UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING TEACHERS' UNDERSTANDING OF THE OBJECTIVES AND

ASSESSMENT PRACTICES OF SOCIAL STUDIES IN GHANAIAN SENIOR

HIGH SCHOOLS: A CASE OF SUHUM MUNICIPALITY

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DECLARATION

Student's Declaration

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

Signature: …………………….......................
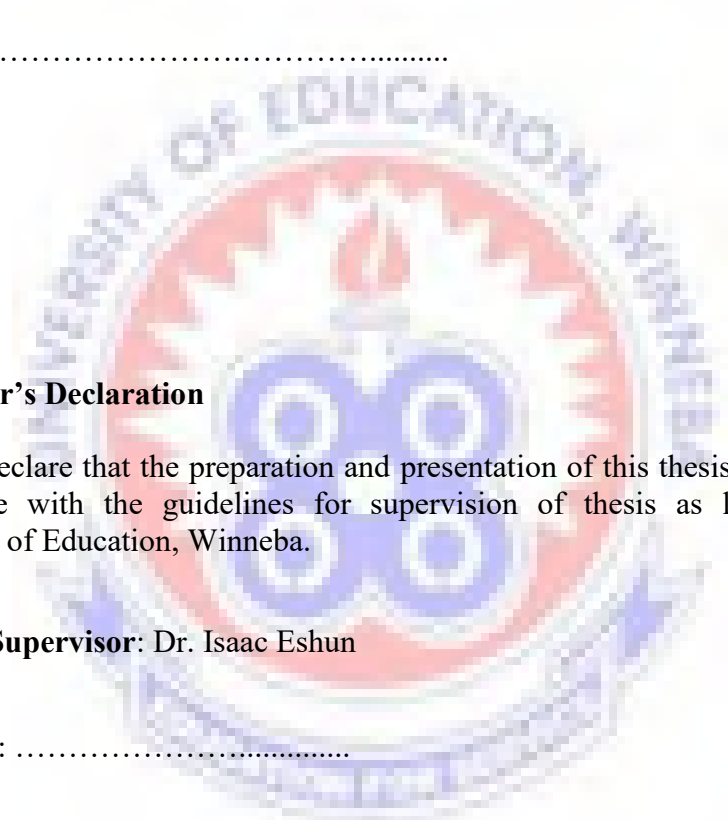
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Supervisor's Declaration

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

Name of Supervisor: Dr. Isaac Eshun

Signature: ………………….................

Date: ………………………………

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DEDICATION

To my lovely children; Mabel, Henry, Little and Lady Jael.

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I am deeply indebted to you, Dr. Isaac Eshun, my supervisor, for even accepting to offer me guidance in this academic adventure. I have not forgotten how helpful you were to me even at the time of conceptualizing the topic for the study. I am indeed grateful to you for making the time out of your heavy schedule to read through my thesis. Constructive criticisms and guidance from your good self has contributed immensely to this wonderful academic piece. To the most astute lecturer of all times, Dr. Samuel Ofori-Bekoe. You are such an inspiration to me and many others who have had the honour and privilege of being lectured by your good self. May God plant your feet on higher grounds.

Furthermore, in writing this thesis, many publications by other people were consulted and I found them very useful. Hence, I wish to thank all the authors whose works were quoted either directly or indirectly.
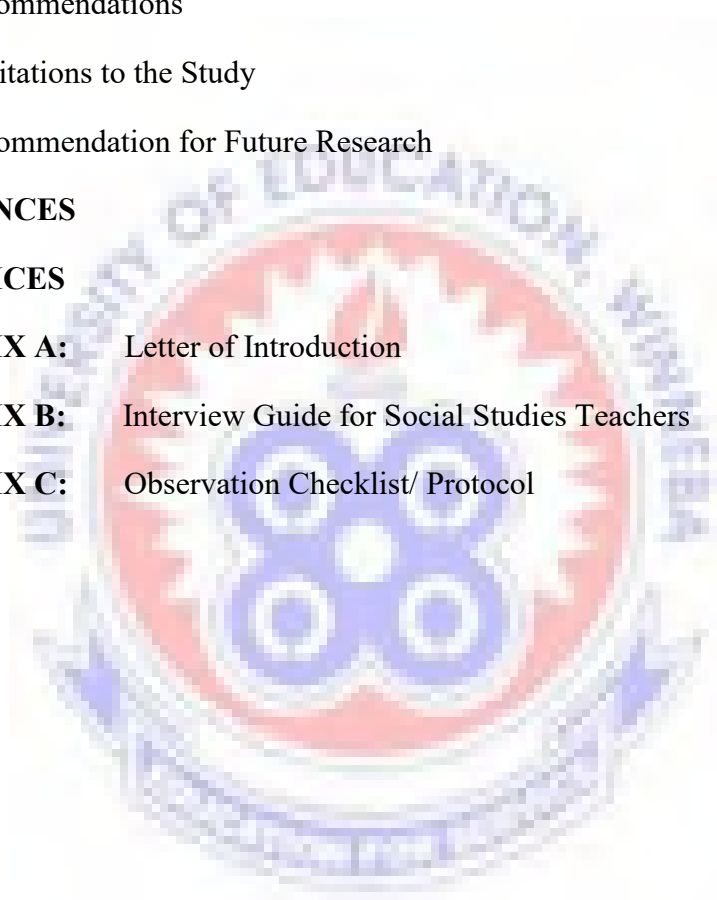
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ABSTRACT

Curriculum/instructional objectives are considered the "crux" and "key" of the entire process of teaching and learning. The more clearly and precisely instructional objectives are stated, the more will one be to obtaining precise data on the outcome or result of the instructional process. The study specifically explores the influence of graduate teachers" knowledge base of Social Studies curriculum/instructional objectives on their assessment practices in the Suhum Municipality of the Eastern Region of Ghana. The research is mainly qualitative by design but also employed few tables and percentages to aid analysis of data as a result of the multiplicity nature of the data. The study involved ten (10) participants. The following research questions guided the study: 1. How familiar are graduate teachers with the Social Studies curriculum/instructional objectives at the Senior High School level? 2. How does the graduate teachers" knowledge of the Senior High School Social Studies curriculum/objectives influence their test items? 3. Which of the domains of educational objectives do Social Studies teachers" questions emphasise? The major instrument for data collection was semi structured interview guide. Data was then triangulated with participant observation and document analysis of teachers" questions designed for students" end of term examination. The document analysis was useful in providing first-hand information on what teachers were emphasizing in their assessment. Non – probability sampling method, that is, convenience and purposive sampling techniques, were used to select the sample of districts, schools and participants for the study. Findings from the study show that even though majority of the teachers demonstrated very good knowledge of the curriculum/instructional objectives, however, it did not really influence their assessment practices. Other factors such as time and availability of resources did. It also came up that there were diversities between what teachers said they assessed and what they actually assessed. To foster the attainment of the subject goals the study recommends that teachers should be trained or encouraged to always consider the curriculum/instructional objectives in the selection of appropriate content, methodologies and assessment techniques.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The introduction of Social Studies and its subsequent growth across different parts of the world has been informed by a variety of reasons and factors. For instance, it has been used as a partial solution for social problem in many countries of the world. In Briton, Social Studies was used to legitimatize the teaching of social sciences particularly sociology, as well as preparing students for citizen roles in their society. In the United States of America (USA), Social Studies has continued its primary function of preparing students for effective citizenship in democratic society and instilling patriotic ideals in the young ones (Kissock, 1981).

Following the success of Social Studies in solving social problems not only in Britain but also in America as well as many other countries of the world, triggered the introduction of the subject in a number of African countries including Ghana in the late 1960s (Odumah & Poatob, 2016). According to Adeyemi (2000, p.184), "after independence, Ghanaian leaders, led by Kwame Nkrumah were of the convictions that if the system of education is to satisfactorily fulfil its function; it must necessarily rest on a foundation of national development". In Ghana today, there is a general consensus that the fundamental purpose of Social Studies is Citizenship Education. According to Blege (2001, p.13), "In the context of Ghana, Social Studies is citizenship education which aims at producing reflective, competent, responsible and participatory citizens".

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In a similar vein, Odumah (2008)opines that Social Studies from its inception was intended as a nation building subject and a country's aspiration therefore constitutes the basis for teaching it.

Furthermore, the Social Studies curriculum for Senior High Schools in Ghana generally considers the subject to be a study of the problems of society. The subject is intended to prepare the individual to fit into society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future (CRDD, 2010).

The emphasis of Social Studies is on developing the relevant knowledge, skills, attitudes, and values that will enable learners to make reflective decisions and act on them to solve both their personal and societal problems. Therefore, Social Studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills, attitudes and values to function effectively within their immediate localities and the generality of the society in an interdependent world.

This implies that Social Studies is one of the very few subjects that is consistent and closely tied with the bedrock of the Ghanaian educational policy of national development (Adeyemi, 2000). However, the realisation of the aforementioned goals and objectives are possible only through the effective implementation of the Social Studies Curriculum.

Meanwhile, Curriculum implementation is aimed at actualising the planned curriculum. It is the translation of the curriculum contents into practice or action. In the words of Offorma (1994); Nzewi, Okpara and Akudolu (1995) implementation of curriculum is normally done in the classroom through joint efforts of the teacher and

learners as well as those concerned. Again, a very significant component of curriculum implementation is assessment or evaluation of learning outcomes. This means that classroom teacher" actions and or inactions particularly in the area of assessing learning outcomes, have the tendency to greatly influence the successful implementation of Social Studies curriculum and subsequent realisation of the curriculum goals and objectives.

Assessment has direct correlation with curriculum designing which also greatly impact on teaching and learning and therefore should end up in the acquisition of positive attitudes, values and skills by all learners. This is confirmed by (Black & William, 1998) when they postulated that classroom assessment is an integral part of teaching and learning process.

Accordingly, the SHS Social Studies curriculum emphasises that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, teachers of the subject are encouraged to select specific objectives in such a way that it assesses a representative sample of the syllabus objectives (CRDD, 2010). That is to say that the SHS Social Studies curriculum describes and explains assessment requirements and guidance for its content areas.

Apart from the above, the curriculum also describes levels of learning, termed „profile dimensions", whereby outcomes can be determined from a lower level to higher order learning (Bloom, 1969). The GES provides detailed guidelines on Social Studies pedagogy for teaching the subject at all levels. These guidelines are broken down into themes containing a vast array of concepts. Consistent with the national educational policy, the curriculum is aligned with behavioural cognitive framework that outlines the cognitive levels to be covered. These levels follow Bloom"s (1969) taxonomy of

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fact recall, application of knowledge and understanding, analysis, synthesis and evaluation. Teachers of the subject are to be guided by the weight assigned to each level in planning lessons and assessment for that matter.

Teachers, as part of their assessment procedures, are to identify the number of items belonging to recall of facts, comprehension, application, analysis and synthesis to evaluation. Meanwhile, as Quartey (1984) proposes, any good test intended to assess the achievement of learners must take cognisance of the goals or objectives of the subject. He further argued that for any worthy discussion on the subject of assessment in Social Studies, it is relevant for teachers to refresh their memories about what the subject's goals are; to enable teachers plan lessons adequately for the attainment of these goals (Quartey, 1984). This goes to suggest that no meaningful teaching and learning as well as valid assessment practices could take place unless teachers become conversant with the subject goals.

Surprisingly, in spite of the highly acclaimed role that classroom assessment plays in teaching and learning, research has identified a number of problems with the quality of classroom assessment. In the UK and America for instance, problems have been found with the use of poorly focused questions, a predominance of questions that require short answers involving factual knowledge, the elicitation of responses that involve repetition rather than reflection, and a lack of procedures designed to develop higher order skills (Black & Wiliam, 1998). Similarly, an investigation conducted in the western Region of Ghana by Eshun and Mensah (2013), indicated that there are discrepancies between what teachers say they assessed and what they actually assessed.

It is therefore quite relevant to discuss issues about what Senior High School Social Studies teachers test measure in the classroom and how they correlate with the subject goals. It is as a result of the above, that the researcher intends to significantly assess graduate teachers" knowledge base of the Social Studies curriculum objectives and how their knowledgeability of the curriculum objectives influences their assessment practices.

1.2 Statement of the Problem

The problem under study is that, the level of familiarity of graduate teachers of the objectives of teaching Social Studies and their assessment practices are seemingly affecting the successful implementation of Social Studies curriculum at the Senior High School level.

Social Studies Curriculum as a policy document and academic programme was introduced into the educational system of Ghana with the aim of inculcating positive values, knowledge and skills and in the process, build a better society (Ghana). This could be possible only when there is effective implementation of Social Studies curriculum at all levels of education. According to Okam (1998), there is an indication that Social Studies curriculum has not been properly implemented in the schools to equip students with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. The reason being that social problems range from disrespect to elders and constituted authorities, chronic dishonesty, corruption, religious crisis, ethnic/tribal crisis, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviours which has bedevilled the Ghanaian society.

According to Miller (2005), the affective domain of learning reflects the values and beliefs we place on the information we have. Social Studies as a subject encourages the development of socio-civic and personal behaviour. Its focus is on the affective domain of learning. This therefore goes to suggest that, the assessment of the affective domain of learning needs to be fashionable amongst Social Studies teachers in the efforts to preparing students for citizenship responsibilities. The attainment of a responsible student is the result of the functioning of his whole personality; therefore apart from assessment of the cognitive domain, the affective and psychomotor domains must also be given paramount place when assessing learner"s outcomes. With this, Pierre and Oughton (2007) claim that although many college teachers outline and plan lessons with affective outcomes, they fail to indicate how these will be taught and evaluated.

One serious defect in the system of evaluation is that the measurement of student achievement is directed mainly towards the measure of cognitive behaviours such as knowledge, understanding and other thinking skills which are usually acquired after exposure to some learning experiences and subject matter knowledge. Also, the present assessment practice neglects the assessment of skills, which are normally associated with personality characteristics of students (Obemeata, 1984) whereas complete assessment must ideally cover all the three domains of educational objectives.

From the researcher"s observation and experiences, it seems some teachers" knowledge base of the Senior High School Social Studies curriculum objectives is affecting the teaching, assessment and for that matter, the attainment of the subject goals at the Senior High School level.

In view of the above, this research was intended to assess the extent to which graduate teachers are familiar with the objectives of the Senior High School Social Studies curriculum and as to whether it has any influence on their assessment practices particularly in the Suhum Municipality of the Eastern Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate graduate teachers" knowledge base of the Social Studies curriculum objectives and what they emphasize in their assessment of learning outcomes in Social Studies at the Senior High School level in the Suhum Municipality of the Eastern Region of Ghana.

1.4 Objectives of the Study

The researcher is set out to:

1. Examine graduate teachers" knowledge base of the Senior High School Social Studies curriculum objectives.

2. Analyse how teachers" knowledge of curriculum objectives influence the questions they set at the Senior High School level.

3. Explore the domains of the educational objectives Social Studies teachers emphasise.

1.5 Research Questions

The following questions guided the study:

1. How familiar are graduate teachers with the Social Studies curriculum objectives at the Senior High School level?

2. How does the graduate teachers" knowledge of the Senior High School Social Studies curriculum objectives influence their test items?

3. Which of the domains of educational objectives do Social Studies teachers‟ questions emphasise?

1.6 Delimitation of the Study

This study could have covered the entire Eastern Region, but the researcher had to cover a limited area of the Suhum Municipality for the sake of the use of the convenience sampling. The researcher also resorted to the use of purposive sampling technique, which limited the study to only graduate Social Studies teachers at the Senior High School level. For the same reason, the study concentrated on three (3) Government Assisted Senior High Schools out of the five (5) Second Cycle Schools in the Municipality

1.7 Significance of the Study

This study when completed will be of great assistance to both academia and society in general. To start with, the findings from the investigation would be beneficial to Social Studies curriculum planners and developers through finding the extent to which the Social Studies curriculum content is being implemented at the Senior High School levels and consequently be used as a guide for decision making on whether there is need to change, alter or improve upon the existing Social Studies curriculum content; especially issues regarding assessment processes and practices.

Secondly, the Educational directorate and School Administrators in the Municipality may use the information to develop assessment guidelines for their respective schools. The findings from the research may be employed by the Municipal Educational Directorate as a guide to design workshop programs on assessment for teachers in the Municipal. Since the research is most likely to bring to bear what assessment practices

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teachers are employing as well and what they are not doing well, the findings could serve as a valuable guide for training programs of such nature in the Municipality.

Also, the study will greatly aid teachers in improving on their classroom practices particularly in institutions where the study would be carried out in the first place and subsequently, other Social Studies teachers across the length and breadth of the country. That is; the study of teachers" knowledge base of Social Studies curriculum objectives and their assessment practices could promote the awareness of Social Studies teachers on issues pertaining to assessment of cognitive and affective domains of learning in Social Studies.

Additionally, this work when carried out will provide data on the number of teachers who are abreast with the objectives of Social Studies education. The study will also therefore, provide an understanding of Social Studies education, out of which teachers, teacher training institutions, curriculum developers and policy-makers can be well informed on Social Studies education, its meaning and learning in schools and as to whether the subject is achieving its major goal of developing effective citizens who can operate in an ever changing globally interconnected world that exists today.

1.8 Definition of Terms

Aim: It is a foreseen end that gives direction to an activity and motivates behaviour

Analysis: The ability to separate concepts or material into component parts and show relationships between parts. For instance, being able to distinguish facts from inference.

Application: The ability to use learned material, or to implement material in new and concrete situations.

Assessment: A systematic process of gathering data about students" achievement

Comprehension: One"s ability to grasp or construct meaning from material learned.

Content: This means what is to be taught in Social Studies at different educational level based on the desired objectives.

Curriculum: This is a technical document containing technical statements that require interpretation and implementation through the formal school setting.

Evaluation: The ability to judge the worth of material against defined or stated criteria.

Formative Assessment: A process that takes place continuously during the course of teaching and learning to provide students and teachers with feedback to close the gap between learning and desired goals.

Implementation: This means putting a designed Social Studies curriculum into practice, to achieve the target goal.

Domains of Educational Objectives: Sphere of influence or goals of instructional process

Objective: It is an aim, end in view, or purpose of a course of action or a belief that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that total process is designed and integrated.

Synthesis: The ability to put parts together to form a coherent or unique new whole, with emphasis on creating a new meaning, structure or relationships

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this study was to provide comprehensive link between graduate Social Studies teachers‟ background knowledge and understanding of the curriculum goals/objectives and their assessment practices in Social Studies at the Senior High School level. This chapter reviews literature relevant to the study. The chapter also presents the conceptual framework that guided the conduct of the study.

The review was based on the following themes:

1. Historical Development of Social Studies in Ghana

2. Objectives of the Social Studies Curriculum

3. Influence of Curriculum/ Instructional Objectives on Teachers‟ Assessment in Social Studies

4. Domain of Educational Objectives in Social Studies

5. Conceptual framework

6. Appraisal of Reviewed Literature

2.1 Historical Developments of Social Studies in Ghanaian Senior High School Curriculum

According to Ananga and Ayaaba (2004), the concept of Social Studies dates as far back as the Second World War, but Ayaaba (2008) argues that Social Studies had existed even much earlier than this time. According to him, the term "Social Studies" was first used in 1905 by Thomas Jesse Jones in the United States of America. The results of the first and second world wars made America and generally the international community realise the need for preparing citizens to live together in

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unity, solidarity and to develop a spirit of patriotism to their nations. As this country began its experiment with self-government, the majority of Americans at the time were uneducated (Barr, Barth & Shermis, 1977). Hence, According to Cremin (1980), there was a need, however, for the citizenry to be educated in the values and responsibilities necessary for national cohesion and survival.

According to Saxe (1991, p.18), the evolution of Social Studies to its present form can be traced from the early stages where it was "rooted in the social sciences for the purpose of attending to social welfare" and subsequently "grounded in the social sciences for the purpose of directly educating future citizens". Thus, the introduction and evolution of Social Studies curriculum was purposely to encourage instruction that would advance "moral training, training for citizenship, the judgment, and the imagination" (Hooper & Smith, 1993, p.14). Meanwhile, Saxe (1991) suggests that Social Studies "had its own set of unique beginnings" and did not originate, as many writers argue, "with the examination of the development of history as a field of study in the nineteenth century and its extension into the twentieth century". He asserts that the "foundations" of Social Studies originated in Great Britain during the 1820s and quickly moved to the United States. Social studies emerged as an attempt to use education as a vehicle to promote social welfare, and its subsequent development was influenced both by Americans and others.

In contrast, Quartey (1984, p.13) suggests that "Social Studies in Britain was not introduced until the 1920s". He further asserts that following the Hadow"s Report of 1926 in Britain, Social Studies focused on how to equip the youth to become well trained adults in an industrialised society. The development of Social Studies in Britain followed a fashion of nation building out of its trade recession in the wake of

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its Industrial Revolution. Similarly, Ogundare (2000) in affirming Quartey"s assertion above, states that there is very little evidence of the existence of Social Studies before the 1930s in Britain and other European countries. Rather, what could be regarded as the Social Studies content at that time included materials from the Economics and Political Science, which were then taught as Civics. After the Second World War, the scope of Social Studies in Britain was extended to cover liberal education, with the focus shifting from equipping the youth with industrial skills to the acquisition of citizenship responsibility skills (Odumah & Poatob, 2016). They further assert that the shift in focus of the subject emerged as a result of the hatred, violence, divisions and disunity that were created among the British citizenry by the war.

From the above discussions, the researcher concludes that the focus of Social Studies in both the United States of America and Britain was responsible citizenship. But the antecedents that triggered the introduction of the subject in both countries were however, different. While moral degradation and social variance in the American society necessitated the introduction of the subject in America, industrial revolution and social issues after the Second World War compelled the introduction of the subject in Britain. In whichever way one looks at it, the point still remains that the subject was introduced to tackle issues of human survival that emerges as threat to society.

The discussion of the introduction of Social Studies in the United States of America and Britain without the African continent would be considered incomplete since the introduction and growth of the subject has been a universal phenomenon (Odumah & Poatob, 2016). According to Quartey (1984, p.14), "It was the effort to review Social Studies taught in Britain that brought about Africa Social Studies Programme, Oxford

Conference in 1967 and the Mombasa Conference of 1968 which have also influenced the study of Social Studies in Africa". In consonance with above, Lawal (2003) argues that a close look at the development of historical thought of Social Studies in the U.S and Britain will reveal that, it has had a great influence on Social Studies thought in Africa. However, Mutebi and Matovu (1994) explains that in Africa, Social Studies was informally reflected in traditional African citizenship education. He asserts that the only difference was the title "Social Studies" which is new but the purpose and content of Social Studies as a formal subject are closely related to indigenous Africa citizenship education. In confirmation, Ayaaba (2011) in comparing Social Studies with Traditional African Religion remarked that both Social Studies and Traditional African Religion prepare the individual to fit and function effectively in his or her society.

According to Odumah and Poatob (2016), the introduction of Social Studies in African schools was a major decision that stemmed out of the Mombassa conference of 1968. Basically, the aim of the new subject was to serve as a tool for preparing the new African citizens in the new nations of the African continent for productive citizenship. As a formal school subject, the introduction of Social Studies in Ghana dates as far back as the 1940s (Ananga & Ayaaba, 2004). They maintained that the attempt to introduce the subject in the 1940s and several other subsequent efforts failed. The subject was however successfully introduced in Ghana mainly after the Social Studies conference held in Mombassa, Kenya in 1968 (Poatob & Odumah, 2016). The 1969 educational conference held in Winneba where Social Studies was adopted, actually triggered the successful reintroduction of the subject. The reintroduction of the subject is a by-product of Ghana"s educational reforms of 1987 (Poatob & Odumah, 2016). Until the introduction of the New Educational Reform

Programme (NERP) in the late 1980s the development of the integrated Social Studies in Ghana had been very sporadic. According to Tamakloe (1994) the early attempt of introducing Social Studies as a field of study dates from the late 1940's when Teacher Training Colleges such as Presbyterian Training College, Akropong-Akwapim; Wesley College, Kumasi and Achimota College initiated some programmes on experimental bases. These experiments, however, collapsed by the middle of the 1950s as a result of lack of co-ordination of efforts. The following were the reasons he suggested were responsible for the collapse of the subjects in the above mentioned institutions and Ghana for that matter:

a. Lack of competent teachers to handle the subject effectively: Teachers were not trained in the philosophy, methodology, aims and objectives as well as the techniques of teaching Social Studies.

b. Conflicts with traditionalist ideas: The idea of subject integration had not been well received by many traditionalists. Most people from these traditional subject areas entertained the fear that their pet subject such as geography, history, government and economics would lose their distinct identity and methodologies if each was made to become a microscopic member of an integrated Social Studies programme. The birth of Social Studies in Ghana at the time was therefore not welcomed.

c. Lack of textbooks on integrated Social Studies was another factor that contributed to the collapse of the idea (Tamakloe, 1994; cited in Odumah, 2003).

As part of the attempts to overcome the challenges that beset the successful introduction of the subject, the University of Cape Coast mounted a B.Ed. degree progrmme in 1988. In the same year, the defunct Advance Teacher Training College

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in Winneba also started a diploma course in social studies all in an attempt to produce competent teachers to handle the subject particularly in the primary and junior secondary schools (Ananga & Ayaaba, 2004).

It is significant to mention that thought he implementation of the 1987 educational reform generally brought into being the successful reintroduction of Social Studies as a subject in Ghana, it was taught mainly at the primary and the then Junior Secondary Schools. However, it was not until 1998 when Social Studies was introduced into Senior Secondary School Curriculum for the first time as a teaching subject to replace the then life skills. The rational for the introduction of Social Studies in the then Senior Secondary School Curriculum was to help students understand the way of life of their society and enable them function effectively in their society; and to empower them through the inculcation and acquisition of relevant knowledge, attitudes, values and skills to enable them solve their personal and societal problems (CRDD, 1998).

Momentarily, in Ghana, Social Studies is perceived as citizenship education (Quartey, 1984, Blege, 2001;CRDD, 2010). The designers of the 2010 Social Studies curriculum for Senior High Schools in defining the subject contend that it is "a study of the problems of society that prepares the individual to fit into the society by equipping him or her with knowledge about the culture or ways of life of their society, its problems, its values and its hopes for the future" (CRDD, 2010 p. ii). More so, Blege (2001) defines Social Studies as "citizenship education which deals with societal problems relating to the survival of the individual and society that equips students with the relevant knowledge, attitudes, values and skills to help them solve their personal and societal problems".

Per the definitions given to the subject above, indicates that Social Studies is very crucial in helping individuals to function effectively as citizens. To achieve this purpose, teachers" ability to effectively handle the subject in the classroom is critical. It is therefore important that teachers of the subject not only need to be knowledgeable about the subject matter and its teaching skills but also be abreast with the objectives of the subject. The subsequent paragraphs are devoted for the discussion of the aims and objectives of teaching the subject in Ghana.

