

UNIVERSITY OF EDUCATION, WINNEBA

**SOCIAL STUDIES TEACHERS' PERCEPTION OF JUNIOR HIGH
SCHOOL SOCIAL STUDIES CURRICULUM IN BEREKUM MUNICIPALITY**



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The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with four interlocking gears or circles below it. The text "UNIVERSITY OF EDUCATION, WINNEBA" is written around the perimeter of the circle.

COLLINS APPIAH

**A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES, FACULTY OF
SOCIAL SCIENCES, SUBMITTED TO THE SCHOOL OF GRADUATE
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FULFILMENT FOR THE AWARD OF MASTER OF PHILOSOPHY
DEGREE IN SOCIAL STUDIES EDUCATION**

OCTOBER, 2015

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:.....

DATE:

SUPERVISOR'S CERTIFICATION

The thesis has been supervised and approved as meeting the requirements of the School of Graduate Studies, University of Education, Winneba, Ghana

SUPERVISOR'S NAME: PROFESSOR BOLARINDE JOSEPH OBEBE

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DATE:.....

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DEDICATION

To Grace, my wife, and children kwakuYeboah, Nana Akua and Nana Pokuaa.

My parents, Mr. S. L. Appiah and Cecilia Ama Attah.



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ABSTRACT

The study aimed at determining teachers' perception of Social Studies and how they teach the subject at Junior High Schools in Berekum Municipality of Brong Ahafo Region in Ghana. Four research questions guided the study: 1, what are the perceptions of Social Studies teachers about the nature of Social Studies? 2. What are the techniques employed by social studies teachers? 3. What is the nature and purpose of Social Studies curriculum at the Junior High School? 4. What is the significance of in-service training to the Social Studies teachers at the Junior High School? The main instrument used for the study was questionnaire. A questionnaire made up of forty (40) close-ended four-point Likert Scale Structured items were administered to hundred (100) Social Studies teachers in the selected twenty-five (25) Junior High Schools in Berekum Municipality. The questionnaire was divided into seven parts (A, B, C, D, E, F, & G). Areas examined include Meaning of Social Studies, Academic and professional Qualification, Scope and Goals of Social Studies, nature of Social studies Education and Techniques of Teaching Social Studies. The sampling technique for the study was both purposive and random sampling. The data obtained from the questionnaire suggest that in all, most teachers were homogenous in their assertion that the nature of social studies is that of citizenship education. This is consistent with Banks (1990) that citizenship education is the primary focus of social studies in the school curriculum which promotes desirable participatory citizenship and further confirmed by the position of Bar and Shermis (1977) that social studies is an integration of experience concerning human relations for the purpose of citizenship education. It was also concluded that the purpose of Social Studies is to develop positive attitudes, values and skills of pupils. It is recommended that teachers continue to acquire relevant knowledge on making Social Studies more relevant to the needs of the citizenry and abreast themselves with teaching techniques that would enhance practical ways of learning and encourage the application of real- life situation.

CHAPTER ONE

INTRODUCTION

Background of the Study

Social studies was adopted as a measure that would enable students to acquire skills needed to fit them in their environment. As a subject of study, social studies was introduced in the national curriculum between 1940 to 1946 in Teacher Training Colleges as an integrated area of study on experimental basis in Ghana but it was short lived due to the negative attitudes of teachers and students. It is important to note that by 1952 the single subject approach had taken over the integrated approach. This was due to the fact that social science graduates from the University of Ghana who were to teach social studies could not cope with the integrated approach as they had specialized in the single subjects (Tamakloe, 1988).

By 1965 integrated social studies had begun to gain momentum in Ghana. This was as a result of some graduates and non-graduates who were sent to Wales and Bristol to study the “Environmental Studies Approach” and the teaching of “integrated social studies.” By 1971 many of them had returned to Ghana and were posted to the Teacher Training Colleges to spearhead the development of the integrated programme which they had studied abroad. The latter part of 1971 saw a general concern in the country over the structure and content of formal education which was viewed as too academic without the concern for the needs of the Ghanaian society. Consequently the Dzobo Committee (1972) was set up to overhaul the curriculum and make proposals for reforms. The committee among other recommendations emphasized the need for curriculum diversification that would be relevant to national needs and aspirations. In 1974, the then government issued a white paper on the proposals under the title ‘the new structure and content of education for Ghana’

The implementation package of 1974 included social studies into the national curriculum, with the establishment of experimental Junior Secondary Schools in 1976. It was realized that there was excess of social studies teachers because there was no corresponding expansion of the Junior Schools in terms of numbers. There was therefore the need for student teachers to undergo training to specialize in social studies.

The result of this excess was that social studies had to be abandoned in the Teacher Training Colleges in the 1978/79 academic year (Abdul-Kadiri, 1994). The reintroduction of social studies into the Teacher Training Colleges had to wait until 1986 in anticipation of the implementation of the 1987 education reform which had a remarkable effect on the development of social studies in Ghana. Upon recommendations by the Dzobo Review Committee Report of 1987, all middle schools were turned into three-year Junior Secondary Schools. Integrated social studies was made a core subject and syllabuses and textbooks were written for that purpose. The idea of integration incorporated in the syllabus was to make social studies meaningful through various teaching approaches so as to make teaching more relevant to the needs of the learner and the society as a whole and also to avoid the limitations imposed by the single rigid approach (Darling Hammond, 2000). The introduction of social studies at the Junior Secondary Schools necessitated the training of social studies teachers to handle the subject effectively. The complexities and sophistication of the integrated approach means that teachers not only need training in subject matter but also appropriate pedagogy in the teaching of social studies. Consequently, in 1990, Teacher Training Colleges in Ghana embarked on the teaching of social studies to train teachers for the Junior Secondary Schools after the new programme had been designed.

Cobbold (1999) enumerates factors affecting the implementation of Social studies as inadequate instructional facilities, overloaded syllabus, weak academic background of students, lack of adequately trained teacher among others inhibited the effective implementation of the Social Studies programme in the colleges. The 2008/2009 academic year saw a change of the Junior Secondary School concept to Junior High Schools. Notwithstanding the need for quality teachers, it appears that the subject (social studies) is currently handled by both trained and untrained social studies teachers at the Junior High School. There are two distinct groups of teachers of social studies. The two groups of teachers include those who had received professional training in the theory, teaching and assessment of the subject and those who had not received such professional training. The latter group of teachers constitutes those who have specialized in social science disciplines and the humanities and teach social studies as their major subject. By its very nature, social studies teachers should employ variety of teaching techniques and strategies which is different from the traditional methods of teaching and learning, because it draws content from different field of study. Social studies aims at helping the learner to be competent, reflective and concerned citizens. This can be achieved through the use of different techniques of teaching like project work, quizzes, simulation, etc.

If Social Studies is to succeed, no matter how carefully curriculum and materials are planned, teachers who are the implementers need to be effectively trained in Social Studies pedagogy. In order to achieve this, teachers' understanding of social studies and the methods and strategies in teaching Social Studies programme is very important, as far as the subject is concerned. Dondo, Krystall, & Thomas, 1994). It is against this background that an investigation of teachers' perception of Social Studies and how they

teach the subject at the Junior High Schools (JHS) should be given the necessary attention.

Statement of the Problem

There appears a difference between teachers' perception of Social Studies and how they teach the subject at the JHS in Berekum Municipality. This seem to have created a huge gap which is affecting the quality of teaching and learning of the subject at the Junior High Schools in Berekum.

According to Quartey (2003), ever since Social Studies started to exist on the continent, it has never been understood in the correct way by some of its stakeholders. As a result, Social Studies, for different people, mean different things which serve as a hindrance in achieving its educational objectives like understanding, acquisition of skills and desirable attitudes and values which will help the learners solve personal and societal problems. It is upon these reasons I investigated into teachers' perception of Social Studies and how they teach the subject in the Junior High School in Berekum Municipality, in Brong Ahafo Region of Ghana.

Purpose of the Study

The purpose of the study was to examine Social Studies teachers' perception of the JHS social studies curriculum in Berekum Municipality. The study is to generate evidence on what is happening in the field, and also, take a critical look at how teachers approach the teaching of the subject.

Objectives of the study

The objective is to;

1. explore Social Studies teachers' perception about the nature of Social Studies at the JHS.
2. examine the effectiveness of the methods used by teachers in teaching social studies.
3. examine the academic and professional competencies of Social Studies teachers at the Junior High School.
4. examine the significance of in-service training in shaping Social Studies teachers perception of the discipline.

Research Questions

1. What are the perceptions of Social Studies teachers about the nature of social studies?
2. What are the techniques use in teaching social studies at the Junior High School?
3. What are the academic and professional competencies of Social Studies teachers at the Junior High School?
4. What is the significance of in-service training in shaping social studies teachers' perception of the discipline ?

Significance of the Study

The findings of the study are expected to be particularly relevant to educational policy and decision makers responsible for the development and improvement of social studies teaching in Junior High schools. This is because the result of the study will reveal the perception of social studies teachers as they exhibit in the classroom and this will help

the Ghana Education Service (GES) to have a greater insight into the strengths and weakness of particular educational policies affecting the teaching and learning of social studies in the Berekum Municipality.

It is also expected that the research will bring to light the defects of methods and strategies adopted by teachers of social studies.

The findings would help Berekum Municipal Assembly in planning in-service training for teachers to upgrade their knowledge on the teaching of social studies.

Finally, the findings would help improve quality education by serving as a reference source to those who wish to identify areas where support or materials are needed to enrich the social studies programme.

Delimitation of the Study

The study was carried out in Berekum Municipality, Brong Ahafo Region in Ghana. The focus of the study was limited to issues related to the perception of teachers concerning the nature of social studies.

Limitations of the Study

One limitation to the study was that some of the respondents were not willing to respond to the questionnaire and also, it took more than the specified time to completely retrieve all the questionnaires from them. The study focused on only twenty-five (25) Junior High Schools in the Berekum Municipality, even though, there are about sixty Junior High Schools in Berekum. Similar study could have taken place in the other Regions in Ghana, but time and resources needed to execute such project is beyond the reach of the researcher.

Organization of the study

The study is divided into five chapters. The first chapter contains the introduction to the study, background information related to the study, statement of the problem, objectives of the study, research questions, and significance of the study and delimitation of the study.

Chapter two which deals with the review of literature related to the research topic. It takes a brief look at the historical overview of social studies, perspective of social studies, its meaning, scope of social studies, goals and objectives of social studies, methods of teaching social studies, and in-service training of teachers.

In chapter three, the researcher presents method employed for the study. It deals with population and sample size, sample and sampling procedure, research design, instrument for data collection, development of questionnaire, procedure for data collection, interviews, coding and data analysis.

The findings from the analysis of data collected from the field are presented in chapter four. It also includes the discussion of the findings. Finally, chapter five contains the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature related to the issues that are relevant to the study. It means identifying, locating and analyzing documents containing relevant information to the research problem. The review is based on the following themes:

1. Development of the social studies programme in the world.
2. Birth of Nation Council for the Social Studies.
3. Meaning, goals and objectives of social studies.
4. Methods, techniques and strategies of teaching social studies
5. In-service Education and Training

Development of the social studies programme

The field of social studies was developed in the early part of the 20th century in the United State of America. It was built on the foundation of history which was recognizing as the central study of social studies. The change from the traditional subject of history to social occurred in the Jones Report, (Ravitch,2003) on Social Studies: incorporated into the famous Cardinal principle Report of the National Education Association in 1918 which suggested that the goal of social studies was good citizenship and historical studies that did not contribute to social change had no value. This report gave a strong boost to social studies teaching. The study of history was considered to academic and far removed from student immediate needs and that they made no contributions to social efficiency. It was on the field of social efficiency that social studies was born. The idea was to teach social fact and skills that were relevant to the institutions of their own society and also prepare them for real world that would confront them when they leave school. By the 1930s, the social studies programme had

displaced history with its expanding environment concept that is, the home, neighbourhood and community (Ravitch, 2003). Social Studies was therefore intended to provide an integrative education aimed at training learners to become good decision makers.

Birth of National Council for Social Studies (NCSS)

The tension over the subject matter of social studies fuelled by different camps from history and social sciences led to a group from teachers college, Columbia University organizing a 'round table' in Chicago on social studies (Evans, 2004). This meeting was organized by Earle Rugg in a letter that cited a 'lack of agreement in the subject matter' (Evans, 2004). Formerly known as the National Council of Teachers of the Social Studies, NCSS sought to bring consensus and meaning to the subject by coining up a definition that: 'Social Studies' shall include history, government, economics, geography and sociology' (1921).

In Africa, ideas on how to modernize the teaching of social studies in the school curriculum were expressed as early as 1961 at the Endicott summer House Study in the Massachusetts Institute of Technology (MIT) U.S.A, where prominent African, British and American educationalists addressed themselves to the issues of the educational problem facing post-war Africa, especially the newly independent nations and how to find solutions to their education problems in the humanities, social science, language, Mathematics, science and teacher education. At the summit various sub-committees were set up, one of which was charged to prepare a syllabus for social studies. The Sub-committee on social studies decided among other things that, the teaching of geography, history and civics as separate disciplines in the primary School in Africa, should be discouraged in the early years of schooling. The child

should be introduced to the social studies as integrated field of study and should be made to appreciate, right from the beginning of his education, the close of relation between the disciplines which later emerge as distinct filed of learning (ASSP Report, 1977).

In 1967, a meeting was held at Queens, Oxford where participants decided on the need to give attention to the development of social studies in primary schools. In 1968 another conference was held in the Mombassa, Kenya. According to Tamakloe (1988), the Mombassa Conference marked the turning point in the development of social studies in some African countries. This conference gave birth to the African Social Studies Programme (ASSP) whose primary purpose was to assist African Countries by;

Collecting and disseminating information of social studies projects in African and elsewhere through reports, newsletter and original documents.

(a) Assisting member countries to organize workshops, courses, seminars, and conference as they exchange ideas and for in-service training of the teachers to enable them adopt the new approach to the teaching of Social Studies.

(b) Assisting member countries to organize, workshops, courses, seminars, and conferences for the exchange of ideas and for the in-service training of teachers to enable them adopt the new approach to the training of Social Studies.

(c) Encouraging the initiation of research in social studies teaching in the development of the materials for primary and secondary schools in Africa and involved professional and university people (Dondo, Krystall & Thomas, 1974).

It is important to note that the major objective of the African Social Studies Programme now African Social and Environmental Studies Programme (ASESP) is that social studies should be taught as an integrated discipline.

On the Ghanaian scene, Bruce (1988) report that there had been attempts at ‘integration of a sort’ in the social sciences. According to him, between 1950 and 1954 some form of integration appeared in the syllabuses of teacher training colleges notably Wesley College, Government Training College (Winneba), and Presbyterian Training College Akropong. However, by 1955 the programme had collapsed due to lack of personnel to teach the integrated subject. Tamakole (1976) also points out that before 1968, there existed an area of study termed ‘centers of interest ‘ in the primary school curriculum which appeared to be an integration of subjects like history, geography and civics which was only undertaken at the lower primary level (primary one to three). He further observed that this programme consisted of just topics which had been jumbled up in the name of the integration; the topics [however] lacked cohesion” (p 16).

The development of the social studies programme in Ghana began in 1967 with the setting up of the curriculum Research and Development Division (CRDD). Between August and September 1968, a conference was held at the Advance Teacher Training College, Winneba under the auspices of the British Council. From there a pilot programme on social studies teaching was started in four selected centers namely Saltpond and Assin Fosu in the Central region, and Ho and Hohoe in the Volta region. According to Tamakloe (1976) “there was a great controversy on the choice of name for the new programme being developed. While one group felt it should be called social studies one contended it should be called environmental studies (p.16). The programme in the fourth year of the pilot testing saw inauguration of the Nation Association of the Curriculum and Courses (NACC).

All primary syllabuses were reviewed and improved with the sub-committee on Social Studies agreeing that the new programme should be officially called environmental studies. With the advent of the Education Reforms in 1987 the term ‘Social Studies was

once again officially used for the subject in all the levels of the school system. In 1988, the CRDD published new textbooks 'Ghana Social Studies Series' to place the environmental studies programme in all schools. In all schools in 1996, when the free Compulsory and Universal Basic Education (FCUBE) was introduced, the term 'social studies' was still used for the subject at both the primary schools in 1988 the 'environmental studies was once again used at the primary school level. At present, the subject is referred to as 'citizenship education' at the primary school while at the Junior and Senior Secondary Schools the term Social Studies is used. At Teacher Training Colleges and the University of Cape coast the term 'Environmental and Social Studies is used for the programme.

It has been necessary to trace the development of the integrated social studies programme from both international and local scenes in order to appreciate the history of social studies with regard to its name and scope to find out how prudently the programme is being transacted in basic schools generally and the junior High School in the Berekum Municipality in particular.

Meaning of Social Studies

Over the years there has not been consensus among Social Studies scholars as the term Social Studies means. Educators in the field give various answers to the question depending on their orientation and perception of the subject. No doubt the subject has had a turbulent history which culminated in a number of schools of thought. These schools of thought include social studies taught as an amalgamation of the social sciences, an approach as human relations and citizenship education (Ayaaba, 2011).

Social studies taught as an amalgamation of the social sciences

People of this persuasion believe that for young people to become reflective individuals, they need to acquire sound knowledge and skills of particular social science subjects.

In this end, they propose definition such as the following;

1. Social studies is an interdisciplinary field of learning drawing upon the concepts and means of the social sciences and related areas (Dyngneson & Gross, 1999).
2. Social studies gain some of its identity from the social sciences such as History, Geography, Political science, anthropology, economics, sociology etc (Martorella, 1994).
3. Social studies includes much of the subject matter of History, Geography, Civic and Economics (Aggarwal, 2001)

Social Studies Taught as Human Relations

There are other social studies educators who are of the views that good citizenship is contingent on the values, attitudes and behaviours that one exhibits towards others in the society. To these, therefore, social studies teaches the youth how to live responsibly in society by inculcating in them desirable democratic values and attitudes such as honesty, respect for oneself and others, tolerance of divergent views, hard work and discipline. Proponents of this school of thought advance definitions of social studies such as the following:

1. Social studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education (Bar, Barth, & Shermis, 1977).
2. Social studies is primarily concerned with the study of human relationships believed to be the most important in developing responsible citizenship

(Michaelis, 1988).

3. Social studies places premium on individual qualities such as patriotism, honesty, diligence, obedience, and critical thinking, and also group ideals like interdependence, co-operation and peaceful co-existence (Tamakloe, 1994).

Social Studies Taught as Method or Approach

This school of thought upholds the view that social studies is a method or approach of teaching the social science disciplines. In the instructional setting, a method or an approach is a teacher's overall plan in a lesson delivery. It includes the advance preparation, selection of content to achieve the lesson objectives, the techniques used and activities carried out during the lesson as well as the procedures adopted to assess the effectiveness of the lesson delivery. To describe social studies as a method or an approach to the teaching of the social sciences simply connotes that it is not a subject on its own. Protagonists of this view give the following definitions among others:

1. Social studies are the social sciences simplified for pedagogical purposes (Wesley & Wronski, 1964)
2. Social studies consists of adaptations of knowledge from the social sciences for teaching purposes at the primary and secondary levels of education (Thesaurus of ERIC.1987).
3. Social studies is an integrated interdisciplinary approach to the study of society and the environment (Junior Secondary School syllabus, Ghana.1987).

Social studies taught as citizenship education.

Proponents of this school of thought believe that social studies should prepare young people for adult citizenship roles. They contend that although all other subjects play a significant role in developing informed and responsible citizenship, it is only social

studies that has citizenship development as its priority goal (Banks. 1990). To this end definitions of social studies include the following;

1. Social studies is the inter disciplinary integration of social science and humanities concepts for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues (Barth,1993).
2. Social studies is the study of people. Social studies should help students acquire knowledge, master the processes of learning, and become active citizens (Zarrillo, 2000).
3. Social studies is the preparation of young people so that they possess the Knowledge, skills, and values necessary for active participation in society (Ross, 2006).

The lack of consensus on the definition of social studies seems to suggest that there are as many definitions of the subject as there as social studies educators. Nonetheless, to reconcile all these schools of thought and to give the subject a focus , the NCSS in 1992 adopted the following definition of social studies: social studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people to develop the ability to make informed and reasoned decisions for the public good as citizen of culturally diverse democratic societies in an interdependent world. It is important to note that, teachers' understanding of Social studies determine to how they teach.

