

UNIVERSITY OF EDUCATION, WINNEBA

**SOCIAL STUDIES TEACHERS' USE OF THE INTEGRATED
APPROACH IN THEIR LESSONS IN THE KUMASI METROPOLIS**



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**of the requirements for the award of
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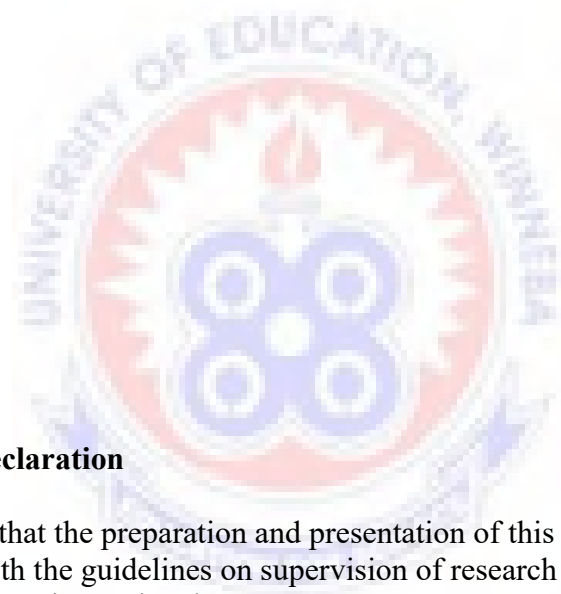
DECLARATION

Student's Declaration

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

Signature

Date



Supervisor's Declaration

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

Name of Supervisor: Augustine Yao Quashigah (Assoc. Prof.)

Signature

Date

DEDICATION

I dedicate this work to my parents, Mr. Simon K. Anane and Mrs. Victoria Anane, for their immense contribution towards my education.



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LIST OF ABBREVIATIONS

AHA	Historical Association of America
ASSP	African Social Studies Programme
ASESP	African Social and Environmental Studies Programme
NEA	National Education Association
CREDO	Curriculum Renewal and Educational Development Overseas
CRDD	Curriculum Research and Development Division
EDC	Educational Development Centre
GES	Ghana Education Service (GES)
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
JHS	Junior High School
NCSS	National Council for the Social Studies
SHS	Senior High School
WAEC	West African Examinations Council

ABSTRACT

This research was conducted to explore Social Studies teachers' use of the integrated approach in their teaching in senior high schools in the Kumasi Metropolis. A case study design with qualitative methodology was adopted for the study. A sample size of 20 was purposively sampled. The data was gathered using interview and observation guide. Template analysis was used to analyse the data qualitatively. The results of the study indicated that in most cases, Social Studies teachers in senior high schools did not use the integrated approach in their instructional practice even though they had knowledge on the definition of Social Studies and partly understood the integrated approach. The study recommended that, regular in- service training on new methodologies, assessment techniques and approaches such as the integrated approach should be organised for Social Studies teachers to keep them abreast with modern approaches for the fulfilment of learners' and societal needs. In addition, only trained Social Studies teachers should be allowed to teach Social Studies in SHSs.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education prepares the young ones for life after completing school. If this is the case then teachers should always be willing to engage learners fully in pedagogical principles that will lead to lifelong learning experiences. Over the years, integrated curriculum has been identified as one of the most effective approaches for academic achievement and lifelong learning (Drake & Reid, 2018). Educators are concerned with integration in pedagogical aspect; the method of relating varieties of subject matter to units of study or problem situation.

Available literature has it that, as early as 1938, John Dewey advocated for educational reform such that, subjects would no longer be learned in isolation from one another. Dewey's call for educators to shift from a discipline model and the reforms progressive educators during the 1920s and 1930s are cited as being at the heart of most curriculum integration initiatives including Social Studies (Applebee, Alder & Filhan, 2007; Carmichael, 2015). It is argued that integrated approach with its interdisciplinary activities is capable of assisting learners to develop good character, citizenship, creativity, higher order thinking and problem solving skills (Sill, 2001; Drake & Reid, 2018). It is based on this philosophy that countries such as United State of America, Britain, Australia and Germany introduced Integrated Social Studies in their educational system which has enabled the youth of such countries to internalise democratic values and lived as responsible and reflective citizens (Ayaaba, 2011; Kiroglu, 2013 & Ozurk, 2007).

Owing to the success chalked by the advanced world for the introduction of the integrated approach, it was adopted as method of teaching Social Studies in Africa at the Mombasa Conference of 1968 as a remedy to challenges posed by the separate subject-centered approach inherited from our colonial masters. It was argued that the traditional separate subjects' approach of teaching with its teacher - transmission of knowledge approach of teaching which was inherited from the colonial massters did not help the citizen to identify themselves with their own historical, geographical and political traditions (Bamusiime, 2010; Kankam & Atta-Kwenin, 2015). This new approach to the teaching of Social Studies was, therefore, adopted in Africa including Ghana on the grounds that available literature on the integrated curriculum provide evidence that the integrated approach is considered more effective on student learning and achievements as compared to single subject approach (Drake & Reid, 2018; Sill, 2001; Callahan, 1982; Kankam & Atta-Kwenin, 2015; Chernus & Fowler, 2010).

However, there is lack of empirical research on the usage and impact of the integrated approach on learning (Applebee et al., 2007; Brewer, 2002; Czerniak, Weber, Sandmann & Ahern, 1999; Lake, 2000; Meier, 1998 & Orillion, 2009, cited in Carmichael, 2015). Czerniak et al. (2015) for instance, stated that most of the literature on integrated approach could be characterised as “testimonials.” It seems it is a mere appraisal that advocates for the integrated curriculum are providing without empirical evidence on its efficacy. Brewer (2002), in a review of literature based on 479 articles, advanced for strong evidence for the need for empirical study on application of the integrated curriculum.

In addition, other research findings show that there is no statistical evidence to suggest a wide gap between subjects with integrated curriculum and the subject with single

subject approach (Oluniyi, 2013). Again, though, it is argued that interdisciplinary approach bring cohesion to curriculum and foster critical thinking skills through the process of integrating different perspectives, few researchers have systematically studied interdisciplinary curriculum (Orillion, 2009 cited in Carmichael, 2015). These aforementioned research findings indicate clearly that there is inadequate empirical study on the application of the integrated approach. There is, therefore, the need for this study to be conducted to ascertain whether Social Studies teachers in Ghanaian schools really use the integrated approach in their teaching for the attainment of the goals of Social Studies as prescribed by the Mombasa Conference.

In addition to the need for this research is that it has been noticed that, many teachers find it difficult to come by appropriate techniques of teaching that will help them to accomplish the goals of the discipline they handle (Brookfield, 1990). It is further argued that traditionally, academic settings have tended to place emphasis on reflective observation and concept formation through the use of teacher - transmission methods of teaching to the detriment of integrating techniques characterised by practical actions and immediate concrete experiences.

The traditional-subject approach coupled with the nature of our classrooms has compelled many teachers to limit themselves to the classroom, making teaching teacher-centred (Applebee et al, 2007; Drake & Reid, 2010; Mackatiani, Musembi, & Gakunga, 2018). Meanwhile, the second handedness of Social Studies classroom is the secret of its mediocrity. Though nature may be imported into the classroom with the help of instructional materials or teaching aids, students learn best in the natural setting. Students like to take on tasks that feature significant experiences with real outcome so that concrete learning is achieved through participation and reflection. As noted by

Brookfield (1990) facilitators of learning tend to be much concerned with single method of teaching which only present information and facts and overlook students' interests and needs. The question is "do Social Studies teachers in senior high schools in Ghana find it difficult to apply the integrated approach in their teaching due to the nature of our classroom?"

Traditionally, teaching and learning has been associated with the activities of the class with teacher - dominance. The main educational approaches used in most schools and colleges for decades have basically been conventional method (lecture), reading, note coping among others but a few for transmission of knowledge (Peterson, 2009; cited in Quotoshi & Poudel, 2014; Mackatiani, Musembi & Gakunga, 2018). It is imperative to note that, the mere knowledge theory is not enough. In addition to the knowledge theory, learners should be given room to practise what is learnt. It is on this note that Aggarwal (2002 p. 92) contends

Any method, good or bad, link up teacher and his pupils into an organic relationship with constant mutual interaction; it reacts not only to the mind of the student but on their personality; and their standards of work and judgments, their intellectual and emotional equipment, their attitudes and values. Good methods which are psychologically and socially sound may raise the whole quality of their life; bad methods debase it. So, in the choice and assessment methods, teachers must always take into consideration their end products namely, the attitudes and values inculcated in them consciously or unconsciously.

It can therefore be deduced that, the only possible means by which the teacher can satisfy all the needs of learners in the instructional practice is to employ the integrated approach. This is because the integrated approach it encompasses varied techniques that are appropriate for varied contents for the attainment of varied objectives such as development of positive attitudes and values as contended by Aggarwal.

Even though efforts have been made to improve the teaching and learning of Social Studies in Ghana through innovations in the school curriculum and the upgrading of institutions (Ayaaba, 2011), we are apparently not yet sure of whether the principal goal of Social Studies is being achieved. This is because in recent times Ghana is bedeviled with a lot of personal and societal problems which threaten the survival of individuals in the society. Everyone seems not to understand what is wrong. As Ghanaians, our cherished values and attitudinal standards are falling; with high incidence of corruption, indecent language at public places, indecent dressing, homosexuality, disrespect for the elderly, lukewarm attitude towards government property, poor disposal of waste, among others (Ayaaba, & Odumah, 2013; Cobbina & Amoako, 2011). Meanwhile Social Studies has been in the Ghanaian school curriculum since the 1987 Educational Reforms. The inability of the subject to address these attitudinal problems might have been contributed by the type of instructional approach used by teachers over the years. This is because any teaching technique employed by teachers that removes the learners' part of the triadic relationship in the classroom would fail to prepare learners adequately for reflective citizenship.

The big unanswered question is “why should all these be happening when Social Studies remains a core subject at the pre-tertiary levels of education in Ghana”? If there is still difficulty of inculcating the tenants of good citizenship, then it is time a study was conducted on how instructors, especially Social Studies teachers are using the integrated - approach as a recommended teaching method that would assist in the attainment of the objectives of Social Studies (Kankan & Atta-Kwenin, 2015). This is crucial because the relevance and future of the subject is at stake when it fails to realise its goals and objectives.

The biggest question was that, which teaching approach then would be appropriate for the learner to develop required attitudes, values and skills to be able to solve the societal problems? Would it be better for the teacher to blend relevant concepts, ideas, theories and generalization from Social science subjects with varied techniques of teaching both in-classroom and out-of-classroom with instructional materials? Would it be better for teachers to have in-depth knowledge on the objectives of the subject they teach? Do the teacher's orientation on Social Studies as mere amalgamation of Social Sciences compelled them to employ only presentation techniques in teaching Social Studies instead of integrated technique? Do the teachers of Social Studies who are not trained for the subject understand and employ integrated approach in their teaching? As a result of these situations I intended to examine how teachers of Social Studies use integrated approach in their instructional practice.

1.2 Statement of the Problem

In spite of the efforts being put in place by the Ghana Education Service through innovations in the school curriculum and upgrading of institution of learning like University of Education, Winneba, from the diploma to first, second and third degrees, we are apparently not yet sure of whether the goal of Social Studies is being achieved. Whether the inability of Social Studies to achieve its goals is due to lack of proper use of the integrated - approach by Senior High School teachers in teaching Social Studies, it is yet to be known. Hence the need for this study.

1.3 Purpose of the Study

The purpose of was study is to explore how Senior High School teachers in the Kumasi Metropolis apply the integrated approach when teaching Social Studies.

1.4 Objectives of the Study

The objectives of the study were to:

1. explore Social Studies teachers' knowledge on the goals of Social Studies.
2. Investigate senior high school Social Studies teachers' understanding of the integrated approach.
3. explore Social Studies teachers' in senior high school use of the integrated approach when teaching Social Studies.
4. examine how teachers who are trained in Social Studies apply the integrated approach in their teaching more than the untrained Social Studies teachers.

1.5 Research Questions

The was guided by the following research questions:

1. What is teachers' knowledge of the Social Studies goals?
How do Social Studies teachers in SHS understand the integrated approach?
2. In what ways do Social Studies teachers in SHS use the integrated approach in their teaching?
3. How do trained Social Studies teachers in SHS use the integrated approach more than untrained Social Studies teachers?

1.6 Significance of the Study

The researcher believes that the study will help contribute effectively in helping teachers to improve on their teaching techniques to make Social Studies teaching more effective and interesting for the attainment of its goals.

The suggestions I would make would inform heads of schools about the benefits of integrating learning through the use of teaching and learning materials as well as out-of-door activities in teaching Social Studies. This will enable heads of schools to offer all the necessary help Social Studies teachers may need.

The study would be a sensitisation for the Ghana Education Service (GES) about importance of using integrated approach in teaching Social Studies and for the GES to give its thought when formulating educational policy for the country.

Finally, my research findings will open opportunities for further research on using integrated approach to achieve Social Studies goals.

1.7 Delimitation of the Study

This study investigates how Social Studies teachers use the integrated approach in their teaching in Senior High Schools in the Kumasi Metropolis. The scope of this study is limited to the Kumasi metropolis

1.8 Definition of Terms

Social Studies: It a subject that equips learners with relevant knowledge, positive attitudes, value and skills to be able to solve personal and societal problems that threaten the survival of human beings.

Integrated Approach: It is an approach to curriculum design as well as technique of teaching which ensures that teaching and learning is organised around themes or projects by combining facts, principles, ideas and generalisations from different disciplines for learners to see meaningful connections between subjects for the purpose of lifelong learning.

Instructional Resources: Instructional resources are materials that are used for instructional practice.

Teaching Methods: Teaching methods refer to the teachers' general approach to teaching and learning.

Teaching Techniques: Technique of teaching refers to any activity teachers ask their learners to do in the course of lesson delivery.

1.9 Organisation of the Study

This thesis comprise of five chapters. Chapter one is made up of the background of the study, statement of the problem, purpose of the study and objectives, research questions, significant of the study, delimitation, definition of terms and organisation of the report. Chapter Two consists of literature review focusing on theoretical framework, meaning of the integrated approach to teaching Social Studies, teachers' knowledge on the definitions, nature, scope, the goals and objectives of Social Studies and the teachers' use of the integrated approach in Senior High Schools. Chapter Three presents the research methodology. It discusses the research approach, research design, population and sampling selection, instruments for data collection, data analysis and ethical considerations. Chapter four presents the outcome of the study. The findings are presented and discussed with inferences made from related previous studies (the

reviewed literature), while Chapter Five centered on summary of findings, conclusion and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter concentrated on a literature related to the study under the following themes: Theoretical framework; the meaning of the integrated approach of teaching Social Studies; approaches to curriculum integration; historical development of Social Studies; the need for adopting the integration of the Social Sciences in Africa; teachers' knowledge of the definitions, nature, scope, the goals and objectives of Social Studies; and the teachers' use of the integrated approach in senior high schools.

2.1 Theoretical Framework

The theoretical framework I adopted for this study is based on the socio-cultural view of learning (social constructivism) of Vygotsky's theory of the zone of proximal development (ZPD). Vygotsky (1978) cited in Roya and Hanieh (2015) believes that learning is a continual movement from the current intellectual level to a higher level more closely approximates the learner's potential. This movement, according to Vygotsky, occurs in the zone of proximal development (ZPD) as a result of social interaction. The ZPD has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult or in collaboration with more capable peers" (Vygotsky, 1978 cited in Royal & Hanieh, 2015, p.14). The ZPD can also be described as the area between what a learner can do by himself or herself and that which can be attained with the help of a more knowledgeable other (MKO) adult or peer (Orey, 2010). Vygotsky reiterates that human mental activity is a particular case of social experiences. Thus an understanding

of human thinking and knowledge depends on an understanding of social experience and force of the cognitive process which emanates from the social interaction (Roya & Hanieh, 2015).

Kim (2001) makes an elaboration on Vygotsky's view by stating that social constructivism is based on specific assumptions about reality, knowledge and learning as explained below:

a) Reality: The first assumption is that reality does not exist in advance; instead it is constructed through human activity. Kukla (2000) cited in Roya and Hanieh (2015) argues that members of a society or group together (and not individual) invent the property of the world or group. Social constructivists hold the view that since reality is not made before social invention, it is not something that can be discovered by individuals.

b) Knowledge: Social constructivism represents knowledge as a human product that is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prawat & Floden, 1994; Kim, 2001 cited in Raya & Hanieh, 2015). Individuals can create meaning when they interact with the environment they dwell in.

c) Learning: Lastly, the social constructivism believes and stresses that learning is a social process. Learning does not take place only within individual, nor it is a passively developed by external forces. Rather, meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration.