2.2 Objectives/ Aims of Teaching Social Studies in Ghana

Most often than not in educational literature the terms, aims and objectives, seems to be used synonymously and substitutable. According to Quartey (1984), the two terms are usually used interchangeably. He further postulated that English specialist do not find much difference between these terms except that the latter has been loosely used even though it does not lack the qualities of objectives, while the former is more precise, measurable and attainable.

However, Dhand (1966, p.5), in differentiating between these terms contends that aim is a foreseen end that gives direction to an activity and motivates behaviour, on the other hand, Objective is "an end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that total process is designed and integrated". He further explained that aims are the more remote educational goals which lend direction to the teaching of a subject. They are the outcomes of teaching, relatively more lasting in nature, which cannot be measured directly and which denote the contribution the subject in reference makes toward a realisation of the ultimate aims of education. Nonetheless, the objectives are the more immediate goals of

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education which have a more direct application in the classroom, meaning that objectives relate to the content and the learning experience of a course, and can be measured directly: in the words of Quartey (1984), they are stated or expressed in action verbs. Simply put, objectives represent the means through which educational aims are accomplished.

The goals of Social Studies have never been easy to define (Tamakloe, 2008). This is attributed to the fact that the subject has been defined in various ways by different writers, different commission and different committees over the years. According to Quartey (1984), prescription of the objectives and contents of Social Studies cannot be made in a vacuum. Implying that an accepted definition of the subject is a grand requirement that influence the scope, objectives and content to be taught and even the methods to be employed. Social Studies is perceived differently by three different schools of thought. One of the schools of thought sees the subject to be the amalgamation of the Social Sciences, while the second school of thought sees it to be an approach use in teaching the Social Sciences, and the last school of thought views the subject to be citizenship education. Despite the differences in its definitions, all the practitioners aim at providing the opportunity for all students to become productive citizens with the necessary attitudes, values and skills for life-long learning. The definition of a subject determines the goals and objectives, and the content of the subject which will be a guide to enable the teacher to select appropriate techniques to be presented in the lesson.

Social Studies as citizenship education, aims at producing reflective, competent and concerned citizen (Martorella, 1994). Over the years, citizenship education has been the primary purpose of Social Studies (Hertzberg, 1981) National Council for Social

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Studies) [NCSS], 1994; Martorella, 2001). Also, citizenship education according to Aggarwal (2002, p.237) is the "development of the ideas, beliefs, habits, behaviour and attitudes of the individual so that he may become a useful member of the society and contribute his share for the uplift of the society".

In consonance with Aggarwal‟s view, Quartey (1984) postulated that Social Studies is a study that equips the youth with tools necessary in solving personal and community related problems. The main emphasis of Social Studies in support of Quartey and Aggarwal for citizenship education is on developing the relevant knowledge, skills, attitudes and values that will enable learners to make reflective decisions and act on them to solve both their personal and societal problems. To put it succinctly, the mission of Social Studies is to prepare our learners to be responsible, productive and concerned citizens with the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. Hence, Social Studies deals with the problems that threatens man‟s survival.

A subject is expected to make some positive contributions towards the realisation of national goals of education and ultimately, the national development agenda (Ayaaba, 2008) however, Social Studies will perform a useful role in reforming the society only if teachers will bear its nature in mind and teach in consonance with its goals and objectives.

The aim and objectives of teaching Social Studies are necessary to point to the broad ideals and to enable us to select significant and meaningful content, teaching methods and techniques and most importantly guide assessment processes of what, how and when to assess. They are the "crux" and "key" of the entire process of teaching and learning and therefore, they will have to be in consonance with the broader aims of

education (Aggarwal, 2002). That is to say the starting point of any effective teaching and assessment of Social Studies is to first understand the aims and objectives of teaching the subject.

The Education Commission (1964-66) in Aggarwal (2002, p.16) states that the aim of teaching Social Studies is; to help the students to acquire a knowledge of their environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world at large.

Fenton (1967 as cited in Ananga & Ayaaba (2004) admits that the very purpose of Social Studies are to prepare children to be good citizens, to teach children how to think and to pass on the cultural heritage to the younger generations. Even though Fenton is right, it must be made implicit that Social Studies does not just pass on the cultural heritage to the next generation but deciphers and inculcate the relevant aspect of culture to the younger generation (Odumah & Poatob, 2016).

The National Council for Social Studies (NCSS) also asserts that the primary purpose for the introduction of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens at a culturally diverse, democratic society in anointer dependent world (NCSS, 1994). Martorella (1994) expressing a parallel thought, stipulates that the basic purpose of Social Studies is to develop reflective, competent and concerned citizens. This means that Social Studies is to help the individual in the society to be responsible, participatory and concerned about issues that confront them and the society. As a result of the changing needs in our society, Social Studies should prepare the students to understand and be able to adapt to these needs and others, which will occur during

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their lifetime. The Social Studies programmes therefore, prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world.

Saxe (1991) cited in Dynneson and Gross (1999) proposes that the core of Social Studies curriculum from its inception has been concerned with socialisation and citizenship education. Dynneson and Gross maintain that Social Studies has been assigned to the task of socializing learners for their future responsibilities as citizens. It is significant to recognise however that the core of Social Studies presently goes beyond mere socialization even though there are aspects of socialization in the subject, since it inculcates into students, knowledge, skills, attitudes and values that enable them to fit into the society, it does not just pass on what is cherished in society into the younger generations but thoroughly examines them to see how useful they are today. The nature of Social Studies is problem-solving hence; it equips learners with relevant knowledge, attitudes, values and skills to be able to solve personal and societal problems significant for the survival of man.

Blege (2001) postulates that a goal may be explained to mean the purpose, target or a position one wishes to reach or attain. Goals usually are derived from standards to more specifically direct what must be accomplished and who must do what in order for standards to be met. Tyler (1934) in Borich (2004) conceived of the need for goal-directed statements for teachers. Tyler observed that teachers were concerned far more with the content of instruction (what to teach) than with what the student should be able to do with the content (that is whether it could be applied in some meaningful context).

An important concern of education today includes maintaining standards of excellence and greater accountability for results. To realize such concerns depends upon each academic discipline, making efforts to achieve its objectives. The objectives which are spelt out in the definition of a discipline form the basis for developing curriculum, instructional methods, equipment and assessment techniques. The National Council for the Social Studies in America has endorsed that the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world"(NCSS, 1996, p.23).

However, in order to maintain our values and democratic system, citizens must care about the common good and participate in public life. To make this possible, implies that, Social Studies programmes must prepare students to identify, understand, and work to solve the problems facing them in their communities, as well as in our increasingly diverse nation (Mensah, 2012). In agreement with the above view, Pecku (1994) opines that the basic goal of citizenship education is to prepare the young to be humane, rational participating citizenship in a world that is becoming increasingly interdependent. Citizenship education is to guide the youth to develop desired values, attitudes and skills to solve personal and societal problems that threaten human survival

Goals are important in the academic field because they tell the learners, parents, and the community why the teacher is teaching the lessons he or she has planned which, then, energise and motivate them to become actively engaged in the learning process. Goals motivate teachers, students and schools to become actively engaged and committed to meeting the standards.

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Similarly, Dynneson and Gross (1999, p.6) identified that the overall instructional goals of Social Studies are often related to the following concerns:

1. to prepare students for a changing world

2. to broaden students" perspectives and understanding of the community, nation and world

3. to provide students with the knowledge, skills and abilities they need in both their personal and public lives

4. to help students draw and synthesize knowledge, skills and values that are characteristics of Social Science subject matter

5. to contribute to students" understanding of what it means to live in a complex and pluralistic society

6. to provide students with an understanding of the means and processes of a representative form of government

7. to encourage students to participate in the affairs of society and to work towards establishing a good society

8. to promote important social goals associated with democratic living.

Quartey (1984 p. 4) also identifies five objectives of studying Social Studies. These are summarised below:

1. to develop in students positive attitudes of togetherness, comradeship and cooperation towards a healthy nation; the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice at work and play as one"s contribution to the development of the nation.

2. to ensure the acquisition of the relevant knowledge which is an essential prerequisite to personal development as well as to a positive personal contribution to the betterment of mankind

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3. to awaken the intellectual curiosity of students in identifying man's problems of survival and in trying to solve these in a positive and objective manner.

4. to develop in students a positive attitude to citizenship and a desire to lead others to a similar self-awareness

5. to develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international community.

Meanwhile, Banks (1990) also writes that the major goal of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities, nation, and the world. He further states that goals are in four categories which include: knowledge, skills, attitudes or values and citizen action.

DuBey and Barth (1980) maintain that Social Studies objectives for post primary education are elaborated as follows; firstly, the subject is to make students aware of their country and of the world in general and to appreciate the interdependence between people. Again, the subject is to create awareness and understanding of the evolving Social and physical environment, its natural, man-made, cultural and spiritual resources with the rationale use and conservation of these resources for development. In addition, the subject is to develop in the students a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united nation. Social Studies also assist to develop a capacity to learn and acquire skills essential to the formation of a satisfactory professional life and lastly, the subject helps to develop in the student an appreciation of his cultural

heritage, and a desire to preserve it. By this, it is suggestive that the subject seeks to produce conscious and concerned citizens who are responsible in the society.

Banks (2001, p.6) states that:

> *citizens in this century need the knowledge, attitude and skills required to function in their ethnic and cultural communities and beyond their cultural boarders and to participate in the construction of a national civic culture that is a moral and just community that embodies democratic ideals and values, such as those embodied in the Universal declaration of Human Right. Students also need to acquire the knowledge and skills needed to become effective citizens in the global community.*

Furthermore, an attempt by Aggarwal (1982) to prescribe objectives of the subject compounded the issue in terms of numbers. He came out with a long list of fifteen goals of teaching Social Studies in the school curriculum as follows;

1. Acquaintance with the environment. Social Studies acquaints the child with his past and present social, cultural and geographical environment.

2. Interest in socio- economic institutions. Social Studies in schools helps the students to take keen interest in the socioeconomic and political institutions.

3. Appreciation of cultural heritage.

4. Sifting of material. The teaching of Social Studies enables the students to recognize and get rid of what is undesirable and antiquated especially in the context of social change.

5. Development of broadmindedness. Social Studies aims at ensuring that narrow, parochial, chauvinistic and obscurantist tendencies are not allowed to grow in our pupils and that they become tolerant and broadminded.

6. Development of social commitment. Social Studies endeavours to develop a will and ability in every pupil to participate in the most important task of the reconstruction of society and economy with a sense of social commitment.

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7. Faith in the destiny of nation. Teaching of Social Studies aims at developing a faith in the minds of the students in the destiny of our nation in terms of promoting a spirit of tolerance and assimilation and peace and harmony among the people of the world.

8. Development of insight into human relations. Social Studies is intended to help pupils to develop an insight into human relationships, social values and attitudes.

9. Effective participation in social affairs.

10. Promotion of ideals enshrined in the constitution.

11. Maximization of economic and social welfare. Social Studies inculcates attitudes and skills for maximisation of economic and social welfare.

12. Promotion of peace. Social Studies inculcates attitudes and imparts the knowledge necessary for the achievement of the principal values of a just world order.

13. Profitable use of leisure time.

14. Foundation of specialization. Social Studies provides a pattern and experience of study that will serve as a foundation for specialization at a later stage of education of the students. At the early stages, students are made familiar with the elementary knowledge of various disciplines.

15. Many-sided development of the personality.

Meanwhile, Superka, Hawke and Morrisett (1980), identified a more narrowed and simple form of objectives or goals of Social Studies as; "citizen, worker, consumer, family member, friend, member of social groups and self" around which learners own interest revolves. The primary objective of Social Studies is to develop an appreciation of 3R"S "Rights, Responsibilities and Relationships. Social Studies aims

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at developing qualities like clearness of thought, intellectual conscience, courage, love of truth, initiative, self-reliance, spontaneity, tolerance, unbiased attitude which go a long way in the development of a well-balanced personality, physically strong, intellectually mature, emotionally stable and socially efficient (Aggarwal, 2002, pp.16-18).

Also, Banks (1990) writes that the major goal of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities, nation, and the world. He further says that goals are in four categories which include: knowledge, skills, attitudes or values and citizen action. With this Banks believes that with the inculcation of the right knowledge, attitudes, skills and values in the students, they will learn to become responsible, participatory, and concerned citizens, who will solve both their personal and societal problems.

In what is not so different from what Banks expressed above, Tamakloe (2008) postulates that the main goal of Social Studies is to help students develop the ability to make rational decisions so as to enable them resolve personal problems, and through social actions influence public policy. To him, all of these are vital to realising the aims of citizenship education. Quartey (2003) in his appraisal of the 1987 Social Studies Syllabus for the Junior Secondary Schools summarizes the general objectives of Social Studies as follows:

1. Becoming a good citizen who is capable and willing to contribute to national development.

2. Being able to make rational decisions and solving personal and societal problems.

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3. Being able to adapt to changing environment with a view to ensuring sustainable development.

4. The development of national consciousness and unity.

5. The development of right attitudes, values and skills for solving personal and societal problems.

Again, the general aims as provided in the 2010 Social Studies syllabus for Senior High School (CRDD, 2007; 2010) in Ghana read as follows:

1. develop the ability to adapt to the developing and ever-changing Ghanaian society.

2. develop positive attitudes and values toward individuals and societal issues.

3. develop critical and analytical skills in accessing issues for objective decision making

4. develop national consciousness and unity.

5. develop enquiry and problem-solving skills for solving personal and societal problems.

6. become responsible citizens capable and willing to contribute to societal advancement.

The enduring goal of Social Studies according to Martorrela (1994, p.9) is to produce reflective, competent and concerned citizens". Though, the various proponents of Social Studies may have some differences in the goals of Social Studies, all of them gearing towards preparing the students to fit well in the society. This is because when the child is able to utilize the right knowledge, skills, values, and attitudes well which he or she acquires in Social Studies lessons, he or she will be able to cope in any given society.

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All the objectives that the different authorities came up with, point to one thing, that is, training for citizenship. The proponents of citizenship education summed up the following as the general objectives of Social Studies which include (Ayaaba & Odumah, 2013):

1. adaptation of the learner to the changing environment

2. development of national consciousness and unity

3. development of positive attitudes, values and skills

4. development of good citizens who are willing and capable to contribute towards national development

5. able to make rational decisions in solving problems

From the foregoing, Social Studies education, in its broadest terms, has the goal of helping students figure out what they know to be true about their social situation and equipping them with the necessary analytical and self-reflective tools to successfully navigate their world (Ross, 2000). This affirms that, the mission of Social Studies is to prepare the students to be responsible, productive citizens with the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. This goes to say that in Social Studies classroom practices for effective teaching and assessment, teachers must carefully consider the specific objectives and the general objectives before and after teaching which will lead to the attainment of the subject goals. To help students gain the relevant knowledge, skills, attitudes and values that will solve both their personal and community related problems; the teachers should have in mind that there are certain concepts, attitudes, values and skills that the students should develop. To ensure the above, Social Studies teachers in lesson presentations, should have in mind the needs of the society, the national educational objectives, the objectives of the

subject and the problems in order to spell out clearly the concepts that should be developed in the learners. This will go a long way to improve teacher effectiveness in the teaching of Social Studies. As Grinesk puts it, children who are involved in programmes that are goal directed become skilful, physically fit, knowledgeable and caring (Grineski, 1993).

2.3 Influence of Curriculum/Instructional Objectives on Teachers' Assessment in Social Studies

2.3.1 Definition of Assessment

In the first place, it is significant to commence with a definition of assessment. Eshun and Effrim (2011, p.23) define assessment as "a abroad term used to mean a process of obtaining information that is used for making decisions about students, curricula and programmes, and educational policy". According to Airasian (1996), assessment is the process of collecting, synthesizing, and interpreting information to help in decision making. Again, Stiggins (2005, p. 5) holds the view that classroom assessment is "the process of gathering evidence of student learning to inform instructional decisions". From the above given definitions, one can deduce that assessment is a process rather than an event, that is to say that assessment involves series of activities such as collecting pieces of information about learners (through observation, assignments and pencil-and – paper test), synthesising and interpretation of results. The description of the term by Zhang and Burry-Stock (2003) confirms the researcher"s assertion when they describe classroom assessment as "a broad spectrum of activities from construction test items, performance measures, to grading, interpreting test scores, communicating test results and using assessment result in decision making.

Meanwhile, it appears that all the definitions as given by the authors above create the impression that assessment procedure could be carried out by any person at all without any special training. In contrast, Looney (2011) identifies that assessment require high level of skill on the part of teachers to successfully carry-out effective assessment. Looney further stated that teachers need to develop skills not only to identify individual students learning needs, but also to respond to them. This means that both subject matter and pedagogical knowledge play very important role in conducting effective and efficient assessment particularly in the Social Studies classroom (Looney, 2011).

However, it is significant to emphasise that the process of assessment may be carried-out but for various reasons. That is to say that assessment is undertaken on purpose. Meaning that before a model Social Studies teacher set out to carry-out any form of assessment, they must be clear in their mind what the purpose of the assessment is. Some of the purposes are discuss next.

2.3.2 Purposes of Assessment

It is believed that effective instruction is shaped by assessment because teachers use their knowledge about students to select materials base on interest and difficulty, and to group learners, based on collaborative work habits. Classroom assessment is an integral part of teaching and learning process (Black & William, 1998; Boud, 2000). While assessment serves various purposes, its central function is to support and enhance student learning (Rust, 2002). This is to say that classroom teachers assess their students for a variety of purposes since they have to make a wide range of decisions using assessment results as bases.

The main purpose of assessment is to provide information for making decisions about students, curricula and programmes and educational policy. Stiggins (2005) describes classroom assessment as "the process of gathering evidence of student learning to inform instructional decisions" (p. 5). Ehsun and Effrim (2007) in identifying these, came up with five of such decisions as; instructional management, Selection, Placement, Counselling and Guidance and Credentialing and certification decisions.

Under the Instructional management decisions, assessment does not only provide knowledge about the readiness of learners to learn new set of curriculum content but also enables the teacher to set realistic instructional goals and objectives for the class as well as individual learners (Eshun & Effrim, 2007). Formative assessment in particular is designed to supply feedback at multiple levels. First, it provides feedback to the teacher about current levels of student understanding. This feedback also informs what the next steps in learning should be (Herritage, 2007).

With the selection decisions, Eshun and Effrim (2007) assert that assessment enable teachers and school administrators to gather the right calibre of information to select students for admission, promotion and award of prizes. Furthermore, assessment is very useful for placement decisions. Thus, assessment provides information to place learners in appropriate courses and classes where they are likely to do well and realise their full potentials (Eshun & Effrim, 2007). In Social Studies classroom, teachers often put learners in groups for co-operative learning project (Ayaaba & Odumah, 2013). Grouping students for instruction is more profitable when the grouping is done considering individual learning needs. This means that for effective grouping for instructions to be carried out it must be based on information that can only be obtained through assessment processes.

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For counselling purposes, assessment information aids teachers in providing guidance and counselling in "social and psychological adjustment" challenges that affect learners" performance in the teaching and learning processes. Similarly, information obtained through assessment assist students to explore and choose careers and directing them to prepare well for the careers they select (Eshun & Effrim, 2007, p. 27). They further submit that assessment significantly provide data for credentialing and certification decisions; assessment enable students to acquire titles, honours and certificates that are needed for employment in the world of work. Many people hold various honours in degree today as in Masters and PhDs in diverse fields only after going through different forms of required assessments.

According to Azis (2015, p.130), assessment is "crucial for both policy makers and practitioners". It could be conducted for purposes of accountability which includes ascertaining how well students have learned, or to inform the design of instruction (how to improve) in educational contexts. By the above assertion, it appears that Azis assumes that assessment is vital only to policy makers and practitioners. He failed to recognise that assessment is equally important to parents as it is to educational policy makers, school administrators and practitioners. It is significant to mention that parents have quite an interest in the assessment of their wards. Parents do not only monitor the performance of their wards by the assessment results received from the school, but also take vital decisions concerning their children based on assessment information. That is to say, assessment and for that matter assessment results is very important for all educational stakeholders. For this reason the researcher is of the view that Social Studies teachers should be encouraged to carry-out assessment in a skilful and professional manner so as to derive maximum benefit from the process.

Assessment is a tool to improving classroom activities and therefore to pupils"
learning processes as well as monitoring the overall quality of education. Its
pretension is to develop as much precise and objective information about the
instructional process as possible in order to; (1) assess effectiveness of instruction; (2)
determine whether or not instructional goals have been met; and provide feedback to
students about their performance (Banks, 1990). Assessment also supply information
on which important decisions can be made about students" progress in school,
providing report to parents, modifying instructional goals or making changes in the
curriculum. The overall purpose of assessment therefore, is to furnish teachers with
the information needed to provide quality instruction (McMillan, 2001). Table 1
summarises the purposes of assessment.

Table 1: Purposes of Assessment

Who Needs To Assess?	Purposes of Assessment
Policymakers	Policymakers use assessment to: * Set standards * Focus on goals * Monitor the quality of education * Reward/sanction various practices * Formulate policies * Direct resources including personnel and funds * Determine effects of tests
Administrators and school	Monitor program effectiveness planners use assessment to: * Identify program strengths and weaknesses * Designate program priorities * Assess alternatives * Plan and improve programs
Teachers and administrators	Make grouping decisions use assessment to: * Perform individual diagnosis and prescription * Monitor student progress * Carry out curriculum evaluation and refinement*Provide mastery/promotion/grading and other feedback * Motivate students * Determine grade.
Parents and students	Gauge student progress assessment to: * Assess student strengths and weaknesses Determine school accountability

Source: Adapted from Babo (2015).

2.4 Assessment in Social Studies

According to Quartey (1984), each teacher of Social Studies needs to possess a philosophy of the subject of teaching and learning. The philosophy provides guidance and direction in choosing objectives and nature of assessment. The development and survival of the state depends upon the attitudinal change which the various subjects including Social Studies through instructional processes build in learners.

The philosophy of teaching the subject of Social Studies in any nation is to prepare committed citizens who can contribute in developing a better society in that nation and the world at large. This principal philosophy of teaching Social Studies is also reflected in the Ghanaian‟s national curriculum which states that, it is "a study of the problems of society that prepares the individual to fit into the society by equipping him or her with knowledge about the culture or ways of life of their society, its problems, its values and its hopes for the future" (CRDD, 2010, p. ii). This means that learners need to understand factors that influence their social lives as effective citizens. Further, it also implies that learners should be encouraged to explore their environment, through questions; find out about social, cultural and political issues with the help of teachers and search answers by engaging themselves in study of these issues inside and outside the classroom. This implies that the teachers of Social Studies have a particular responsibility of helping students to understand the society in which they live; by acquiring relevant knowledge, skills and values necessary for becoming useful and informed citizens.

To achieve the above goal, the focus of techniques for instruction and more especially assessment of social studies should encourage the participants not only to enhance their knowledge, skills and values about learning of Social Studies, but most

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importantly encourage them to reflect these skills and values in their everyday life outside the classroom.

Teaching and learning are complementary activities, which are formally undertaken in a school context. Teaching describes the action of a teacher that helps students to acquire and retain knowledge, attitude and skills. Learning is associated with behavioural changes in the cognitive, affective and psychomotor domains (Farrant, 1980). This means that the assessment practices employed by the teacher is equally important as the other aspects of curriculum such as objectives and instructional strategies to be employed, especially when assessment strategies are employed as instructional tools rather than measurement tool (Mensah, 2012). Per the philosophy and the goals of the subject, assessment is expected not only to take care of students‟ knowledge and comprehension but, beyond that, evaluation of skills, growth in application, analysis, synthesis as well as development of positive attitude are equally important. As a result, Quartey argues that for any worthy discussion of the issue of assessment in Social Studies, on must first refresh memories about what Social Studies is, this according to him, will enable one see clearly which form of assessment can best help in the attainment of the goals of the subject (Quartey, 1984). However, it is established that the nature of social studies tend to complicate the assessment task; as the teacher is not only to be concerned with the progress of learners in the cognitive domain, but also the affective and psychomotor realms should be of immense concern to the teacher (Quartey, 1984). Educational researchers have always emphasized the three domains of educational objectives, which are: cognitive, affective and psychomotor. Cognitive domain mainly emphasises remembering or reproducing information, which have been learnt. This domain is knowledge or mind based. Affective domain focuses on feelings and

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emotion. It also deals with behavioural aspects and beliefs. Psychomotor deals with manipulation of materials and objectives (Krathwohl & Bloom, 1993).

Miller (2005) observes that the affective domain of learning reflects the values and beliefs we place on the information we have. Social Studies as a subject encourages the development of socio-civic and personal behaviour. Its focus is on the affective domain of learning. This therefore goes to say that, the assessment of the affective domain of learning needs to be fashionable amongst Social Studies teachers in order to prepare their students for citizenship responsibilities. The attainment of a student is the result of the functioning of his whole personality; therefore apart from assessment of the cognitive domain, the affective and psychomotor domains must also be given paramount place when assessing learner's outcomes.

Recent changes in Social Studies education draw on social constructivist approaches with emphasis on constructivist theories of learning (Gipps 1994; 2005; Shepard 2005; Boaler, 2008). Consequently, they propose the need for problem-solving approaches to promote students' reasoning and communication skills. This is why the researcher holds the view that assessment in Social Studies need indispensable attention. As Allemanand Brophy put it; "Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring at junctures throughout, in an effort to monitor, assess, revise, and expand what is being taught and learned" (Alleman & Brophy, 1999 p.2). What this means is that assessments in Social Studies should align with and support these new ideas (social constructivist approaches) for effective Social Studies pedagogy so as to reflect the significant role of problem- solving skills and abilities it intended to inculcate into learners (Shepherd, 2005; Suurtamm, Koch & Arden, 2010).

From this perspective, assessment in Social Studies needs to go beyond focusing on how well a student uses a memorised facts or procedure but must also elicit, assess and respond to leaners" understanding and problem-solving skills. To do this, and in an attempt to minimise memorisation in Social Studies classrooms, assessment technique need to include more than the traditional practice of relying on end-of-unit tests and mid-unit quizzes, both of which tend to focus on knowledge recall and procedural learning (Quartey, 1984; Airasian, 1996; Shepard, 2005). This goes to imply that assessment is expected not only to take care of students" knowledge and comprehension but, beyond that, evaluation of skills, growth in application, analysis, synthesis as well as development of positive attitude are equally crucial. Assessment needs to be embedded in instruction and must be used persistently to prompt learners" thinking. There is therefore the need for the teacher to be a good listener and be responsive to the learners" thinking. Assessment should also be seen as a constructive exercise which can promote active and lifelong learning among Social Studies students (Stobart, 2008).

Activities which should develop understanding and insights into students" critical thinking prowess include observations, interviews, performance tasks, reflective journals, projects, portfolios, presentations and self-assessments (Wiliam, 2006). These are considered essential parts of implementing current approaches to teaching and assessment in Social Studies. Both assessment and Social Studies education reforms point to the consistent messages that one short test cannot adequately assess the complex nature of students" critical thinking skills. This point suggests that teachers need to pay attention to learners" critical thinking abilities. Undoubtedly, one of the surest ways to achieving this is to ensure that teachers focus on effective assessment that improve learning and brings out the best in Social Studies students.

