UNIVERSITY OF EDUCATION, WINNEBA

AN INVESTIGATION INTO THE TEACHING OF SOCIAL STUDIES

CONCEPTS IN SENIOR HIGH SCHOOLS IN THE KRACHI EAST
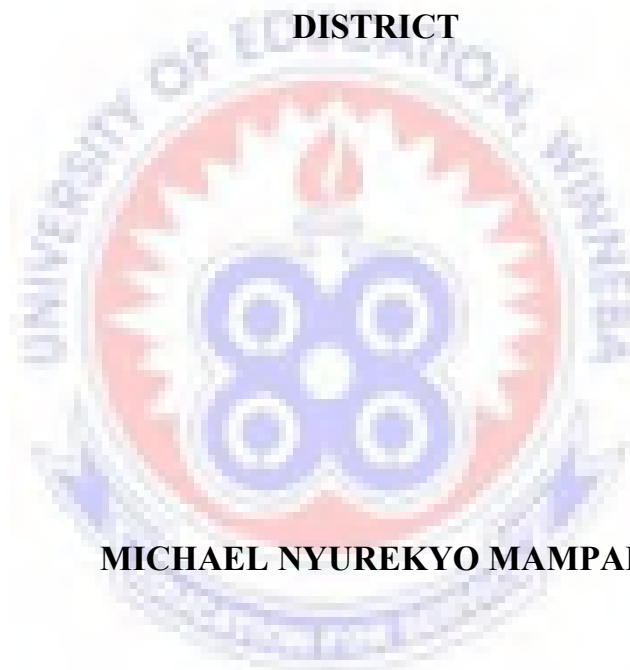
DISTRICT

MICHAEL NYUREKYO MAMPAH

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UNIVERSITY OF EDUCATION, WINNEBA

AN INVESTIGATION INTO THE TEACHING OF SOCIAL STUDIES CONCEPTS IN SENIOR HIGH SCHOOLS IN THE KRACHI EAST DISTRICT

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AUGUST, 2016

DECLARATION

Student's Declaration

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

SIGNATURE…………………………

DATE…………………………….......

Supervisor's Declaration

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

NAME OF SUPERVISOR: PROF. A. Y. QUASHIGAH

SIGNATURE:………………………...

DATE:……………………………

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DEDICATION

This work is dedicated first to my parents Mr. William Yaw Mampah and Mrs. Veronica Afua Okonengye Mampah for being the pillars behind my academic work. Second, to my siblings, Emmanuel Akwasi Mampah, Faustina Ama Mampah, Solomon Yaw Mampah and Joyce Abena Mampah for their inspiration, support and encouragement towards the completion of this work.

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ABSTRACT

This study was carried out in two Senior High Schools in the Krachi-East District in the Volta Region of Ghana to investigate the teaching of Social Studies concepts. Concepts allow individuals to classify objects and ideas and provide the basis for the networking of ideas for thinking, especially, higher level thinking in any subject. The study was structured basically within the framework of mixed method approach. The instruments used in the collection of data were an interview guide, questionnaire and an observation guide. The participants of the study were six Social Studies teachers who were purposely sampled and thirty students who were sampled based on stratification. The study brought to light that: Discussion technique dominated the teaching in Social Studies, Fieldtrip and Pre-reading Activity for Concept Enhancement (PACE) were virtually absent in the teaching of Social Studies. The lecture technique is still heavily relied upon by teachers in the teaching of Social Studies, electronic media were not used in the teaching and learning of Social Studies concepts, newspapers, magazines and journals were not available. Both teachers and students had positive attitudes towards the teaching and learning of Social Studies concepts. Based on the findings, certain recommendations were made. These include the provision of avenues for in-service training for Social Studies teachers to upgrade their skills and competencies in both content and pedagogy, the use of technology in teaching Social Studies and the provision of teaching and learning resources to aid teaching and learning.

CHAPTER ONE

INTRODUCTION

Background of the study

A major concern of education everywhere is to change the learners in some way. In this regard, one of the objectives for the implementation of the 1974 Education Reform Programme in Ghana in the 1986 /1987 academic year was to enable the products of the school system to play a functional role in society as informed, participatory citizens, economic producers and to pursue self- determined paths to improve the quality of their lives (GNAT Bulletin, August – October, 1995). One way of realising this lofty educational goal is to ensure that the learners understand the concepts that they encounter in the various subjects that they learn.

Concepts are categories used to cluster information. They organise specific information under a label. McDonald (cited in Ayaaba, Ngaaso and Odumah, 2010) describes concepts as "pictures of our minds". Parker and Jarolimek (1997) (cited in Ayaaba et al., 2010) are of the view that "concepts are ideas". Savage and Armstrong (2000, p. 179) are of the opinion that concepts are labels that we give to categories of information that have certain common attributes. Similarly, Arends (2000, p. 472) explains concepts as ways of organising knowledge and experiences in categories within which items have common attributes. From the above explanations, one may say that concepts are the ideas or mental pictures which an individual forms about an object or something, based on his or her experience. The Social Studies curriculum particularly abounds with abstract concepts such as democracy, family, constitution, leadership and followership, to mention but a few. Hence it is imperative for Social Studies teachers to structure their teaching in such a way as to assist students to

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understand these concepts so that they can derive maximum benefit from the teaching being offered. As Mehlinger (1981) points out, a principal task of the Social Studies teacher is to enrich his students" store of concept about society and human affairs. Novak (1977) stresses this point when he asserts that a person"s grasp of concepts in a subject is the basis for understanding in that subject. He indicates that concept – based learning has three advantages for the learner. First, knowledge is retained much better: second, it adds to the capacity of the learner for easier subsequent learning of related materials; and third, it facilitates new related   learning even after forgetting has occurred. Several other scholars have underscored the importance of concepts in teaching and learning of Social Studies (Ayaaba, 2006; Aggarwal, 2001; Blege, 2001; seefeldt, 2001; Martorella, 1994; Banks, 1990; Prawatt, 1987).

Although factual knowledge is important for helping students to learn, nonetheless, such knowledge becomes meaningful only within the larger context of a concept (Ayaaba, 2006). Hence, Dynneson and Gross (1999) bemoan the situation where teachers consciously or unconsciously focus their teaching on the acquisition of factual knowledge as isolated elements of knowledge which students are required to recall and apply. The application of factual knowledge is certainly a common and serious error in teaching which must be discouraged, mainly because today"s fact becomes tomorrow"s fiction.

In an an attempt to further emphasize the relevance of concept learning in Social Studies, Mehlinger (1981) poses the following thought - provoking and challenging questions to the Social Studies teacher: Has learners" capacity to reflect more carefully and profoundly upon their own experiences, their society and the world been enhanced as a result of social studies teaching? Or has learners" ability to reason about

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society remained at a level largely undifferentiated from that of people who lack formal education? These questions amply show that the teaching and learning of concepts in Social Studies should lead to attitudinal change in learners. Blege (2001) buttresses this point when he opines that concept development in learners leads to attitudinal change, which is a primary focus of Social Studies education. He stresses that a learner"s behavior is largely influenced by the amount of exposure that he has with concepts.

In fact, the National Council for the Social Studies (NCSS, 1998) also advocates the organisation of the teaching and learning of Social Studies around concepts, and not isolated facts. Mehlinger (1981) shares this view by reminding us of Ausubel"s (1968) admonition that "anyone who pauses long enough to give the problem serious thought cannot escape the conclusion that man lives in a world of concepts rather than a world of objects". I also concur with this view because meaningful learning of any topic occurs only when the learner has amply demonstrated competence in the concepts inherent in the topic.

Statement of the problem

Senior High School students in the Krachi- East District do not appear to understand very well concepts that they encounter in Social Studies topics that they learn. Students are unable to create their own understanding of the concepts due to over emphasise on rote learning. This greatly affects their understanding of Social Studies as effective learning is intricately related to conceptual understanding (Novak, 1977; Blege, 2001; Mehlinger, 1981). Perhaps, the situation arises from the fact that Social Studies teachers do not structure their lessons in a manner that would provide opportunities for learners to appreciate and understand concepts. Concepts are the

mental pictures formed by individuals or kind of labels used to classify items that have common attributes. Since students in the Senior High Schools are in their formative years, it is imperative to expose them to conceptual learning to facilitate their understanding of Social Studies content. Hence the need to conduct this study to ascertain what pertains regarding how Social Studies concepts are taught in Senior High Schools in the Krachi-East District. The problem was identified in the Krachi-East district, hence the selection of the district for the study.

Purpose of the Study

The purpose of the study was to investigate the status quo regarding the teaching of social studies concepts in Senior High Schools in the Krachi East District in the Volta region of Ghana.

Objectives of the study

The specific objectives of the study were to:

1. Ascertain the professional and academic qualifications of Senior High Schools Social Studies teachers in the Krachi East District.

2. Examine the methods, techniques and strategies that are being used to teach Social Studies concepts in the Senior High Schools in the Krachi East District.

3. Assess the attitudes of Social Studies teachers and students in Senior High Schools in the Krachi East District towards the teaching of concepts in the subject

4. Determine the resources available for teaching concepts in Social Studies in the schools.

Research questions

To accomplish the purpose and objectives of the study, the following questions were formulated to guide the study.

1. What are the professional and academic qualifications of teachers teaching Social Studies in Senior High Schools in the Krachi East District?

2. What methods, techniques and strategies do teachers use to teach concepts in the subject in Senior High Schools in the study area?

3. What are the attitudes of Social Studies teachers and students in Senior High Schools in the Krachi East District towards the teaching of Social Studies concepts?

4. What resources are available for the teaching of concepts in Social Studies in the Senior High Schools in the study area?

Significance of the study

First, it has been identified by the Secondary Education Commission, cited in Aggarwal (2001) that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right method of teaching. As such, the findings of the study would help Social Studies teachers to use appropriate teaching method, techniques and strategies in teaching Social Studies concepts since they would be exposed to the techniques, skills and competencies required for effective and efficient teaching of the subject.

Secondly, teacher training should not end at the pre-service level. There is the need for regular in-service training to upgrade the skills and competencies of Social Studies teachers. Hence, this study would provide relevant data for policy makers and the Ministry of Education to provide in-service training for Social Studies teachers to

upgrade their skills and competencies in teaching the subject. Thirdly, the study would provide literature for future studies on the subject as well as provoke discussions in academia on the issue. Finally, the study would also be relevant to Senior High School students since they stand to benefit from quality Social Studies teaching as a result of the outcome of this study.

Limitations of the study

Ideally, the study should have covered many districts and schools in the country to ensure a more valid generalisation. However, the study was conducted in the Krachi East District. This is only one out of the numerous Districts in the country. Besides, only Social Studies teachers in the District were studied out of the Social Studies teacher population in Ghana .These may limit the generalisability of the study results to cover the entire Social Studies teacher population in the country. In addition, it was ideal to have a higher number of participants, especially, teacher participants in the study for a better generalisation. However, only six Social Studies teachers were purposively drawn from the Senior High Schools in the district while thirty (30) participating students were selected through stratified sampling technique from the form three (3) classes. The sample size and sampling procedure however made it quite difficult to generalise the results of the study to cover the entire teacher population in the country.

Delimitations of the study

This study focused on the teaching of Social Studies concepts in the Senior High School level. It was further restricted to only the teaching of Social Studies concepts in the Krachi East District of the Volta Region.

Definition of terms.

Concepts: These are the ideas or mental pictures which an individual forms about an object or something, based on his or her experience. They are also labels used to classify objects, ideas or things that share common attributes.

Concept teaching: Approaches to teaching in which the emphasis is on helping students learn how to make and label categories of ideas, objects and experiences.

Method of teaching: This is how a teacher intends to proceed with a lesson.

Technique of teaching: All the activities which are performed in class, either by the teacher or learners in order to achieve the method chosen for the lesson.

Strategy of teaching: The sequencing or ordering of techniques that a teacher selects to teach a particular lesson.

Qualification: Professional training acquired by Social Studies teachers in both content and pedagogical skills of the subject area.

Attitudes: An individual‟s feelings or predispositions towards certain phenomena.

Resources: These are the people, places and materials a teacher uses to facilitate teaching.

Organisation of the Study Report

This thesis report is organised into six (6) chapters. The first chapter is the introductory chapter. This chapter comprises the background of the study, statement of the problem, purpose, objectives, research questions, significance of the study, limitations, delimitations, definition of terms and organisation of the study.

Chapter two deals with the theoretical framework for the research, a comprehensive review of relevant or related literature in the research area and identifiable gaps in the literature reviewed. Chapter three presents the methodology used to conduct the study. This include the method, research design, population, sample and sampling procedure, data collection instruments and administration of the instruments, validity and reliability, method of data analysis and ethical issues. In chapter four, I present the results and findings of the study with references to tables and figures to support them. In chapter five, I discuss the results and findings with references to already identified opinions, especially from the literature reviewed in chapter two to draw conclusions. In chapter six which is the final chapter, I present a summary of the findings, conclusions and the recommendations made based on the findings.
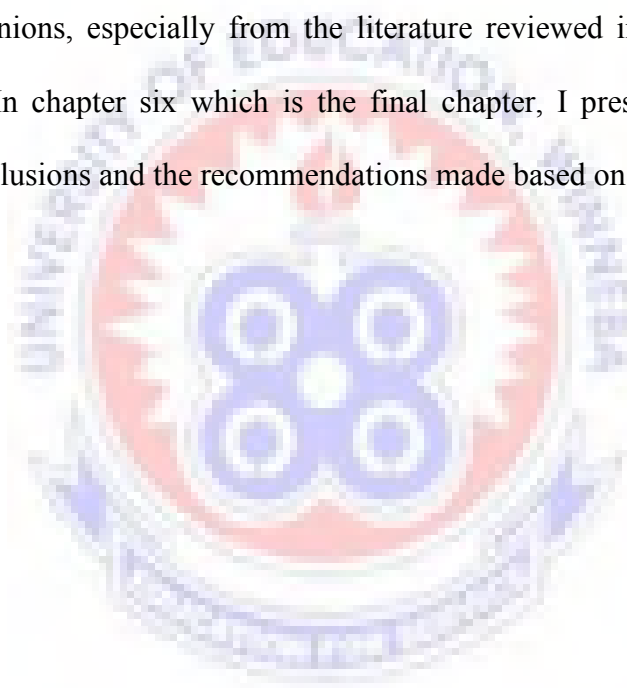
CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, I reviewed the literature pertinent to the research problem. The review was done under the following sub-headings:

a. Theoretical framework

b. Meaning of concepts

c. Nature of concepts

d. Types of concepts

e. Professional and academic qualifications of Social Studies teachers

f. Methods, techniques and strategies for teaching Social Studies

g. Attitudes of teachers towards the teaching of Social Studies concepts

h. Attitudes of learners towards the teaching and learning of Social Studies concepts

i. Resources for teaching Social Studies concepts

Theoretical Framework

Several theories have been espoused by scholars to explain or analyse the teaching and learning of Social Studies concepts using the concept-based approach. However, the most popular one is that of concept attainment model. Concept attainment

> is the process of defining concepts by attending to those attributes that are absolutely essential for bringing out the meaning of the concept. It also involves learning to discriminate between examples

and non-examples of the concept. (Gaunter,

Estes and Schwab, 1990, p. 90).

Their model consists of the following eight steps, the first three being completed by

the teacher prior to teaching: the rest are related to the teaching and learning process.

a. Select a concept and write a definition

b. Select the attributes

c. Develop positive and negative examples

d. Introduce the process to the students

e. Present the examples so that the students can identify the essential attributes

f. Have the students write their own concept definition

g. Give additional examples

h. Discuss the process with the class

The model enjoins the teacher to identify the concept, its definition, and related

attributes as advance preparation before attempting to teach it. A similar and more

comprehensive instructional model for teaching concepts has been provided by the

Social Studies Centre for Educators Development (SSCED, 2000). The steps are as

follows:

a. Identify a set of examples and place them in a logical order, include at least

one example that is "best" example.

b. Devise materials or oral instructions with a set of clues, directions, questions,

and students activities that draw attention to the critical attributes.

c. Let students compare all the examples with the best example; provide

feedback to students on their comparisons.

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d. Focus student attention on the best, strongest, most clear example. Consider its attributes and characteristics.

e. Ask students to develop a definition of the concept or state it for them.

f. Place the concept in relation to other student knowledge; try to attach this new information to existing student knowledge structures.

g. Give students examples and non-examples to assess whether students understand the concept. Ask students to generate additional examples or apply the concept in new situations.

On his part, Novak (1977) conducted a research in which he concluded that:

1. In concept-based learning, knowledge is retained much longer in many situations;

2. Concepts add to the capacity for subsequent learning of related subject matter, and

3. Concepts facilitate new related learning even after forgetting has taken place.

A recommendation was made by Branford, Brislin, Cushner, Cherie & Young (1999) that concept-based education should be brought to the forefront of any curriculum design. The report was emphatic that concept-based curriculum design must be the foundation for educational programmes which focus on higher thinking skills, the transfer of knowledge, problem solving and critical thinking. All these skills are very relevant in the teaching and learning of Social Studies, which focuses on helping learners to resolve issues of personal and social significance, thus bringing to the fore the relevance of the teaching and learning of concepts in the subject. This concept attainment model is relevant to this study because it would help Social Studies teachers to use appropriate teaching method, techniques and strategies in teaching

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Social Studies concepts since they would be exposed to the techniques, skills and competencies required for effective and efficient teaching of concepts in the subject. It will also provide students with a solid understanding of concepts as well as enable me to collect relevant data.

Meaning of Concepts

Concepts are categories used to cluster information. They organise specific information under a label. McDonald (cited in Ayaaba et al., 2010, p. 50) describes concepts as "Pictures of the minds". Parker and Jarolimek (1997, p. 190) are of the view that "concepts are ideas" whereas Savage and Armstrong (2000, p. 179) are of the opinion that concepts are labels that we give to categories of information that have certain common attributes. Similarly, Arends (2000) explains concepts as ways of organising knowledge and experiences in categories within which items have common attributes. He is also of the view that concepts are devices used to organise knowledge and experiences into categories (p. 290). He further opines that concepts are the basic building blocks for thinking and communication (p. 288). Mehlinger (1981, p. 133) concurs the above views and stresses that "a concept is a term used to group objects, events, and processes which share essential characteristics". Ayaaba et al (2010, p. 50) holds the view that concepts are the ideas or mental pictures which an individual forms about an object or something based on his or her experiences. Ayaaba (2011, p. 69) summarily holds the view that concepts are big ideas. He posits that they are intellectual tools that enable us to simplify our world and make sense out of large quantities of information. Blege (2001, p. 66) also describes a concept as an individual"s mental picture: his personal interpretation of objects and ideas based on his experience. Ayaaba (cited in Tamakloe, 2008, p. 56) believes that concepts are also used to describe objects, events, ideas, situations or phenomena that possess

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common attributes and are designated by the same name, sign or symbol. This means that in order to understand a concept, one needs to know what properties distinguish it as a specific class.

In the words of Martorella (cited in Cooper, 1990), we may simultaneously speak of concepts as being (1) categories into which our experiences are organised and (2) the related web of ideas brought about through categorisation. He further emphasises that we do not merely sort out and label the objects and events we encounter; we actively reflect on them to greater or lesser degrees. As we are faced with new or old phenomena, we must relate them, sometimes quickly, to what we already know to make much sense. Taba (1962, p. 178) also holds the view that concepts are "complex systems of highly abstracted ideas which can be built only by successive experiences in a variety of contexts". From the lenses of Taba, the ideal way of teaching concepts is for the teacher to provide learners with variety of opportunities to experience the various components of concepts. This implies that the teaching and learning of concepts should not be limited to the four walls of the classroom. Rather, teachers should be proactive in engaging their students in activities that require them to generalise, find new examples, carry out applications, and work through other performances that facilitate understanding of concepts.

Kemp (1985, p. 61) has described concepts within the instructional setting as "the relating together of factual details, objects, or events that share common features and are assigned a single name". In the view of Kemp, a concept is a word that is used to classify objects, ideas or events that have common characteristics. De Vaus (1986, p. 40) summarises the meaning of concepts as " simply tools which fulfill a useful

shorthand function: they are abstract summaries of a whole set of behaviors, attitudes and characteristics which we see as having something in common".

Concepts are certainly abstract summaries of several traits, since these traits can be conveniently represented by a single word. It must be mentioned however, that concepts are not only confined to traits. In my view therefore, concepts are notions that individuals hold about something. They are also something so conceived in the mind or an understanding of something.

Nature of Concepts

In everyday usage, the term concept is used in several ways; sometimes it refers to an idea someone has, such as "my concept of how a president should act is straight forward". Others use the term to mean a theme or topic: "These are the concepts we will study in Social Studies: socialisation, constitution, leadership and followership, nation building and family". A third way in which people use concept is to express a general, all-encompassing statement: For example "All men are mortal". And a fourth way of using concept is to refer to the most fundamental elements or structures of discipline. It is not uncommon to hear statements like "the concept of nation-building spreads through the teaching and learning of social studies". Finally, concept is used to refer to the ideas or mental pictures which an individual forms about an object or something based on his or her experience. They are also labels used to classify objects, ideas, or things that have common attributes (Martorella, 1990). In this study, "concept" is used in the final sense.

According to Gagne (1993), concept learning is essentially "Putting things into a class" and then being able to recognize members of that class. The implication is that the learner should be able to take a particular case and place it into a general class of

objects that share a common or similar characteristic. Concept learning therefore requires the learner to make a judgment as to whether a particular case is an instance of a large class.

Types of concepts

Although concept learning is essentially about classifying objects and forming categories, concepts themselves can be put into classes or categories. In view of this, Arends (2000) is of the opinion that knowledge of the different types of concepts is important because different concepts require different teaching strategies.

Martorella (1990) holds the view that there are different bases upon which concepts are classified. He identifies four of such bases. The first of all is the extent to which a concept is perceived as concrete or abstract. Concrete concepts refer to those that can be perceived directly through the five senses. Examples are table, chair and house. Abstract concepts, on the other hand are those that cannot be perceived directly through the senses. Examples of these are freedom, liberty, independence, law and constitution. These are perceived only indirectly through the senses.

The second classification examines the situation in which concepts are learned, whether formal or informal. Some of the concepts perceived through informal experience are television, household chores and fire. These are perceived through the processes of socialisation and observation. Concepts perceived through formal experience such as in school or job training programmes include numbers, letters of the alphabet, tools and equipment of various types.

At another breath, concept is put into conjunctive, disjunctive and relational categories. Conjunctive concepts have constant rule structures (Arends, 2000, p. 291;

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Banks, 1990).The concept of island, for example, always involves a piece of land surrounded by water and nothing else. In the same way, a globe is a round object that has a map of the world drawn on it. The rule structures of these concepts are constant and well understood by all. They do not change. In other words, their critical wealth or characteristics are always the same.

Disjunctive concepts do not have constant rule structures. They change based on their usage (Arends, 2000, p. 291; Banks 1990). These concepts are more complicated than conjunctive concepts. They are broader and more flexible and permit alternative sets of characteristics. To learn disjunctive concepts, one must know two or more sets of alternative conditions under which concept appears (Martorella, 1990). An example of disjunctive concepts is the concept of "noun" because it has multiple usages (Ayaaba, 2011, p. 72). In the same vein, the concept "Citizen" is disjunctive because it refers to either a native or naturalised member of a state. In Ghana, a citizen refers to somebody whose parent or grandparents was a Ghanaian, somebody who lived in the Gold Coast before the advent of independence, a child of seven years, or below found in Ghana whose parents are not known, somebody married to a Ghanaian, a Non-Ghanaian who has naturalised as a Ghanaian etc. (1992 Constitution of the Republic of Ghana). It must be said emphatically that disjunctive concepts have more than one set of critical characteristics.

