculcation of right values as guidelines for making decision. This relates to transmission of concepts and values through techniques such as textbook, recitation, lecture, question and answer sessions and structured problem-solving exercises.

The second approach is taught as a social science and it is based on the grounds that citizenship is best promoted by decision-making based on the mastery of the social sciences concepts and problems. The method of teaching is based on the discovery of social science different methods. The subject matter is derived from structure, concepts and processes found in each subject and the integrated social science discipline (Barr *et al.*, 1977).

The third approach is that Social Studies is taught as reflective inquiry. Citizenship is taught via a process of inquiry. In this approach, students identify problems, ponder over them and test for some insights. Barr *et al.* (1977) argue that it is this self-selection that constitute the content of reflection. Researchers have pointed out that the identification of these traditions have aided in explaining the tension in the field of Social Studies (Thornton, 2005; Evans, 2004).

## **2.7 Perception of Social Studies Teachers on Nation Building**

National development of Ghana aims at the attainment of general accepted standards and norms in respect of the nation's economic system, political organization, ethnic and religious relationship, family life and overall relations and responsibilities between the nation and individual persons or communities.

These objectives represent the types of knowledge, skills, attitudes and values which Social Studies for Ghana schools aim at inculcating in the youths. It can hereby be vitalized that Social Studies is one of the areas of study through which national objectives on education can be achieved. It has been argued that the legitimate contributions which Social Studies have to offer a child can best be considered in relation to the ultimate purpose of education in Ghana. For instance, Osakwe and Itedje (1993) were of the opinion that the goals of Social Studies education may be said to be coterminous with those of the entire school programme in its efforts to help young people to become responsible thinking-feeling people. From the foregoing, one could rightly conclude that Social Studies objectives and Ghana's national objectives on education are "two side of the same coin" and it is through the successful attainment of these objectives that the nation could be self-reliant. The issue at stake is whether the contents of Social Studies curriculum are being implemented the way they should in accomplishing the valuable objectives. Miranda (2000) was of the opinion that, to teach is not to assert that what is taught is true but also to subject it to clarification and explanation as to why it is true. He went further to say that, to ensure this, there is the need for teachers who are more than classroom technicians; who are sensitive to human needs; who are culturally aware; who can plan and develop learning materials; and who are creative and also create learning

environments in schools that permit students to act in these ways. He submitted that learning is too important to be left in the hands of incompetent or insensitive individuals.

Miranda (2000) believes that ministering to the part and not the whole is a sure-fire strategy for failure. Such piece-meal tinkering according to him is not only costly but both in the long and short-term frustrating. Educators need to recognize the far-reaching societal implications of the process we call schooling and move rapidly on a coordinated front to systematically remove practices that have negative consequences for students and staff. Therefore, it is required of Social Studies teachers to find a reasonable balance between having students cover a significant amount of contents and study topics in depth.

Akinlaye (1996) and Adewuya (2002), assert that in an attempt to perform their teaching tasks, most teachers depended much on the use of textbooks either to read facts from or to direct the attention of their students to pictures, maps and diagrams in them. Textbooks have replaced the valuable sources of information since survey maps, journals, dailies and old historical materials are not available and those materials that were available did not appear to be suitable and related to the topics and themes being taught. Another problem is the teachers' misconception about the meaning of integrated Social Studies and the difficulty of using required teaching approaches such as inquiry method, problem-solving, role playing, simulation among other recommended methods required for its effective teaching. If Social Studies programme calls as it did, for radical changes in contents and teaching approaches, then there is need for new techniques and strategies for teaching the subject in achieving its desired objectives for nation building.



There is a close relationship between education and nation building with particular reference to Social Studies education. It has also been established that the nation could attain its educational objectives, most importantly building the nation with effective teaching and learning of Social Studies. From the discussion advanced earlier, it is the contention of me that remarkable efforts have been made in areas of science and technology in Ghana, however, the development of desirable attitudes essential for achieving the objectives of science and technology for nation building is still lacking among the people of Ghana. The more reason why Ghana is bedeviled by all sorts of social vices at all levels. Issues such as dishonesty, disloyalty, misuse of offices and public funds among others are rampant. From all indications, it should be noted that no country can attain greatness and be self-reliant with all these vices. Hence, effective teaching and learning of Social Studies is the answer. The nation cannot continue to wait in order to make every one literate before we can move forward. There are other methods of providing information to the illiterates in the rural areas through the use of such materials like television, VCD, radio and sound tapes, film strips, photographs in areas of interest like agriculture, environment conservation, health, among others to improve the standard of living of the people and serves as greater mobilization towards several developmental projects among the people and the resultant effect that will no doubt lead to nation building.

## **2.8 Social Studies as a Vehicle for Nation-Building**

There has been a growing awareness of the need for the development of fully functioning citizens; citizens who have knowledge about their environments, and the realities of political life as well as understanding the cultural ideals of Ghanaian life. In the bid to achieve all these that Government in its wisdom decided to include

Social Studies in the school curriculum. There is pressing need for Ghana to examine its traditions, views and beliefs, to correct the injustices that society has perpetrated and chart a new course.

Specifically, the only school subject which studies man in his reality and capable of addressing this issue of nation-building adequately is Social Studies. In the words of Akintola (1980), 'Social Studies is not just only a study but a way of life'. The following objectives of Social Studies are related to the national objectives. According to the 1983 National Social Studies Curriculum for Primary

Schools the objectives of the subject should help the Ghanaian school child to:

1. Develop the ability to adapt to his environment.
2. Inculcate national consciousness and national unity.
3. Become good citizens capable of, and willing to contribute to the development of the society
4. Develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities.
5. Inculcate the right types of values and altitudes.
6. Acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control, comradeship, co-operativeness, liberty and social security; and
7. Develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Ghana.

Theoretically, the chief purpose of Social Studies was to prepare citizens for participation in nation-building. The minds of young people need to be exposed to analysis, critical thinking and solution of problems. Therefore, the study of Social Studies in Ghanaian schools is very crucial. It is pertinent to say that the contents of the Ghanaian Junior Secondary School Social Studies equally have more meaning to the student's life, and help in the development of attitudes, skills and knowledge.

Generally, when preparing to teach any concept in Social Studies, the teacher must explore the curriculum and have a scheme of work which serves as the breakdown of the activities in the topic at hand. This scheme gives an outline of statement of objective(s), concept, attitudes and values to be developed, skills, and abilities to be acquired; facts and information to be learnt, material and instructional aides to be used, as well as teaching techniques and evaluation of learning outcomes (Adaralegbe, 1980).

## **2.9 Teaching Nation-Building through Social Studies Education**

Social Studies as a subject analyses man in all his ramifications. Hence, the multidisciplinary approach takes cognizance of the socio-economic, political, religious, cultural, physical, scientific and technological aspects of life. This broadens the horizon of the student and makes him/her operate beyond parochial levels like that of ethnicity. It also makes him tolerant and respectful to the views of others, this disposition is necessary for the enhancement of nation-building.

Value education is a crucial aspect of Social Studies. The teaching of positive values could serve as an instrument for bringing about desirable positive change in Ghanaian value orientation. According to Obike (1993). The functional pre-requisites which

constitute the bedrock upon which members of the society depend for their survival, and identity, manifest themselves in the people's value orientation and social attitudes expressed through services rendered to one another in extended family-relation, economic, political, religious, non-formal education and in their social life.

Values as states of mind are inferred by patterns of behaviour. They determine action, shaping, influencing and directing the line of action which an individual exhibits in a given situation. Political values according to Ezegbe (1991) are those which determine the activities, decision or behaviour of persons, political activists, government and institution, on the basis of political considerations. Such political values include patriotism, nationalism, obedience to the law, co-operation, love and merit.

Through value clarification, the teacher in the course of Social Studies education guides students to develop personal values that would be meaningful to life. With value education, pragmatic values through popular moral codes condemn these kinds of actions which threaten/ undermine the unity of a group. Some are negative attitudes like dishonesty, incest, indiscipline or violence against fellow members and other deviant behaviour. When these vices are eradicated through Social Studies problems facing nation-building can be removed: For the most disturbing factor in Ghana's under development is Ghanaians themselves who are largely bereft of positive values and attitudes germane to effective national development (Mezieobi, 1992).

Social Studies education helps to produce effective citizens, which is a basic requirement for nation building. This according to Mezieobi, (1992) as cited in Sofadekan, 2012 means: sensitivity of one's environment active participation in the

polity, democratic oriented mind and practices, willingness to assume and perform civic responsibilities, obedience to the laws of the land, one being equipped with intellectual skills essential for rational decision making and sound judgment, defense of one's right, ability to understand, respect and accommodate other individuals, habits essential for effective social living, harmonious coexistence with other members and groups in one polity.

These concepts can be taught through Social Studies education in primary, secondary, tertiary and teacher training education programmes in Ghana. The mode of teaching Social Studies is inquiry oriented. This makes it an asset to nation building. It eliminates subjectivity, ethnic prejudices, disunity and enables the individuals“ function effectively as they perform their civic responsibilities to the society. The emphasis on the affective domain in Social Studies education, encourages feelings of sympathy and patriotism in individuals thereby enabling them to ask questions on how and why or express their feelings and opinions on certain critical issues. They are put in positions to offer solutions when things go wrong.

For the various techniques and strategies of teaching Social Studies to be effective, materials and instructional aids should be used by the teacher. There is equally an awareness and readiness on the part of the teacher with regard to which textbooks and what audio-visual materials should be prepared al hand lo illustrate, emphasize, explain and to portray the new knowledge of facts, information, skills, values and attitudes to be presented or acquired. Some of these could be the effective use of the chalkboard on which the teacher puts the key phrases or diagrams and illustrations for illustration and for effect. They could be pictures or real objects to increase awareness and reinforce learning. Others could be events on tape recorders, films and

projections, radio, video player and television. Radio programmes such as "You and the Nation" can assist the Social Studies teacher and his students. In a situation whereby radio broadcast does not fall into the school lime, the teacher could record the incident and bring into class for discussion. In using aids materials, the teacher should ensure that he knows what exactly is to be played or broadcast, so as to fully prepare the children towards understanding of the lesson. Discussion should normally follow the use of audiovisual aids.

Another important thing that can aid learning is the use of resource persons and they are always popular in the classroom. They can address the class on some particular aspect of their work on specialization. While teaching nation building, an ex-statesman could be invited into the class to explain to the students what the art of governance is all about. This would afford student the opportunity of having firsthand knowledge on the topic. Understanding would still be enhanced because students are provided opportunities to ask questions, iii. Evaluation of Learning Outcomes. Apart from the yearly or terminal tests, the teacher is required to think in advance of how he can assess pupil's progress through quizzes, objective and essay tests. Other assessment procedures to be used include observation of attitude change, value and skills acquisition. If these assessments are properly done, the teacher would be able to identify areas that require further elaboration and explanations and various other ways in which students can be helped.

### **2.9.1 Knowledge and practice of senior high school teachers**

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 specialization marginally improves learners' achievements (Goldhaber & Brewer, 1996). Hanushek, Kain, O'Brien and Rivkin (2005) rather in a sharp contrast found no impact. They are of the view that graduate (Master's) degrees negatively impact learner's achievement. Teachers' test score in their major area of specialization (Social Studies).