I agree with the proponents in the sense that learning by the individual, often builds on previous learning and experiences and frequently occurs in a social context. As said by Aggarwal (2002) in most cases emphasis has been on individual instructions in the

classroom but the socialisation of the individual is not to be neglected. Almost all modern methods and procedures can be used to promote both. It is also believed that socialisation can be used in connection with individual development. In Social Studies, socialisation is necessary which makes this study underpinned by the socio-cultural view of learning (social constructivism). This is because whenever integrated technique with group project method or co-operative learning and out-of-door activities is adopted, the child, through his own activities, intermingle with the activities of the group as well as the physical environment which enable him/her learn and develop problem solving skills as postulated by the social constructivists theory. It is also argued that the integrated approach with project method or co-operative learning and teaching for instance is appropriate for teaching Social Studies because it replicates the kind of co-operative activity that characterises most adult social, economic and political life (Savage & Armstrong, 2000 cited in Adam, Odumah & Ngaaso, 2018).

The use of the integrated approach in teaching as underpinned by the social constructivism ensures that learners are put at the center of teaching and learning process and instructors in teaching are introduced as facilitators and not as teachers (Zhou & Brown, 2015). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get his or her own understanding of the content. The learner plays a passive role when the instructor just teaches; however, the learner plays an active role when the instructor facilitates the learning process and help learners to learn (Bauersfied, 1995; Gamoran, Secada & Marrett, 2000 cited in Roya & Hanieh, 2015). In effect, children learn from their interactions with others in a social context. The social constructivism theory has therefore, been adopted due to its relevance to the study, the purpose and how informs the selected approach (qualitative method).

2.2 The Meaning of Integrated Approach

Integrated approach as a pedagogical principle is derived from the constructivist theory of learning where learners are expected to construct their knowledge and the process creates meaning of what they learn. The word, “integration” means the act of combining two or more things to work together. Integrated approach in terms of curriculum design is defined as “a method of study in which children broadly explore knowledge in various subjects related to certain aspects of the environment” (Humphreys, Post, & Ellis, 1981; cited in Oluniyi, 2013, p. 25). In order to explore the environment by students, problems or issues which may be social, physical or economic in nature are presented in the class in holistically. This mode of presentation allows for clarity, wider perception, deeper understanding and application of concepts learnt. As a result, learners develop skills and knowledge and utilise them in more than one area of study. In line with thematic definition, Shoemaker (1989) cited in John (2015, p.75) views integrated curriculum as

... education that is organized in such a way that cuts across subject-matter lines, bringing together various aspects of the curriculum in meaningful association to focus upon broad area of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive.

Corroborating this view, Beane (1995) said, " integrated curriculum commences with problems, issues and concerns posed by life itself" (p. 616). Beane identified the following four characteristics of an integrated curriculum:

- i. It is organized around problems and issues that have personal and social significance.
- ii. It uses relevant knowledge in the context of a topic without regard to subject line.
- iii. It is used to study current problems.

- iv. It emphasizes projects and activities with real application of knowledge and problem solving.

Parker and Jarolimek (1997) and Oluniyi (2013) viewed the integrated curriculum as a curriculum approach that purposefully draws together knowledge, perspectives and methods of enquiry from more than one discipline to develop a more powerful understanding of a problem. By inference, this definition uncovers the shortcomings of the single- subject approach. This is because, areas of relevance to learners are enormous and interrelated. No single subject can address learners' multiple needs. Integrated curriculum provides learners with the opportunities to connect what they learn in class with real life situations. This has been identified as the focus of integrated curriculum by scholars. Chermus and Fowler (2010) explained the concept of integration of curriculum studies to mean an instructional approach that incorporates key content from two or more disciplines: with a well-defined educational goals and which use problem based learning to engage and challenge students.

2.3 Approaches to Curriculum Integration

Different ways of curriculum integration have been identified with their implications for teaching and learning. Drake and Burns (2004) categorised curriculum approaches into three namely: multidisciplinary approach, inter-disciplinary approach and trans-disciplinary approach.

Multidisciplinary integration (intra-disciplinary approach) according to Drake and Burns (2004), focuses on the disciplines. Drake and Burns explain that teachers or instructors who employ multidisciplinary approach organise standards from the discipline around a theme. Figure 1, for instance, being an illustration to multidisciplinary approach displays connections that exist among different Social

Science subjects with a common theme (Ghana). With this approach, the curriculum is designed in such a way that knowledge, facts, concepts, generalisation and principles from more than one discipline which are related are amalgamated for better understanding of a phenomenon. Jantsch (1980) contended that multidisciplinary is the juxtaposition of various disciplines without any attempt at their actual synthesis. What this implies is that in multidisciplinary integration, topics are arranged in areas that are purely history, geography, economics or government. This approach maintains the identity and integrity of the different disciplines included. The 1987 Junior Secondary School Social Studies and the 2000 Training College's syllabi are typical examples of multidisciplinary integration (CRDD, 1987; GES, 2000) Multidisciplinary integration is considered by many as the least rigorous among the various types.

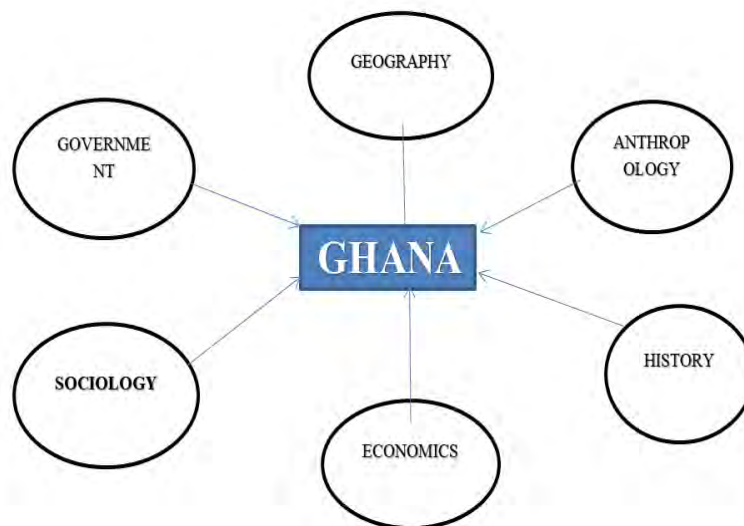


Figure 1: Multidisciplinary integration (Adapted from Drake and Burns (2004))

With the interdisciplinary integration, Drake and Burns (1980) opine that instructors organise the curriculum around common learning across disciplines. The individual disciplines that constitute the subject lose their logical identity as separate recognisable

study areas and become completely blended in a new and broader field of study. This implies that concepts, ideas, facts and generalisations are drawn from different disciplines and synthesised into a new body of knowledge. With this, an interdisciplinary curriculum may be a good attempt at unifying themes from various subjects than a multidisciplinary curriculum. The current junior high school and senior high school syllabi are typical types of interdisciplinary curriculum. Figure 2 illustrates the interdisciplinary approach.

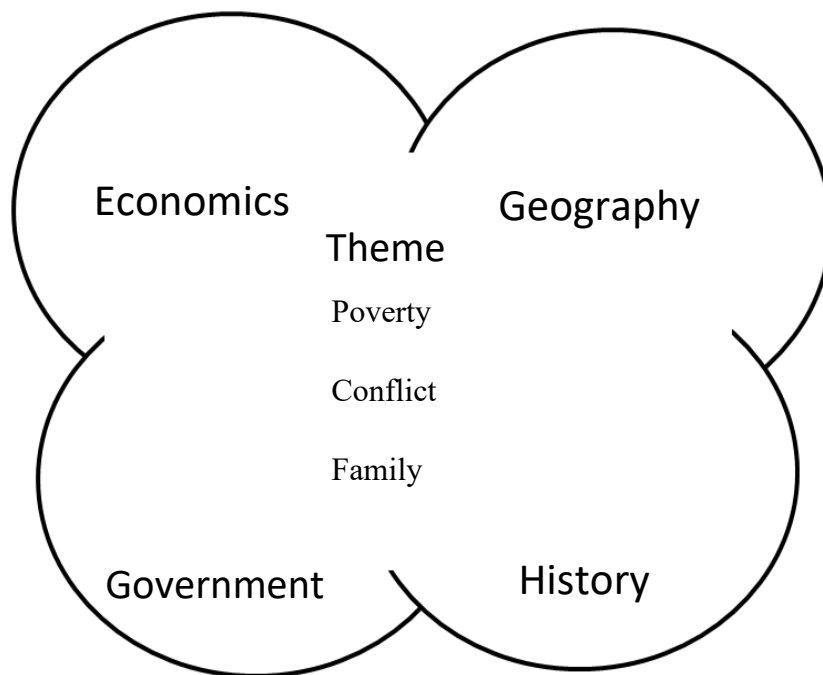


Figure 2: Interdisciplinary integration (Adapted from Drake and Burns (2004))

With the trans-disciplinary approach to integration, instructors or teachers organise curriculum around students questions and concerns (see Figure 3). Students develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context (Drake & Burns, 2004). According to Drake and Burns, two routes lead to trans-disciplinary integration, namely project-based learning and negotiating the curriculum. Trans-disciplinary approach to integration is considered by many as the most radical

form of curriculum integration while interdisciplinary integration is concerned with the assemblage of ideas, concepts, generalisations from various subject areas, trans-disciplinary integration ignores subject areas. Proponents of trans-disciplinary are of the view that knowledge is one whole and defies division into subject areas. They therefore argue that the curriculum should be organised around broad learning experiences and social issues such as HIV/AIDS, conflict and conflict resolution and challenges of democratic governance in Africa, poverty and poverty alleviation in Africa, bribery and corruption, among others Content is drawn from any source for the examination and resolution of these issues without reference to subject areas. Trans-disciplinary integration lends itself to the core curriculum such as the Social Studies and Integrated Science of the senior high schools in Ghana.

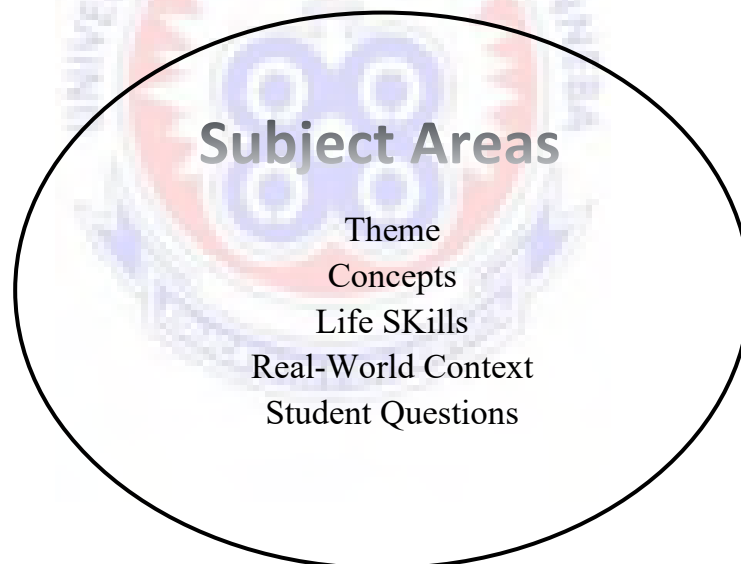


Figure 3: Trans-disciplinary integration (Adapted from Drake and Burns (2004))

Justification of Integration Approach in Social Studies

A number of reasons can be mentioned to justify integration in Social Studies. These include the following:

i. Philosophical Basis of Integration

The philosophical basis of integration in Social Studies focuses on the contribution the subject makes to the learner and the society when its content is presented in an integrated rather than as separate disciplines. As stated by Mehlinger and Davis (1981), “instruction, especially when it is compulsory, must be justified according to the contribution it will make to the individual and to the society. People who are forced to undergo instruction must be assured that the result will be somehow good for them” (p.62). In addition, to ensure that public funds are employed for educational uses rather than for other competing needs, the public-through its leaders must be satisfied that the society will gain more from such expeditions.

An integrated approach to Social Studies is more likely to maintain focus on the instrumental purpose of education than the separate disciplines. Integrated Social Studies provides opportunities for learners to acquire knowledge, skills and attitudes that are relevant for personal development and the growth of the society.

ii. Psychological justification (Real World not Organised around Disciplines)

An integrated approach to learning in Social Studies attempts to follow the learner’s natural ways of learning, psychologically, it is believed that children, especially young children, do not naturally observe the world through the perspective of the separate academic disciplines. Rather, children perceive the world or knowledge as one unit and naturally ask questions which cut across artificial subject division. In this context, therefore, the teacher’s role is to provide opportunity for children to interact with real

life issues to gain experiences and acquire skills to deal with challenges of life holistically.

iii. Justification according to Nature of Scientific Knowledge

Focusing strictly on the traditional academic disciplines poses the risk that important advances in scientific knowledge will be overlooked. Not only the boundaries between the traditional disciplines being bridged by new disciplines such as economic history, social anthropology and cultural geography, but also important new fields such as population studies, environmental studies and Information Communication Technology (ICT) studies draw content from various disciplines. Scholars from both natural and social sciences have found it necessary to combine their knowledge and methods to progress in these areas. Social Studies cannot afford to be left out of these providing lines of intellectual activity, because the research of such scholars are important for the subject. For example, medical science makes use of content psychology, sociology, anthropology, among others.

iv. Promotion of Student Involvement in Teaching and Learning Process.

Curriculum integration promotes active student participation in teaching and learning. This is because it focuses on higher level problem-solving-skills, acquisition of relevant knowledge and deeper understanding of the connections across subjects (Catterall, Dumais & Thompson, 2012; Goldschmidt & Jung, 2010; Guthrie & Ho, 2013).

v. Promotion of Collaboration and Professional Development of Teachers

Effective teaching of integrated Social Studies requires wide consultations and collaboration with teachers of the traditional disciplines and other emerging fields of study as well as members of the community. These collaborative meetings bring teachers and other experts together and provide a platform for professional learning communities and discussions that will provide pedagogy and accelerate professional growth (Drake & Reid, 2010). suggests that teachers of integrated curriculum tend to be more effective when they collaborate with other teachers of related field and the community (MacIver, 1990). According to MacIver, consultations and collaboration enable teachers to improve their techniques of teaching effective problem-solving skills. Integration increases feelings of connection among teachers as well as team spirit among students (Smithrim & Upitis, 2005).

vi. Efficient Use of Time

A common argument for integration in Social Studies is that, integration ensures more efficient use of time than the disciplined approaches. It enables teaches to spend more time on subject matter and skills that are relevant. It will require more time to teach separate subjects such as Economics, Geography, History and Government than an integrated subject like Social Studies.

vii. Promotion of Acquisition of Skills by Students

Integrated Social studies curriculum facilitates ability to acquire skills such as critical thinking, problem-solving and analytical capacity. Critical thinking is easily crystalised because of the inter-connections across content (Kain, 1993). During instructional process, a competent teacher is expected to utilise relevant theories of learning to teach.

Themes and instructional contents in integrated curriculum are drawn from real life issues and problems within students' locality to compliment the planned curriculum. Teachers employ the Socratic-questioning techniques to define problems, proffer solutions and construct meanings. The use of this technique to teach familiar issues does not only ensure readiness but also learners' propensity to learn is strengthened. The Socratic-questioning technique possesses inherent capacity for learners to be well equipped in acquisition and deepening of critical analysis, problem –solving and reflective thinking skills. This enables learners to develop the capacity to appreciate the multi-faceted nature of problems and the need to draw the content from different disciplines to effectively deal with them.

2.4 Historical Development of Social Studies

Historically, Social Studies was identified as a field of study around 1896 in the United States of America by the Historical Association of America (AHA) (Obebe, 2005). But it did not come into American school curriculum until 1916 (Ayaaba, 2011). Social Studies was introduced at the time when the people saw that irresponsible behaviours of the American citizens were getting out of hand (Blege, 2001). In view of this, in 1916, the National Education Association (NEA) was formed to review the school curriculum to meet the challenging needs of the American society. Among the recommendations of the NEA's sub-committees was the Committee on Social Studies and the committee recommended the introduction of Social Studies into the American school curriculum (Ross, 2006 cited in Ayaaba 2011) Social Studies was therefore, introduced to inculcate into the youth accepted behaviours.

Ayaaba (2011) maintains that in 1913, preliminary report of the committee on Social Studies presented by Jesse Jones, the author of the report said that a curriculum based

on history should be replaced by a comprehensive form of Social Studies. “Good citizenship” the report stated “should be the aim of Social Studies in the high school” Jesse Jones postulated that “fact, theories and activities that do not contribute directly to the appreciation of methods of human betterment have no claim” (Evans, 2004 p. 1, cited in Ayaaba, 2011). Jesse Jones therefore rejected traditional history and recommended and advocated the inclusion of a special discipline that responds to the present needs and aspirations of the learner.