In the case of relational concepts, the rule structures depend on relationship (Banks, 1990; Martorella, 1990; Arends, 2000). Martorella (1990), stresses that relational concepts are the most complex concepts to learn. This is based on the fact that their meaning stems from a comparison or a relationship between objects and events. By

way of illustration, the concepts "aunt" or "uncle" describes a particular relationship between some family members.

The fourth way of classifying concepts has a developmental base. It concentrates on the medium by which concepts are represented as the learner develops chronologically. In this regard, Bruner (1966) opines that three representational media for acquiring concepts exist: enactive (through) doing; iconic (through a picture or image of it); and symbolic (through symbols such as language). This implies that one might learn the concept of swimming through doing it (enactive), through viewing a filmstrip on swimming techniques (iconic), or through reading a book on swimming (symbolic). Bruner notes that the appearance of these three representational forms in the life of a child is in that order, each depending upon the previous one for its development, yet all of them remaining intact throughout life. Enactive representation is dominant during infancy and early childhood; iconic representation becomes the norm through pre-adolescence; thereafter, symbolic representation dominates. The various types of concepts are summarised in Table 1;

Table 1: Classification system for concepts

Basics for Classification	Types of Concepts
Degree of concreteness	1. Concrete (table, house) 2. Abstract (family, democracy)
Context in which learned	1. Formal (school, training programme) 2. Informal (socialisation, observation)
Nature of critical attributes	1. Conjunctive (globe) 2. Disjunctive (noun) 3. Relational (uncle, aunt)
Form in which learned	1. Enactive (swimming) 2. Iconic (watching swimming techniques on T.V) 3. Symbolic (Reading a book on swimming)

Source: Martorella (1990)

Professional and Academic Qualifications of Social Studies Teachers

The purpose of Social Studies education, according to Martorella (1994, p. 12-13) cited in Ayaaba (2011, p. 17) is the development of reflective, competent and concerned citizens.

Hence, the need for teachers with the requisite professional and academic qualifications to teach the subject. In the view of Aggarwal (2001, p. 228):

> If the Social Studies are to assist people to understand this complex world in which they live, in order that they may better adapt themselves for an intelligent and constructive citizenship, we must provide

well trained teachers of Social Studies at all
stages.

Aggarwal emphasises that Social Studies more than any other subject demands well prepared conscientious men and women imbued with sound knowledge and training whose personality should rank high. This implies that if teaching in Social Studies is to be effective, then there is the urgent need for teachers to be well trained in the content and pedagogical skills of the subject area. The perception that anyone at all can teach Social Studies is therefore unacceptable. This is supported by Darling-Hammond (2002) when she asserts that teachers who teach subject areas which they have not been trained to teach may have negative effects on students" achievement. Teachers of Social Studies should not only have the skills, but must also be willing to read wide in order to broaden their horizon about issues. They should also have good human relations.

In relation to orientation towards subject matter, Oliver and Shaver (1974) suggest that the Social Studies teacher must be:

i) Open to ideas,

ii) Able to think in order than categorical terms,

iii) Able to tolerate the conflict of ideas and ideals,

iv) Able to recognize values embedded in controversies, and

v) Made to have tentative probabilistic view of knowledge

There has been a belief that the ability of a teacher to deliver well depends mostly on his or her firm knowledge of the subject matter. In line with this belief, Stanley (1991, p. 253) opines that:

> The more knowledgeable teachers not only know more subject matter, but also know more about the relationship among the parts of knowledge, and equally important, how best to present knowledge so that students would come to understand it.

Fokuo (1994) also agreed with the above views while Aggarwal (2001) and Udofot (1988) suggest that the Social Studies teacher should have sound academic knowledge in addition to good professional training.

Fokuo, cited in Tamakloe (1994, p. 12) is of the view that the most pressing of the problems of Social Studies is the lack of competent teachers to handle the subject effectively. Similarly, Ayaaba (2011, p. 8) opines that lack of competent teachers to teach Social Studies effectively is one of the reasons why the subject collapsed after its maiden appearance in the 1940s. He emphasised that teachers were not trained in the philosophy, methodology, purpose and objectives as well as the techniques of teaching the subject. Fokuo, cited in Tamakloe (1994, p. 12) posits that "To ensure effective education in Social Studies, a more purposeful and functional teacher education model should be involved in training teachers". He emphasised that the education they receive should be professionally based so as to enhance their skills development, which they may require for effective teaching of the subject. In order to ensure that Social Studies teachers possess adequate content knowledge needed for teaching the subject, in basic schools, Fokuo (1994, p. 14) suggests that candidates recruited into Colleges of Education to read Social Studies should have at least Ordinary Level Certificate (Senior High School Certificate) passes in English, Geography and History. While adequate knowledge in these subjects is important in

Social Studies, I think good knowledge in all other Social Sciences such as Political Science, Sociology and indeed, the humanities is very relevant in Social Studies.

The foregoing studies indicate that the competence and efficiency of Social Studies teachers are greatly determined by their knowledge of the subject matter as well as their professional competence. It must however be mentioned that close observation of teachers teaching Social Studies in Ghana reveals that there is lack of competence for teaching the subject (Tamakloe, 1988). The lack of competence in teaching the subject has often led to the poor teaching of the subject since "it is generally held that anyone could teach Social Studies" (Aggarwal, 2001, p. 228). In spite of this perception, the fact remains that it takes a well-trained Social Studies teacher imbued with the above mentioned qualities to teach the subject effectively.

Methods, Techniques and Strategies of Teaching Social Studies Concepts

Method of teaching is generally used to cover everything that a teacher does in the classroom (Ayaaba & Odumah, 2007, p. 71). They emphasised that a method of teaching is the systematic way teachers go about their teaching. In other words, a method of teaching is how a teacher intends to proceed with a lesson. Similarly, Alorvor and Sadat (2011, p. 103) hold the view that a method of teaching is the processes through which teaching and learning take place. Again, Ayaaba et al (2010, p. 44) posit that" a method of teaching may be explained as a teacher"s overall approach to a lesson".

African Social and Environmental Studies Programme (ASESP) (1990) cited in Ayaaba and Odumah, (2007, p. 71) describes a method of teaching as the way a teacher generally intends to systematically approach his lesson. Similarly, Broudy

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(1963) cited in Tamkloe, Atta and Amedahe (1996, p. 346) corroborates that "Method refers to the formal structure of the sequence of acts commonly denoted by instruction". In the same vein, (ASESP, 1992) cited in Tamakloe (1994, p. 66) refers to method of teaching as a teacher's overall approach to a lesson. As a result of the foregoing, many educational authorities are of the view that there are only two methods of teaching. These are:

(i)   Teacher transmission or presentation method

(ii)   Discovery/inquiry method/ problem-solving method

The teacher transmission or presentation method is also referred to as teacher-centred method. It is called so because most of the activities in the classroom are performed by the teacher. In other words, the teacher's approach is to tell the students what they need to know. The discovery, inquiry or problem-solving method, also known as child-centred method seeks to challenge students to examine, investigate and explore an issue. With this method, it is the learner who examines, investigates or explores the subject matter. This implies that, most of the activities selected for the lesson are performed by the learner; hence, the name child-centred method. Similarly, Alorvor and Sadat (2011, p. 103) opine that "learner oriented method of teaching is a method of teaching which places interest in the learners" ability, experiences, interest and aptitude". They emphasized that this method involves the teacher selecting techniques based on the emotional and physical characteristics of the learners. Then the teacher provides the learning situations and motivates the learners to carry on with their learning. According to Alorvor and Sadat (2011, p. 103), the principle of andragogy suggests that teaching and learning should be a process necessitating a two-way communication between the teacher and the learners. This implies that only those techniques which promote two-way communication and thus make the students

actively involved in the teaching and learning task should be considered in promoting effective learning in students. Ayaaba and Odumah (2007, p. 71) are of the view that in the teaching and learning of Social Studies, the discovery method is more preferred. They emphasised that the teacher‟s role here is to organise a series of activities such as field trips, small group discussion, or project in which the students are to investigate a problem. Similarly, Baolgun, Okun, Musaazi and Thakur (1981) posit that the methods we use in teaching can be divided into two major groups, based on whether the pupil or the teacher is the principal actor. They argue that if the pupil is the more active of the two parties involved in teaching and learning, then the method is pupil-centered; but if the teacher is more active while the pupil does little, the method is teacher-centered.

A technique of teaching, according to Odumah cited in Tamakloe (2008, p. 67) refers to all the activities which are performed in class, either by teacher or learners in order to achieve the method chosen for the lesson. For example, the techniques which can be employed to achieve the problem-solving method include students‟ participation in projects, grouping, role-playing or simulation. If the method is transmission, then the techniques might be lecturing, dictation of notes and recitation. Alorvor and Sadat (2011, p. 103) describe teaching techniques as approaches used by the teacher to foster learning. Technique of teaching therefore involves all the activities which are performed in the classroom by the teacher and the learners.

In the view of Ayaaba and Odumah (2007, p. 71), a technique of teaching refers to an activity teachers ask students to perform in the classroom. They emphasise that it is a change in stimulus variation as the lesson goes on. For instance, a lesson can start with a film show, followed by dramatisation and debate in the same lesson. It must be

mentioned that it is the method which a teacher selects which determines the appropriate technique to be employed in teaching. It must be emphasised that teaching techniques are not used in isolation in any teaching session. Two or more techniques may be combined to form a strategy in any lesson.

A strategy of teaching, is the sequencing or the ordering of techniques that a teacher selects to teach a particular lesson. Barth (1990, p. 370) defines strategies as ways of "sequencing or organising a given selection of techniques". Thus during one lesson, the strategy could be an introductory lecture, followed by grouping and then a panel discussion. Dynneson and Gross (1999) cited in Ayaaba and Odumah (2007) see strategy as a delivery system aimed at establishing, clarifying and expanding students" ability to understand and interact with the subject matter. According to Dynneson and Gross (1999), strategy of teaching is the means of presentation by which a teacher conveys subject matter content to students. It must be noted that a good teacher should not depend on only one technique of teaching right from the beginning of a lesson to the end. There is the need to use two or more techniques in a single lesson.

In view of the Secondary Education Commission, cited in Aggarwal (2001), there is the need for the right method of teaching to be used in teaching Social Studies. It emphasised that every teacher and educationist of experience knows that even the best curriculum and the best syllabus remains dead unless quickened into life by the right method of teaching.

> Regrettably still, the lecture method which
> tends to place emphasis on rote learning is
> the principal method of teaching in many
> schools. This is at variance with the
> principles of Social Studies education. It is
> a wonder that the teachers are unable to

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adapt alternative and a more practical method of teaching in tune with the principle of Social Studies education (Fokuo, cited in Tamakloe, 1994, p. 13).

In the words of Herbart Ward and Frank Rose, cited in Aggarwal(1996)

While it is true that a good method is not merely a collection of artifice or mechanical devices and that every teacher must device his or her own method, it is important to remember that good method can result only from the constant observation of certain broad principles. These include orderly procedure in teaching, an arrangement of subject matter which will avoid waste of time and energy and redistribution of emphasis which will secure the greatest cooperation from the pupils and maintain their active interest. (p. 79)

It can be deduced from the foregoing assertion that a method is not merely a device adapted for communicating certain items of information to students and exclusively the concern of the teacher who is supposed to be at the giving end. A method must link up the teacher and his pupils into an organic relationship with constant mutual interaction. Tamakloe (1991) points out that if the organisation of Social Studies is to be effective, then teachers must be well grounded in the use of a variety of teaching methods. All the above indicate that to attain the very purpose of Social Studies education, the right method should be adopted in the teaching and learning process. Hence the child-centered method of teaching should be used on teaching Social Studies rather than the teacher-centered method which places emphasis on rote

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learning. In Ghana, it has been observed, unfortunately, that most teachers handling Social Studies do not use the appropriate method of teaching. This has often led to poor teaching of the subject (Aggarwal, 2001, p. 228).

However, as Pratt (1980, p. 229) acknowledges, "research on human learning has found that learning is highly idiosyncratic". In his view, "different people learn best in different ways; a method that helps one student may have little value for another". The implication of this caution is that the teacher should vary his or her teaching methods to meet the expectation of all students; thus, taking care of individual difference in learning. It must therefore be noted that every single method must be appreciated in the teaching and learning of Social Studies although the problem-solving is more preferred.

Discussion Technique

According to Dynneson and Gross (1999, p. 322), in one form or another, discussion should be the most frequently observed activity in Social Studies classroom. They emphasize that in the ideal classroom, the teacher is not a dispenser of information but a facilitator of a basic learning process. They describe discussion as a way of presenting and clarifying content by means of oral interactions between teachers and students. It is even more important as a means of promoting the exchange of information and ideas between students, resulting in many cases in extended knowledge, mutual understandings, and recognition of other points of view by individual students. Ayaaba and Odumah (2013, p. 19) hold the view that discussion as a technique of teaching calls for a purposeful consideration of a topic and might therefore commence with a question. In other words, in this type of classroom interaction, the teacher raises an issue for the students to wrestle with.

Gagne (1969) cited in Ayaaba and Odumah (2013, p. 19) opines that discussion involves a teacher"s engagement of two or more learners in a co-operative examination and comparison of views in order to illuminate an issue and contribute to learners" understanding. With this definition, Gagne reminds us that discussion is an opportunity given to students to collectively put ideas, knowledge and opinions relating to the issue raised together in order to deepen their understanding. Aggarwal (2001, p. 104) similarly views discussion as "a thoughtful consideration of the relationships involved in a topic or problem under study"; and that "it is concerned with the analysis, comparison, evaluation and conclusions of these relationships"".

Orlich, Harder, Callahan, Trevisan and Brown (2004, p. 268) corroborate the view expressed by Gagne and Aggarwal and stress that discussion "involves an exchange of ideas, with active learning and participation by all concerned"". Tamakloe et al (1996, p. 354) also opine that in classroom discussion, the teacher raises a number of pertinent issues for the students to wrestle with. Ayaaba (2006, p. 43-44) contends that " it is thus a speaking- to- learn technique that assists students in developing their critical thinking and interpersonal skills. It gives them practice in expressing ideas orally in a logical manner and help them to clarify thinking, hear others" viewpoints, resolve conflicts, arrive at conclusions and find alternative solutions"". It can be inferred from all these views that discussion technique requires the teacher to develop a view point and to tolerate and facilitate the exchange of a wide range of ideas. Conclusively, discussion is a fundamental democratic process. Its value lies chiefly in the fact that it represents a type of intellectual team work, resting on the principle that the pooled knowledge , ideas and feelings of several people have greater merit than those of a single individual (Parker, 2001).

Different writers present different typologies of discussion. These include formal and informal discussion; guided and unguided discussion. Nacino Brown, Oke and Brown (1985), posit that discussion may take several forms depending on the lesson objectives, class size and ability of the students. In this regard, they identify four types of discussion namely; whole class discussion, Small group discussion, panel discussion and debate discussion.

Discussion is guided by the central purpose of developing the group"s knowledge or understanding of the concept or topic being discussed. No doubt, the key goal in discussion is the practice of co- operative deliberation and group thinking towards problem solving or best possible solutions. The discussion should be open-ended and should not require students to come to a single conclusion. However, the group members should be able to give reasons for their conclusion and suggest support for the opinions. Dynneson and Gross (1999, p. 322) caution that the quality of a classroom discussion rests on student preparation and the ability of the teacher to direct or manage teacher -to-student and student-to-student interactions. They contend that in conducting a discussion lesson, students are expected to:

1. Listen closely to all contributions ,

2. Ask questions to clarify understanding,

3. Summarise or paraphrase ideas expressed,

4. Express their own understanding and viewpoints ,

5. Give reasons for their viewpoints ,

6. Encourage everyone to contribute,

7. Consider others" viewpoints,

8. Criticise ideas and not people.

Co-operative learning Technique

According to Savage and Armstrong (2000, p. 278), "co- operative learning is an approach that emphasises working together". This approach to teaching is particularly appropriate for use in Social Studies lessons, as it replicates the kind of co-operative activity that characterizes much of adult social, economic and political life. Those advocating for co-operative learning, point out that it is especially suited for coping with individual differences within the classroom. Individuals with a variety of skills and ability levels learn to work together in heterogeneous groups.

Good and Brophy (1997) opine that cooperative learning approaches feature positive interdependence, face- to- face interaction among learners, individual accountability and student instruction in appropriate interpersonal and small group skills. Slavin (1994) similarly points out that research has revealed that co-operative learning techniques result in higher levels of mastery and better retention of concepts than situations in which students compete against one another as individuals. This assertion is shared by Johnson and Johnson (1993) who outlined five ingredients of co-operative learning which particularly foster conceptual learning. In their view, each ingredient is essential if co-operative learning is to be successful as an instructional technique in the classroom. These co-operative ingredients are that:

1. Positive interdependence must be developed. The students must care about each other"s learning and must understand that they are responsible for and benefit from one another"s learning.

2. Students need lots of opportunities and time to interact with one another to elaborate, support, and compromise on issues.

3. Individual accountability must be present in any co-operative learning activity. Students need to realize that they are each responsible for their own learning.

4. Social skills need to be taught for co-operative learning to be successful. Students need to understand how to communicate, serve as an effective group leader, build trust, compromise and resolve differences.

5. Group assessment needs to occur on a regular basis so that the group can determine its strengths and weaknesses and can determine how to perform better in future.

It must be mentioned that in co-operative learning, peer acceptance and peer encouragement are improved. This is possible because of the powerful influence of the peer group and increased opportunity for becoming involved in discussions in valuing higher levels of reasoning. A number of co-operative learning approaches have been developed. Four popular approaches as Jigsaw, learning together, complex instruction and teams achievement divisions.

Jigsaw

Savage and Armstrong (2000, P. 279) describe the Jigsaw technique as a group learning technique that requires each person in a group to accomplish part of a larger assignment. They emphasize that the entire assignment cannot be finished until all parts of the Jigsaw are fitted together. In Jigsaw, when students in a given group have completed their work, they let the teacher know they are ready for their evaluation. The teacher then assesses their work and provides reactions to members of the group. Borich (1996) is of the view that each group receives points based on the scores of the students during an evaluation. He stresses that this addition heightens interest by making it important for each person in the group to learn his or her expert role and for

all members to listen and learn from each other. In summary, the Jigsaw technique promotes the development of productive group behavior: pupils learn to listen attentively to others. This is encouraged because contributions of all group members are needed to complete the assigned task. The procedure also helps develop co-operative, mutually supportive attitudes among class members.

Learning Together

The learning – together technique features a less formal organisational structure than the Jigsaw technique (Johnson & Johnson, 1985; Johnson, Johnson, Holubec and Roy, 1984). In this technique, the teacher organises pupils into groups whose members reflect a variety of interests and abilities. Once the groups are formed, each group is given an assignment that requires the attention and involvement of each person. The technique work best when many talents and interests are represented in each group. This allows individual pupils to work on parts of the overall project that are compatible with their own enthusiasm. The assignment usually requires pupils to develop a „"product"" of some kind. This might be a set of written responses to questions, a research report, a play to be presented to the class, or a group oral report. Members of a group are awarded grades based on the quality of this final product. Each pupil receives the same grade. This feature of the technique encourages individuals to pool their talents. There is an incentive for each pupil to do his or her best to ensure that all members of the group receive a good final evaluation. Johnson and Johnson (1985) reports that learners who have had experience in working together tends to support the idea that it is fair to award the same grade to each group member.

Complex Instruction

Savage and Armstrong (2000) assert that complex instruction has some similarities to the learning – together approach. Pupils in groups are assigned roles. These are specific procedural roles such as facilitator, materials manager, timer, resource person, and they will vary according to the needs of the tasks. A key element of the complex instruction is that the learning tasks need to be tasks that are open- ended and that require high order thinking, multiple abilities and multiple resources. Good tasks are open- ended in two ways. First, the process that students can use to arrive at a solution is left up to the group. Second, the task is one for which there is no single correct answer or solution. To ensure that tasks will be available that allow for these kinds of open – ended decisions , units used as foci for complex instruction activities should be organised around the central concepts and generalisations or "big ideas"" of an academic discipline.

Complex instruction emphasises the development of co-operative norms. These are behaviors required for successful group work. The basic norms emphasised according to Savage and Armstrong (2000, p. 283) sometimes take the form of simple rules, such as;

1. You have the right to ask anyone in your group for help.

2. You have the duty to assist anyone in the group who asks for help.

3. You must justify your arguments with evidence.

4. If you want to assist somebody else, you must restrict yourself to explaining how something is to be done rather than actually doing another person"s work yourself.

Teams Achievements Division

Teams achievement divisions begins by the teachers dividing the class into four-or-five member teams. Each group is made up of some high achievers, some low achievers, some boys, and some girls- ideally from different cultural and ethnic backgrounds (Slavin, 1994). After introducing new content through traditional large-group instruction, each team is given a set of study worksheets. The study worksheets describe tasks to be accomplished and problem to be solved. These tasks and problems relate to the content that has been introduced to the class as a whole. Team members start to work and may quiz each other, tutor each other, or take other action they feel is necessary to accomplish the assigned work. Once a group has finished its work, team members take a test on the materials. They may not help one another on the test and are scored separately.

Students teams achievement division encourage academically challenged students. They have an incentive to do as well as they can. Even though their individual scores may not be high, they have opportunities to make important contributions to the total scores of the teams to which they are assigned. This technique also encourages more able students to assist less able members of their group to master the content. This is true because all members of the group will profit when these youngsters" performances exceed the expectations reflected in their base scores. Indeed, in teams achievement divisions, each member of a group has a stake in the learning of every other member. Hence, there is an incentive for all group members to help each other. Savage and Armstrong (2000, p. 285) suggest that co-operation learning techniques require the following teacher decisions:

1. Selecting a topic that lends itself to group work

2. Making decisions about group size and composition

3. Providing appropriate materials

4. Identifying the parts of the lesson and sequencing the lessons

5. Monitoring the work of students groups and encouraging participation by all

6. Intervening when necessary to solve problems

7. Evaluating out comes

Concept Mapping

Concept maps are web diagrams that demonstrate connections between concepts (Ayaaba & Odumah, 2013, p. 35). They further posit that it usually includs a descriptor to show the links among concepts. The links are labeled to explain the relationship between the concepts, which reveal the thinking process that has created those links. Arrows may be used to describe the direction of the relationship. Concept maps can be read like sentences to follow the map maker‟s thought patterns. While developing concept maps is a meaning-making process, some basic steps for their construction need to be followed.

Arends (2000 and www.dicmest.com/-seda) cited in Ayaaba and Odumah (2013, p. 35-36) provide the following:

1. Select the central concept that will begin the map.

2. Identify related concepts or words that can be associated with the central concept.

3. Organize the map by placing the central concept in a box at the top and arrange the related concepts around it in a hierarchical format. Place the concepts or terms in boxes as well.

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4. Draw links from the central concept box to the other boxes to identify and articulate relationship or connections.