Cavalluzzo (2004) found no impact of undergraduate institutions (College of Education) on the academic achievement of learners in Social Studies. 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 to (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 were due to "Unobserved" variables. Goes' (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, as indicated by higher-than-predicted increases in students achievement scores. From the above discussed opinions, the impact of teachers on learners is quite different in the Municipality. It is clear that the effects of teachers from Colleges of Education appear to have low impact on the academic achievements of pupils in Public Junior High Schools specifically in the Mfantseman Municipality over the last four years (Dadzie, 2011).

### **2.9.2 Educational background of Social Studies teachers**

Many teachers are not well informed about Social Studies as a subject because they often receive little pre-service and in-service professional development to prepare them adequately for teaching the subject (Asimeng-Boahene, 2003). Odada (1993) notes that there is confusion and lack of clarity about what Social Studies entails and many teachers lack not only specific training in Social Studies but also basic preparation to teach. Asimeng-Boahene (1995) found out that very few Social Studies teachers have Diploma and Degrees in Social Studies and are teaching the subject. He



further noted that many Social Studies teachers do not attend workshops, receive in-service training or attend Social Studies conferences. The courses taken during teacher training do not sufficiently prepare the potential Social Studies teacher in content knowledge (Asimeng-Boahene, 1995) so that colleges churned out teachers who are not well trained to teach the subject. He further stressed that Social Studies teachers currently serve in positions could be classified as splendid misery or dignified slavery. To him, it is splendid because the teachers operate in contradictory roles and in unenviable teaching conditions.

Also, it is dignified slavery because they teach with little administrative support in unfavourable political climates, implementing test-driven curricula without adequate professional training and instructional materials. Even though, the purpose of the 3-year Diploma in Basic Education at the Colleges of Education is to train a generalist teacher in content and pedagogy, most teachers who teach Social Studies at the Public Junior High level appears not trained in Social Studies. According to Djan, (2011) out of the thirty-eight (38) Colleges of Education in Ghana, eleven (11) do not offer Social Studies because they offer Technical and French subjects. This presupposes that, teachers from such colleges do not offer Social Studies, thereby creating problems if offered the subject to teach without the trained Social Studies teacher available. He further explained that it appears that most Social Studies teachers in the Municipality are holders of Senior School Certificate Examination (SSCE), or West Africa Senior School Certificate Examination (WASSCE), General Certificate Examination Ordinary Level (GCE „O“ Level), General Examination Certificate Advance Level (GCE „A“ Level) who are not trained while the other holders of Teachers Certificate „A“, Diploma and Degree are trained. Judging from the

discussions espoused above, it is evidently clear that more than 50% of prospective Social Studies teachers with educational background qualifications in English, Geography, History, Economics, and Government are compromised. Also, learners with low qualifications who are selected as Social Studies teachers tend to be demotivated in understanding the approach to the new Social Studies in schools (Udofot, 1988). There is therefore the need to adequately train Social Studies teachers in order to develop the subject.

### **2.9.3 Continuing professional development of Social Studies teachers**

The philosophy of Continuing Professional Development (CPD) is the culture of continuous and life-long self-directed learning, and it is about learning by doing, reflecting and learning from that experience to improve on everyday performance (Cobbold& Dare, 2009). To Stuart, Akyeampong and Croft (2009) CPD means providing all teachers with regular opportunities for professional growth, ranging from working with colleagues through short In-Service Education and Training (INSET) courses to gaining further qualifications. Craig, Kraft and du Plessis (1998) describe it as a comprehensive development programme which may include training, ongoing support, career growth, incentives, etc. To them, CPD is a process, not an event, and that it happens in stages, over many years.

It should also include improving both teachers' subject matter knowledge and their skills in teaching, observing, assessing and reflecting. Again, they maintain that as part of CPD, teachers need other teachers and supervisors to help them solve problems and support each other through discussion, modelling and coaching, and that, these should be closely tied to the realities of classroom and teacher's current needs. Day (1999) explains it as consisting of all-natural learning experiences and

those unconscious and planned activities which are intended to be direct or indirect benefit to the individual group or school, and which contributes, through these, to the quality of education in the classrooms. From the explanations espoused by the various writers above, it can be explained that, CPD is a systematic maintenance, improvement and broadening of relevant knowledge, skills and development of personal qualities necessary to the execution of professional and technical duties to a suitable standard throughout a person's working life.

Continuing professional development of teachers has, since become an important subject in the world. Ding (2001) and Cobbold and Dare (2009) realized that teaching is a specialized work and that teachers (Social Studies teachers) as developing professionals should reach their maturity both in the context and level of their profession through lifelong learning and exploring. In addition to this realization is the changing role of the teacher in the information and knowledge society. Hargreaves (2003) sees teachers (Social Studies teacher) caught in a triangle of competing interests and imperatives in the knowledge society as: catalysts, counterpoints and casualties. Today's teacher therefore needs to be committed to and continually engaged in pursuing, upgrading, self-monitoring and reviewing their own professional learning, in the form of face-to-face and virtual professional learning networks (Lieberman & Wood, 2002).

Again, adopting continuous professional development portfolios is vital because teachers accumulate and review their own professional learning (Day, 1999).

Consulting and critically applying the evidence of educational research to their practice is always informed by it (Hargreaves, 2003). Undertaking action research and inquiry of their own and connecting professional learning with levels of reward in

teacher pay is also important (West, 2001). Cobbold and Dare (2009) therefore concluded that teachers for that matter, the Social Studies teacher can no longer take refuge in the notion that teaching is technically simple, and that once a teacher qualifies to teach, he or she knows the basics of teaching forever.

The knowledge society means that teachers must be able to build a special kind of professionalism where they, among other things, promote deep cognitive learning; learn to teach in ways they were not taught; committed to continuous professional learning; work, learn in collegial terms, develop and draw on collective intelligence (Hargreaves, 2003). To Sparks and Hirsh (1997) CPD is critical to implementing new educational programmes. They assert that sustained implementation of new practices requires a new form of professional development affecting not only the knowledge, attitudes and practices of individual teachers, administrators and so on, but also the cultures and structure of the organizations in which they work. They further argue that teachers must have opportunities to discuss, think about, try out and horn new practices by taking new roles, create new structures, working on new tasks and creating a culture of inquiry Cobbold and Dare (2009) (cited in Amedahe, 2008). Fullan (1995) sees teachers not only crucial to successful improvement efforts, but also key initiators, arguing that the rapid pace of change today imposes upon teachers moral and cultural imperatives compel them to be active change agents. Continuing professional development of Social Studies teachers is indeed a continuous and life-long learning to improve on performance to be able to meet the changing needs of society and be abreast with current events.

## **2.10 Techniques of Teaching Social Studies for Nation Building**

Techniques of delivering Social Studies can include a number of lecturing styles.

These are:

1. Lectures (e.g. Storytelling, illustrated talk, Demonstration, Visiting speaker)
2. Creative activities (e.g. Drawing and painting, Poster, Creative writing, Cartoons, Costume making)
3. Discussions (e.g. Brainstorming, Small group discussion, Debate, Panel discussion, Devil"s advocate)
4. Dramatizations (e.g. Miming, Playlet, Monologue / Dialogues, Puppetry)
5. Inquiry-based activities (e.g. Field trips, Quizzes, Puzzles, Sorting, Opinion polls) (Akinlaye, 2002)
6. Role play

A teaching technique is a specific way or aspect of a given method of teaching Social Studies which is chosen, organised and delivered by a teacher in his or her interaction with students. Adebayo (2010) observed that techniques are embedded in methods, and are thus narrower in scope than methods. It is in fact the technique, appropriately utilised by the professional Social Studies teacher, that gives meaning to teaching, teaching skills can determine the extent of achievement or otherwise of the instructional objectives.

### **2.10.1 Lecture techniques**

The lecture technique is an age-old traditional method of teaching where knowledge or information are presented, conveyed, imparted or transferred to learners by the teacher who dominates the teaching-learning process, acts as a repository of knowledge, and expects students to listen passively and unquestioningly. The

expectation of the teacher and the student is that the latter should be able on demand to regurgitate the stored knowledge presented by the teacher. Dike (1989) and Ezegebe (1993) attested to the fact that most Social Studies teachers today employ the lecture technique.

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

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

### **2.10.2 Creative activities techniques**

These are simple forms of mental stimulation, allowing the students to use their imagination about the topic chosen for discussion. They elicit the creative capacities of the students via their active participation in the creative classroom activities (Mayesky, 2009).

In Social Studies, creative activities and learning experiences are emphasised in order to develop the intellectual skills of the learners. The significance of making activities a central part of the teaching interaction in the Social Studies classroom is to foster the creative abilities of the learners. This points to the fact that activities in Social Studies are aimed at producing creative and productive citizens who are adaptive and can meet any challenge (Davies, Jindal-Snape, Collier, Digby, Hay & Howe, 2013).

### **2.10.3 Discussion techniques**

The discussion method can be described as an organised, pre-determined procedure of teaching where participants put their heads together and contribute worthwhile ideas or personal views that aid them in arriving at a conclusion on a topic (Sofadekan, 2003). In a discussion setting, the teacher should be an integral part of the discussion group placing himself/herself in the discussion circle and not standing in front of the class. Here the discussion group is comprised of equals where a visitor would not at first sight identify who the teacher is other than by his/her age. The physical setting of the discussion would be such that each of the discussants can see each other's face as the process progresses. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class is manageable. In large groups the teacher should organise the students into manageable discussion groups. In a discussion where only the teacher is versed in discussion skills, he or she should lead at first and then step back allowing pupils to introduce points and counter points. The teacher should retain an element of control however to ensure that basic courtesies are observed and that everyone is given an opportunity to contribute.

#### **2.10.4 Role-playing technique**

Rao and Stupans, (2012) found that Social Studies content should be in depth with lessons and activities. The type of lessons an educator teaches is based on his/her own personal philosophy of teaching and learning. Each teacher should possess his own philosophy which “provides guidance and direction in choosing objectives, learning activities, and assessment procedures” (Ediger, 2007, p. 18). Educators who have an active learning philosophy are the ones who believe roleplaying is a useful and effective teaching method. Role-playing exercises come in many forms and educators should not be reluctant to experiment with their style and structure (Westrup, &Planander, 2013).Westrup, and Planander, (2013) says “there are four basic elements that are essential for the success of any role-playing activity” (p 357). The first element is that the activity builds on knowledge the students already possess about a particular historical context. A teacher cannot expect students to role-play about something they have no prior knowledge of. The second element is to design the roles yourself to maximize students go without giving them a focal point for debate. The third element is the instructor’s limited involvement and willingness to be flexible. The last element is the instructor needs to guide the students along, but not overbear the conversation and let the students take their own path to understanding. By following these four basic elements, any educator can have a successful role-playing activity.

Role-playing activity help introduce student to real world situations (Rosa, 2012). Rao and Stupans (2012) identified three general advantages to role-playing activities; they are positive and safe in dealing with attitudes and feeling, they provide a safe venue for expressing personal and sometimes unpopular attitudes and opinions, and role-



playing is highly motivating as the majority of students enjoy these types of activities and become more inspired learners. Because of these advantages, Universities have started using more role-playing than ever before. Role-playing is becoming particularly common in college education (Rosa, 2012).“Educators have had great success incorporating role-playing activities into their class structure,” (Rosa, 2012, p. 200).Rosa follows an undergraduate college education class through a role-playing activity and observed that the teacher as well as the students evaluated the effectiveness of the role-playing activity. The results demonstrated that the activity increased the students understanding of the topics of the project, fostered their awareness about the topic and enhanced their academic skills and ability (Rosa, 2012).In his conclusion Rosa (2012) explains how the role-playing activity is transferable to other types of Social Studies classes and can easily be modified for high school Social Studies classes. Overall, Rosa found that role-playing is an effective teaching method and should be used to help actively engage students in their learning. Rosa, (2012) is just one of the few researchers who has found roleplaying to be effective.