By 1920s Social Studies had changed from being a history dominated subject into a discipline focused on equipping the youth with the required skills to function effectively in the American society as citizens (Ayaaba, 2011). This ambition was accomplished in the American educational system through the instrumentality of the National Council for the Social Studies (NCSS) which was formed in 1921. Social Studies was structured to enable the youth of America to internalise democratic values and live as responsible and reflective citizens. Other nations like Britain, Japan, Australia, among others, saw how important Social Studies was making their citizens civic competent and started introducing the subject into their school curriculum.

In Africa, Social Studies was introduced through the effort of Social Studies educators in Britain. In 1967, an International Conference of African Educators, which was attended by the Educational Development Centre (EDC) and the Curriculum Renewal and Educational Development Overseas (CREDO) was held at the Queen’s College, Oxford, in the United Kingdom and Social Studies was proposed as a formal subject in African school curriculum (Ayaaba, 2011). At the end of the meeting, it was recommended that, a Social Studies conference be held in Mombasa, Kenya in 1968.

The Mombasa Conference of 1968 was attended by delegates from eleven independent African countries, including Ghana. The EDC and CREDO sent experts to guide and make inputs to the discussion. It was concluded at the conference that Social Studies should be introduced into the educational curriculum of African countries as a tool for preparing the new African citizen in the new nations of the African continent for effective citizenship (Blege, 2001). According to Ayaaba (2011), at the Mombasa Conference of 1968 it was recommended that an international body be formed to aid the newly independent African state to structure their own Social Studies programme and promote the teaching and learning of the subject in Africa. The recommendation, therefore, established the African Social Studies Programme (ASSP) in 1969 which was renamed the African Social and Environmental Studies Programme (ASESP) in 1990. ASESP was guided by the following four goals:

- i. To create an awareness and understanding of the evolving Social and physical environment as a whole, its natural, man-made, cultural and spiritual resources, together with the judicious use and conservation of the resources for development;
- ii. To develop a capacity to learn and to acquire skills of listening, reading, writing, calculating, observing, analysis and inference which are essential for making sound judgment;
- iii. To ensure the acquisition of relevant knowledge which is an essential pre-requisite to personal development as well as to a positive personal contribution to the betterment of humankind; and
- iv. To develop a sympathetic appreciation of the diversity of and interdependence of all members of the local community, and the wider national and international community.

Attempts at introducing Social Studies in Ghana dates as far back as 1940s when Teacher Training Colleges such as the Wesley College in Kumasi and the Presbyterian Training College at Akropong-Akwapim initiated some programmes but the initiative collapsed due to some challenges (Tamakloe, 1994; cited in Ayaaba (2011). Ayaaba(2011) maintains that, though another attempt was made to re-introduce the subject into the school curriculum in 1972 after the Mombasa Conference in 1968, it could not materialise due to some challenges like lack of competent teachers to teach the subject effectively, conflict with integration and the traditional idea and lack of textbooks on integrated Social Studies until the implementation of the Educational Reforms of 1987 which made the subject compulsory at both junior and senior high schools. But the question of whether issues of the rightful use of the integrated approach by Social Studies instructors in senior high schools in Ghana and other challenges, including that confronted the teaching and learning of the subject at its initial stage had been addressed remain unanswered in the literature

2.4.1 The need for adopting the integration of the social sciences in Africa

The Integrated approach was adopted as method of teaching Social Studies at the Mombasa Conference of 1968. At the Conference, it was observed that the traditional separate subjects' approach of teaching with its teacher - transmission of knowledge approach of teaching, a heritage from the colonial past was not encouraging the citizen to identify themselves with their own historical, geographical and political traditions (Bamusiime, 2010; Kankam & Atta-Kwenin, 2015). The general feeling was to integrate the traditional subjects like History, Civics, Geography to which must be added elements of Anthropology, Economics and Sociology that would also involve physical and manual activities with the use of learner- centered approach in an integrative manner (Lawton, 1981; Aggarwal, 2002 & Blege, 2001). Integrating

concepts and knowledge from various disciplines as well as teaching techniques in Social Studies is crucial because no single knowledge from a particular discipline can solve the myriads of personal and societal problems the subject seeks to address.

The integrated approach was recommended because of the growing dissatisfaction with courses provided under the separate subject that 'alienated African students from their traditional culture and made them ashamed of their heritage' (Mutebi & Matovu, (1994, p. 3). Furthermore, integrated approach is noted to be in line with African indigenous education (Mugimu & Nakabugo (2009), Tiberondwa (2001), Ssekamwa (1997) and Ocitt (1994) cited in Bamusiime (2010). This is because the integrated approach ensures that teaching and learning is organized around problems and issues that have personal and societal significance which is the hallmark of the indigenous African education.

The above mentioned observations are consistent with Vygotsky's view that learning is socially-constructed and that, it is the role of the society to provide a framework for the child's development and a belief that much learning is a product of societal interactions (Vygotsky, 1978). Integrated knowledge assists learners to make effective decisions about problems of man/woman's survival. It recognises knowledge from social sciences and humanities into new holistic perspectives and framework which focuses on the development of effective and productive citizens (Lawton, 1981). Integrated approach is, therefore capable of facilitating the attainment of the goal of Social Studies of preparing reflective citizen. For meaningful integration, Social Studies teachers must think critically to find more facts, ideas, information and plan the material to be taught in an integrative manner and according to Callahan (1982), all these should be relevant and appropriate to the learner and the society he/she belongs.

Integration is not possible unless ideas are relevant. Social Studies teachers must understand how, when and what to be integrated, otherwise they may find themselves teaching a separate subject instead of Social Studies by only using teacher transmission method (Odada, 1985) and this is the beginning of the institutional challenge the subject is facing of which this study intends to investigate. The question is how can the child be prepared to become a problem solver without being put at the center of teaching and learning process with the use of varied learner - centered techniques? Integration cannot be done for its own sake. It must be possible, purposeful and relevant to the learners' understanding of things and issues. The teacher can link experiences within the school and those outside the school, which may be past or current, known or unknown (Odada, 1985). It is obvious that the use of integrated approach in the teaching of Social Studies enables learners to value learning.

Integration deals with knowledge as a whole. It structures the content in a sequence pattern from known to unknown, as learners' progress from one level to the next. A topic, theme or concept is used as a relationship is made based on various subjects and the content is put together in a way that makes sense to learners. When applying the integrated approach, there is the need to take the following factors into account according to Jacobs (1989), Lipson (1993), Gehrke (1991) and MacIver (1990):

- i. Common definitions of terms (such as theme, strand or outcome)
- ii. Techniques, methods and strategies to be employed.
- iii. Disciplines and concepts that need to be integrated.
- iv. Available teaching and learning aids (resources)
- v. Mode of assessment (how evaluation will occur)

- vi. Support services
- vii. Parents and community support
- viii. Themes that enhance transfer of learning and connections
- ix. Link between integration and broader outcome
- x. Curricular scope and sequence
- xi. Flexibility in scheduling

It can, however be said that in order to achieve Social Studies goal of preparing students to become effective citizens, its teaching should reflect integration, multi-media presentation, interdisciplinary, participatory active learning, the use of learners' environment, development of skills, knowledge, attitudes and values and as to whether teachers comply with these principles in our schools is yet not known.

2.4.2 Definition, nature and scope of Social Studies

According to Ofosu-Kusi (2008), Social Studies is a wide-ranging subject; hence attempts to define it and to seek boundaries for its scope have been problematic. This is because the subject has been defined in various ways by different scholars, commissions and committees over the years (Ayaaba, 2008). It can, therefore, be said that, there are different schools of thought about what Social Studies is or should be. Common concepts that cut across various definitions are Social Studies “as a method of studying other subjects,” “as a combination of social sciences and humanities,” “as study of man and his environment” and “as citizenship Education”.

2.4.3 Social Studies taught as method or approach

Social Studies is perceived by some people as a method of studying other subjects. The CRDD (1987), the architects of the 1987 junior secondary school syllabus defined

Social Studies as an integrated, interdisciplinary approach to the study of society and the environment. Wesley and Wronskis (1964) share similar view with CRDD when they posit that, Social Studies is the Social Sciences simplified for pedagogical purposes. Thesaurus (1987) cited in Ayaaba (2011) corroborates the above views when he contends that Social Studies consists of adaptation of knowledge from the Social Sciences for teaching purposes at the primary and secondary levels of education. It can be noted clearly that these proponents do not regard Social Studies as a discipline of its own but rather an integrated approach to the teaching of other disciplines with particular reference to social sciences and humanities.

2.4.4 Social Studies taught as amalgamation or combination of social sciences

Others also view the subject as an amalgamation of the Social Sciences disciplines. This school of thought is of the view that Social Studies gains its identity and subject matter from traditional subjects such as Geography, History, Economics, Political Science, Sociology, among others (Martorella, 1994; Aggarwal, 2002; Nwosu and Corbin, 1977).

These scholars hold the idea that for any subject in the school curriculum to achieve its intended purpose, it must have a suitable content. Social Studies derives its content from various sources (Marlow, 1996). Social Studies by nature is inclusive, integrative and multi-disciplinary. It, therefore, allows the inclusion of subjects from the Arts, Humanities and Social Sciences and for that matter, the subject borrows from other disciplines. It is based on this premise that Barth (1993) defines Social Studies as the interdisciplinary integration of social sciences and humanities, and concepts for the purpose of practising problem solving and decision making for developing citizenship skills on critical social issues. What can be deduced from Barth's opinion on Social Studies is that the subject reflects the changing nature of knowledge, fostering entirely

new and highly integrated approaches to resolving issues of significance to humanity. This makes Social Studies a dynamic subject in the school curriculum and for that matter requires a blend of varied techniques and instructional resources in its teaching.

There is no gain-saying that Social Studies borrows some of its content from different disciplines. It takes for its content from social science disciplines such as History, Geography, Economics, Political Science, Sociology, Anthropology, among others. It also borrows knowledge from the humanities such as Law, Literature and Philosophy as well as the Art, Music and among others, for the ultimate purpose of producing competent citizens to solve contemporary problems confronting the individual or society. Social Studies, therefore, draws knowledge or facts, theories, concepts and principles from various disciplines because no single knowledge can solve societal problems.

One needs to understand that Social Studies is not a separate History or Geography or amalgamation of the Social Sciences. Instead, it is a unified integrated subject that draws appropriate content from the Social Sciences and other subject areas for the purpose of solving problems. For example, if a student wants to investigate poverty in the Ghanaian society, he or she may require relevant knowledge in History, Economics, Politics and Geography. Students have to make the connection between ideas such as discrimination, resource allocation, political priorities and spatial distribution to make sense of how poverty affects certain populations in the country.

2.4.5 Social Studies taught as the study of man and his environment

Another school of thought also considers Social Studies as a discipline that deals with human relations. According to this school of thought, Social Studies is concerned with how humankind interdepend on his or her social and physical environment for

harmonious living. To this school of thought, Social Studies has the responsibility to inculcate in individual and group qualities such as honesty, patriotism, diligence, co-operation, interdependence and peaceful co-existence in order to maintain good human relations for the purpose of citizenship education and better living (Tamakloe 1994; Barr, Barth & Shermis, 1977; Michaelis, 1988). Obebe (2005) corroborates with this assertion when he opines that in our part of the world, we see Social Studies as the study of ourselves and our environment. Obebe (2005) further explains that in Social Studies, emphasis is placed on human beings and how they meet their needs and survive in their environment. Obebe, therefore propounded the idea of 'man' as the centre of study as he interacts with his environment in Social Studies education. Obebe believes that Social Studies is a subject which is concerned with the problem of man's living in the society with a view of finding solutions to those problems. Man's interactive cycle model is used to advance the idea of man as the centre of teaching and learning Social Studies (Obebe, 2005).

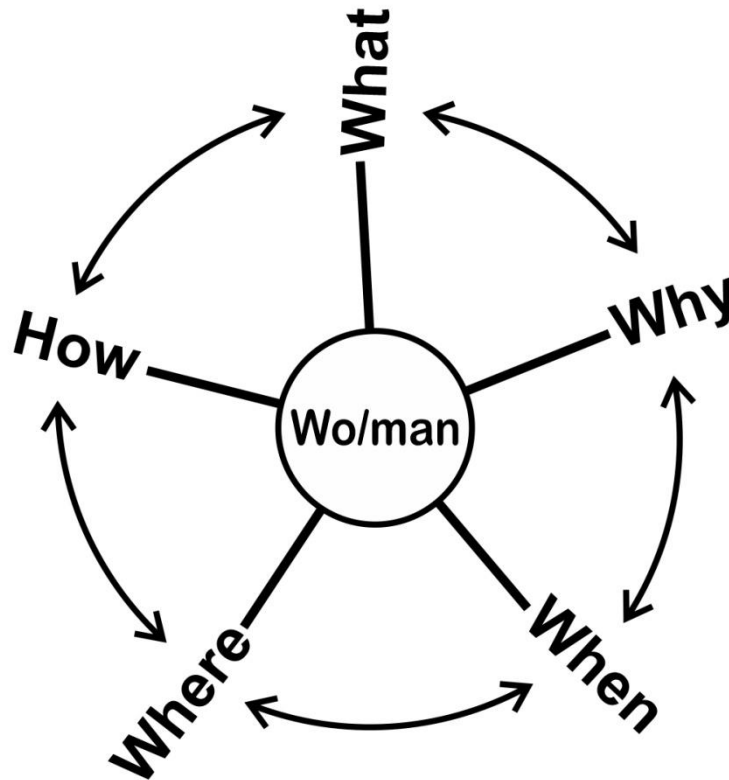


Figure 4: Wo/man interactive cycle (Adapted from Obebe, 2005)

Obebe (2005) contends that placing ‘wo/man’ at the centre of studies allows us to study by finding answers to the questions of why, what, when, where and how of wo/man’s activity. In order to find answers to these questions that surround wo/man, one must borrow concepts and experiences from Social Science disciplines such as Geography, Economics, History, Sociology, Political Science, among others. For example, when treating a topic like, “Ghana as a nation” in Junior High School 1 in Social Studies comes the idea of tracing the migration routes of the major ethnic groups to Ghana; where they originally settled and their present location (History); reasons why these ethnic groups moved from their place of origin to Ghana (Geography); how they lived in their various communities before they were brought together to form a nation-state (Sociology); what system of government do they use and who ensures allocation of

resources (Political Science); what the people produce, how they produce, when they produce and how they distribute their finished products (Economics).

Wo/man as the centre of studies in Social Studies makes the subject dynamic. It keeps on changing because of the factor of time and human development. It center on the development of wo/man, how an individual influences his environment and how the environment influences him/her in return. Social Studies introduces the learner to problems of the society and how to solve those problems. The problems of the society (Ghana) include ethnicity, bribery and corruption, human rights abuse, negative attitudes towards work, dishonesty, poor disposal of waste to mention but a few. It is based on this that Social Studies should imbue in the student attitudes and values which will help him/her build a sound society both now and in future. Social Studies as a subject is concerned with the activities of the individual at home, in the town, in the school, at work, in governance and in everything wo/man does in his/her quest to survive in the environment he/she lives.

The concept of 'individual' as centre on studies in Social Studies will work best when it conforms to the idea of expanding the horizon of Social Studies education. It can be noticed clearly that the analysis of problems that are of much concern to humanity begins with wo/man as a central figure. All environmental influences are purposefully organised around him/her which proceeds from his/her immediate surroundings being the home to the distant world. This implies that instructional design for the preparation of effective citizenship must proceed from known to unknown, immediate to remote, specific to general, simple to complex and from national to international.

2.4.6 Social Studies as citizenship education

Another school of thought also considers Social Studies as citizenship education. This School of thought is of the view that Social Studies is the only subject in the school curriculum that has the mandate to prepare the young ones for adult citizenship roles (Ayaaba & Odumah, 2013). The proponents define Social Studies as the subject which equips citizens with the necessary tools: relevant knowledge, positive attitudes and values and critical thinking skills to become effective citizens capable of solving personal and societal problems (Banks, 1985; Blege, 2001; Obemeata, 1981 cited in Ayaaba & Odumah, 2013). Developing good citizen is the principal goal of Social Studies. Citizenship Education, is therefore, considered as the major focus of Social Studies as a field of study in the school curriculum.

Social Studies as citizenship education has the capacity to equip students with relevant knowledge. One of the main ways in which Social Studies can achieve its goal of citizenship education is through the creation of well-informed or knowledgeable citizens. Social Studies is concerned with knowledge that is related to a problem. In the words of Blege (2001 p. 19), “Knowledge is not relevant unless it is connected to a problem.” It is acknowledged that, the type of knowledge given by Social Studies is distinct from that provided by other subject areas, in that it focuses in an integrated manner, especially on knowledge from social issues and events taking place in the society. By drawing strategically from the social sciences and humanities, Social Studies is able to impart to the learner, knowledge which is relevant to make him or her a problem solver.