5. Label the lines with words that describe the connection.

The following concept map begins with shortages of oil and provides an example of subsequent concepts and linking labels.
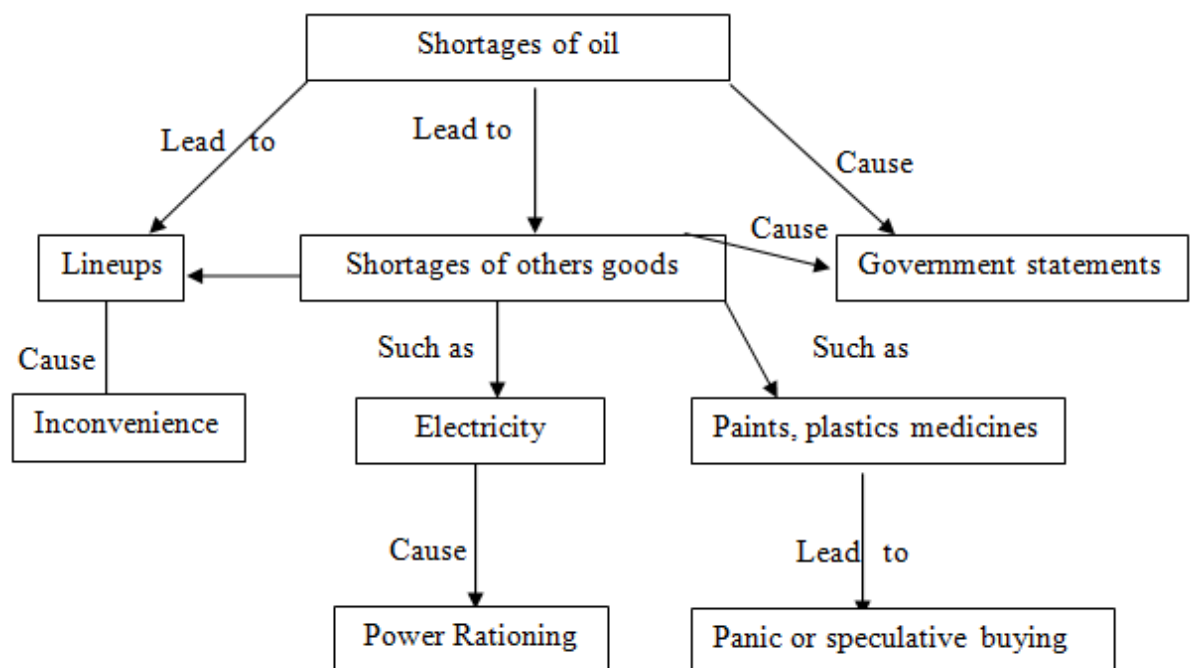
Figure 1: Concept Map

Source: Arends, 2000; www.dicwest.com/seda-cited in Ayaaba & Odumah, 2013, p. 36

From Figure 1, it can be seen that oil shortages leads to line-ups at fuel stations, and shortage of other goods such as paint, plastic and medicines thereby causing government to issue a statement about the situation. The shortage of the other goods in the country can equally cause line-ups at the various shops and calls for government‟s explanations and policy direction to address that while line-ups in

themselves cause a great deal of inconveniences to the public. The shortage of essential commodities can also lead to panic or speculative buying; while the shortage of electricity will lead to power rationing, a situation that further causes inconveniences to the public.

Circle Learning

Circle learning is a technique which affords students the opportunity to share information and learn from interactions with each other (Ayaaba & Odumah, 2013, p. 37). Because the technique involves repetition, it encourages students to explore and clarify conceptual understanding. To conduct circle learning, the teacher needs to be guided by the following;

1. Divide the class into two and let students form two concentric circles, with those in the outer circle facing those in the inner circle.

2. Each person in the inner circle takes two minutes to share as much as possible ideas about the topic or concept under discussion with the person facing him or her in the outer circle.

3. After two or three minutes, those in the outer circle who have been listening now do the talking. They may also ask questions on what was said or seek clarification by repeating, in their own words, what they had just heard from their partners.

4. When the time is up, let students in the outer circle move clockwise one position so that each student is facing a new partner. The inner circle does not move. Let students repeat the process, gleaning and sharing new information on the topic or concept and refining their oral skills.

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5. Repeat this procedure several times, depending on the complexity of the topic or concept.

6. Discuss with students what happened to their thoughts and language during the process (Dicwest.com/Seda-cited in Ayaaba & Odumah, 2013, p. 37-38).

Brainstorming

Brainstorming is an informal consideration of ideas or problems where the chief purpose is to solicit the suggestions, feelings, ideas or consensus of members of the class (Parker, 2001). Orlich, et al. (2004, p. 282) note that "Brainstorming is a simple and effective skill building technique to use when a high level creativity is desired". Savage and Armstrong (2000, p. 245) similarly posit that brainstorming as a technique of teaching is designed to help students develop original solutions to problems. It can be inferred from all these views that brainstorming is a quick way of generating ideas from students for later connection and reflection. During a brainstorming session, students share all the ideas that come to mind regarding the issue under consideration. They are encouraged to develop as many responses as possible to a focus problem. The objective of brainstorming, according to Parker (2001), is to get as many ideas from students as possible, no matter how outlandish they may seem.

In brainstorming, according to Parker (2001),

a. All ideas are initially accepted without criticism, evaluation or censorship.

b. No put-downs, either in voice or body language, are allowed.

c. Students are encouraged to try to build on the ideas of others.

He indicates that the following stages should be followed when conducting a brainstorming lesson.

1. Generating: elicit students" ideas by giving everyone a chance to call out response as quickly as possible. Record the brainstormed list on the chalkboard, an overhead transparency or chart paper.

2. Clarifying: Ask students to review the entire list and request clarification of any of the ideas they do not understand. Discuss possible double meanings.

3. Categorising: Ask students to identify responses that are similar or belong to the same category.

4. Assessing: If the brainstorming list is to be used in problem solving and decision making, suggestions will need to be assessed against criteria. Students should set the criteria and then choose the most appropriate suggestions. Assessments should occur after all ideas have been recorded and clarified.

Anticipation Guide

An anticipation guide, according to Ayaaba and Odumah (2013) consists of series of statements to which students respond "Agree" or "Disagree". They then assign reasons for their responses. Following their individual responses, students share their responses with their peers either in pairs, small group or the entire class. After students have read their selection, the teacher encourages them to think reflectively and critically by giving them opportunity to discuss or write about their responses, and compare them with the ideas of others. The purpose of an anticipation guide, in the view of Ayaaba and Odumah (2013) is to generate interest in the material to be read or studied by inviting students to be curious and predict what the reading

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material or topic might be about. Anticipation guide also serves to introduce raw or unfamiliar vocabulary, activate prior knowledge and set a purpose for reading.

The anticipation guide below might be useful if students are to study the concept of citizenship.

Table 2: Anticipation Guide

Agree	Disagree	Anticipation statement
		1. Being a citizen of Ghana is the same as being a citizen in any country of the world. Reason: 2. Voting is the only responsibility of a good citizen. Reason: 3. All citizens should have the same right. Reason: 4. All citizens have the responsibility to obey the law. Reason: 5. I am happy to be a citizen of Ghana. Reason:

Source: Ayaaba and Odumah (2013, p. 48)

 Fieldtrips

Another important technique which could be useful during Social Studies lesson is the fieldtrip. Many terms have been used by educationists to describe the teaching and learning process which takes place outside the classroom. Examples of such terms are fieldwork, excursion, educational visits, fieldtrips and educational journey. Aggarwal (1982, p. 199) opines that "these trips are very helpful in integrating classroom

instruction, stimulating imagination and learning by providing sensory perceptions, seeing life vividly, learning in the art of living with others and expanding emotional and intellectual horizons". For Aggarwal therefore, fieldtrips have many and varied advantages to the learner.

Ryozo, Yasushi, Takaharu and Jiro (1981, p. 228) are of the view that "Often the best way to learn about how something is done is to watch it occur in its natural setting". According to Aggarwal (1982), naturally, one learns best by first-hand information and by seeing things in practice, the fieldtrip provides such an opportunity.

Fieldtrips beyond the regular classroom are intended to add meaning, vitality and interest to regular classroom experiences. They encourage students to become active learners, and provide a way of relating theoretical study to practical problems and the real world, enriching the learning experience. This implies that the teaching and learning of Social Studies concepts need not be confined to the four walls of the classroom and the two ends of the textbook. Aggarwal (2001, p. 242) posits that the school community provides "concrete, seeable and tangible resources which are extremely dynamic, interesting and meaningful for teaching and learning of Social Studies". Hence, it is not enough for learners to be given factual knowledge about the community resources. Rather, they must be given the opportunity to have acquaintance with the multiplicity of resources in the community through a variety of fieldtrips, since the local community provides a wealth of resources for learning concepts. For fieldtrips to be authentic and meaningful, the teacher must plan and organise carefully. This implies that guidelines for planning and conducting out-of classroom experience must be followed at all stages of the fieldtrip. These stages are

the pre-fieldtrip, fieldtrip and post fieldtrip (Aggarwal, 2001, p. 380; Dynneson & Gross, 1999; Parker, 2001; Seefeldt, 2001).

Pre-reading Activity for Concept Enhancement (PACE)

The pre-reading activity for concept enhancement (PACE) is a technique that introduces students to concepts in their reading materials through "succinct, motivating, teacher-written narratives" (Ayaaba & Odumah, 2013, p. 51). This story-telling technique activates and builds students" knowledge, as well as generating interest in the topic to be explored. This technique is useful for preparing students for reviewing, listening and reading experiences.

The Social Studies Centre for Educator Development (SSCED, 2000) has suggested the following guidelines for creating and using the PACE narrative technique.

1. Development: Initially, the teacher invests both time and effort into creating a PACE narrative that relates the resource materials to students" background knowledge, highlighting major concepts, related concepts and specialised vocabulary. This should initiate thought-provoking discussion among students.

2. Presentation: The teacher tells the story with enthusiasm, focusing students" attention on major concepts and related ones contained in the resource material. The purpose is to motivate students to read the material.

3. Follow-up: After the presentation, the teacher invites students to join in an active discussion of the story, and to ask questions relating to it or the concepts introduced. Through this interaction, students describe their personal experience with the concepts, develop an understanding of pertinent vocabulary and begin to internalize the concepts. Discussion should last for

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about 15 to 20 minutes, and may be done in pairs, small groups or as an entire class.

4. Reading: Following the discussion, students should be enlightened about the concepts and should have developed an interest in the topic and purpose for reading, viewing or listening. The PACE strategy, apart from helping students to learn concepts, also has the advantages of arousing students" interest in the topic while at the same time sharpening their reading and listening skills.

Buzz Session

The buzz session is a simple procedure that can be used to introduce students to group work in Social Studies. The buzz session is often used when a new unit of study or topic is about to begin. It does not require a great deal of time; ten minutes is usually sufficient. The teacher begins buzz session by organising the class into smaller sets (usually 3 – 7 members). In buzz sessions, a topic is provided and group members are asked to quickly discuss it. Group recorders record all responses. At the end of the given time, the class reassembles and the sub-groups report the results of their discussion. Buzz sessions are particularly effective for motivation, to get students to state initial opinions, to select or narrow concepts and share brief reactions (Dynneson & Gross 1999). Parker (2001, p. 376) shares this view and emphasizes that "talking things over in a buzz session can be helpful in clarifying ideas, getting a wide sampling of opinion and feelings about a concept, obtaining suggestions and ideas and getting fearful to participate in a more structured discussion situation". A buzz session provides a more favorable environment for the shy and reserved students to effectively participate in a group discussion of concepts.

Role Playing

Role playing, which is often spontaneous and extemporaneous and for rather short periods of time, includes involvement of several class members in a real or imaginary episode. Orlich et al (2004, p. 285) opine that "role playing is a process-oriented group technique in which students act out or stimulate a real life situation". Clark (1973) similarly asserts that role play is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization. Role play is therefore an on-the-spot "acting out" of a situation, problem or incident.

Role playing is one way for students to explore issues or events in a group. It provides a means for testing ideas and plans of action in a practice situation. Through role playing, students can experience how it feels to do something in addition to participating in discussion. According to Savage and Armstrong (2000, p. 273), role playing serves several purposes that are consistent with the objectives of Social Studies education.

The technique can help learners to do the following:

1. Develop their interpersonal relations skills.

2. Recognize the perspectives of others.

3. Appreciate the perspectives of others.

4. Recognize the impact of one person"s decision on others.

5. Master academic content by replicating roles of people who participated in real events. By this, the technique helps students to develop interpersonal relations skills, change attitudes, clarify values and develop citizenship skills.

The general purposes of role play are to clarify opinions and to develop an appreciation and understanding of different concepts, perceptions, attitudes and

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values. Hence Cooper (1990, p. 160) similarly contends that role plays provide students with the opportunity to:

1. Express emotions,

2. Develop creative and critical thinking,

3. Develop social skills,

4. Develop and assess concepts, values, attitudes and views.

In implementing role play in class, there are four distinct stages: setting the scene, the role play, debriefing and closure (Ayaaba & Odumah 2013, p. 33).

Setting the Scene

The task in this phase is to provide the purpose or reason for the role play and to prepare the class. To do this, the teacher may use discussion to raise issues; present a mini-lecture to provide a focus; show a film of a problem, situation or issue; read a story or poem to engage students in the role play.

The Role Play

At this stage, the teacher does the following

1. Assigns roles or call for volunteers.

2. Outlines roles to the players in a concise and clear manner.

3. Gives students a short time to get their thoughts together prior to the beginning.

4. Instruct those not involved to be observers. The observers should be given clear instructions on what to look out for and what to write down.

5. Starts the role play and allows it to run until the point has been made.

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Debriefing and Closure

Activities involved in this intertwined stage are intended to analyze how the roles were played and to identify what concepts were learned.

1. The role players should express their feelings about the role play before the observers are asked to express their views.

2. The observers should then report what they saw and learned. They should discuss actual behavior as well as interpretations of what they observed.

3. The teacher guides the class to summarize the content of the role play through discussion or writing.

4. The teacher should encourage students to link the role play back to the lesson.

Know, Want to know, Learned (K-W-L) Technique

One technique to help students take an active role in learning Social Studies texts is K-W-L (Ogle, 1989). This technique is a three-step approach that helps students to read and understand Social Studies informational texts. Using the K-W-L technique, students create a chart similar to the one below. Prior to reading, students complete the first and second columns of the chart, stating what they know and what they want to know. During and after reading, students complete the third column, stating what they have learned. At this point, if the resource or material they use does not provide them the information they require, students continue the process with another resource or material.

Table 3: Format for Know, Want to know, Learned (K-W-L)

What I know about this topic	What I want to know about this topic	What I have learned about this topic

Using K-W-L prior to whole class discussion enables the students to assess what they already know before the group activity begins (Gaskins, Satlow, Hyson, Oseetrag& Six, 1994). Using specific reasoning techniques to activate prior knowledge helps students to comprehend the ideas contained in the text. As a result of this active engagement, learners are able to link new information with their personal knowledge of the subject. This helps learners to monitor and understand how they learn (www.dicwest com/seda-cited in Ayaaba & Odumah 2013:50)

Demonstration Technique

Fianu (1999) cited in Ayaaba and Odumah (2013, p. 39) described demonstration as a process during which "the teacher shows his students how to do something or perform a skill on their own". Alorvor and Sadat (2011, p. 109) share this view and stress that demonstration consists of showing-learners how a new skill should be performed. This showing is done by the teacher while the students observe. The showing is accompanied by explanation of how the skill is demonstrated. Demonstration

technique is based on the assumption that by seeing exactly what takes place, the learners will learn more effectively.

For Kellough (2003), demonstration serves the following purposes.

1. To assist students to recognize a solution to a given problem.

2. To demonstrate a thinking skill.

3. To model a skill used in conflict resolution.

4. To establish problem recognition.

5. To give students an opportunity for vicarious participation in active learning.

6. To illustrate a particular point of lesson content.

7. To introduce a lesson or unit of studying in a way that grabs the students" attention.

8. To reduce potential safety hazard (where the teacher demonstrates with materials that are too dangerous for students to handle).

9. To save time and resource (as opposed to the entire class doing that which is being demonstrated).

Guidelines for using Demonstration

When planning a demonstration lesson, the teacher should be guided by certain considerations. Kellough (2003) provides these.

1. Decide the most effective way to conduct the demonstration. It might be a verbal or silent demonstration by a student or the teacher; by the teacher with a student helper, by a student with the teacher as a helper or by a combination of these, such as first by the teacher, followed by a repeat of the demonstration by a student or a succession of students.

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2. Ensure that the demonstration is visible to all students. For this reason, some teachers use overhead projectors or video cameras that are connected to large screen T.V. monitors.

3. Practise with the materials or procedures before the actual demonstration in class. This is to avert embarrassment and failure in the class.

4. Consider your spacing of the demonstration, allowing for enough student wait-see-and-think time. During demonstrations, as in other learner-centered techniques of teaching, use frequent stops to check for students understanding.

5. Ensure that the demonstration takes place in an area free of unnecessary object that could destruct learners, or pose a safety hazard.

Procedure for Conducting a Demonstration lesson

Alorvor and Sadat (2011, p. 109) suggest that for a good demonstration teaching, the teacher must:

a. Arrange the group so that all can see and hear.

b. Have all needed materials and equipment at hand and properly arranged.

c. State the objectives of the demonstration to motivate the students.

d. Make tie up with previous and future lessons.

e. Explain thoroughly each step in the operation as it is being performed.

f. Emphasise each key step.

g. Perform operation skillfully.

h. Use questions to good advantage.

i. Assign students to work stations effectively.

j. Follow up and check individual performance.

k. Keep others constructively occupied while demonstrating to part of the class.

l. Stress safety precautions.

m. Speak directly to the students; not to the equipment or wall.

n. Summarise the demonstration.

Lecture Technique

The lecture technique is the oldest and the most traditional technique of teaching where the teacher transmits information in an autocratic fashion to passive listeners (Ayaaba & Odumah, 2013; Alorvor & Sadat, 2011). It is an activity in which a teacher teaches a group of students using mainly verbal exposition. It is one way verbal communication. In the pure form, students have no opportunity to ask questions or offer comments during the lecture. Brown (1978) cited in Alorvor and Sadat (2011, p. 131) define it as" giving information, generating understanding and creating interest". Central to what actually happens during a lecture is the skill of explaining. During a lecture all the analysis, the opinions on the issues and generalisations are done by the teacher and embodied in the lecturer"s notes, which are read out to the students. The teacher"s delivery is generally expected to be done without interruption. However, the teacher may pause occasionally to ask or invite questions from the learners.

The role of the learners here is to pay attention to what the teacher reads out. The success of the learner depends on their ability to listen and also their ability to make quick notes as the teacher reads on. Learners are expected to memorize the content of the teacher"s lecture, and to use it in doing assignments or answering examination questions. It is glaring that the most obvious feature of the lecture technique is that it is teacher dominated. During the process of lesson delivery, the teacher is talking or demonstrating to the learners most of the time. Generally, the role of the students is

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comparatively less active and more passive during instruction (Tamakloe, Atta & Amedahe, 2005).

Precautions in using Lecture Technique

In using the lecture technique to teach, the teacher needs to take certain precautions to enable the learners derive maximum benefit from the lecture. Orlich, Harder, Callahan, Trevisan and Brown (2004) provided the following precautions:

1. The teacher should avoid talking too much. Although lecture is essentially a teacher – talking dominated technique, if the teacher talks too much, the significance of the teacher‟s words may be lost because some students will tune the teacher out. This is because-learners have a definite attention span.

2. Another caution is to avoid talking too fast. Students can hear faster than they can understand what they hear. It is therefore a good idea for the teacher to talk slowly and to check frequently for student comprehension of what he or she is talking about.

3. A third caution is that the teacher should be sure students are able to hear and understand him or her. Sometimes teachers talk in too low a pitch or use words that are not understood by many of the learners. It is essential for the teacher to vary the pitch of his or her voice. The teacher should also stop intermittently to explain new or unfamiliar words to the students.

4. Fourthly, the teacher should not appear boring and monotonous to the students. Students appreciate teachers whose voices exude enthusiasm and excitement (although not to be overdone) about the subject. Such enthusiasm and excitement for learning is contagious. A voice that demonstrates genuine

enthusiasm for teaching and learning is more likely to motivate students to learn.

5. The teacher should establish eye contact frequently during the lecture. This point cannot be over emphasized. Only momentarily should the teacher look at the notes, the projection screen or the writing board. To establish eye contact with the learners means that the students are aware that the teacher is looking at them. Frequent eye contact with the class has two major benefits. First, as the teacher "reads" a student"s body posture and facial expression, he or she obtains clues about that student"s attentiveness and comprehension. Second, eye contact helps to establish rapport between teacher and the student.

Debate

Debate develops students" critical and creative thinking, helping them to become active listeners and to respect that a variety of valid viewpoints exist on any given topic. Classroom debating features teams of students who prepare positions on each side of an issue. Members of the two teams participate actively during the debate itself. Debates may be formal or informal in nature. Formal and informal debates have rules and defined procedures. During formal debates, participants try to present the best arguments for or against a proposal, thereby defeating the opposing team. The purpose of formal debate is to help students develop their critical and creative thinking skills, strengthen their speaking abilities and practise their active listening skills. In the case of informal debates, however, the purpose is to help students work together to understand common issues (Dynneson & Gross, 1999). Savage and Armstrong (2000, p. 273) hold the view that a classroom debate is a technique that

can generate high levels of interest. It provides an opportunity for large numbers of students to get actively involved in the learning process.

Problem-Solving

This approach to learning begins when students are taught to recognize problems and to apply a step-by-step examination of the problem. The scientific process of forming a hypothesis and developing a conclusion is commonly used with problem solving. Before problem solving can be presented successfully, students must have learned the problem-solving steps and processes associated with it. In addition, the teacher should be able to challenge student conclusions so that the defense of the approach rests on the weight of the evidence (Dynneson & Gross, 1999, p. 342). Dynneson and Gross (1999, p. 342, 344) assert that the selection of an appropriate problem-solving topic should be guided by the following concerns: community views and traditions; pupils maturity, background, and interest; teacher preparation and attitudes; relationship to school program and aims of the course; available time and the urgency of the issue; materials and facilities available; social significance and possible contribution to student learning; and chance for consensus, resolution, and student action. Savage and Armstrong (2000, p. 246) opines that some problems have "best" "correct", "right" or "appropriate" solution, given the evidence that is available. They further assert that a typical problem-solving lesson should include the following steps:

1. Identify the problem.

2. Consider possible approaches to its solution.

3. Select and apply approaches.

4. Reach a defensible solution.

Decision Making

Many questions we face have no right answers. Various responses might be appropriate. Issues of this kind force us to choose from among alternatives. We do this by thinking about available options, weighing evidence, and considering personal values. Thinking of this kind is known as a decision making (Beyer, 1988).

Decision making is a process that is best applied to questions that can be narrowed to choices between alternative possibilities (Dynneson & Gross, p. 344). It is a process of deciding the best choice to be made when faced with a problem or dilemma. This means that students need to be able to recognize when decision-making skills are required to select a preferred choice from a number of alternatives. Dynneson and Gross (1999, p. 344) holds the view that "through a process of speculation, examination and prediction, various alternative choices are eliminated until a final choice is selected". Savage and Armstrong (2000, p. 250) opine that a decision making lesson should include the following steps:

1. Identify the basic issue or problem.

2. Point out alternative responses.

3. Describe evidence supporting each alternative.

4. Identify values implied in each alternative.

5. Describe possible consequences that might follow selection of each alternative.

6. Make a choice from among various alternatives.

7. Describe evidence and values considered in making this choice.

Attitudes of Social Studies Teachers towards the Teaching of Concepts in the Subject

Attitudes are learned or established predispositions to respond (Zimbardo & Leippe, 1991). Many researchers now agree that attitudes are acquired. Simmons and Maushak, (2001, p. 84) opine that "attitudes are subject to fairly predictable change". In their view, attitudes are systems or constructs that are composed of four interrelated qualities:

a. Affective responses

b. Cognitions

c. Behavioral intentions

d. Behavior

These qualities vary in direction, degree and intensity. They are not directly observable, but the actions and behaviors to which they contribute may be observed (Bednar & Levie, 1993). Macheachie and Doyle (1966) opine that attitude formation is determined by a number of motivational bases. Different motivational bases for attitude formation are identified as utilitarian, value-expressive, ego-defensive and knowledge.