Social Studies Taught as Citizenship Education

The educators of this school of thought uphold the view that Social Studies should prepare the young people for adult citizenship role. According to Hayford (1992) citizenship education implies the acquisition of the necessary knowledge and skills needed for the promotion of democracy. The Social Studies draft syllabus of Ghana

Education Service (2007) for Junior High and Senior High Schools is 'Citizenship education'. Banks (1985) stressed that Social studies is that of elementary and high school curriculum which has primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in civic life of their local communities, nation and the world. While the other curriculum areas also help students to attain some of the skills needed to participate in the democratic society, Social Studies is the only curriculum which has the development of civic competence and skills as its primary goal.

Rationale for teaching citizenship education

Citizenship education is a subject that aims at producing competent, reflective, concerned and participatory citizen who will contribute to the development of the communities and country in the spirit of patriotism and democracy. It focuses on problems/challenges of human survival in Ghana. The subject exposes pupils to the persistent contemporary issues hindering the development of the nation and the desired attitudes, value and skills needed to solve these problems. The subject is introduced into the curriculum at the Upper primary level (P4-P6) to make children appreciate basic concept and values that underlie a democratic political community and constitutional order to enable them uphold and defend the Constitution of Ghana at all times. (Citizen education syllabus, 2007).

The perception of teachers about the subject will depend on how they teach the subject at the Basic Schools in Berekum Municipality. The researcher thinks that teachers' perception of Social Studies curriculum greatly influence how they teach the subject. This is manifested by their knowledge of the content, application of the methods, technique and strategy of teaching.

The Scope of Social Studies

The term "scope" had become popular in education circles after 1945. Developments between the two world war led to the emergence of new pattern of selecting the content for social studies programme. Until quite recently the term "scope of social studies" had been shifting sand (Tamakloe, 1994). Curriculum expert are yet to agree on what the term, scope of social studies, is as it varies from writer too writer.

According to Banks (1990) at the lower grade in school the scope of the subject is based on institutions and communities such as the home, family, the school, the neighborhood and the community. He goes on further, to say that at the higher level a variety of elective course such as sociology, psychology and problems of democracy are offered. In another development Martorella (1994) writes that most educators would concede that social studies gain some of its identity from the social science, such as history, political science, geography, economics, sociology, anthropology and psychology. In explaining the scope of social studies GES, (2001) emphasizes that social studies take its source from geography; history, economics and civic education and integrates it in a fashion that creates a subjects of its own. Ravitch (2003) sums it up by saying, "social studies is seen as a broad umbrella that covers the range of subjects, disciplines, and skills" . It is significant to note that when subject areas are use to define the scope of social studies, perhaps the objective is to promote understanding and values associated with the subject area.

For Aggarwal (1982) the scope of social studies should include a study of relationships, function study of natural science and arts and a study of current affairs. In keeping with this thematic nature, Tamakloe (1991) writes that "the structure of the content selected for the teaching and learning process in social studies must be such that it cuts across discipline" (p.46). To him this can be possible if the content is thematic in nature. He

added; "themes such as the school community, our local community, the national community our continent and other like citizenship, cooperation, interdependence and nationalism easily lend themselves to organization which relies heavily on the use of concepts, facts, skills and values from various disciplines". It must be emphasized, however, that social studies and social science are distinct programmes. To achieve its overall goals social studies promotes learning experiences that have both distinct content focus and process focus. The latter for instance provide opportunities for learners to become actively involved with interpreting and judging knowledge.

It could be inferred from the discussion that the scope of social studies is unlimited. It is in the light that Leming & Ellington (2003) described the scope of social studies as "boundless, eschewing substantive content and lacking focus for effective practice." They add, "Students rank social studies courses as one of their least liked subjects and social studies textbooks are largely superficial and vapid" (pp i-ii). Zevin (2000) in his 'personal prologue' writes that, "part of the reason social studies is disliked by so many students is the ...arguments, knowledge of facts, names, places [and all] the facts they had to know" (p. xiv).

Perhaps the debate about the scope of social studies may be partly due to the nature of the subject. According to Tamakloe (1994) the boundless nature exhibited by the scope of social studies is the apparent results of the multiplicity of concepts, skills, knowledge, and values that can be utilized to explain issues, phenomena and solve any problem which faces society. Commenting on the nature of social studies Ross and Marker (2005) remarked that:

Social studies is the most inclusive of all subjects and determining the boundaries of what is taught in social studies requires decision about what social knowledge is most

important, which skills and behaviors' are most valuable, and what values are most significant. As a result, the field curriculum terrain is, has been, and will continue to be subject to debate (p. 139).

It appears the problem of selection of scope is due partly to subject matter proliferation in social studies and also curriculum innovations. In the words of Preston (1985), "these innovations, influence not only method of study but seek to shape the social studies scope and sequence..." (p. 34).

The broad scope of the subject matter and the amount of material that could be included in social studies is a serious concern for social studies education. All agree that selection of what to study is a major issue in planning social studies instruction due to its "competing vision and contradictions" (Evans, 2004).

Although social studies appears not to have an apparent core content, the challenge for social studies curriculum developers is to design an instructional programme that emphasizes depth of important ideas within appropriate breath of topic coverage. Thus, the selection of content must shape the needs of the learner and the nature of society as they complement each other. A well rounded social studies scope must therefore provide for the development of competencies and disposition which will enable the learner to be creativity, productive and innovative that serves to quality of life.

Social Studies has a limitless nature as a result a variety of subject areas and strategies are employed in the explanation of issues and problems. Thus, in explaining the scope of Social Studies, it draws materials from the disciplines such as geography, history, sociology, psychology, economics and civic education. Essential element of the knowledge and principle from these disciplines are integrated into a subject that stands on its own.

Quashigah (2014) sees the scope of Social Studies as issues-centered approach, subject centered approach and Civic-centered approach.

Issues-centered approaches propose that Social Studies is the examination of specific issues. Social as well as personal problems and controversies are the primary content of the curriculum. Some would advocate the study of only perennial issues while others emphasize current or personal issues, such as moral dilemmas and values clarification.

The subject centered approaches argued that the Social Studies curriculum derives its content and purposes from disciplines taught in higher education. Some advocates would limit Social Studies curriculum to the study of traditional history and geography, while others would also include the traditional social sciences. Still others would include inter-disciplinary and multi-disciplinary. Some subject-centered advocates argue for cultural transmission, while others suggest using the disciplines as a means for stimulating critical thinking and diversity. For both groups anyway, the subject matter knowledge is paramount.

The civic-centered of social studies is concerned with individual and social attitudes and behaviour more than with subject matter knowledge. Civic competence or the ability and responsibility to interpret, understand and act effectively as a member of one's society is the unifying theme in this approach.

These three approaches to social studies are not necessarily separate or opposing. Knowledge from the disciplines is used in each case. Besides, none disagrees that one purpose of social studies is Citizenship education. Also, each accepts social studies as a valuable construct, Quashigah (2014).

Goals and Objective of Social Studies

Most writers in an attempt to define what the term social studies is also try to explain its goals and objectives. The term goal which is being used interchangeably with the word purpose refer to the long term expectations of social studies as distinct from objectives which are more specific and with short term expectation. Like its scope, there has been contentious debates' regarding the goals of social studies. Ross and Marker (2005) remarked that, "the very lack of agreement regarding the purpose of the field, perhaps more than any other characteristics has become the hallmark of social studies" (p. 2).

Social Studies educators have always pitched a big tent, with plenty of room for diverse perspectives, and the response to conflicts over goals has most often been to look for how we could all just get along" (p. 7). This view is given credence by Ravitch (2003) when she echoes that "over the time, the leader of the field social studies (italics added) have frequently wrestled with their goals and purposes. She continues "the social studies field has readily redefined its aims to meet what so ever the socio political demands of the age were" (p.1).

The comments seem to suggest to a great extent the kind of disagreement and factionalism among those who advocate the various "tradition" of social studies education. It is therefore no wonder that Whelan (2001) comments that "the disagreement has become as adversarial as to threaten the field with factionalism, thereby undermining the pluralism from social studies has frequently benefited" (p. 43). While it appears there is no agreement among social studies educators over what the goals of social studies are, it is generally agreed that the primary pedagogical goal of social studies is to support students as they come to understand their world and have

urgency as citizens (Vinson & Ross, 2001). The main goal of social studies therefore is to promote citizenship education.

Several authors however, have questioned the status of citizenship education as the main purpose of social studies. They argue that the term citizenship has not being clearly defined as goal of social studies (Leming, Ellington and Porter-Magee, (2003); Longstreet and Shane, (1993). Clearly, the social studies 'contrarians' position point to mind that there is no "scientifically objective" answer to the question of the purpose of citizenship education because those purpose are not things that can be discovered (Ross & Marker, 2005).

In reaction to the above reasoning by the social studies contrarians, Banks (1990) writes that citizenship education is the primary focus of social studies in the school curriculum which promotes desirable participatory citizenship. According to Banks, "while the other curriculum areas also help students to attain some skills needed to participate in a democratic society, the social studies is the only curriculum area which has the development of civic competencies and skills as its main goals" (p.3). Subscribing to this views Tamakloe (1991) says that the main goal of social studies is to help students to be able to make informed decisions for the purpose of resolving personal problems and influencing public policy. To him these are important for the realization of the aims of citizenship. Ross and Marker (2005), state that "the purpose of social studies is citizenship education aimed at providing students opportunities for a model of problem solving" (p. 140).

Homana, Barber and Torney-Purta (2006) define citizenship as the opportunity provided by school to engage in meaningful learning experience... and other teaching strategies to facilitate their development as socially and politically responsible

individuals. This is supported by the National Council for the Social Studies, (NCSS, 2006) which has long been leading advocate in the area of social studies. According to the NCSS the primary goal of education is to prepare students to be effective citizens and that through the curriculum students should have the opportunity to apply their civic knowledge to solve problems in schools. Martorella (2001) sums it up by saying; the basic purpose of social studies curriculum across the grade is to develop reflective, competent and concerned citizens. Reflective individuals are critical thinkers who make decisions and solve problems. Competent citizens possess a repertoire of skills to aid them in decision making and problem solving. Concerned citizens investigate their social world, identify issues as significant, exercise their responsibilities as members of a social community. Social studies should be seen as the head, the hand and the heart. The head represents reflection; the hand denotes competent and the heart symbolizes concern.

From the foregoing, it means that the social studies teacher has the sole responsibility of training student not only to develop their knowledge and skills but also the affective aspect of the individual, these are reflections of good citizens which Martorella refers to as "effective citizen". Martorella argues that the general purpose of social studies should be citizenship education; the objective is to produce reflective, competent and concern citizens who are critical and have inquiry mind.

By thinking reflectively, students are able to apply the best course of action among alternatives. Reflective thinking therefore disrupts prejudices and deliberates on issues that are "fair to everyone concerned "(parker,2003).since citizenship is the central purpose of social studies as well as the bed rock upon which schools functions teachers should provide reflective classrooms to help close the chapter on problematic areas of

our society. This will require effective method of reflection that should be applied to the school curriculum and organization (Kumashihiro, 2004).

Objectives of Social Studies

In order to achieve social studies goals, specific objectives need to be stated. Like its goals, different writers state specific objectives for the realization of the general aims. However, despite different words used, the general consensus is to achieve the goal of citizenship. Barth (1983) writes: "teachers should help students gain knowledge, process information, develop skills to examine values and, finally to apply knowledge through an active civic participation". he said; if students practice these four objectives then social studies is taught as citizenship education" (p.4). According to Barth the social studies builds around four capacities and this is given credence by Banks (1990); Parker and Jaromelik (1997); Martorella (2001) and NCSS (2006).

The four capacities are; acquisition of knowledge, acquisition of skills, development of desirable attitude and values and civic participation. Each capacity uniquely leads to responsible citizenship as they mirror the essential ingredient that characterizes sound social studies education. If students are to be effective citizens then they must possess the knowledge, skill, and values which will prepare them to take appropriate civic action as individual or as members of groups devoted to civic improvement. Gaining knowledge is an integral part of citizenship skills which allows for reflective decision making. According to Taba (1962) Knowledge of any sort is an index of one's acquaintance with reality. As an individual increases his knowledge he also increases his understanding of the world around him. Often the maturity and intelligence of an individual is judged by the amount of knowledge he possess (p. 212)

From The above quotations it is discernible that In addition to knowledge, skill goals are essential to social studies teaching; they indentify in particular what students will be able to do. Skills goals according to Banks (1990) can be categorized into four group; these are thinking skills, inquiry skills academic or study skills and group skills.

Thinking skills include the ability to gather and analyze information before making a decision. According to Banks thinking skills include the ability to conceptualize, interpret, analyze, generalize, apply knowledge and evaluate knowledge. Thus through thinking skills students are able to act constructively by evaluating evidence through rational conclusions.

Inquiry Skills: These skills include the ability to formulate scientific questions and hypothesis to collect data and to use the data to test hypothesis to derive generalization. Inquiry raises the curiosity of students and prompts them in seeking further explanation to questionable situation.

Study or Academic Skills: Studying is the way people learn new ideas. In social studies these include the ability to locate, organize and acquire information through listening and observing, communicate orally and in writing, read and interpret maps. Through study skills students make sense of new Ideas for meaningful understanding of issues.

Group Skills: These include the ability to perform effectively both as a leader and as a follower in solving group problems, to use power effectively, and fairly in group situation, to make useful contributions to group progress to communicate effectively in a group and resolve controversy in group (Banks, 1990).

Attitude and Values: An important area of human development is attitude and values which are mainly concerned with the affective domain. Attitudes in particular affect how people evaluate situations. Positive attitudes allow people to view human

conditions from a variety of perspectives. Values on the other hand, underlie that entire human do and they constitute essential of human relations. Human value like patriotism, respect of dignity, hard work and right of others provide an area of reflective development.

Since Values are so central to decision making it behooves on school to teach students to think critically about issues affection society by analyzing event both past and present to bring harmony within society. It is in this light that Macluaghlin (2004) suggests that schools should provide opportunity for the youth to engage in a way that leads to confidence in the value of participatory problem solving. While desirable attitude and value are central to what human do, the central focus and purpose of civic participation is to foster the development of citizens who will participate actively in and outside the school.

It must be emphasized that knowledge, skills, attitude and value gained, provide gateway for active community participation. Social Studies teachers should therefore provide active teaching strategies to facilitate the development of students as responsible individuals. In sum, when teachers help students to gain knowledge , process information, develop the skill to examine values, and finally apply knowledge through an active civic participation, then social studies is taught as citizenship education.

Framework of the Social Studies Syllabus

From all perspectives the basic school syllabus advocates the teaching of concepts using the spiral approach. This approach helps students to understand how a new application is connected to one learnt previously. In the JHS syllabus themes are introduced to align the scope and content to ensure continuity and progression across levels. The two

themes which run through the syllabus are “Government, Politics and Sustainability” and “Our Environment”, a third theme “Social and Economic Development” runs through the second and the third year syllabuses respectively. These themes allow for a seamless integration of the components of geography, history, economics, civic education and contemporary issues. On the other hand, the themes also provide a smooth transition in the teaching of content and skill from the junior high to the senior secondary schools. It may be concluded that the syllabus is an important tool for the teacher. This is because it is often the initial communication tool that teachers receive as well as being the most formal mechanism for sharing information with students regarding any course. (Eberly, Newton & Wiggers, 2001).

One important thing about the JHS Social Studies is the concept of integration. The Social Studies curriculum is integrated in nature. According to GES (2007), Social Studies comprises history, geography, economics, government, civics, and sociology. It means social studies gains its identity from the subject mentioned. According to Bishop (1985) integration is a re-grouping of ideas and knowledge between subjects and disciplines so as to provide a new and ‘intellectually reputable curriculum’. Integration refers to the process by which the interdependent parts of a larger whole relate or are brought into harmonious relationship with each other (Oliver, 1965).

Integration takes two forms that is the vertical and horizontal dimensions, within and across subjects and disciplines. Vertical integration takes place within a single discipline in order that the various levels of content such as ideas, concepts, facts, and principles build upon each other from simple to complex and from the known to the unknown. The purpose of this is to deepen learners’ knowledge and understanding of issues. Horizontal integration, on the other hand, takes place across subject areas at

particular level. Aside from form of integration, we have types of integration. These are multidisciplinary integration, interdisciplinary integration and transdisciplinary integration. Multidisciplinary integration describes the process where two or more subjects are brought into relationship with each other such that what is learned in one discipline serves to reinforce what is learned in other disciplines. Whereas in multidisciplinary integration the contributing subjects retain their identity and logical structure, with interdisciplinary integration, the component subjects or contributing discipline lose their identity and are integrated into new area of study. Those who champion the transdisciplinary design believe that the curriculum should be built upon broad learning experiences or critical social problems (Adentwi, 2000).

The Concept of Syllabus

A syllabus is an aspect of a curriculum which is well-structured and contains series of topics and sub-topics ordered for various levels, general aims and specific objectives, suggested teaching learning activities and evaluation procedures. A syllabus can be described as a specific document commonly drawn up by authorized governmental committee, which provides details about prescribed or recommended content usually in a particular subject area, to be taught by teachers within the system. In other words, it provides a systematic arrangement of the topics, main ideas, concepts and skills that is intended to give a sense of direction to teaching and learning. In Ghana the syllabus is approved by the Ghana Education Service (GES) in collaboration with the Curriculum Research and Development Division (CRDD).

Functions of the Syllabus

It provides specific content of a programme by laying down what is taught. In every syllabus, the main content are in the form of ideas, concepts, theories and principles such as the integrated principle, the concentric and the child-centered principles.

It indicates equipment, tools and learning aids that are to be used to ensure effective teaching and learning of the topics/units in it.

A good syllabus should indicate a wide range of methodology and strategies that can be employed in the teaching and learning of specific topics/units.

A syllabus should indicate specific learning outcomes of objectives to be attained in the learning experience.

A good syllabus should also provide support for the teacher by giving him core points to prepare his lesson plan.

Again, a good syllabus should ensure uniformity of content so that teachers teach the same content throughout the country.

An important function of the syllabus is to provide framework for assessment and evaluation.

Relevance of the Syllabus to the Teacher

A good syllabus serves as a basic source for reference by helping the teacher to plan his scheme of work.

It provides a framework for the selection of approaches and relevance evaluative procedures.

It serves as a guide for the teacher in planning lessons in terms of what volume to cover from what period.

Teachers are enabled to give relevant feedback to educational planners after using a particular syllabus.

It enables the teacher to plan his work over the duration of the course by helping him to know exactly what to teach within a particular period.

It serves as a guide which helps the teacher to prepare programmes for the school

The Nature of the Junior High School Syllabus

In order to examine the transaction process of any programme it is expected or required of an evaluator to give a detailed description of the programme highlighting its major features (Cobbold, 1999). This will help find out whether the programme is being transacted well or not as laid down by GES. The social studies syllabus for the Junior High School which could be described as an instructional programme describes in detail the teacher's strategies, approaches and the assessment to be used. In this section principles for implementing the syllabus are reviewed.

In writing the syllabus, the top-down approach was used with the intent of developmental progression from the Junior High School to the senior secondary. The syllabus in particular focuses on "citizenship education" and this is given prominence in the introduction section of the syllabus which states the rationale for teaching social studies as:

Social studies is "Citizenship Education". The subject tries to prepare the individual to fit into society by equipping him/her with the kinds of knowledge, skills, value and attitudes needed for effective living within the society and for making constructive changes in the way of life of society. This will propel the nation to higher heights (GES, 2001).

From the syllabus it appears the incorporation of knowledge, skills value and attitudes are essential to the development of a holistic understanding of social studies. Disciplinary knowledge, used by students to construct learning is drawn primarily from geography, history economic and civic education by integrating them to create the subject social studies. The implication is that the teacher should possess the skills to integrate knowledge effectively by adopting a holistic approach to the teaching of social studies and at the same time maintains a focus on the subject matter. This is what Lucan (1981) calls "integration while preserving discipline identification" (p.63).

Aims and Objectives of the Social Studies Syllabus

For effective implementation of the syllabus, statement of objectives to direct the learner is described in detail. Such objectives specify what the learner should be able to do at the end of each lesson to achieve a change in behavior. It is against this background that Tyler (1949) explains that "since the real purpose is not to have the instructor perform certain activities but to bring about significant changes in the students patterns of behavior, it becomes important to recognize that any statement of objectives of the school should be a statement of changes to take place in students" (p.44). The preamble of the 2001 syllabus is made up of the general aims. It is purposely designed to determine how pupils should behave in order to attain good citizenship. Specifically, the general aims of the Junior High School syllabus are the reflections of Blooms (1956) taxonomy of education which stresses on the cognitive, affective, and psychomotor domains.

The Social studies syllabus (GES, 2001) indicates the following:

- (i) Understand the interrelationship between the social and the physical environment and their impact on the development of Ghana.