#### **2.10.5 Dramatization techniques**

Dramatization is a method whereby students act out events, situations, emotions or feelings or characters in stories by taking on roles. It involves the students in many activities that they can participate in physically, emotionally and mentally but it is a method that has to be carefully prepared if maximum benefit is to be derived from it (Aggarwal, 2006).

Even though the method is practice oriented, the teacher should consider its suitability in terms of practicability so that difficult or frightening roles should not be used for dramatization. As well as providing students with fun during the lesson, it brings out the best in children, it aids their cognitive development and self-expression, it encourages the use of their initiative; gives them the opportunity to identify with what is good and positive; develops in them the spirit of cooperation and team work and trains them to speak clearly so that all members could hear but in the event of bad handling of the dramatization method, the effects could be negative (Ayaaba, & Odumah, 2013).. Students can become obsessed with the process of dramatization rather than the message in it.

#### **2.10.6 Inquiry-based techniques**

Inquiry-based problem solving is an activity-oriented, thought provoking creative method in which students, out of curiosity and on their own, or with the guidance of a teacher, probe, investigate, and interpret relevant issues and problems with a view to providing a solution through reflective thinking and rational decision-making which this method develops in the inquirer. As is evident from this method, rather than the teacher being a knowledge encyclopaedia or the giver of knowledge, the students strike out on their own, individually or in a group, to seek solutions to problems while the teacher acts as a facilitator of learning or a collaborator in learning (Driver, 2011). It is through exposing students to the more or less independent activities which the inquiry method entails that the students develop the intellectual skills essential for problem solving. Inquiry-based inculcates reflective thinking in the learners and ultimately makes them critical thinkers but it is time consuming. It also entails patience or endurance on the part of the teachers and the students who on losing their

patience in the face of seemingly difficult problems may see their situation as frustrating (Benade, 2015).

### **2.10.7 Problem solving technique**

The course of Social Studies makes children effective members of the society in the socialization process and helps them overcome their problems by following his/her development closely (Çelikkaya, 2013). The course of Social Studies is of particular importance in terms of having students acquire knowledge, skills and attitudes to help students in their individual and social lives. It is stated that the course of Social Studies addresses 9-13-year-old children and the knowledge, skills and values to be acquired by children within this period will be difficult to change in the coming years. For this reason, for a child of this age group, the course of Social Studies has a separate importance (Akdağ, 2009). The course of Social Studies is of particular importance in terms of having students acquire knowledge, skills and attitudes to help students in their individual and social lives. This change defines an individual having such qualities as generating the knowledge, using it functionally, being capable of solving problems, thinking critically, being entrepreneurial and decisive, having communication skills, being capable of empathizing with others, making contributions to the society and culture, etc.

A skill is an ability which needs having individuals acquire within the learning process, developing continuously and transferring to daily life (Baldemir, Zaman, Teker, Sahin, Zengin, Tkgoz, Kor, & Bayraktar, 2017). In the Social Studies Course Teaching Program, it is emphasized that students should be made to acquire the problem-solving skills while teaching the learning domain of "Effective citizenship" and "Humans, Places and Environments".

According to Altun (2013), a problem is a situation in which a person wants to do something but does not know what to do immediately. A problem is a situation of conflict in which an individual encounters a frustration in the way toward reaching a target. Frustration makes it difficult to reach a target. In such a case, problem solving is finding the best way of overcoming the obstacle (Morgan, 1999). Problem solving is the process of overcoming difficulties encountered when reaching a target and requires benefiting from not only knowledge but also methods related to creativity and solution (Yalçın, Tetik & Açıkgöz, 2010).

Problem solving is a process which a person undergoes starting from the feeling of a problem until finding a solution to it (Güçlü, 2003). Problem solving skill is one of the most determining roles in the process of an individual's becoming an individual and adapting to his/her environment. An individual is obliged to cope with his/her environment and problems by using his/her own power and at the capability of his/her own problem-solving skill without being captive of problems which s/he encounters in his/her daily life. According to this, a problem can be defined as a situation bothering the individual. Problem solution is a process covering efforts to eliminate encountered difficulties for a certain aim (Bingham, 2004).

Possessing the knowledge about the concept of problem solution is not enough to solve a problem. A human with developed problem solution abilities can use knowledge effectively in encountered problems. A human with underdeveloped problem-solving abilities just carry the knowledge without using it functionally (Altun, 2013). Since problem solving is a learned behavior and ability, it can be considered that every individual possesses this ability at a different level but problem solving is a skill which requires learning and developing continuously (Ulusoy,

Tosun, & Aydın, 2014). Koberg and Bagnal (1981) list the qualities of people with problem solving skills as follows: They are innovative, clearly state their preferences and decisions, have the sense of responsibility, think flexibly, are courageous and adventurous, come up with different ideas, feel confident, have wide areas of interest, are reasonable and act objectively, are comfortable and emotional, are active, full of energy, creative and productive and have a critical structure (Cited by Güçlü, 2003).

Solution of a problem depends on many variables. Such factors as suitability of the encountered problem to the age of the individual, the individual's level of possessing preliminary knowledge or education for the solution, his/her ability, health, attitude, benefit of the solution for the individual, the individual's personal characteristics can be effective on problem solving. Problem solving also includes attitudinal and cognitive components. In order to solve problems, learners are required to desire to do so, and also, they should believe that they can. Motivation and attitudinal aspects such as effort, confidence, anxiety, persistence and knowledge of self are important to the problem-solving process (Jonassen & Tessmer, 1996).

According to Heppner, Witty and Dixon (2004), individuals regarding themselves as ineffective problem solvers generally believe that problems will suddenly disappear. They mostly use emotion-focused coping strategies while solving a problem. In difficult interpersonal encounters, they mostly experience emotional arousal. They encounter emotional problems which they cannot cope with more frequently. Problem solving as a goal-directed behavior requires an appropriate mental representation of the problem and the subsequent application of certain methods or strategies in order to move from an initial, current state to a desired goal state (Metallidou, 2009). At the same time, individuals criticizing, inquiring and generating creative solutions to

problems will be effective on the achievement of social development. It can be stated that raising of individuals being able to solve problems is possible through teachers having high problem solving skills (Polat & Tmkaya, 2010). In order for teachers, who are in intensive interaction with people as required by the social life and the profession of teaching, to establish healthy relationships, spend effort to solve encountered problems, stand upright against negative situations, not to reflect this to their environment negatively and be a good role model, they are required to acquire sufficient social skills. One of the most important social skills playing a determining role in an individual's positive interaction with his/her environment making him/her an individual is problem solving skill. Problem solving is one of the most important skills which can be acquired at school and in life (Jonassen, 2004). For this reason, it is clear that especially pre-service teachers' describing problems which they encounter, making inquiries about the problem, solving the problem by using information which they obtain in the solution of the problem, that is to say, having acquired problem solving skills will be effective on their future students' acquiring problem solving skills (İnel *et al.*, 2011). Students learn better when opportunities for teaching are increased, they directly participate in prepared activities and become successful at solving presented problems (Dale & Balloti, 1997). Problem solving is one of the most important learning skills which can be acquired at school and in life (Jonassen, 2004).

Today, one of the most basic aims of educational institutions is to have individuals acquire problem solving skills and prepare them for life. Students are expected to be successful individuals at adapting their problem-solving skills to their individual and social lives (Erden, 2005).

### **2.11 Empirical Review**

A study conducted by Agyemang-Fokou (1994) as cited in Dwomoh (2018) reveals that how the inception of Social Studies was received by both teachers and students at the Teacher Training Colleges in Ghana, during the time the ruling government as part of its policies, tried to train teachers to teach Social Studies at the basic schools by introducing the Social Studies as a field of study into the curriculum of the Teacher Training Colleges. Its inception was not successful as the teachers and students had negative perceptions and attitudes towards the Social Studies implementation into their curriculum.

Aisiku and Fafunwa (2018) reveals that the controversy and struggles that most ministries of education in African countries face when trying to develop new syllabi, by making mention of the national, economic, cultural, and political factors that can positively or negatively impact the development and dissemination of new curricula in Africa. In view of this, Most African countries take different approaches in making changes to their curricula.

Amenumey (2008) attempts to make a critical review of the Ghanaian educational system that existed from the pre-colonial periods through to the 20<sup>th</sup> century. By this review and its comparison to current educational system in Ghana, he makes the assertion that the current educational system is based on what the colonizers initiated and left for Ghana. This source is very useful in this research inquiry as comparison has been made of the current curricula and that of the pre-colonial times in addressing the development of Social Studies curricula in Ghana and its implications so far as nation building is concern.

Bickford and Rich (2014) attempts to clarify the role teachers“ play in helping their students acquire and use historical thinking skills as historians do. The teachers are to use information that would be clear to students in order not to create confusion in their minds.

This source supported this project as information was sought from teachers on the content and pedagogy of the history instruction in Social Studies classrooms. The positives and negatives they encountered, and the possible tangent solutions to adopt to enhance students“ historical thinking skills as this may go a long way to affect nation building.

Biesta (2006) makes the attempt to assert that Social Studies stands out to be the most appropriate subject that could enhance citizenship education in schools. This is as a result of the multidisciplinary and interdisciplinary content and the child-centered, but not teacher centered instructional strategies used in teaching the Social Studies.

This source is more emphatic and factual in terms of reviewing the multidisciplinary and interdisciplinary nature of the Social Studies. Its inception came to subsume single subjects like geography, economics, and civics. It draws inferences from sociology, and psychology. This is a major point in this research inquiry as it assessed the impact, the emergence of history in Social Studies have had on the history instruction in Ghana and nation building.

The Social Studies curriculum in Ghana for the Teacher Training Colleges unearths the conferences held by delegates from United States of America, Britain, and Africa at the Queen’s College, Oxford is reviewed. The needs and priorities in a curriculum development of African countries at the primary, secondary, and Teacher Training



Colleges in Ghana were discussed. Based on the needs and priorities of a curriculum development discussed about, there was also an Educational Reform in Ghana in the year 1987, which changed the educational content at the basic level to reflect and be relevant to the individual and societal needs.