Utilitarian based attitude is associated with survival, safety and some social motives of the individual. The implication is that teachers" attitude towards an aspect of teaching is bound to be favorable if it will improve their survival needs.Value-expressive attitude is based on a person"s motive for self-esteem and self-actualisation. People seek to develop an identity and a concept of self-esteem in which they have pride. This means that attitudes that coincide with a person"s values and ego-ideals will enhance his or her feelings of self-esteem.

Ego-defensive is yet another aspect of attitude formation. This is a mechanism of sort formed by one person to defend one"s anxieties. Teachers who become dissatisfied with their own working conditions are likely to express negative attitude towards teaching of Social Studies due to the quantum of preparation and planning required for teaching. The next attitude formation is based on knowledge. Knowledge is acquired by adjusting to attitude of those around or adopting an attitude that is consistent with one"s thoughts towards the subject under study and, in this case, teaching of Social Studies. The point is, the attitude of teachers towards teaching Social Studies may be influenced by either their social environment or their inner conviction about the job at hand; in this case, the teaching of Social Studies. Pajares (1997) claims that all teachers hold beliefs, however, scarcely defined and labeled. Teachers hold beliefs about their work, their students, their subject matter and their roles and responsibilities.
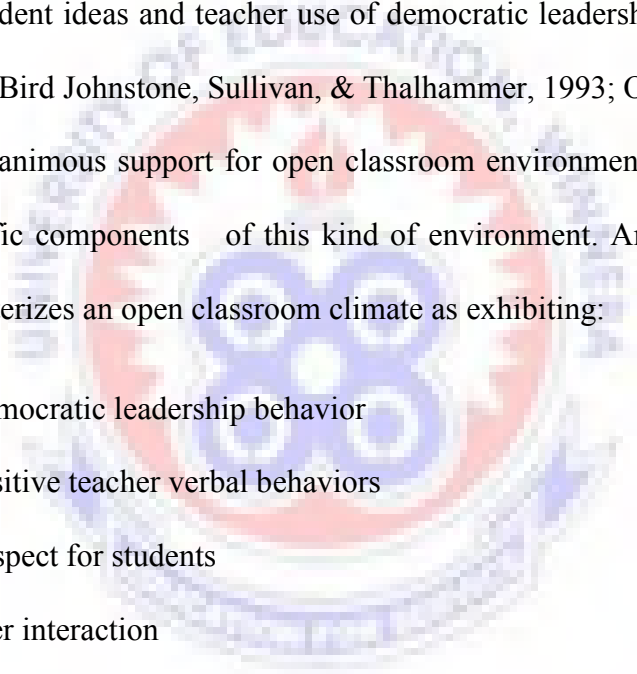
Similarly, Tabachmich and Zeichener (1984) regard teacher"s attitude and beliefs as little more than opinions with a disposition to act. These perspectives include both the teachers" belief about their work, which includes their goals, purpose, conception of students, curriculums and the ways in which teachers give meaning to these beliefs by their behavior in the classroom. This implies that teachers" attitude in the class is a direct translation of their belief.

With regard to how pre-service teachers form attitude, Pajares (1997) explains that students start developing beliefs and practice relating to being a teacher early in the elementary school by mimicking teachers they have been exposed to. They will hone those practices and strengthen these beliefs over the years so that by the time they

enter pre-service educational programmes, these beliefs and attitudes become well developed. From this explanation, it may be inferred that attitude formation is developmental rather than spontaneous. Pajares concludes that these ideas which are developed at early stage of schooling include what it takes to be an effective teacher and how students ought to behave, and, "though usually unarticulated and simplified, they are brought into teacher preparation programmes" (p. 322). Once these attitudes are formed by pre-service teachers, there can be little doubt that they will be carried over into the classroom later in their teaching career. It must be noted that if teaching of Social Studies is to be effective, then teacher"s beliefs and practices need to be well understood. Lapppen and Theule-Lublenski (1994) say that these beliefs which are essential for teacher"s development seldom change without significant intervention. Thus, when teachers are in the classroom it is their beliefs and attitudes that take center stage in what is taught and passed on to students. This is further confirmed by Kickbush"s (1987) study in which seven student teachers in Social Studies classrooms were observed and interviewed to learn about their goals and strategies. The study revealed that respondents had a narrow range of pedagogical skills and kept to the "centrist" position, an approach characterized by passive learning and recitation of facts. The reaserchers call for teacher preparation programmes to educate aspiring teachers in a broad range of content and a wider array of teaching skills. Since pre-service teachers enter the training institutions with pre-conceived ideas about teaching Social Studies, the responsibility lies on the teacher educators to imbue in them the requisite pedagogical skills and competencies in order to make them effective teachers of Social Studies. Teacher training should not therefore end at the pre-service level. There is the need for regular in-service training to upgrade the skills and competencies of Social Studies teachers.

Attitude of Students towards the Teaching and Learning of Concepts.

As indicated earlier, attitudes are learned or established predispositions to respond (Zimbardo & Leippe, 1991). Many researchers now agree that attitudes are acquired. Students" attitudes towards the teaching and learning of Social Studies concepts are related to the kind of classroom environment in which they find themselves. Several researches collaborates the opinion that the factor most likely to affect positively students" attitudes toward the teaching and learning of Social Studies concepts is an open classroom climate; that is, an environment whose signifying features are teacher respect for student ideas and teacher use of democratic leadership behaviors (Angell, 1992; Avery, Bird Johnstone, Sullivan, & Thalhammer, 1993; Ochoa, 1991). Because of the near-unanimous support for open classroom environments, it is worthwhile to identify specific components of this kind of environment. Angell"s (1992, p. 250) review characterizes an open classroom climate as exhibiting:

a. Democratic leadership behavior

b. Positive teacher verbal behaviors

c. Respect for students

d. Peer interaction

e. Open discussion

f. Students participation

g. Co-operation

In a similar research, Harwood (1992) emphasized the findings of Angell and suggested that the attributes of an open classroom climate were;

a. Frequent opportunities for students to express their opinions

b. Teacher respect for students" opinions

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    c. Teacher encouragement for perspective thinking

    d. A classroom norm of openly discussing controversial issues

    e. Teacher presentation of a range of viewpoints on issues under discussion

    f. Teacher use of divergent questioning

    g. Use of resource materials other than textbooks

This is an indication that the nature of the learning environment has a direct impact on the attitude of students towards the teaching and learning of Social Studies concepts. " The teacher"s role is crucial, because the teacher"s way of managing the class sets the climate of self-direction, free exchange of views, egalitarian treatment of peers and at the same time, maintains order and direction in the group" (Hepburn, 1982, p. 26). This implies that the teacher has a central role to play in shaping the kind of classroom environment suitable for effective learning of Social Studies concepts. According to Torney-Purta (1983)

> …the most positive contribution a teacher could make to the acquisition of democratic values and concepts was to create a classroom climate characterized by a process of giving students freedom to express their opinions. This was more important than any particular content of curriculum. (p. 31)

From the above research findings and review, it is evident that students" attitude towards Social Studies concept teaching and learning is directly related to the teacher"s attitude towards the phenomenon and the nature of the classroom climate.

Resources for Teaching and Learning of Social Studies Concepts

Resources are the people, places and materials used to help the teaching and learning process. In fact, many teaching and learning activities are developed around selected

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resources. Many Social Studies educators and other educationists agree that the use of teaching and learning resources contributes to students" understanding and remembering of what they have been taught (Aggarwal, 2000; Banks, 1990; Callahan & Clark, 1988; Dynneson & Gross, 1999; Mehlinger, 1981; Nkuuhene, 1994; Parker, 2001; Singleton, 1996). Mehlinger (1981, p. 227) for example, observes that "while it is possible to teach without textbooks, pictures, maps, charts and chalkboards, it is easier to teach when these are available".

> Today most Social Studies methods textbooks recommend a greater variety of resources and approaches including the use of pictures, maps, charts, other illustrative media, group discussions and projects that require analytical skills. Students are also expected to acquire a variety of social and individual skills that can be applied to social studies content (Dynneson & Gross, 1999, p. 318).

Banks (1990, p. 235) posits that "to solve scientific, valuing and decision problems, students must collect, analyse and evaluate data from a wide variety of resources". This means that information and data from multiple sources present students with diverse perspectives and viewpoints, and stimulate their different senses. Learning is thus enhanced if it is reinforced by the use of different communication media. Hence Mehlinger (1981, p. 227) concludes that "the more media available to a teacher, the more chances students have to fully comprehend the subject".

Parker (2001) gives a catalogue of reasons why a teacher is encouraged to use a wide range of instructional resources in the teaching and learning of social studies concepts. These are:

1. Not all children learn in the same way; Multi-Media are able to appeal to the learning styles and home cultures of different learners.

2. Teaching strategies that stress inquiry and problem-solving require extensive information searches, and therefore resources.

3. The reading range among learners in most classrooms is great.

4. Each medium has peculiar strengths and limitations in the way it conveys messages.

5. The impact of a message is likely to be stronger if more than one sensory system is involved if receiving it.

6. The use of a variety of media has motivating and interest generating qualities.

7. Different sources may provide different perspectives on the same subject; there may be discrepancies or inaccuracies or omissions that go undetected if a single resource is used.

Categorisation of Teaching and Learning Resources

Aggarwal (2001, p. 177-178) categorizes teaching and learning resources useful for Social Studies lessons into two, namely, "hardware and software". He lists "motion pictures, tape recorders, television, teaching machines and computers as examples of hardware. Software includes books, magazines, educational games and flash cards". Aggarwal (20001, p. 178) re-classified teaching and learning materials into "audio materials and visual materials" which he thinks every Social Studies class should possess. Bulletin boards, chalkboards, charts, drawings, film strips, pictures are some examples of teaching and learning resource.

Banks (1990) also grouped teaching and learning resources into visual, audio and audio-visual resources. Parker (2001), like Aggarwal (2001) and Banks (1990), also

grouped teaching and learning resources for Social Studies into; reading and non-reading materials. Reading materials include textbooks, reference books, magazines, and newspapers. Non-reading materials include pictures, globes, maps, recordings, simulations. Tamakloe, Atta and Amedahe (2005, p. 68-69) agree with Banks (1990) that instructional resources are generally classified as visual, audio and audio-visual. They distinguished between teaching resources and learning resources. To them, a teaching resource is any material which the teacher uses to make learning easier; and a learning resource is any material which the student may prepare and use to facilitate the learning process.

Summary of the Literature Review

The review covered areas related to the study. The review began with a discussion of the theoretical framework underpinning the study. Other themes reviewed include the meaning of concepts, nature and types of concepts, professional and academic qualifications of Social Studies teachers, methods, techniques and strategies of teaching Social Studies, attitudes of teachers and learners towards the teaching and learning of Social Studies concepts and resources for teaching Social Studies concepts.

The review has established that concept learning is more than simply classifying objects and forming categories. It is also more than learning labels or vocabulary to apply to class of objects and ideas. There are different bases on which concepts are classified. Examples are the extent to which a concept is perceived as concrete or abstract, the situation in which concepts are learned, the rule structures that define the concept and the medium by which concepts are represented. The effective teaching of

concepts requires teachers with sound academic and professional qualifications. The review also revealed that methods, techniques and strategies are three levels of planning that the teacher thinks about even before he starts planning to teach. The unique nature of Social Studies calls for the use of instructional   techniques that allows students to explore, investigate, and solve problems, as well as comprehend and apply concepts. Some of these techniques are discussion, problem-solving, fieldtrips, role play, debate, decision making, and concept map. It has been established by the review that most Social Studies teachers use the teacher-centered approach to teach Social Studies. Thus,

> Regrettable still, the lecture method which tends to place emphasis on rote learning is the principal method of teaching in many schools. This is at variance with the principle of Social Studies education. It is a wonder that the teachers are unable to adopt alternative and a more practical method of teaching in tune with the principle of Social Studies education (Fokuo, cited in Tamakloe, 1994, p. 13).

It has also been revealed that the attitude of teachers towards concept teaching is influenced by their beliefs. The attitudes of students towards the teaching and learning of concepts are related to the kind of classroom environment. Generally, an open classroom environment who¨s signifying features are teacher respect for student ideas and teacher use of democratic leadership behaviors, positively impact on the teaching and learning of concepts.

Another revelation by the review is that most Social Studies educators and other educationist agree that the use of teaching-learning resource contributes to students¨

understanding and remembering of what they have been taught (Aggarwal, 2000; Banks, 1990; Callahan & Clark 1998; Dynneson& Gross, 1999; Mehlinger, 1981; Nkuuhene, 1994; Parker, 2001; Singleton, 1996).

Gaps in the Literature

Admittedly, some studies have been done on the teaching of Social Studies concepts in Ghana before. Notable among them are Tamakloe (1988) who surveyed the teaching of Social Studies in Teacher Training Colleges (now Colleges of Education) in Ghana. Again, Tamakloe (1991) inquired into the nature of Social Studies and its curricular implications, Amoah (1998) also investigated into the implementation of the Social Studies curriculum in Junior Secondary Schools while Ayaaba (2006) researched into the status of the teaching and learning of concepts in Social Studies in Teacher Training Colleges in Ghana. It therefore appears that no study has been done on the teaching of Social Studies in the Senior High School level, particularly in the Krachi East District before. This is the gap that this study seeks to fill.

CHAPTER THREE

METHODOLOGY

Introduction

In this chapter, I describe vividly the processes that were followed in carrying out the study in order to obtain comprehensive and dependable data relevant to the research questions. These processes include the research approach, design, population, sample and sampling techniques, research instruments, validity and reliability of instruments, data collection procedure, method of data presentation and analysis as well as ethical considerations.

Approach

This study was designed to collect data to investigate, explain and describe the teaching of Social Studies concepts in Senior High Schools in the Krachi-East District, with a view to generalising the results and making inferences. It involved among others, teachers" and students" understanding of concepts in the transaction of Social Studies programme. The study was therefore structured basically within the framework of mixed method approach. Mixed method is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analysing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Clark, 2007). Specifically the concurrent triangulation strategy was adopted in carrying out the study. According to Creswell, (2009, p. 213), "in a concurrent triangulation approach, the researcher collects both quantitative and

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qualitative data concurrently and then compares the two data-bases to determine if there is convergence, differences, or some combination".

Research design

Research design is seen as a plan for conducting a research which usually includes specification of the variables to be examined and the procedures to be used (Sparrow, 1998) cited in Arthur (2012, p. 11). Arthur (2012, p. 11) holds the view that research design indicates the overall plan the researcher uses to collect data in order to answer the research questions including the specific technique he would use to analyse the data. She emphasises that it spells out the basic strategies to be adopted to collect valid information and how they will be interpreted. Research design is concerned with the method or plan for conducting the research.

The term "research design" is used to describe a number of decisions which need to be taken regarding the collection of data even before embarking upon the data collection process (Nwana, 1981). Cooper and Schindler (2001, p. 134) refer to the research design simply as "the plan and structure of investigation so conceived as to obtain answers to research questions". Research designs are therefore plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009, p. 3) Research design thus constitutes the blue print for the collection, measurement and analysis of data.

The design used was a case study. Seidu (2012, p. 56) is of the view that "case study involves an intensive investigation on the complex factors that contribute to the individuality of a social unit- a person, family, group, social- institution or community". He emphasises that "the purpose of a case study is to understand the life

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cycle or an important part of the life cycle of the unit through the study of an aspect or a part". He further posits that "the greatest strength of the case study method is that it allows the researcher to concentrate on a specific instance or situation and to identify the various interactive processes at work and that such processes may remain hidden in a large scale survey but may be crucial to the success or failure of the system or organisation".

Adentwi and Amartei (2010, p. 20) are also of the view that a case study usually involves studying individual cases, usually in their natural environment and for a long period of time and employing a number of methods of data collection and analysis. They emphasise that case studies attempt to describe a subject"s entire range of behavior to the relationship of these behaviors to the subject"s history and environment. According to Punch (2005, p. 144) cited in Kusi (2012, p. 50), a case study aims to understand the case in –depth, and in its natural setting, recognising its complexity and its context. It also has a holistic focus, aiming to preserve and understand the wholeness and unity of the case. A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen, Manion & Morrison, 2011, p. 289). I made use of a case study to unearth what exactly pertains regarding how Social Studies concepts are being taught in the senior high schools in the Krachi-East district with the intent of employing the data to justify the current condition and practices or to make intelligent and appropriate recommendations to improve them. Specifically, I used the multiple case study design. In multiple case studies, a number of cases are examined on the same issue.

Thus, in this study, two (2) schools were investigated regarding how Social Studies concepts are taught.

Population

Gay and Airasian (2000, p. 121) define population as the group of interest to the researcher, the group to which he or she would like the results of the study to be generalisable. The population of a study thus refers to the group to whom the researcher would like to generalise the results of the study (Creswell, 2003; Cooper & Schindler, 2001; Cozby, 2003; Fraenkel & Wallen, 2000). The target population in this study consists of all Social Studies teachers and students in two Senior High Schools in the Krachi-East District; however, the accessible population is all Social Studies teachers and all form three (3) students in both Senior High Schools in the District.

Sample size

The study involved thirty six (36) participants from both Senior High Schools in the Krachi-East District. That is, thirty (30) students from both Senior High Schools and all six (6) Social Studies teachers in both Senior High Schools. Fifteen (15) students were selected from each school. In the case of the teachers, four (4) teachers were from one school while the only two (2) teachers in the second school were selected. Students were selected from the form three (3) classes for the study in view of the fact that they had experienced three (3) academic years of Social Studies teaching and learning. They were therefore deemed suitable to bring their experiences to bear in responding to the items of the questionnaire regarding the teaching and learning of Social Studies concepts. Social Studies teachers were used for the study because the researcher believed that since the teachers were the only ones involved in the teaching

of Social Studies in the Senior High Schools, they alone could provide the required information on the teaching and learning of Social Studies concepts.

Sampling Techniques

The multistage sampling technique was used to select the respondents for the study. According to Arthur (2012, p. 116), multi stage sampling involves selecting the sample in stages. That is, taking samples from samples. In this study, the first stage involved the selection of schools and classes using the purposive sampling technique. The second stage had to do with the selection of teachers for the study. This was also done using the purposive sampling technique. Fraenkel and Wallen (2003, p. 103) are of the view that purposive sampling is chosen when a researcher believes that the sample possesses the necessary information about the topic at stake. The final stage involved the selection of students for the study. This was done using the stratified sampling technique. This is where the researcher selects a sample based on stratification or grouping of the population according to its different traits or attributes (Seidu, 2012, p. 69). I selected three (3) students each from 3A, 3B, 3C, 3D1 and 3D2 from Oti Senior High Technical School and three (3) students each from 3A1, 3A2, 3B, 3D and 3E from Asukawkaw Senior High School for the study using the simple random sampling technique in each case.

Research Instruments

In order to obtain the most comprehensive, credible and dependable data pertinent to the research questions, three data collection instruments were used. The main instrument was the interview guide which was supported by lesson observation guide and questionnaire for students.

Interview guide

For an in-depth understanding of the situation regarding the teaching of Social Studies concepts, semi - structured interviews were conducted to probe teachers‟ classroom practices, beliefs, attitudes, experiences and qualifications. Using an interview guide (see appendix B), the six (6) teachers selected from both schools were interviewed, four from Oti Senior High Technical School and two from Asukawkaw Senior High School. The teachers were interviewed just before lesson observations. Interviews generally have been described as very useful when they are applied to the exploration of more complex and subtle phenomena (Denscombe, 2007). Denscombe points out that interviews are a more suitable method of data collection when a researcher needs to gain insights into things like people‟s opinions, feelings, emotions and experiences.

The semi- structured interview was adopted because by their nature, interviewees are allowed to develop their ideas and speak more widely on the issues raised by the interviewer (Denscombe, 2007). The questions were open-ended and a few close ended ones and there was more emphasis on the respondents elaborating on points or issues to be addressed. However, in consistent with semi-structured interviews, I was flexible in terms of the order in which questions were considered. The interviews were face- to-face interviews. Thus, it involved a meeting between the researcher and the respondents. This format makes it relatively easy to control, and also transcribing and recording becomes relatively easy (Denscombe, 2007). The interview was administered to teachers because of their small number.

The interview guide used for the interview had an introductory front page stating the purpose of the interview and assuring interviewees of confidentiality and anonymity.

It also had four sub-headings. The first sub - heading had to do with the professional and academic qualifications and teaching experience. The second sub – heading dealt with the techniques and strategies of teaching Social Studies concepts. The third one captured the resources available for teaching Social Studies concepts while the final sub-heading was mainly on the attitudes of teachers towards the teaching of Social Studies concepts. The interview in each case lasted between 17 and 32 minutes. The interviews were auto-taped, transcribed and transcription excerpts quoted to support analysis and interpretation. In all, the interview guide contained twenty-six (26) items.

Observation Guide

To explore the classroom practices relating to the teaching of Social Studies concepts, lesson observations were conducted in the two (2) Senior High Schools in the Krachi-East District. The lessons of the teachers were observed immediately after interviewing them with their content. The observation lasted for about eighty (80) minutes. The observations were done in November, 2015, and aimed at determining whether what the teachers profess as their classroom practices and experience regarding the teaching of concepts in Social Studies actually reflected in their Social Studies instructional activities.

Participant observation was adopted in observing the lessons. The nature of participant observation allows the researcher to place greater emphasis on depth rather than breadth (Denscombe, 2007). Though participant observation was adopted in this instance, the researcher was not fully involved in the activities of the teaching. The researcher therefore participated as a passive observer. The researcher‟s identity was

openly known, while informed consent was obtained from the teachers involved. Confidentiality and anonymity were also assured. For accurate, focused and reliable observation, an observation guide (see appendix C) comprising eight (8) areas of Social Studies teaching and learning was used to observe each of the Social Studies teachers in both schools. The observation of classroom teaching afforded me the opportunity to see at first-hand the teaching and learning of Social Studies as practised in the senior high schools. The data was intended to be used to cross-check responses from the interviews. The observation guide consisted of two parts. The first part contained information such as the name of school, class, number of students, topic of lesson to be observed, date and time. The second part, consisting of eight (8) items covered the actual observation of classroom teaching. The first item sought to elicit teachers" mastery of subject matter including the use of adequate and appropriate facts, concepts relevant to topics and teacher"s confidence. Item two (2) considered skills in teaching Social Studies including the ability to handle teaching tasks related to concept formation. Item three (3) delved into the ability of teachers to use a variety of models to teaching concepts while item four (4) was structured to observe the techniques teachers used to teach concepts in Social Studies. Item five (5) was designed and used to observe whether teachers involved their students in classroom activities during teaching and learning process. The sixth item was aimed at observing the kind of classroom environment that prevailed and whether such an environment supports effective teaching and learning of Social Studies concepts. Item seven (7) was designed to establish teachers" usage of teaching and learning resources that enhance understanding and knowledge acquisition. The final item inquired into the situational factors that may influence a lesson positively such as class size, adequate furniture, good condition in class and the like. During the

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observation, I monitored the items on the guide and made a record of them as they occurred. An interpretation was then placed on the observed items as they occurred. The appropriateness of observation as a research instrument has not been in doubt. The observations brought the researcher into contact with the actual phenomenon that was being studied (Kwabia, 2006).