Another major way in which Social Studies can achieve the goal of citizenship education is by helping learners to acquire skills (cognitive / thinking skills, study/ academic skills, interpersonal skills/ social skills and political skills) (Ayaaba, 2011).

Academic skills that are enhanced by Social Studies at the basic level include the skills of reading, writing, listening, speaking and observing. At the higher level of learning, the skills are those that are required for conducting research, including identification of problem, formulation of hypothesis, collection of data and interpretation of data.

Cognitive skills refer to critical thinking skills and related to interpretive skills which enable learners to process vast volume of information in today's world while Interpersonal skills relate to the ability to live in harmony with other members of the local and international communities regardless for example of their ethnic, race or class background. Political skills include the ability required to participate effectively in political process of democratic system.

A third way in which Social Studies can achieve the goal of citizenship education is by helping to inculcate in the learner, positive attitudes and values. Attitude can be positive, lukewarm and negative (Ayaaba & Odumah, 2013). Social Studies is concerned with the development of positive attitudes among learners as well as correcting negative and lukewarm ones in the society. For instance, Most Ghanaians, perhaps have formed negative attitudes toward people from other ethnic groups, towards the government, towards other people's religion, towards work, among others. Social Studies teachers must, therefore, employ a pedagogy that would enable learners to develop positive attitudes such as good work ethics like punctuality, regularity, hard work, honesty and loyalty in order to address to the issue of negative attitudes among Ghanaians.

With regards to values, Social Studies seeks to inculcate in learners shared values and in Ghana, for example, it includes hospitality, kindness, honesty, respect for the aged and peace and among others. In order for Social Studies to do this effectively, facilitators of the subject should exhibit good example in what they do in their schools with regard to their attitudes and values towards work, colleague teachers and students. He should also be role model and place much emphasis on adaptation to the changing environment.

Obike (1993) posits that citizenship education teaches attitudes and values and therefore, the role play technique can help the democratic process and national consciousness in leadership programme training. It can be argued that Social Studies places much premium on the affective domain when one takes a critical look at what Obike (1993) opines. It can be said however that, emphasis on affective domain in citizenship education encourages feelings of patriotism and national consciousness in the individual. It is against this background that it becomes imperative for Social Studies teachers to define clearly the acceptable values to learners, lay much emphasis on their application and give much room for practice of these values, attitudes and skills learnt by their students in their instructional practice as well as where ever they go.

Social Studies as citizenship education has primary purpose or goal of developing people so as to make informed and reasoned decision for the public and as good citizen of a culturally diverse democratic society in an interdependent world (NCSS, 1994). It can be noted clearly that Social Studies being defined as citizenship education aims at producing a reflective, competent, responsible, concerned and participatory citizen. It is imperative to note that, in order to ensure the survival of a country depends on attitudinal change which is the hallmark of Social Studies and also depends on its

instructional process through which the learner is prepared. Social Studies teachers, therefore, must be constantly looking for ways of helping learners to change their negative attitudes or adopt acceptable values. This presupposes that there is the need for the teacher to employ effective teaching and learning techniques that are capable of developing all the needed skills in learners and more importantly for their affective faculty. This calls for the use of integrated approach which encompasses the use of varied technique and instructional resources and as to whether this approach is being used in the Ghanaian senior high school is yet unknown.

2.4.7 The nature of Social Studies

The nature of something is its basic quality or character or the set of inherent characteristics or properties that distinguish something from others. Subjects that are studied in schools are like human beings. Each has a unique character and is distinctly differentiated from one another by their characters and/or nature (Blege, 2001; Ayaaba & Odumah, 2013). It is important to note also that the nature of every subject is dictated by its definition. Social Studies means different things to different people because it is concerned with the way wo/man lives and interact with the social and physical environment and how science and technology has helped humans to live well in their environment.

Barth (1993) provides a simpler definition of Social Studies: Social Studies is the interdisciplinary integration of social sciences and humanities' concepts for the purpose of practising problem solving and decision making for developing citizenship skills on critical social issues. The designers of the 1987 Social Studies syllabus for Junior Secondary Schools defined Social Studies as an integrated inter-disciplinary approach to the study of society and environment (CRDD, 1987). In 1992, the Board of Directors

of the National Council for the Social Studies, the primary membership organization for Social Studies educators, adopted the following definition: Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school programme, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

It is the nature of a subject that determines the content which is to be selected and taught. Two main characteristics, however, distinguish Social Studies as a field of study: it is designed to promote civic competence; and it is integrative, incorporating many fields of endeavor (NCSS, 1994). With this, it means:

- i. Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.
- ii. Social Studies has the purpose of promoting civic competence the knowledge, skills, and positive attitudes required of learners to be able to assume “the office of citizen” (as Thomas Jefferson called it) in our democratic republic.
- iii. Social Studies enables students construct knowledge base and positive attitudes drawn from academic disciplines as specialised ways of viewing reality.
- iv. Social Studies reflects the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity.

Social Studies, being generally accepted, though with varied definitions as Citizenship Education, which seeks to assist learners to achieve knowledge, skills, positive attitudes

and values necessary for active participation in society is a problem solving subject by nature (Ross, 2006; cited in Ayaaba, 2011). The idea of problem solving nature of Social Studies is supported by Aggarwal when he opines that what we study in Social Studies is the life of wo/man in a particular place at some particular time. He confirms that we, therefore, use every possible subject to help one to understand his/her “problem” and how s/he deals with them (Aggarwal, 2002). This implies that the teaching of Social Studies should be issue centered as learners search for answers or solutions to problems confronted by people of today.

Social Studies, as a problem solving subject by nature is concerned with personal problems that are related to societal survival. Societal problems, according to Aggarwal (2002), are those issues which can lead to the collapse of the society if they are not addressed over a long period of time. Such problems, according to Ayaaba (2011), are not transient but rather persistent and contemporary in nature.

The nature of Social Studies is also about the study of people. Social Studies should help learners acquire knowledge, master the processes of learning, to become active citizens. People are the domain of Social Studies. These include people as nearby as the family and as far away as those who live in the most distant nations. It includes people living now, those who lived long ago, and those who will live in the future. It is in the light of this that Aggarwal (2002, p. 7) contend that Social Studies “establishes relationships between present, past and future”. Social Studies has the potential to be the best part of the school day because it connects learners with other people. As learners learn about others, they will be fascinated by differences among cultural groups, while at the same time they will find the commonalities that create a shared

sense of humanity. It is a complex task to teach about people, and information must come from many fields of study.

The NCSS's definition points out that it is the various disciplines of the social sciences and the humanities that provide the content for what is taught during Social Studies. While History and Geography should serve as the core of Social Studies, it is imperative that the other social sciences (Anthropology, Economics, Philosophy, Political Science, Psychology, Religion, and Sociology) are not neglected; rather, they should be a significant part of every Social Studies programme. It also means that Social Studies should focus on the big ideas of the social science disciplines, and the essential activity for the learner is problem solving (Fenton, 1967). Social Studies develop democratic citizens who are more than loyal and patriotic; good citizens are also critics of, and participants in their government (Engle & Ochoa, 1988). Social Studies is issue - centred as learners search for answers to problems and dilemmas confronted by people today and in the past.

In conclusion, the nature of Social Studies deals with the study of humans and it actually addresses the problems of individual people and society. Societal issues such as ethnic conflicts, unemployment, armed robbery, environmental pollutions, marital issues, homosexuality, sexually transmitted diseases, teenage pregnancy, streetism, indecent dressing, examination leakages, neglecting the aged and the extended family system gradually, among others, are what the discipline, Social Studies seeks to address. The nature of Social Studies is therefore, problem-solving.

2.4.8 Scope of Social Studies

Blege (2001) defines scope as the confines within which teaching and learning occur in a particular subject. The limit or boundaries of a subject, therefore, defines its scope. In

the words of Aggarwal (2002, p.4) Social Studies “is very vast and in fact, as wide as the world itself and as lengthy as the history of man on this earth”. In addition, Aggarwal explains that the breadth of Social Studies programme should make room for a variety of experiences so that the child’s learning will be well-rounded and well-balanced. It should be possible to draw upon other fields of learning so that significant problems can be considered in the light of their ramification; a narrow compartmentalised programme limits social learning. This assertion was made by Aggarwal as he perceived Social Studies as the study of the interaction or relationship between wo/man and his/her environment, thus borrowing its content from social sciences disciplines and the humanities as the scope of Social Studies. It is important to reiterate that the scope of a subject is determined by the way the subject is perceived.

The school of thought of Social Studies as Citizenship Education is of the view that Social Studies programme should not be of remote concern to the beneficiary, thus the learner. Therefore, it should be relevant, practical, and realistic. For optimum results, the boundaries of Social Studies programme of any society should be limited to the country in question and for that matter the scope of Social Studies in Ghana is “our country, Ghana” (Blege, 2001 p.59). The scope of Social Studies is, therefore, the problems of Ghana. Blege contends that issues or problems that threaten our survival are our primary concern and anything outside our scope (problems of Ghana) must be considered as secondary concern to us. However, focusing on Ghana does not necessarily imply that we have to only restrict our learners’ experiences to Ghana. Nothing prevents us from bringing external experiences and ideas to bear on Ghana.

2.5 Teachers’ Knowledge of the Goals and Objectives of Social Studies

Just as scholars of Social Studies have diverse views about what the subject is, so also people have different perceptions about its objectives. For instance, Mathias (1973) formulated sixteen and Aggarwal (2002) came up with fifteen of such objectives. All the objectives that the different scholars formulated were geared towards one common thing; training for citizenship. It is against this background that Blege (2001) contends that every Social Studies programme should aim at preparing the young learners to become concerned, committed, competent and good citizens. According to Ayaaba and Odumah (2013), the school of thought which perceived Social Studies as citizenship education propounded five general objectives of teaching Social Studies and they are as follows:

- i. The adaptation of the learner to the changing environment - Social Studies introduces the learner through its subject matter to the types of environment (social and physical) they find themselves in, how the environment support lives, the various ways by which the physical component of environment is altered through industrial activities, farming and mining, among others. It also makes learners aware of the natural phenomenon that are occurring in the world in which we live such as flood, drought, storm, fire, hurricane, wind and other natural disasters. Social Studies is, therefore, intended to imbue in its learners how to cope with the changing world by inculcating in the learners critical thinking and decision - making skills so as to make informed decisions when one engages in economic, social, political and environmental planning activities.
- ii. The development of national consciousness and unity- Ghana is a country with people from diverse cultural background. There is, therefore, the urgent need for all Ghanaians to coexist in peace and harmony. It is in this light that Social

Studies adopts the development of national consciousness and unity as one of its objectives. This objective focuses on creating the awareness among learners that irrespective of one's ethnic affiliation, we are all one people belonging to the same nation with a common destiny. It is, therefore, necessary as teachers to de-emphasize those things which tend to disintegrate us during Social Studies lessons and instead emphasize more on traits which are common to all the ethnic groups and, therefore, bind us together.

iii. The development of positive attitudes, values and skills- Attitudes are individuals' feelings or predispositions toward certain phenomena. There are different kinds of attitudes. These include positive, lukewarm and negative attitudes. The purpose of Social Studies is to inculcate positive attitudes such as punctuality, honesty and dedication to high sense of duty among learners in order to become good citizens who will contribute to the development of the nation. In addition, Social Studies intends to assist learners to develop positive values as well. Values are the ideals or the good things which are cherished in a given society. The challenge confronted by Ghanaian society presently is the new values from other societies that have been infiltrating and are in conflict with ours. For instance, homosexuality is in conflict with Ghanaian traditional values of heterosexual marriage while indecent dressing emanating from the western world is in conflict with our traditional mode of dressing. Many individuals, especially the youth are in between and are confused about which value to choose. Social Studies, therefore, has a singular aim of providing opportunity for our future citizens to examine the conflict of values in their personal and societal experiences and to assist them to make appropriate choices and decision. Also, the development of skills among the objectives of Social

Studies. A skill is an ability to do something effectively. There are several skills which are acquired and developed through the learning of Social Studies. These include simple skills (acquired through the learning of the alphabet, matching names with faces, measuring), basic skills (writing, observing, listening, speaking, reading) and complex or intellectual skills (knowledge, comprehension, application, analysis, synthesis and evaluation). In order to develop these skills in learners, instructors should employ learning techniques that would put former in the right position to think critically so as to weigh the pros and cons of an issue or problem before making value judgment.

- iv. The development of good citizens who are willing and capable to contribute towards National development- One of the key assets of every nation is good citizens A good citizen is someone who has the nation at heart and demonstrates great concern about the issues of his or her society. Such a citizen should also be ready and willing to contribute to the welfare of his or her community in particular and the entire nation as well. One of the objectives of Social Studies is to develop good citizens who are capable and willing to contribute towards national development. The subject conscientises learners to eschew all manner of negative attitudes towards work both in private and public establishments and try as much as they can to put the interest of the nation ahead of their individual parochial interests for national progress.
- v. The ability to make rational decisions in solving problems- Social Studies intends to assist learners to think reflectively when they are confronted with problems before they make attempt to solve them. Social Studies focuses on discouraging learners from making hasty regrettable conclusions about issues. It, therefore, aims at producing critical thinkers who are capable of solving personal problems

independently. As contended by Martorrella (1994), reflected citizens are capable of channeling the acquired knowledge into action in the form of problem-solving decision-making. Social Studies can only achieve these laudable objectives when teachers of the subject at all levels of learning especially SHS make use of child-centered approach in an integrative manner.

The benefits of writing good instructional objectives by teachers cannot be over emphasised. It is established that lesson objectives make the teacher more confident, focused, time conscious and more decisive in terms of materials and teaching methods. However, available research findings from a study conducted on Social Studies teachers' content knowledge in Senior High Schools in the Sekondi-Takoradi Metropolis revealed that Social Studies teachers do not know what the general objectives of the subject are and for that matter do not select content which addresses the attainments of these goals and objectives (Eshun, Kofie, Kwarteng & Bassaw, 2015). As to whether similar situation occurs in Kumasi Metropolis or not, we did not know and for that matter called for this study.

2.6 Teachers' Use of the Integrated Approach in Teaching Social Studies in Schools

The findings of a study of 38 schools on 100 teachers in urban and rural schools revealed that the beliefs of teachers and administrators reflect uncertainty about appropriate Social Studies scope and sequence and curricular instructions determine how the teachers interpreted and taught it (Thornton (1991); Goodland (1984) cited in Bamusiime (2010), Similarly, in Uganda, a study showed that the way teachers perceive, interpret and understand Social Studies, is exactly how they teach it and as to whether these occur in Ghanaian schools is not yet known.

According to Odada (1988) cited in Bamusiime (2010), tutors in Colleges of Education teach Social Studies depending on how they understand and apply the methodologies/ approaches of this subject and to a greater extent on how they were oriented. Similarly, teachers in primary schools too, teach Social Studies according to the way they were taught in their training institutions. In Ghana, the literature has revealed that at a point in time the JSS and training colleges syllabi were designed along the multidisciplinary line (CRDD, 1987; GES, 2000; Quashigah, Dake, Bekoe, Eshu, & Bordoh, 2014) and as to whether such orientation has influenced teachers in their teaching of Social Studies, we did not know. Bamusiime (2010), on his part contends that Social Studies has gainfully adopted more seriously as an area of curriculum with unique attributes and goals. He further explains that competent teachers of Social Studies must be enthusiastic as they have to structure the content to enable students understand it as an integrated whole. Teachers should, therefore, formulate and provide questions that stimulate the learners' imagination and an inquiry mind. In order to achieve the goals of Social Studies, teachers of the subject in senior high schools must be highly committed, creative, motivated, focused and with sustained interest in teaching this subject

It has been noted earlier in the literature that the teaching and learning of Social Studies requires the use of child-centered approaches with active learners' involvement, integrative teaching, interdisciplinary and multi-media presentation with emphasis on collaborative learning (group project) and negotiation of content (curriculum) by the teacher with his students (Beane, 1991; Drake & Burns, 2004; Mohr & Welker, 2017). However, these concepts, to a large extent have remained new to teachers because of the reluctance by those teachers to venture into them for the fear of losing subject specialists (Geography, Economics, History and Sociology) and incompetence

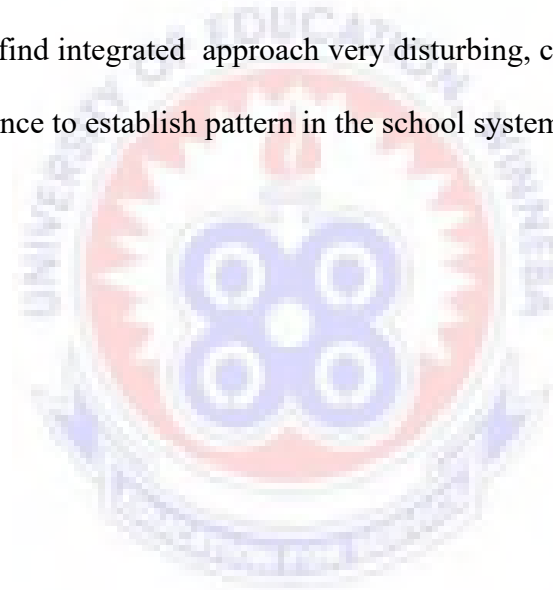
(Bamusiime, 2010; Kankam & Atta-Kwenin, 2015). Bamusiime further maintains that teachers and tutors have, therefore, kept to what they know best and that is the use of traditional methods, besides, the concept of Social Studies itself has not been clearly understood and interpreted in its proper perspective. Many teachers have limited experience in integration and yet, the teaching and learning of Social Studies requires an integrated approach (ASESP, 1990; cited in Kankam & Atta-Kwenin, 2015). Also, teachers need to utilise materials that are readily available in their own environment. They are expected to be knowledgeable in the context of the subject they teach. Therefore, Social Studies teachers need to be creative and innovative to ensure that what they teach is well understood for the benefit of the child and the nation. However, Bamusiime (2010) cautioned that emphasis should be put on quality in delivering Social Studies, but not content integration merely for the sake of it. Social science disciplines should predominate when teaching Social Studies.