- (ii) Understand the dynamics of development in the world and their impact on development in Ghana.
- (iii) Recognize the major challenges facing Ghana and be able to develop basic knowledge and skills for dealing with such challenges.
- (iv) Appreciate the Various components of the Environment and how these could be maintained to ensure sustainable development.

In the affective category, pupil should:

- (i) Acquire the habit of developing skills and attitudes needed for peaceful co-existence and respect for people of other nations.
- (ii) Acquire attitude and skills to develop a sense of national consciousness and national identify

In the psychomotor domain pupils should broadly

- (i) Acquire some basic skills necessary for the resolution of social and environmental problem (2001, p.ii)

Basically the conclusion drawn is that the syllabus seeks to equip pupils with the knowledge, skills as well s attitudes and values to make informed decisions so as to be able to communicate and work effectively as a team in a multi-cultural and a interdependent world. The two broad dimensions of the syllabus are the development of the learner and his role as a good citizen. The expectation implies a mastery of fundamental competencies, fostered by a knowledge and appreciation of a heritage.

The implications of the forgoing purposes/objectives of teacher education are that a credible teacher education programme must see to requisite and appropriate to the teaching profession, in the trainee teacher.

Method, Techniques and Strategy of Teaching Social Studies

Method, Techniques and Strategies are terms for three different levels of planning that a teacher thinks about when preparing to deliver a lesson. The three words should not, therefore, be used interchangeably. Although related, nonetheless, they refer to different things in the course of instructional delivery. (Ayaaba & Odumah, 2013).

Ayaaba and Odumah (2013) show clear distinction between and among method, technique and strategy of teaching. Here are the distinctions:

Method of teaching

It is a general term that is often used to refer to everything that a teacher does in the classroom in the course of a lesson delivery. In other words, a teacher's method of teaching refers to his or her overall approach to a lesson. They further explain that method of teaching are of two approaches, namely; transmission and discovery. Transmission method is a teacher-centred approach whereas discovery or problem solving is student-centred approach. They concluded that since Social Studies is a problem solving subject, the problem solving method is more preferable for the teaching and learning of Social Studies.

Characteristics of a good Teaching Method

Methods determine the quality of results. If comprehensive objectives of teaching social studies are to be realized in learners, then the learner should be exposed to good teaching methods. Good teaching methods should contain these features:

1. It should encourage creative expression.
2. It should also encourage co-operative and group work.

3. Arouse learners' interests
4. It should shift emphasis from verbalism and memorization.
5. It should train the techniques of self-study.

Technique of Teaching

A technique of teaching refers to any activity teachers ask their students to perform during a lesson delivery. Such activities include dramatization, discussion, role play, simulation and brainstorming. The African Social and Environmental Studies Programme (ASESP, 1990), lists as many as 150 techniques of teaching Social Studies. In short, techniques are activities performed to achieve a method. In other words, the techniques that teachers employ during lesson delivery depend on their method of teaching. If the method is problem solving, the techniques to achieve that method might call for student participation in projects, group work, role play or discussion, etc. On the other hand, if the method is transmission, then the technique might be lecturing, recitation or dictation.

Strategies of Teaching

Strategy of teaching is the order or sequence of the technique that a teacher selects to teach a particular lesson. Bath (1990: 370) explains strategies as a way of "sequencing or organizing a giving selection of techniques". For example, during one lesson a teacher strategy could be an introductory lecture, followed by group work and finally a whole class discussion. This technique, sequenced one after the other are collectively referred to as teacher's strategy of teaching. It is importance to know that different teachers teaching the same topic (e. g in different schools) could employ different strategies. Hence, Dynneson and Gross (1990) note that a teaching strategy is a delivery

system intended to establish, clarify, and explain students' ability to understand and interact with the subject matter. This implies that the subject matter is not just "presented". Rather, it behooves the teacher to select strategies that provides for the active involvement of student in the learning process. Just as it is with the techniques, a teacher's method of teaching also determines the strategy to use.

It should now be amply clear that a teacher's method, technique and strategy of teaching are not the same. Admittedly, they are intricately related but certainly, there are subtle differences between them.

From the above, it can be concluded that Social Studies teachers have wide range of methodology to the teaching of the subject at the basic school level. The Social Studies syllabus also makes suggestions on specific techniques for specific topics.

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Brainstorming Technique Brainstorming Technique

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) note that "Brainstorming, is a simple and effective skill-building technique to use when a high level of creativity is desired" (p.282). Savage and Armstrong (2000) 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.

The Main Conditions that attract the use of Brainstorming are:

Brainstorm is used when there is a problem and urgent consensus is needed.

Brainstorm is used where there is the need to stimulate creativity among learners.

It helps the teacher to find out from learners how they can provide solutions to an existing problem. Their responses would be essential for teaching and learning.

It is also used when we want information on the general feelings or attitudes of a group towards a problem and its solution. It helps teachers to evaluate the effective aspect of the learners on a given topic. Some learners may prefer to use religious beliefs, traditions or scientific means of solving a problem.

The following are the steps to follow when using brainstorming technique in teaching;

The brainstorming technique is used very often in the teaching of social and environmental studies.

First of all, present a solvable problem with many solutions to the class. A good example of such problem is the topic “The causes of poverty in Ghana”.

After the problem has been presented to the students, they are then encouraged to call out answers as soon as they think of them. In reference to the topic mentioned, the expected responses are laziness, curse, lack of employable skills, illiteracy, etc. All answers or ideas that are called out are accepted at face value and written down, without initial editorial or commentary on them.

After all contributions are exhausted, lead the whole class to examine each point and either accept or reject it depending on whether or not the point is useful and relevant.

For example, some of the causes of poverty are laziness, lack of employable skills, illiteracy but a curse cannot be considered as a cause, and hence should be rejected.

Brainstorming encourages students to recognize and accept other students' views which are better than their own. It also gives learners the opportunity to get to know multiple meanings of concepts. The technique when effectively used will help students learn from each other. However, it is time consuming as all ideas have to be accepted and received initially. Again, if the topic is not well focused, a brainstorming session may lead to the generation of several irrelevant ideas, (Osborn, 1981)

Lecture Technique

Lecturing is the oldest and the most traditional technique of teaching. In this technique of teaching, a group of learners are made to listen attentively while the teacher or lecturer alone spouts on and on. All the analysis, the opinions on the issues, and generalizations 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 learners (Ayaaba & Odumah, 2013).

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

The lecture technique is very effective and suitable in institutions where the learner-teacher ratio is high. It helps the teacher or lecturer to cover a lot of topics in the syllabus. The frequent use of lecture technique provides learners with an insight into the art of writing essays.

In spite of the above reasons, lecture technique does not take into consideration individual differences, encourages rote learning because the learner is expected to commit into memory the content of the teacher's lecture and reproduce same during

examinations or assignments. Students who are taught Social Studies by rote are like parrots that have been taught to recite without understanding (Seefeldt, 2001).

Educational Games/Simulations

The terms games and simulations are often used interchangeably. However, they have whatever different meanings. Games usually involve a situation in which individuals or groups compete with one another within set of rules where there is a means of determining winners and losers. In short, games and real events.

In the view of Kellough (2003), educational games can be powerful tools for teaching and learning, and can have one to several of the following purpose:

It adds variety and change pace, assesses students learning, enhances students' self-esteem, offers a break from the usual rigours of learning and motivates students to learn. Again, it provides learning about real issues through simulation and role play, provides problem solving situation and experience, provides skills development and motivation through computer usage.

Also, it provides skills development in inductive reasoning, skills development in communication and debate, reinforces convergent thinking, renews and reinforces subject matter learning.

Finally, it encourages learning through peer interaction, stimulates critical thinking and teaches both content and process.

Simulation on the other hand, is designed to place participants in situations that closely resemble those found in the real world. As pointed out by Savage and Armstrong (2000), "simulations simplify reality to highlight certain key ideas" (p.276).

This view is collaborated by Orlich et al (2004), who contend that "simulation is a representation or recreation of real object, problem, event or situation".

Sometimes, simulation activities incorporate elements reality as well as element of games such as winning and losing. When this occurs, such activities are referred to as simulation games.

Simulation activities, according to Savage and Amstrong (2000), typically moves through four stages, namely, overview, training, activity and debriefing.

Dramatization/Role Playing Technique

Aggarwal (2001:115 describes dramatization as a "synthetic are involving the purposive co-ordination and control of the delicate organs of speech and muscles... with the view to free and intelligent expression and emotions and ideas". The technique of drama involves students in the dramatization or role-playing of some events or feeling. This technique encourages students to learn by expressing in their own words the drama of an event. Some authorities used these two words interchangeably, and of course of what happens in drama is role-playing. The difference between dramatization and role-playing is that while dramatization needs rehearsal, role-playing is spontaneous or extemporaneous.

Olich et al (2014) opine that "role-playing is a process oriented group technique in which students act out or simulate a real life situation" (p.285)

Clark (1973) similarly asserts 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.

The teacher may also use a formal drama in the classroom these involves the use of formal written drama or play to emphasize certain historical events. The written play is acted by few selected students.

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 addition to participation in decision.

Role-play serves several purposes that are consistent with the objectives of Social Studies. In the view of Savage and Amstrong (2000), the techniques helps student to do the following,

- i. Develop their interpersonal relation skills
- ii. Recognize perceptive of others
- iii. Appreciate perceptive of others
- iv. Recognize the impact of one persons decisions on others
- v. Master academic content by replicating roles of people who participated in real events

The role-play

At this stage, the teacher

Assigns roles or calls for volunteers. Outlines roles to the players in a concise and clear manner

Gives students a short time to get their thoughts together prior to beginning. Instruct those not involved to be observers. The observers should be given clear instructions on what to look for and what to write down. Start the role-play and allows it to run until the point has been made.

Comparison between Role-Play and Simulations

1. In role-play, there is little or no time for preparation, practice and rehearsal whereas in simulation, there is enough time for preparation, practice and rehearsal.

2. Few learners are selected for role-play whereas simulation involves the whole class.
3. Few resource materials are required for a role-play whereas a lot of resource materials are needed for simulation.
4. In role-play, players act in turns whereas simulation, calls for players acting simultaneously.
5. Role-play techniques are less expensive unlike simulation which is expensive.
6. Learners are familiar with events before role-play whereas in simulation, learners are not familiar with events.

Advantages of Role-Play and Simulation

1. They make learners very practical and meaningful. Learners see themselves as part and parcel of the lesson; therefore, rote learning is minimized.
2. Learners' interests are grouped and sustained throughout the lesson. Since the technique are not teacher-centered, learners performing all activities in the class and as a result, their interest is boosted.
3. They can be used to establish the value system of an individual or a group. This can help learners appreciate both social and personal values which can influence choice of behaviour.
4. They can play learners develop affective skills such as participatory, co-operation and tolerance. These are the qualities that help learners to become useful members of the society.

5. The enthusiasm and motivation of learners ends up in high retention and application of facts, skills, knowledge and attitudes. Research has revealed that learners are able to retain about 80% of what is taught, using role-play or simulation.

Disadvantages of Role-Play and Simulation

1 It may be time-consuming. The preparations that go into it demands a lot of previous time. The techniques, especially simulation, call for large number of learners participating hence the lengthy period.

2. They cannot be effective when used by a lazy teacher. For effective use of the technique teacher must take the learners through rehearsals and also such methods are not often used.

3. Not all topics lend themselves easily to the use of role-play and simulation

4. When the language capacity of learners is limited, the use of role-play may be difficult.

Demonstration Technique

Fianu (1999) describes demonstration as a process during which "the teacher shows his pupils how to do something or perform a skill on their own" (p.166). Alorwor and Sadat (2011) share this view and stress that demonstration consist of showing learners how a new skill should be performed. This showing is done by the teacher while the students observe. Demonstration technique is based on the assumption that by seeing exactly what takes place, the learner will learn more effectively.

Most students like demonstration because the person doing the demonstration is actively engaged in the learning activity rather than merely verbalizing about it.

Demonstration, like most techniques of teaching can be used at any level of education in teaching any subject and for a variety of purposes.

For Kellough (2000), demonstration serves the following purposes is to;

assist students to recognize a solution to a given problem, demonstrate a thinking skill, model skill used in conflict resolution, establish problem reorganization, give students an opportunity for vicarious, participation in active learning, illustrate a particular point of lesson content, introduce a lesson or unit of study in a way that grapes students attention, reduce potential safety, hazards (where the teacher demonstrate with materials that are too dangerous for students to handle), save time and resources (as purposed to the entire class during that which is being demonstrated).

Debate Technique of Teaching

The debate as a teaching technique is a type of formal discussion that can be used to teach a number of topics in social studies. It is described as a teaching learning technique in which students are engaged in a healthy intellectual learning competition. In the of Savage and Armstrong (2000), usually three learners constitute the pro team and another three form the con team. One learner also is selected to play the role of a critic.

Members of the pro team are expected to gather as much information as they can to support the controversial issue. Similarly, members of the con team are supposed to gather such information that can be used to counteract or attack the same controversial proposal. Members of either team play an active role in arguing their team's case. The critic is to learn as much as he or she can about the positions of both teams. The purpose

is to enable him or her ask probing questions at the end of the debate that will highlight the weakness of both positions.

Field Trips

Field trip or work may be explained as the teaching and learning which takes place outside the classroom or laboratories, usually planned and organized to take place within the school, the environs of the school, the local community or outside the local community.

Organization of Educational Trips or Field Trips

Teachers can organize the pupils/students for field trips to places of economic, historical, geographical and political importance and interest. Field trips are often planned to places where the students will be able to see in practice or reality what they have studied in class. Concepts generalizations, which were difficult to formulate become clearer, once the students are working applications on the concepts. Three main stages are involved in organizing field trips to enable pupils/students to use community resources.

(ii)The First Stage

The first stage has to do with the preparation which involves administrative arrangements and preparation of the class.

Administrative Arrangement

The teacher has to discuss the intended field trip/educational trip with the head of the school for his/her approval. Discuss with the pupils/students to show interest in the trip.

Preliminary personal contact should be made with the authorities at the place(s) to be visited. This should be followed by a formal letter indicating the following:

The purpose of the visit, so that the authorities can prepare adequately for the pupils/students,

the day/date/duration and time of the visit so that the authorities can reschedule their activities to conveniently welcome or receive the pupils/students to enable the host(s) or authorities to decide on the language to use as well as the level of the language, the teaching and learning resources to expose the pupils to, the approach to be adopted in explaining issues to the pupils/students and whom to guide them to mention but a few, the size of the class to enable the authorities to decide on whether or not to group them.

Following a favourable response from the authorities at the place(s) the class intends to visit, official permission should be sought from the District/Municipal/Metropolitan to ensure that the teacher is not held responsible for any unfortunate incident, particularly an accident.

Provision should be made for food for the pupils/students if the place(s) to be visited is or are far away from the school. If it is a day's journey and the school is a boarding institution, packed lunch could be provided. If the trip will take more than a day, arrangements for food should be made, preferably from a nearby boarding institution or catering establishment.

Provision should be made to accommodate the pupils if the trip will take more than a day, preferably in a nearby boarding institution.

Make sure that the class is accompanied by teachers preferably in the ratio of 20:1. A female teacher should accompany the group if the school is a co-educational institution.

(b) Preparation of the Class:

Introduce the topic in a lesson preceding the trip and arouse the pupils/students' interest in the idea of organizing an educational trip.

Organize pupils to gather background information on the place(s) they are going to visit.

Help pupils to plan their activities. This should include the questions they will ask and the information they should record. If possible design questionnaire for the pupils to complete during the trip. In addition, assist pupils/students to prepare interview and observation guides/schedules.

Give pupils/students certain rules of conduct to abide by in the course of the trip. This will ensure that they do not misconduct themselves to tarnish the image of the school.

(ii) The Second Stage

This is concerned with the activities during the trip. At this stage the required information on the topic should be gathered. Instruments to be used to gather the information should include the questionnaire, interview and observation guides/schedules. Students should note the information elicited by using these instruments in their jotters.

(iii) The Third Stage

This stage has to do with follow-up activities, evaluation of the field trip and culminating activities.

Follow-Up Activities: After a successful field trip, pupils should write a report on what they saw that they enjoyed most, what proved most (and least) interesting and what they feel they have learned from it.

Their individual contributions can be used as a form of assessment of what they have learned or if this is not possible the teacher could give the class some kind of test.

There could be group reports on the trip:

The reports should be discussed in class and the salient points written on the chalkboard for the pupils/students to note them. If there is sufficiently large number of aspects in interest to report on, the class can embark on a small project, preparing an exhibition on the class bulletin boards, displaying pictures and writing on what they saw and experienced.

Evaluation of the field trips

For his/her own records and for future reference, the teacher should try to assess whether or not the field trip was successful and in what ways.

Culminating activities:

After a field trip, the teacher should write letters of gratitude to the various people who made the trip possible.

Advantages of Field Trip/Educational Trip

It provides a sound and concrete basis for conceptualization. Concepts and generalizations which were difficult to formulate become clearer once the pupils/students see working application of those concepts.

It provides first-hand learning experiences. A field trip is planned to places, where pupils will be able to see in practice or reality what they have studied in class.

It gives an opportunity for improving social relationships among pupils and between peoples and teacher. It enhances co-operative learning.

It makes learning more meaningful and lasting.

Students learn to work on their own as they are given parts to complete for the group as assignments. Students learn to become good leaders and followers in their respective groups.

Through the use of field trip, pupils learn the skills of locating and gathering information through interviews, questionnaires and opinion surveys and critical observation.

Field trip can help to develop the skills of writing, sketching and measuring among others to demonstrate their understanding, (Gabrielsen, 1965)

Disadvantages of field trip/educational trip

It can be time consuming in terms of planning and organization as well as in what is learned. It could therefore upset the school time table the class may be away for the whole day. It can therefore throw the programme of the school out of gear.

It can involve additional expenses in terms of transport and feeding arrangements if what is to be studied is far away.

Travelling can increase the risk of accidents.

Many teachers lack the skills to organize field trips. When field trips are not properly organized, the desired objectives cannot be achieved. The result would be wastage of time, energy and resources.

(2) How to organize pupils/students to involve themselves in the celebration of festivals

Community resources can be used outside the classroom (school) to promote teaching and learning by organizing pupils/students to involve themselves in the celebration of

festivals. In this way, pupils/students get direct or first-hand information or experience about the festivals. Through interview and critical observation of the festival, pupils get knowledge about the history behind the festival, the preparation towards it, the actual activities carried out during the festival and the significance as well as problems associated with it. The pupils/students therefore acquire knowledge in the form of facts and useful ideas about the festivals.

(3). Organization of Pupils/Students to Participate in Community Activities

Furthermore pupils/students can be organized to provide community services, such as tree planting and clean-up exercises and undertake social needs survey through which they can learn more about their environment. Pupils/students involvement or participation in community development activities can help imbue in them patriotism and a sense of belonging.

Discussion Technique

A discussion has been described as:

A thoughtful situation where learners are allowed to give their views about a topic or problem. (Aggarwal, 1982).

A thoughtful consideration of the relationship involved in a topic or problem under study. It is concerned with the analysis, comparisons, evaluation and conclusions of these relationships.

According to Clarke (1973) in guided or controlled discussion, the teacher presents learners with information about topic either by reading, showing a film or series of pictures to them and encouraging them to express their views.

In the unguided or uncontrolled discussion, the teacher only presents the topic or problem to learners to study. Learners then express their views or offer solutions.

In the class discussion, the teacher presents a topic or problem to the whole class as one group. Individual learners express their views on the topic.

For the group discussion, teacher divided the class or learners into groups. Groups express their collective view on a topic or problem presented by the teacher. This is usually done through a plenary discussion.

Panel Discussion; Small group of three to six around a table in the presence of an audience and hold a conversation on a controversial issue. Each student is assigned to give about five minutes talk of the chosen topic. While the speaker is delivering the rest of the class listen attentively and jots down points. After delivering the floor is opened for members of the class. This is a win-win satiation and the moderator (teacher) summarizes the various viewpoints given at the end of the discussion.

Whole Class Discussion: A whole class discussion as it implies involves the entire class population. Each pupil in the class is automatically drawn in onto the discussion session. In whole group discussion, the teacher takes the initiative of planning, teaching and evaluating a lesson. The discussion is focus on a single topic, a problem or an issue. The teacher serves as a guide or facilitator by posing relevant questions which is usually known to the teacher only. The teacher communicates to all students in a class as a group at the same time. Students in the class are allowed to share their thoughts but not all may have the chance of contributing to the lesson.

Group Discussion: The class is divided into manageable groups of about 5-10. Each group is given a component of a main topic or problem. Members in each group express their views on a topic. Each group then chooses it own leader and secretary to guide its

own deliberations. They group must be of mixed ability type. During the discussion session the teacher goes from one group to another to assess their progress. The teacher directs the discussion by asking leading questions. He also makes sure that the students are not digressing from the main issue. After the discussion the secretaries of each group present the outcome of their discussion to the whole class.