Questionnaire

A questionnaire (see appendix D) was used to elicit information on what actually pertains regarding the teaching and learning of Social Studies concepts in senior high schools in the study area from student respondents. The questionnaire was administered to student respondents because of their high numerical strength. The questionnaire had an introductory front page. Part of the questionnaire contained a five-point Likert type of scale to measure what actually pertains regarding the teaching and learning of Social Studies concepts. The questionnaire contained twenty three (23) items. All the items were generated from the research questions, and included mostly of close -ended items and a few open-ended ones. The close-ended type required respondents to express their opinions by ticking, while the open-ended type demanded brief answers expressing respondents‟ feelings and opinions. The first four items of the questionnaire required background information of students. Item five (5) asked respondents to indicate the frequency at which some selected techniques were used in the teaching and learning of Social Studies. Item six (6) requested students to indicate the techniques that they enjoyed most while item seven (7) asked respondents to give reasons for their choices in six (6); item eight (8) wanted respondents to indicate the regularity at which their teachers organize excursions. Item nine (9) to item sixteen (16) sought students‟ attitudes towards the teaching and learning of concepts in Social Studies. The responses to the items were

designed on a five (5) point Likert-type scale and coded as: Strongly Agree 5; Agree 4; Undecided 3; Disagree 2 and Strongly Disagree (1) for positive statements and Strongly Agree 1; Agree 2; Undecided 3; Disagree 4 and Strongly Disagree 5 for negative statements. Item seventeen (17) wanted students to indicate the availability of Social Studies text books for each student and give reasons for their choice. Item eighteen (18) requested students" views in respect of suitability of text books while item nineteen (19) wanted to know from students whether they ever had lessons with a resource person. Item twenty (20) expected students to indicate the degree of the use of resource persons if their response to item nineteen (19) was "yes". Item twenty one (21) demanded students" response on whether their teachers use teaching resources in teaching Social Studies while item twenty two (22) demand the degree of use of resource materials in teaching if they answered "yes" to item twenty one (21). Item twenty three (23) sought further information on the availability and degree of use of teaching and learning resource. The responses for the availability and degree of use of resource materials were also coded as follows: Available 2; Not Available 1; Always 4; Frequently 3; Occasionally 2 and Never 1. The data from the questionnaire were also intended to be used to cross-check responses from the interviews of teachers.

Validity and Reliability of Instruments

Validity according to Kankam and Weiler (2010, p. 78) refers to the degree to which an instrument accurately measures what it intended to measure. To ensure that the instruments used were valid, they were scrutinised by the researcher"s supervisor. Cohen et al (2011, p. 295) opine that in case study, there are ways to ensure validity and reliability. Among these, I adopted the construct validity-through employing accepted definitions and constructions of concepts and terms; operationalising the

research and its measures. I also adopted the internal validity check. This was done through ensuring agreements between different parts of the data, matching patterns of results, ensuring that findings and interpretations derived from the data are transparent and that causal explanations are supported by the evidence (alone), and that rival explanations and inferences have been weighed and found to be less acceptable than the explanation of inference made, again based on evidence. I also used the concurrent validity through the use of multiple source and kinds of evidence to address research questions and to yield convergent validity.

Hackman (2002:) cited in Seidu (2012, p. 95) views reliability as the extent to which data are consistent, accurate and precise. It is also the extent to which a research instrument produces consistent results when administered under similar conditions. I used the internal consistency as proposed by Cohen et al (2011, p. 295) when dealing with case study. This is a measure of the degree to which the items or parts are homogenous or consistent with each other (Seidu, 2012, p. 99).

Data Collection Procedure

I visited both schools selected to obtain the data. I first introduced myself to the Headmaster, explained my mission and presented a letter of introduction from my department at the University of Education, Winneba (see Appendix A). I was then introduced to the Assistant Headmaster (Academic) who in turn introduced me to the Head of Department. The Head of Department on his part introduced me to the Social Studies teachers who were available. A teacher was assigned to organise the third year students for me to do the sampling and administration of the questionnaire. This was after I had been introduced to the students. I then visited class by class with the teacher assigned to organise the students for me to select three (3) students each from

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the five (5) third year classes through the use of simple random sampling technique. Numbers 1 to 3 were written on separate pieces of paper and folded. Additional blank pieces of paper were also folded and mixed with those with numbers. The numbers of blank pieces of paper added depended on the number of extra students in each class. The folded pieces of paper were all put into a paper box and mixed thoroughly. The students were then asked to pick a piece of paper from the box one after the other. Only those who picked pieces of paper with numbers were included in the sample.

Explanation was given to the selected students on the purpose of the study and why their support and co-operation was necessary. I administered the instruments personally to the selected students in both Senior High Schools (see Appendix D). I was present to answer questions and offerred the needed explanation. Sufficient time was allowed for the completion of the questionnaire items after which they were collected. I also interviewed the Social Studies teachers using an interview guide (see Appendix B) in both schools. The interview was immediately followed by the lesson observation in both schools using the observation guide (see Appendix C). In all, two weeks were used for administration of all three instruments used in data collection.

Data Presentation and Analysis

The data that emerged during the study were presented and analysed both qualitatively and quantitatively. The qualitative data were analysed through thematic procedure. The data that were obtained from the questionnaire were considered under the patterns of experience that was identified through the interview to obtain a comprehensive view of the information. These data were analysed quantitatively. That is, descriptive statistics were used to analyse such data for interpretation. Teachers who were interviewed and observed were assigned pseudonyms (Mr. Bob, Mr. Ras,

Mr. Jones, Mr. Jack, Mr. Bat and Mr. Kapi). The data presentation and analysis were guided by the research questions formulated to guide the study as stated in chapter one, and in line with the research instruments used to collect the data. A presentation of data analysis and discussion of findings thereof have been thoroughly presented in chapter four and five of this research report.

Ethical Considerations

Bell (2005) intimates that research ethics is about being clear about the nature of agreement a researcher has entered into with the research participants or contacts. To Bell, ethical research involves getting the informed consent of the participants to be interviewed, questioned and observed or take materials from. It also involves reaching agreement about the uses to which the data collected will be put. Creswell (2009, p. 88) opines that ethical practises in research involves much more than merely following a set of static guidelines, such as those provided by educational and professional associations. Creswell suggests that researchers need to protect their research participants, guard against misconduct and impropriety that might reflect on their organisations or institutions, and promote the integrity of research.

To adhere to ethical standards in this study, I sought consent from all the respondents who took part in the study. Besides, before each respondent was approached, permission was obtained from the school authorities. In addition, all the research instruments used had an introductory front page that clearly stated the intent and purpose of the study. The introductory page also assured the participants of confidentiality and anonymity. I also introduced myself to the participants before any of the research instruments were administered to the participants.

Finally, I acknowledged all the various sources where pieces of information were drawn for the purpose of this research work.

CHAPTER FOUR

PRESENTATION OF RESULTS

Introduction

I present in this chapter the results of the study. In this study, I investigated the current practices with regard to the teaching and learning of Social Studies concepts in Senior High Schools in the Krachi East District. It has been posited that a person's grasp of concepts in a subject is the basis of understanding in that subject (Novak, 1977). Teachers and students encounter a lot of concepts in the teaching and learning of the Senior High School Social Studies programme. However, it appears that students do not seem to understand these concepts, a situation which could affect their understanding of the subject matter of Social Studies. While it may be argued that the environment provides many experiences and opportunities for learning Social Studies concepts, sight should not be lost of the fact that the classroom situation is contrived, and hence symbolic and abstract in nature. Students therefore seem to find it difficult grasping key concepts in Social Studies and this adversely affects their understanding and application of such concepts to real life situations. It is upon this premise that this research was carried out in Senior High Schools in the Krachi East District to find out what actually pertains regarding the teaching and learning of Social Studies concepts. To this end, four research questions were formulated to guide the study.

ResearchQuestion 1:

What are the professional and academic qualifications, and teaching experiences of Social Studies teachers in Senior High Schools in the Krachi East District?

Social Studies deals with changing students" attitudes, beliefs and dispositions; hence, the need for teachers with the requisite professional and academic qualifications to teach the subject. In the view of Aggarwal (2001),

> If the Social Studies are to assist pupils to understand this
> complex world in which they live, in order that they may
> better adapt themselves to it, and to prepare themselves for
> an intelligent and constructive citizenship, we must provide
> well trained teachers of Social Studies at all stages (p.228).

He emphasizes that Social Studies more than any other subject requires well prepared men and women of sound knowledge and training. This suggests that if instruction in Social Studies is to be effective, then there is the over-riding need for teachers to be well grounded in the content and pedagogical skills of the subject area. Based on the above assumptions, teacher interview guide items 1 to 8 were formulated to gather data.

Item 1 sought to elicit from respondents their academic qualifications. The responses are found in Table 4.

Table 4: Academic qualifications of Social Studies teachers

Academic qualification	Freq.
B. Ed Social Studies	4
B. A Sociology	2
Total	**6**

Source: Fieldwork data (2015).

From the table, it can be seen that four of the Social Studies teachers studied Social Studies at the degree level while two studied Sociology at the degree level.

Interview guide item 2 required respondents to indicate their professional qualifications. Table 5 indicates the professional qualifications of the respondents.

Table 5: Professional qualifications of Social Studies teacher respondents.

Professional qualification	Freq.
CERT. „A‟/B. Ed Social Studies	3
CERT. „A‟/B. A Sociology	1
B. Ed Social Studies	1
B. A Sociology	1
Total	**6**

Source: Fieldwork data (2015).

Table 5 shows that three of the teachers possessed professional qualifications in Social Studies at the university as well as Teacher‟s Certificate „A‟; one had professional Social Studies training at the university without initial teacher training at the Teacher Training College (now College of Education) while only one had

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university training in Sociology with initial teacher training at the Training College. There was also one teacher who had university training in Sociology but without initial teacher training at all.

Interview guide item 3 required teachers to indicate which Social Science subjects they had qualifications in. It is to be noted that although the respondents are six, each teacher had qualification in more than one Social Science subject.

Table 6: Social Science Subjects which Teachers Studied

Subject	Freq
Government / Political Science	5
Bible Knowledge / C R S	4
African Traditional Religion	2
Economics	5
History	1
Geography	1
Sociology	2
Philosophy	1
Social Studies	4

Source: Fieldwork data (2015).

From the interview as seen in Table 6, it emerged that five teacher-respondents had background in Government and Political Science, four in Bible knowledge and Christian Religious Studies, five in Economics, and one in History. One other teacher who had background in Geography, two in Sociology, another two in African Traditional Religion, one in Philosophy and four in Social Studies. This is an indication that the teachers had some background knowledge in the Social Sciences. Knowledge of the Social Sciences greatly enhances the teaching of Social Studies.

Table 7: Number of Social Science Subjects in Which Teachers Had Qualifications

Number of Subjects	Freq.
None	-
One	-
Two	1
Three	1
Four	2
Five	1
Six	1
Total	**6**

Source: Fieldwork data (2015).

From Table 7, it can be seen that one teacher had background in two Social Science subjects; another one had background in three Social Science subjects. There were other two teachers who had background in four Social Science subjects. One teacher had background in five Social Science subjects and another one who had background in six Social Science subjects.

Interview guide item 4 required respondents to indicate the highest level to which they studied the Social Science subjects. Their responses are indicated in Table 8.

Table 8: Highest Level to Which Teachers Studied Each Social Science Subject

Subject	Level / Frequency				
	SSSCE	O/L	A/L	DIP	DEGREE
Government / Political Science	1	2	2	-	5
Bible Knowledge/CRS	1	2	1	-	-
African Traditional Religion	-	-	2	-	-
Economics	2	2	-	-	-
History	1	-	-	-	-
Geography	-	1	-	-	-
Sociology	-	-	-	-	2
Philosophy	-	-	-	-	1
Social Studies	-	-	-	-	4

Source: Fieldwork data (2015).

The interview results as seen in Table 8 revealed that one teacher studied Government at Senior Secondary School Certificate Examination (SSSCE) level, two at the Ordinary Level (O" Level) and another two at the Advance Level (A" Level). Five of the teachers studied Political Science at the first degree level. With Bible Knowledge and Christian Religious Studies, one teacher studied them at the SSSCE level, two at the O" Level and one at the A" Level. In respect of African Traditional Religion, only one teacher studied it at the A" Level. One teacher studied Economics at the SSSCE level and two at the O" Level. Only one teacher studied History at the SSSCE level. Another one teacher studied Geography at the O" Level. With regard to Sociology, two teachers studied it at the first degree level. With Philosophy, one teacher studied it at the first degree level. In respect of Social Studies, four of the teacher respondents studied it at the first degree level.

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Interview guide item 5 required teachers to indicate if they studied Social Studies as a major course and where they studied it.

Table 9: Responses on whether teachers studied Social Studies as a major course and where they studied

Response	Freq.	Institution Studied
Yes	4	University of Education, Winneba
No	2	University of Ghana
Total	**6**	

Source: Fieldwork data (2015).

The responses of teachers as indicated in Table 9 brought to light that four of the teachers read Social Studies as a major course at the University of Education, Winneba. Two did not read Social Studies; rather they read Sociology at the University of Ghana.

In order to find out the teaching experience of respondents, interview guide item 6 was posed. The data in Table 10 indicates the experience, in terms of number of years of teaching Social Studies in the Senior High School.

Table 10: Number of Years of Experience in Teaching Social Studies

Number of Years	Freq.
1	-
2	1
3	-
4	1
5	1
6	-
7	2
8	1
9	-
10 and above	-
Total	**6**

Source: Fieldwork data (2015)

It was established in the interview as indicated in Table 10 that one teacher had taught for eight years, two had taught for seven years, one taught for five years, another one taught for four years and the last one taught for two years.

An important aspect of teacher's professional development is in-service training. In-service training is necessary to keep teachers abreast of new content and teaching techniques. Interview guide item 7 was therefore posed to elicit from respondents whether they had attended any in-service training course in Social Studies since they began teaching. Table 11 indicates the results.

Table 11: Response on in-service Training since teaching the subject

Response	Freq.
Yes	2
No	4
Total	**6**

Source: Fieldwork data (2015).

In response, as can be seen from Table 11, four of the teachers indicated they had never attended any in-service training in Social Studies after graduation. However, two of the teachers indicated that they had ever attended in-service training but added that it was only on one occasion.

In response to another interview guide item, two of the teachers who attended in-service training had this to say as the focus of the in-service training (All names used here are pseudonyms).

Teacher 4: "It was intended to guide teachers of Social Studies to handle and teach Social Studies course" (Mr. Jack).

Teacher 5: "Its focus was to rekindle the Social Studies that we were taught at the University" (Mr. Bat).

Those who had never attended any in-service training were of the view that in-service training is very essential for teacher development when they were asked whether there was the need for in-service training. They had these to say:

Teacher 1:"Oh yes. The reason is that day-in-day-out things are changing and when it becomes necessary we need to be updated" (Mr. Bob).

Teacher 2:"Sure. Because like society is dynamic. Though we have the syllabus, we still need in-service training to know the approach to teaching new concepts" (Mr. Ras).

Teacher 3:"Yes there is the need. It serves as refresher programmes for those who are in the system to meet current trends" (Mr. Jones).

Teacher 6:"Yes. Social Studies as a subject deals with evolvement of new ideas. As such Social Studies teachers need in-service training to update them on the new concepts and ideas as the society keeps on changing" (Mr. Kapi).

Research Question 2:

What methods, techniques and strategies do teachers use to teach Social Studies concepts in Senior High Schools in the Krachi East District?

It has been suggested by Singleton (1996) that the way in which a teacher teaches as much as what he teaches contribute to his effectiveness. Similarly, Dynneson and Gross (1999) contend that the difference between creative and uninspired teaching is determined by the techniques that teachers use in teaching. Learning is said to be a process of construction, and learners continually strive to construct their own understanding of the world by synthesizing new experiences (Osberg, 1997; Ringstaff & Yocan, 1994). Powell (1998) reiterates that classroom learning is a social process by which the teacher works to help learners "make sense of their experiences and further their understanding" (p.64). This implies that, teaching and learning techniques and strategies that give opportunity to the learners to be active in the

process and explore their environment is preferable to those which are essentially teacher-centred, didactic and contrived.

Seefeldt (2001) points out that the peculiar nature of Social Studies calls for effective teaching techniques and strategies that will facilitate comprehension, concept development, and encourage critical and reflective thinking. In line with the above assumptions, teacher interview guide items 9 and 10 and student questionnaire items 5 to 8 were formulated. Respondents were required to indicate the degree to which the specified techniques were used in the class to teach Social Studies concepts. Interview guide item 9 and questionnaire item 5 required respondents to indicate the extent to which they used some techniques in teaching. The responses are indicated in Table 12.
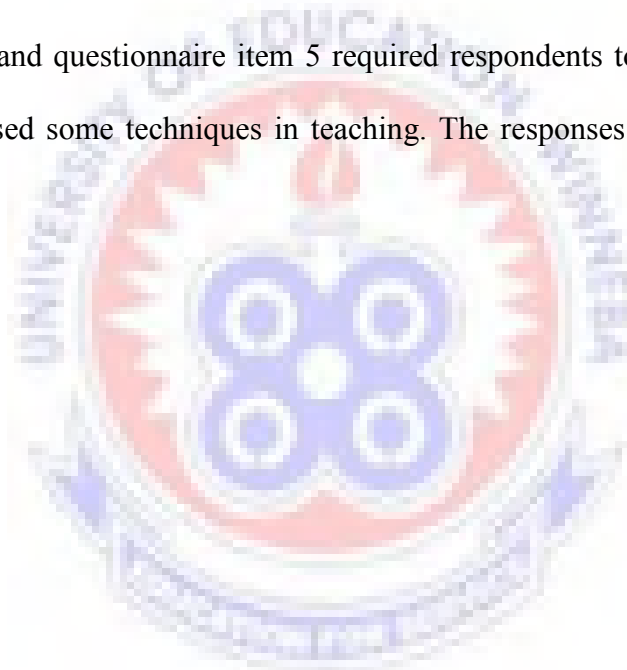
Table 12:Degree of Use of Suggested Techniques and Strategies of Teaching and Learning of Social Studies Concepts by Teachers and Students

Technique	Never			Occasionally			Frequently		
	TEACHERS FREQ	STUDENTS FREQ	%	TEACHERS FREQ	STUDENTS FREQ	%	TEACHERS FREQ	STUDENTS FREQ	%
Fieldtrips	3	26	87	3	3	10	0	1	3.3
Dramatisation	1	14	47	3	9	30	2	7	23
Lecture	0	0	0	4	73	23	2	23	77
Discussion	0	3	10	1	12	40	5	15	30
Role play	1	15	50	2	14	47	3	1	3.3
Resource person	3	19	63	2	7	23	1	4	13
Co-Operative Learning	2	30	100	3	0	0	1	0	0
Brainstorming	1	0	0	2	0	0	3	0	0
Pre-reading Activity for Concept Enhancement	6	29	97	0	1	3.3	0	0	0

Source: Fieldwork data (2015)   Key: Never -1; Occassionally -2; Frequently -3

The interview established that three teachers had never used fieldtrips or out of door activities in teaching while three indicated that they used it occasionally. On the part of the students, twenty six students representing 87% stated that their teachers never used fieldtrips, three students representing 10% indicated their teachers used fieldtrips occasionally while 1 student representing 3% indicated that his teacher used fieldtrips frequently. This revelation is very worrisome because of the importance of fieldtrips in the teaching of Social Studies concepts.

With the use of dramatisation in teaching Social Studies concepts, one teacher indicated he had never used it, three teachers indicated using it occasionally while two teachers stated that they used it frequently. With the students, fourteen of them representing 47% indicated that their teachers never used dramatisation in teaching, while nine students representing 30% indicated that dramatisation was occasionally used and seven students representing 23% stated that dramatisation was frequently used by their teachers.

In relation to the use of lecture technique in teaching, four teachers indicated using it occasionally while two teachers stated that they used it frequently. The teachers" indication in the interview contradicts the views of the students as twenty three students representing 77% indicated their teachers frequently used the lecture technique in teaching and learning whereas seven representing 23% indicated the occasional use of lecture technique. The lesson observation also affirmed the views of the students.

On the use of role play in teaching, one teacher indicated that he had never used it in teaching; two teachers stated using it occasionally while three teachers stated that they used it frequently. In respect of student respondents, fifteen students representing 50%

stated that their teachers never used role play in lessons, whereas 14 students representing 47% indicated the occasional use of role play while one student representing 3% indicated the frequent use of role play.

With respect to the use of discussion, five teachers indicated they used it frequently while one teacher used it occasionally. This revelation was also established during the lesson observation (as) most teachers used the discussion technique. It must however be mentioned that although the teachers used the discussion, it was not properly implemented in most of the lessons. With regard to the students, fifteen students representing 50% indicated that discussion was frequently used by their teachers; twelve students representing 40% indicated that discussion was used occasionally and three students representing 10% indicated that discussion was never used in their lessons. The fact that about 90% of the students indicated either frequent or occasional use of discussion confirms the views of the teachers.

With regard to the use of resource persons in teaching Social Studies concepts, three teachers responded that they had never used resource persons in lessons, two teachers indicated using resource persons occasionally while one teacher stated that he used resource persons frequently. In the case of students, 19 students representing 63% indicated that they had never had a lesson involving the use of resource persons, 7 students representing 23% stated that they had lessons with resource persons occasionally while four students representing 13% indicated the frequent use of resource persons.

With brainstorming, three teachers responded that they used it frequently; two indicated using it occasionally while one stated that he had never used it. Three teachers indicated that they used co-operative learning occasionally; two stated that

they had never used it as a result of large class size, and one indicated using it frequently. The issue of large class size was established during the lesson observation as some of the class sizes ranged between 70 and 150 students. On the part of the students, all the thirty students representing 100% indicated that they never had experience with co-operative learning. This is very strange. Perhaps, the students did not understand what co-operative learning is.

On the use of Pre-reading Activity for Concept Enhancement (PACE), all the teachers indicated that they had never used it in teaching. On the part of students, twenty nine students representing 97% indicated that they had never experienced pre-reading Activity for Concept Enhancement (PACE) while one student representing 3% indicated the occasional use of it. With regard to the use of concept mapping, four of the teachers indicated that they had never used it in teaching while two stated that they used it occasionally.

Interview guide item 10 required teachers to indicate which of the above techniques seemed most successful with their students. In response, all the teachers indicated that the discussion technique seemed most successful with their students. When asked why the discussion seemed most successful and preferred, the teachers had this to say:

Teacher 1:"It gives opportunity to the students to express their views" (Mr. Bob).

Teacher 2:"Most of the concepts in Social Studies are these real life situations. And so when I throw the questions, they are able to contribute" (Mr. Ras).

Teacher 3:"It allows everybody to be involved and feel at home when you involve all of them and at least everybody˚s attention is there to contribute" (Mr. Jones).

Teacher 4:"It helps students to interact with the teacher and among themselves thereby expressing their views" (Mr. Jack).

Teacher 5:"During discussion, I create platform for everybody to contribute. So anyone who has an idea, you get to know and those who lack ideas you get to know" (Mr. Bat).