What learners gain in content knowledge in Social Studies, should be used in the school and society. To do this properly, the teachers of Social Studies should strive hard and sustain students' interest in each lesson. They need to use different teaching strategies and instructional materials to engage learners entirely in the instruction process. This calls for teachers to have good knowledge of the Social Studies curriculum development.

2.6.1 Challenges to the use of integrated approach

In spite of the numerous advantages of and justifications for the integrated approach in the education enterprise, it seems many teachers do not use it in their teaching due to some barriers to its implementation. For instance, Mohr and Welker (2017) researched the relevant literature related to the integrated curriculum and its potential benefits and

were puzzled by the lack of its implementation at the secondary school level. Mohr and Welker identified economics and the testing culture; ambiguity in terminology (“integration”) and teacher attitudes as the three common barriers as well as the possible role they play in preventing a higher acceptance rate of the integrated curriculum (Berry & Van, 2013 cited in Mohr & Welker, 2017). It is argued that creating and sustaining integrated curriculum is time consuming and required a lot of resources both materials and expertise and commitment or teacher competence (Applebee et al., 2007; Drake & Raid, 2010; Oluniyi, 2013; Al- Mohsen, 2016; Kankam & Asaare-Danso, 2018) Those teachers who are trained in traditional didactic mode of teaching would find integrated approach very disturbing, complex and could become a source of nuisance to establish pattern in the school system (Oluniyi, 2013)



2.6.2 Methods and techniques of teaching Social Studies

Most often, teachers use methods and techniques of teaching interchangeably. Meanwhile, there exists clear distinction between them. Method of teaching according to Ayaaba and Odumah (2013) refers to a teacher's overall approach to a lesson. It is a systematic manner by which teachers go about their teaching. Simply put, method of teaching involves everything a teacher does in the classroom when presenting a lesson. Technique of teaching on the other hand refers to any activity teachers ask their learners to do in the course of lesson delivery (Ayaaba & Odumah, 2013). It is also important to reiterate that method of teaching and technique of teaching are bedfellows. This is because techniques are activities performed to achieve a method. The method in which the teacher selects, dictates the technique to be used.

Method of teaching has been grouped in various ways by different people. Aggarwal (2002 p.98) identified the following fifteen methods of teaching Social Studies:

1. Assignment method
2. Dalton method
3. Discussion method
4. Laboratory method
5. Lecture method
6. Observation method
7. Questioning method
8. Problem method
9. Project method
10. Review method
11. Socialised classroom recitation
12. Source method

13. Story telling method
14. Supervised study method
15. Text book method

Similarly, Obebe (2005 p.15-16) grouped methods of teaching Social Studies into nine categories with their subsets:

1. Presentation method
 - (i) Speech and lecture techniques
 - (ii) Story-telling
 - (iii) Illustrated talk
 - (iv) Demonstration technique
 - (v) Use of resource person
 - (vi) Project technique
2. Construction method
 - (a) Producing non-print materials
 - (i) Model construction
 - (ii) Exhibition
 - (iii) Physical construction
 - (iv) Maps and chart
 - (b) Producing printing materials
 - (i) Vertical file
 - (ii) Dairy
 - (iii) Book construction
 - (iv) Newspaper and magazine
3. Creative activity methods
 - (i) Drawing and painting

- (ii) Poster
- (iii) Collage
- (iv) Creative writing
- (v) Cartoon
- (vi) Costume-making

4. Inquiry Methods

- (i) Survey technique
- (ii) Opinion pool
- (iii) Interview technique
- (iv) Questionnaire
- (v) Field trip

5. Discussion methods

- (i) Brainstorming
- (ii) Small group discussion
- (iii) Devil advocate- (think of a new approach)
- (iv) Round table
- (v) Panel discussion
- (vi) Opposing panel
- (vii) Debate

6. Problem-solving method

- (i) Quizzes
- (ii) Puzzles
- (iii) Work cards
- (iv) Sorting
- (v) Board Game

7. Dramatisation

- (i) Students prepared or spontaneous
- (ii) Mime
- (iii) Playlet- teacher prepares the text
- (iv) Role play
- (v) Monologue / dialogue
- (vi) Puppetry

8. Simulation

- (i) Historical simulation
- (ii) Simulation activity
- (iii) Simulation games

9. Questioning

Fenton (1967) on his part categorised teaching methods into three. According to Fenton, three kinds of methods are commonly found in Social Studies classroom and they are the:

- 1. Chorus method
- 2. Teacher presentation (Lecture) method and
- 3. Problem solving method

No matter how teaching method is categorised, method of teaching is all about how a teacher intends to proceed with a lesson. While one teacher may proceed with a lesson by presenting facts or information to students, another teacher may proceed the same lesson by engaging students in problem solving where learners are required to work on a problem. This implies that teaching method is basically grouped into two, namely the teacher-transmission method (presentation method) and the discovery, inquiry or

problem solving method (learner-centered approach) (Ayaaba & Odumah, 2013). Common techniques under the transmission method which can be employed by the teacher include lecturing, recitation or dictation and storytelling. Techniques that are involved in problem solving method are discussion, dramatisation, role play, concept mapping, circle leaning, project, field trip, anticipatory guide and K-W-L technique, among others (Ayaaba & Odumah, 2013).

Available literature indicates that teachers mostly employ teacher-centered techniques in delivering lessons. Cuban (1991) conclude in his study of classroom observation that the most common pattern of Social Studies teaching involves heavy emphasis on the teacher, textbook and seatwork. Similarly, Carol (2001) reports that lecture or teacher-led discussion and seatwork was identified as the most frequently observed activities in the classroom. Goodlad (1984) observed that, most classrooms are dominated by three groups of learner activity marked by passivity- written work, listening and preparing for assignment and found contrary low incidence of activities invoking active means of learning.

A number of advantages and disadvantages come with these techniques. The teacher transmission method is more appropriate at the higher levels of education such as the universities with large class sizes. However, it has the demerits of making students mere passive recipients of knowledge and also promotes rote learning as the teacher alone spouts on which outweigh its merits (Mackatiani, Musembi & Gakunga, 2018; Quotoshi & Poudel, 2014). Learner-centered methods in general make students active participants in the learning process. With this method of teaching, students are tasked to examine, investigate and explore an issue or a problem. It, therefore, arouses learners' interest and enhances instrumental learning. Child-centered approach is most

appropriate for Social Studies (Ayaaba & Odumah, 2013). Ayaaba and Odumah further contend that with the child-centered approach to teaching and the teacher's role is to serve as a guide, facilitator, resource person and consultant. Since Social Studies is a problem-solving subject and as contended by Beane (1995), integrated curriculum commences with problems, issues and concerns posed by life itself, the problem solving method is more appropriate for the teaching and learning of Social Studies.

Commenting on approaches to teaching and pedagogy, Bijnan (2006) posits that Social Studies must focus on assisting the learner to acquire knowledge, skills and required attitude in an interactive environment. Bijnan urges Social Studies teachers to employ methods and techniques that enhance critical thinking, creativity, collaboration to enable learners to associate relationships between past the and the present to comprehend changes that are taking place in the society. Instructors are, therefore, entreated to use methods and techniques such as inquiry, project, experiential learning or field trip and concept mapping. Development of concept maps by students, for instance, leads to attitudinal formation, which is a primary focus of Social Studies Education (Ayaaba & Odumah, 2013). It has often been noticed that there is an increasing gap between the promises made in the curriculum and what is transpiring at the level of the child's perception (Bijnan, 2006). To support this assertion, the study conducted by Quashigah, Dake, Bekoe, Eshun, & Bordoh, (2014) on "Evaluation of Colleges of the Education Social Studies Curriculum Vis-a-Avis the junior high school Social Studies Curriculum in Ghana" revealed that the Colleges of Education Social Studies curriculum subscribes to and employs an amalgamation of disciplines perspective (multi-disciplinary integration) whereas the current JHS curriculum is interdisciplinary, trans-disciplinary in nature and focuses on problem solving. Meanwhile, Social Studies teachers at the JHS level are trained by Colleges of

Education in Ghana. It is important that the process of learning Social Studies at all levels of education especially, SHS should be most radical form of integration (inter-disciplinary and trans-disciplinary) to promote the spirit of inquiry and creativity among both children and teachers.

2.6.3 Use of instructional resource in teaching Social Studies

Learning occurs through the experiences that learners go through that is, the reaction that students make to their environment. Ayaaba (2008) points out that meaningful learning takes place through active participation of the learner. He emphasised that, it is what the learner does that he learns but not what the teacher does. These views significantly place much premium on the use of appropriate teaching and learning materials so as to arouse the learning abilities of the learner.

An instructional resource is any material that can be used to motivate student learning and enhance understanding. An instructional resource according to Ayaaba (2008 p.1) can either be ‘a teaching resource or a learning resource’ A teaching resource as opined by Tamakloe, Amedahe and Atta (2005) cited in Ayaaba (2008) is any material which the teacher employs to enhance learning, understanding or the acquisition of concepts, principles and skills by students. A learning resource on the other hand refers to any material which is prepared by the students themselves and which they may use to make learning easier and more meaningful. An instructional resource therefore is any material used in the teaching and learning process by either the teacher or the learner to enhance comprehension and application of lesson content.

Instructional resources have been classified in various ways by different Social Studies educators. Dubey and Barth (1980), for instance, grouped instructional resources into teachers as resource persons, other resource person; resource places and resource

materials. Banks (1990), on his part classified instructional resource into reading materials; visual; audio and audio-visual materials; role playing; creative dramatics and simulation; the community as a learning resource. The African Social and Environmental Studies Programme (ASESP, 1990) categorised instructional resource into the following:

- i. Display board which includes chalkboard, flannel board, posters and collage
- ii. Three dimensional materials which comprises of realia, models, sand tables, diorama, etc.
- iii. Graphic materials which is made up of maps, globes, diagrams, charts, graphics, etc.
- iv. Electronic aids which consists of radio, television, tape recorders/players, opaque projectors, overhead projectors and computers

Parker (2001) classified instructional resources into two: reading and non-reading materials. The reading materials include textbooks, encyclopedias, reference books, magazines, newspapers and periodicals. Non-reading materials include pictures, films, filmstrips, recordings, field trips, simulations, maps, globes and community as a resource. Ayaaba (2008 p. 4) contends that 'in spite of the plethora of classifications, instructional resource may simply be grouped as visual, audio and audio –visual resource'. He further explains that visual resource transmits information and could be coded and decoded by the sense of sight. Such materials include pictures, filmstrips, globes maps, transparencies, charts, bulletin boards, newspapers and magazines.

Audio resources are those whose information can only be decoded by the sense of hearing. These resources include tape recorder, radio, sound broadcasting, language laboratory and gramophone. Audio-visual resources are those teaching aids that cater

for both sense of sight and hearing. Aggarwal (2002 p.178) cited in Ayaaba (2008) describes audio-visual resource as ‘technological media that help the teacher to clarify, establish, correlate and co-ordinate accurate concepts, interpretation and appreciations and enable him to make learning more accurate, effective interesting, inspirational, meaningful and vivid’ Audio-visual resources or aids include films, television, computer, videotape and sound filmstrips. All these resources are very useful in enhancing the teaching and learning of Social Studies.

Instructional resource is seen as an important component of meaningful teaching and learning. It is generally accepted by Social Studies educators that the use of instructional resources aid students’ comprehension and remembering of what is learnt. A number of research findings support this assertion. A research conducted by Alcorn, Kinder and Schunert (1973) in Ayaaba (2008) reveal that:

*‘1 percent of what we learn comes from the sense of taste,
1.5 percent from the sense of touch
3.5 percent from the sense of smell
11 percent from the sense of hearing
83 percent from the sense of sight.’ p.6*

This revelation confirms that what learners see is more powerful than what they hear in the course of teaching and learning process. A similar study done by the ASESP (1990) on students learning concluded that people learn and remember:

10 percent of what they hear

15 percent of what they see

20 percent of what they both see and hear

40 percent of what they discuss with others, and

80 percent of what they experience directly or practise

These research findings suggest that effective teaching and learning of Social Studies requires the use of instructional resources. The use of instructional resources is essential in Social Studies education due to the fact that the discipline is replete with abstract concepts such as democracy, constitution, leadership, family, right and responsibilities, among others (Ayaaba, 2008). Aggarwal (2002) identified the roles played by instructional resources in Social Studies education as follows:

- i. They are potent motivators
- ii. They lend reality to the classroom teaching and link instruction with real life
- iii. They provide a concrete basis for conceptual thinking and hence reduce meaningless word responses of students
- iv. They have high degree of interest for learners as they can hear, see, touch taste plan make, do and try.
- v. They provide the basis for developmental learning and hence make learning more permanent.
- vi. They offer a reality of experience which stimulates self-activity on the part of learners.
- vii. They develop a continuity of thought; this is especially true of motion pictures.
- viii. They contribute to increase retention as they stimulate the maximum response of learners to the learning situation.
- ix. They help in making the right type of images in the minds of learners, which facilitates learning.
- x. They focus attention, arouse interest, motivate learners to action and stimulate mental and physical activity.
- xi. They save time and make learning concrete, permanent and durable.

- xii. They act as a reservoir for information which can be accessed and used by learners.

A study conducted by Murtala (2016) on the place of instructional materials in quality teaching revealed that both teachers and students have realised the effectiveness of modern instructional materials and learning for the attainment of set instructional objectives in the basic educational policy. Murtala discovered that failure to use instructional materials in teaching will hamper the achievement of quality education.

The above-mentioned roles played by instructional resources as advanced by Aggarwal and Murtala indicate that effective integration requires the use of a variety of teaching and learning materials and yet such materials like charts, films, television, relevant reference text books for Social Studies, among others are not available in many schools (Nakayenze, 1992). In some schools where books are available, teachers solely depend on them which make teaching a mere note copying, dictation and teacher-centered which encourages memorization of facts instead of problem solving being a hallmark of integrated approach and Social Studies as a discipline.

A study conducted by Owusu (2009) in some selected junior high schools in the Kumasi Metropolis revealed that in most schools, teachers do not use instructional material for teaching. Only non-conventional instructional media such as chalkboard and textbooks were used by few teachers. Conventional instructional media such as films, pictorial illustrations, model and real objects were hardly used. Similarly, Ghanney (2008) reports in his study that about 83 percent of teachers in the primary schools relied heavily on the use of chalkboard and textbooks for lesson delivery on Environmental Studies as opposed to the use of globe, resource persons, objects artifacts, radio, television and computers. All the studies were conducted in basic schools and as to

whether teachers in senior high schools use instructional resources in teaching we did not know. Social Studies teachers, especially in senior high schools are encouraged to use materials that are readily available in their environment.

2.7 Trained and Untrained Teachers' Use of Integrated Approach in Teaching

Social Studies

It is generally acknowledged worldwide that education is the fulcrum of a nation's development and the role of the teacher in the enterprise cannot be overemphasised. Teachers play pivotal role in the triadic relationship in the classroom. It is also worth mentioning that the efficiency and effectiveness of teachers largely depend upon the teachers' training. If teachers are adequately trained, intellectually alive and take keen interest in their profession, automatically, success is assured. On the other hand, if teachers lack pedagogical skills, the system is likely to fail. Teachers are instrumental and dynamic force of school and it is against this background that Arshad and Akramnaseem (2013 p. 87) contend, "a school without teacher is like a body without a soul". Teachers who are well trained in all aspects of teaching help the school to achieve its goals. However, poorly qualified para-teachers have an adverse effect on the learning of a subject (Bijnan, 2006). Bijnan further posits that effective teaching of a subject is essentially linked to the efficient functioning of teachers who are trained to use the appropriate technique and resources towards the creation of challenging projects and activities. Aggarwal (2002 p. 228) corroborates this assertion when he said, "The subject of Social Studies, more than any other subject, demands well prepared conscientious men and women of sound knowledge and training". The shift away from rote learning to instrumental learning can only take place if teachers are trained in methods required for the integrated Social Studies.