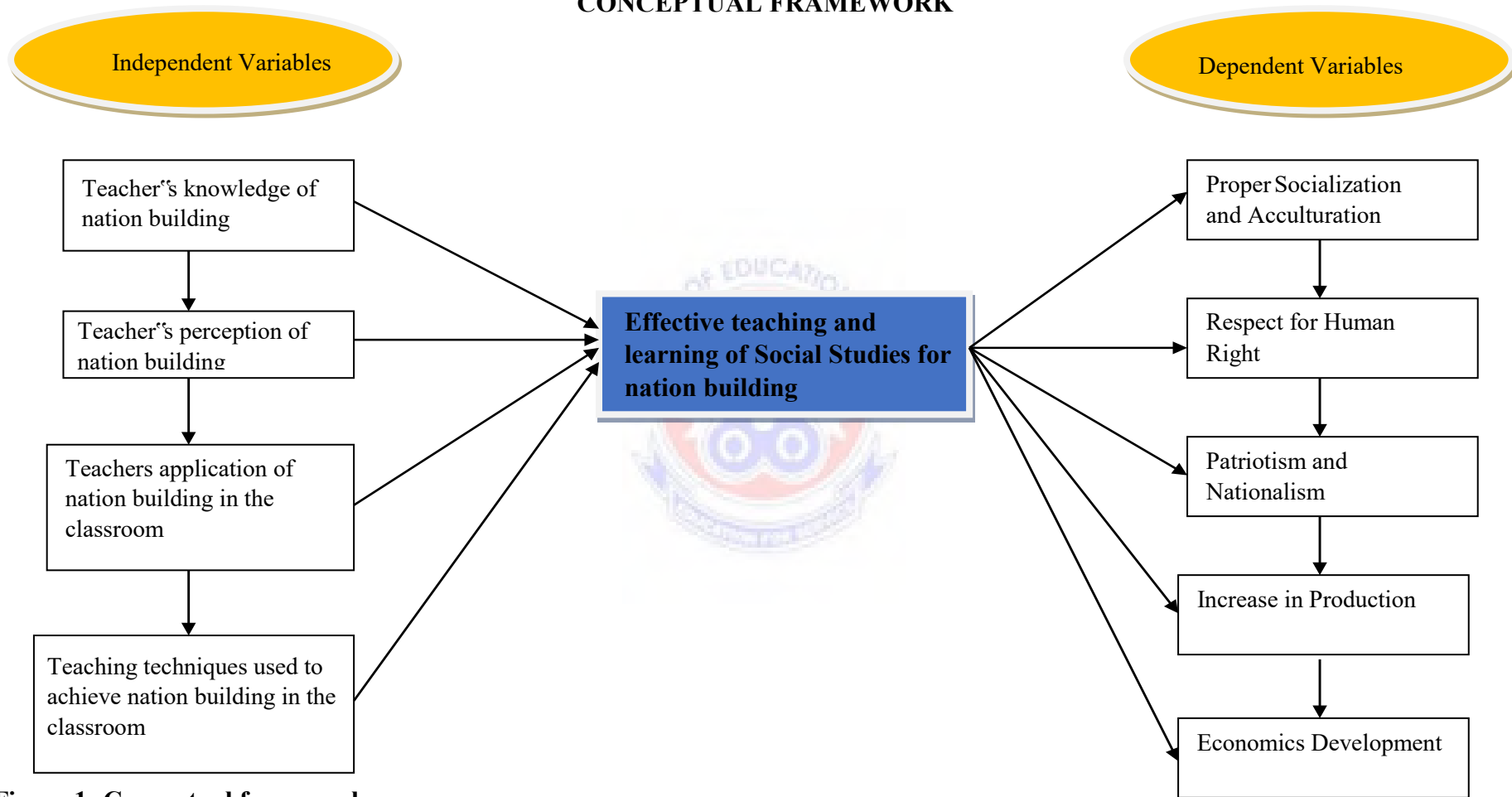
This source contributes to this research as it discovered how Social Studies curriculum was first introduced in the Teacher Training Colleges in Ghana in my unraveling of the development of the Social Studies/history curricula in Ghana. This reform brought the re-introduction of the teaching of Social Studies as an elective subject taught at the Teacher Training Colleges in Ghana (GES 1993, Martin, 2005).

### **2.12 Conceptual Framework**

This framework was self-constructed to reflect the variables of the study. In the study, two main variables are set. These are dependent and independent variables. For the independent variables, teachers' knowledge/ideology, teachers' perception of nation building, teachers' ability to apply nation building in the classroom and teaching techniques used in teaching nation building were set to predict effective teaching and learning of Social Studies for nation building (see Figure 1).



### CONCEPTUAL FRAMEWORK



**Figure 1: Conceptual framework**

Source: Researcher's own construct 2020

The effective teaching and learning for Nation building result in the dependent variables, which are proper socialization and acculturation, respect for human right, patriotism and nationalism, increase in production and economic development. In the independent variables, teaching techniques used in teaching for Nation Building were role play, creative activities, discussion dramatization, inquiry-based problem-solving, and lecture. Literature gives ample evidence to suggest that the effectiveness of teaching and learning for Nation Building (NB) can also be achieved when teachers play their roles well. These variables were tested to describe how they could predict or determine effective teaching and learning for nation building in Senior High Schools in the Eastern Region of Ghana.

### **2.13 Summary of the Literature Review**

The field of education has undergone a significant shift in thinking about the nature of human learning and the conditions that best promote the various dimensions of human learning.

In particular, there has been a paradigm shift in the instructional approaches, from behaviorism to cognitivism and now to constructivism. Constructivism is a learning theory that emerged as a powerful model for explaining how knowledge is created, as well as how learners learn (Gordon, 2009). The basic nature of constructivism is that learners actively construct their own knowledge of the information or idea of subject presented to them rather than passively receive information from a source. What this means is that information cannot merely be deposited into learners' heads. Constructivism tells us that information must be discovered through some activity on the learner's part in order to have meaning for him or her (Tuckman & Monetti, 2011). This process occurs when students reconcile formal instructional experiences

with their existing knowledge, within the cultural and social contexts in which ideas occur, and with a host of other influences that serve to mediate understanding. Within this perspective, teaching should promote experiences that would require students to become active learners, and participators in the learning process. Such experiences may include problem-based learning, inquiry activities, dialogue with peers and teachers that encourage making sense of the subject matter, or when exposed to other sources of information, and opportunities that would enable them demonstrate their understanding and the different sources they are exposed to for learning.

There is no one constructivist theory of learning, but most constructivist theories agree on two central ideas: (1) learners are active in constructing their own knowledge, and (2) social interactions are important in this knowledge construction process (Bruning, Schraw, Norby & Ronning, 2004). Constructivist approaches in education generally embrace these two ideas.

The theory of constructivism should be applied in teaching and learning of Social Studies to enable students to become good citizens of the country.

The purpose of Social Studies was to prepare citizens for participation in nation building. The minds of the young generation need to be exposed to the analysis, critical thinking and solution of problems. Therefore, the study of Social Studies in Ghanaian schools is very crucial. It is pertinent to say that the contents of the Ghanaian Junior Secondary School Social Studies equally have more meaning to the student's life, and help in the development of attitudes, skills and knowledge.

It can be seen from the discussion above that teaching techniques are tools used to accomplish specific instructional objectives. The Social Studies teacher should be a facilitator of learning whose goal is to change the totality of the behaviour of students in a positive direction, and he/she needs to adopt appropriate teaching techniques that will bring about reflection and understanding of the world. While teaching techniques in Social Studies education have been the focus of professional discourse among Social Studies educators, most especially since the introduction of the subject into the Ghana school curriculum (Akande, 1987), the value of instructional strategies in facilitating and motivating learning has never been in dispute (Akinlaye, 2002). While it is perceived that some teaching techniques can effectively promote the learning of key concepts, facts, generalisations, and skills in Social Studies better than others, there is no consensus as to which of them can facilitate effectively and efficiently critical and reflective thinking that may lead directly to intelligent and rational decision making on social issues and problems of the environment.

In Social Studies, especially, finding one or more appropriate instructional method is a priority. It is the professional obligation of the teacher to employ effective and conducive approaches of stimulating, motivating and managing learning development in a classroom setting.

However, discussions about whether a teacher is „good“, „effective“ or „efficient“ tend to be based around knowledge acquisition, but the studies of Clark & Starr (1967); Dike, (1989); Ezegbe (1994) and Mezieobi (1994b) have underscored the importance on innovation and reflection particularly for Social Studies. This is supported by Akinlaye (2002) who argued that selection of the appropriate and most effective techniques is very important to the success of a lesson. The appropriate teaching method determines whether a teacher communicates effectively with learners or not.

The recurring problem in Social Studies teaching relates to making the curriculum more relevant to the lives and experiences of students. It is therefore imperative that teachers adopt innovative techniques of teaching this pivotal curriculum.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Overview

This chapter discusses and outlines the research design, philosophy, population, sampling and sample procedure, data collection instrument, data collection procedure and data processing and analysis.

#### 3.1 Research Paradigm and Philosophy

To ensure a strong research design, researchers usually choose a research paradigm or philosophy that is congruent with their beliefs about the nature of reality (Betts, 2011). Paradigm or philosophy refers to a system of ideas, or world view, used by a community of researchers to generate knowledge. It is a set of assumptions, research strategies and criteria for rigour that are shared, even taken for granted by that community. For the purpose of this study and due to the quantitative design in its nature, it is guided by the positivist research paradigm.

According to Feilzer (2010) positivism involves hypothesis testing to obtain “objective” truth. It is also used to predict what may happen at a future date. In most literature on nation building and national integration, it has been realized that there is a significant relationship between knowledge and practices of Social Studies teachers” and nation building. The positivist paradigm helps to establish the validity of this assertion among SHSs in the Eastern Region of Ghana.



### **3.2 Research Approach**

A quantitative approach was followed. Quantitative study is a formal, objective, and systematic process in which numerical data are used to obtain information about any subject (Burns & Grove, 2005, p. 23). Other researchers describe this research design as a method that explains phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics) (Aliaga & Gunderson, 2000). Quantitative approach can help the researcher to describe and test relationships and examine the cause and effect between variables. In other words, this type of research approach allows researcher to test the hypotheses of this study (Coolican, 1990).

Furthermore, this research approach also enables the researcher to compile the data onto a chart or graph, conducts a research on a large scale and gives a lot more information as far as value and statistics are concerned (Aliaga & Gunderson, 2000). In addition, the quantitative method has been selected for this study to allow for the generalization of the findings to the selected population. Moreover, this is a method applied by previous studies in the field of social sciences (Simosi, 2012).

### **3.3 Research Design**

Research design is seen as the formation, which specifies how data related to a given problem should be collected and analyzed. It provides the procedural outcome for the conduct of any investigation. Gay (1992), remarks that research design indicates the structure of a study, the nature of the hypothesis and the variables involved in the study.

The research design chosen for this study was a descriptive survey. This is because the research seeks to find answers to the current situation. A descriptive survey was employed for the study to obtain quantitative data from the respondents for analysis since the research is temporal and would be conducted within a limited time frame. This type of design is usually conducted to estimate the prevalence of the outcome of interest for a given population (Gay, 1996). It also provides a quick and reliable data for analysis since the research would be conducted within a limited time frame.

Descriptive research design is a scientific method, which involves observing and describing the behavior of a subject without influencing it in any way. It involves collecting data in order to answer questions concerning the current status of the subject of study (Gay, 1996). It also results in a description of a data, whether in words, pictures, charts or tables. Descriptive study is basically designed to find out the existing situation of a particular phenomenon and the issues evolving around it.

Descriptive survey, like other types of research designs, has its weaknesses. Seifert and Hoffnung (2000) highlight the difficulty of ensuring that the questions to be answered are unambiguous and not misleading. Survey results that are observed can vary significantly depending on the wording of the questions. Results from descriptive survey may also be misleading, because it may delve into people's personal matter that they may not be truthful about. In addition, people might give responses to please the researcher or situation.