Debate Discussion: This type of discussion involves a controversial issue or topic which is debated in the class by all members of the class who wish to be part of the discussion. It is quite different from the actual debate technique of teaching, which calls for the use of rules and principles.

How to Use Discussion Technique:

The following are guidelines for developing effective discussion techniques. The teacher should:

Clearly identify the purpose of the discussion. Teacher should explain clearly the essence of the topic to learners. What they hope to achieve at the end of the lesson.

Suggest and guide the development of a topic to be discussed. Provide additional information to ensure effective and quality discussion.

Assist students in maximum participation in the discussion. Allow every learner to contribute to the discussion. Both introvert and extrovert should be involved.

Accept students' contributions as worthwhile no matter how limited the value may be. Teacher should not downplay the contribution of any learner. The rationale is that, learners may feel free to make impact to the lesson.

Suggest appropriate time schedules, or how long the discussion will last. Teachers should go by the time frame for the discussion, if it is 30 minutes discussion it should be respected.

Provide summary remarks or conclusions based on what learners have discussed by either the teacher or learners. Highlight the main points and offer useful suggestions to bring out the relevant points and discard the irrelevant.

Evaluate the discussion activity for what went well and what needs to be improved. Talk about how the class conducted itself and those who made meaningful contributions should be commended and encourage them to do more.

Advantages of Discussion

It develops critical thinking in learners. Students would use evidences available to them to make conclusion on issues or problems at hand. Discussion technique reduces the incidence of hearsay as a basis to pass judgment, instead deliberate on issues to ascertain the truth or otherwise.

It offers a high level of learner participation. Because the technique is discussion most or many learners would like to present their facts and figures on the topics under discussion. Everybody tells what he/she knows about the topic; therefore such method involves large number of learners in the class.

It makes learners more tolerant as they become aware of different views which they may have to accommodate. It is a platform to nurture democracy and tolerance among learners. They become patience for one to make his/her points before another person.

It develops communication skills. Learners learn how to articulate their views, when a topic or issue is to be discussed. Research has revealed that those

who speak well I public developed that the classroom through the use of discussion technique by teachers. Learners, who remained silence during their education, find it difficult to speak in public.

Learners' prejudices and biases are frequently modified when they are subjected to the scrutiny of the class. It helps learners to relax their assumptions which are not scientific.

Disadvantages of Discussion

It tends to be time-consuming. The opportunity given to every learner to express his/her view may consume or involve a lot of time. This is so, because adequate time would be given to students to deliberate on issues after a point has been raised, and this would involve much time.

It can lead to a pool of ignorance if learners are not well-prepared. Learners tend to rely on their common sense in the discussion, Most of the time such opinions are usually not factual.

It may also lead to unhealthy arguments and irresponsible utterances. Some students may go the extra mile of making irresponsible pronouncement. In such situations, it becomes difficult for the teacher to control the class.

It may and can be dominated by a few learners. They would "hijack" the class with their numerous facts and figures on the topic. This implies that the sky and low achievers are not usually catered for in a whole class discussion.

A Resource Person

A resource person is someone other than the regular class teacher or subject teacher, who is knowledgeable or skilled in a particular area of study and invited to schools to assist, facilitate and promote learning. Usually, the resource person is acclaimed to have

a richer experience or knowledge or skills in that area of study than even the regular class teacher or subject teacher. A resource person can be a lawyer, medical officer, chief, linguist, traditional priest and a law enforcement officer to mention but a few. A resource person may be located in the immediate community or the wider community. A resource person could be invited by the teacher or a school committee. For example, a lawyer may be invited to handle a topic like the “Intestate Succession Law, PNDC Law 111” and a chief to present a talk on the topic like ‘The importance of the chieftaincy institution in Ghana’.

The Conditions That Necessitate the Invitation of a Resource Person to Present a Talk in a School

Some conditions or factors necessitate the invitation of a resource person to assist in the teaching and learning process.

When the teacher wants someone who is more knowledgeable in a topic being treated or has the requisite skills at performing an activity or a task at home to share his/her experience with the class to promote learning. When the teacher wants to introduce variety in the teaching and learning situation. The resource person’s talk provides a pleasant variation from normal classroom instruction. The monotony associated with the appearance of teacher always in the class is broken. This arouses and sustains interest of pupils/students in the lesson.

When the most appropriate or suitable teaching and learning resources to promote effective teaching and learning of a topic are not available and accessible in the school, but can be provided by a resource person. For instance, a medical officer or a nurse or a resource person from Ghana Aids Commission will be in the position to use suitable pictures, photographs and other teaching and learning aids to present a talk on a topic

like “causes and effects of HIV/AIDS”. These resources may not be available in the school to be used to ensure effective teaching and learning of the topic.

When the teacher wants to establish cordial school-community relationship. By involving a resource person to the school to share his/her experience with pupils and the teacher he/she may tend to develop interest in the school. Consequently, he/she may readily assist the school by way of provision of teaching and learning resources or say a resource room for the teaching and learning of environmental and social studies. The yawning gap between the school and the community can be bridged.

When the teacher needs to supplement his/her knowledge in a particular topic with those of a professional or an expert, to be able to discuss it more meaningfully with his/her pupils or students.

How to make Effective use of a Resource Person

For pupils/students and the teacher to derive the maximum benefit from a resource person, the following steps should be considered.

(1)Teacher initial or preliminary preparation before inviting the resource person:

Seek permission from the head of the school for the invitation of a resource person. Introduce the topic to the pupils/students and tell them that a resource person will be invited to present a talk on it. Make sure that the topic selected is suitable or relevant. The topic must necessitate the invitation of a resource person. Make sure that the person has the special knowledge or skill required to achieve the desired objectives.

(2). Preparation of a Resource Person

Write officially to invite the resource person or contact him/her personally on the invitation.

Inform the resource person about the topic, its scope and importance to the pupils/students learning and the school's programme. Informing the resource person about the topic, will enable him/her prepare adequately for the talk.

Inform the resource person of the day, date, time and duration of the talk as well as the venue. The day and date will enable the resource person to reschedule his/her activities. The time will ensure punctuality on the part of the resource person. The duration will guide the resource person to make judicious and effective use of the time allotted for the talk. The resource person being aware of the venue will not get stranded on the compound and waste time in locating the class for which the talk is meant.

Furnish the resource person with information about the characteristics of the pupils/students viz their age, cognitive level, interest, aspirations and the size of the class. This information will enable the resource person to select the suitable teaching and learning material and appropriate method to use. It will also enable the resource person to decide on the quantity of teaching and learning materials to bring along with him or her and the language to use as well as its level.

Provide the resource person with information on the relevant teaching and learning materials available in the school which he/she could use. This will relieve the resource person of bringing along with him or her teaching and learning materials that are available and accessible in the school. Also, this information will enable the resource person to prepare and assemble all the relevant teaching and learning material for the talk or performance.

Make provision for the travelling and transport expenses of the resources person, if he or she is staying far away from the school. You may also have to make provision for refreshment and honorarium for the resource person.

Make sure that the relevant teaching and learning materials that may be required by the resource persons are available and put at the right places.

Create conducive atmosphere at the classroom or the venue for the talk. This includes sitting arrangements, lighting system and ventilation.

(3). Preparation of Pupils/Students

Discuss the background of the resource person with pupils/students and explain why he/she is suitable for the topic. This will make students have confidence in him or her. Provide pupils/students with background information about the topic. This will make issues clearer to them right from the beginning. Discuss with pupils/students relevant questions to ask and issues to raise for clarification during and after the talk or performance.

(4) In the course of the talk or performance

For pupils/students to derive the maximum benefit from the talk or performance by a resource person, they should be asked to:

Pay rapt attention so that they will understand the issues that will be discussed. Ask relevant questions and make effort to provide required responses to questions posed by the resource person, Raise relevant issues for clarification by the resource person. Make effective use of teaching and learning materials when directed to do so. Jot down salient points in their jotters or note books for discussion and future

reference. Refrain from distracting the attention of their mates or the resource person.

(5) After the performance or talk by a resource person

Express your appreciation to the resource person by giving him/her an honorarium to settle travelling and transport expense. Write a letter of gratitude to the resource person. Inspect the note books or jotters of pupils/students for the core points they noted down. Discuss and stress on the salient issues raised by the resource person.

Advantages of Resource Person

Resource persons share their experiences with pupils/students to enable them to meaningfully understand concepts, generalizations and skills on particular topics.

The experiences share by resource persons with the class contribute to the enhancement of knowledge and skills of teachers, which they can use subsequently to promote pupils'/students' learning.

Resource persons provide pleasant variations from the normal classroom instruction. Pupils/students hear from different persons and thereby breaking the monotony or boredom associated with always listening to one another. This stimulates and sustains pupils/students' interests and promotes retention

Resource persons develop interest in schools and readily assist in various ways, when requested to do so. In other words, invitation of resource persons to schools, contribute to the development of cordial community relationship.

Teacher's workloads are reduced when resource persons are invited to assist in the teaching and learning process.

Disadvantages of the use of Resource Persons

There is the tendency that the resource person may digress or the presentation or performance may be so detailed that he/she end up confusing the pupils/students.

The school incurs expenses on resource persons by giving them refreshment and an honorarium and sometimes bearing their transport expenses.

Questions and Answer Technique of Teaching

Questioning is fundamental to learning. This is because all knowledge starts from a question ASSESP (1992). It is for this reason that some educators regard questioning as one of the first teaching skills of an effective teacher. Aggarwal (2001) is of the opinion that ‘the art of questioning is the most potent weapon in the educational armoury of the teacher’ (p.144).

Questioning is intimately associated with good teaching. Good classroom questions act as prompts that help student to develop meaning as they engage with content presented in Social Studies lessons. That is why some educators regard teachers as ‘professional question askers’ (Savage & Armstrong, 2001).

The kind of questions the teacher asks in the class will reveal to the pupil the kind of thinking which is expected of them. Different types of questioning stimulate different type of thinking. It is therefore important for the teacher to be conscious of the type of question he/she asks. Therefore, Social Studies teachers who are not well-versed in questioning may ask questions that are irrelevant to the course of social studies education.

Asking good questions in class is not an easy task. Teachers who lack good questioning skills are not able to psyche their students for learning and this may result in poor lesson delivery.

The debate as a teaching technique is a type of formal discussion that can be used to teach a number of topics in social studies. It is described as a teaching learning technique in which students are engaged in a healthy intellectual learning competition. In the of Savage and Armstrong (2000), usually three learners constitute the pro team and another three form the con team. One learner also is selected to play the role of a critic.

Members of the pro team are expected to gather as much information as they can to support the controversial issue. Similarly, members of the con team are supposed to gather such information that can be used to counteract or attack the same controversial proposal. Members of either team play an active role in arguing their team's case. The critic is to learn as much as he or she can about the positions of both teams. The purpose is to enable him or her ask probing questions at the end of the debate that will highlight the weakness of both positions.

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become clearer, once the students are working applications on the concepts. Three main stages are involved in organizing field trips to enable pupils/students to use community resources.

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The first stage has to do with the preparation which involves administrative arrangements and preparation of the class.

Administrative Arrangement

(i).The teacher has to discuss the intended field rip/educational trip with the head of the school for his/her approval.

(ii).Discuss with the pupils/students to show interest in the trip.

(iii).Preliminary personal contact should be made with the authorities at the place(s) to be visited. This should be followed by a formal letter indicating the following:

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-the size of the class to enable the authorities to decide on whether or not to group them.

- Following a favourable response from the authorities at the place(s) the class intends to visit, official permission should be sought from the

District/Municipal/Metropolitan to ensure that the teacher is not held responsible for any unfortunate incident, particularly an accident.

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- Provision should be made to accommodate the pupils if the trip will take more than a day, preferably in a nearby boarding institution.
- Make sure that the class is accompanied by teachers preferably in the ratio of 20:1. A female teacher should accompany the group if the school is a co-educational institution.

(b) Preparation of the Class:

Introduce the topic in a lesson preceding the trip and arouse the pupils/students' interest in the idea of organizing an educational trip.

Organize pupils to gather background information on the place(s) they are going to visit.

Help pupils to plan their activities. This should include the questions they will ask and the information they should record. If possible design questionnaire for the pupils to complete during the trip. In addition, assist pupils/students to prepare interview and observation guides/schedules.

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This stage has to do with follow-up activities, evaluation of the field trip and culminating activities.

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Evaluation of the field trips

For his/her own records and for future reference, the teacher should try to assess whether or not the field trip was successful and in what ways.

Culminating activities:

After a field trip, the teacher should write letters of gratitude to the various people who made the trip possible.

Advantages of Field Trip/Educational Trip

- (i). It provides a sound and concrete basis for conceptualization. Concepts and generalizations which were difficult to formulate become clearer once the pupils/students see working application of those concepts.
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- (iii). It gives an opportunity for improving social relationships among pupils and between peoples and teacher. It enhances co-operative learning.
- (iv). It makes learning more meaningful and lasting.
- (v). Students learn to work on their own as they are given parts to complete for the group as assignments. Students learn to become good leaders and followers in their respective groups.
- (vi). Through the use of field trip, pupils learn the skills of locating and gathering information through interviews, questionnaires and opinion surveys and critical observation.
- (vii). Field trip can help to develop the skills of writing, skeleting and measuring among others to demonstrate their understanding.

Disadvantages of field trip/educational trip

- (i). It can be time consuming in terms of planning and organization as well as in what is learned. It could therefore upset the school time table the class may be away for the whole day. It can therefore throw the programme of the school out of gear.

(ii). It can involve additional expenses in terms of transport and feeding arrangements if what is to be studied is far away.

(iii). Travelling can increase the risk of accidents.

(iv). Many teachers lack the skills to organize field trips. When field trips are not properly organized, the desired objectives cannot be achieved. The result would be wastage of time, energy and resources.

(2). Organization of pupils/students to involve themselves in the celebration of festivals

Community resources can be used outside the classroom (school) to promote teaching and learning by organizing pupils/students to involve themselves in the celebration of festivals. In this way, pupils/students get direct or first-hand information or experience about the festivals. Through interview and critical observation of the festival, pupils get knowledge about the history behind the festival, the preparation towards it, the actual activities carried out during the festival and the significance as well as problems associated with it. The pupils/students therefore acquire knowledge in the form of facts and useful ideas about the festivals.

(3). Organization of Pupils/Students to Participate in Community Activities

Furthermore pupils/students can be organized to provide community services, such as tree planting and clean-up exercises and undertake social needs survey through which they can learn more about their environment. Pupils/students involvement or participation in community development activities can help imbue in them patriotism and a sense of belonging.

Discussion Technique

A discussion has been described as:

A thoughtful situation where learners are allowed to give their views about a topic or problem. (Aggarwal, 1982).

A thoughtful consideration of the relationship involved in a topic or problem under study. It is concerned with the analysis, comparisons, evaluation and conclusions of these relationships.

Types of Discussion Techniques

There are four types of discussions technique of teaching. They are:

- (i) Whole Class Discussion
- (ii) Group discussion
- (iii) Panel discussion
- (iv) Debate discussion (Nacino-Brown et al,1992)

All of these types could be guided or controlled, or unguided or uncontrolled discussion.

According to Clarke (1973) in guided or controlled discussion, the teacher present learners with information about topic either by reading, showing a film or series of pictures to them and encouraging them to express their views.

In the unguided or uncontrolled discussion, the teacher only presents the topic or problem to learners to study. Learners then express their views or offer solutions.

In the class discussion, the teacher presents a topic or problem to the whole class as one group. Individual learners express their views on the topic.

For the group discussion, teacher divided the class or learners into groups. Groups express their collective view on a topic or problem presented by the teacher. This is usually done through a plenary discussion.

Panel Discussion

Small group of three to six around a table in the presence of an audience and hold a conversation on a controversial issue. Each student is assigned to give about five minutes talk of the chosen topic. While the speaker is delivering the rest of the class listen attentively and jots down points. After delivering the floor is opened for members of the class. This is a win-win situation and the moderator (teacher) summarizes the various viewpoints given at the end of the discussion.

Whole Class Discussion

A whole class discussion as it implies involves the entire class population. Each pupil in the class is automatically drawn in onto the discussion session. In whole group discussion, the teacher takes the initiative of planning, teaching and evaluating a lesson. The discussion is focus on a single topic, a problem or an issue. The teacher serves as a guide or facilitator by posing relevant questions which is usually known to the teacher only. The teacher communicates to all students in a class as a group at the same time. Students in the class are allowed to share their thoughts but not all may have the chance of contributing to the lesson.

Group Discussion

The class is divided into manageable groups of about 5-10. Each group is given a component of a main topic or problem. Members in each group express their views on

a topic. Each group then chooses its own leader and secretary to guide its own deliberations. The group must be of mixed ability type. During the discussion session the teacher goes from one group to another to assess their progress. The teacher directs the discussion by asking leading questions. He also makes sure that the students are not digressing from the main issue. After the discussion the secretaries of each group present the outcome of their discussion to the whole class.

Debate Discussion

This type of discussion involves a controversial issue or topic which is debated in the class by all members of the class who wish to be part of the discussion. It is quite different from the actual debate technique of teaching, which calls for the use of rules and principles.

How to Use Discussion Technique:

The following are guidelines for developing effective discussion techniques. The teacher should:

- Clearly identify the purpose of the discussion. Teacher should explain clearly the essence of the topic to learners. What they hope to achieve at the end of the lesson.
- Suggest and guide the development of a topic to be discussed. Provide additional information to ensure effective and quality discussion.
- Assist students in maximum participation in the discussion. Allow every learner to contribute to the discussion. Both introvert and extrovert should be involved.

- Accept students' contributions as worthwhile no matter how limited the value may be. Teacher should not down play the contribution of any learner. The rationale is that, learners may feel free to make impact to the lesson.
- Suggest appropriate time schedules, or how long the discussion will last. Teachers should go by the time frame for the discussion, if it is 30 minutes discussion it should be respected.
- Provide summary remarks or conclusions based on what learners have discussed by either the teacher or learners. Highlight the main points and offer useful suggestions to bring out the relevant points and discard the irrelevant.
- Evaluate the discussion activity for what went well and what needs to be improved. Talk about how the class conducted itself and those who made meaningful contributions should be commended and encourage them to do more.

Advantages of Discussion

- It develops critical thinking in learners. Students would use evidences available to them to make conclusion on issues or problems at hand. Discussion technique reduces the incidence of hearsay as a basis to pass judgment, instead deliberate on issues to ascertain the truth or otherwise.
- It offers a high level of learner participation. Because the technique is discussion most or many learners would like to present their facts and figures on the topics under discussion. Everybody tells what he/she knows about the topic; therefore such method involves large number of learners in the class.
- It makes learners more tolerant as they become aware of different views which they may have to accommodate. It is a platform to nurture democracy and

tolerance among learners. They become patience for one to make his/her points before another person.

- It develops communication skills. Learners learn how to articulate their views, when a topic or issue is to be discussed. Research has revealed that those who speak well in public developed that the classroom through the use of discussion technique by teachers. Learners, who remained silence during their education, find it difficult to speak in public.
- Learners' prejudices and biases are frequently modified when they are subjected to the scrutiny of the class. It helps learners to relax their assumptions which are not scientific.

Disadvantages of Discussion

- It tends to be time-consuming. The opportunity given to every learner to express his/her view may consume or involve a lot of time. This is so, because adequate time would be given to students to deliberate on issues after a point has been raised, and this would involve much time.
- It can lead to a pool of ignorance if learners are not well-prepared. Learners tend to rely on their common sense in the discussion, Most of the time such opinions are usually not factual.
- It may also lead to unhealthy arguments and irresponsible utterances. Some students may go the extra mile of making irresponsible pronouncement. In such situations, it becomes difficult for the teacher to control the class.
- It may and can be dominated by a few learners. They would "hijack" the class with their numerous facts and figures on the topic. This implies that the sky and low achievers are not usually catered for in a whole class discussion.

A Resource Person

A resource person is someone other than the regular class teacher or subject teacher, who is knowledgeable or skilled in a particular area of study and invited to schools to assist, facilitate and promote learning. Usually, the resource person is acclaimed to have a richer experience or knowledge or skills in that area of study than even the regular class teacher or subject teacher. A resource person can be a lawyer, medical officer, chief, linguist, traditional priest and a law enforcement officer to mention but a few. A resource person may be located in the immediate community or the wider community. A resource person could be invited by the teacher or a school committee. For example, a lawyer may be invited to handle a topic like the “Intestate Succession Law, PNDC Law 111” and a chief to present a talk on the topic like ‘The importance of the chieftaincy institution in Ghana’.