Banks (1990, p. 469) suggest that it is "virtually impossible to evaluate" or assess learning in Social Studies without first carefully considering the curriculum goals and the instructional objectives. Brophy and Allemanreminds us of the goals of teaching the subject when they postulated that the goal of Social Studies education is "providing students with the knowledge, skills, and values that they will need to understand modern life and participate effectively as pro-social group and responsible citizens" (Brophy & Alleman, 1991, p.3). Expressing the same opinion, Banks (1990) asserts that "Social Studies is that part of the elementary and high school curriculum which has primary responsibility for helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world". To Banks, Social Studies has the sole aim of developing civic competencies as its primary goal. Also, citizenship education according to Aggarwal (200, p.237) is the development of the ideas, beliefs, habits, behaviours and attitudes of the individual so that they may become a useful member of the society and contributes his share for the uplift of the society. This means that the main aim of this conceptual perspective is that Social Studies is to prepare students to be responsible, productive and concerned citizens with the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. This implies Social Studies deals with solving the problems of man. This view is also supported by (Barr et al., 1977; Kissock, 1981; Banks, 1990).

2.4.1 Kinds of Assessment Methods and Tools used in Social Studies Classroom

Important as it is, to understand teachers‟ assessment practices in Social Studies, it is necessary to explore the kind of methods and tools they use in their classrooms. Assessment in Social Studies is a multi-faceted activity (Quartey, 1984) meaning that teachers of the subject should employ a variety of techniques and tools in the assessment of learners to enable them determine progress made by the students not only in the cognitive realms but also in the affective and psychomotor domains. Research has however shown that in most schools in the world, assessment in Social Studies education involves merely testing and grading (Quartey, 1984; Van de Walle, 2001; Lissitz & Schafer, 2002).   A number of studies have proven that most frequently used assessment tools employed by teachers are tests and quizzes that is to say; they mostly gather assessment information through the use of the paper and pencil technique (Susuwele-Banda, 2005; Ayaaba & Odumah, 2013). According to Quartey (1984), the nature of Social Studies is such that it tend to complicate the assessment task , it is no wonder that an investigation by Senk, Beckmann and Thompson revealed that greater percentage of teachers‟ assessments (77 %) have been devoted to tests and quizzes (Senk et al., 1997). The measurement of student achievement is directed mainly towards the measure of cognitive behaviours such as knowledge, understanding and other thinking skills which are usually acquired after exposure to some learning experiences and subject matter knowledge (Obemeata, 1984), this is attributed to the fact that learning in the cognitive domain is easily testable (Quartey, 1984).

 Even though, it has emerged that test items that measures low order thinking, thus; questions that require very little reasoning whether oral or written assessment items are still important, it is the higher order questions that have the potential to enhancing

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students" critical thinking skills and measures learning outcomes in all the three educational domains (cognitive, affective and psychomotor) as compared to lower order questioning.

As indicated, Social Studies is a study that equips the individual with the right values, attitudes and skills to enable him or her to deal with both personal and societal related problems (Quartey, 1984). This goes to support the fact that Social Studies assessment, with a focus on the affective domain, occupies a critical position in both Junior High School and Senior High School curriculum in Ghana. As identified by Quartey, in teaching Social Studies, it is not enough to merely make the learners aware of variety of knowledge without considering how it helps to solve man"s numerous personal and community related problems, meaning that the acquisition of knowledge is not enough but that it is what a person does with his or her knowledge that matters the most. Taking a cue from Quartey"s view, the researcher concludes that it equally important for teachers to employ assortment of assessment tools in order to completely ascertain students" learning outcomes. As indicated by Obemeata, complete assessment must ideally cover all the three domains of educational objectives (Obemeata, 1984).

Besides the conventional assessment techniques usually used by teachers of the subject, evaluation in Social Studies requires other different forms of assessment tools. As Quartey (1984, p.90) observes, it is very "difficult to use test device to obtain the true attitudes, values and feelings of learners" since direct questions under a test situation will prompt students to provide answers which will not reflect what students feel but rather, what they ought to feel. Further, Quartey, asserts that behaviour of students are unstable from time to time and from situation to situation;

meaning that it almost impossible to design a paper and pencil test item that will be realistic enough to give a valid indication of learners" plausible behaviour in a natural context (Quartey, 1984). From the foregoing, it is right to conclude that it is very essential for teachers of the subject to be familiar with other approaches of assessment techniques apart from the commonly used techniques which mainly assesses the facts and lower order thinking skills. As a result, the next few paragraphs will be devoted for some assortment of assessment techniques available for Social Studies teachers in the Ghanaian Senior High Schools.

Testing is one of the widely used tools by teachers to gather information about students" learning. According to Airasian (1991), a test is a formal, systematic, usually paper-and-pencil procedure for gathering information about students" learning. Paper and pencil technique refers to the assessment procedures in which learners are made to write down their responses to a given set of questions or problem. Whether students use pencil, pen, chalk, markers or crayon to record their responses it remains a pencil and paper technique (Ayaaba & Odumah, 2013).

Eshun and Effrim (2009) identified that there are two main types of the paper and pencil assessment formats which are the essay-type and the objective-type. It is important to mention that with the objective-type of the paper and pencil assessment technique, the responses provided by the students helps the Social Studies teacher to obtain an estimate of the specific trait being assessed (Eshun & Effrim, 2009). The supply and selection as the two forms of the objective-type of the paper and pencil technique can be very useful in gathering evidence of learning in Social Studies. The supply or production type of the paper and pencil technique which include essay test, short answer or fill-in-the blank, journal entries, class project, book report and written

assignments all compel students to produce a response to set of questions. The selection type of the paper and pencil assessment technique such as multiple choice test, true or false and matching type of test are equally useful to the Social Studies teacher in obtaining information not only about the progress of students" learning but also the misunderstandings both individual students and the class as a group may have (Ayaaba & Odumah, 2013). The next section discuses some of the assessment techniques available to Social Studies teachers under the two major types of the paper and pencil format already identified as the essay-type and the objective-type.

2.4.2 Essay Test

An essay type test item is described as the test which gives the students or the testee the freedom to compose his or her responses to the items in a form of a number of logically arranged and related sentences (Eshun & Effrim, 2009). This means that the individual student is given the opportunity to give his or her responds using his own words; in the words of Ayaaba and Odumah, no plausible answers are given to the testees so that whatever the answer is, the testees express them in their words (Ayaaba & Odumah, 2013). In what is not too different from the above, Quartey (1984), postulates that the essay type item assess student"s "ability to organise and apply knowledge allowing for different interpretation of issues" (Quartey, 1984, p. 100).

The essay-type questions can be classified into two forms namely; restricted or controlled response type and the extended type which is also referred to as open ended response type. Whereas the controlled type limits the content, form or the number of words of students, on the other hand, the open ended or extended response type offers a wide range of freedom to the testee to demonstrate his or her competence in a particular area such as selection and integration (Ayaaba & Odumah, 2013).

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Irrespective of the type of essay items Social Studies teachers employ, it could be beneficial to both students and teachers alike. According to Eshun and Effrim (2009), the use of essay type items eliminates guessing among students but promotes the acquisition of skills such as the ability to organise material, write and arrive at a conclusion. This imply that the essay type items test higher order behaviour and mental processes such as analysis, synthesis and evaluation which should be encouraged in the teaching and learning of Social Studies. In as much as Social Studies teachers can resort to the use of this particular test type, teachers must be careful to consider the nature and the objectives of the subject so that teachers do not end up constructing test items which demand for facts and other lower order thinking or mental processes (Quartey, 1984).

2.4.3 Objective-Type Test Item

The objective type test items are questions that demand short and brief responses usually not more than a sentence long (Ayaaba & Odumah, 2013) in some cases the response could just be as short as a word which are normally covered up among other distractive responses (Quartey, 1984). Among the objective-type items are multiple-choice Test, Matching test, completion test, Yes or No test which is also known as true or false test.

2.4.4 Multiple-Choice Test

Multiple choice test is one of the selected response objective-type test in which the testee is given a stem that introduces a problem or a question with three or more options or responses from which the testee is required to select from (Eshun & Effrim, 2009; Ayaaba & Odumah, 2013). There are two types of the multiple choice test items; (1) the single best response type and (2) the multiple response type.

The single best response type comes with a stem with three or more options from which the respondent selects just one option to make the stem complete while the multiple response type is made up of a stem followed by different true or false statements or words from which the testee selects the statement or group of words to complete the stem (Ayaaba & Odumah, 2013). The following shows how the single best response looks like;

Which of the following shows political maturity?

Which of the following best describes Social Studies?

(a) It is the study of man in relation to his or her environment.

(b) It is an integration of the social sciences.

(c) A programme that inculcates citizenship competencies in learners.

(d) An approach of teaching the social sciences.

2.4.5 True-False Test Item

True-false test is one of the alternative response items which require students to arrange a statement into one of two categories as True-False; Yes-No and Correct-Incorrect (Ayaaba & Odumah, 2013). The true-false is also a good assessment technique in Social Studies since a testee is expected to demonstrate his or her command of content by indicating whether a given statement is true or false. Again, this test format apart from helping students to demonstrate their ability to recall information, it also calls for students to apply principles in the attempt to "judge the accuracy of statement of correlation" (Eshun & Effrim, 2009 p.81). However, in spite of all its benefits, it should be sparingly used in Social Studies classroom since it promotes guessing among students.

2.4.6 Short Answer test and Completion Test

The completion test which is very similar to short answer item present the learner with a problem to solve basically by completing a statement or a question that require students to supply their own response in the form of a word or a phrase or a name other than a sentence (Eshun & Effrim, 2009; Ayaaba & Odumah, 2013). The following are two examples of the short answer test;

(1) The name of the first president of Ghana is ————

(2) The environment is made up of three component parts: name them ——— and ——

Generally, the objective types of the paper and pencil test format are very easy to construct allowing an extensive coverage of the Social Studies content. However, they mostly assess lower level of behaviours such as knowledge and comprehension.

As already indicated, a number of studies have proven that most frequently used assessment tools employed by teachers are tests and quizzes that is to say; they mostly gather assessment information through the use of the paper and pencil technique (Susuwele-Banda, 2005; Ayaaba & Odumah, 2013). However, by the nature of Social Studies, as a study that equip learners with relevant values, attitudes and skills enable them deal with personal and societal related problems, implies that the teaching of Social Studies goes beyond the mere presentation and inculcation of knowledge without considering how the acquired knowledge could be applied in solving man's problems (Quartey, 1984).This goes to suggest that assessment in Social Studies should focus on the affective domain as it occupies a critical position in both Junior High School and Senior High School curriculum in Ghana. As Quartey (1984 p.90) observes, it is very "difficult to use test device to obtain the true attitudes, values and feelings of learners" since direct questions under a test situation will prompt students

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to provide answers which will not reflect what students feel but rather, what they ought to feel.

From the foregoing, it means that Social Studies teachers must resort to the use of other forms of assessment tools such as observation sheet check list, attitude scales and anecdotal records apart from the conventional assessment techniques of paper and pencil format. As a result, the next few paragraphs that follow will be devoted to discussing some of these tools that are more appropriate in assessing learning outcomes in Social Studies.

2.5 Attitude Scales

According to Schneider (1988), „Attitudes are evaluative reactions to persons, objects, and events. This includes one‟s beliefs and positive and negative feelings about the attitude /object. Again, Vaughan and Hogg (1995) take attitude to mean, „A relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols. It is general feeling or evaluation (either positive/ negative) about a person, an object or an issue. From the above given definitions, it appears that attitudes are only relevant to socially significant objects. The impartation of the right attitude, knowledge, values and skills in learners, particularly in Social Studies is very important. In the view of Fageyimba (2002) cited in (Eshun & Mensah, 2013), for teachers of the subject to successfully carry-out all this important task, much depends on the selection of content, teaching and assessment techniques, which the model Social Studies teacher must be competent enough to be in full control of.

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The implication is that teaching and learning cannot be said to have taken place until the learner has shown observable evidence of change in attitude. This therefore suggests that there is the need for effective teaching and learning of students to imbibe the affective skills for them to do right things and to be problem solvers.

In the opinion of Dhand (1966), teachers lack effective assessment tools or a systematic effort to collect evidence of growth in affective objectives. As already stated; Social Studies as a subject encourages the development of socio-civic and personal behaviour. This indicates that the subject focus is on the affective domain of learning. This therefore implies that, the assessment of the affective domain of learning needs to be fashionable amongst Social Studies teachers in order to adequately prepare their students for citizenship responsibilities. As a result, in this section, the researcher discuses three attitudinal scales (the Likert, Wray behavioural scale and Observation) that can be used by Social Studies teachers to assess attitudes and behaviours of students.

2.5.1 The Likert Scale

The likert scale is an attitude scale type which is constructed by making a statement and followed by several levels of agreement: strongly agree, agree, no opinion, disagree, strongly disagree. This five-point scale is commonly used, but other scales, from four to ten points, can be used as well (Yount, 2006).

To construct a good likert scale, the following steps should be followed;

The first step in designing an attitude scale is to define the attitude one want to measure. In this example, the attitude wintended to measure is „the desire of students to learn‟. But what does the attitude mean? That is; what does "desire to learn" mean? If students do not have a desire to learn, what do they have? Probably, "desire to get a

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degree." With these two end points the teacher begins to build a scale to differentiate between those who desire to learn, and those who merely want a credential.

In defining the attitude, Yount, points out that we must choose which end of the scale will be positive, and which will be negative (Yount, 2006). So in this example "desire to learn" is positive, while "desire to get a degree" negative. Positive statements should be objective statements which are tolerable by those possessing the attitude, and just as unsatisfactory to those not having it. The Negative statements should be objective statements which are acceptable to those not having the attitude, and just as unacceptable to those having it. Table 2 is an example of a likert scale measuring "learning attitude"

Table 2: Likert Scale

Attitude Toward Learning
INSTRUCTIONS: Read each statement below. Circle the letter which best describes your response to the statement. If you strongly disagree with the statement, circle SD. If you DISAGREE, circle D, AGREE, A, or STRONGLY AGREE, SA.
1. Homework assignments are designed to meet course requirements.   SD D A SA It is impractical in time and energy to do more than is required.
2. A late assignment thoughtfully done is more   SD D A SA important to me than the loss in grade average.
3. A degree is a credential for ministry and reflects, in itself,   SD D A SA none of the extremes of scholarship some try to ascribe to it.
4. I generally enjoy homework assignments and sometimes   SD D A SA do more than the assignment requires.
5. It is better to turn in an assignment on time, as it is, than to be   SD D A SA docked for lateness to make it better.
6. I frequently use library resources to go beyond the required   SD D A   SA reading.
7. I believe a degree is empty unless it reflects my best efforts   SD D A SA of scholarship
8. It is better to master the required reading than to dilute   SD D A SA one's thinking with other authors

Source: Adapted from Yount, (2006).

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It is imperative to mention that a good likert scale should come with an instruction that is clear enough to help students or respondents on how to select responses, since there are different ways of indicating the intensity of response to the written statements. Accordingly, the example above comes with an instruction; explaining to respondents to circle the letters that appropriately describes their response to the statements.

In scoring the likert scale, points are ascribed to each response depending on whether the statement is positive or negative. The person who "strongly agrees" with a "positive statement" gets the maximum points of (4) since is a four -points liker scale. On the other hand a person who "strongly disagrees" with a "positive statement" gets the minimum points of (1), 2 points for one who disagrees with a positive statement and 3 points for a person agrees with a positive statement in that order. Similarly, a student who "strongly agrees" with a negative statement gets the minimum number of points (1), while the respondent who "strongly disagrees" with a negative statement gets the maximum points of (4).

Subsequently, the points are computed by adding them up in determining whether the student or respondent has a positive or negative attitude towards learning. In this short 8-item likert scale example, learning attitude scores range from a low of "**8**" thus (8 x 1 = 8) to a high of "**32**" (8 x 4 = 32). This means that in determining whether a student have positive or negative attitude towards learning depends on the nearness of the points obtained by the student to the lowest point of "8" or the highest point of "32". So that the more closer the obtained points is to the lowest point (8), the more negative attitude one has towards learning and the more closer the obtained point is to the highest point of "32", the more positive attitude one has towards learning.

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According to Quartey (1984), the likert scale is a very essential tool for assessing attitudes and values of learners especially after a couple of periods of exposure to Social Studies instruction. It is significant to note that even though the likert scale may be easy to construct, the major flaw however is that some students may not indicate their honest opinion or disposition about the statements and for that matter the specific attitude being assessed. In an attempt to minimizing this defect, Quartey, suggests that as part of the instructions, teachers should make respondents or students understand that there is no right or wrong answer to the statements. This could encourage students or respondents to respond to the statements to reflect their honest and true disposition about the given statements (Quartey, 1984).

2.5.2 Wray Behavioural Scale

The Wray behavioural scale according to Quartey (1984) is a modified version of attitude scale that is specially designed to measure fifteen behavioural symptoms and their opposites that seems to be indicative of certain personality characteristics that can be observed in learners from early stages and follow as the learner develops. Between each characteristic and its opposite are five gradations usually from 1 to 5. The Individual learner is to be carefully observed and checked or ticked to indicate where the learner stands on each pair of the characteristics. The table that follows shows how the Wray scale looks like.

Table 3: Wray Behavioural Scale

Name…………………….Teacher……………………………Date………………

	1	2	3	4	5	
Aggressive						Submissive
Social						Non- social
independent						Dependent
cooperative						uncooperative
Eager						Dull
Talkative						uncommunicative
Attentive						Non-attentive
Active						Still
Happy						Sad
Leads						Follows
Imaginative						Prosaic
Persistent						Non-persistent
Gregarious						Lone
Obedient						Disobedient
Courteous						Rude

Source: Adapted from Quartey (1990).

To effectively use the Wray behavioural scale to measure attitudes in Social Studies, the teacher should evaluate learners at the beginning of the academic year and at the end of the academic year (Quatey, 1984). This is to help determine whether the student possesses any of the behaviours under consideration or not right from the beginning of the year, so as to be able to follow and trace the learner‟s progress as far as these behavioural symptoms are concerned. More so, the gradations make it easier to measure how strong the student possesses a particular behavioural symptom (Banks, 1990). This makes the use of the Wray scale very convenient in assessing attitudes in the teaching and learning of Social Studies.

Again, the author observes that unlike other attitude scales such as the likert scale which measures only one attitude at a time, the Wray behavioural scale assesses varieties of attitudes at the same time. As evident from diagram 2.3, there are as many

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as fifteen (15) specific behavioural symptoms that the Wray behaviour scale seeks to appraise in learners after going through some Social Studies lessons.

2.5.4 Observational Sheets

According to Quartey (1984), observation is a method of assessment where the teacher set out to note down learners" attitudes, feelings and interest by closely monitoring each learner in and out of the classroom, for possible changes in him or her. This means that the Social Studies teacher must take keen interest in the learner"s interactions with his or her peers in order to observe whether or not there is evidence of progress in the attitude(s) being observed or appraised. Jarolimek argues that the observation sheet is the best among the several assessment techniques available in evaluating the extent to which learners might have attained expected attitudes (learning outcomes). This explains why its usage is more popular among all teachers (Jarolimek, 1986). He however further noted that much of what is called observation in our classrooms can only be described as disorganized set of impression teachers gather about their students in the instructional process mainly on what is known as catch-as-catch-can bases. This goes to suggest that even though observation as an assessment technique may be popular among Social Studies teachers, this technique can be fully utilised only if instructors are skilful in its application other than merely forming opinions about students in an unstructured manner (Jarolimek, 1986; Quartey, 1984).

On the basis of the above assertion, it is suggested that the Social Studies teachers consider the following in attempt to systematising the procedure and objectifying the data gathered through the observational record as an assessment tool;

1. State clearly the traits to be evaluated giving evidences of these in terms the student‟s behaviour. For instance, to appraise the evidence of progress in terms of co-operation the following may be observed.

   Does the student:

   (i) like playing with others?

   (ii) Try to join others when they are alone?

   (iii) Like to share their books, erasers and others items with their colleagues who do not have these?

   (iv) Invites others to share their food when eating?

   (v) Take instructions from other peers when at play?

   (vi) Accept the opinion of the majority when playing with their mate

2. Select a limited number of students for an intensive monitoring rather than observing in general. Such intensive observation should also be limited to specified situations. For example what happens to Dede when she is grouped with people from other tribes during Social Studies lessons? This essentially, is to assist the teacher to gain better insight on how to help the student develop a more responsible attitude towards co-operating with members of a group in the context of specific set of circumstances.

3. Avoid depending on memory as a recording device during an observation exercise. Instructors of the subject should maintain a written record of data obtained through observation for a period of time in order to establish a definite pattern in the students‟ behaviour. Naturally, observation is a highly unreliable method of evaluating learner progress; hence without a written record of the observations, the observation exercise is of very little value. Such written record can take the form of check-list system, anecdotal record or a

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rating device. The written record is not only helpful to teachers in establishing definite behavioural patterns of the learners but also assist teachers in essentially interpreting and reporting on the progress and growth of the learners.

2.6 Domains of Educational Objectives in Social Studies

Teaching and learning are complementary activities, which are formally undertaken in school context. Farant states that teaching describes the action of a teacher that helps students to acquire and retain knowledge, attitude and skills. Further, he postulated that learning is associated with behavioural changes in the cognitive, affective and psychomotor domains (Farrant, 1980).

Meanwhile, learning can be viewed as both a product and a process. According to Twigg (1994), many educational psychologists generally defined learning as a "change in behaviour as a result of experiences. This means that behaviourist approach assessed learning as an outcome that results in some external behavioural activity; however, not all learning leads to overt behaviour. Consequently, other theorists have refined the definition of learning to consider changes in the way people "understand, experience, or conceptualize the world around them" (Ramsden, 1992). This therefore implies that, learning is a multi-domain process involving intellect, emotion and physical skills. In other words, learning is associated with behavioural changes in the cognitive, affective (attitudes and feelings) and psychomotor domains (Farrant, 1980). Further, these domains are connected, and the condition of one influences the others.

With this, whereas Borich (2004) describes teaching as a complex and difficult task that demands extraordinary abilities, Kellough and Kellough (1999, p. 417) perceive the activities of "teaching and learning as reciprocal processes that depend on and affect one another".

Similarly, Kyriacou identified that effective teaching is essentially concerned with how best to bring about the desired student learning by some educational activities. He further explains that, from psychological perspective, teaching is where the implicit emphasis is on identifying observable behaviour in the classroom which can be linked with an influence on observable and measurable product variables (Kyriacou, 1995).

Since learning is associated with behavioural changes in the cognitive, affective and psychomotor domains (Farrant, 1980), the system of evaluation, which is the measurement of student achievement, need not to be focused mainly towards the measure of cognitive behaviours such as knowledge, understanding and other thinking skills which are usually acquired after exposure to some learning experiences and subject matter knowledge but must cover all the three domains of educational objectives. The attainment of a learner is the result of the functioning of his whole personality; therefore apart from assessment of the cognitive domain, the affective and psychomotor domains must be given paramount place when assessing learner"s outcomes.

From the above reasons, the researcher is of the view that ensuring a cover-all assessment practices in Social Studies education is very important because Social Studies education encompasses relevant knowledge, right attitudes and skills needed by all citizens in order to make rational decisions and solving personal and societal

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problems. Hence, for a complete assessment in Social Studies at the Senior High School level, the three domains of educational objectives must be fairly assessed. Lending credence to the above view, Harrow (1972) writes that it‟s possible to plan and carry-out an activity or task in the classroom that spans multiple domains.

Accordingly, the SHS Social Studies curriculum emphasises that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, teachers of the subject are encouraged to select specific objectives in a manner that it will enable assessment be a representative sample of the syllabus objectives that is generally in consonance with the domains of educational objectives (CRDD, 2010). That is to say that the SHS Social Studies curriculum describes the levels of learning, termed „profile dimensions‟, whereby outcomes can be determined from a lower level to higher order learning (Bloom, 1969).

To further emphasis this point, the West African Examination Council (2010), also affirms that assessment of students‟ learning behaviour is expected to be carried out in totality. That is assessing the students in all the areas of activities in the cognitive, affective and psychomotor domains.

Whatever form of assessment that is considered for use in the Social Studies education, should necessarily commence by the statement of instructional objectives. Instructional objectives are of two types, the General objectives and specific instructional objectives. This implies that it is important, therefore, for the Social Studies teacher to be familiar with the major objectives in their subject areas and to practice formulating objectives in all the domains of learning for specific topics following the different classifications by Bloom (1956), Krathwohl (1956) and Taba (1962).

There are a number of classes and types of objectives that could be classified as social, individual and educational. Each one of them can further be grouped. For instance, educational objectives may be divided into groups like elementary, secondary, university. The objectives could be divided on the basis of their specific purposes. Hence, on this basis, for instance, they may be classified as skills, understandings, attitudes and habits (Dhand, 1966). The Blooms taxonomy of educational objectives is intended to be used as a model to make unit objectives.

In the Taxonomy of Educational Objectives developed by Bloom and his associates, educational objectives are classified into three major parts thus; the hierarchy of learning behaviours was categorized into three interested and overlapping learning domains. These are: a) Cognitive: understanding, facts, mental skills (knowledge), b) Affective: growth in feelings or emotional areas (attitude) and c) Psychomotor: manual or physical skills (skills) (Lane in Martins, 2006).The central idea of the taxonomy is about that which educators want students to know (embedded in statements of educational objectives) can be arranged in a hierarchy from less to more complex. The levels are understood to be successive, so that one level must be mastered before the next level can be reached (Huitt, 2011).

The cognitive domain of objectives deals with the recall or recognition of knowledge and the development of intellectual abilities and skills. Such items as simple knowledge of facts, understanding, comprehension, ability to apply the principles, ability to analyse, ability to synthesize, and the ability to evaluate the experience are included in this domain. More specifically, the taxonomy classifies various types of educational objectives into six groups as follows: 1. Knowledge 2. Comprehension. 3. Application. 4. Analysis. 5. Synthesis. 6. Evaluation**.**

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According to Nitko (2001), the cognitive domain objectives produce outcomes that focus on knowledge and abilities requiring memory, thinking, and reasoning processes. The affective domain objectives also produce outcomes that focus on feelings, interests, attitudes, dispositions and emotional states. The psychomotor domain objectives produce outcomes that focus on motor skills and perceptual processes.

Bloom‟s taxonomy can help Social Studies teachers to bring to mind the wide range of important learning objectives and thinking skills to avoid narrowly focusing on some lower level objectives only (Barry & King, 1993). The Social Studies teacher‟s basic task is to try to continually move students to higher levels of human learning and development. Planning for this development occurs through content and activities, moving students through advancing levels once the basic steps are mastered. It is relevant to mention at this point that, the three domains have different explanations, this notwithstanding, they are closely linked in two ways: first, single major objective can involve learning in two or even all three domains and second, attitudinal development may even precede successful learning in the other domains. This study therefore describes in details these three learning domains.