Despite its disadvantages, the descriptive survey has many positive attributes. The advantages of this design are that the subjects are observed in a complete natural and unchanged environment. Descriptive research is often used as a pre-cursor to more

quantitative research designs, the general overview giving some valuable pointers as what variables are worth testing qualitatively. More so, the use of descriptive designs allows variables and procedures to be described as accurately and completely as possible so that other researchers can replicate the study.

### **3.3 Study Population**

Mugenda and Mugenda (2003) defined population as an entire group of individuals, events or objects with some observable characteristics. Best and Khan (2006) similarly referred to population as “a group of individuals or people that have one or more characteristics in common that are of interest to the researcher” (p.13). Per this study, the target population included all 792 Social Studies teachers in the 99 Senior High Schools in the Eastern Region.

### **3.4 Sample and Sampling Procedure**

The quality of any research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that is adopted (Cohen, Manion & Morrison, 2011). The sample was chosen from the study population that is commonly referred to as the „target population or accessible population“ (Murphy & Schulz, 2006, p.23).

To simplify the process of determining the sample size for a finite population, Krejcie and Morgan’s (1970) table was used to determine the sample. Krejcie and Morgan’s (1970) table is very essential and adequate for the descriptive studies. Therefore, using the Krejcie and Morgan’s table, the sample size of the total population for 792 was 260 Social Studies teachers. Krejcie and Morgan’s (1970) sample table is based on the following formula:

$$s = \frac{X^2 NP (1-P) + d^2 (N-1) + X^2 P (1-P)}{d^2}$$

$s$  = required sample size

$X^2$  = the table value of chi-square for 1 degree of freedom at the confidence level (3.841)

$N$  = the total population size

$P$  = the population proportion (assumed to be 50 since this would provide the maximum sample size)

$d$  = the degree of accuracy expressed as a proportion (0.05)

Fraenkel and Wallen (2010) have also indicated that for descriptive studies, a larger sample size produces desirable results to generalise over the population. Therefore, a sample size of 260 out of a total of 792 Social Studies teachers was considered large enough to produce the desired results and allow for generalisation of the findings over the population. This implies that approximately 5 teachers each were conveniently selected from 52 schools which were selected randomly. Simple random was used to select 5 Social Studies teachers to take part in the study. The simple random technique was used in order to give each school an equal chance of being selected and it is helped to avoid biases in selecting the respondents. This was used to help improve the representativeness of the sample by reducing sampling error. Convenient sampling was adopted for the selection of teachers for easy accessibility of data and respondents' availability.

### **3.5 Data Collection Instrument**

A well-constructed and self-developed questionnaire titled "Questionnaire for Respondents (Senior High School Social Studies Teachers)" was used to get the desired information from the Teachers. A questionnaire is a research instrument

consisting of a series of questions (or other type of prompt) for the purpose of gathering information from respondent. According to Sarantakos (2013), questionnaires produce quick results and they are less expensive than other techniques. Questionnaires can be completed at the respondent's convenience. They offer greater assurance of anonymity and offer less opportunity for bias or errors caused by presence or attitude of the researcher. It is an efficient method in the sense that many respondents can be reached within a short time.

The questionnaire was divided into five sections A to E. Section A was for collection of information on personal data of respondents while Section B focused on research question one (What is the extent of knowledge/ideology of SHS Social Studies teachers on Nation Building?). The section C focused on research questions two which is „What are the Perception of SHS Social Studies teachers on the teaching and learning of Social Studies for Nation Building?“. Section D also focused on research question three which is „How do SHS Social Studies teachers apply teaching and learning for Nation Building in the classroom? And the last Section E concentrated on research hypothesis; Sections (B to E) consisted of questions that made real responses (4-point Likert Scale) from the respondents with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

### **3.6 Pre -testing of Research Instruments**

For the suitability of the instrument for collecting data to be determined, it was necessary to pre-test the instrument. The rationale for the pre-testing was to scrutinize the reliability and validity of the questionnaire. The participants for the pre-testing exercise were Social Studies teachers of some schools in two districts, Assin South and Assin Central all in the Central Region. The reason for the choice of the schools

was due to proximity and accessibility to me. In all, the total number of respondents for the pre-test was 20. This area was chosen for the pilot testing because it has the same characteristics as compared with what pertains in the Eastern Region as whole. The teachers also bear similar characteristics.

### **3.7 Validity and Reliability**

In order to ascertain the content validity of the instrument, some lecturers and Social Studies teachers were consulted to review the items. They helped to evaluate whether the items were relevant to the research questions and their suggestions helped to establish the items' face and content validity. Face and content validities were established by submitting the instrument to my supervisor for review. Cronbach's Alpha was used by me to establish the reliability of the instrument during the pilot-test. Pavet, Deiner, Colvin, and Sandvik (1991), have indicated that in terms of reliability, the most important figure is the Alpha value which is Cronbach's Alpha co-efficient. Pavet et al (1991) indicated that any scale with Cronbach's Alpha of less than 0.7 cannot be considered reliable. On the basis of that the value of 0.823 which was the Cronbach's Alpha co-efficient for the pilot-test is above 0.7 and therefore was considered reliable.

As a further step to determine the internal consistency of the instrument Cronbach Alpha ( $\alpha$ ) was computed from a sample of Twenty (20) responses that were gathered from the pre-testing. The choice of Cronbach alpha ( $\alpha$ ) co-efficient was made on the merit of views of Mitchell (1996) who contended that Cronbach Alpha is used when measures have multi-scored items. This exercise helped to correct any ambiguities that were detected and other items that will not be relevant to the research.

### **3.8 Ethical Considerations**

Ary, Jacobs and Sorensen (2010) points out that there are four stages in research ethics, namely: planning, data gathering, processing and interpretation of data as well as the dissemination of results. At the data collection stage, in conducting or administering questionnaires, due honesty was exercised. The teachers were given the opportunity to fill their questionnaires privately, in order to ensure confidentiality. In dissemination of results, measures were taken to ensure privacy, anonymity and confidentiality of all participants. This means that the names of the participants were not used or revealed throughout the research project. The discussion of the findings was based on the trends that emerged from the data and not from any preconceived ideas. A letter of consent to participate in the study was given to teachers. This letter showed courtesy to them and also a means of ensuring their informed consent to participate in the study.

#### **Informed consent**

According to Baloch and Shah (2014), informed consent implies the agreement to participate in research after learning about the study, including possible risks and benefits. This implies that the participants must be aware of what the research entails and how they are going to benefit from the research. The teachers were given time to consider the risks and benefits of being involved in this research and decide whether to take part without being coerced. Participants were also informed of all the benefits and risks of the study. Since the research participants were teachers, permission was sought from the school authorities or school management. The participants were told about the general nature of the study as well as about any potential harm or risk that the study may cause.

### **Confidentiality**

Cohen et al. (2011) defined confidentiality as not disclosing information from the participant in any way that might identify that individual or that might enable the individual to be traced. Coding abstracted data with unique identifiers rather than names and masking features of specific cases, institutions or settings that may make them recognisable even without names was used. Consideration was given to the way the data was protected from unauthorised persons. Passwords were also used to protect the data on soft copies.

### **Anonymity**

Anonymity means that we do not name the person or research site involved but in research it is usually extended to mean that information about any individual or research site that enabled that individual or research site to be identified by others was not included. In the current study, numbers were used on questionnaires in place of participants and schools' names.

### **Harm to participants**

The balance of protecting respondents from harm by hiding their identity while at the same time preventing "loss of ownership" are issues that need to be addressed by each researcher on an individual basis with each respondent. Care was taken to ensure that participants were not exposed to physical, psychological and emotional harm. Sufficient information was provided to the participants which made them took informed decisions. Data was not disclosed to any other person without the consent of the participants. Risk/benefit analysis was thoroughly carried out.



### **3.9 Data Collection Procedure**

An introductory letter was obtained from the Department of Social Studies Education, Winneba for the purpose of facilitating the collection of research data. Permission was sought from the Head of schools to carry out the study. The schools heads were met first and explained to them, the purpose of the study. They in turn informed their subordinates and encouraged them to cooperate with me. The process of responding to the questionnaires was explained to the respondents to ensure that valid data were collected.

### **3.10 Data Processing and Analysis**

The completed questionnaires were serially numbered and coded into the SPSS software (Version 25.0). The analysis involved coding, organizing, describing, interpreting, cross tabulating and drawing conclusions. The analysis was done in two stages. The first stage of analysis focused on descriptive statistics that involved computing of frequencies, percentages, means and standard deviations. The data was synthesized and transformed into tabular form to illustrate the relative proportions where applicable. The means and standard deviations were used in analyzing the research questions 1-4.

The second stage included inferential statistics. Inferential statistics including multiple regression was used in analyzing the research hypothesis 1. A significant level of 0.05 was used to test the observed prediction that was significant to the dependent variable. This was adopted for presenting and analysing the data in this thesis. In using multiple regressions, the multiple linear regression was utilized to show the direction and magnitude of the effect and relationship between the variables. F-tests was used to compute the significance of each added variable or set of variables

to the explanation reflected in R-squared. This approach allowed me to identify the unique contribution of each predictor to the outcome variable.

A research hypothesis 2 was analyzed using independent samples t-test. Independent samples t-test determines whether there is statistically significant difference between the means in two unrelated groups. The dependent variables here are knowledge in nation building and the independent variable is gender (male and female).



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

In the preceding chapter, the methodology used for the study was presented in line with the study. This chapter presents the results of the analysis of the questionnaire. The chapter focused on presenting results that reflect whether SHS Social Studies teachers in Ghana have knowledge of and do teach towards Nation Building as a process of fostering unity in their Social Studies classrooms and in society at large. The analysis was based on the 96% return rate data obtained from 260 teachers. This implies that out of the targeted 260 Social Studies teachers in Eastern Region of Ghana, 250 were available and responded to the questionnaire. The quantitative data were analysed using inferential statistics (independent samples t-test and Pearson Product Moment Correlation-PPMC) and descriptive statistics (means, standard deviations, frequencies, and percentages). The first part of this chapter describes the demographic characteristics of the respondents (Social Studies teachers in Eastern Region of Ghana). In the second part, the research findings are presented based on the research questions and hypotheses formulated for the study.

#### 4.1 Respondents Characteristics

This section on the questionnaire (Biographical) discusses the background information of the respondents. This includes the respondents' educational qualification as shown in Table 1.

**Table 1: Demographic characteristics of the respondents**

Variables	Subscale Measured	Freq.(no)	Percent %
Gender	Male	156	62.4
	Female	94	37.6
Years of teach Exp.	0-5 years	45	18.0
	6-10 years	152	60.8
	11- 15 years	39	15.6
	16 years and above	14	5.60
	Educational Qualification	Cert A	00
	Diploma	09	3.60
	Degree	198	79.2
	Master Degree	43	17.2

Source: Field Data (2020)

n=250

The results displayed in Table 1 indicate that the majority of the Social Studies teachers in Eastern Region of Ghana were males (n=156, 62.4%). The female teachers were the least among the obtained sample (n=94, 37.6%).

Concerning the years of teach experience, the results show that most of the Social Studies teachers in Eastern Region of Ghana have taught for 6-10 years (n=152, 60.8%). Finally, on the educational qualification, it was found that most of the Social Studies teachers in Eastern Region of Ghana were degree holders (n=198, 79.2%).