The Conditions That Necessitate the Invitation of a Resource Person to Present a Talk in a School

Some conditions or factors necessitate the invitation of a resource person to assist in the teaching and learning process.

(i).When the teacher wants someone who is more knowledgeable in a topic being treated or has the requisite skills at performing an activity or a task at home to share his/her experience with the class to promote learning.

(ii).When the teacher wants to introduce variety in the teaching and learning situation. The resource person’s talk provides a pleasant variation from normal classroom instruction. The monotony associated with the appearance of teacher always in the class is broken. This arouses and sustains interest of pupils/students in the lesson.

(iii). When the most appropriate or suitable teaching and learning resources to promote effective teaching and learning of a topic are not available and accessible in the school, but can be provided by a resource person. For instance, a medical officer or a nurse or a resource person from Ghana Aids Commission will be in the position to use suitable pictures, photographs and other teaching and learning aids to present a talk on a topic like “causes and effects of HIV/AIDS”. These resources may not be available in the school to be used to ensure effective teaching and learning of the topic.

(iv). When the teacher wants to establish cordial school-community relationship. By involving a resource person to the school to share his/her experience with pupils and the teacher he/she may tend to develop interest in the school. Consequently, he/she may readily assist the school by way of provision of teaching and learning resources or say a resource room for the teaching and learning of environmental and social studies. The yawning gap between the school and the community can be bridged.

(v). When the teacher needs to supplement his/her knowledge in a particular topic with those of a professional or an expert to be able to discuss it more meaningfully with his/her pupils or students.

How to make Effective use of a Resource Person

For pupils/students and the teacher to derive the maximum benefit from a resource person, the following steps should be considered.

(1). Teacher initial or preliminary preparation before inviting the resource person:

- Seek permission from the head of the school for the invitation of a resource person.
- Introduce the topic to the pupils/students and tell them that a resource person will be invited to present a talk on it.

- Make sure that the topic selected is suitable or relevant. The topic must necessitate the invitation of a resource person.
- Make sure that the person has the special knowledge or skill required to achieve the desired objectives.

(2). Preparation of a Resource Person

- Write officially to invite the resource person or contact him/her personally on the invitation.
- Inform the resource person about the topic, its scope and importance to the pupils/students learning and the school's programme. Informing the resource person about the topic, will enable him/her prepare adequately for the talk.
- Inform the resource person of the day, date, time and duration of the talk as well as the venue. The day and date will enable the resource person to reschedule his/her activities. The time will ensure punctuality on the part of the resource person. The duration will guide the resource person to make judicious and effective use of the time allotted for the talk. The resource person being aware of the venue will not get stranded on the compound and waste time in locating the class for which the talk is meant.
- Furnish the resource person with information about the characteristics of the pupils/students viz their age, cognitive level, interest, aspirations and the size of the class. This information will enable the resource person to select the suitable teaching and learning material and appropriate method to use. It will also enable the resource person to decide on the quantity of teaching and learning materials to bring along with him or her and the language to use as well as its level.

- Provide the resource person with information on the relevant teaching and learning materials available in the school which he/she could use. This will relieve the resource person of bringing along with him or her teaching and learning materials that are available and accessible in the school. Also, this information will enable the resource person to prepare and assemble all the relevant teaching and learning material for the talk or performance.
- Make provision for the travelling and transport expenses of the resources person, if he or she is staying far away from the school. You may also have to make provision for refreshment and honorarium for the resource person.
- Make sure that the relevant teaching and learning materials that may be required by the resource persons are available and put at the right places.
- Create a conducive atmosphere at the classroom or the venue for the talk. This includes sitting arrangements, lighting system and ventilation.

(3).Preparation of Pupils/Students

- Discuss the background of the resource person with pupils/students and explain why he/she is suitable for the topic. This will make students have confidence in him or her.
- Provide pupils/students with background information about the topic. This will make issues clearer to them right from the beginning
- Discuss with pupils/students relevant questions to ask and issues to raise for clarification during and after the talk or performance.

(4) In the course of the talk or performance

- For pupils/students to derive the maximum benefit from the talk or performance by a resource person, they should be asked to:
- Pay rapt attention so that they will understand the issues that will be discussed.
- Ask relevant questions and make effort to provide required responses to questions posed by the resource person,
- Raise relevant issues for clarification by the resource person.,
- Make effective use of teaching and learning materials when directed to do so.
- Jot down salient points in their jotters or note books for discussion and future reference.
- Refrain from distracting the attention of their mates or the resource person.

(5) After the performance or talk by a resource person

- Express your appreciation to the resource person by giving him/her an honorarium to settle travelling and transport expenses
- Write a letter of gratitude to the resource person.
- Inspect the note books or jotters of pupils/students for the core points they noted down.
- Discuss and stress on the salient issues raised by the resource person.

Advantages of Resource Person

- (i). Resource persons share their experiences with pupils/students to enable them to meaningfully understand concepts, generalizations and skills on particular topics.

(ii). The experiences share by resource persons with the class contribute to the enhancement of knowledge and skills of teachers, which they can use subsequently to promote pupils'/students' learning.

(iii). Resource persons provide pleasant variations from the normal classroom instruction. Pupils/students hear from different persons and thereby breaking the monotony or boredom associated with always listening to one another. This stimulates and sustains pupils/students' interests and promotes retention

(iv). Resource persons develop interest in schools and readily assist in various ways, when requested to do so. In other words, invitation of resource persons to schools, contribute to the development of cordial community relationship.

(v). Teacher's workloads are reduced when resource persons are invited to assist in the teaching and learning process.

Disadvantages of the use of Resource Persons

(i). There is the tendency that the resource person may digress or the presentation or performance may be so detailed that he/she end up confusing the pupils/students.

(ii). The school incurs expenses on resource persons by giving them refreshment an honorarium and sometimes bearing their transport expenses.

Questions and Answer Technique of Teaching

Questioning is fundamental to learning. This is because all knowledge starts from a question ASSESP (1992). It is for this reason that some educators regard questioning as one of the first teaching skills of an effective teacher. Aggarwal (2001) is of the opinion that 'the art of questioning is the most potent weapon in the educational armoury of the teacher' (p.144).

Questioning is intimately associated with good teaching. Good classroom questions act as prompts that help student to develop meaning as they engage with content presented in Social Studies lessons. That is why some educators regard teachers as ‘professional question askers’ (Savage & Armstrong, 2001).

The kind of questions the teacher asks in the class will reveal to the pupil the kind of thinking which is expected of them different types of questioning stimulate different type of thinking. It is therefore important for the teacher to be conscious of the type of question he/she asks. Therefore, Social Studies teachers who are not well-vested in questioning may ask questions that are irrelevant to the course of social studies education.

Asking good questions in class is not an easy task. Teachers who lack good questioning skills are not able to psyche their students for learning and this may result in poor lesson delivery.

The Concept “Perception”

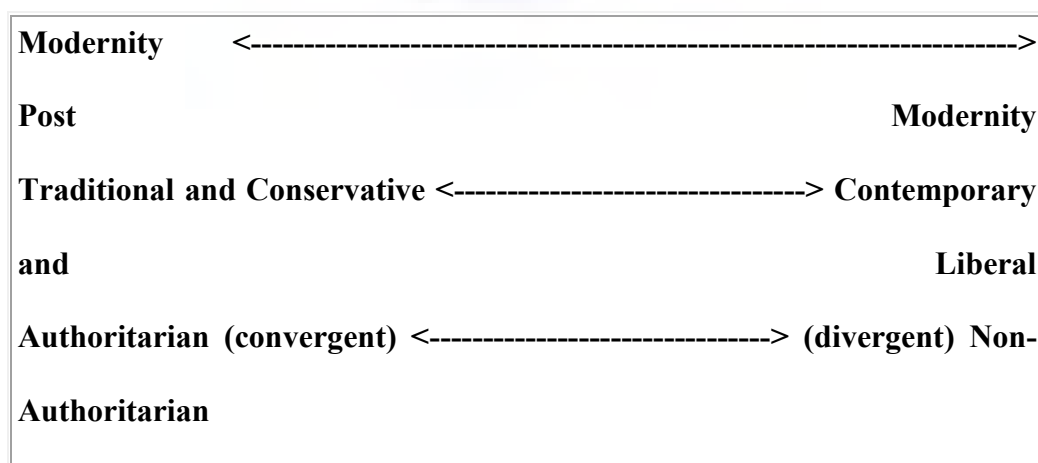
Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

For example, let's look at our perception of words. Each letter of the alphabet is in itself a singular letter. When we perceive words, we think of them as one singular unit that is made up of smaller parts called letters. It is through this organization of letters into words that we are able to make something meaningful. That is, we perceive an entire word, and this word has a specific meaning that can be found in the dictionary.

Perception is also necessary for us to survive in our environment. For example, before parents feed their babies micro waved food, they taste it in order to make sure that the temperature isn't too hot. This involves using sensory information (touch and taste) to make sure that the food is not dangerous for the infant. Before we cross a busy street, we rely on our hearing and sight to make sure a car is not coming. Without the sensory information, we would not be able to judge which food was too hot or when an appropriate time to cross the street would be, which could put us and our children in danger.

It is therefore important to examine social studies teachers' perception of the subject they teach. The Social studies syllabus provides opportunities for learners to interact with an integrated body of knowledge, skills, values, and attitudes, as well as modes of enquiry which will help learners to develop holistically. (Social studies syllabus, 2007). By this, they are exposed to broader perspective of their social and physical environment. Teachers' understanding of a subject, to a very large extent, influence their method of teaching. The chart below shows how philosophers differ in knowledge.

Philosophy and Education Continuum Chart



General or World Philosophies	Idealism:	Realism:	Pragmatism:	Existentialism:
	Ideas are the only true reality, the only thing worth knowing. Focus: <i>Mind</i>	Reality exists independent of human mind. World of physical objects ultimate reality. Focus: <i>Body</i>	Universe is dynamic, evolving. Purpose of thought is action. Truth is relative. Focus: <i>Experience</i>	Reality is subjective, within the individual. Individual rather than external standards. Focus: <i>Freedom</i>
Originator(s)	Plato, Socrates	Aristotle	Pierce, Dewey	Sartre, Kierkegaard
Curricular Emphasis	Subject matter of mind: literature, history, philosophy, religion	Subject matter of physical world: science, math	Subject matter of social experience. Creation of new social order	Subject matter of personal choice
Teaching Method	Teach for handling ideas:	Teach for mastery of facts and	Problem solving: Project method	Individual as entity within social context

	lecture, discussion	basic skills: demonstration, recitation		
Character Development	Imitating examples, heroes	Training in rules of conduct	Making group decisions in light of consequences	Individual responsibility for decisions and preferences
Related Educational Philosophies	Perennialism Focus: Teach ideas that are everlasting. Seek enduring truths which are constant, not changing, through great literature, art,	Essentialism Focus: Teach the common core, "the basics" of information and skills (cultural heritage) needed for citizenship. (Curriculum can change slowly)	Progressivism: Focus: Ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience and student centered.	Reconstructionism/ Critical Theory Focus: Critical pedagogy: Analysis of world events, controversial issues and diversity to provide vision for better world and social change.

	philosophy, religion.			
Key Proponents	Robert Hutchins, Jacque Maritain, Mortimer Adler, Allan Bloom	William Bagley; Arthur Bestor, E. D. Hirsch, Chester Finn, Diane Ravitch, TheodoreSizer	John Dewey, William Kilpatrick	George Counts, J. Habermas, Ivan Illich, Henry Giroux, Paulo Freire
Related Theories of Learning (Psychological Orientations)	Information Processing The mind makes meaning through symbol-processing structures of a fixed body	Behaviorism Behavior shaped by design and determined by forces in environment. Learning occurs as result of reinforcing	Cognitivism/ Constructivism Learner actively constructs own understandings of reality through interaction with environment and reflection	Humanism Personal freedom, choice, responsibility. Achievement motivation towards highest levels. Control of own destiny. Child centered.

	of knowledge. Describes how information is received, processed, stored, and retrieved from the mind.	responses to stimuli. Social Learning Learning by observing and imitating others.	on actions. Student-centered learning around conflicts to present knowing structures.	Interaction with others.
Key proponents	R. M. Gagne, E. Gagne, Robert Sternberg, J.R. Anderson	Ivan Pavlov, John Watson, B.F. Skinner, E.L. Thorndike, Albert Bandura	Jean Piaget, U. Bronfenbrenner, Jerome Bruner, Lev Vygotsky	J.J. Rousseau, A. Maslow, C. Rogers, A. Combs, R. May

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Relevance of the Philosophy and Education Continuum chart to the Study

This chart is significant to the study, because research question two talks about the techniques Social Studies employ in teaching the subject. The popular technique use by teachers may form the basis of their perception of the subject Social Studies.

The chart is significant to the study because it brings forward different philosophies of education. This means that there is variation in understanding of what knowledge is about. Philosophers like Plato and Socrates, who thought that the focus of knowledge is in the mind, believe that the best to ensure that knowledge is focus in the mind is to employ teaching techniques like lecture and discussion. Learners' character development will be on imitating examples of heroes. In a sharp contrast, the proponents of Realism think the focus of knowledge is through the body. To them, subject matter of physical world, eg Science and Maths , can be taught through demonstration and recitation. Unlike the idealists, character development is training in rules of conduct.

Social Studies teachers who think in line of the Essentialism may focus their teaching on providing basic information and needed for Citizenship Education, whereas the Progressivism inclined will focus their teaching on test by active experimentation. This is clear indication that what Social Studies teachers think about the subject will greatly determine how they teach.

Academic Competency and Professional Background of Teachers

Effective implementation of any programme depends to a large extent on teacher competency. The professional teacher is therefore expected to exhibit his or her skill and knowledge of the subject matter within a given period. Subject matter knowledge according to Shulman (1987) refers to the amount and organization of the knowledge per se in the mind of the teacher. Melton (1994) says competency is that which is adequate for the purpose, suitable, sufficient, qualified and capable.

Stanley (1991) contends that the effectiveness of the teacher depends on his knowledge of the subject matter. To Stanley therefore knowledgeable teachers do not only know

more about the relationship among the part of knowledge, but how disciplines are related to the other areas of knowledge and equally important, how best to represent this knowledge so that students would come to understand it. He concludes that: Effective teachers continually monitor their students' progress and give them enough homework. This is done gradually to ensure that the students learn rapidly. In effect, a teacher's subject matter competency depends to a large extent on how he is able to demonstrate his knowledge through good practices in the classroom. On their part, Jordan and Powell (1995) indicate that to be competent is both to have a set of skills to employ them using a flexible responsive set of higher order strategies that bring that desired outcomes.

MacNamara (1991) writing on effective teaching suggested the following argument for teachers' subject matter knowledge.

1. If the aim of teaching is to enhance children understand the teachers' themselves must have a flexible and sophisticated understanding of subject matter knowledge in order to achieve this purpose in the classroom. At the heart of teaching is the notion of forms of representation and the significant degree of teaching entails knowing about and understanding ways of representing and formulating subject matter so that it can be understood by children. This in turn requires teachers to have a sophisticated understanding of a subject and its interaction with other subjects.
2. Teachers' subject matter knowledge influences the way in which they teach and teachers' who know about a subject will be more interesting and adventurous in the ways in which they teach and more effective. Teachers' with only a limited knowledge of the subject may avoid teaching difficult or complex aspects of it and teach in a didactic manner without pupils' participation and questioning and fails to draw upon

children's experience. Knowledge of subject matter is necessary to evaluate textbook and other teaching aid medium of instructions (p.113).

Certainly these three suggestions indicate that if the social programme is to be well transacted then teachers' subject matter knowledge is very important. It appears from this point that the teacher effectiveness indispensable factor if successful teaching and learning should go on in the schools.

Based upon analysis of teachers' effectiveness in social studies Dynneson and Gross (1999) identified ten general principles found to be important in teaching any subject effectively.

These include;

1. clarity of presentation
2. variety in strategies and activities used
3. staying on task
4. engaging students activities in learning processes without disruptions
5. providing clear structure in teaching
6. engaging students in cognitive development
7. expanding upon the knowledge base students' have
8. student participation
9. Teacher enthusiasm of the subject matter being taught.

Using these principles "Dynneson and Gross proposed what they called "effective social studies teacher behaviour." From these principles it is evident that the classroom teacher is important in the implementation of any instructional programme.

In effect competency refers to adequate knowledge preparation of teachers and how they affect students' behaviour. As Rice (2003) puts it, teacher content coursework in

the subject area taught and pedagogy contribution to positive teacher effectiveness at all grade levels.

Laczko-Kerr & Berliner (2002) contend that as subject matter area becomes more complex; teachers need a much deeper knowledge of that subject matter area in order to be effective. This is critical as it is associated with students learning (Hill, Rowan and Ball, 2004; Goldhaber and Brewer, 2000).

Professional Training and Experience of Social Studies Teachers

In addition to teachers' academic knowledge, sound professional training and experience is believed to be a means of accumulation knowledge and skills for the improvement of their classroom practice. Leming (1990) asserts that the characteristics of social studies teachers such as professional values and experience are potentially valuable for understanding the art of teaching and influence of teachers.

According to Desimone, Porter, Garet, Yoon and Birman, (2002) professional development is essential to improving teacher quality and that changes in teaching practice will occur if teachers have a consistent and high quality professional training.

Research by Wenglinsky (2002) indicates that the link between teacher quality and students performance, supports the belief that teachers' input can influence student performance. He notes further that the greatest influence on students' achievements come from the classroom practice and the professional development that supports them. Wenglinsky' s research indicates that "regardless of the level of preparation students bring into classroom, decisions that teachers make about classroom practice can either greatly facilitate students learning or serve as an obstacle to it" (p. 7).

Darling-Hammond (2000) asserts that assigning teachers to teach course that they are not trained to teach has a negative effect on students' achievement. Darling-Hammond,

Berry, & Thoreson (2001) add that teachers who are trained and teach in the area in which they are certified outperform teachers who have no certification.

Goldhaber & Brewer (2000) on their part note that, not all certified teachers' are assigned to teach in the areas for which they have been trained. In support of Goldhaber and Brewer, Ingersoll (2003) add that large numbers of teachers are assign duties for which their certification "irrelevant". One of the least recognize of this courses is the phenomenon known as "out of field teaching", that is, teachers assigned to teach subject for which they have little training or education. In a similar sentiment, Seamstrom, Gruber, Henke, McGrath and Cohen (2002) state that many teachers' lack adequate academic training, certificate or both.

In attempt t identify the limitations on effective social studies instruction in the Kissi Districk of Kenya, Ossindi (1992) are concluded that untrained teachers and lack of in service training education were major limiting factors. Rossenfield (2004) agrees by starting that social studies teachers receive fewer professional development opportunities that teachers in other disciplines. If social studies teaching were to be effective, in-service training is necessary as a key means through which teachers are provided with the necessary knowledge and skills to improve upon their performance in classroom. Research work by Darling-Hammond (2000) on teacher quality concludes that, teachers' preparation is by far the strongest correlate of student achievement. Teacher experience is another teacher's quality variable that influence students learning. Even though earlier research findings have concluded that relationship between teacher experience and student achievement may not be linear recent research however has documented the importance of teacher experience to student achievement (Cimbriz, 2002).

Darling-Hammond and Sykes (2003) writing on national teachers supply policy for education, the right way to meet the highly qualified teacher challenge concluded that beyond verbal skills, subject matter knowledge and professional knowledge, experience makes an important difference in student learning.

Rivkin, Hanushek and Kain (2005) further indicate that "beginning teachers are not as effective as teachers with more years of teaching experience with brand new teachers being the least effective" (p. 449). The point of this discussion about teacher experience is that there is strong evidence to conclude that the amount of experience that a teacher has is beneficial to student achievement.

In-Service Education and Training

The preparation of teacher for their jobs does not end with their pre-service education at college or university. It is supposed to be a career-long affair. Almost everybody within the teaching profession and beyond it accepts that there is the need for In-service Education and Training (INSET). INSET is closely associated with the idea of continuing education or lifelong education. These concepts underscore the need for all professional people to strive to acquire, on continuous basis, new ideas, skills and attitudes to enhance their competencies and productivity and to effectively cope with inevitable changes that occur in the world of work. Such continuous training and education is considered to be very vital if workers are to stay committed to their vocational ideals, In-Service Education and Training may be likened to the need to maintain a vehicle after it has been used frequently over time just as regularly used and unrepaired vehicle, a teacher who does not participate in INSET long after graduating from college may become stable and perform at a sub-optimal capacity. As ideas

methods and ways of doing things change, it becomes necessary for teachers and other professional staff to be reactivated and sensitized to the changes taking place so that they will be in their position to give of their best.