The behaviour most commonly assessed in schools is in the cognitive domain. The cognitive domain deals with all mental processes including perception, memory and information processing by which the learner or the individual acquires knowledge, solves problems and plans for the future. In the words of Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific

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facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

This means, in Social Studies education, the cognitive learning domain is exhibited by learner‟s intellectual abilities which are characterized by observable and unobservable skills such as comprehending information, organizing ideas, and evaluating information and actions. Basically, two parts to the cognitive domain are identified and these include: (a) "one would be the simple behaviour of remembering or recalling knowledge, and the other, the more complex behaviours of the abilities and skills and (b) the critical thinking, or the ability to apply the knowledge gained through instruction" (Bloom 1956; p. 28). The bloom‟s taxonomy of cognitive domain is used because it is easily understood and is perhaps the most widely applied one in use today. According to Bloom et al, (1956) there are six levels of objectives in cognitive domain. Thus, there are six major categories, which are listed in order in Table 4, starting from the simplest behaviour to the most complex. This implies that the first ones must necessarily be mastered before the next ones can take place.

Table 4: Cognitive Domain of Learning

Categories /levels	Description	Sample verbs
Knowledge	Remembering previously learned material, from specific facts to complete theories, but all that is required is recall. That is, ability to recall previously learned material.	Defines, describes, identifies, knows, labels, lists, matches, names, recalls, recognises, reproduces, selects, states.
Comprehension	The ability to grasp or construct meaning from material. (Lowest level of understanding).	Comprehends converts, defends, distinguishes, estimates, explains, extends, generalises, infers, interprets, paraphrases, predicts, rewrites, summarises, translates.
Application	Ability to use learned material, or to implement material in new and concrete situations.	Applies changes, demonstrates, discovers, constructs, manipulates, modifies, relates, operates, predicts, prepares, solves, uses.
Analysis	Separate concepts or material into component parts and show relationships between parts. Distinguish facts from inference.	Analyses, compares, contrasts, differentiate, discriminate, identifies, illustrates, infers, separates.
Synthesis	The ability to put parts together to form a coherent or unique new whole, with emphasis on creating a new meaning, structure or relationships.	Categorises, combines, compiles, composes, creates, designs, explains, modifies, organises, plans, relates, revises.
Evaluation	The ability to judge the worth of material against defined or stated criteria	Appraises, compares, concludes, contrasts, criticises, defends, describes, explains, discriminates, evaluates, interprets, justifies, relates, summarises.

Source: Adapted from Bloom et al., (1956)

From the Table 4, there are six categories or levels hierarchically arranged on scale of difficulty, implying that it possible for a student to progress from lower level to perform at the higher levels of the taxonomy. With this, it goes to say that the Social

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Studies teacher has a major responsibility of creating the necessary pedagogical environment to encourage learners to demonstrate a more complex level of cognitive abilities as the learners possess the potentialities.

Apart from the taxonomy of education Bloom et al. (1956) came up with, there are several other taxonomies that have been identified by several other educational psychologist and researchers. However, the other taxonomies by the other researchers were basically a modification of the original Bloom‟s taxonomy. Among other modifications, is Anderson and Krathwohl‟s (2001) revision of the original Bloom‟s taxonomy of 1956. Their revision redefined the cognitive domain as the intersection of the Cognitive Process Dimension and the Knowledge Dimension. Despite the "Cognitive Process and Knowledge dimensions are represented as hierarchical steps, the distinctions between the categories are not always clear-cut" (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths & Wittrock, 2001). Anderson and Krathwohl further changed the nouns to verbs in describing the categories in the Bloom‟s taxonomy. The new terms in the Revised Bloom‟s Taxonomy are defined in Table 5.

Table 5: Revised Bloom Taxonomy

Category/levels	Meaning
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
Applying	Carrying out or using a procedure through executing, or implementing.
Analysing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
Evaluating	Making judgments based on criteria and standards through checking and critiquing.
Creating	Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing.

Source: Anderson & Krathwohl (2001).

Anderson and Krathwohl (2001) revised Bloom's taxonomy to fit the more outcome-focused modern education objectives, including switching the names of the levels from nouns to active verbs, and reversing the order of the highest two levels. The lowest-order level (Knowledge) became remembering, in which the student is asked to recall or remember information. Comprehension became Understanding, in which the student would explain or describe concepts. Application became Applying, or using the information in some new way, such as choosing, writing, or interpreting. Analysis was revised to become Analysing, requiring the student to differentiate between different components or relationships, demonstrating the ability to compare and contrast. These four levels remain the same as identified in Bloom et al.''s (1956) original hierarchy. In general, research over the last 40 years has confirmed these levels as a hierarchy (Huitt, 2011; citing Anderson & Krathwohl, 2001).

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Although taxonomies differ in the particular levels or categories they include, their most important function is to remind teachers of the distinction between higher – level and lower – level cognitive performances. In general, any cognitive performance or thinking that involves more than rote memorization or recall is considered to be higher – level.

This implies, the knowledge and comprehension levels of Bloom"s taxonomy, the remembering level of Anderson and Krathwohl taxonomy or the recall level of Quellmalz"s taxonomy all describe lower – level cognitive performances. This therefore goes to suggest that, instruction and assessment in Social Studies classroom should focus upon teaching students higher – order thinking abilities or skills that go farther than rote memorization.

The second category of objectives is the affective domain which involves the emotional element. Krathwohl, Bloom and Masia (1956) went on to developa taxonomy for the affective domain. In the opinion of Huitt, this taxonomy is actually more of a reflection of attachment or valuing rather than processing affective-related information as indicated in the cognitive taxonomy (Huitt, 2011). Similarly, Dhand (1966) also identifies that affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and consciences. Martin and Briggs (1986)found out that self-concept, self-esteem, motivation, interest, attitude, belief, value, morality, ego development, feeling, achievement, locus of control, curiosity, creativity, independence, mental health, personal growth, group dynamics, mental imagery, and personality are strongly associated with the affective domain. In summary, they postulated that the idea of affective domain encompasses all behaviours concerned with emotions and feelings.

For the purposes of this study, the affective domain or behaviour describes likes and dislikes, feeling, attitudes, interests, preferences, experiences and reactions. Affective learning generally includes the manner in which one deals with emotional issues such as appreciation, feelings, values enthusiasm, motivation and emotional stability. Affective learning in Social Studies is usually demonstrated by behaviours indicating attitudes of awareness, concern, interest, and responsibility, ability to listen and respond appropriately in the process of interactions with others.

Per the nature and philosophy of Social Studies, teaching and assessment in the affective domain should occupy a paramount place in so as to attain the major goals of the subject. As Banks (1990, p. 23) put it, "after they have received higher level knowledge from their own and other enquiries, reflective citizen-actors must try to relate facts, concepts, generalisations, and theories to their own values before deciding to act". This means that what people do with their knowledge depends largely on the values they hold. This undoubtedly underscores the significance of developing affective skills in Social Studies. However, it appears that many teachers of the subject especially in the senior high schools lack the effective evaluation techniques or better still; a systematic effort to gather evidence of growth in affective objective (Dhand, 1966). Krathwohl, Bloom and Masia, (1964) proposed a five level taxonomy in the affective domain. The taxonomy which was organised to developed levels of commitments is widely used. The figure below summarises them.

Table 6: Affective Domain

Levels/ categories	Description	Key Words
Receiving	Awareness, willing to devote attention to particular topic or activity.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding	Active participation where motivation is not to just to attend, but to become involved with activity and gain satisfaction from engaging in it.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing	Places value on subject and activity. Motivated not by desire to simply comply, but by commitment to underlying value guiding behaviour.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organisation	Organises values by contrasting them, resolving conflicts between them, and creating own value system.	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalises, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values	Adopt values and behaviours that become pervasive, consistent, predictable, and characteristic of learner.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Source: Adapted from Krathwohl, Bloom and Masia (1964).

Generally, the affective taxonomies are based upon the level of participation of the individual in some form of social activity or issue. The lower levels of affective taxonomies describe superficial involvement such as paying attention, whereas the

higher levels deal with deeper involvement such as interest, commitment or valuing. Teachers in the Social Studies classroom should therefore resort more to assessment of the affective domain in order to determine students‟ ability to demonstrate the attitudinal characteristics or values cherished by the society.

The third and final category of the taxonomies is the psychomotor domains which basically deal with muscular or motor skills. "Psychomotor objectives are those specific to discreet physical functions, reflex actions and interpretive movements". Generally, these kinds of objectives are associated with the physically encoding of information, with movement and/or with activities such that the gross and fine muscles are used for expressing or interpreting information or concepts (Wilson, 2001; p. 5). According to Eshun and Effrim (2011), the psychomotor domain refers to an educational outcome that hinges on motor (movement) skills and perceptual processes. It includes physical movement, coordination and use of motor- skill dimensions.

There are several research works published on taxonomies of the psychomotor domain; apart from Simpson‟s taxonomy of (1966) which the researcher has chosen to use for the purposes of this work, there are others such as; Harrow‟s (1972) taxonomy which has a focus toward physical ability, Dave‟s taxonomy of (1970) and Thomas‟ taxonomy of the psychomotor domain which focuses on a hierarchical categorization of sensory, physical, and psychomotor tasks and skills (Thomas, 2004).

Table 7: Psychomotor Domain

Levels/ Major categories	Description	Key words
Perception (Level 1)	The process of becoming aware of objects, qualities, etc. by way of senses. Basic in situation-interpretation-action chain leading to motor activity. May include sensory stimulation, cue selection, translation.	Associate, Compare, Feel, Hear, Identify, Inspect, Listen, Notice, Recognize, Scan, Select, Smell, Taste
Set (Level 2)	Readiness for a particular kind of action or experience. This readiness or preparatory adjustment may be mental, physical or emotional.	Adjust, Arrange, Comprehend, Identify, Locate, Organize, Recognize, Respond, Select
Guided Response (Level 3)	Overt behavioural act of an individual under guidance of an instructor, or following model or set criteria. May include imitation of another person, or trial and error until appropriate response obtained.	Adapt, Correct, Imitate, Match, Practice, Repeat, Reproduce, Simulate
Mechanism (Level 4)	Occurs when a learned response has become habitual. At this level the learner has achieved certain confidence and proficiency or performance. The act becomes part of his/her repertoire of possible responses to stimulus and demands of situations	Assemble, Fasten, Manipulate, Mix, Mold, Set-up, Shape
Complex (Level 5)	Overt Response Performance of a motor act that is considered complex because of movement pattern required. May include resolution of uncertainty, i.e., done without hesitation; and automatic performance, finely coordinated with great ease and muscle control.	Adjust, Combine, Coordinate, Integrate, Manipulate, Regulate
Adaptation (Level 6)	Altering motor activities to meet demands of problematic situations.	Adapt, Adjust, Alter, Convert, Correct, Integrate, Order, Standardize
Origination (Level 7)	Creating new motor acts or ways of manipulating materials out of skills, abilities and understandings developed in the psychomotor area.	Construct, Create, Design, Develop, Formulate, Invent

Source: Adapted from Simpson (1966).

Elizabeth Simpson''s (1966) taxonomy as presented in Table 7 focuses on the progression of a skill, starting from guided response (i.e., doing what you are told to do) to reflex or habitual response (i.e., not having to think about what you''re doing), It also includes origination as the highest level where learners are expected to invent a new way to performing a task (Thomas, 2004). What this means for Social Studies teachers is that lessons should be planned in such a manner that learners are encouraged to be engaged in relevant physical activities so as to support the cognitive and or affective functions as Thomas (2004) identified, other domains also come into play in psychomotor tasks. That is to say, the effective performance of psychomotor tasks may require mastery of cognitive concepts, an example illustrated by Wilson (2004) which states for instance that, students can gain appreciation (an affective objective) for the culture or country of origin through conducting investigations or listening to stories while learning the dances from other countries. Learning dance steps would fall under "skilled movements" in the psychomotor domain.

Again, Quartey states that teachers of the subject should necessarily consider three main areas of; (1) knowledge and understanding, (2) attitude, values and feelings and (3) instruction and practice in intellectual and basic home maintenance skills in assessing students'' progress (Quartey, 1984). Further, he mentions that testing for vocational skills greatly rely or rest on knowledge, meaning that there is a substantial overlap among these three broad areas as identified above (Quartey, 1984).

With the above assertion in mind, it would not be out of place to judge that the psychomotor domain is relevant in assessing outcomes of learning in Social Studies. However, aspects of literature reveal that the psychomotor domain may not be significant as far as Social Studies is concerned. The words of Dhand lend credence to

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the above assertion when he posited that the psychomotor domains are not "directly applicable to the area of Social Studies" (Dhand, 1966, p. 40). To him, the objective (psychomotor) appears to emphasise muscular or motor skills hence has no locus in the teaching and learning and assessment of Social Studies content.

Meanwhile, the point made by Eshun & Effrim (2011) in their definition above suggests that the term „psychomotor" is not used to imply that it is limited to the use of „motor skills" but among others, involve „physical movement" as well. As far as the researcher is concerned, per observation and experience as a teacher in the field, the teaching and learning of Social Studies is not devoid of physical movements but rather include numerous physical movements such as covering distances in fieldtrips and constructing models. The words of Wilson below help to clarify the seemingly confusion pertaining to whether the psychomotor domain is applicable in Social Studies or not;

> *To avoid confusion, if the activity is simply something that is physical which supports another area -- affective or cognitive -- term the objective physical rather than psychomotor. Again, this goes to instructional intent. A primary example of something physical which supports specific cognitive development and skills might be looking through a microscope, and then identifying and drawing cells. Here the instructional intent of this common scientific activity is not to develop specific skilled proficiency in microscope viewing or in reproducing cells through drawing. Usually the key intent in this activity is that a physical action supports or is a vehicle for cognitive growth and furthering recognition skills. The learner is using the physical action to achieve the cognitive objectives -- identify, recognize, and differentiate varied types of cells. If you are using a physical activity to support a cognitive or affective function, simply label it as something physical (labeling the objective as kinesthetic, haptic, or tactile is also acceptable) and avoid the term psychomotor. Rather, labeling something psychomotor means there is a very clear educational intention for growth to occur in the psychomotor/ kinesthetic domain.*

From the foregoing, is evident that the issue has to do with the appropriate term or labelling to be adopted in Social Studies other than issues of whether or not psychomotor or physical movement is applicable in Social Studies. In this direction, Banks (1990) identifies "Social Studies skills" as an appropriate labelling or terminology in place of the term psychomotor. To further demonstrate that physical movement (psychomotor domain) is relevant in Social Studies, Banks came up with some verbs appropriate for cognitive, affective and psychomotor or what he calls "Social Studies Skills". The action verbs for the three domains are summarised in the Table 8.

Table 8: Revised Psychomotor Domain

Cognitive Process	Affective Process	Social Studies Skills
to recall	to prefer	to construct (a model)
to recite	to chooses	to draw (a map)
to describe	to believe in	to interpret (symbols)
to identify	to react positively or negatively toward	to locate (countries)
to compare		to identify (time zones)
to contrast	to respond to	to measure (a distance)
to evaluate	to judge as good or bad	to determine slope (from a contour map)
to solve	to approve	
to apply	to comply with	to translate (colour codes)
to observe	to acclaim	to show distortion of various map projections
to analyse	to react with pleasure	

Adapted from Banks (1990).

From the Table 8, it can be concluded that Social Studies instructors are to ensure that the appropriate and recognisable action verbs are combined with appropriate Social Studies content to ensure that the objectives of the subject are completely achieved. Meaning that the performance objectives are to be clearly stated by teachers to the

extent the demonstrated performance is evident enough to aid effective assessment in all the three domains (Banks, 1990).

2.7 Conceptual Framework

According to Banks (1990), it is not possible to evaluate or assess learning in Social Studies without instructional goals or objectives being clearly identified. The more clearly and precisely instructional objectives are stated, the more one will be to obtaining precise data on the outcome or result of the instructional process. Coherent with the above assertion, Quartey (1984) argues that it is important to keep in mind the objectives of the subject (Social Studies) when designing test items. From the foregoing, one would not be wrong to conclude that assessment and objectives are opposite sides of the same coin, meaning that effective assessment in Social Studies is largely driven by curriculum or instructional objectives. Test items should therefore match with course objectives and instruction to ensure content validity (Airasian, 1994).In light of the above arguments and assertions, the conceptual framework that guided the study is shown in Figure 1.

Figure1Conceptual Framework
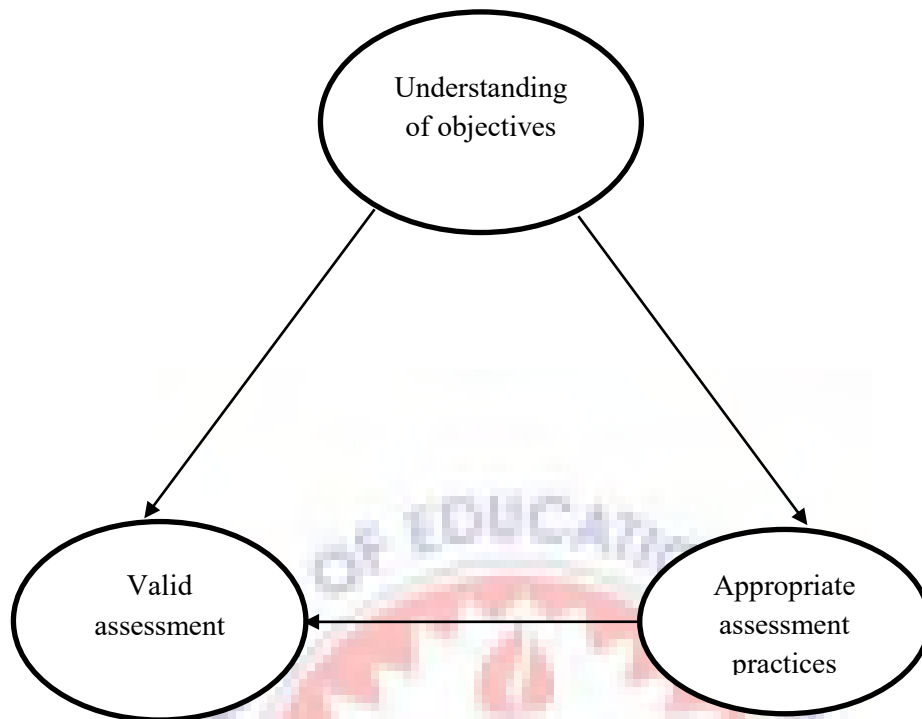
Figure 1: Relationship that exist among Instructional Objectives and Classroom Assessment Practices

The Figure 1 explains how the researcher conceptualised the whole research work. In the figure, are three basic elements, thus; instructional objectives, assessment practices and valid assessment. That is to say that the figure describes the relationships that exist between teachers" familiarity or understanding of the objectives and assessment practices in Social Studies classroom.

The relationship is based on teachers" understanding of the curriculum and instructional objectives in Social Studies influencing their assessment practices. Meaning that for teachers to get their assessment practices on target, they must first be abreast with the curriculum goals and instructional objectives of Social Studies. With the goals and objectives as bases, teachers get their assessment practices on target. This leads to valid assessment of learning outcomes which subsequently results in the attainment of the goals and objectives of teaching Social Studies.

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2.8 Appraisal of Reviewed Literature

The goal of this Chapter was to review the research literature relevant to the study of teachers" familiarity with the curriculum/instructional objectives and their assessment practices in Social Studies. The review of the literature reveals a couple of pertinent issues worth sharing.

First and foremost, the literature revealed that Social Studies curriculum guidelines indicate that the basic purpose of Social Studies education revolve around citizenship education. That is to say that the basic goal of Social Studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent" (Quartey, 1984; Banks, 1990; Blege, 2001; CRDD, 2007; 2010).

As a subject, Social Studies is expected to make some positive contributions towards the realisation of national goals of education and ultimately, to producing citizens who are capable of finding lasting solutions to personal and societal problems (Ayaaba, 2008); however, Social Studies will perform this useful role in reforming the society only if teachers will bear its nature in mind and teach in consonance with its goals and objectives.

The aim and objectives of teaching Social Studies are necessary to pointing to the broad ideals of the subject; enabling us to select significant and meaningful content, useful teaching methods and techniques and most importantly guide the assessment processes of what, how and when to assess. The curriculum/ instructional objectives are the "crux" and "key" of the entire process of teaching and learning and therefore, it is significant for teachers of the subject to pay particular attention to the subject" goals and objectives to serve as a guide in every school and or classroom activities

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(Aggarwal, 2002). That is to say the starting point of any effective teaching and assessment of Social Studies is to first understand the aims and objectives of teaching the subject. Hence, every good Social Studies teacher should have the curriculum/ instructional objectives at their fingertips.

The chapter also discussed assessment practices in Social Studies. The literature revealed that assessment is undertaken on purpose; the overarching purpose of assessment however, is giving teachers the information needed to provide quality teaching that will improve learning.

Subsequently, assessment in Social Studies needs to go beyond focusing on how well a student uses a memorised facts or procedure but must also elicit, assess and respond to learners" understanding and problem-solving skills. To do this, and in an attempt to minimise memorisation in Social Studies classrooms, assessment technique need to include more than the traditional practice of relying on end-of-unit tests and mid-unit quizzes, both of which tend to focus on knowledge recall and procedural learning (Quartey, 1984; Airasian, 1996; Shepard, 2005). This goes to imply that assessment is expected not only to take care of students" knowledge and comprehension but, beyond that, evaluation of skills, growth in application, analysis, synthesis as well as development of positive attitude are equally crucial. Assessment needs to be embedded in instruction and must be used persistently to prompt learners" thinking. There is therefore the need for the teacher to be a good listener and be responsive to the learners" thinking. Assessment should also be seen as a constructive exercise which can promote active and lifelong learning among Social Studies students (Stobart, 2008).

It was also discovered that it is necessary for teachers to explore variety of methods and tools in their classrooms assessment practices. Assessment in Social Studies is a multi-faceted activity (Quartey, 1984) meaning that teachers of the subject should employ a variety of techniques and tools in the assessment of learners to enable them determine progress made by the students not only in the cognitive realms but also in the affective and psychomotor domains. Research has however shown that in most schools in the world, assessment in Social Studies education involves merely testing and grading (Quartey, 1984; Van de Walle, 2001; Lissitz & Schafer, 2002).

In addition, According to Twigg (1994) many educational psychologists generally defined learning as a "change in behaviour as a result of experiences. This means that behaviourist approach assessed learning as an outcome that results in some external behavioural activity; however, not all learning leads to overt behaviour. Consequently, other theorists have refined the definition of learning to consider changes in the way people "understand, experience, or conceptualize the world around them" (Ramsden, 1992). This therefore implies that, learning is a multi-domain process involving intellect, emotion, and physical skills. In other words, learning is associated with behavioural changes in the cognitive, affective (attitudes and feelings) and psychomotor domains (Farrant, 1980).

Further, these domains are connected, and the condition of one influences the others. Most significantly, because Social Studies education emphasises the inculcation of relevant knowledge, right attitudes and skills which are needed by all citizens in order to make rational decisions and solving personal and societal problems, hence, for a complete assessment in Social Studies at the Senior High School level, the three domains of educational objectives must be fairly assessed. Lending credence to this

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view, Harrow (1972) writes that it"s possible to plan and carry-out an activity or task in the classroom that spans multiple domains.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research procedure and technique employed by the researcher for the study. The issues considered include the methodology approach, research design, population, sample and sampling procedure, instrument for data collection, data collection procedure and trustworthiness of data. Finally, the data analysis procedure is described.

3.1 Research Approach

In the selection of a befitting methodology for this study, I had to re-examine my research questions. The key among them is „how familiar are graduate teachers with the Social Studies curriculum objectives at the Senior High School level‟? The other two are as follows:

(1) How does graduate teachers‟ knowledge of the Senior High School Social Studies curriculum objectives influence their test items?

(2) Which of the domains of educational objectives do Social Studies teachers‟ questions emphasise?

Creswell, (2003) and Adzahli-Mensah, Agordah and Gyamfua-Abrefa (2017) identified three (3) different research approaches as quantitative, qualitative and a combination of both (mixed methods). According to Adzahli-Mensah et al (2017), quantitative research emphasises the measurement and analysis of relationships between variables, thus, with the aid of statistical data, quantitative studies provides knowledge about what is happening as compared to qualitative research which is an interactive, reflexive and text based approach to research that explains knowledge

about „why" and" how" things happen (Yin, 2003). Meanwhile, mixed methods approach of research explains knowledge for both what is happening and „why" and „how" things happen (Hammersley, 1992)

On the basis of the above argument, my research falls within the confines of qualitative approach. This is because the issue of how graduate teachers" knowledge base of the curriculum objectives influences their assessment practices is studied in-depth from the point of view of the very people (teachers) experiencing the phenomenon (Kusi, 2012); where „„reality is what participants perceive it to be"" (Taylor & Bogdan, 1984 p. 2).This study has been associated to subjective and interpretive approaches to make it more discursive in order to allow for a free flow of discussions and information since this study focuses on the teachers" knowledge base of the objectives of teaching Social Studies and their perceptions of how that influences their assessment practices.

3.2 Research Design

A research design, according to Burns (1997), Cohen, Manion and Morrison (2000) and Adzahli-Mensah, Agordah and Gyamfua-Abrefa (2017) is essentially an overall strategy illustrating how a researcher put together the various component of the study in a structured and logical manner ensuring that the research problem is effectively addressed. The research design provides direction and systematises the research work forming a unified whole. That is to say, it serves as a kind of special „glue" that binds the whole research project together (Trochim, 2005).

This study employed a qualitative and interpretive methodology, using the case study design. Yin (2003) suggests that case studies are preferred when *how* and *why* questions are being posed, especially when the researcher has very little control over

events and when the nucleus of a study is on a contemporary phenomenon with real life context. In the words of Gall, Gall and Borg (2007), a case study is „„the in-depth study of one or more instances of a phenomenon in its real life context that reflect the perspective of the participants involved in the phenomenon‟‟ (p.447). As a versatile qualitative approach to research, case study has been put into two categories of single-case study and multiple case-studies. A single case study can be seen as single scrutiny bound by time and activity that necessitates the collection of detailed information (Merriam, 1998). Multiple case studies are special and examine issues having a number of cases, parts, or members when four or fifteen cases are involved (Stake, 1994) as a number of cases might involve an empirical investigation of a particular contemporary phenomenon and seek a range of multiple sources of evidence.

A careful consideration of a number of qualitative research traditions shows that a case study, particularly the multiple case studies befits this piece of research. Therefore in this study, the case is; the relationship teachers‟ knowledge base has with their assessment practices. Thus, no meaningful improvement in assessment practices can be attained without a deep understanding and familiarity of the curriculum/instructional objectives on the part of teachers.

Again, the research, which focused on how graduate teachers knowledge base of the curriculum objectives influence their assessment practices in the Suhum Municipality of the Eastern Region of Ghana, involved multiple cases of teacher who took part in the study. Hence I used various data sources in order to present a vivid account in a particular situation and captured reality at close range, as participants gave thick

descriptions of real experiences, thoughts and feelings for a particular situation(Stake, 1994).