Teacher 6:"Social Studies as a concept is embedded with several concepts such as marriage, teenage pregnancy and the rest. These are real life situations. Sometimes we discuss it because students have some misconceptions about them. So I use the discussion technique to know their ideas and misconceptions so that I disabuse their minds about that. So discussion technique is more appropriate to the students" (Mr. Kapi).

With the students, questionnaire item 6 required them to indicate the technique they enjoy most. Their responses are found in the Table 13.

Table 13: Mostly enjoyed techniques and strategies of teaching

Technique		Response
Fieldtrip/out-of-door activities	Freq	1
	%	3.3
Dramatisation	Freq	3
	%	10
Lecture	Freq	0
	%	0
Discussion	Freq	21
	%	70
Role play	Freq	1
	%	3.3
Resource person	Freq	1
	%	3.3
Co-operative learning	Freq	1
	%	3.3
Pre-reading Activity for Concept Enhancement (PACE)	Freq	2
	%	7

Source: Fieldwork data (2015).

Table 13 indicate the most preferred and enjoyed teaching techniques and strategies by students in teaching and learning of Social Studies concepts. The most preferred and enjoyed teaching technique by the students was the discussion technique (70%). The least preferred techniques were fieldtrip (3.3%), role play (3.3%), use of resource person (3.3%), and co-operative learning (3.3%). The lecture technique was not enjoyed, and never preferred by the students. It is very obvious from the above that both teachers and students were in agreement that the discussion technique is enjoyed and seemed most successful in teaching and learning of Social Studies concepts.

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Research Question 3:

What are the attitudes of Teachers and Students towards the Teaching and Learning of Social Studies concepts in Senior High Schools in the Krachi East District?

One of the factors with the greatest influence on the ability of teachers to interpret a curriculum effectively is their perception and attitude towards the curriculum. A positive attitude and perception of a curriculum enables teachers to plan for effective institutional feedback and for dealing with unexpected consequences and events. Such teachers experience better co-operation and collaboration from students. Pajares (1997) is of the view that all teachers hold beliefs about their work, their students, their subjects, their roles and responsibilities. These beliefs seldom change without significant intervention (Lappen & Theule-Lublenksi, 1994). Therefore if teaching is to be transformed, teachers" beliefs, perceptions and attitudes need to be understood.

On the attitudes of students towards the teaching and learning of Social Studies concepts, several studies support the view that the factor most likely to affect is an open classroom climate – an environment whose signifying features are teacher respect for student ideas and use of democratic leadership behaviors (Angell, 1992; Avery et al, 1993; Ochoa, 1991). Harwood"s (1992) review on a research that investigated the relationship between Social Studies classroom climate and student attitudes towards concepts also confirm the findings of the above study. These assumptions formed the basis for the formulation of research question 3. Accordingly, teacher interview guide items 17 to 25 and student questionnaire items 9 to 16 were designed to collect the relevant data.

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Interview guide item 17 required teachers to indicate whether they focused on the teaching of concepts as a basis for changing attitudes. In response, four of the teachers were very emphatic that they focused on the teaching of concepts as a basis for changing attitudes; one teacher said at times he focused on it while another teacher did not even believe teaching concepts could change attitudes. He had this to say:

Teacher 1:"I don"t even know if the study of Social Studies has any impact in the attitudes of students. I doubt. Students are only interested in passing and going away. To some extent, they become aware of certain things but to change their behavior, I doubt" (Mr. Bob).

Item 18 of the interview guide required teachers to indicate how often they involved students in their lessons. All the teachers responded that they involved their students in lessons very often or frequently. This was also noticed during the lesson observation. All the teachers involved students in their lessons in one way or the other.

The teachers were also asked in item 19 to indicate how they focused on the correct teaching of concepts. In response, the teachers said the following:

Teacher 1:"By breaking them (concepts) down and relating them to their day-to-day activities" (Mr. Bob).

Teacher 2:"What I do is sometimes I draw their attention to their relevant previous knowledge, so from there we trail on" (Mr. Ras).

Teacher 3:"I know the teaching of concepts will need the necessary materials. So I use the teaching and learning resources" (Mr. Jones).

Teacher 4:"I try to stress and inculcate into the students what is good and wrong" (Mr. Jack)

Teacher 5:"When I am introducing a lesson, then through presentation of the lesson, the idea that I want the students to get will come then I capitalize on it" (Mr. Bat).

Teacher 6:"Sometimes the discussion and question and answer techniques are used" (Mr. Kapi).

With item 20, teacher respondents were asked to indicate how they assist students to grasp concepts as the basis of understanding. There were divergent views. One responded that linking it to their day-to-day activities; three mentioned by using learners" relevant previous knowledge and two mentioned through the use of question and answer technique.

Interview item 21 required teachers to indicate whether they focused their teaching on gaining factual knowledge. In response, five teachers affirmed that they focused their teaching on gaining factual knowledge. However, one teacher said that is not the case but added that when a topic demands teaching factual knowledge, so be it.

Item 22 required teachers to indicate whether they used a particular technique to teach concepts all the time. In response, five teachers stated that they do not use one technique while one responded that he uses a particular technique always. These were the responses of the teachers:

Teacher 1:"Yes. Linking the concepts to their day-to-day activities" (Mr. Bob).

Teacher 2:"No. I vary them" (Mr. Ras).

Teacher 3:"I don"t" (Mr. Jones).

Teacher 4:"No, no, no. I use multiple techniques. I combine them when the need arises. The one I feel has to be applicable, I bring it to bear" (Mr. Jack).

Teacher 5:"Well as a teacher, you have to vary your teaching techniques. So if you see that the technique you are using cannot help you get the desired answer, then you switch to another technique. So it is not always one technique that I use" (Mr. Bat).

Teacher 6:"Not one technique. It varies. At least before a lesson ends; two techniques might have been used" (Mr. Kapi).

This means that the majority of the teachers use a variety of techniques in teaching. This was also established during the lesson observation as the teachers varied their techniques except one. It is interesting to note that the teacher who did not vary his teaching techniques is one of the two who had no professional training in Social Studies.

Interview guide item 23 required respondents to indicate how they adopt effective teaching to enhance learning of concepts. In response, five of the teachers said they adopt various teaching techniques to ensure that their students gain from their lessons. However, one teacher stated he does that by doing research and getting views from a lot of authors. Again, this is one of the teachers who had no professional training in Social Studies.

Interview guide item 24 sought to find out teachers" beliefs about the use of resources to teach concepts. The teachers responded thus:

Teacher 1:"If they are available, why not. They lead to better understanding" (Mr. Bob).

Teacher 2:"It is one of the better options in case they are readily available. Because these are the ones that when the students see, they learn from known to unknown. It helps so much" (Mr. Ras).

Teacher 3:"I believe that is the best to do. I think that is the best to do"
        (Mr. Jones).

Teacher 4:"Using resources in teaching is one of the best ways to teach concepts
        in Social Studies. It makes the teaching of Social Studies very simple"
        (Mr. Jack).

Teacher 5:"My belief is that resources help make understanding easier because
        seeing is believing" (Mr. Bat).

Teacher 6:"They are very necessary. When students learn and have first-hand
        information and they can see, I think they respond to it in a very nice
        way but when they don"t see and are supposed to learn in an abstract
        form, it becomes very difficult to make them understand it well. So
        normally, resources are very appropriate as they help the child to
        develop all the senses as well" (Mr. Kapi).

Unfortunately, during the lesson observation, none of the teachers used teaching resources to aid students" understanding of Social Studies concepts.

On the attitude of students, questionnaire item 9 to 16 were designed in a Likert scale form and required respondents to indicate the degree to which they agree or disagree with the statements provided. Their responses are indicated in Table 14.

Table 14: Students' attitudes towards teaching and learning of Social Studies

(n = 30)

Statement		Response				
		SA	A	D	SD	UD
Learning concepts is good for attitudinal development	Freq	23	6	0	0	1
	%	77	20	0	0	3
I learn to acquire only factual knowledge in Social Studies	Freq	7	9	5	9	0
	%	23	30	17	30	0
I am always interested in Social Studies lessons	Freq	15	10	2	1	2
	%	50	33	7	3	7
I am not regular at Social Studies lessons/ class	Freq	0	2	0	28	0
	%	0	7	0	93	0
	Freq	2	3	13	12	0
I learn concepts better without resources	%	7	10	43	40	0
	Freq	28	2	0	0	0
I am always punctual at Social Studies lessons	%	93	7	0	0	0
	Freq	26	2	1	1	0
I am always regular for Social Studies lessons	%	87	7	3	3	0
	Freq	4	2	6	15	3
I am not motivated to learn Social Studies Concepts	%	13	7	20	50	10

Key: SA – Strongly Agree; **A** – Agree; **D** – Disagree; **SD** – Strongly Disagree;

UD – Undecided.

Source: Fieldwork data (2015)

Table 14 presents information on students" attitudes towards the teaching and learning of Social Studies concepts. Twenty nine students which represent 97% of the students affirmed that learning Social Studies concepts is good for attitudinal development. Only one student representing 3% was undecided. This confirms the responses of some teachers to their interview item 17. A significant number (16 or 53%) of the students stated that they learned or acquired only factual knowledge in Social Studies. Conversely, 14 (47%) students held divergent views. This is also in conformity to the responses of some teachers to interview item 21.

A good number 25 (83%) of students asserted while 3 (10%) of them disagreed that they were always interested in Social Studies lessons. 2 (7%) students were undecided. An insignificant number 2 (7%) of the students confirmed that they were not regular at Social Studies lessons or classes. In contrast, 28 (93%) students refuted this claim. Similarly, a few 5 (17%) students asserted while 25 (83%) of them disagreed that they learned concepts better without resources. All 30 (100%) of the students affirmed that they were always punctual for Social Studies lessons or classes. This also confirms the views of the teachers in relation to the use of resources in teaching.

Twenty-eight (94%) students indicated that they were always regular for Social Studies lessons. Two (6%) of them gave incongruent views. A small number 6 (20%) of the students admitted while 21(70%) of them disagreed that they were not motivated to learn Social Studies concepts. In other words, these students agreed that they were motivated to learn Social Studies. Three (10%) students were uncertain.

Research Question 4:

What Resources are available for the Teaching of Concepts in Social Studies in Senior High Schools in the Krachi East District?

Teaching depends largely on the availability of the required teaching and learning resources. These resources include textbooks, newspapers, reference books and other printed materials, non-print materials and community resources. These resources are used by both teachers and students to facilitate the learning, understanding or acquisition of knowledge, skills and concepts by students. Banks (1990) points out that "to solve scientific, valuing and decision problems, students must collect, analyse and evaluate data often from a wide variety of resources" (p.235). This implies that data collected from diverse resources present students with diverse conceptual perspectives and stimulate their different senses. Consequently, research question 4 was formulated to investigate the availability and degree of use of selected teaching and learning resources in the Senior High Schools in the Krachi East District. It was to this end that teacher interview guide items 11 to 16 and student questionnaire items 17 to 23 were designed.

Teacher interview guide item 11 as well as student questionnaire item 23 required respondents to indicate whether certain resources for teaching Social Studies were available or not available in their schools. Their responses are indicated in Table 15.

Table 15: Teachers and Students Indication of Availability of Some Resources for the Teaching and Learning of Social Studies Concept

Resource	Teachers		Students			
	Available	Not Available	Available		Not Available	
	No	No	No	%	No	%
Teachers Reference Book	6	0				
Social Studies Textbook	6	0	20	67	10	33
Newspapers, Magazines and Journals	0	6	2	7	28	93
Television	4	2	17	57	13	43
Computers	2	2	28	93	2	7
Tape Recorders/Video Tapes	-	6	1	3	29	97
Resource Persons	6	0	5	17	25	83
Overhead Projectors	-	6	15	50	15	50
Maps	6	-	15	50	15	50
Globes	6	0	19	63	11	37

Key: 1 – Available; **2** – Not available

Source: Fieldwork data (2015)

As indicated in Table 15, all the six teachers noted that the teachers" reference books for Social Studies were available as well as the Social Studies textbooks. In the same vein, twenty students representing 67% indicated that the textbooks were available whereas ten students representing 33% indicated they are not available.

On television, four teachers indicated that they had television in their schools while two teachers stated that television was not available in their school. With regard to students, seventeen students representing 57% indicated they are available whereas thirteen students representing 43% indicated they are not available. On computers, two teachers indicated that computers were available in their schools for teaching and learning while four indicated they were not available. On the part of students, twenty eight students representing 93% indicated that computers were available while two students representing 7% indicated they were not available.

In the case of globes and maps, all six teachers stated they were available in their schools. In respect of students, nineteen students representing 63% indicated the availability of globes and eleven students representing 37% indicated they were not available. On maps, fifteen students representing 50% indicated available while fifteen students representing 50% also indicated not available. In respect of newspapers, magazines, journals, tape recorders and overhead projectors, all six teachers indicated they were not available in their schools. Half of the students (50%) indicated the availability of overhead projectors and another half (50%) stated their non-availability. Twenty nine students representing 97% indicated that tape recorders and video tapes were not available as against one student who indicated their availability; and twenty eight students representing 93% indicated that newspapers, magazines and journals

were not available as opposed to two students representing 7% indicating that they were available. With regard to the use of resource persons, all six teachers indicated "available". Twenty five students representing 83% indicated not available while five students representing 17% indicated available.

Interview guide item 12 required teachers to indicate how often they used any of the above materials in teaching. The responses indicated that the teachers" reference book and the textbooks were frequently used. However, the television, computers, globes and maps were not used in the teaching of concepts in Social Studies. On the part of the students, they were required to indicate the degree of use of the available resources. Their responses are indicated in Table 16.

Table 16: The degree of usage of available resources for the Teaching and Learning

(n = 30)

Resource		Response		
		1	**2**	**3**
Social Studies textbooks	Freq	3	5	22
	%	10	17	73
Newspapers/magazines/journals	Freq	26	2	2
	%	87	7	7
Television	Freq	26	3	1
	%	87	10	3
Computers	Freq	27	2	1
	%	90	7	3
Resource person	Freq	28	1	1
	%	93.3	3.3	3.3
Overhead projectors	Freq	29	1	0
	%	97	3	0
Globes	Freq	28	1	1
	%	93.3	3.3	3.3
Maps	Freq	23	6	1
	%	77	20	3
Video tape/tape recorders	Freq	29	1	0
	%	97	3	0

Key: 1 – Never; **2** – Occasionally; **3** – Frequently;

Source: Fieldwork data (2015)

Table 16 indicated that only Social Studies textbooks were frequently used by the students and teachers. All other resources as tabulated were either occasionally or never used by teachers and students as noted by 73% to 97% of the students.

Item 13 asked respondents to indicate whether there were enough copies of the Social Studies textbooks for each student. Four teachers responded that there were enough copies for each student while two teachers indicated there were not enough for each

student. Forty percent of students indicated that there were enough textbooks while 60% responded in the negative. The students" responses are represented in Figure 2.

(n = 30)
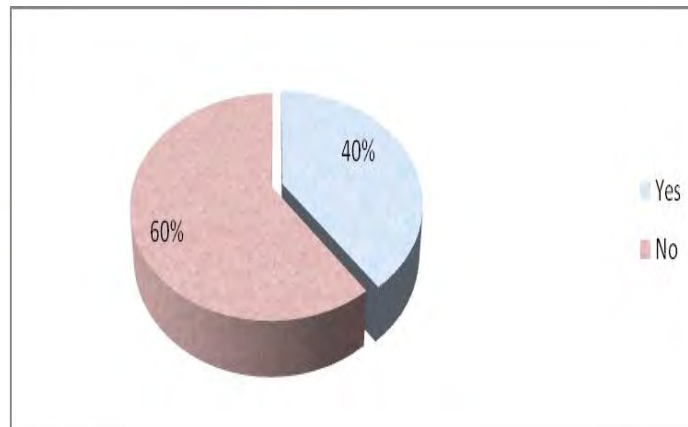
Figure 2: Responses on whether there were enough copies of Social Studies text books

Source: Fieldwork data (2015)

Item 14 sought to find out whether the textbooks were suitable for the students. All six teachers indicated that the textbooks were suitable and that it tallied with the current Social Studies syllabus. The teachers indicated as follows:

Teacher 1:"Very suitable" (Mr. Bob).

Teacher 2:"They are very suitable because they tally with what is in the syllabus" (Mr. Ras).

Teacher 3:"Yes, they are suitable" (Mr. Jones).

Teacher 4:"They are suitable to me" (Mr. Jack).

Teacher 5:"Yes. They are suitable" (Mr. Bat).

Teacher 6:"Oh yes, oh yes, they are suitable" (Mr. Kapi).

On the part of students, 93% admitted that the Social Studies textbooks were very suitable while 7% indicated that the textbooks were not suitable. This is indicated in Figure 3.

(n = 30)
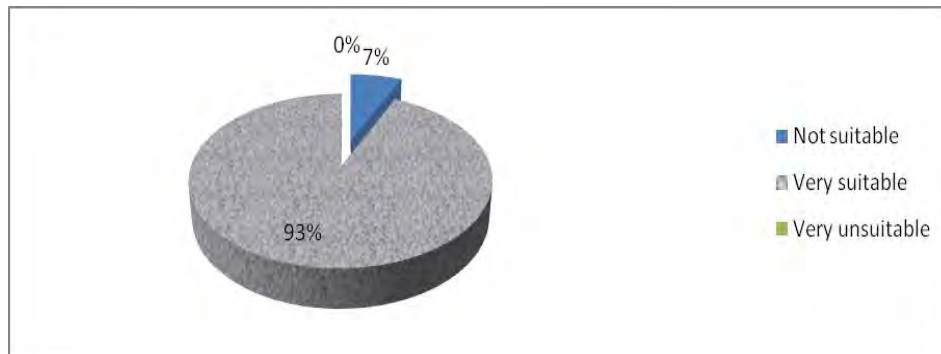
Figure 3: Responses on whether Social Studies textbooks are suitable for learning by the students

Source: Fieldwork data (2015).

Interview item 15 required teachers to indicate whether they sometimes prepared their own teaching and learning materials. The teachers responded as below:

Teacher 1:"Yes" (Mr. Bob).

Teacher 2:"Yes. I prepare them myself" (Mr. Ras).

Teacher 3:"Yes" (Mr. Jones).

Teacher 4:"I prepare some" (Mr. Jack).

Teacher 5:"I prepare some. Those that are very technical and I know I cannot prepare, I go to beg" (Mr. Bat).

Teacher 6:"Oh yes" (Mr. Kapi).

Interview guide item 16 sought to find out from respondents whether they sometimes invite resource persons to talk on topics about which they (resource persons) are knowledgeable. Five of the teachers indicated they had never done so while one responded that he had done it once. For the students, 90% indicated that they never had

a lesson with a resource person whereas 10% indicated they had. The students"
responses are illustrated in Figure 4.

(n = 30)
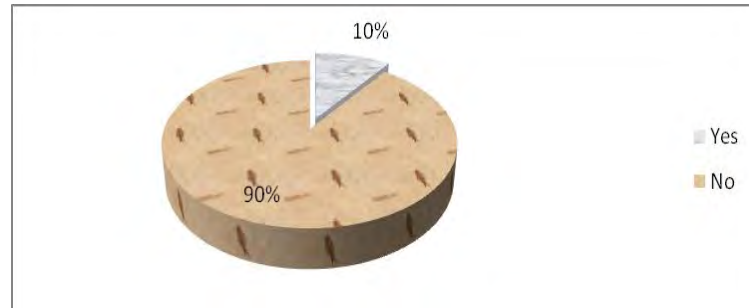
Figure 4: Responses on whether students have lessons with a resource person

Source: Fieldwork data (2015)

On the rate at which they had lessons with resource persons, 90% of the students stated
they never had, 7% stated sometimes while 3% indicated "very often". This is seen in
Figure 5.

(n = 30)
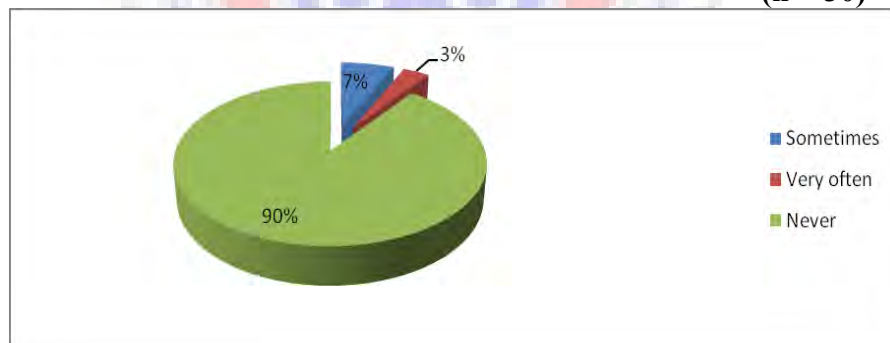
**Figure 5: Responses on the rate at which students have lessons with a resource
Person**

Source: Fieldwork data (2015)

This is an indication that the teachers do not use resource persons in teaching. On using
resources in teaching, 80% of the students indicated that their teachers do not use

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resources in teaching while 20% indicated their teachers taught with teaching and learning resources. This information is also found in Figure 6.

(n = 30)
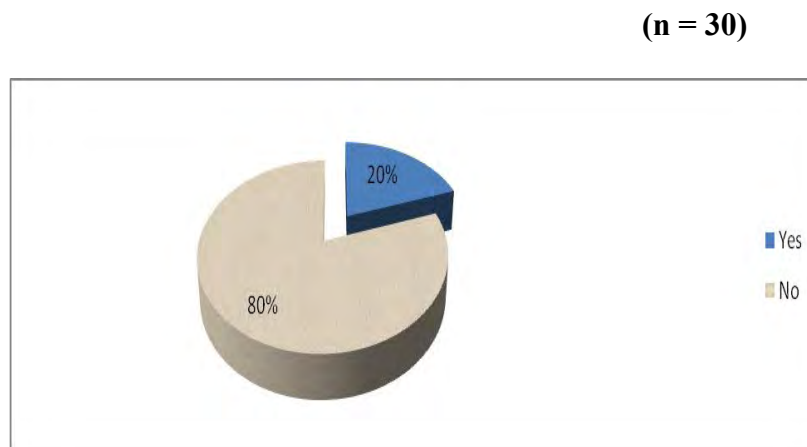
Figure 6: Students responses on whether Social Studies teachers teach with Teaching and Learning resources

Source: Fieldwork data (2015)

This was also realized during the lesson observation as none of the teachers used resources to facilitate the teaching and learning process.

Students" questionnaire item 23 required students who indicated that their teachers used resources to teach to indicate how often their teachers used the resources in teaching. The results indicate that 93% of the students were of the view that their teachers frequently taught with teaching and learning resources, whereas 7% of them indicated their teachers sometimes used teaching and learning resources in teaching. These data are presented in Figure 7.

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(n = 30)
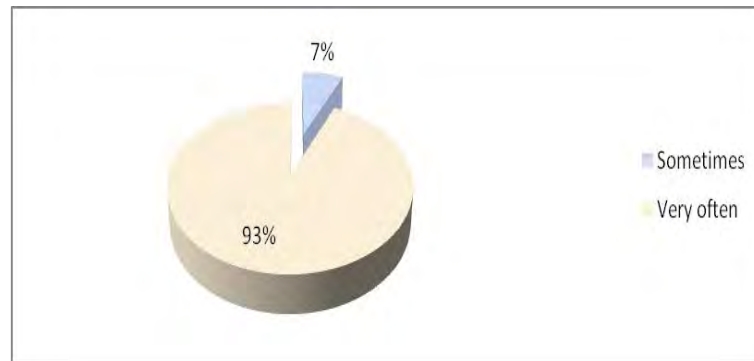
Figure 7: Responses on the rate at which Social Studies teachers teach with Teaching and   Learning resources

Source: Fieldwork data (2015).