Several useful definitions have been given to In-Service Education and Training [INSET]. Many definitions restrict the usage of the term to further training provided to professionals only, though others generalize it to include training of non-professional employees. A UNESCO document explains In-Service Training as "training designed for teachers who are already in professional practice and which they receive in the context of or in the course of their work either off duty time or during period of varying length when their normal duties, are suspended" (UNESCO, 1981). On their part, Harris et al (1969) also say 'In-Service Education is a planned programme of continuing learning which provides for the growth of teachers through formal and informal on-the-job experience for all professional personnel definition.

In-Service training is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition.

Clearly, the foregoing definition limits INSET to training given to only professional personnel. A commonwealth regional workshop (Commonwealth, 1977), however defined INSET as: Training that is conducted at any time after an individual has been employed as a full-time teacher. Although, less comprehensive in terms of describing the characteristic features of INSET, this definition extends the usage of the term to include training offered to non-professional or unqualified teachers and therefore

reflects situation as far as INSET in many English speaking African countries are connected. As a matter of fact, in Ghana as in many other Africa countries, INSET has been organized for professional and non-professional teachers in the past. For example, the CPP regime in Ghana, offered a number of INSET courses for pupil-teachers at the Emergency Teacher Training Centres to update their skills to meet the demands of teachers under the Accelerated Development Plan for Education (ADP). Since then a number of workshops and other programmes (including Sandwich Programmes in the Universities) has been organized for untrained teachers to update their skills.

Greenland (1983) surveyed INSET for primary school teachers in English speaking Africa countries and found out that four (4) main types of INSET were provided as Follows;

- I. INSET for unqualified teacher
- II. INSET to upgrade teachers
- III. INSET for new roles
- IV. Curriculum-related INSET

INSET for unqualified teachers took place in countries like Nigeria, Zimbabwe, Lesotho, Uganda, Swaziland, Liberia and Sierra Leone. INSET for upgrading teachers took place in countries like Swaziland, Liberia and Nigeria. Nigeria had another variety of this type; ie, INSET for sub-qualified teachers, which was designed to move pupil-teachers who have been given some form of training to higher grade after further training. INSET for new role took place in countries like Ghana, Zimbabwe and Nigeria. In this case, some already qualified teachers were retrained to serve as trainer of trainer or given further training in specialized areas of school life (e.g. giving teacher training in school administration, continuous assessment, or training teachers to serve

as guidance and counseling coordinators). Curriculum - related INSET took place in almost all countries. Such INSET was designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement education reforms.

Another approach to analyzing the definitions of INSET is to look at the terminologies that have been used. Some writers prefer to talk about In-Service Training. Others prefer In-Service Education, while yet others combine both training and education. Those who use the term training view INSET as largely concerned with the acquisition of skills and techniques using standardized learning procedures and sequences. The emphasis here is in the acquisition of specific teaching, skills and competencies. The idea here is that typically, INSET programmes are so short to provide for the complete education of participants and that the concentration or form must be directed to the acquisition of know how skills. On the other hand, those who use the term education but as a part of the total frame work of In-Service Education. Those of the second school of thought believe that the acronym INSET is unnecessary as it suggests a false parallel and possibly equal relationship between education and training.

Purpose of Inset

Many interesting, yet complimentary opinions have been expressed about the purposes of INSET in the literature. For example, Morant (1981) discusses the purposes of INSET in relation to the needs of teachers under four (4) subheadings, namely, induction needs extension needs, refreshment needs, and conversion needs. These needs incidentally parallel the career life - cycle stages of teachers which create scenarios that call for further training and education.

1. Induction Needs: INSET may be necessitated when a new entrant to the teaching profession takes up his first teaching job after completing college or university. Here

emphasis is placed on helping the new teacher to get properly started on his new job and avoiding or coping effectively with the so-called "induction crisis." Such INSET programmes aim at giving the new teacher smooth adjustment to the people, machines, equipment, duties and responsibilities at the workplace. The same kind of INSET may be necessary in a situation where an experienced teacher takes up work in a new untried area, occasioned by promotion to head of department, deputy head teacher, head teacher and the like. Also, a teacher may need to be given INSET when he is transferred to a new school or even to a new class which he was not being teaching before.

2. Extension Needs: In the case a teacher who has served in a particular position in a school for several years and has acquired considerable working experience in that capacity may require to be trained or educated further to widen his professional and academic horizons by relating his present responsibilities and duties and experienced to wider interest of the education service.

3. Refreshment Needs: Here emphasis is placed on updating teachers' knowledge and skills learnt in the past. Also, teachers who may have vacated teaching for a while may be given refresher courses and reinvigorated to perform to expectations.

4. Conversion Needs: Teachers transferred to entirely different job in schools for which they have not received any prior preparation, or who are being redeployed within the education service, may be given further training and education to them for their new duties and responsibilities.

Manu (1993) takes a more comprehensive view of purpose served by INSET by expanding it beyond the needs of the teachers for which INSET may be required to include other needs such as the needs of the school and the needs of the entire educational system. He identifies four (4) categories of needs which INSET may be related to viz:

1. Teacher needs
2. System and institutional needs
3. Curriculum implementation and
4. School improvement

Teacher Needs: Manu's teacher need category conceptually response broadly with the whole array of needs discussed by Morant (1981). Specifically, Manu points out that INSET may be necessitate by the desire of the teacher to correct her deficiency or to expand upon existing proficiencies. He also states that INSET allows teachers to expand their knowledge in specific area of study or to learn content of a new subject area. It may also originate from the need for teachers to keep abreast of current educational research or technological developments which imparted on teaching. The provision of such INSET originates from demands for training by the teachers themselves.

System and institutional Needs: INSET can be used for implementing changes in educational institutions and the entire educational system. These changes may take the form of implementing a new curriculum or may relate to overall school improvement involving changes in the organizational structure of schools and school climate.

Curriculum Implementation: INSET may be used to help modify attitudes, knowledge, skills and behaviour to enhance implementation of new school programmes.

School Implementation: INSET may also be used to enhance system - wide changes in the structure and functions of schools to ensure school improvement.

Smith (1969) also states the goals of INSET as follows:

1. To remedy the teachers' deficiencies arising out of defects in his initial teacher training preparation.
2. To advance the teachers skills and pedagogical knowledge required for new teaching roles.

3. To advance and update the teachers knowledge of subject-matter, administrative skills and new trends in curriculum development and
4. To train the teacher for extra-curricular activities

Benefits Associated With INSET

The benefits offered by INSET includes the following

1. Teachers who participate in INSET programmes require new concepts and practice.
2. INSET programme helps teacher to acquaint themselves with curriculum changes in the school system. For example when a cultural study was introduced into the basic school curriculum, teachers got to know how to handle it through INSET programmes.
3. It encourages teachers to develop and evaluate curriculum materials.
4. It helps to improve teaching and learning methods by equipping trainers with pedagogical skills.
5. Furthermore, it enables teachers to evaluate themselves and to upgrade their professional status.
6. Additionally, INSET provides opportunity for professional to interact in order to share ideas about their works.
7. It also equips new teachers with knowledge and skills to orientate them to their new surroundings and the challenges of their new responsibilities.
8. Lastly, it equips administrative personnel of GES with new and improves leadership skills.

Challenges Teachers Face in the Teaching of Social Studies

The transaction process in almost every programme is often fraught with challenges.

Challenges teachers face may be due to a number of constraints on the ground. In the

first place social studies is seen as an integration of concepts and epistemologies from different disciplines which is considered highly desirable as a way of gaining insight and furthering our understanding of a problem. Even though integration is desirable achieving it carrier. Bean (1995) asserts that there is confusion about the actual meaning of curriculum integration since the term is associated with almost any approach that is not strictly based on separate subjects. According to Bean the bone of contention on deliberation about curriculum integration is the fate of the disciplines. In his view the relationship between curriculum integration and the disciplines is easy, but in practice it is problematic. Schott (1996) claims that curriculum integration entails increased bureaucratic, organizational, and behavioural changes for successful implementation. For example single subject discipline approach requires very little change in the traditional school structure or in the teacher' lesson plan. Integration means doing something different which in the interim would be difficult as it involves a change in the normal role of the teacher. It appears a large majority of teachers lack confidence in integration as they have not been oriented to an integrated approach during their pre-service education and have considerable difficulty in adopting it at a later stage of their professional .Concern has also been raised that social studies as an integrated area of study tends to produce superficial coverage over a broad area as opposed to the subject matter approach which emphasizes depth. The focus upon discipline based studies appears to be gaining momentum with the argument that there is the need for reversion to the teaching of the separate subjects. Repeated criticism of social studies is that its artificial coverage has led to the loss of the consolidation of the separate subjects. Paxton (2003) in an analysis of students' historical knowledge writes "the bulk of evidence suggests that students today know least history as their parents did" (p.41). Hess and Posselt (2002) in support of single discipline approach also noted

“...that if students can be taught how to discuss better [in social studies] is a claim supported by little empirical evidence and virtually none in the recent social studies literature” (p. 284). Recent challenge emanating from the separate discipline approach is based on Bishop (1985) assertion that “teachers are not adequately prepared for change through in-service courses and continue to think in terms of biological, chemical and physical topics as, textbooks, and examination papers continue to reflect the separate disciplines” (p.95).

According to Bean (1995) an integrated curriculum takes away from teachers their specialist role and so teachers may resent swapping their subject expertise for the right to participate in a generalised approach to human problems and issues. Supporting single subject approach as against integration Leming (2003) argues that “social studies as a vehicle for promoting social change has rested on faulty assumptions about the intellectual capacities of youth and has deflected social studies leaders attention away from the important subject matter in history, geography, economics, and civics as it lacks curricula and effective pedagogy” (p.124). It follows from these arguments that those who advocate separate disciplinary approach see multi-disciplinary knowledge like social studies as subordinating content knowledge and that such a focus has deleterious consequences for social science instruction. An equally important challenge to social studies teaching is the element of time.

Considerable amount of instructional time is a necessary requirement for planning and organizing an integrated programme. In social studies teaching, ample time is needed to identify, formulate objectives and specify the scope and sequence of the content. However, instructional time in basic schools seem to centre on core curriculum of English, mathematics and science with limited attention on social studies. In their inquiry into what elementary school teachers and students say about social studies,

Zhao and Hoge (2005) observed that for decades, social studies in elementary schools has often been regarded as a subject that should be taught, only when there is time. A similar research work by VanFossen (2005) concluded that priority in the schools is given to basic skill areas of reading, mathematics and language. The effect of the marginalization of social studies is of great concern. According to Turner (2004) reducing the amount of time that students are taught in social studies could impact on the quality of social studies education. Again one major problem confronting social studies is the prevalence Of large class sizes which according to Stanley and Porter (2002) “...are often *regarded as* [italics added] gateway courses to students’ major fields of study” (p, xxi). The negative implications of large classes is well articulated by MacGregor, Cooper, Smith and Robinson (2000) who state that “a growing body of research points to the value of learning environment large class settings have historically been heavy lecture centred requiring minimal student engagement and expecting little more than memorization. The sheer size seems to militate against students’ involvement and intellectual Development, inattention or absence from class” (p. 1). It is discernible from the views of MacGregor, et al. that large classes encourage the reliance on lecture as well as less students’ participation in the teaching learning process.

As Fassinger (1996) puts it “because students say that they, as a whole, are even less active in class, the effects of students passivity may be felt more strongly by students” (p 30). It may be concluded that large classes are not as effective as small class for retention of knowledge and critical thinking. The teaching of social studies sometimes requires non-traditional locations in which real life activities can take place. The location may be either local or distant which involves the movement of students from

one place to another to gather information in the field. By design it appears the structure of the school time table is rigid that many teachers find it difficult to organize fieldtrips as a result classroom activities which should use the school and the community as a laboratory for gathering social data is non-existent. Integrated social studies require that students and teachers have access to varied resources than those that are available in the standard textbooks. However, one basic challenge that faces social studies teaching and learning is the element of resources such as textbooks, teachers guide, supplementary reading materials, audio and visual aids. Their basic role is that, materials should help students to learn; by providing ideas and activities for instruction. Shortages of resources have become a major setback to the development of pre-service and in-service training. On the other hand, another pertinent challenge that faces social studies teaching and learning is the problem of evaluation. Integrated approaches are often more complex as it involves the affective, cognitive as well as the psychomotor domain in order to achieve balance education. If curriculum purports to bring about improvement then assessment procedures are instrumental in achieving the overall aims of the curriculum design. However assessment of the social studies affective objective is exceptionally difficult to evaluate. It appears there is no evaluation instrument and those that are available are not familiar to teachers.

The use of the taxonomy therefore seems to focus on the intellectual emphasis as against affective behaviour or motor behaviour. Teacher made test as well as standard tests place premium upon acquiring specific factual information obtained from specific disciplines. Social studies with its flexibility does not adequately prepare students for such task. This is a major obstacle for the establishment of integrated social studies as a field of study. The current conservative wave and emphasis upon standards will make it difficult for integrated social studies to get accepted (Thornton, 2002).

CHAPTER THREE

METHODOLOGY

Overview

In this chapter, the researcher discusses the method adopted to carry out the data collection. It described the population and the selected sample. It also outlined the research design, pilot study instrument for collecting data, procedure for data collection, and data analysis.

Research Design

A research design, according to Burns (1997) and Cohen, Manion and Morrison (2000), is essentially a plan illustrating the strategy of investigation by the researcher. In this plan, the kind of data needed, the method used for the data collection, the procedures for obtaining data and data analysis procedures are clearly outlined. I employed quantitative approach. Such a tool, like questionnaire, is vital in obtaining the objective views of Social Studies teachers about the nature of the subject.

The rationale for this approach is that, the quantitative data and the subsequent analysis provide a general understanding of the research problem (Creswell, 2003; Tashakkori & Teddie, 1998). I used the quantitative approach because it has the tendency to bring out the objective views of the respondent on the research problem. Again, it was designed to explore teachers' perception of Social Studies and how they teach the subject at the Junior High School in Berekum Municipality in Brong Ahafo Region of Ghana. Such a tool, questionnaire, is vital in obtaining the objective views of social studies teachers about how they perceive the subject.

Population

The population for this study included all Social Studies teachers in the Junior High Schools in the Berekum Municipality, in the Brong Ahafo Region. According to Cohen, et al (2000), a target population is a group of respondents from whom the researcher is interested in collecting information and drawing conclusions.

According to records from the Berekum Municipal Education Service, there are hundred and Twenty-four (124) Social Studies teachers in the Municipality as at September, 2015.

Sample and Sampling Procedure

The sample size for the study was hundred (100) social studies teachers. The choice of hundred social studies teachers was based on Krejcie and Morgan (1970) table for determining sample size from a given population. Purposive sampling procedure was used in the selection of social studies teachers for the study. In determining the number of schools for the study, random sampling technique was used to select twenty-four schools.

The reason for selecting Berekum Municipality was due to the cost of travelling and its associated risks to some of the districts in the Brong Ahafo Region.

In all, twenty-four (24) Basic Schools were selected for the study, making a total of hundred (100). See Table 3).

The Table 3 below shows the number of schools selected for the study

Name of Junior High school	Number of Teachers	Percentage (%)
Kato R/C junior high school	5	5
BECOLED Demonstration junior high school	4	4
BECOLED Experimental junior high school	4	4
St. Monica's junior high school	5	5
Methodist junior high school	5	5
Koraso L/A junior high school	4	4
Jamdede junior high school	4	4
Kutere No.1 junior high school	3	3
Senase Methodist junior high school	4	4
Mpatasie junior high school	3	3
Jinijini presby junior high school	4	4
Jinijini Methodist junior high school	3	3
Jinijini S.D.A. junior high school	5	5
Fetentaa Methodist junior high school	4	4
Fetentaa R/C junior high school	4	4
Biadan R/C junior high school	4	4
St. Augustine junior high school	4	4
Kato Presby junior high school	4	4
Mpatapo R/C junior high school	4	4
Botokrom L/A JHS	4	4
Botokrom Methodist JHS	4	4
St. Lucy JHS- Jinijini	4	4
TOTAL	100	100

The table 3.1 above shows the number of schools and respondents (social studies teachers) used for the study. Hundred (100) teachers were selected from the Junior High Schools in Berekum Municipality, Brong Ahafo Region, Ghana

Pilot study

A pilot study was conducted with Social Studies teachers who graduated from the colleges of Education to establish validity and reliability of the instrument. The researcher selected twenty (20) Social Studies teachers from five (5) schools in Berekum, Brong Ahafo Region. It was done through a purposive sampling technique. The study was about teachers who teach Social Studies at the Basic schools. The questionnaire has Twenty-seven (27) items (Six demographic, six internship, ten nature of Social Studies and five teaching skills) all were open-ended question. Schools were randomly selected from Berekum Municipality and teachers were asked to fill out the survey.

Validity

To enhance the validity in the study, I first discussed the questionnaire with my colleagues in Berekum College of Education, then I showed it to some lectures of Social Studies Department, UEW. The questionnaire was finally given to the supervisor for the necessary corrections and was reframed. The instrument really measures the perceptions of Social Studies teachers in terms of their internship, nature of Social Studies and teacher skills.

Social Studies teachers responded to the questionnaire which was in the form of Likert-type scale, And from it deductions were made from the scores.

Reliability

According to Airasian (2003), reliability is the degree to which a test consistently measures whatever it is measuring. An instrument can thus be said to be reliable if it is shown to provide consistent scores if the survey is repeated on the same population. It

was clear from the SPSS data analysis that the positive responses to the questionnaire exceeded 70%. Therefore, I can conclude that the results is reliable because it exceeds the Standards called for in the Social Studies literature. Nunnally (1978), has suggested that score reliability of 0.7 or better is accepted when used in basic Social Science research.

How the pilot test data was administered and collected.

I, went to selected Junior High schools in the Berekum Municipality, after seeking permission from the various Heads, the questionnaire were given to the Social studies teachers to respond to. All participants were asked to complete the questionnaire and they were assured anonymity and confidentiality. I went to the heads for the completed questionnaire.

Result of the study

The outcome of the pilot study was of great help to me. It opened up some weaknesses in the framing of some of the questions which could have easily distracted the meaning of some of the items. Suggestions from teachers, who responded to the questionnaire, helped me to modify some of the items that were not clear. This helped in the arrival of final instrument which was used for the study. Simple percentages was used to administer each teacher's view about their perception of social studies to test for validity and reliability of the instrument.

Procedure for data collection of the pilot study at Berekum Municipality

The administration of the instrument started in 9th February, 2015. An introductory letter was obtained from the Principal of Berekum College of Education, to facilitate the administration of the questionnaire. A copy of the letter was attached to the

questionnaire which helped me to have the necessary assistance and cooperation from the social studies teachers from the selected Basic Schools. I selected twenty (20) social studies teachers from Five (5) Basic Schools in Berekum Municipality for the pilot study. With the permission of the Headmasters, social studies teachers were briefed on the objective of the study and were given a week to complete the questionnaire.

Instruments for Data Collection

The researcher used the following instruments in gathering data:

A questionnaire made up of forty (40) close-ended four-point Likert Scale Structured items were administered to hundred (100) Social Studies teachers in the selected twenty-four (24) Junior High Schools in Berekum Municipality. The following point values are assigned to positive statements; Strongly Agree (SA=4), Agree (A =3), Disagree (D=2), and Strongly Disagree (SD =1).

The questionnaire is divided into Sections (Parts A to G). Part 'A' consisted of demographic information such as sex of teacher, qualification, and age. Part 'B' contained four items used to elicit information on the meaning of Social Studies. Part 'C', which contained four (4) items, elicit information on academic qualification of Social Studies teachers. Part 'D' which was on Scope and Goals of Social Studies contained five (5) items.

Part 'E' contained four (4) items on Social Studies internship programme, during out-programme segment. Part 'F' was used to elicit information on the nature of Social Studies education at the Junior High Schools; it consisted of ten (10) items. Part 'G' which is the last part contained nine (9) items which was on the techniques of teaching Social Studies at the JHS

The questionnaire which was the main research instrument was scrutinized and accepted by the supervisor before it was administered.

Before collecting the data, a copy of the thesis proposal was submitted to the Department of Social Studies, University of Education, Winneba for approval. After obtaining an approval, an introductory letter (see Appendix) was given to me. This was to enable me seek permission from the various heads of the junior high schools in Berekum Municipality, in order to carry on with the study.

Three weeks were used to collect the questionnaire. These were 2nd-6th, 9th-13th and 16th-20th of March, 2015. The ample time used yielded a positive result, out of the one hundred and twenty questionnaires administered hundred (100) were retrieved. The retrieval rate of 96.7% is very remarkable in research of this nature.