3.3 Population

The population for the study included all graduate Social Studies teachers at the Senior High Schools in the Suhum Municipality of the Eastern Region of Ghana. According to Cohen et al. (2000), a population is a group of respondents from whom the researcher is interested in collecting information and drawing conclusions. Further, it is a group of individuals that the researcher generalises his/her findings to (Kusi, 2012). The targeted population for this study is all Social Studies teachers teaching the subject at the senior High School level in the Suhum Municipality of the Eastern Region of Ghana.

3.4 Sample and Sampling Procedure

The sample size for the study is ten (10) graduate Social Studies teachers teaching the subject in the municipality at the Senior High School level. Merriam (1998) argues that in qualitative research, sampling should be purposeful with a small sample. The reason is for the researcher to avoid gathering superficial results or perspectives from large number of interviewees, but rather, collate an in-depth data or perspectives from a small number of interviewees through the schedules that offer participants to express their views on issues (Creswell, 2005).

In line with the arguments advanced by Merriam (1998) and Creswell (2005) above, non-probability sampling methods such as convenience and purposive sampling techniques were employed by the researcher to select the sample of district, schools and respondents (teachers) for the study. The convenience sampling technique was used to select Suhum Municipality out of the twenty-six (26) districts in the Eastern

Region of Ghana. The Suhum Municipality was conveniently selected because the researcher is a resident of the Municipality. Additionally, the choice of Suhum Municipal was convenient to save the researcher the cost and the risk associated with travelling to the other districts which were comparatively farther from the researcher.

In total, there are five (5) second cycle schools in the Municipality. This is constituted by three (3) government assisted Senior High Schools, one (1) government assisted Vocational school and one (1) private registered business school in the Municipality at the time of conducting the study. According to Cohen et al. (2000), a purposive sampling involves one that deliberately selects cases on the basis of the specific qualities they illustrate. Purposive sampling allows the researcher to choose a required sample that will provide the best possible information; hence the purposive sampling was used to select three (3) out of the five second cycle schools in the Municipality with the reason being that those schools were all government assisted Senior High Schools where some of the teachers have received professional training in Social Studies and have been teaching the subject at that level for a number of years.

The researcher by the use of the purposive sampling technique, selected ten (10) trained graduate Social Studies teachers out of the fifteen (15) teachers for the one-on-one interview as was similarly carried out in Eshun (2010) and Mensah (2012). The choice of the technique was to enable the researcher to select the trained graduate Social Studies teachers to serve as participants for the study. It was significant to select trained graduate Social Studies teachers for the interview because they have not only acquired the professional training in the subject, but they have also been teaching the subject at the Senior High School level and therefore are information rich. They are familiar with the Social Studies syllabus for Senior High Schools which

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emphasises formal written and non-written examinations as the major means of assessing learning outcomes.

The researcher purposively selected five (5) teachers out of the ten (10) teachers who were interviewed and requested them to make available documents on Social Studies end of term questions papers. The purposive sampling of the teachers and the end of term question papers was informed by the following:

i. To cross-check the outcomes of what the teachers said during the interview as well as what the researcher gathered during the observational sessions.

ii. The choice of the end of term examination question papers (document) was because of the idea that the teachers may have the widest opportunity for their assessment to cover all they had taught them and most especially, all the three domains.

Table 9 gives indications about the number of schools and respondents (teachers) selected for the study.

Table 9: Number of Schools and Participants Selected for the Study

Name of School	Number of Participants
Suhum Senior High Technical School	5
Suhum Presbyterian Senior High School	3
Islamic Girls Senior High School	2
Total	**10**

The Table 9 shows the number of schools and participants (graduate Social Studies teachers) involved in the study. A total of ten (10) graduate Social Studies were selected from the three (3) Government assisted senior schools within the Suhum Municipality of the Eastern region of Ghana. It worth noting that apart from the characteristics the participants possess as already alluded to earlier in this very

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chapter, other criteria considered include the biographical data of participants such as age, academic and professional background as well as teaching experience also informed their selection for the study.

3.5 Instrument for Data Collection

Qualitative data collection instruments were used in gathering data for the study. The data collection methods involved an interview guide made up of fifteen (15) semi-structured items for ten (10) graduate Social Studies teachers at the Senior High level. Lesson observation checklist made up of eighteen (18) items and documents on Social Studies end of term examination questions were collected from five (5) trained Social Studies teachers at the Senior High School level. These instruments are further discussed in the sections that follow.

3.5.1 Trustworthiness or Reliability of Data

According to Punch (2005), the criteria in determining the rigour in both qualitative and quantitative research have traditionally been internal and external validity, reliability and objectivity. In recent times however, these criteria have been differently operationalized in qualitative in studies. Establishing the quality of research is significant if findings are to be utilised in practice. Meanwhile, Walcott (1990) asserts that the use of validity and reliability in qualitative research is unjustified on axiomatic grounds. This implies that the criteria employed to judge the rigour of qualitative research should be in harmony with the philosophical and methodological consideration of the study. Therefore, reliability, validity and triangulation, if they are significant research concepts to be considered, particularly from qualitative point of view, have to be redefined in order to reflect the multiple ways of establishing truth (Golafshani, 2013).

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In line with the above, Guba (1992) proposes that „„trustworthiness‟‟‟ is one of the most popular criteria for determining or judging the quality of a study as far as the interpretive-qualitative paradigm is concerned. The elements of the „„trustworthiness‟‟‟ or criteria include credibility or authenticity, transferability, dependability and confirmability.

Credibility, Transferability, Dependability and Confirmability

Credibility: The credibility criterion involves establishing that the result of the qualitative research is credible from the perspective of the participant. To ensure the credibility, the researcher, during the interview where necessary went back and forth on questions already asked if clues emerge from subsequent answers. The clues were subsequently used to probe further and to solicit for the information that gave relevant data necessary for the study. The participants were asked to validate the interview transcripts. Interviews in the study were taped and transcribed. The transcripts were sent back to the participants for verification and validation. At least two persons from each research site were asked to confirm the accuracy of my observations. Feedback on some of the findings was sought in the field from the teachers the researcher studied commenting on whether my interpretations were meaningful to them. This process provided participant validation of the findings.

Transferability: Transferability is an element of qualitative research which is equivalent to generalisability of findings in quantitative research. The term is used to imply the extent to which findings from one study are applicable to another setting. The study of the teachers‟ knowledge base of curriculum objectives and their assessment practices is rich with a lot of information as a vivid description of the entire research process is given right from data collection, the context, to the final

report. This provides enough details to enable individuals or researchers to apply the findings to their own settings especially if there are sufficient similarities between the context of the study and theirs.

Dependability: Dependability or consistency of qualitative research findings is equated to reliability of findings in quantitative research. According to Schwandt and Halphen (1988) the dependability of a study can be ensured by asking clear questions and reducing bias and subjectivity during data collection, thus; triangulating the data. Additionally, peer examination and transparent reportage of research process enhances the dependability of research findings. Accordingly, the researcher invited peer reviews; that is colleagues of the researcher, (Master of Philosophy students of the Social Studies programme of the University of Education, Winneba), examined and demonstrated their knowledge of the research process particularly on the coding technique and the analysis of the data gathered from the transcribed tape-recorded interviews and the observational schedules. The peer examination coupled with the detailed reportage of findings assures the researcher of a very strong dependability of the research findings.

Confirmabilty: Confirmability in the qualitative paradigms which refers to the degree to which results of a study can be confirmed or corroborated by others, replaces objectivity in quantitative study. The researcher used data and methodological triangulations to enhance confirmability. Thus, the researcher gathered data from different sources by multiple means. Apart from the one-on-one interviews conducted with all the ten (10) participants, observation sessions and documentary analysis were also employed in collecting data from the participants.

The transcribed data from the interviews and observations informed the research findings.

3.6 Data Collection Procedure

The researcher collected data through holding interview sessions, lesson observation schedules and document of Social Studies end of term question papers. The procedures are vividly described in the next sections that follow.

3.6.1 Interviews

Following Merriam"s (2001) suggestion that interviewing is necessary when the data required cannot be collected through observations, such as information on feelings, beliefs, perceptions and opinions, the researcher held one-on-one personal interview with ten (10) Social Studies teachers.

In an attempt to bring out participants/interviewee"s honest opinions on the issue of Social Studies teachers" familiarity of the curriculum objectives and its influence on their assessment practices, the researcher employed a fifteen item semi-structured interview guide with four (4) sections as shown in appendix B. The choice of the semi-structured interview guide allowed for the use of additional questions for further elaboration when something relevant happened during the interview: probing perceptions, beliefs, definitions and meanings as constructed by an individual interviewee. The first section asked the participants to make available their background information. This included their highest qualifications and the institutions in which qualifications were obtained and the number of years in teaching the subject. The next section focused on graduate teachers" knowledge base of the Senior High School Social Studies curriculum objectives. The third section sought to find out the influence of graduate teachers" knowledge of the Senior High School Social Studies

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curriculum objectives on assessment items. The fourth and last section also dwelt on the domains of educational objectives Social Studies teachers" questions emphasise.

A tape recorder and a field note book was used to record proceedings during the interview sessions. The interview sessions were carefully conducted with the researcher combining informal conversations with the use of the interview guide in a more open and friendly manner which allowed participants to share their ideas and opinions freely (Patton, 1990) in a serene atmosphere devoid of physical interruptions.

I also tried to maintain a good eye contact which also ensured that all relevant actions and body movements were noted. To ensure anonymity, the researcher had to change certain information such as name, gender and locations concerning some of the participants.

3.6.2 Observation Schedule

The researcher also employed observation checklist/schedules as follow-ups right after the interview sessions as a way of ascertaining the veracity or otherwise of the pieces of information gathered through the interview sessions. The position held by Bell (2008) that observation is useful in determining what people actually do or better still, how they really act or behave in their context, justifies the researcher"s decision to employ observation as a data collecting instrument to immediately follow the interview sessions.

In order to effectively implement and enhance reliability and validity(trustworthiness of data)obtained from the observation schedule, the researcher planned and designed one that suit the purpose of the study as shown in appendix C (Denscombe, 2008 and

Ary, Jacobs & Razavieh, 2002). It was subsequently discussed with my supervisor prior to its usage on the field.

According to Creswell (1998) a researcher may collect data by conducting observations as either a participant observer or non-participant observer. Meanwhile, Ary et al. (2002) identifies two sources of bias that has the potential to negatively affect trustworthiness of data. They identified that observer bias occurs when the observer‟s own perceptions and beliefs influence observations and their interpretations; while observer effects are manifested when the people being observed behave differently, thus; the naturalness of the setting is disrupted making participants to behave unusual. With this caution in mind, the researcher deeply reflected on his actions constantly throughout the data collection process (Oduro, 2015) as the researcher played the role of observer- participant who entered the setting for the study basically collected data while interacting casually and non-directly with participants during the observational sessions (Gall et al., 2007).

There were a total of ten observational sessions which lasted for 80 minutes each. The observations focused on the teachers‟ familiarity of the instructional objectives and their assessment practices. The researcher did his best to observe with keen interest, taking note of all activities and interactions which sought to assess students‟ performance. During the observation, the researcher also took interest in the type of questions posed by teachers; taking note whether they were higher or lower order questions, how the questions challenged students to apply their knowledge to issues and how the questions related to the instructional objectives as well as how the questions fairly assessed the three domains of educational objectives.

3.6.3 Documentation

It is argued that documentary analysis is as good source of rich data just as interview and observation. For the purposes of triangulation, the researcher adopted documentary analysis since it has the potential to bring to light information that interview and the observation may have never revealed (Creswell, 2003). In this study, the document analysed included teachers" lesson plans and copies of teachers" end of term examination papers. The researcher took note of the statement of instructional objectives and the assessment tools employed by teachers and the domain teachers" questions focus on.

3.7 Data Analysis

With the objectives of the study serving as a guide, the researcher begun the analysis of data first and foremost by the transcription of data. The tape-recorded interviews were transcribed verbatim from the oral to the written forms as notes and subsequently typed out. After a careful and repetitively reading through the qualitative data from the transcribed tape-recorded interview and observational data were analysed by the use of the interpretive method based on the themes arrived at in the data collection.

Prior to this, by the use of the constant comparison method, coding was carried-out by comparing common themes emerging from the text. Also, documents on Social Studies teachers" end of term examination questions were also analysed according to the Bloom"s taxonomy (Bloom et al, 1964).

3.8 Summary

This chapter has highlighted the practical steps that were taken in the execution of the study. Generally, a qualitative and interpretive design was employed to provide a deeper understanding of teachers" familiarity of curriculum objectives and their assessment practices in the Social Studies classroom with a sample size of ten participants. The methodology, instruments and methods of data collection as well as data processes and analysis carried-out have all been outlined.

The chapter also discusses interview, observation and documentary research as the main data collection instruments. It also talks about the sample and sampling procedure and trustworthiness of data. The processes as have been discussed demonstrate that the research was conducted in a considered and ethical manner to ensure that the integrity of the data and participants was not compromised. The next chapter presents the results and discussions of the findings as they emanated from the data collected.
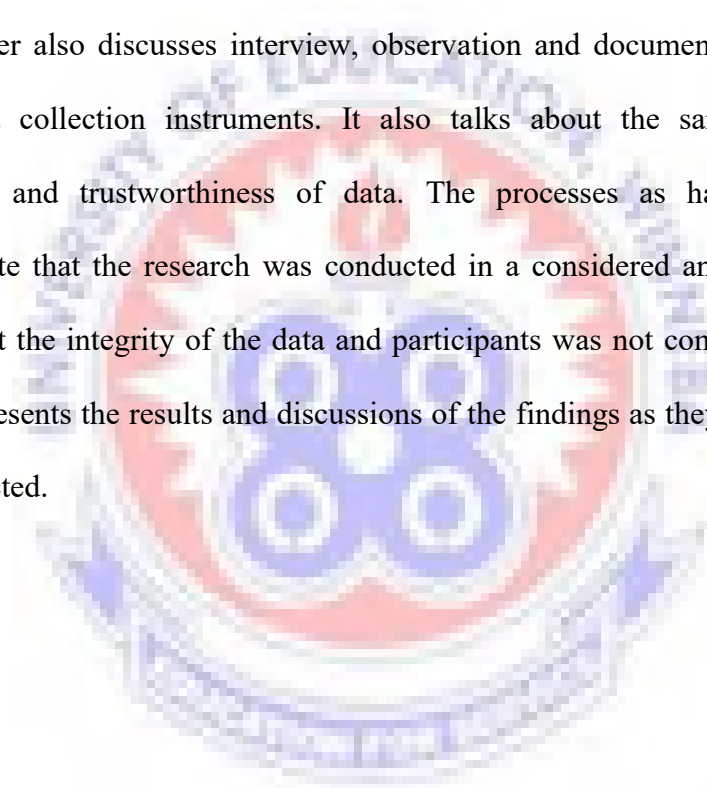
CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter present the analysis of the qualitative data gathered from the in-depth interviews, observations and document analysis to irradiate graduate teachers" knowledge base of the curriculum objectives of Social Studies and its" influence on assessment practices. The researcher interfused discussion with the presentations. The researcher also employed some elementary statistical tools of percentages, frequencies and table to analyse the data. The data is presented through thematic analysis. The researcher used direct quotes of interviewees to illuminate the issues which emerged from the data. The data is presented under the following themes:

1. Graduate teachers" knowledge base of the senior high school social studies curriculum objectives

2. Influence of graduate teachers knowledge base of objectives of Social Studies on assessment

3. Domains of educational objectives Social Studies teachers" questions emphasise.

The researcher made use of pseudonyms. The names used were not the real names of the participants. Hence, the names in this study should not be read as the names of the real participant who were engaged in the research.

4.1 Demographic Characteristics of Participants

Brief profiles of the participants collected through the background information gathered during the data collection are displayed. This section presents the participants" sex, qualification, the institutions from which they obtained their highest qualifications and their years of teaching experience in Social Studies in Tables 10 to 11.

4.1.1 Sex Distribution of Participants

Table 10 Sex characteristics of the participants for the study.

Table 10: Sex Distribution of Participants

Sex	Frequency	Percentage (%)
Male	8	80
Female	2	20
Total	**10**	**100**

Table 10 indicate the sex distribution of the participants engaged in the study. Out of the sample size of 10, there were as many as eight (8) males representing 80% whiles there were only two (2) females, representing 20% of the total sample size. The huge disparity between males and females indicates that Social Studies teachers who accept postings to the study area are mostly males.

4.1.2 Highest Qualification of Participants

Table 11 shows the highest educational/professional qualification of participants.

Table 11: Highest Educational/Professional Qualification of Participants

Certificate	Frequency	Percentage (%)
Bachelor"s degree	6	60
Master degree	4	40
Total	**10**	**100**

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Table 11 shows that out of the ten (10) participants (graduate Social Studies teachers) selected for the study, six (60%) hold bachelors" degrees whiles four (40%) are master's degree holders. This indicates that graduate teachers who teach the subject in the study area out- number the total number of participant with master's degree. Nonetheless, the table shows that the participants all hold the necessary qualification to teach in the senior high school level, thus, all the participants are graduate teachers.

4.1.3 Institution Attended

Table 12 shows the institution from which the participants acquired their highest professional/ academic qualification.

Table 12: The Institutions from which Participants Acquired Highest Qualification

Institution	Frequency	Percentage (%)
UEW	6	60.0
UCC	1	10.0
UG	3	30.0
Total	**10**	**100.0**

From Table 12, ten (10) participants were used for the study. Out of this, as many as six (6) were graduate from UEW, whereas three (3) were graduate from UG. Meanwhile only one (1) of the participant acquired her highest qualification from UCC. From the table, it appears graduates from UEW accept postings more to the study area than the other institutions.

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4.1.4 Participants Years of Experience in Teaching Social Studies.

The participants‟ years of experience in teaching Social Studies were considered as one of the important demographic characteristics in the study as discussed as shown on Table 13:

Table 13: Participants‟ years of experience in teaching Social Studies

Years of experience	Frequency	Percentage (%)
1-10	6	60.0
11-20	3	30.0
21 and above	1	10.0
Total	**10**	**100**

From Table 13, out of the ten (10) graduate Social Studies teachers engaged for the study, as many as six (6) participants, representing 60% have taught for between one (1) to five (5) years, three (3) representing (30%) have taught for between eleven (11) to twenty years (20) whiles one (1) presenting ten (10%) has taught for more than twenty one (21) years. As indicated by the table above, about eight (8), representing eighty per cent (80%) of the participants have been teaching Social Studies for not less than three (3)years as compared to just two (2) participants who have less than three (3) years teaching experience. On the face of it, it can be conjectured that majority of the participants have rich experience in teaching the subject. This is supported by Lee, Brown, Luft and Roehrig (2007) when they asserted that the specialised knowledge teachers acquire through classroom practice or experience is a unique knowledge base and allows teachers to engage in pedagogical reasoning and decision making during planning and instruction to promote and support student learning.

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However, According to Weinstone (2004) the term Experience is used to mean knowledge or a skill gained on a particular job or activity which one has acquired as a result of engaging in that job or activity for a long period of time. This means that experience even though may be acquired over time, but most essentially, the term generally refers to „know-how‟ or procedural knowledge rather than on the job training. That is to say that even though majority of the participants may possess experience by way of long service, the other side of the „experience equation‟‟which is the acquisition of the „know how‟ (the knowledge and skill) is equally important to conclude that one has rich experience. Eshun and Bordoh‟s (2017) argument that the background knowledge of Social Studies teachers is built from training institutions and this goes to influence the way they teach (i.e. selection of content, unit or topic, formulation of objectives, methods of teaching and assessment tool) lends credence to this assertion. In effect, this means that much as the paradox of exposure (long service) is somewhat relevant to the issue of experience, it is however not an isolated tool, it goes hand in hand with the acquisition of relevant knowledge and skill. Hence, to pronounce the participants as having experience, solely on the bases of the number of year of teaching the subject as indicated from the table, may be misleading, until the training background of the participants are verified. Nonetheless, on the face of Table 10 it could be concluded that majority of the participants used for the study possess high level of experience, at least per the number of years they have been teaching the subject.

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4.2 Graduate Teachers' Knowledge Base of the Social Studies Curriculum/

　　Instructional Objectives

There is no doubt that curriculum / instructional objectives remain a very important issue as far as the teaching and learning of Social Studies in the Ghanaian senior high Schools are concerned. Accordingly, the SHS Social Studies curriculum emphasises that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, teachers of the subject are encouraged to select specific objectives in such a way that it assesses a representative sample of the syllabus objectives (CRDD, 2010). That is to say that the SHS Social Studies curriculum describes and explains assessment requirements and guidance for its content areas for which teachers of the subject cannot simply overlook. This goes to suggest that the curriculum/ instructional objectives, is the driving force for the effective teaching and learning of Social Studies. Further, it will not be out of place to say that no meaningful teaching and learning as well as valid assessment practices could take place unless teachers become conversant with the instructional objectives and consequently, the subject goals. This assertion is in line with Grineski when he argued that, children who are involved in programmes that are goal directed become skilful, physically fit, knowledgeable and caring (Grineski, 1993).

This research theme set out to determine how familiar Social Studies teachers are with the curriculum/ instructional objectives. The major focus of this section is to examine graduate teachers" knowledge base of the Senior High School Social Studies curriculum objectives.

The aforementioned theme was used in order to answer the research question 1

How familiar are Graduate Teachers with the Social Studies Curriculum Objectives at the Senior High School level?

The researcher engaged semi-structured interview and observation as the main tools in the gathering of data on this theme. A number of items were placed in the interview guide and the observational checklist to elicit Senior High School Social Studies teachers" views on the issue. In a bid to answering the research question 1,the researcher sought the views of the participants on the following items; what is your general understanding of the term objectives?, What will you say is the ultimate objective/goal of teaching Social Studies in Ghana?, What is/are your source(s) of knowledge about the objectives of teaching social studies in Ghana?, How familiar are you with the objectives of social studies?, How different is curriculum objectives from instructional objectives?, Do you have a personal copy of the Social Studies Syllabus for Senior High Schools? How often do you read/refresh your mind on the general objectives of the subject?

The participants" understandings of what the term objective means are discussed subsequently. On the first item that reads; what is your general understanding of the term objectives? Below are some of the responses given by the Social Studies teachers teaching the subject at Senior High School level engaged in the study:

Gabriel, (not real name) who has been teaching the subject for sixteen (16) years had this to say:

> *My understanding of the term objectives is what the teacher expects students to have learnt by the end of the lesson.*

Wisdom, (not real name) who has also taught the subject for not less than eighteen years has to say

> *In relation to the subject, it is the set achievements that you want to have at the end of an instructional period i.e. an immediate knowledge acquired*

Isabella (not real name) who has been in the Social Studies classroom for ten (10) years also has to say

> *Okay to my knowledge, objectives are the statements that describe the desired outcome of the curriculum, a lesson plan or a learning activity.*

Ben, (not real name) who has taught Social Studies for three (3) years, expressed his thought as

> *It is the goal intended to be attained at the end of a lesson or a programme.*

Kankam, (not real name) one of the male participants who have taught the subject just for a little over a year also has this to say:

> *They are the dreams you intend to achieve at the end of a successful lesson*

It is observed that the responses given above by the participants indicate that even though they expressed their idea of term objective in different words, the participants were actually expressing almost the same idea. The idea shared by the various participants coincides with Dhand (1966, p. 5), when he stated that the objectives are the more immediate goals of education which have a more direct application in the classroom, meaning that objectives relate to the content and the learning experience of a course, and can be measured directly. From the above, it can be conjectured that the participants possess an in-depth knowledge and have good understanding of the term. With such a very good understanding of the term, as demonstrated by the participants,

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imply that their in-depth understanding of the term culminate into the effective teaching and learning of the subject at least at Senior High School level.

With the second item on the interview guide which read as; what will you say is the ultimate objective/goal of teaching Social Studies in Ghana? Eight (8) participants shared their views as follows;

Wisdom, (not real name) who has been teaching Social Studies for eighteen (18) years stated that

> *„„In Ghana, i.e. in national words, the teaching of social studies is to actually bring learning and acquiring of knowledge to students and out of that students will be equipped with the necessary, what we call knowledge, attitude, skills and values so that you will be able to fit in the society and do what is appropriate or right""*

> *„„Yeah, the ultimate goal or objective of teaching Social Studies is to make sure that students are built up in their knowledge and skills so that they can be well fitted into the world of work in Ghana, So also to be fitted into the society so that they can be able to identify societal problems and find lasting solutions to these problems"* (Samuel).

> *„„It is to prepare the individual into the society"* (Kankam)

> *„„Thank you, eerrm… I will say the ultimate goal of teaching Social Studies in Ghana, It is to make students to be well informed so that they can be useful citizens to enable them contribute their quota towards national development".'*(Somoah).

> *„„In fact if you look at the scope of Social Studies, one can say it is aimed at helping the individual to fit well into the society'"*(John).

> *Errrm, specifically, I think the objective of teaching Social Studies is to help students develop critical thinking and also to instil in them a sense of patriotism so they become useful   to the country.* (Eva).

> *„„I will say it is to prepare individual to fit and adapt to the changing environment of our society'"*(Ben)

> *„„Well, I think the ultimate objective of teaching Social Studies in Ghana is about citizenship education. In educating individuals especially the young ones to become enlighten citizens and equip them with knowledge about their culture and ways of life"'*(Isabella).

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The views expressed show that eight (8) participants out ten (10) share similar views concerning the ultimate goal/ objectives of teaching Social Studies in Ghana. Thus, they believe that the ultimate goal of teaching Social Studies is citizenship education because the subject prepares learners to fit well into society and contribute their quota to the development of the country. Their views coincide with Martorella (1994) who in his appraisal asserts that the basic purpose of Social Studies is to develop reflective, competent and concerned citizens. Similarly, citizenship education according to Aggarwal (2002, p. 237) is „the development of the ideas, beliefs, habits, behaviour and attitudes of the individual so that he may become a useful member of the society and contribute his share for the uplift of the society‟.

This means that the mission of Social Studies is to help the individual in the society to be responsible, participatory and concerned about issues that confront them and the society. However, the other two participants also had this to say when the same question was put to them:

> „„It is to help the students to acquire problem solving skills‟‟ (Paul)

> „„The goal of teaching Social Studies in Ghana is to equip the students with an integrated body of knowledge, skills and attitudes that will help him/her to solve personal and societal problems.‟‟ (Gabriel).

Paul and Gabriel who have been teaching the subject for twenty(20) and sixteen(16) years respectively share a common view about the ultimate goal of teaching Social Studies in Ghana. To them, the subject empowers students with knowledge and skills to solving problems. This is to say that Social Studies is a problem solving subject. Their views are in line with Quartey (1984), who asserts that Social Studies equips the individual with tools necessary for solving both personal and community related problems.