A substantial amount of empirical literature is available that support teacher's training and its effects on teachers' performances. A study carried out by Muhammad Arshad and Muhammad Akramnaseem in 2013 on the comparison between the performance of trained and untrained teachers in Lahore, Pakistan, revealed a significant difference between the trained and untrained teachers in specific areas of performance indicates the role of training to ensure an effective classroom performance. The performances of the teachers in specific areas were evaluated and significant difference was found. Trained teachers were found to be more effective than untrained teachers. The specific area of study included the use of teaching and learning materials such as charts and models, audio visual aids, among others, methods of teaching, assisting the student in their problems and encouraging students to ask question, among others.

Shahid and Shahzadi (2006) compared the effectiveness of trained teachers and untrained teachers in Mathematics in Muzaffar Garh City schools. They found significant difference between the performance of the students in Mathematics taught by trained and untrained teachers.

According to Verspoor (1989) cited in Wafula (2012) a well designed and effectively implemented teacher training programme was found to be the key element in the successful implementation and institutionalisation of changed programme. He further maintains that no matter how carefully the curriculum and materials are structured if teachers are not well trained on integration, the programme can never realise its objectives. Effective training goes a long way in ensuring that the teachers of Social Studies are well equipped with skills of the integrated method. All other things being equal, teachers trained in particular skills perform better than untrained teachers. However lack of trained teachers has been identified as one of the major challenges

facing effective implementation of Social Studies programme in schools (Ayaaba, 2011; Ayaaba, Eshun & Bordoh, 2014) The Social Studies course in many countries, including Ghana is handled by teachers and tutors in Colleges who have little or no idea of what integrated Social Studies is all about, that is, those persons who are supposed to equip teachers with the rationale, approaches, content and methods of Social Studies are themselves not trained in these matters.

In conclusion, it can be said that effective integration should put much premium on quality in delivering of Social Studies but not content integration merely for the sake of it. Social Studies teachers should take into accounts other principles such as use of varied teaching techniques and instructional resources when teaching it.

2.8 Summary

Social Studies is identified by two main distinguished characteristics as a field of study. First, it is designed to promote civic competence, and second it is integrative, incorporating many fields of study (National Council for the Social Studies, 1998; Martorella, 1994; Dynneson & Gross, 1999; Aggarwal, 2002; Barth, 1993). Whether teachers, particularly, those in senior high schools who teach Social Studies misunderstand integration both in theory and practice and handle the subject as social sciences with presentation method was not known. It has been noted in the literature that the teaching of Social Studies requires the use of child-centered approaches such as problem-based, project-based and team teaching with active learners' involvement, integrative teaching, interdisciplinary and multi-media presentation. As to whether Social Studies teachers in our senior high schools apply integrative teaching we did not know. It has also been observed in the review of the literature that Social Studies teachers teach the subject depending on how they understand it and apply the

methodologies/ approaches of the subject to a greater extent based on how they were oriented. Whether similar situation occurs in Ghana or not, we did not know. Though various studies have been done on effective teaching and learning of Social Studies in Ghana (Eshun, Bordoh & Kwarteng, 2015; Quashigah et al., 2014; Adam, 2012; Eshun et al., 2015; Ayaaba et al., 2014), little was known if any empirical study at all had been done on how or whether or not instructors apply the integrated approach in the teaching and learning of Social Studies in senior high schools of Ghana. The only similar study I came across in the course of reviewing the literature was done in Uganda. Hence, the need for this study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used to undertake the study. The chapter discusses the research approach, research design, paradigm and philosophical underpinnings of the research approach, setting of the study, population, sample and sampling technique selection, instruments for data collection and data analysis, validity and reliability and evidence of ethical consideration

3.1 The Research Approach

The qualitative research approach was used for the conduct of this research work. Qualitative research model provides detailed information about a phenomenon. It can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information (Hoepfl, 1997).

3.2 The Research Design

A case study design specifically single-case study design was consequently adopted to carry out the research. Case study is “an exploration of a bounded system... a programme, an event, an activity or individual” (Creswell, 1998 p. 61). Cohen, Manion and Morrison (2000) contend that case study strive to portray what it is to be in a particular situation, to catch the close-up realities and thick descriptions of participants. Kumekpor (2002), contends that the case study method is noted for its complete and detailed or exhaustive follow-up and a critical analysis of an event and an occurrence. It is a systematic way of in-depth collection of information or investigating the circumstances of a person, a group, a community, an institution or an incidence.

Kumekpor further maintains that, case study as a design is used to correct, verify, devise or re-evaluate information, knowledge, existing estimate, decisions, policies, attitudes and views on specific issues and situations.

Case study design permits the researcher to explore the phenomenon under study through the use of a replicative strategy to independently confirm emerging construct and identify complementary aspects of the phenomenon under study by analysing within and across setting (Yin, 1994; Zach 2006; Bauxter & Jack, 2008). With case studies design, there are no strict rules regarding the number of cases needed to satisfy the requirements of the replication strategy (Zach, 2006). Though proponents like Yin suggests between six to ten cases, others argue that the typical criteria regarding sample size is not necessary. Instead, sample size is determined by the number of cases required to reach saturation that is, data collection until no significant new findings are cropped up (Yin, 1994 cited by Zach, 2006). Case study, by principle employs multiple sources of information to study a phenomenon (Scholz & Tietje, 2013). The case study design was appropriate for this study because it enable me to find out whether or not teachers really applied the integrated approach in the real-life situation (Adzahlie-Mensah, Agordah & Gyamfuaa-Abrefa, 2017). More importantly, the design was employed since much is not known about use of the integrated approach by teachers in schools

3.3 Paradigm and Philosophical Underpinnings of the Research Approach

It has been acknowledged that a researcher's choice of methods is greatly dictated by his or her philosophical assumption thus is the ontology and epistemology which frame the research. (Brannen, 2005). According to Rehman and Alharthi (2016) a paradigm is a basic belief system and theoretical framework with assumptions. A researcher's paradigm reflects his/her belief about the truth or reality (ontology), the process of

knowing the truth (epistemology), the values one holds (axiology) and strategy, plan of action, process or design (methodology) (Crotty, 1998 cited by Rehman & Alharthi, 2016).

In this study, I adopted the interpretivist philosophy. Rehman and Alharthi (2016) argue that the interpretivist believe in socially constructed multiple realities. Truth and reality are created, not discovered. It is not possible to know reality as it is because it is always mediated by our senses. Interpretive epistemology is subjective. External reality cannot be directly accessible to observers without being contaminated by their worldviews, concepts and backgrounds, among others. In addition, "Perception is seen not as a passive-receptive process of representation but as an active constructive process of production" (Flick, 2004, p.89). Individuals interact with other individuals and society and ascribe meaning and names to different social phenomena.

Interpretive methodology requires that social phenomena be understood "through the eyes of the participants rather than the researcher" (Cohen, Manion, & Morrison, 2007, p.21). According Rehman and Alharthi (2016), the goal of interpretive methodology is to understand social phenomena in their context. Rehman and Alharthi state that interpretivists collect mostly qualitative data from participants over an extended period of time, as in case studies. Interpretive researchers employ methods that generate qualitative data, and although numerical data could be involved, they are not relied upon (Rehman & Alharthi, 2016). Examples of data collection methods that yield qualitative data include interview with varying degrees of structure (semi structured interviews and informal conversational interview), observations, filed notes, personal notes and documents, among others.

The approach to analysing data thus generated is inductive, i.e. the researcher tries to discover patterns in the data which are collapsed under broad themes to understand a phenomenon and generate theory.

3.4 Setting of the Study

The study was conducted in the Kumasi Metropolis of the Ashanti Region of Ghana. Kumasi Metropolis was purposively sampled for reason of its cosmopolitan nature. The area is bedeviled with a lot of personal and societal problems which threaten the survival of man in the society and it seems the impact of studying Social Studies in schools is not much felt. Also, Kumasi metropolis was purposively sampled on the grounds of convenience and easy accessibility of respondents.

3.5 Population

The target population for this study comprised of all senior high school teachers who teach Social Studies in the Kumasi Metropolis of the Ashanti Region of Ghana. These teachers were selected because they were the only ones who teach Social Studies in the SHS.

3.6 Sample and Sampling Technique

A sample of 20 SHS Social Studies teachers from 7 senior high schools in the Kumasi metropolis was purposively selected. The Social Studies teachers were purposively sampled because they were the right people to give the information required for the study. The I contacted a Social Studies teacher in the participating school, who in turn introduced me to additional participants until all the required participants were obtained. The Kumasi Metropolis was conveniently selected on the grounds that, it harbours the larger number of public senior high schools in the Ashanti Region (18 public SHS). Out of this number, 7 granted permission for the conduct of the study.

Convenience sampling as a non-probability sampling technique is where subjects are selected due to their convenient accessibility and proximity to the researcher (Babbie, 2007; Wisker, 2008). The researcher does not select respondents that are representative of the entire population but rather, participants are chosen on the basis that they are easiest to select for the study. Many researchers opt for convenience sampling procedure due to the fact that it is cost effective, fast, easy and respondents are readily available.

3.7 Instruments for Data Collection

In order to gather primary data, interview guide and observation checklist were used for the study.

3.7.1 Interview

Semi-structured interview was used for the study. Semi-structured interview is the most widely used type of interview in qualitative social research. With this type of interview, I wanted to know specific information which can be compared and contrasted with the information gained in other interview. In view of this, the same questions were asked in each interview. Notwithstanding, I also wanted to maintain flexibility so that other crucial information can still crop up (Dawson, 2002). I used interview schedule that were made up of four sections A, B, C and D with fifteen questions to collect data from Social Studies teachers on their Background information, knowledge of Social Studies goals and objectives, their understanding of the integrated approach and how they used integrated approach in lesson delivery respectively. I recorded all the conversation for detailed descriptions of event and situations. The interviews were conducted in all the seven selected schools within the first three weeks of March, 2019. They were in each

case followed immediately with the direct classroom observation of some of the teachers.

3.7.2 Observation

Observation is an appropriate data collection instrument because according to Babbie (2007), it enables the observer to study a phenomenon in its reality and also gather first-hand data. As a result, I was able to track information about the teachers' use of integrated approach in teaching. Specifically, direct observation was employed for the study. Dawson (2002) contends that direct observation usually involves the observation of a 'subject' in a certain situation and often uses technology such as video cameras or one-way mirrors. I, therefore, used observation protocol to gather data on Social Studies teachers' use of the integrated approach in teaching SHS students. Specifically, the classroom observation protocol focused on lesson presentation including teachers' declaration of lesson's objectives to students, teachers' techniques of teaching and assessment as well as the use of instructional resources during the instructional period.

3.8 Data Analysis

I analysed the data that emerged from the interview and personal observation during the study concurrently to validate the data by using template analysis. Template analysis is a form of thematic analysis which focuses on the use of hierarchical coding but balances a relatively high degree of structure. Template analysis provides a clear, systematic and at the same time flexible approach to data analysis in qualitative study. The flexible nature of coding in template analysis permits researchers to explore the finest aspect of data in real depth (Brooks, McCluskey, Turley & King, 2015). Template analysis is characterised by its ability to handle both larger and smaller sample sizes and has even been used in the analysis of a single autobiographical case

(King, 2008). Using template analysis, I, first of all, created the initial template based on the research questions before going to the field for data collection so that whatever data I collected were put under each heading in the template. I then collected the data using an audiotape, a pen and note book. The conversations were then transcribed for analysis by discerning patterns. In order to familiarise myself with the raw data before analysis, I read through the full data set, that is, the interview transcripts five times.

The transcripts were then coded into broad themes based on the research objectives and interview questions and were placed under the initial template that was created. Thereafter, final templates were created for analysis as contended by King (2004). In analysing the data, I often quoted verbatim what the respondents said to avoid biases. This was an indication that I did not influence the work by virtue of my position.

With the observation, I checked what he observed and transformed it manually into tables and simple percentages for easy presentation and analysis. The data which were obtained from the observation were considered under the patterns of experiences already identified through the interview. The researcher combined related patterns into sub-themes to obtain a comprehensive view of the information and supported it with excerpts from the data that was collected from the respondents.

3.9 Trustworthiness of Instruments

Validity determines whether the research truly measures what was intended to measure or how truthful the research results are. Reliability also measures the extent to which results are consistent over time and accurate representation of the total population under study (Golafshani, 2003). Patton (2002) asserts that validity and reliability are two parameters which any qualitative researcher should be mindful about while designing a study, analysing results and judging the quality of the study. Patton's assertion is in

consistent with the question posed by Lincoln and Guba (1985) cited in Golafshani, 2003 p. 601) as "How can an inquirer persuade his or her audiences that the research findings are worth paying attention to?" To respond to the question, Healy and Perry (2000) cited in Golashiani (2003) argue that the quality of a study in each paradigm should be judge by its own paradigm's term. It is worth mentioned that as the interest in qualitative methods revived, researchers created a new language to describe certain concepts related to address the concerns over the lack of a rigorous research structure. (Zack, 2006). Guba (1981) proposed trustworthiness" as surrogate measure of validity and reliability in naturalistic inquiries. Trustworthiness in this context is a belief system that informs the way researcher approaches a research study (Guba & Lincoln 1982 cited in Zack, 2006). Golafshiani (2003) opines that by structuring a study to address the four aspects of trustworthiness that is truth value, applicability, consistency and neutrality – the researcher hopes to achieve the following:

(i) Credibility - Often called internal validity, credibility refers to the believability and trustworthiness of the findings. This depends more on the richness of the data gathered than on the quantity of data. The participants of the study are the only ones that decide if the results actually reflect the phenomena being studied and, therefore, it is important for participants to have the conviction that the findings are credible and accurate. In order to ensure credibility of this study I employed triangulation method to verify accuracy that involves cross-checking information from multiple perspectives. Triangulation is concurrently done with recourse to data from the interview and observation.

(ii) Transferability - Often called external validity, transferability refers to the degree that the findings of the research can be transferred to other contexts by the readers. This means that the results are generalisable and can be applied to other

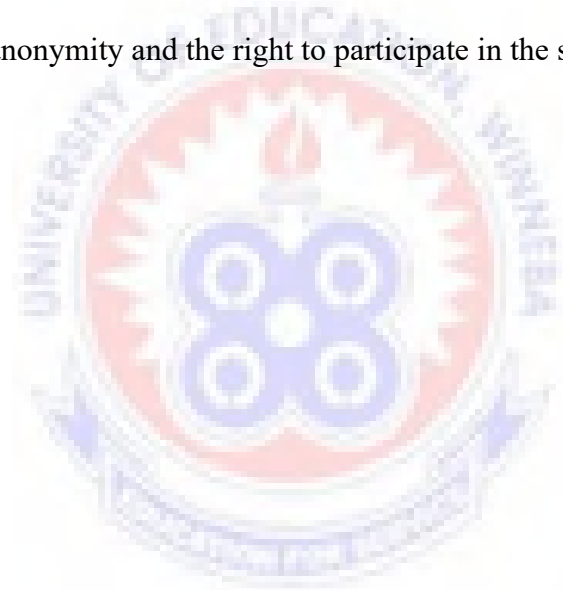
similar settings, populations, situations and so forth. To ensure transferability I thoroughly describe the context of the research and the data to assist the reader (others) to be able to generalize the findings and apply them appropriately.

- ❖ **Dependability** - Otherwise known as reliability, dependability refers to the consistency with which the results could be repeated and result in similar findings. The dependability of the findings also lends legitimacy to the research method. Because the nature of qualitative research often results in an ever changing research setting and changing contexts, I documented all aspects of any changes or unexpected occurrences to further explain the findings. This is also important for other researchers who may want to replicate the study.
- ❖ **Confirmability** - In order to avoid the effect of investigator bias, steps were taken to collect data from variety of sources and findings were corroborated or confirmed by study. I also practised “reflexivity” which Guba (1981) describes it as revealing the researcher’s own assumptions to his audience. I therefore, documented my personal reactions and beliefs about the data.