#### 4.2 Analysis of the Research Questions

Descriptive Statistics are used to present quantitative descriptions in a manageable form. In a research study we may have lots of measures. Or we may measure a large number of people on any measure. Descriptive statistics help us to simplify large amounts of data in a sensible way. In the work of Gujarati (2012), it is asserted that descriptive statistics utilize statistical, numerical and graphical methods to look for patterns in a data set.

It usually provides the information in a data set by revealing the average indicators of the variables used in the study and conveniently present that information. This section therefore offers some measures of central tendencies and measures of dispersion of the study variables which helps to understand the distribution of the variables in line with Adam (2015), assertion that the central purpose of descriptive statistics is to summarize or reduce data. Thus, descriptive statistics describes what the data shows based on the sample.

The means, medians and standard deviations were the respective measures of central tendency and dispersion that were employed. The minimum and maximum values give a gist of the range of the study variables. Statistically, measures of central tendencies have the same meaning for panel data as with cross-sectional data. The research questions (Q1, Q2, Q3& Q4) were analysed using descriptive statistics (means and standard deviation). In the analysis, the mean provides a summary of the responses from teachers and the standard deviation indicates whether teachers' responses were clustered to the mean score or dispersed.

#### **4.2.1 Knowledge of SHS Social Studies teachers on Nation Building**

The main drive for this study was to explore the knowledge of SHS Social Studies teachers on Nation Building. To achieve this, means and standard deviations were used for the analysis. Table 2 presents results on the descriptive statistics of the study variables (conception/knowledge of SHS Social Studies teachers on Nation Building).

**Table 2: Results on the descriptive statistics of knowledge of SHS Social Studies teachers on nation building**

<b>Statements</b>	<b>Mean</b>	<b>Std.D</b>
Nation building helps in inculcating the right types of values and attitudes.	3.876	1.723
I have sufficient knowledge in the teaching of Social Studies for nation building.	3.753	1.608
Nation building is to develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Ghana.	3.673	1.138
Nation building helps students to acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control, comradeship, co-cooperativeness, liberty and social security.	3.626	1.698
Teaching Nation Building is to develop the ability to adapt to his environment.	3.523	1.933
I have the theoretical knowledge regarding use of teaching and learning resources in teaching nation building.	3.433	1.403
Teaching of nation building inculcate national consciousness and national unity.	3.425	1.230
Nation Building develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities.	3.253	1.123

Source: Field Data, 2020

n=250

**Key:**n\*=sample**Std. D**\*=Standard Deviation

As presented in Table 2, the results on the descriptive statistics of conception/knowledge/ideology of SHS Social Studies teachers on nation building are portrayed. For example, in the current study, it was found that most Senior High School Social Studies teachers in the Eastern Region have the ideology that Nation building helps in inculcating the right types of values and attitudes. This is evident in the high mean score of teachers on that item (M=3.876, SD=1.723).

It was further found that most Senior High School Social Studies teachers in the Eastern Region have the ideology that teachers have sufficient knowledge in the teaching of nation building ( $M=3.753$ ,  $SD=1.608$ ). The teachers further recounted most Senior High School Social Studies teachers in the Eastern Region have the ideology that Nation building is to develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Ghana ( $M=3.673$ ,  $SD=1.138$ ).

It was further asserted that most Senior High School Social Studies teachers in the Eastern Region have the ideology that Nation building helps students to acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control, comradeship, cooperativeness, liberty and social security ( $M=3.626$ ,  $SD=1.698$ ).

In another similar results, it was found that most Senior High School Social Studies teachers in the Eastern Region have the idea that Teaching Social Studies for Nation Building is to develop the ability to adapt to his environment ( $M=3.523$ ,  $SD=1.933$ ). It is further found that most of the teachers have the ideology that they have the theoretical knowledge regarding use of teaching and learning resources in teaching for Nation Building ( $M=3.433$ ,  $SD=1.403$ ).

It was again found that most Senior High School Social Studies teachers in the Eastern Region have the knowledge that teaching of nation building inculcates national consciousness and national unity ( $M=3.425$ ,  $SD=1.230$ ). It was finally found that most Senior High School Social Studies teachers in the Eastern Region have the idea that nation building develop a sympathetic appreciation of the diversity and

interdependence of all members of the local community and the wider national and international communities ( $M=3.253$ ,  $SD=1.123$ ).

The results from the challenges the findings of a study conducted by Agyemang-Fokou as cited in Dwomoh (2018) which revealed that how the inception of Social Studies was received by both teachers and students at the Teacher Training Colleges in Ghana, during the time the ruling government as part of its policies, tried to train teachers to teach Social Studies at the basic schools by introducing the Social Studies as a field of study into the curriculum of the Teacher Training Colleges. Its inception was not successful as the teachers and students had negative perceptions and attitudes towards the Social Studies implementation into their curriculum. The study has however revealed that teachers have positive attitude towards the teaching of Social Studies.

Furthermore, the study agrees with the assertions of Biesta (2006) who makes the attempt to assert that Social Studies stands out to be the most appropriate subject that could enhance citizenship education in schools. This is as a result of the multidisciplinary and interdisciplinary content and the child-centered, but not teacher centered instructional strategies used in teaching the Social Studies. According to the findings of this study, majority of the Social Studies teachers believe that, nation building as a content in the discipline helps in inculcating the right types of values and altitudes.

#### **4.2.2 Perceptions of SHS Social Studies teachers on the teaching and learning of Social Studies for Nation Building**

The main thrust for this study was to assess the perception of SHS Social Studies teachers on the teaching of Social Studies for Nation Building. To realize this, means



and standard deviations were used for the analysis. Table 4.3 presents results on the perception of SHS Social Studies teachers on the teaching of Social Studies for Nation Building.

**Table 3: Results on the descriptive statistics of perception of SHS Social Studies teachers on the teaching and learning of Social Studies for nation building**

<b>Statement</b>	<b>Mean</b>	<b>Std.D</b>
I perceive that its appropriate to convey different sources and opinions about Nation Building to students.	3.623	1.243
I perceive that knowledge on Nation Building should be kept abreast with scientific developments.	3.452	1.813
To promote understanding of concepts, practical examples should be the hallmark of nation building to teachers	3.276	1.231
I perceive that effectively relating concepts to the realities of society helps students understand nation building.	3.243	1.438
I perceive that authentic classroom tasks is appropriate in enhancing nation building in students	3.212	1.130
Competent teachers create classroom environment required for effective teaching and nation building	3.129	1.293
Nation building requires students being actively involved in the lessons in Social Studies to understand what is being taught	3.123	1.291
Teaching and learning materials should be designed to help students understand lessons better by the teacher	3.035	1.830
I perceive that the precondition for teaching nation building effectively is knowledge in the steps in teaching Social Studies.	2.923	1.823
Source: Field Data, 2020	n=250	

**Key:**n\*=sample

**Std. D**\*=Standard Deviation

As offered in Table 3, the results on the descriptive statistics of perceptions of SHS Social Studies teachers on the teaching of Social Studies for Nation Building are described. For example, it was found from the study that most Senior High School Social Studies teachers in the Eastern Region give tasks that help students look for

information other than what has been taught in the classroom ( $M=3.623$ ,  $SD=1.243$ ). In another related results, it was found that most Senior High School Social Studies teachers in the Eastern Region update their knowledge on Nation Building by keeping abreast with scientific developments ( $M=3.452$ ,  $SD=1.813$ ). This implies how positively perceived SHS

Social Studies teachers are in their quest to teach Social Studies for Nation Building.

In another results, it was found that most Senior High School Social Studies teachers in the Eastern Region convey different sources and opinions about Nation Building to their students ( $M=3.276$ ,  $SD=1.2312$ ). Further reactions from the teachers indicated that most of the Senior High School Social Studies teachers in the Eastern Region use practical examples and illustrations to promote understanding of concepts ( $M=3.243$ ,  $SD=1.438$ ). This infers how appropriate SHS Social Studies teachers convey their quest to teach Social Studies for Nation Building

In another related results on the perceptions of SHS Social Studies teachers on the teaching of Social Studies for Nation Building, it was found that majority of Senior High School Social Studies teachers in the Eastern Region design the teaching and learning materials themselves and use them in activities to help students understand lessons better ( $M=3.129$ ,  $SD=1.293$ ). The result suggests how practical SHS Social Studies teachers are in their quest to teach Social Studies for Nation Building.

Furthermore, majority of the Senior High School Social Studies teachers in the Eastern Region asserted that they effectively make use of concepts and relate them to the needs and realities of the society to help students understand what is being taught ( $M=3.123$ ,  $SD=1.291$ ). Similarly, it was found that majority of the Senior High School Social Studies teachers in the Eastern Region effectively involve their students

actively in lessons in Social Studies teaching ( $M=2.923$ ,  $SD=1.823$ ). This implies the core of SHS Social Studies teaching is imperative as the quest to teach Social Studies for nation building.



The results from the study support a quantitative analysis of Darling-Hammond (2000) who indicated that measures of teacher preparation and certification are by far the strongest correlates of student achievement. Miranda, (2000) was of the opinion that, to ensure this, there is the need for teachers who are more than classroom technicians; who are sensitive to human needs; who are culturally aware; who can plan and develop learning materials; and who are creative and also create learning environments in schools that permit students to act in these ways. He submitted that learning is too important to be left in the hands of incompetent or insensitive individuals. Educators need to recognize the far-reaching societal implications of the process we call schooling and move rapidly on a coordinated front to systematically remove practices that have negative consequences for nation building. Therefore, it is required of Social Studies teachers to find a reasonable balance between having students cover a significant amount of contents and study topics in-depth to enhance the achievement of the concept of nation building.

#### **4.2.3 Application of SHS Social Studies teachers' knowledge in the teaching and learning of nation building in the classroom**

This research question sought to espouse how SHS Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom. To appreciate this, means and standard deviations were used for the analysis. Table 4 presents results on SHS Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom.

**Table 4: Results on the descriptive statistics on how SHS Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom**

<b>Statements</b>	<b>Mean</b>	<b>Std. D</b>
My experiences have positively influenced my content knowledge of teaching nation building	3.812	1.330
Students' understanding of nation building is directly related to my effectiveness in teaching that content area	3.623	1.341
When teaching nation building, I usually welcome student questions	3.330	1.390
I involve and motivate students to learn during instructional time	3.296	1.531
When teaching nation building, I usually welcome students' expressions	3.252	1.344
My personal interests and experiences with nation building have positively influenced my ability to teach nation building	3.243	1.428
I help students to apply the knowledge they have acquired from other subjects to understand the concept of nation building.	3.234	2.243
My personal interests and experiences with Social Studies have positively influenced my student's enthusiasm to learn for nation building	3.228	1.190

Source: Field Data, 2020

n=250

**Key:**n\*=sample

**Std. D**\*=Standard Deviation

As depicted in Table 4, the results on the descriptive statistics of how SHS Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom. The results in Table 4.4 give evidence to believe that generally, SHS Social Studies teachers in the Eastern Region believe that most Senior High School Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom. This was evident that all the mean values were greater than the Criterion or Test Value of 2.50. This implies that most

Senior High School Social Studies teachers in the Eastern Region apply their knowledge in the teaching and learning of nation building in the classroom.