When the third question which read; what is your source(s) of knowledge about the objectives of teaching Social Studies in Ghana? was put to the participants, they responded as follows:

> *Well, as a subject in senior high school, we all know that there is a syllabus to that effect that you need to follow as a guided record to achieve your objectives. There again also, we may have other source of textbook materials that we read from but basically is the syllabus that we follow.* (Wisdom).

> *As a teacher, the main source of knowledge about objectives of teaching Social Studies is the syllabus. The syllabus provides you with the main source of knowledge about the objectives although there are some other sources but the syllabus is the main one.* (John).

Similarly, Somoah, Ben and Eva commented as follows:

> *The first source of my knowledge is making reference to the Social Studies Syllabus and consulting other Social Studies textbooks,* (Somoah)

> *Basically I get my source from the syllabus and the teacher"s guide provided to us by the government,* (Ben).

> *My major source of knowledge is from the syllabus (Social Studies syllabus).*(Eva).

From the above, it is indicative that five (5) out of the ten (10) participants are on point by stating that the Social Studies syllabus is their major source of knowledge about the objectives of teaching Social Studies in Ghana. With this, the SHS Social Studies curriculum emphasises that both instruction and assessment be based on the profile dimensions of the subject. Thus, selecting content and in developing assessment procedures, teachers of the subject are encouraged to select specific objectives in such a way that it assesses a representative sample of the syllabus objectives (CRDD, 2010).This imply that the five (5) participants mentioned above are assisting in the effective implementation of the Social Studies curriculum at least in their small corner, with this, it is believed that it will contribute to the realisation of the general aims and objectives of teaching the subject (Offorma, 1994).

On the hand, the other five (5) participants‟ responses to the same question were not encouraging. Below are their responses;

> „‟Since Social Studies is to address personal and societal problems, I look at one source of the knowledge as societal problem i.e. problems facing the society and also some of the changes occurring to our society today‟‟(Gabriel)

> Precisely, some of my sources are from the archives, Journals, syllabuses, other books, from my degree courses, where professor Talabi, professor Awoyemi, professor Quartey, Oduma and others, their hand outs has given the knowledge about the objectives of teaching Social Studies in Ghana, (Samuel).

> Teacher‟s guide (Kankam).

In a related development, Isabella and Paul who have ten (10) and twenty (20) years of experience respectively in teaching the subject also common views as follows:

> It may be civic education, economics, history and from the general curriculum.(Isabella).

> „‟You know Social Studies deals with social issues; they are with things that are happening around us. From our daily life activities, internet, books and television. They are source of information or knowledge to me as a teacher and students as well about the objectives of teaching Social Studies, (Paul).

According to Offorma (1994), the Social Studies syllabus is the official document for the implementation of the Social Studies curriculum which is expected to be carried out mainly by classroom teachers together with other stakeholders. As an official document, it expected that teachers of the subject select appropriate content, teaching methods and most importantly the objectives for teaching, with the Social Studies syllabus as a guide and a major source of information to ensure the attainment of the objectives and general aims of the subject. Hence for some participants like Gabriel and Samuel who respectively have sixteen (16) and twenty (20) years of experience in the teaching of the subject to say for example that „‟since Social Studies is to address personal and societal problems, I look at one source of the knowledge as societal

problem i.e. problems facing the society and also some of the changes occurring to our society today" is highly unsatisfactory.

For Samuel also to state that;

"Some of my sources are from the archives, Journals, syllabuses, other books, from my degree courses, where professor Talabi, professor Awoyemi professor Quartey, Oduma and others, their hand outs has given the knowledge about the objectives of teaching Social Studies in Ghana, is equally unsatisfactory and not precise enough. As graduate teachers who have an appreciable number of years in teaching the subject, one would have expected that the participants mentioned above would have given a amore satisfactory and precise response By mentioning the Social Studies teaching syllabus for Ghanaian Senior High Schools in other than archives and hand outs from first degree programs which may be out-dated . This is consistent with Clemmer‟s (1971) assertion that the teacher who aims to teach from a global viewpoint will need help, both in keeping abreast of the current curricula and in having available the most recent findings of social science and educational research which could affect the attitudes of his or her students

From the responses given above by five (5) out of the ten (10) participants, it can be inferred that their source of knowledge about the objectives of teaching Social Studies in Ghana is problematic. This is because to completely abandon the Social Studies syllabus, which is supposed to be the official document for the implementation of the Social Studies curriculum provided by the Curriculum Research and Development Division of the Ghana education service; and to refer to other sources such as archives and out dated hand-out as sources for the knowledge of the objectives of teaching the subject can best be described as unprofessional. This imply that the participants are

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not helping to effectively implement the Social Studies curriculum and consequentially, not aiding in the realisation of the ultimate goal of the teaching and learning of Social Studies in Ghana. With the item four (4) on the interview guide which reads; *how familiar are you with the objectives of teaching Social Studies,* the following were some of the responses elicited from the graduate Social Studies teachers:

Three of the participants in persons of Wisdom, John and Isabella shared their views as indicated below:

> *Well, let me say, a long period of time that i do use the syllabus, it becomes something like basic rudiments that is with the tutor of Social Studies because that is my area of specialization……so I am very well familiar with the objectives of teaching Social Studies.*(Wisdom).

> *I am very familiar with it, especially as I have taught the subject consistently for three years now. And it"s almost repeating and you do almost the same thing all the time so you become more familiar with the objectives of the subject.* (John)

> *I think I go through them each time i have a new topic to be treated, I have to revisit it to ensure that i am on the right path. (Isabella).*

In a similar manner, Somoah who has been teaching the subject for three years also had this to say:

> *Oo, I am very familiar with the objectives because since I seek for or the sole aim of the subject is to make students be informed to enable them to be useful members of society I"m very familiar because that is what guides me in all aspect of teaching the subject.* (Somoah*)*

Finally, Eva with seven years teaching experience also shared a similar view and said this:

> *Mmmm……. I"m quite familiar, very familiar with it.* (Eva).

A cursory look at the responses above suggest that at least five (5) out of the ten (10) representing 50% of the participants engaged for this study are very familiar with the objectives of teaching the subject. This imply that the familiarity of these participants

with the curriculum/ instructional objectives of teaching and learning of Social Studies assist them in the effective teaching of the subject. This is because the curriculum/ instructional objectives serve as the driving force for the effective teaching and assessing learning in the subject since the general/instructional objectives forms the bases for the selection of appropriate content and test construction, (CRDD,2010).

Meanwhile, some of the participants (Paul and Samuel) also gave some interesting responses to this same question as presented below:

> *Oo, I am very much familiar and you know, the syllabus even stated in percentage wise the knowledge that must be acquired, the knowledge, the skill and the values. Even when you are setting questions, you don"t set questions only based on knowledge but you set to also cover values and attitudes. So I am very much familiar* (Paul).

> *Yes, my familiarity in the objective is that anytime I teach Social Studies I am able to attain the main objectives of, having ask students what they know about the subject, what they have been taught and what and what, at the end of the day, it tells how far how my objectives are familiar to my teaching (Samuel).*

Ben and Kankam also gave similar interesting response as follows:

> *I am somehow familiar with some of the topics and objectives* (Ben).
> *Being in my first year, I am not very familiar* (Kankam).

From the responses above, one can conclude that the participants" familiarity with the objectives of teaching Social Studies is very low. In responding to the question, Ben for instance, stated that he is somehow familiar with some of the topics and objectives. Having taught the subject for three (3) years and counting, one would have expected that the graduate teacher should have acquainted himself more with the objectives of teaching the subject. As suggested, teachers of the subject are to as a matter of duty read the general objectives very carefully before teaching and after teaching each unit. (CRDD,2010). This is to ensure that teachers teach to adequately

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cover both the general and curriculum objectives. However, it is evident from the responses that as many as four (4) participants out of the ten (10) graduate Social Studies teachers sampled for the study are not familiar with the general objectives of the subject. This could imply that these teachers are not effectively teaching the subject the in the study area. and this is likely to negatively affect the attainment of the subject goals. When the fifth item of on the interview guide thus, *how different is curriculum objectives from instructional objectives* was posed, the following comments were gathered:

> *To my understanding and my point of view, curriculum objective is the total outcome of teaching social studies whiles instructional objective is what you want the students to learn in every topic* [Gabriel]

> *The instructional objective is to going with the immediate where the teacher is engaged with the students in a classroom within a particular period of time and what he wants to achieve based on a particular lesson or topic ……. but with the curriculum objective is that is the long term that you want to achieve which shape out up the end of the day that the students within 3 years period course will be able to go through whatever you has to achieved. On that basis, that is where WAEC will examine them to know what they have through knowledge acquisition.* [Wisdom].

> *„„Okay, curriculum objectives are the set aims that a subject seeks to achieve at the end of the period of study so for example, for 3 years now whiles, the instructional objective is what the teacher intends to achieve at the end of each period he or she has with the students""* [Eva].

Likewise, the following participants shared similar views as indicated below:

> *„„Curriculum objectives are very broad and it is achieved over a long period usually after the study period for example in the S.H.S, you"re expected to complete or achieve the curriculum objectives within the three year scope. Unlike the instructional objectives which are achieved within a time frame, it can even be 40minutes or let say1hour or 2 hours. The instructional objectives are achieved in short period i.e. within a meeting with the students"* [John].

> *„„You know, with the curriculum objective, is a broad base and instructional objective is a suggested objective for the teacher. With the suggested one, you can also alter it to suit a student. The curriculum objective is a long term and the instructional objective is short term""* [Paul]

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> *„‚I can say the instructional objective is deduced from the curriculum objective and curriculum objectives are broader than the instructional objective. Curriculum objectives are attained at the end of a program then instructional objectives are what you want to attain after teaching a particular lesson or topic‴"*[Ben].

The comments made by the participants as shown above, indicate that majority of the graduate Social Studies teachers in the study area share similar views about how different curriculum objectives are from instructional objectives. Their comments which suggest that curriculum objectives are broader in scope than instructional objectives, thus, instructional objectives are deduced from the curriculum objectives/ aims are in line with literature. In connection with the above comments, it is inscribed in the 2010, Social Studies syllabus that General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section and that the general objectives are linked to the general aims for teaching Social Studies as listed on page (ii) of the syllabus, (CRDD, 2010). Dhand (1966) added that curriculum objectives are the more remote educational goals which lend direction to the teaching of a subject. They are the outcomes of teaching, relatively more lasting in nature, which cannot be measured directly and which denote the contribution the subject in reference makes toward a realisation of the ultimate aims of education. Nonetheless, the instructional objectives are the more immediate goals of education which have a more direct application in the classroom, meaning that instructional objectives relate to the content and the learning experience of a course, and can be measured directly.

With majority of the participants possessing adequate knowledge in distinguishing curriculum objectives from instructional objective, it is inferred that they will be able to effectively apply the dynamics in the selection of content and instructional methodology to ensure the successful realisation of the subject goals in Ghana.

When this question was posed, *do you have a personal copy of the Social Studies syllabus for Senior High Schools?* It was revealed that almost all the participants responded in the affirmative. The following comments by some of the participants from the transcriptions confirm this:

„„Yes of cause, I have a copy I have both soft hard copy‟‟: [Paul]

„„Yes, I have. Hardcopy‟‟ [Gabriel]

„„Yes. It‟s a softcopy‟‟[Ben]

*„„*Yes please, I have one. It‟s a hardcopy‟‟[Isabella]

The following participants also made similar comments as follows:

„„Yes I do. It is a hardcopy in the form of a pamphlet‟‟[Wisdom]

„„Yes I have. A hardcopy‟‟[Eva]

„„Yes, i have the softcopy‟‟[Somoah]

From the above comments, it‟s shows that nine (9) out of the ten (10) participants, representing 90% have a personal copy of the Social Studies teaching syllabus for Ghanaian Senior High School. As major stakeholders of Social Studies education Ghana, Social Studies teachers contribute greatly to the successful implementation of the subject. Clandinin and Connelly (1992) shared similar sentiment when they posited that teachers are not just delivery mechanisms or conduits for curriculum; rather they are creators or makers of curriculum. This means that teachers of Social Studies should possess good knowledge about the subject they handle. Meanwhile, the orientation teachers have on curriculum may impact on what they believe about and what and how they assess learning (Mensah, 2012). By this, it is argued that the possession of the Social Studies syllabus by the majority of the participants as seen above suggest that they may not only have very good orientation of the subject but that by the possession of the syllabus, an official policy document for the subject

(Coles, 2003), will help the teacher to adequately prepare for class. This finding is supported by the assertion of Costigen (2005) that individuals who are adequately prepared in content knowledge can be effective teachers in the classroom.

When the seventh item on the interview guide was posed- *how often do you read or refresh your mind on the general objectives of the subject,* the following are some of the comments the question attracted from the participants:

Remarks by Paul, Gabriel and Wisdom indicate that they refresh their mind on the objectives of the subject on termly basis.

> *"Very often, on termly basis"*[Paul]
>
> *"I usually do that when I am preparing my scheme of work for each term"*[Gabriel]
>
> *"Quite regular, thus, at the beginning of the term when preparing lesson schemes and plans. I refer to the syllabus to know where you've reached and where to take off or start and then what you want to achieve, you know the syllabus is actually categorised into year 1, year 2."* [Wisdom]

Isabella, Eva and Samuel shared similar views on the same question, their comments shows that they read through to refresh their mind on the objectives of the subject on weekly basis. The direct quotations from the transcription as used below confirm the above.

> *"Weekly, I do it weekly to refresh my mind"*. [Isabella]
>
> *"I do that almost every week when i am preparing my lesson notes. I make sure I look at it and match it with whatever I'm going to teach within the week"*. [Eva]
>
> *"Anytime I am about teaching the subject, I use it, so I can say that all the time, almost every time, most especially when I'm about to prepare the scheme of work and the expanded scheme of work, I use it frequently"*. [Samuel]

From the above responses, it is revealed that whereas 50% of the participants refresh their mind on the general objectives on termly basis, the result also shows that four (4) out of the ten (10) participants (40%) refresh their mind on the general objectives on weekly basis. Even though one may argue that participants who refresh their minds on the objectives on weekly basis are doing a more satisfactory job as compared to the other participants who on termly basis read through the general objectives; it was however interesting to find out that both practices are contrary to what is known to the best practices. According to the 2010 edition of the Social Studies syllabus for senior high schools, the latest edition for that matter, the general objectives are linked to the general aims and form the basis for the selection of instructional objectives, instructional methodology and assessment in Social Studies. In this regard, the teaching syllabus further recommends that teachers of the subject read the general aims and objectives carefully before and after teaching a unit (CRDD, 2010). The idea is to ensure that teachers not only adequately cover these objectives in their course of teaching but to also cover them in their assessment practices. From the above, it is concluded that these participants are not effectively teaching to help attain the general objectives of teaching the subject in Ghana as they teach without much consideration of the curriculum objectives. As Conant (1963, p. 93) postulated, "If a teacher is largely ignorant or uniformed he can do much harm". When teachers possess inaccurate and inadequate information or conceive of knowledge in narrow ways, they may pass on these ideas to their students.

However, Out of the ten (10) participants, only one participant seem to have come very close to the practice of reading through the objectives regularly as prescribed by the 2010 Social Studies teaching syllabus. When the same question was asked, this very participant commented that

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> *"Every day, because if I have a lesson and if I want to make preparation towards what I will be teaching tomorrow or the next time, I have to consult the objectives, looking at what I seek to achieve at the end of the lesson, I make reference to the objectives when I am teaching a new topic and read through again after teaching".* [Somoah].

This implies that this particular participant is effectively teaching to assist the attainment of the general objectives and the curriculum objectives of teaching Social Studies in Ghana. This participant's comment is in line with the argument that no effective teaching and assessment can take place without first considering the objectives of teaching the subject (Banks, 1990, CRDD, 2010), hence familiarises himself with the general objectives as well as the curriculum objectives in teaching the subject.

Apart from the interview conducted, the researcher also observed all the ten (10) participants as they deliver lessons in their various classrooms. With this, the researcher used an observational checklist/ protocol in the collection of data. The idea was to find out if the pieces of data gathered during the interview session were consistent with the observations made. The initial part of the checklist (section-A) was made of six items rated as follows: very good, good, average, below average and not available. The pieces of information gathered were to assist the researcher to find answers to research question 1. In the end, the data collected were analysed by the use of simple tables and elementary mathematical frequencies and percentages as depicted in Table 14.

Table 14: Observation of Graduate Teachers" Knowledge Base of Social Studies Curriculum/Instructional Objectives

Items	Very Good (%)	Good (%)	Average (%)	Below Average (%)	Not Available (%)	Total (%)
1. Teachers" knowledge about Social Studies curriculum/instructional objectives	2(20.0)	2(20.0)	_	2(20.0)	4(40.0)	10(100)
2. Teachers" lesson plan clearly states specific objectives for the lesson	3(30.0)	1(10.0)	_	1(10.0)	5(50.0)	10(100)
3. Teachers" familiarity with instructional objectives	2(20.0)	2(20.0)	_	3(30.0)	3(30.0)	10(100)
4. Relevance of specific instructional objectives to the lesson	_	4(40.0)	2(20.0)	_	4(40.0)	10(100)
5. Linkage of instructional objective(s) with curriculum objective(s)	1(10.0)	2(20.0)	_	3(30.0)	4(40.0)	10(100)
6. Teacher quotes or use the syllabus reference number	1(10.0)	_	2(20.0)	_	7(70.0)	10(100)

Source: Field Observation, 2018

Table 14 discloses that on the item 1 which concentrates on the teachers" knowledge about Social Studies curriculum/instructional objectives, even though no participant was rated average, two (20%) out of the participants rated very good. Again, two (20%) of the participants were rated as Good, whereas two (20%) were rated below Average, as many as four (40%) were rated not available. This shows that majority of the participants, thus, six (60%) of the participants did not have in-depth knowledge about the instructional/curriculum objectives of teaching Social Studies in the study area as against four (40%) who demonstrated some high level knowledge about the objectives of teaching Social Studies.

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On the item 2 which talks about teachers" lesson plan clearly states specific objectives for the lesson, the data reveal that 3(30%) of the total participants were rated very good with 1(10%) being rated good as they clearly stated objectives of their lessons either written in ink or orally stating them. In the meantime, whereas 1(10%) was rated below average, there were as many as 5(50%) who were rated not available because they did not have prepared lesson plan for their lessons. On the average, there were 4(40%) who clearly stated objectives for their lessons with as many as 6(60%) not clearly stating objectives for the lessons largely because they did not prepare lesson plans for their lessons taught. It is important to indicate that per the data, majority of the graduate Social Studies 6(60%) do not clearly state objectives of their lesson. This practice is contrary to what the literature proposes to be the best practice. The literature is clear about the significant of stating the objectives of a lesson. The objectives is said to be the driving force of the entire delivery of a lesson as it guides the teacher right from the selection of appropriate content, instructional technique and assessment technique in Social Studies (Banks, 1990; Quartey, 1984; CRDD,2010). To them, there cannot be any effective teaching and assessment of learning in Social Studies without first considering the instructional objectives.

As Mensah (2012) put it, the starting point of every classroom activity (teaching and assessment) is the statement of the instructional objectives. This point goes to stress the significance of instructional/ curriculum objectives in the activities of teachers particularly in the Social Studies classroom, meaning that an ideal graduate Social Studies teachers should be familiar with the curriculum objectives and have at their fingertips their instructional objectives for effective delivery of lessons; one evidence of that is seen in either correctly stating them in written form or orally.

It is also seen from Table 14 that on item 3 which focuses on teachers" familiarity with instructional objectives. Here, the data revealed that out the ten (10) participants sampled for the study, two (20%) were rated very good with two (20%) also rated good because they demonstrated that they possessed sufficient knowledge about their instructional objectives. However, whereas three (30%) was rated below average, three (30%) were rated not available largely because not only did they fail to prepare lesson notes but they also failed to orally state their objective(s) for their lessons. As the driving force of an entire teaching experience, thus, from the preparation stage through to the delivery to the evaluation stage every good Social Studies teacher should demonstrate a high level of familiarity with the objectives of teaching a particular lesson (Banks, 1990). Contrary to this suggestion, majority of the participants per the data indicated that they were not very familiar with the objectives of teaching Social Studies lessons as an aggregate of six participants; representing 60% did not show sufficient familiarity with objectives for their lessons. By this, it is inferred that majority of the graduate teachers in the study area are not well organised and effective as far as their instruction and other classroom activities are concerned.

Furthermore, on the fourth (4th) item, which concentrates on the relevance of specific instructional objectives to the lesson, the data indicate that whereas none of the participants was rated as very good, as many as four (40%) participants were rated not available with the reason that majority of the participants failed to clearly state objectives for their lessons. But, two (20%) also rated as average with four (40%) rated as good for satisfactorily stating relevant objectives for their lessons.

With the fifth (5th) item on the observational sheet which reads linkage of instructional objectives(s) with curriculum objective(s), the data gathered shows that out of the ten (10) participants observed, only one (10%) was rated as very Good as this participant‟s stated instructional objectives link-up with the curriculum objectives with four (40%) rated as Not available. Meanwhile, whereas it evident from Table 11 that two (20%) participants were rated as Good, two (20%) out of the ten (10) participants, three (30%) were also rated as Belowaverage. Meaning that there are as many as seven (70%) of participants whose instructional objectives did not linkup sufficient enough with the general objectives.

Lastly on item 6 which read teacher quotes or use the syllabus reference number, the data from the observational session, gathered from Table 14 that out of the ten (10) graduate teachers sampled for the study, only one representing (10%) was rated as Very good with as many as seven (70%) were rated as Not available. The data also shows that none (0%) were neither rated Good nor Below average but, two (20%) were rated as Average. This means that an aggregate majority of the total population sampled for the study do not quote the syllabus reference number largely because many of the graduate Social Studies teachers observed did not prepare their lesson notes; hence there is no evidence of the use of the syllabus reference number. Meanwhile, as an easy way for selecting objectives for test construction, teachers of the subject are required as a matter of necessity to consider the syllabus reference number in their test construction among others; to be able to develop a test that accurately reflects the importance of the various skills taught in class (CRDD, 2010). This same argument is further advanced by Ellis (2002) when he mentioned that it is important that teachers recognize the necessity of developing unit or instructional objectives using clear terms in all domains of learning.

Result for research question one (1) with a theme set out to determine how familiar Social Studies teachers are with the curriculum/ instructional objectives; shows that majority of the ten (10) graduate teachers sampled for the study have sufficient knowledge about the objectives of teaching Social Studies in Ghana at least per the interview session. However the data from the observational sheet proved otherwise. Thus, Table 14 indicated that as many as seven (70%) did not possess in depth knowledge about the objectives of teaching the subject in Ghanaian Senior High Schools. As confirmed by the literature, a teacher who aims to teach from a global viewpoint will need help, both in keeping abreast of the current curricula and in having available the most recent findings of social science and educational research which could affect the attitudes of his or her students (Clemmer, 1971).

4.3 Influence of Graduate Teachers' Knowledge of the Senior High School Social Studies Curriculum/ Instructional Objectives on Assessment Items

Influence of graduate teachers" knowledge of the Senior High School Social Studies curriculum objectives on assessment items is discussed in this section. The major objective was to analyse how teachers" knowledge of the objectives of teaching the subject influence the questions they set at the Senior High School level. In order to find an answer to research question number two (2):

> *How does the Graduate Teachers" Knowledge of the Senior High School Social Studies Curriculum Objectives Influence their Test Items?*

A number of items were placed in the semi-structured interview guide and observation checklists were employed to solicit graduate teachers" views on the issue. During the interviews and the observation, some comments were made by the participants and some interesting observations were equally observed. These comments and observations have been discussed below:

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At the pose of this question: *How do you know whether your instructional objectives have been achieved?* The participants made some obvious comments as follows:

> „„*Okay, for me to get to know whether my objectives or the instructional objectives have been achieved, determines on the test items that I would administer. If the students respond very well to the test items tells me that they have understood the lesson and that will make me to get to know that the objectives have been achieved but if they respond poorly to the test items then it tells me that the objectives were not properly, so I would have to maybe re-teach it or do something aboutit"* [Somoah].

> „„*After every topic, apart from asking oral questions, I use other forms of assessment and evaluations at the end of lessons i.e. questions and answers"""*[Kankam].

> „„*Based on the feedback from the students through tests, exercises and oral questions, yeah, through assessments"""*[Ben].

The following participants, Gabriel, John and Eva made similar comments as indicated with direct quotes from the participants as follows:

> „„*That is where at the end of the lesson you give students assignments, some within class time for them to work on and then to know whether they"ve actually gotten what you want by the objective stated, others as home works, some at the beginning of the lesson. Thus, through assessment in general"":* [Gabriel]

> „„*Well, after every lesson I give evaluation question and because those questions is and should also be in line the objectives, so when they are able to answer them the way the teacher wants, then it means i have achieved my instructional objective. So I do that through evaluative questions"":* [John]

> „„*Based on my class assessments. After the lesson I assess orally to find out whether they understood what I have taught. Also find out if I have taught according to the objectives I have set in my lesson. I give students work, discussions and when we come to the whole class to discuss; I"m able to determine if my objectives have been achieved"":* [Eva]

The comments made by the participants suggest that the graduate teachers teaching the subject at the senior high level share similar views relating to how teachers get to know whether their instructional objectives have been met. Comments of all the ten

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(10) participants revealed that they get to whether instructional objectives have been achieved through various forms of assessments. The literature support the views expressed by the participants above as Heritage (2007) stated that formative assessment is designed to provide feedback at multiple levels. First, it provides feedback to the teacher about current levels of student understanding. This feedback also informs what the next steps in learning should be. That is to say, all the ten (10) participants recognised that the essential purpose of formative assessment is to identify the gap between learners" current status of learning and some desired educational goals.

When this question was asked- *In what way(s) do curriculum/instructional objectives influence your choice of assessment technique;* the graduate teachers sampled for the study came out with the following comments:

> „„*Curriculum or instructional objectives influence my assessment technique because it guides and directs me on the type of question to set and also the type of question I should ask students which will cover the 3 profile dimensions such as knowledge, understanding and use of knowledge, attitudes and values*" [Gabriel]

> "*Yeah, you see the curriculum and the instructional objectives especially, at the period of time when you have dealt with the student and you try to question how far they understand and how they do things, then when they are in line with what you have taught, then it means, that one will let you know the type assessment you should give them-either it should be on field trip, role play, simulation and others……..*" [Samuel]

> "*Assessment must always be based on your objectives. That"s onething we should always know. So, if the objectives tells me what you should assess, for example if I should set an objective that by the end of the lesson the student will be able to explain, then I must ask my assessment question to be in line that they should explain. In other words, the objectives are pre-stated and it guides you to know the kind of evaluation question I should set*" [John]

The comments made by the participants above, are satisfactory. As indicated above, the graduate teachers share similar views which are in line with literature. For example Gabriel (one of the participants) as part of his views indicated that *Curriculum or instructional objectives influence my assessment technique because it guides and directs me on the type of question to set and also the type of question I should ask students which will cover the 3 profile dimensions……"* this view is consistent with that of Quartey (1984) when he postulated that a good test intended to assess the achievements of learners must take cognisance of the goal of the subject and the objectives of the topic. He further suggested that in assessing students" progress of learning in Social Studies, three broad areas of knowledge and understanding, attitudes, values and feelings and instruction and practice in intellectual and basic home maintenance must be considered. To him, every good assessment technique which seeks to assess a representative sample of the profile dimension or even all the dimensions must necessarily be in line with the curriculum and instructional objectives.