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

In this chapter, I present and discuss the findings of this study. As indicated earlier in chapter four, in this study, I investigated the current practices with regard to the teaching and learning of Social Studies concepts in Senior High Schools in the Krachi East District. It has been posited that a person's grasp of concepts in a subject is the basis of understanding that subject (Novak, 1977). Teachers and students encounter a lot of concepts in their transaction of the Senior High School Social Studies programme. However, it appears that students do not seem to understand these concepts, a situation which could affect their understanding of the subject matter of Social Studies. While it may be argued that the environment provides many experiences and opportunities for learning Social Studies concepts, sight should not be lost of the fact that the classroom situation is contrived, and hence symbolic and abstract in nature. Students therefore seem to find it difficult grasping key concepts in Social Studies and this adversely affects their understanding and application of such concepts to real life situations. It is on this premise that this research was carried out in Senior High Schools in the Krachi East District to find out what actually pertains regarding the teaching and learning of Social Studies concepts. To this end, four research questions were formulated to guide the study. Data were collected and results presented in chapter four. Hence, the discussion of findings in this chapter.

Research Question 1:

What are the professional and academic qualifications and teaching experiences of Social Studies teachers in senior high schools in the Krachi East District?

Social Studies deals with changing students" attitudes, beliefs and disposition; hence, the need for teachers with the requisite professional and academic qualifications to teach the subject at all stages. Based on this premise, results of the data collected in respect of the research above are discussed as follows.

On the professional qualifications of teachers, the research revealed that majority of the teachers, that is four out of six teachers teaching Social Studies in the study area had professional training in Social Studies at the university level, and were therefore professionally qualified to teach the subject at the senior high school level as indicated in Table 4. 2. This revelation is in line with Aggarwal"s (2001) view that scholarship and professional training are the first two essential requirements for a Social Studies teacher. Again Aggarwal (2001) is of the view that:

> If the Social Studies are to assist people to understand this
> complex world in which they live, in order that they may better
> adapt themselves for an intelligent and constructive citizenship,
> we must provide well trained teachers of Social Studies at all
> stages.

The teaching of Social Studies therefore requires well trained teachers, both academically and professionally. The revelation is also in conformity with the suggestion of Aggarwal (2001) and Udofot (1988) that Social Studies teachers should have a sound academic knowledge in addition to good professional training. Tamakloe (1991) agrees with Aggarwal"s sentiments and points out that if the organisation of Social Studies is to be effective, then the teacher must be well grounded in a variety of

teaching methods and also possess adequate knowledge in several disciplines, particularly the Social Sciences and humanities.

The study also revealed that all the teachers had some background in at least two or more Social Science subjects as seen in Tables 4. 3 and 4. 4. Knowledge in the Social Sciences greatly enhances the teaching of Social Studies although that is not enough to make one a professionally trained Social Studies teacher. Hence, those who studied Sociology only could not be regarded as professional Social Studies teachers. Aggarwal (2001) contends that Social Studies is the simplified portions of the Social Sciences. He explains that the Social Sciences lay more emphasis on knowledge whereas Social Studies lay more emphasis on the functional part of knowledge. In the same vein Barr, Barth and Shermis (1977) consider Social Studies as comprising "those aspects of History, Economics, Political Science, Geography and Philosophy which in practice are selected for instruction purposes in schools and colleges" (p. 2). Fokuo (1994) agrees with Aggarwal (2001) and Undofot (1988) that the Social Studies teacher should have a sound academic knowledge in addition to good professional training, while Stanley (1991) cites a number of researchers who were of the opinion that a teacher‟s competence is based mostly on his or her firm knowledge of the subject matter. Since most of the teachers had qualifications in two or more Social Science subjects, it could be concluded that they had a sound knowledge in Social Studies content.

It was also established in the research that majority of the teachers (4 out of 6) possessed the requisite academic background to effectively teach Social Studies and for that matter, concepts in the subject since they studied Social Studies as a major course at the University of Education, Winneba. Aggarwal (2001) again is very clear that "Social Studies more than any other subject requires well prepared conscientious men and women of sound knowledge and training whose personalities rank high among

men" (p. 220). This implies that if teaching in Social Studies is to be effective, then there is the urgent need for teachers to be well trained in the content and pedagogical skills of the subject area. In other words, the Social Studies teacher should possess sound pedagogical content knowledge of the subject.

Again, it was established in the study that all the Social Studies teachers taught the subject at the senior high school level between two and eight years. This means that they had some experience in the teaching of Social Studies concepts. It could also be said that they were quite familiar with the teaching of concepts in Social Studies. Bame (1991) in a study on teacher motivation and retention in Ghana pointed out that when a teacher teaches a particular subject for a long time, he grows to like the subject and tends to express satisfaction about it, all things being equal. It is interesting to note that no teacher had ten or more years experience in the teaching of social studies. This means that most of the teachers were people who had completed their professional training not quite long ago. These revelations were also confirmed in the lesson observation as it was observed that five of the teachers lacked the ability to handle teaching tasks related to concept formation.

Another interesting revelation that was established in the study was that four of the teachers did not benefit from professional development through in-service training after graduation. This could have some effects on the teaching of the subject. The revelation indicates two things: First, it indicates that perhaps the teachers do not care about their professional development. This contradicts Aggarwal"s (2001) consideration that the desire for improvement is the most important aspect of a Social Studies teacher"s professional education. Secondly, the revelation is an indication that the education authorities are not desirous to improve the skills, competencies and knowledge of

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Social Studies teachers because in-service training for teachers is a pre-requisite for teachers‟ professional growth and development.

It was established that all the teachers believed that in service training is very crucial in professional development of the teacher. This affirms Aggarwal‟s (2001) view that the desire for improvement is the most important aspect of a Social Studies teacher‟s professional education.

Research Question 2:

What methods, techniques and strategies do teachers use to teach Social Studies concepts in Senior High Schools in the Krachi East District?

Seefeldt (2001) points out that the peculiar nature of Social Studies calls for effective teaching techniques and strategies that will facilitate comprehension, concept development, and encourage critical and reflective thinking. In line with the above, data were collected, analysed and results discussed on methods, techniques and strategies of teaching Social Studies employed by the teacher-participants.

The study revealed that teachers did not use fieldtrips in teaching and learning as indicated by three teachers and twenty six students representing 87%. This revelation is very worrisome as it undermines the importance of fieldtrips in enhancing and strengthening the teaching of Social Studies concepts posited by many Social Studies Scholars. Aggarwal (1982) opines that fieldtrips are very helpful in integrating classroom instruction, stimulating imagination and learning by providing sensory perceptions, seeing life vividly, learning in the art of living with others and expanding emotional and intellectual horizons. For Aggarwal therefore, fieldtrips have many and varied advantages to the learner. Ryozo et al (1981) are of the view that "often the best

way to learn about how something is done is to watch it occur in its natural setting" (p. 228). Parker (2001) on his part points out that the local community provides opportunity for the Social Studies teacher to sow the seeds of a lifelong learning of human society, while Dynneson and Gross (1999), bemoan the fact that "most schools have operated as isolated castles, separated from the multiple learning opportunities in the locality by a moat of indifference and ignorance of the rich mutual resources" (p. 336).

Another revelation was that dramatisation was occasionally used in teaching Social Studies concepts as indicated by five teachers and 16 students representing 53%. Parker (2001) is of the view that dramatisation, especially when used at the initial stages of a lesson, activates students" prior knowledge, sparks their curiosity and arouses their need- to- know attitude in the lesson. Perhaps, out of ignorance of implementing a dramatisation lesson that most of the participants shunned from using it to teach Social Studies.

The study also established that the lecture technique dominated in the teaching of Social Studies concepts. This was seen as four teachers indicated occasional use and only two frequently used. Seventy-seven percent of the students also indicated frequent use of the lecture technique while only 23% indicated occasional use. It is obvious that the lecture technique was one of the common techniques used by teachers in teaching Social Studies concepts. The observation of classroom teaching in the schools by me confirmed this. The revelation confirms the ASESP (1990) view that most Social Studies teachers use the lecture technique for most of their teaching career. This also confirms the findings of Merryfield and Muyanda-Mutebi (1991) that Social Studies teachers in Africa use the lecture technique of teaching more than any other technique.

The teachers probably use the lecture technique in teaching Social Studies content because it is much easier to use in teaching large classes as the classroom observation revealed that most of the classes were between 70 and 150 students or simply because they find it easier to implement in the class. This confirms Aggarwal"s (2001) contention that the lecture technique is the oldest teaching technique given by the philosophy of idealism.

With respect to the use of role play, the research revealed that it was occasionally used by teachers. This was seen as two teachers indicated using it occasionally, one indicated never using it and three teachers opined using it frequently. Forty-seven percent of the students also indicated occasional use, 50% indicated non-use and 3% indicated frequent use. This contradicts Savage and Armstrong"s (2000) view that, role playing serves several purposes that are consistent with the objectives of Social Studies education. Cooper (1990) similarly contends that role plays provide students with the opportunity to express emotions, develop creative and critical thinking, develop social skills, develop and assess concepts, values, attitudes and views (p. 160). Dynneson and Gross (1999) also opine that students develop surprising changes in attitudes and understanding of concepts as a result of role playing. The use of role play in teaching and learning of Social Studies concepts should therefore be a regular technique of teaching Social Studies because of its multiple benefits to the learner.

With regard to the use of discussion technique, the study revealed that the discussion was a popular technique in the teaching and learning of Social Studies concepts. This was evident as five teachers indicated using it frequently and one using it occasionally. Fifty percent of the students indicated frequent use of discussion and 40% indicated occasional use of it. This revelation was also confirmed by me during the observation of

classroom teaching as most of the teachers used the discussion technique. This revelation confirms Dynneson and Gross"s (1999) view that in one form or another, discussion is the most frequently observed activity in Social Studies classroom. They emphasise the fact that in the ideal classroom, the teacher is not a dispenser of information but a facilitator of a basic learning process. Dynneson and Gross stress that discussion is important as a means of promoting the exchange of information and ideas between students, and this results in concept formation as well as mutual understanding by students. Aggarwal (2001) and Singleton (1996) both corroborate the views of Dynneson and Gross. Singleton argues that if most Social Studies teachers are interviewed, they will most probably submit that discussion is their main teaching technique. Many teachers prefer the use of discussion probably because it encourages active class participation, cross-fertilisation of ideas, reflection and attitudinal change.

In respect of the use of resource persons in the teaching of Social Studies concepts, the study established that it was not a popular technique among teachers. This came to the fore as three teachers indicated they had never used resource persons in their class, two indicated using resource persons occasionally and one indicated a frequent use. In the case of the students, 63% indicated they had never had a lesson with a resource person while 23% indicated resource persons occasionally teach them. It is unfortunate that some teachers do not invite knowledgeable individuals in certain areas to interact with their students. Such teachers need to be reminded of Mehlinger"s (1981) admonishment that every community, however small, has resources that can strengthen the teaching and learning of Social Studies concepts and add to its vitality. Teachers should therefore be encouraged to invite resource persons to their classrooms and when the need arises in order to enrich their lesson and give learners the opportunity to learn from other people rather than from only the class teacher always.

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On the use of brainstorming, it emerged that it was not a popular technique in teaching. This was evident as three of the teachers indicated using it frequently, two indicated occasional use and one indicated non-use. Further interaction with those who indicated frequent use of brainstorming revealed that they do not even know what brainstorming was or even how to implement it in class. This is quite unfortunate due to the importance of brainstorming in the teaching and learning of Social Studies. Savage and Armstrong (2000) posit that brainstorming as a technique of teaching is designed to help students develop original solutions to problems. Orlich et al. (2004) similarly note that "Brainstorming is a simple and effective skill building technique to use when a high level creativity is desired" (p. 282).

On co-operative learning, the study revealed that it was also not a popular technique. Three teachers indicated occasional use; two never used it as a result of large class and one used it frequently. The issue of large class was established during the lesson observation as some of the class sizes ranged between 70 and 150 students. All the thirty students (100%) indicated that they had never experienced co-operative learning. This is not strange as some students cannot differentiate co-operative learning from group learning. Perhaps the students did not understand what co-operative learning is. That teachers should ignore co-operative learning in the teaching of Social Studies concepts is quite unfortunate. Slavin (1994) points out that research has revealed that co-operative learning techniques result in higher levels of mastery and better retention of concepts than situations in which students compete against one another as individuals. This assertion is shared by Johnson and Johnson (1993) who outlined five ingredients of co-operative learning which particularly foster conceptual learning. These are:

1. Positive interdependence must be developed. The students must care about each other‟s learning and must understand that they are responsible for and benefit from one another‟s learning.

2. Students need lots of opportunities and time to interact with one another to elaborate, support, and compromise on issues.

3. Individual accountability must be present in any co-operative learning activity. Students need to realize that they are each responsible for their own learning.

4. Social skills need to be taught for co- operative learning to be successful. Students need to understand how to communicate, serve as an effective group leader, build trust, compromise, and resolve differences.

5. Group assessment needs to occur on a regular basis so that the group can determine its strengths and weakness and can determine how to perform better in future.

Similarly, Good and Brophy (1997) opine that co-operative learning approaches feature positive interdependence, face-to-face interaction among learners, individual accountability, and student instruction in appropriate interpersonal and small group skills. Another revelation was that the Pre-reading Activity for Concept Enhancement (PACE) was never used in the teaching and learning of Social Studies concepts in the study area. This was evident as all the teachers indicated that they had never used it in teaching and 97% of the students also indicated they had never experienced it. PACE is a technique that helps to activate and build students‟ knowledge as well as generating interest in the topic to be explored” (Ayaaba & Odumah, 2013). The non-use of this important technique by the Social Studies teachers probably was because they did not understand it themselves.

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Concept mapping was hardly used in teaching of Social Studies concepts as revealed in the study. This was established as four of the teachers indicated they never used it and two indicating its occasional use. Further interaction with those who indicated occasional use brought to the fore that one of them did not even know what concept mapping was. Concept mapping is a meaning making process and as such teachers should be encouraged to use it in their teaching. This technique encourages learners to learn several other related concepts apart from the main one. It also gives learners the opportunity to appreciate different meanings of a concept according to its usage.

The research also revealed that the discussion technique is enjoyed and seemed most successful in teaching and learning of Social Studies concepts. This was established as all the teachers indicated that the discussion technique seemed most successful with their students. On the part of the students 70% indicated that they enjoyed the discussion technique. There was therefore unanimity between both the teachers and students that the discussion technique was the most enjoyed and seemed most successful in teaching and learning of Social Studies concepts. As pointed out earlier, Dynneson and Gross (1999), stress that the discussion technique is an important means of promoting exchange of ideas and information between students, and this results in concept formation and mutual understanding by students. Singleton (1996) also argues that if most Social Studies teachers are interviewed, they will most probably submit that discussion is their main teaching technique. The implication then is that most teachers feel more comfortable with the use of discussion technique to teach Social Studies rather than other techniques.

Research Question 3:

What are the attitudes of teachers and students towards the teaching and learning of Social Studies concepts in senior high schools in the Krachi East District?

One of the factors with the greatest influence on the ability of teachers to interpret a curriculum effectively is their perception and attitudes towards the curriculum. A positive attitude and perception of curriculum enables teachers to plan for effective institutional feedback and for dealing with unexpected consequences and events. On the attitude of students towards the teaching and learning of Social Studies concepts, several studies support the view that the factor most likely to affect is an open classroom climate-an environment whose signifying features are teacher respect for student ideas and use of democratic leadership behaviours (Angell,1992; Avery et al, 1993; Ochoa, 1991). Based on the above, data were collected, analysed and results discussed on the attitudes of teachers and students towards the teaching and learning of Social Studies concepts in senior high schools in the study area.

The study revealed that majority (five out of six) of the teachers focused on the teaching of concepts as basis for changing attitudes. Also, 77% of students strongly agreed that learning concept is good for attitudinal development. This revelation is in line with Blege‟s (2001) view that a person‟s attitude is largely influenced by the amount of exposure he has with concepts. He emphasised that "concepts affect our behavior and make us good or bad citizens; depending on the attitudes we form as a result of adequate or inadequate learning of concepts" (p. 65).

The research also revealed that teachers involved their students in lessons very often or frequently. Thus, all the teachers indicated that they involved their students in lessons very often or frequently. This was also noticed during the observation of classroom

teaching. All the teachers involved students in their lessons in one way or the other. This means that the teachers created good classroom climate for students to take part in the teaching and learning process. This is in line with the views of several researchers in collaborating the opinion that the factor most likely to affect positively students" attitudes towards the teaching and learning of Social Studies concepts is an open classroom climate; that is, an environment whose signifying features are teacher respect for student ideas and teacher use of democratic leadership behaviours (Angell, 1992; Avery et al 1993; Ochoa, 1991).

Another revelation by the study was that teachers focused on the correct teaching of concepts in one way or the other. All the teachers responded in line with the concept attainment model.

> This model is the process of defining concepts by attending to those attributes that are absolutely essential for bringing out meaning of the concept. It also involves learning to discriminate between examples and non-examples of the concept (Gaunter et al, 1990, p. 90).

Again, the research revealed that teachers assisted students to grasp concepts as basis for understanding. Their responses were linked to the concept attainment model. This supports Novak"s (1977) assertion that although concepts change in time, and may vary from culture to culture, a person"s grasp of a subject"s concepts is the basis of understanding in that subject.

It was also established in the study that teachers and students focused on the gaining of factual knowledge. This was evident as five teachers indicated they focused on the gaining of factual knowledge and 53% of the students either strongly agreed or agreed. This is quite worrisome. Admittedly, factual knowledge is important in helping students to learn; but such factual knowledge becomes meaningful only within the context of a

concept. The NCSS (1998) admonishes that when the teaching and learning of Social Studies is organised around concepts, learners will be able to make sense of abstract ideas and begin the life long process of acquiring knowledge.

Majority of the teachers used a variety of techniques in teaching Social Studies concepts. This was evident as five out of the six teachers indicated the use of varied techniques in their lessons. This revelation conforms to Pratt‟s (1980) acknowledgement that "different people learn best in different ways; a method that helps one student may have little value for another" (p. 229). The implication of this caution is that the teacher should vary his or her teaching methods to meet the expectation of all students; thus taking care of individual difference in learning. It is interesting to note that the teacher who did not vary his teaching techniques is the one who did not have professional training in Social Studies as well as initial teacher training from Teacher Training College (now Colleges of Education). It was also evident that the majority of the teachers adopted effective teaching to enhance learning of concepts. Five of the teachers responded that they adopted various teaching techniques to ensure that their students gained from their lessons.

Using resources in teaching concepts enhances understanding. This was obvious as all the teachers were emphatic about it as well as 83% of the students believing that using resources in teaching enhances understanding. This indicates the importance of resources in teaching. Banks (1990) posits that "to solve scientific, valuing and decision problems, students must collect, analyse and evaluate data from a wide variety of resources". This means that information and data from multiple sources present students with diverse perspectives and viewpoints, and stimulate their different senses. Learning is thus enhanced if it is reinforced by the use of different communication media. Hence

Mehlinger (1981) concludes that "the more media available to a teacher, the more chances students have to fully comprehend the subject". Unfortunately, during the lesson observation, none of the teachers used teaching resources to aid students understanding, either oblivious of the potential of these resources to motivate students learning or simply adamant to use them.

The study also established that students were motivated to learn Social Studies concepts (indicated by 83% of the students), were regular at Social Studies lessons (indicated by 93% of the students) and were punctual at Social Studies lessons (indicated by all the students). The implication of these is that the students enjoyed good classroom climate. This is in line with several studies suggesting that the factor most likely to affect students" attitude towards the teaching and learning of concepts is an open classroom climate - one whose signifying feature is teacher respect for student"s ideas and teacher use of democratic leadership behaviours (Angell, 1992; Avery et al, 1993; Ochoa, 1991).

From the above, it could be concluded that both teachers and students had positive attitudes towards the teaching and learning of concepts in Social Studies as their responses to items in the Likert scale (see Appendix D) outweigh their negative responses.

Research Question 4:

What resources are available for the teaching of concepts in Social Studies in Senior High Schools in the Krachi East District?

Teaching depends largely on the availability of the required teaching and learning resources. Banks (1990) points out that "to solve scientific, valuing and decision problems, students must collect, analyse and evaluate data often from a wide variety of

resources" (p. 235). Consequently, the data collected, have been analysed and the findings discussed in this section.

The study revealed that teachers" reference books for Social Studies as well as textbooks were available and used frequently. This was indicated by all six teachers in the study. On the part of students 67% indicated that Social Studies text and reference books were available while 33% indicated not available. On whether the textbooks were enough, four teachers indicated that they were enough while two indicated they were not enough. Forty percent of students also indicated that textbooks were enough while 60% indicated they were not enough. My personal interaction with some of the students and teachers revealed that the textbooks were not enough because although the schools billed the students to give them with copies of the prescribed Social Studies textbooks, the books were not supplied to all students. Thus some students did not have the textbooks. This contradicts the earlier response by majority of responses that text and reference books were available to all students. In the view of Banks (1990), most teachers use the textbook as their main source of information; guide to curriculum planning; and ideas about teaching. Similarly, Dynneson and Gross (1999) as well as Mehlinger (1981) agree that textbooks are the single most important resource for teaching and learning of Social Studies. Eveslage"s (1993) study concluded that 90 percent of teachers use the textbook as their instructional tool. Thus, it was possible for the class teacher to have a copy of the Social Studies textbook as the main reference book while majority of students did not have access to it.

The study also revealed that the textbooks were suitable. This was indicated by all the six teachers. Ninety-three percent of the students also admitted that the textbooks were very suitable. My personal comparison of the textbooks to the teaching syllabus for

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Social Studies confirms the suitability of the textbooks as they tallied with the content of the teaching syllabus. However, one needs to make a distinction between a Social Studies textbook and a textbook of Social Studies (Ayaaba, 2010). In his view, a Social Studies textbook is one written by experts in the field of Social Studies in conformity with the approved Social Studies syllabus whereas a textbook of Social Studies is one written by somebody who is not a Social Studies scholar although such a book could conform to the approved Social Studies syllabus.

On television, the research brought to light that television was available in one school and not available in the other school. Fifty-seven percent of the students also indicated that television was available while 43% indicated that they were not available. My personal observation and further interaction with teachers and students in the schools confirmed that television was available in one school and not available in the other. Although the television was available in one school, it was not used for teaching and learning purposes but placed in the staff common room. Banks (1990) contends that there are some excellent television programmes that can be used by the Social Studies teacher and his class to enrich the teaching and learning of concepts. Thus, in this era of technology, the use of electronic media to teach Social Studies cannot be over-emphasised.

In respect of computers, the study revealed that computers were available. This was indicated by two teachers and twenty eight students representing 93% while four teachers and two students representing7% indicated that they were not available. My personal observation and further interaction with some students and teachers established that the computers were available. The point is that students use the computers for their Information Communication Technology (ICT) lessons and as such were fully aware of

the availability of the computers. Nonetheless, they were not enough and were not also used for teaching Social Studies. In this era where the whole world has become a global village as a result of Information Communication Technology, educating students to be technologically literate is an important goal of Social Studies education. In view of this, Parker (2001) advises that in teaching Social Studies concepts, the challenge to the teacher is to adopt the use of Information Communication Technology to achieve his teaching objectives.