Dwelling on the individual items, it was found from the study that most Senior High School Social Studies teachers in the Eastern Region experiences have positively influenced their content knowledge of Nation Building ( $M=3.812$ ,  $SD=1.330$ ). In another related results, it was found that most Senior High School Social Studies teachers in the Eastern Region ensure that Students' achievement in their subject is directly related to their effectiveness in teaching ( $M=3.632$ ,  $SD=1.341$ ). This implies that Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom.

In another related results, it was found that most Senior High School Social Studies teachers in the Eastern Region ensure that when teaching, they usually welcome student questions ( $M=3.330$ ,  $SD=1.390$ ). This infers how Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom. In furtherance to the above, it was found that most Senior High School Social Studies teachers in the Eastern Region ensure that students are involved and motivated in learning nation building in my class ( $M=3.296$ ,  $SD=1.531$ ). This deduces how Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom.

In related experience, most Senior High School Social Studies teachers in the Eastern Region pointed out that when teaching Nation Building, they usually welcome students' expressions ( $M=3.252$ ,  $SD=1.344$ ). The results explain how Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom.

In another results, it was found that most teachers personal interests and experiences with Social Studies have positively influenced their ability to teach nation building ( $M=3.243$ ,  $SD=1.428$ ). The results elucidate how Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom. Finally, most Senior High School Social Studies teachers in the Eastern Region emphasized that they help students to apply the knowledge they have acquired from other subjects to understand the concept of nation building ( $M=3.234$ ,  $SD=1.243$ ).

The results support the findings of Goe (2007) who 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 were due to "Unobserved" variables.

#### **4.2.4 Teaching techniques Social Studies teachers employ in the teaching and learning of nation building**

This research work further assessed the teaching techniques does Social Studies teachers employ in the teaching and learning of nation building. The methods were lecture method, creative activities method, discussion method, dramatization method, inquiry-based method, problem-solving method, lecture method and role play method. The multiple regression was utilized to show the direction and magnitude of the effects and relationship between the techniques.

Multiple linear regression (MLR), also known simply as multiple regression, is a statistical technique that uses several explanatory variables to predict the outcome of a response variable. Multiple regression is an extension of linear (OLS) regression that uses just one explanatory variable.

**Table 5: Results on the descriptive statistics of the independent variables**

<b>Independent Variables</b>	<b>Mean Score</b>	<b>Std. D</b>
Discussion method	3.716	1.232
Problem-solving method	3.394	1.013
Role play method	3.311	1.232
Creative Activities method	3.266	2.232
Inquiry-based method	3.206	2.345
Dramatization method	2.987	2.034
Lecture method	2.806	2.345

Source: Field Data (2020)

(n=250)

Table 5 presents the descriptive analysis of the independent variables (problem-solving method, creative activities method, discussion method, dramatization method, inquiry-based method, lecture method and role play method). The results from the descriptive analysis show that there were differences in the means scores of the predictors/independent variables (problem-solving method, creative activities method, discussion method, dramatization method, inquiry-based method, and lecture technique).

Reading from the Table 5, discussion method recorded the highest mean score (M=3.716, SD=1.232). problem-solving method followed with a mean and standard deviation of (M=3.394, SD=1.013). Role play method recorded the third highest mean score (M=3.311, SD=1.232). Creative Activities method had the fourth highest mean



value ( $M=3.266$ ,  $SD=2.232$ ). The last variable (Lecture Method) recorded the least mean ( $M=2.806$ ,  $SD=2.345$ ).

The findings of this study are congruent with that of Biesta (2006), who stated that Social Studies stands out to be the most appropriate subject that could enhance citizenship education in schools to achieve nation building. This is as a result of the multidisciplinary and interdisciplinary content and the child-centered approach used in teaching the subject. This child-centered technique involves discussion, problem-solving, role-play and creative activities.

### **Research Hypothesis One**

**H<sub>0</sub>1:** There will be no statistically significant relationship between knowledge and practices of Social Studies teachers" on nation building **H<sub>A</sub>1:** There will be statistically significant relationship between knowledge and practices of Social Studies teachers" on nation building

In research hypothesis one, relationship between knowledge and practices of Social Studies teachers" on nation building was tested. To attain this, Pearson Product Moment Correlation Co-efficient (PPMCC) was used for the analysis.

In the analysis, correlation ( $r$ ) was used to determine the degree and the direction of the relationship between the independent"s variables (relationship between knowledge and practices of Social Studies teachers" on nation building). The correlation was tested at 0.05 level of confidence. To obtain the scores for the knowledge and practices of Social Studies teachers" on nation building, in all the items measuring these constructs on the questionnaire were computed to form a single item on the SPSS software (version, 25).

**Table 6: Results on the relationship between knowledge and practices of Social Studies teachers' on nation building**

<b>Correlations Table</b>			
<b>Variables</b>		<b>Knowledge</b>	<b>Practices</b>
Knowledge	Pearson Correlation	1	.899
	Sig. (2-tailed)		.000*
	N	250	250
Practices	Pearson Correlation	.899	1
	Sig. (2-tailed)	.000*	
	N	250	250

Source: Field Data, 2020

The results in Table 6 suggest that teachers' knowledge of nation building correlate with the practices of nation building. The results showed a significant strong positive correlation between the two variables, ( $r = .899^{**}$ , sig. =  $.000^{**}$   $p < .01$ ). The two variables share a variance of .899 (90%). The results imply the relationship between two variables is very strong and therefore, Senior High School Social Studies teachers in the Eastern Region's Knowledge in nation building could predict or influence their practices in nation building

### **Research Hypothesis Two**

H<sub>0</sub>2: There will be no statistically significant differences between male and female teachers with respect to their knowledge in nation building H<sub>A</sub>2: There will be statistically significant differences between male and female teachers with respect to their knowledge in nation building.

In hypothesis two, alpha level of .05 confidence was tested to find out whether there will be statistically significant differences among male and female teachers with respect to their knowledge in nation building. To assess the differences, independent sample t-test was considered appropriate for the study based on its assumptions. In

this hypothesis, the assumption for an independent t-test beholds that the scale of measurement applied to the data collected follows a continuous or ordinal scale, such as the scores for an independent group.

**Table 7: Results of independent differences between male and female teachers with respect to their knowledge in nation building**

Gender	Mean	SD	t-value	df	P-value
Male	15.33	1.423	3.312	248	.078
Female	16.15	2.240			

Source: Field Data (2020)

Results on independent differences between male and female teachers with respect to their knowledge in nation building are presented in Table 7. The results show that there is no statistically significant difference between male and female teachers with respect to their knowledge in nation building. The descriptive result is recorded as  $M = 15.33$ ,  $SD = 1.423$  for male teachers and female teachers produced a result of  $M = 16.15$ ,  $SD = 2.240$  both with a cal. t-value of  $t (df=248) = 3.312$ ;  $Sig. = .078^*$ ,  $p < .05$ , 2-tailed). The results practically imply that both male and female teachers have similar knowledge in nation building. Therefore, this research work accepts the null hypothesis that, there is no statistically significant difference between male and female teachers with respect to their knowledge in nation building and reject the alternate hypothesis that there will be statistically significant differences among male and female teachers with respect to their knowledge in nation building.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the findings of the study as well as the conclusions, recommendations and suggestions for further research. Thus, the chapter focuses on the implications of the findings from the study for policy formulation. The recommendations are made based on the key findings and major conclusions arising from the study.

#### 5.1 Summary of the Study

The thrust of the study was to investigate whether SHS Social Studies teachers in Ghana have knowledge of and do teach towards Nation Building as a process of fostering unity in their Social Studies classrooms and in society at large. Specifically, the study sought to explore the conception/knowledge or ideology of SHS Social Studies teachers on Nation Building, explore the practices of SHS Social Studies teachers on the teaching of Social Studies for Nation Building, examine how SHS Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom, find out the teaching techniques does Social Studies teachers employ in the teaching and learning of nation building, find out whether will be no statistically significant relationship between knowledge and practices of Social Studies teachers" on nation building and finally find out whether there is statistically significant differences among male and female teachers with respect to their knowledge in nation building. To materialise this purpose, the study adopted descriptive survey design. In the quest of selecting the sample, simple random sampling method was deemed suitable in selecting the sample for the study. In effect,

a total of 260 Social Studies teachers were selected from Senior High Schools in the Eastern Region for the study. A self- developed questionnaire was used for the data collection. Ethical consideration was also ensured before the actual data collection. The data collected was analysed using descriptive statistics (means and standard deviations) and inferential statistics (independent samples t-test and Pearson Product Moment Correlation-PPMC). The analyses were interpreted and discussed.

## 5.2 Key Findings

The following findings were established

### 1. Research question one which sought to find out the knowledge of SHS

Social Studies teachers on Nation Building revealed that most Senior High School Social Studies teachers in the Eastern Region have positive knowledge about Nation Building. For example, most of the teachers believe that Nation building helps in inculcating the right types of values and attitudes, they have sufficient knowledge in the teaching of nation building, Nation building is to develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Ghana, Nation building helps students to acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control, comradeship, cooperativeness, liberty and social security. Etc.

### 2. Research question two was to examine the perception of SHS Social Studies teachers on the teaching of Social Studies for Nation Building. It was revealed that most Senior High School Social Studies teachers in the Eastern Region have positive perception of Nation Building. Some of the perceptions were that most teachers give tasks that help students look for information other than what has been taught in the classroom, most teachers update their knowledge on Nation

Building by keeping abreast with scientific developments, most teachers convey different sources and opinions about the Nation Building to their students, most teachers use practical examples and illustrations to promote understanding of concepts.

3. Research question three was to assess how SHS Social Studies teachers apply their knowledge in the teaching and learning of nation building in the classroom. In this research question, it was found that most Senior High School Social Studies teachers in the Eastern Region apply their knowledge in the teaching and learning of nation building in the classroom. For example, most indicated that their experiences have positively influenced their content knowledge of Nation Building, Students' achievement in their subject is directly related to my effectiveness in teaching, when teaching, most of the teachers usually welcome student questions, most of the teachers enjoy learning Nation Building in their class.
4. Research question four was to examine the teaching techniques Social Studies teachers employ in the teaching and learning of nation building.

The results from the study showed that all the teaching methods that is lecture method, creative activities method, discussion method, dramatization method, inquiry-based problem-solving method, lecture method and role play method predict the teaching of nation building. However, discussion method was effectively used.

5. In hypothesis one, it was found that there is a statistically significant relationship between knowledge and practices of Social Studies teachers" on nation building, ( $r = .899^{**}$ , sig. =.000<sup>\*\*</sup>  $p < .01$ ). The two variables share a variance of .899 (90%). The results suggested that the relationship between two variables is very

strong and therefore, Senior High School Social Studies teachers in the Eastern Region Knowledge in nation building could predict or influence their practices in nation building.

6. In the second hypothesis, it was found that there were no statistically significant differences between male and female teachers with respect to their knowledge in nation building ( $t$  (df=248) =3.312; Sig.=.078\*,  $p < .05$ ). The results essentially imply that both male and female teachers have similar knowledge in nation building.

### 5.3 Conclusions

Based on the findings from the study, the following conclusions can be drawn:

To begin with, Senior High School Social Studies teachers in eastern Region have positive knowledge about Nation Building. Their perception will probably shape their view and ideas about how to handle the teaching and learning of nation building.

Most Senior High School Social Studies teachers in the Eastern Region have positive perception about practices of Nation Building. Most Senior High School Social Studies teachers in the Eastern Region are able to breach the gap between theory and practice by putting into practice the knowledge in nation building for students to understand. In terms of application, it can be settled that most Senior High School Social Studies teachers in the Eastern Region are able to apply their knowledge in the teaching and learning of nation building in the classroom and this has really had positive impact on the students.