This goes to say that graduate Social Studies teachers as a matter of necessity must consider the curriculum/instructional objectives in the selection of appropriate assessment techniques in assessing learning in Social Studies. In emphasising this same point, Jarolimek (1986) remarked that it is inconsistent, for example, to state objectives dealing with the development of enquiry skills and valuing and at the same time use teaching procedures that are wholly expository and evaluate only subject matter outcomes with paper- and- pencil test. Martone and Sireci (2009) stated that in a classroom setting, agreement must exist between a teacher"s objectives, activities, and assessments so that they are mutually supportive.

In another development, on the same question, some of the participants made comments that could best be described as unsatisfactory. The following comments shared by Wisdom and Paul affirm this assertion.

> "*The technique happens to be the various varieties of methods that we use in teaching. The instructional period gives me the opportunity to apply some of these methods such that I will be able to know whether I am in line with the curriculum objectives as stated in the syllabus and during the instructional period, I tailored it to get my result*".[Wisdom]

From the above comment by Wisdom shows that he has inadequate knowledge about the subject matter. For example, his comment that *"the technique happens to be the various varieties of methods that we use in teaching"* clearly indicate that the participant equates methods of teaching to assessment technique. Again, the participant‟s comment suggests that curriculum or instructional objective is dependent on the teaching methods or procedure. For example this comment "*The instructional period gives me the opportunity to apply some of these methods such that I will be able to know whether I am in line with the curriculum objectives as stated in the syllabus….*"this suggestion is contrary to Banks‟ (1990) assertion that Social Studies teachers would evaluate learning very well if the instructional objectives are clearly stated from the onset. This goes to confirm that the teaching methods and evaluation techniques are all dependent on the curriculum/instructional objectives and not the other way round as the participant seeks to suggest.

Similarly, Paul (one other participant) commented as follows:

> *Mmm, with the assessment techniques we have various types; the assessment can be in the form of oral or written. But basically, we do more of the oral part of assessment than the written*. [Paul]

From the above, even though the participant identified that there are various types on assessment techniques, he only mentioned that "*we do more of the oral part of assessment than the written"* failing to indicate whether the curriculum/instructional objectives in any way influences his choice of a particular assessment technique as per suggested by literature (Jarolimek, 1986; Banks, 1990; Quartey, 1984) or not.

The implication of the comments made by the participants above is that they (the participants) do not evaluate learning in Social Studies any better as it is indicative from the above that they are not guided by the instructional/curriculum objectives in their assessment practices. This practice is inconsistent with best practices as prescribed by the Social Studies syllabus for Ghanaian Senior High Schools and the literature in general. What this means is that the failure on the part Social Studies teachers to assess learning with respect to curriculum/instructional objectives is affecting the successful implementation and attainment of the general objectives of Social Studies in the study area.

When this question was posed, *how do the questions you set assist in the attainment of your instructional objectives?* All the participants shared similar views as shown below:

> *"It helps me because as a teacher, as a teacher, I have objectives for my lesson so through that assessment is…..it can help me to achieve the objectives for my lesson"* [Gabriel]

> "*Mmmm… that one is also more or less like related to; because the instructional objectives are what I seek to achieve at the end of the lesson. So for me to attain all these then it depends on the students" ability to also let say respond well to the kind of questions I will administer or give to the students to answer. This is because as a teacher when I go to class to teach, I go if some specific objectives and such objectives are going to guide me to deliver my lesson. So if I have any question to set, I must consider the objective*" [Somoah]

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The following participants also hold similar views as follows:

> "*Because they are always in line with my objectives, it helps me to realise that based on the feedbacks, my objectives are attained*" [Ben]

> "*The questions I set are based on instructional objectives, and then if the questions are based on the instructional objectives, then the set objectives of the curriculum are also met*" [Eva]

The comments by the participants above shows that almost all the graduate teachers interviewed for study are convinced that in setting assessment items, they must be set in line with the instructional objectives so as to help attain the very specific instructional objectives being sought to be achieved. The views of the participants are authenticated by Ellis (2002) when he remarked that it is important that teachers recognize the necessity of developing unit or instructional objectives using clear terms and all domains of learning. He further suggested that these objectives will serve as guides to test items or other means of evaluation on the child"s progress.

When this question was called for*, how relevant is the syllabus reference number (SRN) to your assessment practices* just a few of the participants expressed good knowledge about the concept*, the* following responses were elicited from John, Eva and Somoah support this claim.

> "*The SRN falls in order. It gives you the unit where you are, the objective number and the unit number. So when you are able to follow it very well in your assessment, helps to know whether you have assessed these objectives already or not. For example if we have 4 objectives, we are going to have 2:2:1, 2:2:2, up to 2:2:4, you may not be able to assess them on all. So if you want to select dot one (1) and four (4), its serves as reference point for the teacher in assessing*" [John].

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> "*Okay, the SRN helps me to know the specific objectives of the lesson I am teaching and that helps me to assess students based on what is required of me at that particular lesson*"[Eva]

> *Okay, the SRN helps to communicate between the objectives in reference to maybe the section, the unit, and the rank code, so it helps to distinguish between the section, unit and the rank of the syllabus* [Somoah]

Per the comment made by the participant above, it is evident that the graduate Social Studies teachers have a very good knowledge about the concept of the Syllabus Reference Number (SRN). All the three participants demonstrated by their comment how relevant the SRN is to their assessment practices. For instance, Eva's comment which reads in part as "*the SRN helps me to know the specific objectives of the lesson I am teaching and that helps me to assess students based on what is required*" is in accordance with the suggestion made in the Social Studies Syllabus for Ghanaian Senior High Schools (CRDD, 2010).

By this, it is extrapolated that these graduate Social Studies teachers engage in effective assessment practices which culminate into the attainment of the major goals of the subject. This is because the participants assess their learners with the instructional objectives serving as strong bases for their assessment techniques and assessment tools as confirmed by the literature (Banks, 1990, Quartey, 1984&Dynneson& Gross, 1999). This is to say that the use of the Syllabus Reference Number (SRN), enable the participants to select the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

In another development, the comments by the majority of the participants on the same question were rather interesting. Among the comments made by the participants were as follows:

> "*Yes, it is relevant. You have to use it alongside that of the curriculum and the syllabus as* well"[Paul]

> "*You know, they are orderly arranged, sequential so it helps me know that I have finish with the first part and the second part and that follows. I am able to teach the students and assess according to the….the….the (giggled) according to the topic or the numbers,…… the serial numbers*" [Wisdom].

> "*It is relevant because it gives me quick reference to the topic to be treated or covered. It also…., I think direct me the teacher on what topic I should also treat at a particular time*" [Gabriel].

> "*Mmm…. Yes,….. (paused for about a minute).. you know, It actually guides you the teacher to move from one from stage to the other that you are actually going and then it shape your course of teaching and the students following in that direction*" [Isabella]

> "*Yes, yes, yes, off course, it is important. It gives you the morale and enthusiasm to be able to go on well with what you are about attaining or achieving*" [Samuel].

From the comments above, it appears that the participants are less conversant with the concept of Syllabus Reference Number as the responses they gave could be described as highly unsatisfactory. A participant like Samuel talked about the SRN giving him the morale and enthusiasm to be able to go on well with what you are about attaining or achieving. His assertion appears not to be visible in the literature. The comment of Paul and Isabella, suggests that they lack idea about the relevance of the syllabus reference number to their assessment practices. The proposition drawn from the above comments is that most graduate Social Studies teachers in the study area do not make use of the syllabus reference number at all in their assessment practices. This means

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that their test items are not likely to assess the specific knowledge and skills required (CRDD, 2010).

In order to corroborate the information or comments made by the participants during the interview session, the researcher also observed the participants during their lesson delivery in their various classrooms all in an attempt to find answers to research question two. All the ten (10) graduate Social Studies teachers" lessons were observed with an observation checklist made up of the following (very good, good, average, below average and not available) were used. In all, four (4) items thus, items 7-10 on the observation checklist as indicated by Table 15 were very useful in finding answers for the second research question. The researcher employed simple table, frequencies and percentages in the analysis of the data gathered.

Table 15: Observation of the Influence of Graduate Teachers" Knowledge of the Curriculum/ Instructional Objectives on Assessment Items

Items	Very Good (%)	Good (%)	Average (%)	Below Average (%)	Not Available (%)	Total (%)
7. Extent to which performances in the instructional objectives the items match	1(10.0)	2(20.0)	_	1(10.0)	6(60.0)	10(100)
8. Extent to which teachers" questions assist the attainment of instructional objectives	_	3(30.0)	1(10.0)	6(60.0)	_	10(100)
9. Teacher employ assessment technique that assist attainment of instructional objectives	_	2(20.0)	1(10.0)	7(70.0)	_	10(100)
10. Teachers" questions challenge students to apply their knowledge to issue/problems	_	2(20.0)	2(20.0)	4(40.0)	2(20.0)	10(100)

Source: Field Observation, June, 2018

From Table 15, shows that on the 7th item which focuses on extent to which performances in the instructional objectives and the items match, out the total population of ten (10) sampled for the study, one (10%) was rated as Very good but as many as six (60%) were rated as Not Available because the performances in their instructional objectives were highly incongruent with performances in the test items. Whereas only one (10%) was rated below average, there were two (20%) of the participants were however rated Good with none (0%) rating Average. On aggregate, there are seven (70%) participants who performances in their instructional objectives failed to sufficiently match with performances in their assessment items. It is important to note that this practice is contrary to the literature. According to Banks, (1990) the performance(s), in other words, the action words are to be blended with Social Studies content to complete the instructional objectives.

From Table 15 however, the data revealed that on item 8 which reads extent to which teachers" questions assist the attainment of instructional objectives, out of the 10 participants, whereas none of them (0%) was rated as Very good or not available, three (30%) of the participants were rated as Good. Again, one (10%) was rated as Average with as many as six (60%) being rated as Below average. In all, four (40%) of the participants" assessment items satisfactorily linked-up enough with the instructional objectives and so were rated Good and Average respectively. However, six (60%) of the participants could not demonstrate a clear linkage of the assessment items with instructional objectives thus, performances in the items did not match with the instructional objectives hence, were rated as Below Average. Here again, the literature appears to be against what the practice of the majority of the participants are. For instance, Airasian (1994) suggest that teachers ensure that test items match as much as possible with subject objectives and instruction not to only guarantee content

validity but also to enhance test validity and higher order thinking skills. By this, it helps student to consider assessment as a non – threatening tool, which only help them improve upon learning (Gronlund & Waugh, 2009).

Furthermore, on the ninth (9th) item which focuses on teacher employ assessment techniques that assist attainment of instructional objectives, out of the ten (10) graduate Social Studies teachers observed, none of the participants was rated as Very good or Not Available. Meanwhile, whereas   two (20%) were rated as Good, one (10%) was rated as Average, with as many as seven (70%) of the participants rated as Below Average. In all, only three (30%) of the participants sufficiently employed relevant assessment techniques to assess relevant instructional objectives, hence, were rated as Good and Average accordingly. The data also indicates majority, seven (70%) out of the ten (10) participants could not adequately select appropriate technique to assess appropriate instructional objectives; they were therefore rated as Below average. The development of evaluative objectives is significant in identifying the type of assessment techniques to be employed (Dynneson & Gross, 1999), as it is very difficult to create a test- device which is realistic enough to give a valid indication of a student‟s possible behaviour in a natural non-test situation (Quartey, 1984). This means that the Social Studies teacher‟s choice of assessment instrument should match the type of instructional objectives or instructional needs.

Finally, on the 10th item on the observational sheet, which reads teachers‟ questions challenge students to apply their knowledge to issue/problems, indicated that none (0%) was rated as Very good but there were two (20%) were rated as None Available. Meanwhile, it is also gathered from the data that whereas two (20%) were rated as Good, there were equally two (20%) of the participants who were also rated as Average, with four (40%) of them being rated as Below Average. In all, an aggregate of six (60%) of the participants‟ test items did not challenge the students to apply their knowledge to the items, hence were rated low as evident from Table 4.6. There were

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only 4(40%) of the participants whose test items seemed to encouraged learners to really apply their knowledge in answering the questions and for that matter , were rated high as shown by Table 4.6.

Result from question two (2) revealed from the interview session that majority of the participants" assessment practices are to a large extent not influenced by the curriculum/ instructional objectives of teaching the subject. The data gathered from the observational session also confirms the data collected from the interview session, i.e. that graduate Social Studies teachers in the study area do not consider the curriculum/ instructional objectives in their assessment practices. Again, not only did the data from the observation revealed that five (50%) of the participants did not prepare lesson notes but as many as seven (70%) of the graduate Social Studies teachers also failed to apply the syllabus reference number in their assessments. This made it almost impossible for the teachers to evaluate their lessons in order to attain the stated specific behavioural objectives. The result is inconsistent with the literature, as Ellis (2002) put it, it is important that teachers recognise the necessity of developing unit or instructional objectives using clear terms. These objectives will serve as guides to test items or other means of evaluation on the child"s progress. That is to say that it is virtually impossible to effectively teach and assess learning without first clearly identifying the curriculum/ specific instructional objectives (Banks, 1990).

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4.4 Domains of Educational Objectives Social Studies Teachers' Questions

   Emphasise

Social Studies as a subject encourages the development of socio-civic and personal behaviour. The major goal of Social Studies is to equip learners with relevant knowledge, attitudes, skills and values to position learners to finding lasting solution to personal and societal problems (Tamakloe, 2008). Essentially, societal problems usually emanate from human attitudes, values and behaviours. Hence, the role of affective domain of learning is central as far as Social Studies is concerned. As Miller (2005) observed, the affective domain of learning reflects the values and beliefs we place on the information we have. This is consistent with Quartey''s (1984) assertion, when he identified that in teaching Social Studies, it is not enough to merely make the learners aware of variety of knowledge without considering how it helps to solve man''s numerous personal and community related problems. That is to say that the acquisition of knowledge is not enough but that it is what a person does with his or her knowledge that matters the most. This is suggestive that since learning in the affective domain shapes attitudes, behaviours and values, Social Studies teachers must do well to as much as possible integrate affective domain in their instructional design in order to help attain the ultimate goal of the teaching and learning of Social Studies in Ghana.

Meanwhile, the Senior High School Social Studies syllabus (CRDD, 2010), identifies broad categories of objectives of Social Studies to include the Bloom''s Taxonomy of educational objectives, namely Cognitive, Affective and Psychomotor. These are general objectives that must be adequately broken into specific objectives during instruction, based on the teacher''s adequate knowledge in the subject. This calls for the investigation of the domain of educational objectives social studies teachers''

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questions emphasise in Ghanaian senior high schools. The focus of this section is to explore the domains of the educational objectives Social Studies teachers emphasise. The above theme served as a guide to answer the research question 3

Which of the domains of educational objectives do Social Studies teachers" questions emphasise?

The researcher employed semi-structured interview and document analysis as tools to collect data on this particular theme. The issues that were placed on the interview guide to collect data to answer this research question included the following; What are the types of questions you use to assess your students?, How does the nature of Social Studies influence the type of questions you use to assess your students?, Which domains of learning do you often measure in your class exercises and end-of-term exam? Give reasons for your answer and finally, which assessment techniques do you use in evaluating learners in Social Studies?

When participants were asked *what are the types of questions you use to assess your students?* The following comments represented the views of the participants

"*Some are open questions, some are wide questions for explanation or detail information that you want, and some are just to mention or to state something that calls for immediate one-stop-gap answer. We also have multiple choice questions. So depending on the situation I ask either lower or higher order questions*" [Wisdom].

"*Okay, use different methods to assess my students. I employ the lower order question as well as the higher order questions to help them balance in the class*" [Eva]

"*Mostly I use the open ended questions and sometimes close ended questions*" [Isabella].

Likewise, Paul and John shared similar views as follows:

"*Combination of all, higher and lower order questions*" [Paul].

"*Alright, see, we have the dimensions that you can often assess. We have the knowledge, thus you can test the knowledge and you can test the knowledge and understanding also and how the student apply what the teacher has taught them in their daily lives. So questions that I set are in all these areas, they are not one line*" [John].

Similarly, the following participants also shared views that were not different from the other participants above. This evident in their comments as below:

"*Usually based on the level of students I have and how they respond to question, I use open ended question*" [Gabriel].

"*This will depend on the level of understanding of the students. If the students"understanding is very high then it means there should be the use of high order questions for the student that is, you should be able to set questions that would enable them think critically beyond the books. But if the level of understanding of the student is very low then you must somehow consider using the lower order questions for them. Because if the level is low and you use high, they may not be able to answer the questions*" [Somoah].

From the above comments, it is clear that the participants all share common views concerning this particular issue. Out of a total of ten participants, there were as many as seven graduate Social Studies teachers who believed that to effectively evaluate learning in Social Studies, test items must be a combination of higher and lower order questions. The views of the participants coincides with Parkay and Stanford (2001) when they remarked that effective teachers use a repertoire of teaching models and assessment strategies, depending upon their situations and the goals and objectives they wish to attain. This goes to say that an effective teacher makes use of effective and varied assessments which increase potential and cognitive skills as well as other domains of learning in students. The reason being that assessment is expected not only to take care of students" knowledge and comprehension but beyond that, evaluation of skills, growth in application, analysis, synthesis as well as development

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of positive attitude are important. From the foregoing, it is implied that majority of the participants in the study area are engaged in assessment practices that fairly assesses learning to cut across lower and higher levels.

On the other hand, the following participants shared views quite different from the first seven as follows:

> "*High order questions, normally I don"t use lower order questions because I want my students to think critically*" [Ben].

> "*Some of the types of questions is on multiple choices, sometimes we look at criterion aspect so that you know how far the students follow-eheerr. So multiple choices and others, you know when you"re doing with multiple choices it let the student think very faster and pay attention to what you"re teaching*" [Samuel].

As indicated above, the last two participants appear to suggest that in their assessment practices they only give attention to either higher or lower levels of questioning. Their positions seem to be contrary to the literature. For instance, Jarolimek (1986) argues that once varied outcomes are expected from Social Studies instruction, it presupposes that teachers of the subject must resort to the use of broad basis of evaluation strategies. It is therefore inferred from the above that these graduate teachers per their practices, may not be effectively assessing learning, hence, are not perhaps contributing to the attainment of the goals of teaching Social Studies in Ghana.

When this question was asked, *how does the nature of Social Studies influence the type of questions you use to assess your students*? The following views were elicited:

> "*Social Studies itself is multi-disciplinary. Meaning it borrows from other fields of study like geography, History and commerce and then Economics as well. So in setting assessment questions, I try to pick from various areas. Because if you are not careful, you may limit yourself to one line especially if you"re so good in the geography aspect, your questions may follow the geography aspect. So I try to cover the various dimensions of the subject area so that the child will holistic in the subject area*" [John].

Per the comments, it is obvious that the participant considers the subject as an amalgamation of the social sciences by nature. It appears that this particular participants engages in assessment practices such that his assessment will have a resemblance of the discrete Social Science subject of Geography, Economics, Government, History; to mention but a few. This view seems to depart from how the developers of the 2010 Social Studies Syllabus view it. Social Studies according to CRDD (2010) is a study of the problems of society. The subject prepares the individual to fit into society by equipping him/her with knowledge about the culture and ways of life of their society. Even though the subject borrows knowledge from other disciplines such as geography, history, sociology, psychology, economics and civic education, it is integrated into a subject that stands on its own. Hence need to be taught and assessed as such. From the above, it is conjectured that this participant‟s view of the nature of the subject, is negatively affecting the effective teaching and assessment of the subject in the study area and the country as a whole.

However, the following participants hold a different view from the one above, the rest of the participants shared same views as shown below:

> "*If you look at the nature of Social Studies, Social Studies is a subject that is country bound. This means, it is limited to Ghana so if you look at the nature of social studies, it helps me because It directs and guides me to set questions that are in the syllabus and also set questions to solve personal and societal issues that concerns Ghana*" [Gabriel].

> "*Okay, as I said looking at the general objectives of Social Studies, one of it says It helps individuals or learners to be well informed which implies that questions must be set so that when they responds to those questions, they will be able to reflect on those questions and as time goes on they will be able to put those things into practice*" [Somoah].

> "*You see, by the nature of Social Studies, It sometimes you don"t go strictly or straight forward answers. When we are setting questions sometimes, we set questions that the student will apply knowledge they have acquired*" [Paul]

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In a similar manner, Wisdom, Eva and Isabella shared the following views:

> "*Yes, you know the nature of Social Studies questions have become something of citizenship education and in this case you are looking at how the individual goes through the subject and is shaped by the subject and for that reason the student is giving shape to have those qualities and know more about himself and the society he belongs to*" [Wisdom]

> "*Yes, yes, it does influence the type of questions I set because Social Studies concerns itself with critical thinking. Then questions set should be such that students think and are able to produce something meaningful from their thoughts. Just write anything or say anything and accept that it is true. But to use the mind to think critically, yeah*" [Eva]

> "*The…the…the study of or Social Studies is a subject that is broad and it is open minded. It makes students or people to have that deep thinking or critical thinking. So that has helped me to always since it is very broad. This always makes me allow my students to think and to apply their thinking capacity*" [Isabella]

Further, Ben and Samuel also had this to say on the same issue of how the nature of the subject influence their assessment items and practice in general:

> "*Social Studies as I said earlier, helps the individual to adapt to the changing environment, and this adaptation is attitude, so at the end of their course I believe my students may change their attitude towards a particular phenomenon. So I can say that students acquire knowledge and attitudes*" [Ben].

> "*Social Studies in itself, is a day to day activity, it goes with our societal imputs so it affect the person"s life, so in time of this when you"re assessing the students, in generality you have to send the student back to what they know already to what they don"t know so it should be within them the question should affect them. Taking for example environmental sanitation, you ask the students how they themselves keep themselves clean and they keep the environment clean before their externalities. Sometimes they think that when they do it within their circles that is all, but sometimes sicknesses can be generated from all over the places*" [Samuel].

A critical look of the views shared by the participants, indicate that majority of the respondents hold similar views on what they consider the nature of Social Studies to be and how that influence the type of questions they use in assessing learning among

their students. Thus, they believe that the nature of Social Studies is problem solving hence they employ assessment tools that engages learners to think critically in finding solutions to personal and societal problems. The views expressed by the participants are in agreement with the literature as most scholars and writers argue that Social Studies is citizenship education hence problem solving in nature (Banks, 1990; Blege, 2001; Odumah & Poatob, 2016). The views of the participants also coincide with Quartey"s assertion that the nature of Social Studies complicates the assessment task. He therefore suggested that teachers who are concerned about the progress of the subject besides measuring growth in knowledge and skill, teachers should also assess changes in their students" values and attitudes (Quartey, 1984). This call for the use of multi-faceted activities and assessment techniques (Jarolimek, 1986) to ensure that learning in Social Studies is effectively assessed for the attainment of the goals of teaching the subject in Ghana.

When this question was called for, which domains of learning do you often measure in your class exercises and end-of-term exam? Give reasons for your answer, their views were varied as follows:

> "*Eerrmm… I will say all the three types of domain will have to be considered i.e. using the cognitive, affective and then the last one to be the psychomotor, because once you administer a test or in exams, they have to sit down and think that is the cognitive; their thinking abilities, then when we come to the affective, the feeling that they have about the question or how they should go by. Then maybe the psychomotor will have to be doing some sort of movement and even they are writing, responding to the questions, they have to use their hands, apart from that too, if they are embarking on any educational trip they move from one place to another. So in that regards I can say that all the three types of the domains are being used*" [Somaoh].

> "*Okay, usually in my end of term exams these are the domains I cover; Knowledge and understanding, analysis of issues, I also look at skills and values, creativity, and application of knowledge, how the child can apply the knowledge to solve personal and societal problems*" [Gabriel].

> "*Oow, the three domains are all used. We cannot ignore any of them, the cognitive, the affective, and the psychomotor. So I set questions to cut across to reflect the three domains*" [Paul].

The following participants (Eva, John and Wisdom) also shared similar views with the first three (3) participants above. This is evident in their comments quoted below:

> "*I measure all the domains but mostly on the cognitive and the affective domain. Yeah, cognitive because, Social Studies has to do with critical thinking. If it is critical thinking, then it only important that I pay much attention to developing students" brain or mind or their act of thinking.it is affective because we are saying the subject helps us to instil discipline and become patriotic. Then it means that I have to focus more on the aspect of the students" life. So that they become useful not only to themselves, but also to the nation at large*" [Eva]

> "*If you refer to the syllabus, assessing student is holistic thus, through the various dimensions. I think they are three (3). You have to assess their knowledge and understanding, their application also and what is the other one*" [John]

> "*Affective domain is where the child is able to come out show appreciation and demonstrate the understanding of what the students have learnt. The psycho-motto domain becomes the project manipulative so; let me say it cut across all domains. Yes, you don"t just use a particular one*" [Wisdom].

All the comments made by the participants above indicated that they attach importance to all the three educational domains of learning, hence set questions to cut across all the domains. Even though Eva"s comments suggest that she emphasises the cognitive a little over the other two, in the final analysis, all responses by the six participants show that they measure learning in all the three domains. The literature significantly affirms this finding that assessment of students" learning behaviour is

expected to be carried out in totality. That is assessing students" learning in the cognitive, affective and psychomotor domains (Quartey, 1984; CRDD, 2007; 2010).

On the same item, Samuel had this to say:

> *"Nmmm… normally it is the affective domain. You see, because the affective talks about relationships, how to relate to the students, how the student should feel about others so that ethnocentrism, that ethnic conflict is removed from the students" mind so the affective is more to me when I am teaching Social Studies so know the relationship so that the student are able to come out with their weism aspect of education, so that when they are in class, discrimination and injustice and intolerance and other things are done away with so that we can become one i.e. oneness is more of what Social Studies is looking for"* [Samuel].

The comment by Samuel above is rather very interesting. The participants by his comment, appears to suggest that apart from the affective domain of the educational objectives, the others such as cognitive and psychomotor domains are not significant as far as Social Studies is concerned. In as much as the affective domain of learning is central as far as the teaching and learning of Social Studies is concerned Miller (2005), the other domains of educational objectives are equally important in producing holistic citizens who are capable of contributing immensely to finding lasting solutions to societal problems. This is to say that learning is a multi-domain process involving intellect, emotion, and physical skills. In other words, learning is associated with behavioural changes in the cognitive, affective (attitudes and feelings and psychomotor domains (Farrant, 1980).

From the above, it is concluded that this participant is probably not assessing learning in Social Studies in a manner that will help produce holistic individuals capable of solving their own personal problems, not even to mention problems of the society.