3.9 Evidence of Ethical Considerations

In educational research, ethics are issues that are connected to the manner in which the researcher conducts himself or hisor their practices and the consequences of these on the participants in the study (Kusi, 2012). Corroborating this assertion, Kvale (1995) and Cohen, Manion and Morrison (2000) suggest two factors to note in ethical consideration; first, the manner in which the research has been conducted in relation to the research subject matter (such as informed consent, confidentiality and persons involves) and secondly, acknowledgement of the contribution of all those who have been involved in the research as well as open recognition of individuals whose research influenced this present study.

After the setting had been finalised, I submitted an application letter to my Department for an introductory letter to give me access to the participants selected for the study (SHS Social Studies teachers). On 23rd January, 2019, an introductory letter was obtained from the Head, Department of Social Studies Education, University of Education, Winneba, (See appendix C). A copy of the letter was sent to the selected SHS's Headmasters/Headmistresses and Heads of Departments seeking for their permission, assistance and co-operation. With the permissions of the Headmasters/Headmistresses and Heads of departments, participants (Social Studies teachers) were briefed on the objectives of the study. Participants were also assured of confidentiality, anonymity and the right to participate in the study or not



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses data gathered from interview responses and observations made. Data collected from interview responses are interpreted and discussed concurrently with the observation made which is in line with the research questions formulated in Chapter One. The results of this study have been organised in themes obtained from the interview transcripts and observation protocol. Both interview and observation protocol questions focused on teachers' use of the integrated approach in the teaching of Social Studies.

The interview schedule enabled teacher participants to respond to the interview questions in their own words: their knowledge on the goals of Social Studies, understanding and use of the integrated approach in teaching Social Studies. The observation protocol offered the researcher the chance to observe the teacher participants in reality to track their understanding and usage of the integrated approach and to narrate them as observed. Specifically, the research was guided by the following questions:

1. What is teachers' knowledge of the Social Studies goals?
2. To what extent do Social Studies teachers in SHS understand the integrated approach?
3. To what extent do Social Studies teachers in SHS use the integrated approach in their teaching?
4. How do trained Social Studies teachers in SHS use the integrated approach more than untrained Social Studies teachers?

4.1 Presentation of Interview and Observation Results and Discussion of Findings.

In presenting the interview and observation results, the researcher looked at patterns across the data set, and identified and prioritised those themes giving the most valuable insights in the light of the research objectives. The final template encompassed three main themes and other sub-themes (top and second level themes) as shown in Figure 5

- 1. What is teachers' knowledge on the definition and goals of Social Studies?***
 - 1.1 Social Studies is defined as Social Science integrated, study of human being and his environment and as citizenship education.
 - 1.2 The main aim (goal) of Social Studies is to produce good citizens.
 - 1.3 Specific goals of Social Studies include
 - 1.3.1 Acquisition of relevant knowledge, positive attitudes and values and reflective thinking skills
 - 1.3.2 Developing national consciousness and unity
 - 1.3.3 Becoming responsible citizens capable and willing to contribute to national development
 - 1.3.4 Developing critical thinking skills for decision making.
- 2. What is the Social Studies teachers' understanding of the integrated approach?***
 - 2.1 Combination of Social Sciences
 - 2.2 Complete fusing of concepts, facts and principles from various disciplines for problem solving
 - 2.3 Application of different teaching techniques
- 3. How do Social Studies teachers use the integrated approach in their teaching?***
 - 3.1 Application of varied teaching techniques.
 - 3.2 Use of instructional aids
 - 3.3 Use of varied assessment strategies.
 - 3.4 Social Studies trained teachers used integrated approach in teaching than untrained counterpart.

Figure 5: Final Study Template (top and second level themes)

4.1.1 Teacher's background

Twenty teachers were interviewed. Table 1 shows the distribution of these teachers disaggregated by subject specialisation, gender, highest qualification, and number of years taught.

Table 1: Teachers' Background by Subject Specialisation, Gender, Highest Qualification and Number of Years Taught

Subject specialization	Gender			Qualification Bachelor (%)	Number of Years Taught			
	M (%)	F (%)	Total (%)		Below 4 (%)	5- 9 (%)	10-14 (%)	15- 19 (%)
Social Science	1 (5)	0 (0)	1 (5)	1 (5)	0 (0)	1 (5)	0 (0)	0 (0)
Economics	1 (5)	3 (15)	4 (20)	4 (20)	0 (0)	2 (10)	2 (10)	0 (0)
Geography	2 (10)	1 (5)	3 (15)	3 (15)	0 (0)	1 (5)	2 (10)	0 (0)
History	3 (15)	0 (0)	3 (15)	3 (15)	0 (0)	2 (10)	0 (0)	0 (0)
Social Studies	4 (20)	2 (10)	6 (30)	6 (30)	1 (5)	3 (15)	2 (10)	0 (0)
Others	2 (10)	1 (5)	3 (15)	3 (15)	2 (10)	1 (5)	0 (0)	0 (0)
Total (%)	13 (65)	7 (35)	20 (100)	20 (100)	3 (15)	10 (50)	6 (30)	1 (5)

Source: Field Data, 2019

As shown in Table 1 out of 20 teachers interviewed, 1 (5%) specialised in Social Science (Government), 4 (20%) studied Economics 3 (15%) did Geography 3 (15%) did History, 6 (30%) specialised in Social Studies and 3 (15%) studied other subject (Population and Family Life Education, Psychology and Publishing Studies). Out of the 20 teachers, 13 (65%) were males and 7 (35%) females. Of the 20, 3 (15%), 10 (50%), 6 (30%) and 1 (5%) had taught for below 4, 5-9, 10-14, and 15-19 years respectively.

4.1.2 Teachers' knowledge on the definition and goals of Social Studies

This theme examined teachers' knowledge of the definition and goals of Social Studies. Teachers' responses to interview question - *how do you define Social Studies*, revealed three definitions. Some teachers defined Social Studies as integration of Social Science disciplines such as Geography, Economics, History and Sociology, among others. The second group of teachers defined it as the study of human being and his environment (society) while the third group of teachers defined Social Studies as citizenship education.

<p>Social Studies is defined as integration of Social Sciences:</p> <p>“Social Studies is a subject of study that intends to unify the diverse subjects of History, Economics, Political Science, Sociology, Geography and Anthropology mainly aiming towards a comprehensive understanding of society” (Mr. Basoah)</p> <p>“To me, Social Studies is the integrated study of the Social Sciences and humanities such as History, Geography, Economics etc. which seeks to address or show how the Society works” (Ms. Anyane)</p> <p>“It is a Subject that involves the study of Government, Economics, Geography, History to mention but a few” (Mr. Dombire)</p> <p>Social Studies is defined as the study of human being and his environment.</p> <p>“Social Studies is the study of man I mean human being together with his or her social and physical environment (Madam Osaah)</p> <p>“Social Studies to the best of my knowledge deals with the study of individual or a group of people in a given society or country” (Mr. Opoku)</p> <p>Social Studies is defined as citizenship education.</p> <p>“It is a discipline taught in schools with the aim of equipping students with critical thinking skills to solve problems pertaining to themselves, families, communities and the nation as a whole. (Mr. Oteng)</p> <p>Social Studies is defined as integrated field of study of Social Studies to promote civic competence” (Sir Felix)</p>
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Figure 6: Teachers' knowledge of the definition of Social Studies- example quotes:
(Names used here are not real names of participants)

With regards to the goals of Social Studies, teachers' response to the interview question - *What is the goal of Social Studies on Senior High School curriculum* showed that teachers are aware of the ultimate goal of the discipline in school curriculum thus to promote citizenship education. Most of the interviewees said that the main aim of Social Studies to prepare good citizens who have qualities such as analytical thinking skills to make informed decisions, positive attitudes and societal values and with high sense of patriotism to contribute to national development. With regards to teachers' knowledge of the general objectives of Social Studies, teachers' response to the interview question - *do you know the general objectives of Social Studies* revealed negative responses. Almost all of the interviewees responded that, they were not aware of any general objective of Social Studies apart from its goal as citizenship education and could not mention even one of the objectives of the subject when interrogated further. However, a few of the interviewees said they were aware of the general objectives of Social Studies. When asked to mention some general objectives, they responded that the discipline equips students with relevant knowledge, desirable attitudes, critical thinking skills in order to make informed decision to address challenges confronting them and the society, inculcating in students, a sense of patriotism in order to contribute willingly towards national development, preparing students to develop national consciousness and integration.

The goal of Social Studies in the SHS curriculum

“What I can say is that Social Studies is citizenship education” (Mr. Dombire)

“I will say that, one, to inculcate into students critical thinking skills. Two, to prepare useful citizens who are ready to support the development of the country, and three, to enable students explore, protect and adapt to their natural or immediate surroundings in which they live”
(Mr. Osei)

“Social Studies is supposed to teach students to be patriotic and also to teach the students the need for all Ghanaians to come together and united as one people and avoid tribalism.”
(Mad. Cecilia)

The general objectives of Social Studies

“I do not know the general objectives. What I know is that each topic or unit has its lessons objectives which is stated when writing lesson notes” (Mad. Marrita)

“I have no idea about the general objectives of Social Studies. I only know of the lessons’ or instructional objectives”
Sir Nereus

Figure 7: Teachers’ knowledge of the goal and general objectives of Social Studies- examples of some quotes: (Names used here are not real names of participants)

Classroom observation: Teachers’ Knowledge of the Goal and Objectives of Social Studies Observed

Item 2 of the observation protocol measured teachers’ ability to make the instructional objectives of the lesson known to students based on my observations in the classroom. I observed that almost all teachers made the instructional objective of their lessons known to students at the introductory stage of the lesson either by spoken or written.

<p>By the end of the lesson the student will be able to:</p> <ul style="list-style-type: none">(i) explain the concept of Peace Building and Conflict Resolution(ii) identify at least four sources of conflict <p style="text-align: right;">Mr. Oteng</p> <p>By the end of the lesson the student will be able to:</p> <ul style="list-style-type: none">(i) state what leadership and followership means(ii) examine at least three qualities each of a leader and follower. <p style="text-align: right;">Ms. Anyane</p> <p>By the end of the lesson student will be able to:</p> <ul style="list-style-type: none">(i) explain the meaning of rights and responsibilities(ii) state provisions in the constitution relating to students' rights which they were previously ignorant about <p style="text-align: right;">Sir Felix</p>

Figure 8: Teachers' knowledge of the instructional objectives of Social Studies.
(Names used here are not real names of participants)

4.1.3: Discussion of results: teachers' knowledge on the definition and goals of Social Studies

Under this theme, the study gathered data on research question one. Almost all the respondents to the interview as indicated in Figure 8, had knowledge of the definition and goal of Social Studies. All the definitions given by the respondents fell under the three categories of Social Studies defined as integration of Social Sciences and Humanities, as study of Man and his environment and as citizenship education. This is in consonance with what Ross (1997) cited in Ofofu-Kusi (2008) that the National Council for the Social Studies (NCSS) definition and purpose of Social Studies include all the three themes since it emphasise the promotion of citizenship through the integration of Social Sciences and the Humanities by equipping the learners with the tools to make reasoned and informed decisions about himself and the environment in which he lives.

With regard to the general objectives of Social Studies, almost all the teachers interviewed had no knowledge about them with the exception of a few as shown in Figure 7. However, with the instructional or lesson's objectives, almost all the teachers interviewed responded in affirmative. This manifested clearly in their teaching when I observed teachers stating instructional objectives during lesson delivery as:

By the end of the lesson, the student will be able to:

- i. explain the concepts of "Peace Building" and "Conflict Resolution"
- ii. Identify, at least, four sources of conflict

Mr. Oteng

By the end of the lesson, the student will be able to:

- i. state what "leadership" and "followership" means
- ii. examine at, least, three qualities each of a leader and a follower.

Ms. Anyane

By the end of the lesson, the student will be able to:

- i. explain the concepts "rights" and "responsibilities"
- ii. state provisions in the 1992 Republican constitution of Ghana relating to students' rights which they were previously ignorant about.

Sir Felix

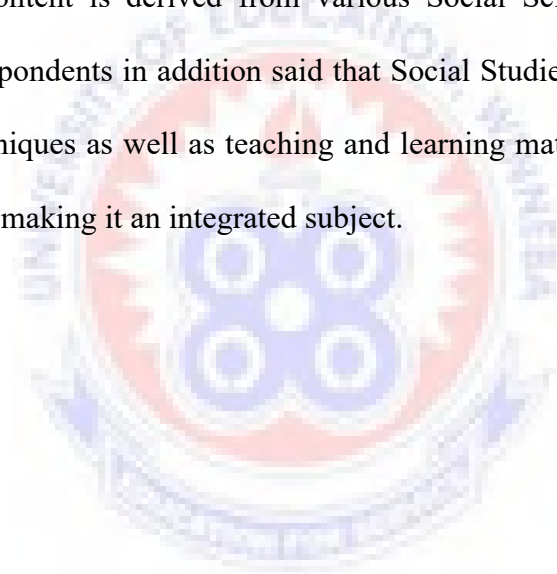
This revelation confirms findings of Eshun et al (2015) that Social Studies teachers do not know what the general objectives of the subject are and for that matter do not select content which address the attainment of these goals and objectives.

4.2. Social Studies Teachers' Understanding of the Integrated Approach

This theme explored teachers' understanding of the integrated approach in Social Studies. Teachers' responses to interview question - *How do you define integrated approach in Social Studies?* showed that they understand the concept of integrated approach to some extent. Most of the respondents defined integrated approach as mere combination of content from various Social Sciences such as History, Economics, Geography, Sociology and Anthropology, among others, to teach topics in Social Studies. Few of the respondents on the other hand see integrated approach in Social Studies as not a mere combination of Social Sciences but rather fusing completely facts,

principles, concept, and generalisations from various disciplines for the purpose of solving personal and societal problems. They also explained that integrated approach also involves using different teaching techniques with more emphasis on child-centered approach as well as instructional material to make learning meaningful to the student in order to make learning a lifelong.

With regard to the idea of Social Studies being integrated subject, teachers' response to the interview question - *In your view how do you understand the idea that Social Studies is an integrated subject?* revealed that Social Studies is an integrated subject in the sense that its content is derived from various Social Science disciplines and the Humanities. Respondents in addition said that Social Studies employs different kinds of teaching techniques as well as teaching and learning materials in the teaching and learning process making it an integrated subject.



Definition of integrated approach in Social Studies.

“Integrated approach is the combination of subjects like Geography, History, Economics, Political Science, among others in teaching Social Studies.”

(Mr. Takyi)

“Integrated approach in Social Studies refers to the linking of related subjects, facts, concepts and knowledge together in teaching and learning,”

(Ms. Owusu)

“Integrated approach in Social Studies means Social Studies is inherently interdisciplinary”

(Mr. Gomeshie)

“Integrated approach is the fusing of relevant content I mean facts, concepts, generalisation from various disciplines in order to solve a problem. It also involves the use of different learner-centred techniques in teaching and its pure application, theme emanate from collaborative planning with student than from the teacher.

(Mr. Ajongbah)

What makes Social Studies an integrated subject.

“Social Studies is an integrated subject because it comprises of various disciplines like Economics, Geography, History, and Anthropology.”

(Mr. Gomeshie)

“Social Studies is an integrated subject in a sense that it employs any relevant knowledge in all fields of study which can be useful in solving a problem or treating a topic”

(Ms. Pomaah)

“As an integrated subject, Social Studies uses different teaching techniques and teaching aids.”

(Mr. Mohammed)

Figure 9: Teachers’ understanding of the integrated approach in Social Studies- examples of some quotes: (Names used are not real names of participants)

4.2.1: Discussion of results: Teachers’ understanding of the integrated approach in Social Studies

From Figure 9, it is confirmed that most teachers understood the integrated approach as amalgamation of Social Sciences. This may be as a result of their orientation in school. Few of them understood integrated approach as interdisciplinary and trans-disciplinary. To such teachers, integrated approach goes beyond just combination of Social Science

disciplines but rather ensures that learning is organized around themes or problems for lifelong learning.

For instance one of such teachers said:

Integrated approach is the fusing of relevant content I mean facts, concepts, generalisation from various disciplines in order to solve a problem. It also involves the use of different learner-centered techniques in teaching and with its pure application; theme comes from collaborative planning with student than from the teacher.

(Mr. Ajongbah)

It is also evident that many teachers understood integration as mere combination or amalgamation of Social Science disciplines such as Economics, History, Geography,

Sociology and the Humanities. Among them include responses stated below:

Integrated approach is the combination of subjects such as Geography, History, Economics and Political Science, among others in the teaching and learning Social Studies.”

(Mr. Takyi)

Social Studies is an integrated subject because it comprises various disciplines like Economics, Geography, History, and Anthropology.”