Again, it can be conceded that to effectively teach nation building, lecture method, creative activities method, discussion method, dramatization method, inquiry-based, problem-solving method, lecture method and role play method predict the teaching of nation building can really be helpful. However, for more impact, discussion method should be well emphasized.

It can also be concluded from that the teachers' content knowledge in Social Studies greatly influences the kind of instructional strategies they choose in their attempt to teach nation building in their classroom. This means that knowledge of Social Studies teachers in the Eastern Region on nation building helps in their ability to practice as nation builders. Further, it can be said that gender has no effect on the knowledge and practices of Social Studies teachers in the classroom. This is to say that both male and female teachers have similar knowledge in nation building.

#### **5.4 Recommendations**

On the basis of the findings and conclusions above, the following recommendations are made;

To maintain effective teaching and learning for nation building in the Eastern Region, it is recommended that Policy makers in education, such as the Ministry of Education (MOE) and the Ghana Education Service (GES) in eastern Region should come out with policies that will ensure that all senior high schools have a standardized policy on the recruitment of subject teachers and the maximum number of subject's teachers who can teach. Also, a teacher efficacy instrument should be employed to determine efficacy levels as part of the recruitment process to help in the teaching and learning for nation building.



Again, to uphold effective teaching and learning for nation building. The Ghana Education Service should sensitize tertiary institutions mandated to train professional Social Studies teachers, such as the University of Cape Coast and the University of Education, Winneba to train more Social Studies teachers for senior high schools.

Furthermore, it is recommended that, Social Studies teachers should build and maintain a cordial but professional teacher-teacher relationship. This will help promote a collegiality, conducive, healthy and friendly environment to enhance their efficacy levels for effective teaching and learning of the subject in the classroom.

There is the need for Ghana Education Service (GES) in collaboration with the Ministry of Education (MOE) to give much priority to the professional training or qualification as basis for Social Studies teachers to be employed to teach the subject in senior high school. It is recommended that teachers with academic and professional qualification in Social Studies such as B. Ed. Social or B. A. Social Studies Education, M. Ed. Social Studies or M. Phil Social Studies Education, having deep knowledge of the subject, teaching experience and ability to employ varied teaching techniques should only be allowed to teach Social Studies at the senior high school. This will help to eliminate or minimize the ignorance being exhibited by Social Studies teachers.

It is also recommended that the Ghana Education Service should organize regular in-service training courses in the form of seminars and workshops for teachers teaching Social Studies in all senior high schools in Ghana. Teachers with long years of teaching experience should be encourage and motivated to stay in the teaching profession as their long service of teaching Social Studies may improve the students learning outcome. This will assist Social Studies teachers to be able to upgrade their

knowledge of the subject-matter and teaching techniques in the teaching of Social Studies.

### **5.5 Suggestions for Further Studies**

The findings of the study have given certain indications with regard to possible directions for further research. This current study was delimited and subject to certain limitations. It is therefore recommended that certain dimensions of the study be looked at again to provide a more comprehensive picture with regard to the teaching and learning of Social Studies in senior high schools in Ghana. The following areas can therefore be looked at:

1. Simply comparing the differences between the efficacy levels of various variables is just the first step to investigate teacher efficacy. A more indepth qualitative study could be done to understand more about the links between specific variables and teacher efficacy.
2. To draw conclusions of the findings of this study, it is suggested that a similar study on the teacher qualities such as teachers' sex, behaviour, attitude and interest in Social Studies teaching be conducted in other senior high schools by Ghana Education Service (GES) and other agencies to improve quality teaching in the subject for effective achievement of its objectives.

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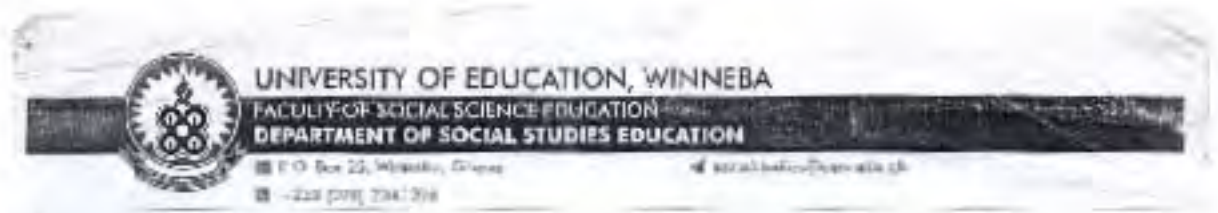
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## APPENDIX A

### INTRODUCTORY LETTER



2<sup>nd</sup> March, 2020

*TO WHOM IT MAY CONCERN*

Dear Sir/Madam,

**LETTER OF INTRODUCTION: MR ERIC KOOMSON**


We write to introduce to you Mr. Eric Koomson to your outfit. He is an M. Phil student with index number 8180140003 from the above-named Department.

As part of the requirements for the award of Master of Philosophy in Social Studies Education, he is undertaking a research on *“Teaching and learning of Social Studies for Nation-Building: knowledge and practices of Social Studies teachers in the Eastern Region of Ghana.”*

We wish to assure you that any information provided would be treated confidentially.

Thank you.

Yours faithfully,

  
DEPARTMENT OF SOCIAL STUDIES EDUCATION  
UNIVERSITY OF EDUCATION  
WINNEBA  
MARGARET GANTIER NYALA (MRS.)  
FOR: THE HEAD OF DEPARTMENT



## APPENDIX B

### QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

*Dear Respondent*

The study seeks to explore **teaching and learning for nation building: knowledge and practices of Senior High School Social Studies teachers in the Eastern Region of Ghana**. Your full input will help make informed decisions about **teaching and learning for nation building**. It would therefore be appreciated if you could provide responses to **all** items on the questionnaire, and do it **honestly**. You are assured of complete **confidentiality** and **anonymity** of all information provided. **Nothing** will ever be published or reported that will associate your name and/or school with your responses to the survey questions. Therefore, you **should not** write your name on any part of the instrument. Your participation in this study is **completely voluntary**. Again, questions on this survey instrument have gone through a thorough review by professionals at my institution (University of Education, Winneba) and have been declared **ethical** for educational research. You hereby consent to voluntarily participate in this study by providing responses to items of the various sections of this instrument.

**Thank You in Advance!!!**

**SECTION A**

**DEMOGRAPHIC CHARACTERISTICS OF THE TEACHERS**

1. Gender

a) Male                       b) Female

2. Years of Teaching Experience?

a) 0-5 years  b) 6-10 years  c) 11- 15 years

d) 16 years and above

3. Current Educational Qualification

A) SSSCE/WASSCE  B) Cert „A“  C) Diploma

D) Degree  E) Master Degree  F) PHD



**SECTION B**

**TEACHERS' KNOWLEDGE OF NATION BUILDING**

Please respond to the following statements on your knowledge of nation building. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

Directions: Indicate with a circle [0] where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1)*

<i>SN</i>	Teachers' Conception/Knowledge/Ideology	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
<i>Q4</i>	I have sufficient knowledge in the teaching of nation building	4	3	2	1
<i>Q5</i>	I have the theoretical knowledge regarding use of teaching and learning resources in teaching Nation Building	4	3	2	1
<i>Q6</i>	Teaching Nation Building is to develop the ability to adapt to his environment	4	3	2	1
<i>Q7</i>	Teaching of nation building inculcate national consciousness and national unity	4	3	2	1
<i>Q8</i>	Nation Building develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities	4	3	2	1
<i>Q9</i>	Nation building helps in inculcating the right types of values and attitudes	4	3	2	1
<i>Q10</i>	Nation building is to develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Ghana	4	3	2	1
<i>Q11</i>	Nation building helps students to acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control, comradeship, co-operativeness, liberty and social security.	4	3	2	1

**SECTION C**

**PERCEPTION OF SHS SOCIAL STUDIES TEACHERS ON THE TEACHING OF NATION BUILDING**

Please respond to the following statements on practices of SHS Social Studies teachers on the teaching of Social Studies for Nation Building. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

Directions: Indicate with a circle [0] where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1)*

<i>SN</i>	<i>Practices</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
<i>Q12</i>	I perceive that its appropriate to convey different sources and opinions about Nation Building to students	4	3	2	1
<i>Q13</i>	I perceive that knowledge on Nation Building should be kept abreast with scientific developments	4	3	2	1
<i>Q14</i>	To promote understanding of concepts, practical examples should be the hallmark of nation building to teachers	4	3	2	1
<i>Q15</i>	I effectively relate concepts to the realities of society to help students understand nation building.	4	3	2	1
<i>Q16</i>	I perceive that authentic classroom tasks is appropriate in enhancing nation building in students	4	3	2	1
<i>Q17</i>	Competent teachers create classroom environment required for effective teaching and nation building	4	3	2	1
<i>Q18</i>	Nation building requires students being actively involved in the lessons in Social Studies	4	3	2	1
<i>Q19</i>	teaching and learning materials should be designed and use to help students understand lessons better by the teacher	4	3	2	1
<i>Q20</i>	I perceive that the precondition for teaching nation building effectively is knowledge in the steps in teaching Social Studies.	4	3	2	1

**SECTION D**  
**APPLICATION OF NATION BUILDING IN THE SOCIAL STUDIES**  
**CLASSROOM**

Please react to the following statements on how you apply teaching and learning for Nation Building in the Social Studies classroom. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

Directions: Indicate with a circle [0] where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1)*

<i>SN</i>	Application in the classroom	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
<i>Q21</i>	I help students to apply the knowledge they have acquired from other subjects to understand the concept of Nation Building.	4	3	2	1
<i>Q22</i>	When teaching Nation Building, I usually welcome students' expressions	4	3	2	1
<i>Q23</i>	I involve and motivate students to learn during instructional time	4	3	2	1
<i>Q24</i>	My personal interests and experiences with Social Studies have positively influenced my ability to teach Nation Building	4	3	2	1
<i>Q25</i>	My experiences have positively influenced my content knowledge of Nation Building	4	3	2	1
<i>Q26</i>	My personal interests and experiences with Social Studies have positively influenced my student's enthusiasm to learn Nation Building	4	3	2	1
<i>Q27</i>	Students' achievement in my subject is directly related to my effectiveness in teaching	4	3	2	1
<i>Q28</i>	When teaching, I usually welcome student questions	4	3	2	1

**SECTION E**

**TECHNIQUES USED IN TEACHING NATION BUILDING**

Please tick as many as possible the Techniques used in teaching nation building

<i>SN</i>	Teaching Techniques	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>Q29</i>	Problem-solving method				
<i>Q30</i>	Creative Activities method				
<i>Q31</i>	Discussion method				
<i>Q32</i>	Dramatization method				
<i>Q33</i>	Inquiry-based problem-solving method				
<i>Q34</i>	Lecture method				
<i>Q35</i>	Role play method				



**APPENDIX C**

**RELIABILITY TEST RESULTS OF THE INSTRUMENT**

**SECTION B**

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.887	11

**RELIABILITY TEST RESULTS OF THE INSTRUMENT**

**SECTION C Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.795	08

**RELIABILITY TEST RESULTS OF THE INSTRUMENT**

**SECTION DCase Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.915	12