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However, the following participants also shared their views as follows:

"*Normally, its cognitive and affective domains*" [Ben]

"*I normally use cognitive and affective domain. My reason being that, as the general objectives imply that they should at the end of the programme, they should be able to fit well into the society, they should be intellectuals, to be on their own, I give them more of the cognitive, the applications and then brainstorming*" [Isabella]

The views shared by Ben and Isabella (participants for the study) revealed that their test items emphasises the cognitive and affective domains to the neglect of the psychomotor domains. Their views however coincide with Dhand"s 1966 assertion that the psychomotor domains are not "directly applicable to the area of social studies. That is to say the psychomotor domain of educational objective appears to emphasise muscular or motor skills hence has no locus in the teaching and learning and assessment of Social Studies content.

The implication of the above findings is that the participants perhaps are not engaged in holistically assessing learning in Social Studies particularly in the study area, this could affect the lofty goal of subject to producing reflective and competent citizens who are capable of prescribing solutions to our numerous personal and societal problems. At this point, it is important to reiterate that Social Studies as a subject is considered as citizenship education which deals with societal problems relating to the survival of the individual and society. This is possible only by inculcating in students the relevant knowledge, attitudes, values and skills (Blege, 2001). That is to say that even though assessing learning in the affective domain is crucial as far as Social Studies is concerned, it is equally important to fairly assess learning in the cognitive and psychomotor domains as the subject deals not only with equipping learners with attitudes and values but also equipping them with as it was, relevant knowledge and

skills. In any case, it is argued that some of our attitudes, values and feelings emanate from the knowledge we possess (Quartey, 1984), hence there is the need to also focus some attention to other domains such as the cognitive domains of learning. This calls for a complete assessment in Social Studies which must ideally cover all the three domains of educational objectives.

Finally, on item fifteen on the interview guide which read, *which assessment techniques do you use in evaluating learners in Social Studies,* the participants again, shared their views by making these comments as shown below:

This is what Gabriel; (one of the participants) had to say. His view seems quite different from the other participants as will be seen subsequently:

> "*Some of the assessment techniques I use it; certain times I use brainstorming, certain times I allow students to dramatize what they have been taught, certain times I also allow students to role play and this guide me to achieve the objectives*" [Gabriel]

The assessment techniques employed by this particular participant, shows that he focuses on the assessment of the affective and psychomotor domains. For example the use of the role play as a technique is said to be more appropriate for the assessment of learning in the affective domain (Dynneson & Gross, 1999). Again, the use of technique such as brainstorming and dramatization, measures learning fairly well in the cognitive and psychomotor domains. From the above, it is concluded that the participant assesses learning across the three domains of educational objectives. By this, one can say that the participant is helping to produce holistic individuals who are capable of effectively performing their roles as good citizens.

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However, at the pose of this follow-up question, *apart from the assessment technique you have already mention, how often do you employ techniques such as likert scale, portfolio and observational sheets in your assessment practices?* Gabriel shared the following comments:

> "*Normally, because of the huge numbers, we consider oral test, pen and paper group work and sometimes project work. Sometimes we lack the resources to use some of these techniques*".

From the comments above, it appears that even though the participant seems to be familiar with the aforementioned mentioned assessment techniques, these techniques, perhaps have never been used in his assessment practices. The words of the participant"s such *as "…..sometimes we lack the resources to use some of these techniques*" lends credence to the above extrapolation. Per the above, it is suggestive that the assessment practices employed by the participants departs from what the literature prescribes as being best practices thus, employing varied assessment techniques in assessing learning in Social Studies (Jarolimek, 1986; Dynneson & Gross, 1999). The implication is that this participant by this practice fails to assess varied outcomes as expected from Social Studies instructions.

In another development, all the other participants shared almost the same views as revealed by their comments as follows:

> "*Oral questioning, test, pen and paper and sometimes group work*" [Ben]

> "*Errm, mostly I combine the two, I do the essay type and sometimes i do oral questions. Sometimes the student don"tlearn so they copy from their friends, so as you ask them oral questions and award marks, if they have really learnt they can explain for you to get it. So mostly, apart from the essay, I do oral questioning*" [Wisdom].

"Because Social Studies is usually concerns with things around us I employ oral questioning to find out if the students are familiar with the things going on around us in connection with the lesson we are having. Other times I employ individual assessment, where I turn to look at how the student has understood the lesson taught" [Paul].

Other participants also shared similar views with the participants above; this is evident from their comments quoted below from the transcribed data:

"Thank you very much. I have so many techniques used in evaluating learners in Social Studies. We have administration of test items, brainstorming sessions or allowing students and their ability to close the lesson will also tell you that the lesson has been successfully taught on their response to questions at the end of the lesson or of something of that…." [Kankam]

"Test is obvious; I use test and assignments, individual assignments" [Eva].

When this follow-up question was asked, *apart from these techniques you have mentioned how often do you also use techniques such as likert scale, project, portfolio and observational sheet?* This is what Samuel had to say:

"with the attitudinal scales and portfolio, those ones are there but you see, this time actually, looking at the curriculum and the time given, for example, each period is made up of 40 minutes and a maximum of 2 hours and if something crops up it means that you are not going to have all the 2 hours to be with the child so it means that the little time you get you try to rush through ahaaa… this doesn't give us much time to go through all these types of assessments. So we often do the written type, what we call pencil- and –paper or pen and paper; write and let me see what you have learnt".

From the participant"s comment, it is clear that due to time constraint she does not employ varied assessment technique that adequately assess learning in Social Studies. What is common among graduate teachers in the study area is the use of test (paper and pencil) to the neglect of other equally important techniques such as the likert scale and observational sheet just to mention but few. This suggests that the graduate teachers may not be assessing learning to cover all the domains of learning. This

could seriously work against the realisation of the goals of teaching and learning of Social Studies particularly in the Senior High Schools and the country at large.

On the same issue regarding the assessment techniques used by the participants, Samuel also had this to say:

> "*Eerrmm, usually, the written test is mostly used, that one is most common and personally myself what I also do is that I give them project work. Sometimes too we do group discussions and presentation of work. It gives an opportunity to student to go and read and sometimes some of the things they come out with are mind boggling*" [Samuel].

From the above, it clear that most of the graduate teachers interviewed employ test as their major technique for assessing learning in Social Studies. It appears that the use of test technique is common among Social Studies teachers at least in the study area. This observation is confirmed by Lissitz and Schafer (2002) when they found out that, in most schools in the world, assessment in education involves merely testing and grading. Meanwhile, Social Studies education reforms point to the fact that one short test cannot adequately assess the complex nature of students. As Quartey (1984, p.90) declares, it is very "difficult to use test device to obtain the true attitudes, values and feelings of learners". According to him, direct questions under a test situation will prompt students to provide answers which will not reflect what students truly feel but rather, what they ought to feel. This goes to say that graduate Social Studies teachers should focus attention on Activities and assessment techniques which not only enhance understanding but also develop insights into students" critical thinking prowess such as observations, interviews, performance tasks, role play, projects, portfolios, presentations and self-assessments (Dynneson & Gross, 1999 and Wiliam, 2006) as these are considered essential parts of implementing current approaches to teaching and assessment in Social Studies.

Furthermore, documents on Social Studies end of term examination questions set by the teachers were collected as data for the study. This was done in order to substantiate data collected during the interview session. With the taxonomy of educational objectives proposed by (Bloom et al., 1964), the Social Studies end of term examination questions were analysed. The researcher made use of simple tables and percentages for the analyses.

Table 16: Distribution of Exam Question vis-à-vis Various Domains of Learning

Domains of Learning	Teachers					Total
	A (%)	B (%)	C (%)	D (%)	E (%)	
Cognitive	45(18.8)	49(20.5)	48(20.0)	48(20.0)	49(20.5)	239(100.0)
Affective	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Psychomotor	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

A, B, C, D & E – TEACHERS

Table 16 gives a distribution of end of term examination questions as set by the various teachers (A, B, C, D and E) and the domains of learning they emphasised. In all, there were 239 items, 45(18.8%) were set by teacher A, 49(20.5%) by teacher B, 48(20.0%) by teacher C, another 48(20.0%) by teacher D whiles 49(20.5%) by teacher E. from table 4.1.7, the result reveals that all 239 items were testing the cognitive domain, while at the same time there was not a single item 0(0%) in the affective and psychomotor domains. It is indicative from the table that all the five teachers (A, B, C, D and E) have their assessment items not stressing all the domains but emphasises the cognitive domain to the neglect of the affective and psychomotor domains. The findings is inconsistent with the (CRDD, 2010) prescriptions to consider all the three domains in teaching, learning and assessment in Social Studies.

The result for result from research question 3 revealed that the graduate teachers" questions mostly measure learning in the cognitive domain with very little attention for the affective and psychomotor domains. This finding is not surprising at all, as all the participants mostly employed the paper and pencil (test) assessment technique in their assessment practices. None of the participants apart from paper and pencil technique made use of other techniques such as the observational sheets, likerts scale, Wray behavioural scale and other non-test techniques mentioned in the literature. Even though most of the teachers in the study area had sufficient knowledge about non-test assessment techniques and their significance the subject, they do not resort to their use, citing large class size, time and other resources constraints as an excuse. Hence even though a the participants claimed to measure learning in all the domains, it turned out, per the documentary analyses, as shown by Table 16 that teachers questions emphasises the cognitive domains of learning.

4.5 Summary

The demographic data show that:

1. Out of the sample size of ten (10) graduate Social Studies teachers used for the study, 10(80.0%) were males while the other two (20.0%) were females.

2. Out the ten (10) participants used for the study, six (60%)are first degree holders while four (40%) hold masters" degree in various subject areas.

3. Out of the ten graduate teachers sampled for the study, as many as six (60%) attended UEW, three (30%) were trained from UG with one (10%) being UCC trained.

4. Out of the ten (10) teachers, six (60.0%) had taught Social Studies for between 1-10 years whilst three(30.0%) had taught the subject for between 11-20 years, with just one (10%) had taught the subject for 21 year and above. The analysis

shows that even though only one (10%) had taught the subject for 21 years and above, majority six (60.0%) of the participants had taught Social Studies between 1-10 years.

The following are the broad outcomes derived from the discussion of the various sources of data used in the study:

The research question1 for the study revealed that most of the graduate Social Studies teachers did not have an in-depth knowledge about the objectives of teaching Social Studies in Ghanaian Senior High Schools. Even though most of the teachers touted about their in-depth knowledge about the curriculum/ instructional objectives of teaching the subject during the interview session, data from the observational sheet proved that as many as seven (70%) did not possess in- depth knowledge about the objectives of teaching the subject in Ghana. Just a few teachers demonstrated sufficient level of knowledge about the curriculum/instructional objectives of teaching Social Studies in Ghana.

Meanwhile, the research question 2 revealed that majority of the participants" assessment practices are to a large extent not influenced by the curriculum/ instructional objectives of teaching the subject. The data gathered from the observational session also confirms the data collected from the interview session, i.e. that graduate Social Studies teachers in the study area do not consider the curriculum/ instructional objectives in their assessment practices. More so, most of the participants failed to apply the syllabus reference number in their assessments (SRN) made it almost impossible to attain the stated specific behavioural objectives; especially when majority of the participants also failed to prepare lesson notes.

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Finally, on the research question 3, the result shows that Social Studies teachers‟ examination questions emphasise the cognitive domain even though almost all of the participants hold the view that Social Studies is citizenship education with its focus being the affective domain. Again, not only did the documentary analysis shows that most of the end of term examination questions concentrates on the cognitive to the neglect of the affective and psychomotor domains but also revealed that participants do not employ non-test techniques in their assessment practices hence, failing to measure learning in all the three domains of educational objectives..

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This researched has been undertaken to investigate the influence of graduate Social Studies teachers" knowledge base of the curriculum/ instructional objectives on assessment practices in Ghanaian Senior High schools. This Chapter begins with a summary of the key findings of the study. This followed by the conclusions drawn from the research which highlights the professional insights gained and policy implications. The third section presents some limitations of the study and end with recommendations for further research.

5.1 Summary of Key Findings

The study sought to explore the influence of graduate Social Studies teachers" knowledge base of the curriculum/instructional objectives on assessment practices in Ghanaian Senior High schools. A qualitative research methodology was employed to obtain data basically through interviews, observations and documentary analysis. The study sought to examine three major issues. The first is the familiarity of graduate teachers with the curriculum/ instructional objectives of teaching Social Studies in Ghana. The second is the influence of teachers familiarity of the curriculum objective of Social Studies on assessment practices while the third is the domains of educational objectives Social Studies teachers" questions emphasises.

5.1.1 Teachers' Familiarity with Social Studies Curriculum/Instructional Objectives

Findings from the study reveal that graduate teachers possess varied levels of familiarity with the curriculum/ instructional objectives of teaching Social Studies at the Senior High School level. Apart from just a few who could not give satisfactory answers to some of the questions, most of the participants demonstrated sufficient knowledge about the curriculum/instructional objectives of teaching Social Studies in Ghana. Their ability, for example to differentiate between curriculum and instructional objectives and give accurate source(s) of these objectives as well as their ability to state the ultimate goal of teaching Social Studies in Ghana among others, show that majority of the participants demonstrated an in-depth knowledge or familiarity of the objectives of teaching the subject in the Ghanaian Senior High Schools.

5.1.2 Influence of Teachers' Familiarity of the Curriculum Objective of Social Studies on Assessment Practices

The analysis of influence of teachers" familiarity of the objectives of Social Studies on assessment focuses on whether or not teachers" assessment practices are influenced by the curriculum/instructional objectives of teaching Social Studies. Findings from the study indicate that teachers" assessment practices were to a very large extent not influenced by the objectives of the subject. The observational session revealed that not only did the performances in the test items not match with performances in the curriculum/instructional objectives; but the choice of assessment techniques were inappropriate as the participants for instance used pencil-and–paper test in evaluating learning objectives dealing with valuing and the development of skills. Interestingly enough, even though all the participants agree that the overall goal of Social Studies is

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citizenship education; their assessment practices did not reflect the curriculum/instructional goals of the subject. Regardless of the seemingly in-depth knowledge demonstrated about the objectives of the subject, the assessment practices of the participants were largely influenced by other factors such as class size, time, inadequate resources, weak teacher knowledge in Social Studies assessment and other classroom related factors other than the curriculum/instructional objectives. That is to say that the acquisition of knowledge is not enough but that it is what a person does with his or her knowledge that matters the most.

5.1.3 Domains of Educational Objectives Social Studies Teachers' Questions Emphasises

The results indicate that graduate teachers assessment items/questions, mostly measure learning in the cognitive domain to the neglect of the affective and psychomotor domains. This is in spite of participants" view that the purpose of Social Studies influences the teachers to develop relevant knowledge, positive attitudes, values and skills in their students. Most of the participants employed pencil-and–paper test with more of the objective test questions with just a hand full of the essay type questions as revealed by the analysis of the Social Studies end of term examinations documents/paper. It was also find out that even though the participants agree that Social Studies per its nature emphasizes the affective domain of learning, yet none of the participants resorted to the use of non-test assessment techniques such as observational sheets, attitude scales, checklist, just to mention but a few which the literature confirms as most appropriate means of obtaining credible records on students" feelings, values, attitudes and behaviours compared to the paper- and-pencil- test.

5.2 Implication for Teaching and Learning

Curriculum/instructional objectives are very important for the effective teaching and learning of Social Studies. This is because the objectives form the bases for the selection of content, instructional methodology and assessment procedures. Hence, Social Studies teachers having in-depth knowledge base about the curriculum/instructional objectives of teaching the subject is likely to promote the effective teaching and learning of the subject in the country for the successful attainment of the fundamental goal of teaching and learning of Social Studies; which is to produce concerned, reflective and participatory citizens who are willing to help in solving personal and societal problems. By this, it is commendable that regular in-service training be organised for teachers of the subject to see the need to always be abreast with the objectives of teaching and learning of Social Studies particularly at the Senior High School level in Ghana.

Furthermore, failure on the part of Social Studies teachers to keep the objectives of the subject at the back of their mind is adversely affecting teaching and learning of the subject. Until the curriculum/instructional objectives form the bases upon which instructional decisions are made, instructional activities such as the selection of content; teacher-learner activities, instructional techniques as well as assessment technique will remain inconsistent with the objectives of teaching and learning of the subject in Ghana. Consequently, we may fail to achieve the lofty goal of the subject, in that student may not receive the needed instruction to help them become individuals who possess the right knowledge, attitudes and skills in solving real problems that threaten our society.

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Finally, the over stimulation of the knowledge components of the subject to the neglect of the affective and psychomotor domains may only result in producing half-baked individuals who may not be competent enough to finding solutions to problems that threaten our survival as people. Unfortunately, this defeats the overall purpose of Social Studies instruction in Ghana.

5.3 Conclusions

The study basically examined three principal issues: graduate teachers" knowledge base of the objectives of teaching and learning Social Studies, influence of teachers" familiarity of the curriculum objective of Social Studies on assessment practices and domains of educational objectives Social Studies teachers" questions emphasises. The analysis and the discussions accentuate that most of the graduate teachers engaged for the study, demonstrated a very good knowledge of the curriculum/instructional objectives of teaching and learning Social Studies at the Senior High School level. From the foregoing, the researcher concludes that most participants have been trained to handle the subject.

However, the participants failed to consider the curriculum/ instructional objectives in their assessment practices. Most of the participants" choices of assessment techniques were incongruent with their instructional objectives. Even though the participants demonstrated a very good knowledge of the objectives of teaching the subject, they failed to translate theory into practice.

The analyses also highlight that the graduate teachers" questions emphasised the cognitive domain of educational objectives. It also came up that even though teachers recognises the nature of Social Studies and the need to combine non-test techniques with paper-and-pencil test, they only employ paper-and –pencil test, citing reasons

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such as large class size, time and resources constraints. The results are clear that the participants" assessment practices are inconsistent with the main goals and objectives of the subject which is to develop a reflective, concerned, responsible and participatory citizen in the civic life of a country.

5.4 Recommendations

In the light of the findings, the following recommendations are made for the effective teaching, learning and assessment in the area of Social Studies:

1. Since the objective is the pivot around which the entire instructional process evolves, graduate teachers should be encouraged to be familiar with the objectives of teaching and learning of Social Studies. This is because the failure on the part of teacher to consider the curriculum/instructional objectives only goes to militate against the successful implementation of the Social Studies curriculum in Ghana. Even though the Social Studies teaching syllabus for senior high schools, 2010 edition, recommend that teachers carefully read through the general objectives and the general aims before and after teaching a unit, the Ghana Education Service (G.E.S) in conjunction with Curriculum Research and Development Division (CRDD) must put in place practical measures such as regular supervision to ensure that teachers dully do so. This will go a long way to ensure that graduate teachers familiarise themselves more with the objectives of the subject for effective instruction and assessment in Social Studies.

2. Since most teachers do not consider the curriculum/instructional objectives in the teaching, learning and assessment in Social Studies, sensitization workshops and in-service training should be organized by the Ministry of Education (MoE) through the Ghana Education Service (G.E.S) for graduate

teachers handling the subject at all levels on the need to always have the objectives at the back of their minds. By this, teachers would be reminded to always consider the general aims and objectives in the selection of appropriate content, methodologies and assessment techniques.

3. Furthermore, graduate teachers are to be constantly reminded that their basic role of facilitating learning depends largely on their familiarity with the major objectives of the subject area and must as a matter of necessity be abreast with formulating objectives in all the domains of learning as proposed by the literature. Teachers should recognise that to adequately measure learning to cover the cognitive, affective and psychomotor domains, play a major role in producing holistic individuals capable of using the head, the heart and the hand in finding solutions to the numerous and diverse problems that confront our society today.

4. Also, since most teachers resort to the use of pencil-and-paper form assessment, training institutions or the universities should design their training programs to include enough not text assessment techniques such as observational sheets, likert scale, project and portfolio and encourage student-teachers to combine these authentic forms of assessment with other forms of assessment to help bring out the true pictures of learners in terms of values, attitudes and skills. This will give both teachers and students alike a measure of their progress in order to make appropriate educational decisions, and refocus teaching and learning to make it more efficient and effective.

5. Finally, in order to ensure success in improving the educational system, there must be monitoring in the curriculum design and its implementation. Educational policy could fail if there are lapses at any of the levels, that is,

curriculum design, implementation and monitoring. In this study, however, the improvement of attitudes must be seen as the hallmark of Social Studies programme at the training institutions. This can be done with an increase in supervisory role carried out by the training institutions or universities in the country to see how their products are performing. These could help the programme to achieve its goals and objectives of teaching it.

5.5 Limitations to the Study

Generally, there are many problems that are usually associated with social science researches such as this. These problems or challenges may in one way or the other constitute limitations to the study. However, the challenges are varying depending on the nature of the study and the circumstances under which the study is carried-out. This research is no exception and the researcher acknowledges the following as limitations to this research:

The relatively small sample size of ten participants, the use of only one Region out of ten, as well as the use of only three schools in just one Municipality. As such, the findings may be difficult to generalize to the population of graduate Social Studies teachers in Ghana. The research would have provided a more useful and wider picture about the familiarity of graduate Social Studies teachers with the curriculum/instructional objectives and how it influences their assessment practices; if it had included more graduate Social Studies teachers from other schools within Municipalities of other Regions.

Again, the unwillingness, uncooperative and lackadaisical attitudes on the part of some of the participants to open up during the face-to-face interviews was a limitation to the study. The quality of the pieces of information given by the participants is likely to be affected by the attitudes they demonstrated.

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Finally, it was not possible to fully ascertain teachers" knowledge base of the curriculum/ instructional objectives and their assessment practices within a short period of observations and interview sessions. A longer period of time is required to observe teachers on a number of occasions to enable the researcher gather better and further data to fully appreciate teachers" assessment practices.

5.6 Recommendation for Future Research

In as much as this study has been fully carried-out, the findings indicate that there are still a number of issues to be investigated; as far as the curriculum/ instructional objectives vis-à-vis assessment practices in Social Studies is concerned. Some of the issues are:

The same study could be conducted on a larger scale. A greater number of teachers from a range of administrative districts and regions representing an increase in the sample size would be very useful in drawing conclusions that would inform policy decisions. Several other variables could be considered such as using teachers who are professionally trained to teach Social Studies.

A research could also be conducted on teachers at the basic schools, to investigate their understanding of the curriculum/instructional objectives and how it impact on their assessment practices.

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APPENDICES

APPENDIX A

Letter of Introduction

UNIVERSITY OF EDUCATION, WINNEBA
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P. O. Box 25, Winneba, Ghana   socialstudies@uew.edu.gh
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21st February, 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. FRANCIS OPARE

We write to introduce Francis Opare to your outfit. He is a prospective second year M. Phil Social Studies Education student with registration number 8160140007 from the above named Department.

As part of the requirements for the award of the Master of Philosophy degree, he is undertaking a research on "*Graduate Teachers Knowledge base of the Curriculum Objective at the senior High Schools and their assessment Practices in the Suhum Municipality of the Eastern Region of Ghana* ."

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

Thank you.

Yours faithfully,

LUCY EFFEH ATTOM (PH. D.)
AG. HEAD OF DEPARTMENT

APPENDIX B

Interview Guide for Social Studies Teachers

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

TOPIC: EXPLORING TEACHERS" UNDERSTANDING OF THE OBJECTIVES

OF TEACHING SOCIAL STUDIES IN GHANAIAN SENIOR HIGH SCHOOLS

AND THEIR ASSESSMENT PRACTICES: A CASE OF SUHUM.

Dear sir/madam

I am a second year master of philosophy students of the University of Education, Winneba, currently conducting a study on the influence of teachers" knowledge base of the objectives of teaching social studies on assessment practices in Ghanaian senior high schools as part of my research work. As a teacher and a stakeholder in the subject, your views are considered very important in this study and I would be grateful if you could avail yourself to respond to the following set of questions on this all important topic.

You are assured that your responses will be treated with utmost confidentiality and anonymity and would be used solely for the purposes of this research

Thank you for your cooperation.

Yours sincerely,

Francis Opare.

SECTION A: Biographical Data

a. Date of interview……………………………………….
b. Gender…………………………………………………..
c. Name of school…………………………………………………..
d. What is your highest professional/academic qualification? ....
e. Institution attended for your highest educational qualification?
   ……………….
f. How many years have you been teaching the subject? …………………….

SECTION B: Graduate teachers" knowledge base of the Senior High School Social Studies curriculum objectives.

1. What is your general understanding of the term objectives?
2. What will you say is the ultimate objective/goal of teaching Social Studies in Ghana?
3. What is your source(s) of knowledge about the objectives of teaching social studies in Ghana?
4. How familiar are you with the objectives of social studies
5. How different is curriculum objectives from instructional objectives?
6. Do you have a personal copy of the Social Studies Syllabus for Senior High Schools?
7. How often do you read/refresh your mind on the general objectives of the subject

SECTION C: influence of graduate teachers" knowledge of the Senior High School Social Studies curriculum objectives on assessment items?

8. How do you know whether your instructional objectives have been achieved?
9. In what way(s) do curriculum/instructional objectives influence your assessment technique?
10. How do the questions you set assist in the attainment of your instructional objectives?
11. How relevant is the syllabus reference number (SRN) to your assessment practices

SECTION D: domains of educational objectives Social Studies teachers" questions emphasise?

12. What are the types of questions you use to assess your students?
13. How does the nature of Social Studies influence the type of questions you use to assess your students?
14. Which domains of learning do you often measure in your class exercises and end-of-term exam? Give reasons for your answer
15. Which assessment techniques do you use in evaluating learners in Social Studies?

APPENDIX C

Observation Checklist/ Protocol

ITEMS	Very Good	Good	Average	Below Average	Not Available
Section A: Graduate teachers" knowledge base of the Social Studies curriculum objectives					
1. Teachers" knowledge base about Social Studies curriculum objectives					
2. Teacher"s lesson plan clearly states specific instructional objectives for the lesson.					
3. Teachers" familiarity with instructional objectives					
4. Relevance of specific instructional objectives to the lesson.					
5. Linkage of instructional objective(s) with curriculum objective(s).					
6. Teacher quotes or uses the syllabus reference number.					
Section B: Influence of graduate teachers" knowledge of the curriculum objectives on assessment items?					
7. Extent to which the Performances in the Curriculum Objective and the Items match					
8. Extent to which teachers" questions assist in the attainment of instructional objectives					
9. Teacher employs assessment techniques that assist attainment of instructional objectives					

10. Teacher"s questions challenges students to apply their knowledge to issues/problems.					
Section C: Domain of educational objectives Social Studies teachers" questions emphasise.					
11. Assessment items elicits lower order (factual) answers					
12. Extent to which assessment items elicits higher order answers?					
13. To what extent does assessment techniques employed fairly evaluate lessons in all the three domains?					
14. Teacher"s questions encourage students to develop positive attitudes.					
15. Teacher"s test items promote students" ability to determine cause and effect relationship.					
16. Test items emphasises students" ability to be creative					
17. Teacher"s questions promote learners" ability to demonstrate awareness and sensitivity to issues.					
18. Teacher"s test items stress the development of social participation skills among learners. (E.g. teamwork skills).					

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