Data Analysis of the Main Study

The quantitative data entry and analysis was done by using the Statistical package for Social Sciences (SPSS) software. I edited the data collected through questionnaire to help ensure that all the information gathered was ready to be used. This was followed by coding to make the data be analyzed by the use of the SPSS software into tables and percentages.

Lastly, I used descriptive statistic to interpret the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the output of the analyses of the self-administered questionnaires used to collect data from social studies teachers of Junior High Schools in Berekum Municipality. The data are presented following the questions posed. Statistics, tables and charts are used to present the output. Each set of data was juxtaposed with the specific research question it seeks to answer for analysis

Background Characteristics of Respondent

Gender of Respondents

The gender distribution of respondents involved in the research work is presented in this section. The Figure 4.1 below therefore illustrates the results in the study with respect to gender. It can be observed from the chart that, 77 respondents representing 77.0% being the majority of the respondents were males whilst 23 respondents representing 23.0% were females. The results indicate that, the likelihood of a social studies teacher being a male is higher than the likelihood of a social studies teacher being a female. The 23.0% female respondent is however, very small given the fact that the female in our traditional context were previously confined to our homes and not even considered for higher education let alone the possibility of becoming a teacher. This supports the earlier observation made by Casley-Hayford (2007) that, female students would prefer other profession than the teaching profession.

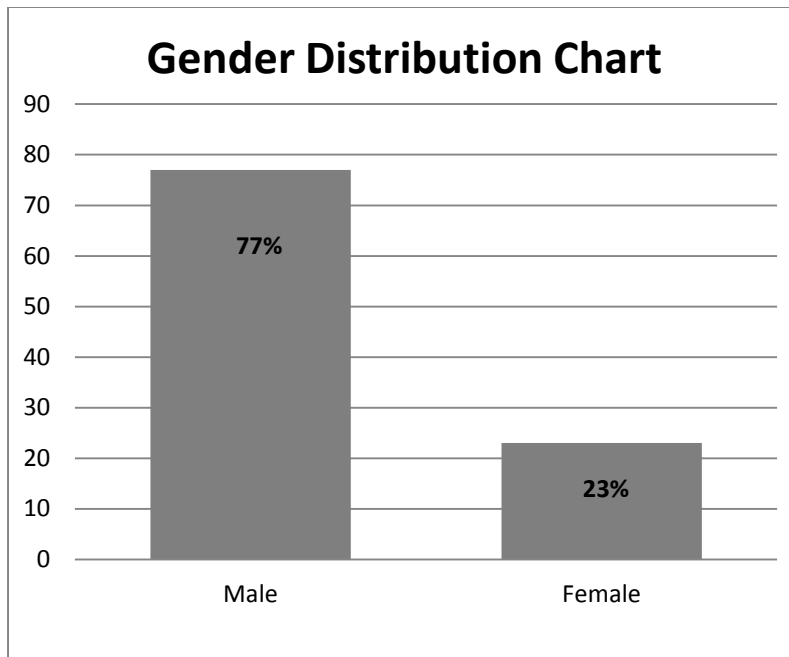


Figure 4.1 Gender Distribution

Qualification of Respondents

Respondents' levels of education or qualification were also assessed. The Chart below indicates the distribution of findings with respect to respondent's qualification or education level. From the Figure 4.2, forty-two (42) respondents representing 42.0% of the total number of respondents involved in the research work has diploma as their qualification whilst the remaining 58 out of the 100 respondents representing 58.0% were found to be degree holders.

The statistics as explained in the Figure 4.2 gives an indication that most teachers involved in the teaching of social studies are degree holders rather than a diploma

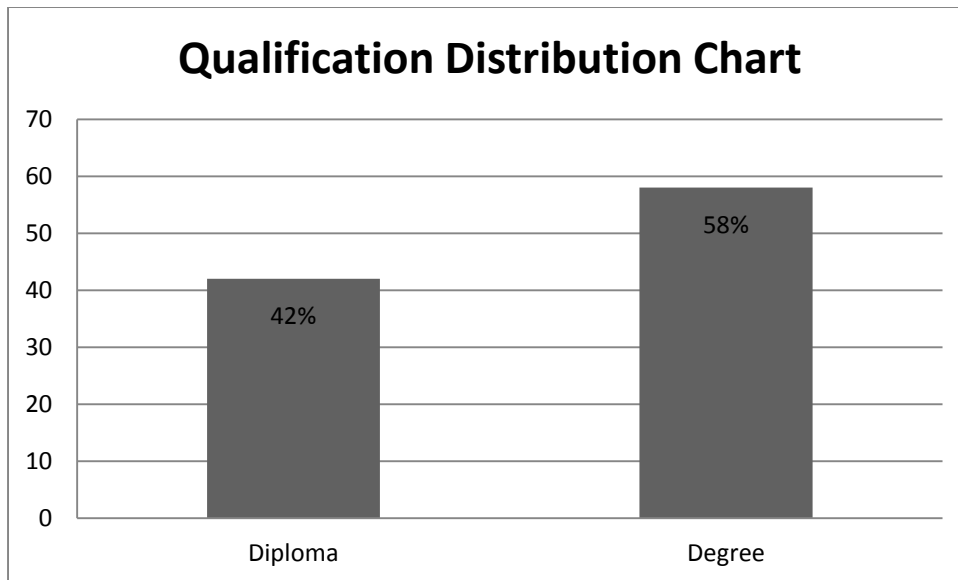


Figure 4.2: Qualification of Respondents

Age of Respondents

The age of respondents involved in the research work on the other hand is also presented in this section. The figure 4.3 below illustrates the results on the distribution of respondents with respect to age. The results indicates that, 55 respondents representing 55.0% of the total population were within the age group 21-30 years and thirty (30) respondents, representing 30.0% were in the age group 31-40 years. The results further indicates that only five (5) out of the 100 respondents, representing 5.0% were within the age group 41-50 whilst the remaining ten (10) also representing 10.0% of the total population of respondents were above 50 years.

The statistics above therefore gives the indication that most of the respondents involved in the research work are within the age group 21 -30 years. Thus, majority of the respondents are youthful. Given the fact that the future of every nation depends largely on its youth, the interest of the youth in Social Studies is significant and worth attention.

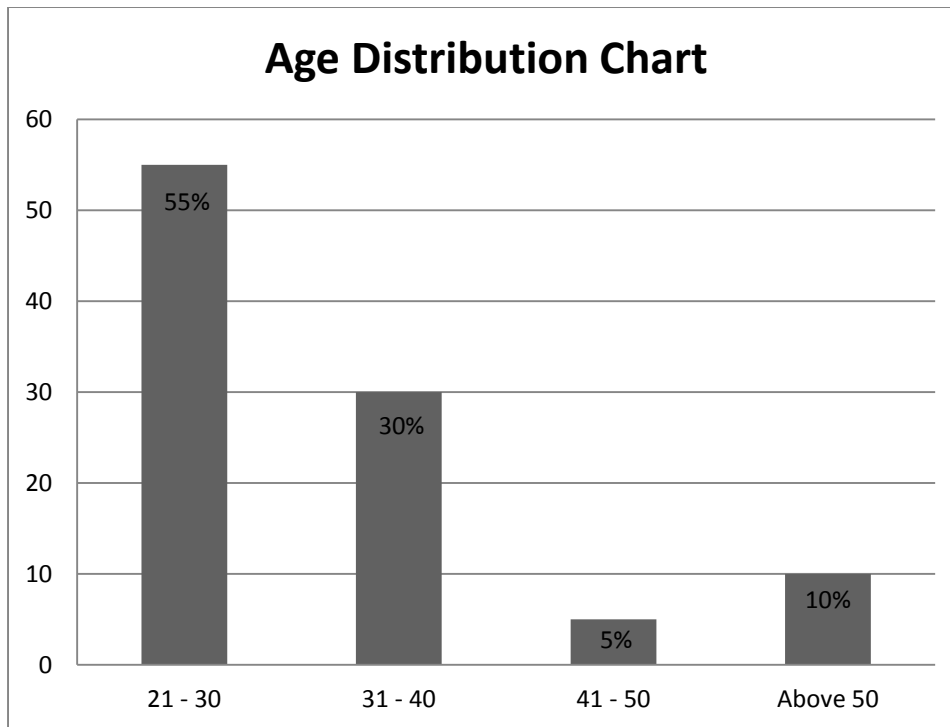


Figure 4. 3: Distribution by Age

Source: Field work, 2015.

Respondent's Area of Specialization

4.2.4. The research work attempted to analyze the area of specialization of respondents involved in the study. 39.0% representing 39 respondents cited social studies as their area of specialization. 12.0% also representing 12 respondents on the other and chose economics of specialization whilst only five (5) respondents representing 5.0% of the total population said geography is their area of specialization. The remaining forty-four (44) out of the 100 respondents involved in the study also responded to government as their area of specialization. This statistics as a result indicates that most social studies teachers specialize in government followed by social studies with the least number specializing in geography.

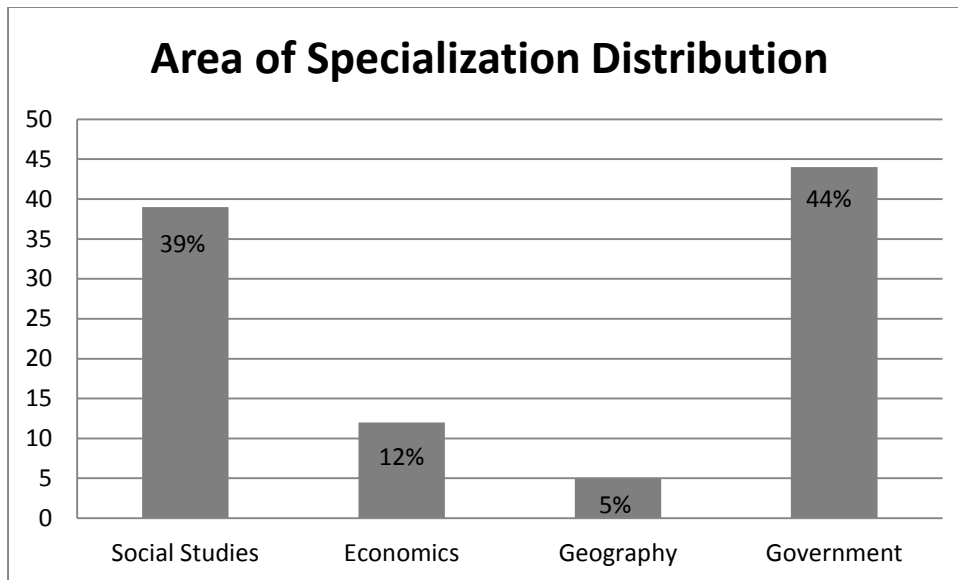


Figure 4.4: Respondents Area of Specialization

Source: Filed work 2015

Years of Teaching Social Studies

Respondents were also asked to indicate the number of years they have respectively spent in the teaching of social studies. The figure 4.5 below therefore shows the frequency on the number of years respondents have spent in teaching social studies.

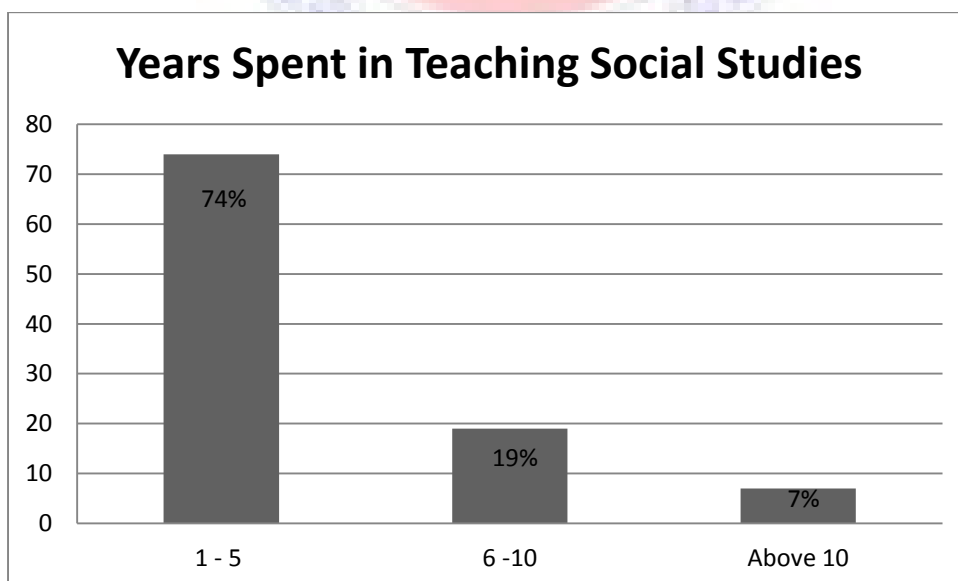


Figure 4.5: years spent in teaching Social Studies

Source: Field Data, 2015.

The figure 4.5 therefore indicates that, out of the 100 respondents captured in the research work, seventy-four(74) representing 74.0% responded they have been teaching social studies for about 1 to 5 years now, nineteen (19) of the respondents representing 19.0% responded that they have been teaching social studies for about 6 -10 years now whilst the remaining seven (7) respondents representing only 7.0% of the total number of respondents chose above 10 years as the years spent in teaching social studies. The majority of the respondents are those who have been teaching for the periods one to five years, the implication could be that they have different perspective of the subject as compared to those who have been teaching for longer period. The reason is being that the curriculum of social studies keeps on changing from time to time in Ghana. Before Diploma certificate was awarded in Colleges of Education, the Social Studies syllabus was different from the current one.

Analysis of Main Data

Descriptive Analysis Using One Sample Mean T-test

The one sample mean t-test is used to ascertain the relative significance of the variables. For a single sample test, the hypothesis is set as $H_0: U = U_0$ and $H_a: U \neq U_0$. With H_0 representing the null hypothesis indicating that there is no significant difference between the means, H_a representing the alternative hypothesis indicating there is a significant difference between the means and U_0 representing the hypothesized mean. A statistical test of the mean was done to decide whether the population considered a particular variable to be important or not. For each variable, the null hypothesis was that, this variable was not significant ($H_0: U = U_0$) indicating there is no significant difference between the means. The U_0 is the critical rating above which the variable is

considered important. The Likert scale was, 1=strongly disagree, 2-disagree, 3= not sure, 4= agree and 5= strongly agree.

Under this section, the lower ratings of 1 and 2 were chosen for the rating scale as strongly agree and agree respectively while the U_0 was set at 2.0, with 95% as the significance level in accordance with the antecedent. This premised on the five point Likert scale rating where a success variable is deemed important if its probability value is less than 0.05.

Meaning of Social Studies

Chi-Square Goodness of Fit Test indicating whether the definition of Social Studies varies from Country to Country

Table 1: Chi-square goodness of fit table indicating whether definition of social studies varies from country to country.

The Definition of Social Studies Varies from Country to Country

Response	Observed N	Expected N	Resident	DF	Chi-square Value	P-
value						
True	51	50.0	22.0	1	16.040	0.000
False	49	50.0	-22.0			
Total	100					

Source: Field work, 2015

The Chi-square goodness of fit table above gives statistics on whether the definitions of social studies vary from country to country. The result from the table reveals that fifty-one (51) respondents representing 51.0% of the total population said really it is true that the definition of social studies varies from country to country whereas only 49

respondents representing 49.0% were in view that, the definition of social studies does not vary from country to country.

The Chi-square goodness of fit test results indicated from the table above that, there is a significant difference between the observed and the expected frequencies of response from the respondents involved in the research work (i.e. $p\text{-value}=0.000<0.05$). This as a result confirms that, the definition of social studies varies from country to country. This confirms Aggarwal (1992) assertion that the term ‘Social Studies’ has been defined differently by different commission, committees and writers. The situation is not good for the teaching of the subject, because teachers are divided as to whether social studies has a universal definition or not. This brings to sharp focus the research question ‘what do social studies teachers think about the subject’, their perception about the subject is based on their understanding of the social studies curriculum. Whatever angle one looks it from, social studies education is designed to help solved societal problems.

Chi-squares goodness of fit test indicating whether the Social Studies is seen as Citizenship Education in Ghanaian Schools

Table 2: Chi-square goodness of fit table indicating whether social studies is seen as Citizenship Education in Ghanaian Schools

Social Studies seen as Citizenship Education in Ghanaian Schools

Response	Observed N	Expected N	Residual	DF	Chi-square Value	P-Value
Yes	76	50.0	26.0	1	27.040	0.000
No	24	50.0	-26.0			
Total	100					

Source: Field work, 2015

Table 2 above gives information about whether social studies is seen as citizenship education in Ghanaian schools. The data indicate that majority of the respondents confirm really that social studies is seen as citizenship education in Ghanaian schools. The results from the data reveals that, seventy-six (76) respondents, representing 76.0% of the total population were of the view that social studies is seen as citizenship education in Ghanaian schools while only twenty-four (24) respondents representing 24.0% on the other hand were of the view that social studies is not seen as citizenship education in Ghanaian schools.

The Chi-square goodness of fit test gives a p-value less than level of significance 0.05 ($p\text{-value}=0.011 < 0.05$) which as a result indicates that there is a significant difference between the observed and the expected frequencies of the response categories. The test therefore confirms that really social studies is seen as citizenship education in Ghanaian schools.

This is consistent with Banks (1990) assertion that citizenship education is the primary focus of social studies in the school curriculum which promotes desirable participatory citizenship and further confirmed by the position of Bar and Shermis (1977) that social studies is an integration of experience concerning human relations for the purpose of citizenship education. Tamakloe (1994) opines that Social Studies places premium on individual qualities such as patriotism, honesty, diligence, obedience and critical thinking and also group ideas like interdependence, co-operation and peaceful co-existence.

Chi-square Goodness of Fit test Indicating Whether Social Studies is the Study of Man and His Environment.

Table 3: Chi-square goodness of fit table indicating whether social studies is the study of man and his environment.

Social Studies is the Study of Man and His Environment

Response	Observed N	Expected N	Residual	DF	Chi-square Value	P-value
Yes	75	60.0	29.0	1	28.033	0.000
No	25	60.0	-29.0			
Total	100					

Source: Field work, 2015.

The Chi-square goodness of fit table above gives statistics on whether social studies is the study of man and his environment.

The result from the table reveals that seventy-five (75) respondents representing 75.0% of the total population responded 'Yes' indicating that social studies is the study of man and his environment whilst the remaining twenty-five (25) respondents also representing 25.0% were in the view that social studies is not the study of man and his environment.

The table additionally indicates that, there is a significant difference between the observed and expected frequencies of response since the p-value is less than the level of significance 0.05.

This as a result confirms that social studies is the study of man and his environment. This position is found in Tamakloe (1994) suggestion that, social studies is a subject that deals with man and his relationship to his environment. The data show that those social studies teachers are aware that the environment should be protected and

sustained. Therefore, they are likely to place emphasis on topics that talk about how to sustain the environment using practical examples from the learners' community.

Chi-Squares Goodness of Fit Test on Whether Social Studies is an Approach of Teaching Social Sciences.

Table 4: Chi-square goodness of fit table indicating the response from respondents as to whether social studies is an approach of teaching social sciences.

Social Studies as an Approach of Teaching Social Science

Response	Observed N	Expected N	Residual	DF	Chi-square Value	P-value
Yes	87	50.0	37.0	1	4.760	0.000
No	13	50.0	-37.0			
Total	100					

Source: Field work, 2015.

The Chi-square goodness of fit table above gives information as to whether respondents see social studies as an approach of teaching social sciences.

The results from the table reveals that, eighty-seven (87) respondents, representing 87.0% of the total population were in view that, social studies is an approach of teaching social sciences whilst 13.0% of the respondents, representing 13 out of 100 respondents were in the view that social studies is not an approach of teaching social sciences.

The table additional shows a significant difference between the observed and expected frequencies of responses from the respondents involved in the research work since the P-value (0.000) is less than the level of significance 0.05. This therefore confirms that really social studies is an approach of teaching social sciences. This brings to bear in

Linguist (1995) and Martorella (1994) position that the role of the social sciences which provide the base for social studies teaching.