The research also established the availability of globes and maps in the selected schools. Both groups of respondents generally indicated the availability of maps and globes. For globes, all six teachers indicated the availability while nineteen students representing 63% indicated that globes were available in their schools. All six teachers indicated the availability of maps while fifteen students representing 50% also indicated their availability. Further enquiries by me revealed that although the maps and globes were available in the schools, they were not used in teaching Social Studies. At best, they could be described as decorative elements. Aggarwal (2001) points out that knowledge of the map is unreal without the knowledge of the globe, which is the true map. This emphasizes the fact that maps and globes are indispensable instructional materials in the teaching and learning of Social Studies. Savage and Armstrong (2000) have rightly observed that globes have not been given the desired attention in Social Studies classrooms as this study has revealed.

The study again brought to light that newspapers, magazines and journals were not available and for that matter not used in teaching Social Studies. This was indicated by all six teachers and twenty eight students representing 93%. In the view of Farris (2001) cited in Ayaaba (2006, p. 115) newspapers, magazines and journals communicate the

latest news and concepts to students, and should be made available to students on a regular basis. Hence Seefeldt (2001) admonishes that teachers should allow their students time on a daily basis to read newspapers, magazines and journals as that helps them to improve their understanding and stock of concepts. The above indicates that newspapers, magazines and journals are essential resources for supporting the teaching and learning of current events and concepts in Social Studies. Their non-availability and non-use by the respondents therefore has some adverse effects on students learning.

With regard to tape recorders, video tapes, the study revealed that they were not available. This was indicated by all six teachers and twenty nine students representing 97%. My personal interaction with some teachers revealed that teachers do not even see the usefulness of tape recorders and video tapes in the teaching and learning of Social Studies concepts. Perhaps lack of technical know-how as well as inadequate funds account for the non-availability of the tape recorders and video tapes. In line with the above, Aggarwal (2001) intimates that the way forward "is co-operation among a progressive administration, a dedicated and sincere faculty and technically knowledgeable staff" (p. 193) so that students can have the benefit of technological media in the class.

The research also established that overhead projectors were available in one school and not available in the other. All six teachers indicated non- availability while fifteen students representing 50% also indicated their non-availability. My personal checks revealed that one of the schools had an overhead projector and that some teachers in other subject areas used it in teaching. This accounted for the split in response from the students. The fact that all six teachers indicated the non-availability of overhead projectors shows that they did not even know of the existence of overhead projector in

their school let alone using it in teaching. As indicated earlier, ignorance on the usefulness of overhead projector to the teaching of Social Studies concepts and lack of technical know-how may account for the Social Studies teachers" non-use of them.

The research also brought to the fore that resource persons were not used in teaching and learning of Social Studies concepts. This was established as five out of the six teachers indicated that they had never invited resource persons to teach and 90% of students also indicated they had never had lessons with resource persons. Although the Social Studies is expected to be wide-read and current in lesson delivery, it must be acknowledged that there are certain topics in the syllabus that can more appropriately be handled by guest speakers or resource persons. Teachers therefore are encouraged to consider the use of resource persons in their lessons since in every community there are people with specialized knowledge who could be invited once a while by the Social Studies teacher to share ideas with students and to explain certain concepts to them.

Another revelation was that teachers and students value the use of resources in teaching and learning. Hence they sometimes improvised the teaching learning materials. The usefulness of teaching and learning materials in teaching and learning cannot be overemphasized. This conforms to the views of many Social Studies educators and other educationists that the use of teaching learning resources contributes to students" understanding and remembering of what they have been taught (Aggarwal, 2000; Banks, 1990; Callahan & Clark, 1988; Dynneson & Gross, 1999; Mehlinger, 1981; Nkuuhene, 1994; Parker, 2001; Singleton, 1996). Mehlinger (1981) for instance was apt in intimating that although it is possible to teach without teaching-learning resources, it is easier to teach when they are available. Despite the usefulness of teaching and learning resources in the teaching and learning process as acclaimed by the teachers, the

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research revealed that teachers do not use resources in teaching. This was also evident during the observation of classroom teaching as none of the teachers used resources to facilitate the teaching and learning process. This was indicated by 80% of the students. This revelation is very worrisome due to the importance of resources in teaching Social Studies concepts as indicated earlier.

It can conclusively be said that the non-availability and non-usage of teaching and learning resources in the teaching and learning of Social Studies concepts does not afford the students an opportunity for maximum understanding since the teaching and learning were done in an abstract form. This conclusion is based on the assertion of many Social Studies educators and other educationists on the importance of teaching and learning resources in the teaching and learning process as captured in the literature reviewed.
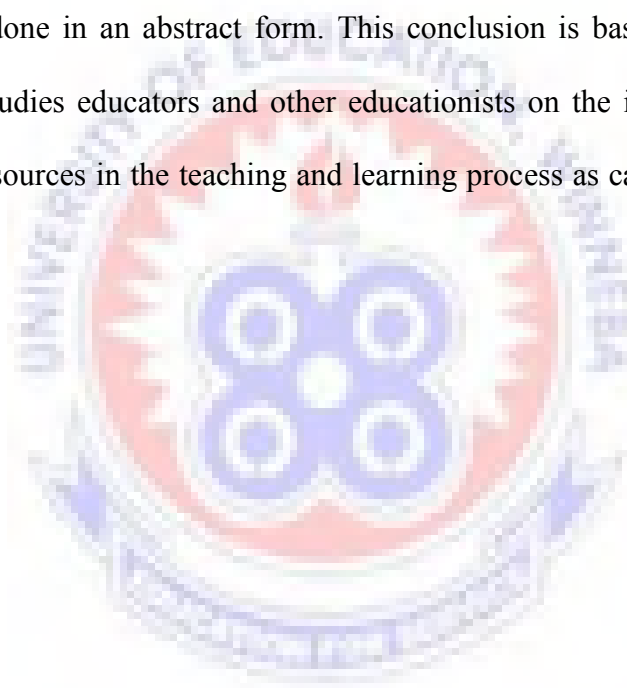
CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND

RECOMMENDATIONS

Introduction

Although understanding takes centre stage in every teaching activity, sometimes, students do not appear to understand very well concepts that they encounter in Social Studies topics that they learn. This is because apparently, they do not understand concepts inherent in the topics under study. The Social Studies curriculum at the senior high school level is particularly replete with abstract concepts such as democracy, family, constitution, leadership and followership, to mention but a few. Concepts are categories used to cluster information. It has been said that a person‟s grasp of a subject‟s concepts is the basis for understanding in that subject (Novak, 1977). Whereas experiences and many events in the environment may provide direct and immediate situations for teaching and learning in Social Studies concepts, the classroom environment tends to be rather symbolic and abstract. Hence, whereas teachers seem to find it difficult teaching Social Studies concepts to the understanding of their students, learners seem to find it difficult learning these concepts in the classroom, let alone applying them to their everyday life situation. It was to investigate these issues that the study was undertaken.

The study was structured within the framework of mixed method approach. Mixed method is an approach to inquiry that combines or associates both qualitative and quantitative forms to answer research questions concerning the current study. The mixed method approach enabled me to collect and analyse data on teacher and student

characteristics in respect of the current status of the teaching and learning of concepts in Social Studies in the senior high schools.

Even though the target population consisted of all Social Studies teachers and students in the senior high schools in the Krachi-East District, the accessible population was all Social Studies teachers and all the form three students in the study area. The sample used for the study consisted of six Social Studies teachers who were purposefully sampled and thirty form three students who were also sampled through stratified sampling technique. The instruments for data collection were the interview guide, questionnaire and observation guide.

Summary of Findings

The purpose of this study was to investigate the teaching of Social Studies concepts in senior high schools in the Krachi-East District. A summary of the findings in relation to the beliefs, practices and experiences of teachers and students towards the teaching and learning of Social Studies concepts are presented along the following themes:

a. Professional and academic qualifications and teaching experiences of teachers.

b. Methods, techniques and strategies being used by teachers to teach Social Studies concepts.

c. Attitudes of teachers and students towards the teaching and learning of Social Studies concepts.

d. Resources available for the teaching and learning of concepts in Social Studies.

Professional, academic qualifications and teaching experiences of teachers.

1. The majority (four out of six) teachers teaching Social Studies in the study area had professional training in Social Studies at the university level, and were therefore professionally qualified to effectively teach Social Studies concepts.

2. All the teachers had some background in at least two Social Science subjects; hence they had a sound background knowledge in Social Studies content.

3. Majority (four out of six) teachers did not benefit from professional development through in-service training after graduation.

Methods, techniques and strategies used by teachers to teach Social Studies concepts.

1. Fieldtrip and PACE were conspicuously not used for the teaching and learning of Social Studies concepts.

2. Dramatisation and role play were occasionally employed in the transaction of Social Studies concepts.

3. The lecture technique dominated the teaching and learning of Social Studies concepts in the study schools.

4. The use of resource persons, brainstorming, co-operative learning and concept mapping were not popular techniques among teachers and students.

5. Discussion was a popular technique; it was enjoyed and seemed most successful in the teaching and learning of Social Studies concepts as attested to by both teachers and students.

Attitudes of teachers and students towards the teaching and learning of Social Studies concepts.

1. Both teachers and students had a positive attitude toward the teaching and learning of concepts in Social Studies.

2. Teachers adopted effective teaching through the use of variety of teaching techniques and strategies in teaching concepts in Social Studies.

3. Students were motivated to learn Social Studies concepts and took active part in Social Studies lessons.

4. Both categories of respondents generally had a positive disposition towards the teaching and learning of Social Studies concepts.

Resources available for the teaching and learning of concepts in Social Studies.

1. Teacher"s reference books for Social Studies as well as Social Studies textbooks for students were available, suitable, frequently used but not enough for all students.

2. Television set and overhead projectors were available in one school but were never used in the teaching of Social Studies concepts. The same was with computers, globes and maps.

3. Newspapers, magazines, journals, tape recorders and video tapes were not available in any of the study schools.

4. Both teachers and students valued the use of resources in teaching concepts as it enhances understanding, although some of the teachers appeared lackadaisical in their use.

Conclusion

Based on the findings obtained in this study, a number of conclusions can be drawn.

First, the Social Studies curriculum for senior high schools abounds with abstract concepts, which need to be explained and adequately presented to students. It is therefore encouraging that there are Social Studies teachers with sound knowledge and professional training in the senior high schools. This implies that there are competent teachers to teach concepts in Social Studies well. Since the teachers commonly used the discussion and other child-centered techniques in teaching Social Studies, it means that they supported the participatory approach to teaching Social Studies concepts. This approach affords learners the opportunity to explore, investigate and examine issues and materials in order to discover knowledge for themselves. This means that the teachers expect the students to be direct, active problem-solvers rather than passive recipients of pre-packed information from teachers. Teachers and students had positive attitudes towards the teaching and learning of concepts in Social Studies.

Notwithstanding the above, the teachers were not abreast of other equally important and encouraging techniques in teaching Social Studies concepts such as concept mapping, co-operative learning, Pre-reading Activity for Concept Enhancement (PACE), resource persons and fieldtrips. The teachers do not make good use of the local community in terms of resources and expertise so as to enhance understanding of Social Studies concepts.

The use of technology in the senior high schools leaves much to be desired. In this era of globalization, technology is increasingly becoming an integral part of education, and senior high school students should not be left behind in its usage. Senior high school students were denied of the benefits of current information and recent developments in

education and across the world as a result of lack of relevant, up-to-date newspapers, magazines and journals in the libraries. Senior high school students are not given the opportunity to manipulate globes and maps. This is unacceptable because maps and globes help to eliminate some of the misconceptions that students have about the world around them. If Social Studies is the study of man and his environment, then maps and globes give a true idea of the total environment at a glance in a classroom situation.

It is commendable that in spite of the limited resources for teaching and learning in the schools, teachers are determined to teach efficiently by improvising relevant teaching and learning materials for the teaching and learning of Social Studies concepts. This shows that most teachers possess the ingenuity to improvise teaching and learning materials when the need be. The fact that Social Studies teachers have positive attitudes towards the teaching of concepts means that the teachers direct their teaching towards helping students to understand, appreciate and apply concepts in new circumstances.

Recommendations

Based on the findings of the study, the following recommendations have been made with a view to improving upon the teaching and learning of concepts in Social Studies in the senior high schools.

It was established that majority of the teachers did not benefit from any in-service training course after graduation. It also emerged that the teachers either failed to use or used sparingly some techniques which facilitate the teaching and learning of Social Studies concepts. Such techniques include fieldtrip, Pre-reading Activity for Concept Enhancement (PACE), concept mapping, co-operative learning and resource persons. In the light of these shortfalls, I recommend that regular in-service training be organised

by the Ghana education service to keep Social Studies teachers" abreast of important and modern techniques of teaching the subject.

In this era of globalization, educating the students to be technologically literate is an important goal of Social Studies education. A deliberate attempt should therefore be made by the education authorities and senior high schools headmasters to provide adequate electronic gadgets needed for the teaching and learning of Social Studies concepts. In addition, the provision of other teaching and learning resources such as newspapers, magazines, journals, globes and maps should as a matter of urgency engage the serious attention of senior high school headmasters so as to improve upon the teaching and learning of Social Studies concepts in the senior high schools. Social Studies teachers should try to arrange for their students to visit places and events of educational value in the local community and tapp the expertise of people in the community to enhance the teaching and learning of Social Studies concepts. It must be reiterated that the teaching of Social Studies concepts should not be limited to the two ends of the textbook and the four walls of the classroom.

Suggestions for Further Research

This study was conducted at a micro-level by using only one district in Ghana. I think that future research should be conducted on the same topic to cover more districts and senior high schools in Ghana.

Again, the study investigated into the teaching of Social Studies concepts in the senior high schools. I propose that future research should enquire into other aspects of the teaching and learning of Social Studies so as to get holistic ideas regarding the teaching and learning of Social Studies in general.

Finally, the study should be extended to other subject areas so as to have a comprehensive understanding about the existing practices regarding the teaching and learning of concepts in the senior high schools.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA	DEPARTMENT OF SOCIAL STUDIES EDUCATION
P. O. Box 25, Winneba, Ghana. *Tel.* (03321) 91840 Email: socialstudies@uew.edu.gh	

22nd October, 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. MAMPAH MICHAEL

We write to introduce Mr. Mampah Michael to your outfit. He is an M. Phil Social Studies student with registration 8140140010 number from the above named Department.

As part of the requirements for the award of the master's degree, he is undertaking a research on the topic *"An Investigation into the Teaching of Social Studies Concepts in Senior High Schools in the Krachi –East District."*

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

Thank you.

Yours faithfully,

Florence Okore –Hanson
for: Head of Department

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APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

AN INVESTIGATION INTO THE TEACHING OF SOCIAL STUDIES

CONCEPTS IN SENIOR HIGH SCHOOLS IN THE KRACHI EAST DISTRICT

INTERVIEW GUIDE FOR TEACHERS

This interview is intended to collect data on the above topic in partial fulfillment of the requirement for the award of a Master of Philosophy (M. Phil) degree in Social Studies Education by the University of Education, Winneba .You are therefore kindly requested to respond to the items as frankly as possible. The information you give will be used only for the purpose of this study. I pledge to honour confidentiality and anonymity. Thank you for your expected co-operation and support to make this study meaningful and successful.

Professional/Academic Qualification and Teaching experience

1. What academic qualifications do you have?

2. What professional qualifications do you have?

3. Which social science subjects do you have qualifications in?

4. What is the highest level to which you have studied each of them?

5. Did you study social studies as your major course? If yes, where?

6. How long have you been teaching social studies in the senior high school?

7. Have you ever attended any in-service training (INSET) since you started teaching social studies?

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8. If your response to item 7 is yes, indicate the number of such trainings attended and the focus of the INSET? If no, is there the need for social studies teachers to attend INSET? Give reasons.

Techniques and strategies used in the teaching and learning of social studies concepts

9. To what extent do you use the following in your teaching:

    a. Fieldtrip/out-of-door activities

    b. Dramatization

    c. Lecture

    d. Role play

    e. Discussion

    f. Resource person

    g. Brainstorming

    h. Co-operative learning

    i. Pre-reading Activity for Concept Enhancement(PACE)

    j. Concept mapping

10. Which of the above techniques seem most successful with your students?

Teaching and Learning Resources

11. Indicate whether the following resources for teaching and learning social studies are available or not in your school.

    a. Teachers Reference Book

    b. Social Studies Textbook

    c. News Papers /Magazines /Journals

    d. Television

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    e.   Computers

    f.   Tape Recorders

    g.   Resource Persons

    h.   Overhead Projectors

    i.   Globe

    j.   Maps

12.   How often do you use any of the above listed materials

13.   Are there enough copies of the social studies textbooks for each student?

14.   In your opinion, are the social studies textbook suitable for the students?

15.   Do you prepare your own teaching /learning resources?

16.   Do you sometimes invite resource persons to give talks on topics about which they are knowledgeable?

Attitudes of teachers towards the teaching of Social Studies Concepts

17.   Do you focus on teaching concepts as a basis for changing attitudes?

18.   How often do you involve your students in lessons?

19.   How do you focus on the correct teaching of concepts?

20.   How do you assist students to grasp concepts as the basis of understanding?

21.   Do you focus your teaching on gaining factual knowledge?

22.   Do you use a particular technique to teach concepts all the time?

23.   How do you adopt effective teaching to enhance learning of concepts?

24.   What is your belief about using resources to teach concepts?

25.   What is your belief about teaching social studies?

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

AN INVESTIGATION INTO THE TEACHING OF SOCIAL STUDIES

CONCEPTS IN SENIOR HIGH SCHOOLS IN THE KRACHI EAST DISTRICT

OBSERVATION GUIDE

This observation is intended to collect data on the above topic in partial fulfillment of the requirement for the award of a Master of Philosophy (M. Phil) degree in Social Studies Education by the University of Education, Winneba. It is therefore purely for academic work. I pledge to honour confidentiality and anonymity and that the information gathered here will only be used for the purpose of this study. Thank you for your anticipated co- operation and assistance to make this study a successful one.

1. Name of school: ……………………………………………….……….

2. Class: ……………………………………………………………..…….

3. Number of students: ……………………………….………………….

4. Topic of lesson to be observed: ………………………………….

5. Date: …………………………………………….………………….

6. Time: …………………………………………….………………….

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Heading	Competence	Description of areas to look for	Absent	Weak	Fair	Good	Very Good	Excellent
Subject matter	Mastery of subject matter	Use of adequate and appropriate facts, concepts relevant to topics, teacher‟s confidence						
Teaching skills	Skills in teaching social studies	Ability to handle teaching tasks related to concept formation						
Concept develop-ment	Being able to teach a topic using concepts attainment models	Use of variety of models of teaching concepts in social studies						
Techni-ques of teaching social studies	Brainstorming	Encouraging students to generate ideas about concepts						
	Discussion	Classroom interaction between						

		students and students, and teacher to student						
	Co-operative learning	Encouraging students to learn in groups						
	Problem Solving	Encouraging students to think critically and make a decision to overcome a problem						
	Question and answer	Use of questions to elicit students learning						
Student participa-tion	Opportunity for students" participation	More student involvement in many ways e.g. discussion, activities etc.						
Class environm ent	Open and democratic class environment	Students free to ask questions and discuss issues						
Teaching and learning resources	Teachers" access and usage of teaching and learning resources	Use appropriate teaching and learning resources						

Positive situational factors	Situational factors that may influence lesson positively	Class size, whether optimum (i.e. 25 – 40) students, adequate furniture, good condition in class etc.						

APPENDIX D

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

AN INVESTIGATION INTO THE TEACHING OF SOCIAL STUDIES

CONCEPTS IN SENIOR HIGH SCHOOLS IN THE KRACHI EAST DISTRICT

Dear Respondents,

QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to collect data on the above topic in partial fulfillment of the requirement for the award of a Master of Philosophy (M. Phil) degree in Social Studies Education by the University of Education, Winneba. It is therefore purely for academic work and as such respondents are encouraged to respond as frankly as possible so as to make the study meaningful. I pledge to honour confidentiality and anonymity and that the information gathered here will only be used for the purpose of this study. Thank you for your anticipated co- operation and assistance to make this study a successful one.

Yours faithfully,

Mampah Michael Nyurekyo

1. Name of

   school:……………………………………………………………………….

2. Class:

   ………………………………………………………………………………….

3. **Sex:**

   Male ☐

   ☐

Female

4.   Age

14-16 years   ☐

17-19 years   ☐

20-22 years   ☐

23-25 years   ☐

26 and above years   ☐

Please tick   [√] the appropriate box or column or write in the blank space where necessary.

Techniques of teaching social studies

5.   Indicate the frequency at which the following techniques are used in teaching social studies concepts.

Technique	Never	Occasionally	Frequently
Fieldtrip / out- of - door activities			
Dramatization			
Lecture			
Discussion			
Role play			
Resource person			
Co- operative learning			
Pre- reading Activity for Concept Enhancement (PACE)			

6. Which of these techniques above do you enjoy most?

   a. …………………………………………………………………………..

   b. …………………………………………………………………………

   c. …………………………………………………………………………..

   d. …………………………………………………………………………

7. Why do you enjoy your choices in 6 above?

   ……………………………………..……………

………………………………………………………………………………………..…………

………………………………………………………………………………………..…………

8. How often does your teacher organize excursions for you to visit places of relevance to the teaching and learning of social studies?

Never ☐

Sometimes ☐

Very Often ☐

Attitudes Towards Teaching and Learning of Social Studies Concepts

The table below contains items and responses. Please, tick [√] the response which most applies to you.

<u>Key</u>

Strongly Agree – SA

Agree – A

Undecided – UD

Disagree   –   D

Strongly disagree   –   SD

	Item	Responses				
		SA	A	UD	D	SD
9.	Learning concepts is good for attitudinal development					
10.	I learn to acquire only factual knowledge in social studies					
11.	I"m always happy during social studies lessons					
12.	I"m not regular at social studies lessons					
13.	I learn concepts better without resources					
14.	I"m always punctual at social studies lessons					
15.	I"m always regular at social studies lessons					
16.	I"m not motivated to learn social studies concepts					

Teaching and learning resources for social studies concepts

17.   Are there enough copies of social studies textbooks for each student?

Yes   ☐

No   ☐

Give reasons for your response.

……………………………………………………………………………………………

……………………………………………………………………………………………

18.   In your view, are the social studies textbooks suitable for your study?

Not suitable   ☐

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Very suitable ☐

Very unsuitable ☐

19.   Do you have lessons with a resource person?

Yes ☐

No ☐

20.   If your response to item 19 is yes, how often?

Sometimes ☐

Vey often ☐

21.   Does your teacher teach social studies with teaching and learning resources?

Yes ☐

No ☐

22.   If your answer to item 21 is yes, how often?

Sometimes ☐

Vey often ☐

23.   Tick [√] the appropriate column to indicate whether the listed resources for teaching and learning social studies are available or not in your school. Also indicate the degree of use of a resource in your lessons.

Key:

Never   –   N

Occasionally –   O

Frequently   –   F

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Resource	Available	Not available	Degree of use		
			N	O	F
Social studies textbooks					
Newspapers/magazines / journals					
Television					
Computers					
Resource person					
Overhead projectors					
Globe					
Maps					
Real objects					
Video tape/tape recorders					