Perception of Teachers about the Nature of Social Studies

Table 5: One Sample Mean Test Table on Nature of Social Studies Education

Nature of Social Studies Education	Test Value = 2.5			Sig. (2-tailed)
	Mean	T		
	Mean			
	Difference			
Social Studies Education is relevant to the needs of Ghanaian Society	1.8851	-6.319	.031	-.61494
Social Studies Education is a citizenship education	1.9885	-5.488	0.209	-.51149
Social Studies Education provides practical approach in solving problems	2.0000	-4.835	0.001	-.50000
Social studies Education is well designed to suit the needs of pupils	2.0690	-4.128	0.468	-.43103
Social Studies Education I addresses societal problems	2.0805	-4.324	0.000	-.41954
Social Studies Education is integration of subjects	2.0920	-4.438	0.000	-.40805
Social Studies Education can be taught by a single subject specialist	2.1059	-4.037	0.000	-.39412
Social Studies Education is the study of ourselves and our environment	2.1379	-4.329	0.000	-.36207
Social Studies Education helps to appreciate the impact of history in current and future development effort of the country	2.2529	-2.796	0.000	-.24713
Social Studies education helps in the development of positive attitudes, values and skills.	2.2874	-2.267	0.000	-.21264

Source: Field work, 2015

The study showed that all the items accounted for the nature of social studies. Ten (10) items were given to respondents to choose from, of which none of them had their mean above the hypothesized mean of 2.5. The one sample mean t-test value for all the 10 items or variables were negative which gives an indication that all the items had a mean

below 2.5. However, out of the ten (10) items assumed to be a nature of social studies, eight (8) items were statistically significant since their p-value were less than 0.05 with only two (2) being insignificant.

This result gives an indication that, the items social studies education is relevant to the needs of Ghanaian society. Social Studies education provides practical approach in solving problems; Social studies education addresses societal problems. Social Studies education is integration of subjects, social studies education can be taught by a single subject specialist, social studies education is the study of ourselves and our environment, Social studies education helps to appreciate the impact of history in current and future development effort of the country and Social studies education helps in the development of positive attitudes, values and skills can be confirmed as the nature of social studies.

There is in line with the position of the Ghana Education Service (2001) that Social Studies is Citizenship Education; the subject tries to prepare the individual to fit into society by6 equipping him/her with the kinds of knowledge, skills, values and attitudes needed for effective living within the society and for making constructive changes in the way of life of society.

The Techniques of Teaching Social Studies at the JHS

With respect to the techniques of teaching social studies, respondents involved on the study were asked to indicate how frequent they use some methods when it comes the teaching of social studies. As depicted in the table below, respondents involved in the study cited how frequently they respectively employ some methods or techniques in teaching social studies.

Table 6: Frequency Table on the Techniques that Suits the Teaching of Social Studies

Techniques of Teaching Social Studies

Frequency	Not at all	Sometimes	Frequently	Always	Lecture
	7	63	30	0	
Brainstorming	0	57	43	0	
Role play	4	60	23	13	
Discussion	4	33	45	18	
Field trip	21	62	14	3	
Resource person	20	59	16	5	
Simulation	11	55	28	6	
Debate	5	75	16	4	
Question and Answer	3	4	37	56	

Source: Field work, 2015

The table indicated above therefore depicts that out of the 100 respondents seven (7) indicated they do not use lecturing as a technique of teaching social studies at all, sixty-three (63) respondents on the other hand said they sometimes use lecturing as a technique of teaching social studies whilst the remaining thirty (30) respondents stated that they frequently use lecturing as a technique of teaching social studies. This therefore gives the indication that lecturing is not always a technique used by teachers in the teaching of social studies.

Also, with respect to brainstorming as a technique of teaching social studies, none of the respondents indicated it as a technique of teaching either not at all or always. Rather 67 respondents said they sometimes use it as a technique of teaching social studies

whilst the remaining 43 stated they frequently use it as a technique of teaching the subject.

In addition to the above mentioned technique, only four (4) out of the 100 respondents responded that they do not use role play as a technique for teaching social studies at all, thirty-three (33) respondents also said they sometimes use it as a technique of teaching social studies whilst 45 respondents opted that, they frequently use role play as a technique of teaching social studies with the remaining eighteen (18) respondents using role play always as a technique or method of teaching social studies.

Only four (4) other respondents out of the 100 respondents involved in the study stated that, discussion is not a technique they use in teaching social studies at all, thirty-three(33) on the other hand made the statement that discussion as a technique of teaching social studies is what they sometimes use whilst forty-five (45) respondents said they frequently use discussion as a technique of teaching social studies with the remaining 18 respondents always using discussion as a technique of teaching the subject.

In addition, out of the 100 respondents who responded to field trip as a technique of teaching social studies, twenty-one (21) responded this is a technique of teaching social studies they don't use at all. A maximum of 62 respondents also said that they use field trip as a technique of teaching social studies sometimes whilst fourteen (14) respondents stated that they use this technique frequently. Only three (3) of the 100 respondents involved in the research work responded they always use field trip as a technique of teaching social studies.

According to the respondents who responded to the technique "resource person" as a technique of teaching social studies, twenty (20) out of the 100 respondents accepted the fact they have not at all used resource person as a technique of teaching social

studies, 59 respondents indicated they sometimes use it as a technique of teaching whilst sixteen respondents said they have frequently used resource person as a technique of teaching social studies. Only five (5) respondents out of the 100 respondents stated that they have always been using resource person as a technique of teaching social studies.

Among the number of respondents who responded to simulation as a technique of teaching social studies, only eleven (11) made the statement that they never used this method under discussion as technique of teaching social studies, fifty-five (55) respondents on the other hand, made it known that simulation is a technique of teaching they sometimes use in teaching social studies whilst twenty-eight (28) respondents said this a technique they have frequently been using when it comes to teaching social studies. The remaining six (6) respondents chose always as the extent to which they use simulation as a technique of teaching social studies.

Last but not the least, according to the responses from the 100 respondents involved in the research work with respect to the technique debate, Five (5) respondents indicated that they have never used this technique in teaching social studies, seventy-five (75) also said they have been frequently using simulation as a suitable technique of teaching social studies whilst sixteen (16) on the other hand said simulation is a technique they have been using to teach social studies frequently with the remaining four (4) respondents indication that have always been using simulation as a method of teaching social studies.

Finally, from the above frequency table, with respect to the technique “question and answer” only three (3) respondents stated that they have not at all used it as a technique of teaching social studies, four (4) respondents also said they sometimes use question and answer as a technique of teaching social studies whilst thirty-seven (37) out of 100

respondents involved in this research work chose frequently as the extent to which they have been using question and answer as a technique of teaching social studies. In all fifty-six (56) respondents said questions and answers is the technique they have always been using when it comes technique used in teaching social studies.

The above statistics in summary indicates that among the suggested techniques for teaching social studies, questions and answers is the technique most teachers always use in teaching social studies, followed by discussion. This is embraced in the position of the African Social and Environment Studies Programme (1990) lists of 150 techniques of teaching social studies.

The Nature and Purpose of Social Studies in JHS

Table 7: Scope and Goals of Social Studies

<i>Scope and Goals of Social Studies</i>	<i>Test Value = 2.5</i>			
	<i>Mean</i>	<i>T</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
The scope of social studies is limited to social sciences	1.45	-5.347	0.000	-0.500
The mean goal of social studies is to promote citizenship education	1.81	-2.046	0.043	-0.190
Social studies is seen as a broad umbrella that covers a range of subject discipline and skills	2.38	6.730	0.000	0.380
The most important aspect of teaching social studies is cognitive domain	1.81	-2.690	0.00	-0.190
Social studies syllabus is overloaded	2.07	0.969	0.445	0.070

Source: Field work, 2015

With respect to the scope and goals of social studies, five (5) items were used, of which all had the mean within the acceptable range (less than 2.5). The above t-test table revealed that among the five variables used as scope and goals of social studies only

“social studies syllabus is overloaded” was not significant indicating that the syllabus of social studies being overloaded cannot be a scope and a goal of social studies.

The result from the table 13 therefore shows that the variables social studies is limited to social sciences, social studies is to promote citizenship education, social studies is seen as a broad umbrella that covers a range of subject discipline and skills and social studies is cognitive domain are the scope and goals of social studies since they are significant (p-value <0.05).

This underpins Ross and Marker (2005) opinion that, the purpose of social studies is citizenship education aimed at providing students opportunities for an examination, critique and revision of the past traditions, existing social practices and model of problem-solving.

The Significance of In-Service Training in Social Studies Education

Table 8: Chi-square Goodness of fit test indicating whether respondents do attend in-service training

Attending In-Service Training

Response	Observed N	Expected N	Residual	DF	Chi-square Value	P-value
Yes	66	50.0	16.0	1	10.240	0.001
No	34	50.0	-16.0			
Total	100					

Source: Field work, 2015

The Chi-square goodness fit table above gives statistics on whether respondents do attend in-service training. The result from the table reveals that majority of the respondents representing 66.0% of the total population involved in the research work agreed that teachers do attend in-service training whilst thirty-four (34) of the respondents, representing 34.0% were in the view that, teachers do not attend in-service

training. The Chi-square goodness of fit test shows that, there is a significant difference between the observed and expected frequencies since the p-value (0.001) is less than the level of significance (0.05). This as a result confirms that teachers do attend in-service training.

Table 9: Purpose of Social Studies In-Service Training

Key: SA-Strongly Agree; A-Agree; D-Disagree, SD –Strongly Disagree

<i>Statements</i>	<i>Frequency</i>			
	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
Social studies internship has offered adequate teacher support	19	51	17	13
Social studies internship has provided adequate opportunities for feedback on my performance	12	62	26	0
Social studies internship has linked to classroom practice and theory	11	80	9	0
Social studies internship has offered opportunity to acquire new teaching skills	0	46	54	0

Source: Field work, 2015

The frequency table above generally shows the extent to which respondents agree with statements on what social studies internship has offered or provided. The frequency table therefore indicates that, out of the 100 respondents captured in the research work, nineteen (19) strongly agreed that social studies internship has offered adequate teacher support, fifty-one (51) on the other hand agreed to the same statement whilst seventeen (17) respondents, disagreed to the same statement indication that social studies internship has not offered adequate teacher support. The remaining thirteen (13) respondents also strongly disagreed.

In addition, out of the 100 respondents who responded to the statement “Social Studies Internship has provided adequate opportunities for feedback on my performance”, only twelve (12) respondents strongly agreed that really social studies internship has

provided adequate opportunities for feedback on the performance of teachers whilst sixty-two (62) respondents agreed to the same statement with the remaining 26 disagreeing to the same statement. None of the 100 respondents strongly disagreed to the statement under discussion.

Furthermore, eleven (11) respondents out of 100 strongly agreed that Social Studies internship has linked to classroom practice and theory whilst only eighty (80) respondents agreed to the same statement with the remaining nine (9) respondents disagreeing with the notion that social studies internship has not linked to classroom practice and theory.

Lastly, with respect to the statement “Social Studies internship has offered opportunity to acquire new teaching skills” forty-six (46) respondents agreed indicating that really social studies internship has offered opportunity to acquire new skills whilst the remaining fifty-four (54) respondents disagreed with none of the respondents strongly agreeing or strongly disagreeing with the statement at hand

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction.

The presentation in this final chapter is grouped under:

- i. Summary of findings;
- ii. Conclusions;
- iii. Recommendations;
- iv. Limitations to the study;
- v. Suggestions for further research

SUMMARY

The study investigated the perception of Social Studies teachers in the Junior High Schools in the Berekum Municipality, Brong Ahafo Region of Ghana. The study sought to provide an empirical basis for the background knowledge of Social Studies teachers and how they teach the subject at the Junior High School

The objective of the study was to find out the perception of social studies teachers on the nature of social studies, techniques for teaching social studies, nature and purpose of social studies and the significance in-services training in social studies. To obtain the sample for the study, the purposive sampling technique was used to select 100 social studies teachers.

Descriptive statistics were used to analyze the data collected using SSPS (version 20.0) as a tool. The literature suggests that, the nature of social studies is more of citizenship education.

The techniques for teaching social studies include lecture, role play, discussion, field trip, question and answer among others. Nature and purpose of social studies is more of developing positive attitudes, values and skills of the citizenry. Also the significance of in-services training in social studies has offered opportunity for teachers to acquire new teaching skills, from the analysis of the data collected;

KEY FINDINGS

Perception of teachers about the nature of Social Studies

The study established that teachers were homogenous in their assertion that the nature of social studies is that of citizenship education. This is consistent with Banks (1990) that citizenship education is the primary focus of social studies in the school curriculum which promotes desirable participatory citizenship and further confirmed by the position of Bar and Shermis (1977) that social studies is an integration of experience concerning human relations for the purpose of citizenship education. The majority of the social studies that were involved in the studies in Berekum Municipality think Social Studies Curriculum is to prepare young learners to become good citizens.

The Techniques of Teaching Social Studies at the JHS

The study brought to the fore that, teachers' use of questions and answers was within standard. Meanwhile, 'Discussion' and 'Role play' were also accepted as techniques of teaching social studies by respondents. It came to light that Social Studies teachers in Berekum Municipality did not well appreciated the techniques fieldtrip, resource person and simulation. The reason is that about twenty (20) percent of them had never used, the three techniques namely; fieldtrip , resource person and simulation, in their lessons. In spite of this, Social Studies teachers in Berekum Municipality employs different

teaching technique in the classroom. The varieties of employ by social studies teachers make social studies practical and meaningful, according to the field studies.

The Nature and Purpose of Social Studies in JHS

The study unearthed that Social Studies Education is relevant to the needs of the Ghanaian society and that Social Studies Education is gear towards citizenship education. Specifically, developing of positive attitudes, values and skills were apt as a purpose of social studies. From the syllabus it appears the incorporation of knowledge, skills value and attitudes are essential to the development of a holistic understanding of social studies. Disciplinary knowledge, used by students to construct learning is drawn primarily from geography, history economic and civic education by integrating them to create the subject social studies. The implication is that the teacher should possess the skills to integrate knowledge effectively by adopting a holistic approach to the teaching of social studies and at the same time maintains a focus on the subject matter. This is what Lucan (1981) calls "integration while preserving discipline identification" (p.63). Social Studies teachers in Berekum Municipality, see the subject as such and use various forms of integration (content and method) in their lesson delivery.

The Significance of In-Service Training in Social Studies Education

The study established that Social Studies in-service offers adequate teacher support. Thus, social studies in-service provides adequate opportunities for feedback on teachers' performance. Adentwi (2005) heights the benefits of INSET to a teacher; teachers acquaint themselves with curriculum changes, acquire new concepts and practice, and help to improve teaching and learning methods by equipping trainers with pedagogical skills. The studies show that Social Studies teachers in Berekum

Municipality do attend INSET. The results from the questionnaire reveals that majority of the respondents representing 66% of the teachers do attend INSET regularly. This has helped them to teach in accordance with the content and method of teaching social studies at the JHS.

Conclusions

Largely, teachers perceive that the nature of social studies is that of citizenship education. This explains the reason social studies teachers use techniques such as role play, simulation, debate and discussion in teaching the subject. 'Citizenship education is a subject that aims at producing competent, reflective, concerned and participatory citizens who will contribute to the development of the communities and country in the spirit of patriotism and democracy'(citizenship education syllabus,2007).Therefore such techniques will have positive impact on the learner, if the techniques are purposefully.

Generally, teachers' use questions and answers in teaching social studies. Of all the teaching techniques selected for the study, the majority of social studies teachers, use questions and answers technique a lot more than others. The studies reveal that about ninety-three (93) percent of the teachers use questions and answers frequently and always. Since social studies teachers resort to the use of this technique, other techniques are deemphasized. It rather sharpens learners thinking abilities but impaired motor skills.

Largely, the purpose of social studies is to develop positive attitudes, values and skills of pupils.

Generally, teachers' opine that Social Studies In-service training offers adequate teacher support.

Recommendation

Based on the conclusions, it is recommended that teachers continue to acquire relevant knowledge on making Social Studies more relevant to the needs of the citizenry and abreast themselves with teaching techniques that would enhance practical ways of learning and encourage the application of real-life situation.

The Ghana Education Service and Managers at the Unit level of schools must improve on organizing in-service training, workshops and refreshable programmes to help enhance Social Studies teachers on the contemporary teaching of Social Studies. It is recommended that further research be conducted to- bring to open the standpoint of pupils on the teaching and learning of social studies.

The research findings identified different schools of thought and the broad scope of Social Studies was a great concern to Social Studies teachers. It is therefore highly suggested that the designers of the curriculum should limit the scope and also have a second look at the different schools of thought about Social Studies.

The research findings of the results indicated that Social Studies teachers in the Junior High School face a challenge of embarking on fieldtrip. The study suggests that Social Studies teachers should be given enough motivation and logistics to encourage them to take pupils out to see natural phenomena

Suggestions for further research

The research which took place in the Berekum Municipality in the Brong Ahafo of Ghana, is not representative enough for the whole region in particular and the country at large. Therefore, it is recommended that a similar study should be conducted in the whole Region and other parts of the country in order to make valid generalization.

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APPENDIX A



UNIVERSITY OF EDUCATION, WINNEBA	DEPARTMENT OF SOCIAL STUDIES EDUCATION
P. O. Box 25, Winneba, Ghana. Tel. 020 2041096 Email: socialstudies@uew.edu.gh	

2nd February, 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: APPIAH COLLINS

We write to introduce Appiah Collins to your outfit. He is a second year M. Phil Social Studies Education student with registration number 8130140001 from the above named Department.

As part of the requirements for the award of the Master of Philosophy degree, he is undertaking a research on *“Social Studies Teachers’ Perception of J.H.S Social Studies Curriculum, Berekum Municipality.”*

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

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'FOH'.

Florence Okore –Hanson
for: Head of Department

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL STUDIES

QUESTIONNAIRE FOR TEACHERS

The main purpose of this questionnaire is to elicit information with regard to the teachers' perception of Social Studies Education at the Junior High School.

The researcher will appreciate it if you took some time out of your tight schedule to candidly answer the questionnaire to the best of your knowledge, experience and ability. Please, be assured of anonymity and confidentiality. Do not state your name or personal identity anywhere on the questionnaire.

Your Co-operation is much appreciated.

Thank you.

Collins Appiah.

PART A: BIOGRAPHICAL DATA

Please kindly tick (√) at the appropriate spaces that correspond to your choice concerning each statement.

1. I have.....qualification. A. Diploma () B. Degree ()
C. Others (specify, if any ())
2. Sex.....Male () Female ()
3. Age.....A.21 -30 () B. 31 – 40 () C. 41 – 50 () Over
50 ()

PART B: Meaning of Social Studies

Please tick (√) the appropriate description of Social Studies, in the boxes.

- 4.The definition of Social Studies varies from country to country.
True () False ()
5. Is Social Studies seen as Citizenship Education in Ghanaian schools?
Yes () No ()
6. Social Studies is the study of man and his environment
True () False ()
7. Do you see Social Studies as an approach of teaching the social sciences?
Yes () No ()

PART C: Academic and Professional Qualification

8. Which one of the following is the highest qualification you possess?
a. Diploma () b.1st Degree () c.2nd Degree ()
9. I specialized in.....(a).Social Studies () (b).Economics ()
(c).Geography () (d).Government () (e).History ()
10. Do you attend In-service training? Yes () No ()

11. How long have you been teaching Social Studies?

(a).1 – 5 years () (b).6 – 10 years () (c).Above 10 years ()

PART D: Scope and Goals of Social Studies

No	Scope and Goals	Strongly Disagree	Disagree	Agree	Strongly Agree
12	The scope of social studies is limited to Social Sciences				
13	The main goal of social studies is to promote citizenship education				
14	Social studies is seen as a broad umbrella that covers a range of subject, discipline and skills				
15	The most important aspect of teaching social studies is the cognitive domain				
16	Social studies syllabus is overloaded.				

PART E Social Studies Internship

Please tick(√) the most appropriate answer before the statement from:1. Strongly disagree; 2. Disagree; 3. Agree; 4. Strongly Agree

No	Social Studies internship offered	Strongly Disagree	Disagree	Agree	Strongly Agree
18	Adequate teacher support was provided in the internship				
19	Provided adequate opportunities for feedback on my performance				
20	Linked to classroom practice and theory				
21	Opportunity to acquire new teaching skills.				

PART F: Nature of Social Studies Education

No	Social Studies Education	Strongly Disagree	Disagree	Agree	Strongly Agree
22	Is relevant to the needs of Ghanaian society				
23	Is a Citizen Education				
24	Provides practical approach in solving problems.				

25	Was well designed to suit the needs of pupils				
26	Addresses societal problems				
27	Is integration of subjects				
28	Can be taught by a single subjects specialist				
29	Is the study of ourselves and our environment				
30	Helps to appreciate the impact of History in current and future development effort of the country				
31	Helps in the development of positive attitudes, values and skills.				

PART G: Techniques of Teaching Social Studies

Please, tick (✓) the column which suits your method of teaching the subject. The options are;

Not at all; Sometimes; Frequently and always.

I use-----	Not at all	Sometimes	Frequently	Always
32 Lecture				
33 Brainstorming				
34 Role Play				

35	Discussion				
36	Field trip				
37	Resource person				
38	Simulation				
39	Debate				
40	Question and Answer				