(Mr. Gomeshie)

The revelation confirms what has been reported by Beane (1995); Drake and Burns (2004); and Jantsch (1980) in the literature that multidisciplinary integration focuses on the disciplines. Many people have defined the integrated curriculum in such a way that the term is used in association with almost any approach that moves away beyond that of strict separate subject. To some people, it involves mere juxtaposition of various disciplines without any attempt at their actual synthesis. For instance, curriculum integration is often used to describe multidisciplinary arrangements in which themes are found inside existing subject. The term, “integration” is used to describe attempts to reassemble fragmented pieces of disciplines of knowledge – such as creating Social

Studies out of History and Geography and to label approaches that emphasise thinking, writing and valuing across subject areas.

4.3 Teachers' use of the Integrated Approach when Teaching Social Studies

This theme examines teachers' application of the integrated approach in their teaching. When teachers were asked the question - *Do you apply integrated approach when teaching Social Studies* all the interviewees responded in the affirmative. Some said that, they apply relevant knowledge from various subjects to teach topics in Social Studies. Others also confirmed that they employ different kinds of teaching techniques. Among them include discussion, role play, field trip, demonstration, lecture, note copying, questioning, team teaching and project techniques. Responding to the question - *What influences the choice of your preferred teaching techniques?* Most of the interviewees said that their choice of preferred techniques are influenced by the large class size they handle, unavailability of instructional materials, low intellectual level of students to make meaningful contributions during class discussion and limited time compelled them to spoon-feed students with teacher - centered techniques mainly, notes copying and teachers' dictation and explanations. They confirmed that they hardly employed problem solving techniques like field trip, discussion and project. However, few of the teachers interviewed said that, in spite of the challenges confronting them, they often used out- of- door activities, small group discussion and projects since they are more appropriate for the teaching and learning of Social Studies.

With regards to the use of instructional resources, when the question - *Do you employ instructional materials when teaching Social Studies?* was posed, all the respondents answered yes. Among the instructional aids mentioned include pictures, maps, chalkboard illustrations, charts, textbooks and models. Some of the teachers however,

admitted that they did not use instructional materials at all in their lessons. Lack of instructional resources in schools and high cost involved in procuring these instructional aids were cited as the major reasons for not using them. This may be due to the fact that some headmasters/headmistresses felt reluctant to provide instructional materials to teachers. It is also possible that some teachers, especially untrained Social Studies may lack the skills of using instructional materials. When the question, - *Do you involve students actively in planning their learning?* was asked, teachers who were interviewed responded no. They explained that it is the duty of the teacher to decide and plan what to be studied by students. In view of that, they select topics to be treated from the syllabus and further break it into teachable units with appropriate instructional objectives. They added that, teachers alone select contents from appropriate textbooks with the required teaching and learning materials without involving students. When the question, - *Do you involve students in tasks that required them to make connections between content and the real world?* was posed, all the teachers interviewed responded in the affirmative. They explained that they often extend students' knowledge on content to real life experience by giving students' assignments, projects as well as embarking on field trips to gain first-hand experience on the problem or topic to be studied.

With regard to team teaching, when the question, - *Do you employ team teaching in your school?* was asked, some teachers replied yes while others responded no. With respect to how team teaching is done in their schools, the teachers who were interrogated answered that, some days or a week before school re-opens they meet to plan what is to be taught in the term. When asked the question, - *What assessment strategies do you often use?* majority of the teachers responded that, they often use class exercises, assignments, test and quizzes to assess students understanding of the lessons.

Few of them said that they have been employing individual and group projects. Responding to the question, - *What influences your preferred assessment strategies?* the teachers who were interviewed cited record keeping, time constraint, limited resources, familiarity of the traditional assessment method and the demands of the West African Examinations Council (WAEC) for certification as the main factors that influenced their choice of such assessment strategies. With regards to challenges confronting teachers when using integrated approach, when the question, -*What challenge(s) do you face or anticipate when applying the integrated approach?* was asked, the teachers outlined a number of challenges. Among them include lack of in-depth knowledge of teachers on the integrated approach, unavailability of instructional materials, class size and the demands of the external examination body the West African Examination Council which requires paper test instead of problem-solving assessment tools such as projects.

Use of integrated approach

“Yes, I apply knowledge from the various subjects which relate to the topic I am teaching. For instance, if I am teaching a topic like ‘Family’ I read on ‘family’ as a topic in Sociology and then apply the knowledge to teach the same topic in Social Studies”

(Mr. Gomeshie)

“Yes, depending on the topic, I draw its content or the subject matter from Geography, Economics, Sociology and History to teach it and make students see the various divisions or subjects that make up Social Studies.”

(Sir Felix)

Teaching technique often used to teach Social Studies

“Sometimes I use discussion, field trip, questioning, role play but I normally use lecture and note copying due to the large class size I handle and students’ inability to contribute to class discussion”

(Mr. Owusu)

Figure 10: Teachers’ use of the integrated approach when teaching Social studies.

(Names used here are not real names of participants)

“I often use lecture, discussion and demonstration methods to teach.”
(Mr. Odaatu)

Use of instructional materials

“Yes, I use instructional materials like chalkboard, illustrations, globe, atlas, pictures and charts
(Mr. Gyau)

“Yes, textbooks, pamphlets, syllabus, chart, pictures and real object.”
(Sir Felix)

“No, I don’t use because the school does not provide them when demanded”
(Mr. Takyi)

“I do not often use because they are very expensive”
(Madam Cecilia)

Involving students in planning their learning

“No, I do not involve them in planning the lesson but I rather take into consideration their learning abilities.
(Mr Dombire)

“No, I just consider their age, abilities and relevant previous knowledge”
(Ms. Anyane)

Use of team teaching

“I can say somehow because as a group we meet a week before school re-opens to plan together the scheme of work for the term”
(Sir Joshua)

”No, because team teaching had not being the practice in my school and I am not even familiar with it”
(Mr. Odaatu)

Assessment strategies often used

“I normally use class exercise, class test, and end of term examination to assess my students”
(Mr. Owusu)

“I give students homework, class exercise, quizzes, test, project and sometimes oral questions”.
(Madam Osaah)

“I often use class exercise, assignments and test because Head of Department use it to assess my output of work.”
(Sir Felix)

*Figure 10: Teachers’ use of the integrated approach when teaching Social studies.
(Names used here are not real names of participants) Cont.*

“Because you know that at the end of the three years students will write examination for West Africa Examination Council to award them a certificate but will not assess their project work”

(Mr. Basoah)

What influences teachers preferred assessment strategies.

“Because of the large class size of over 60, I find it very difficult to manage classroom based assessment with the use of interview and observation effectively owing to limited time allocated for Social Studies on the time table. I therefore resort to the use of class tests, quizzes and assignments.”

(Madam. Osaah)

“I am more conversant with the traditional assessments strategies such as class tests, class exercises, and quizzes.”

(Mr Basoah)

Challenge(s) teachers face when applying the integrated approach

“Large class size, lack of teaching and learning materials and limited period of time for a lesson do not motivate me to use methods like discussion, project and field trip since they consume time.”

(Mr. Mohammed)

“I am aware that one of the best assessment techniques for Social Studies is assigning students to individual and group project work but that is not what WAEC uses to assess them for certification at the end of the third year. They use paper examination instead which compels us to resort to them always.”

(Mr. Oteng)

“Sometimes, inadequate knowledge on the use of varieties of methods in particular and the integrated approach on the part of us the teachers in general affect its application.”

(Sir Felix)

*Figure 10: Teachers' use of the integrated approach when teaching Social studies.
(Names used here are not real names of participants) Cont.*

Classroom Observation: Teaching Technique Observed.

Items 3-14 of the observation protocol measures teachers' use of teaching techniques based on researcher's observations in the classroom. For each teaching technique, teachers received a check of “yes” if the researcher observed them using the technique in class, and a check of “no” if the technique was not used during the observation period.

Table 1 shows the result of the classroom observation.

Table 2: Number of Teachers Observed Using the Teaching Techniques in the Classroom

Teaching Techniques	Yes	%	No	%	Total	%
Presentation (speech and lecture)	8	80	2	20	10	100
Text book reading	7	70	3	30	10	100
Note copying	7	70	3	30	10	100
Discussion	3	30	7	70	10	100
Teacher demonstration	8	80	2	20	10	100
Dramatization	0	0	10	100	10	100
Out-of-door activity (field trip)	1	10	9	90	10	100
Project	2	20	8	80	10	100
Resources person/ team teaching	0	0	10	100	10	100
Question and answer	3	30	7	70	10	100
Dictation	7	70	3	30	10	100
Others (specify)	1	10	9	90	10	100

Source: Field Data, 2019

In Table 2 eight 8(80%) teachers out of the total number of ten 10 teachers observed during teaching employed presentation (speech and lecture) technique. Only 2 (20%) use student- centered techniques. Seven (7) teachers representing 70% of the total number of 10 teachers observed, read directly from Social Studies textbook during lesson presentation. Only 3(30%) teachers constituting did not use textbook reading. Seven (7) teachers constituting as much as 70% used note copying during teaching. Only 3 teachers representing 30% did not copy notes for students. Out of the total number of ten (10) teachers observed, only 3(30%) employed the discussion technique. Seven teachers representing 70% presented their lesson without allowing students

inputs. Eight (8) teachers representing 80% adopted teacher demonstration technique. Only 2 (20%) teachers did not use teacher demonstration. With regards to dramatization, no teacher representing 0% used it. Out of total number of ten (10) teachers observed only one (1) representing 10% used out-of-door activity. Nine teachers constituting 90% taught their lesson in the classroom. Two (2) teachers representing 20% used project technique during lesson presentation. Eight teachers representing 80 percent did not use project technique. No teacher employed resource person or team teaching. Only 3(30%) teachers used question and answer technique. Seven teachers constituting 70 percent did involve students in their lessons through questions and answers. Seven out of the total number of 10 representing 70 percent of the teachers observed dictated note to student during teaching. Only 3 (30%) of the teachers did not use dictation technique. One (1) teacher representing 10 percent employed another technique which was the simulation technique.

Items 17-24 of the observation protocol measured teachers' use of instructional resources based on researcher's observations in the classroom. For each instructional resource, teachers received a check of "yes" if the researcher observed them using the instructional aids in class, and a check of "no" if the instructional aid was not used during the observation period. Table 3 shows the result of the classroom observation.

Table 3: Number of Teachers Observed Using the Instructional Resources in the Classroom

Instructional Resources	Yes	%	No	%	Total	%
Textbooks	6	60	4	40	10	100
Magazines and newspapers	1	10	9	90	10	100
Chalkboard illustrations	9	90	1	10	10	100
Pictures	3	30	7	70	10	100
Maps	0	0	10	100	10	100
Films	0	0	10	100	10	100
Television	0	0	10	100	10	100
Community as a resource	1	10	9	90	10	100

Source: Field Data, 2019

As indicated in Table 3, 6(60%) out of the total number of 10 teachers observed used Social Studies textbook any as instructional aid. Four (40%) teachers did not use textbook. Only one (10%) teacher used magazines and newspapers as instructional materials during teaching. Nine (9) teachers representing 90 percent did not use magazines and newspapers as instructional materials. Nine representing 90 percent of teachers observed use chalkboard as an instructional materials. Only one 1(10%) teacher out of the total number of 10 did not use the chalkboard. Three (3) constituting 30 percent of the teachers observed used pictures. None of the ten (10) teachers observed used map, films or television during lesson delivery. Only 1(10%) teacher used the community as a resource during teaching. Nine teachers representing 90 percent of the observed teachers did not undertake any out-of-door activity in order to make use of resources in the community.

Items 25-29 of the observation protocol measured teachers' use of assessment strategies based on researcher's observations in the classroom. For each assessment strategy, teachers received a check of "yes" if the researcher observed them using the strategies in class, and a check of "no" if the assessment strategy was not used during the observation period. Table 4 shows the result of the classroom observation.

Table 4: Number of Teachers Observed Using the Assessment Strategies in the Classroom

Assessment strategies	Yes	%	No	%	Total	100
Class exercise/ test /quizzes	9	90	1	10	10	100
Oral questions	4	40	6	60	10	100
Written assignment	7	70	3	30	10	100
Individual and group project	2	20	8	80	10	100
Others (specify)	0	0	10	100	10	100

Source: Field data, 2019

As shown on Table 4 9(90%) out of the total number of 10 teachers observed, used class exercises/test/ quizzes to assess students learning. Only 1(10%) teacher did not use class exercise/test/quiz as assessment strategies. Four (4) teachers constituting 40 percent used oral question as an assessment tool after the lesson. Six (6) teachers representing 60 percent did not use oral questions to assess students learning. Seven teachers representing 70 percent employed written assignment as assessment strategy after lesson delivery. Three forming 30 percent of the teachers observed did not use written assignment as assessment technique. Only 2(20%) out of the total number of 10 teachers observed used project as an assessment strategy during teaching. Eight teachers representing 80 percent did not employ project as an assessment instrument.

4.3.1 Discussion of results: teachers' use of the integrated approach in Social Studies

From Figure 10, it is confirmed by many teachers who were interviewed that, the integrated approach is applied in their teaching. It is clear from Figure 10 that, teachers employ varied techniques such as discussion, role play, field trip, lecture and demonstration, among others, which are both teacher-centered and child centered techniques in teaching Social Studies. However, finding from classroom observation on teachers' use of integrated approach was in contrast with what the teachers said when interviewed. As indicated in Table 2, majority of the teachers predominantly used teacher-centered techniques like teacher presentation (lecture), textbook reading, note copying, teacher demonstration and dictation to present Social Studies lessons. Few teachers were found using learner-centered techniques such as discussion, question and answer, out-of-door activity and project.

These findings are in consonance with the work of Goodlad (1984); Cuban (1991); Brookfield (1990); Carol (2001); Dada et al (2016) and Bamusiime (2010), that teacher-centered techniques like lecture or teacher led discussion, textbook reading, and seatwork was noted as the most frequently observed activities in the classroom. With regards to the use of instructional resources as a component of integrated approach, the interview result revealed mix reactions as shown on Figure 10. While some teachers responded in the affirmative to using instructional resources, others admitted that they hardly employed them in their lessons. This was confirmed by the observation results as indicated in Table 3 that teachers rarely used instructional resources in teaching. It was also revealed that, the few of them who used instructional resources mainly used textbook and chalkboard illustrations. A few of the teachers observed used magazines and newspapers, pictures and community as a resource. This supports the views

advanced by Ghanney (2008); Owusu (2009); and Murtala (2016) that most basic school teachers do not use instructional materials in their lessons. Where they are used, only non - conventional instructional media such as chalkboard and textbooks are employed. Conventional instructional media like films, pictorial illustrations, models, radios, television, computers and real objects were hardly used. The teachers cited unavailability and high cost of instructional aids as the reasons why they did not use them to teach.

As indicated in figure 10, it was also revealed that students are not involved in planning their learning as required of the integrated approach. Teachers take the center stage in planning what students should learn. Some teachers, for instance said:

“No, I do not involve them in planning the lesson but I rather take into consideration their learning abilities”

(Mr Dombire)

“No, I just consider their age, abilities and relevant previous knowledge”

(Ms. Anyane)

“What I know is that as a teacher I am supposed to select the topics to be treated from the syllabus and help students to learn. The duty of the student is to learn what I teach but not to decide what he or she wants to learn and if what he or she want to learn will not benefit them in their WASSCE” should I allow it?

Sir Felix.

This revelation is in contrast with the principle of integrated approach which states that instructor should negotiate the curriculum with their learners and be flexible in scheduling (Drake & Burns, 2004; Jacobs, 1989; Lipson, 1993; Gehrke, 1991; MacIver, 1990; Mohr & Welker, 2017)).

Talking about assessment strategies often used by teachers in teaching Social Studies, it was discovered during interview that, majority of teachers mostly used class

exercises, assignments, tests and quizzes to assess students' learning as shown in figure 10. Few of the teachers who were interviewed said that they used project as an assessment technique. This finding was confirmed by the observation results as indicated in Table 4. As high as ninety percent of the observed teachers used class exercises/ tests/ quizzes, seventy percent used written assignment and only two out of the total number of ten representing twenty percent assessed student learning through group project. When teachers were asked of what influenced their choice of assessment strategies, some mentioned time constraint, limited resources and familiarity of the traditional assessment method. Others also said that, it was due to the demands of WAEC. Campbell and Collins (2007); Bordoh, Eshun and Bassaw, (2013); Boadu, Bordoh, Eshun, Bassaw and Korang, (2014) came out that, one of the challenges to the use of authentic assessment is inadequate resources in terms of time, knowledge and skills (professional development) and technology. Teachers who teach in schools with less endowed resources are likely to use traditional paper - pencil means of assessment.

4.4 Trained and Untrained Teachers' use of the Integrated Approach in Teaching Social Studies

As indicated in Table 1, most of the teachers who handle Social Studies did not specialise in the subject. Out of the 20 teachers interviewed only 6(30%) were Social Studies trained teachers. The remaining 14(70%) were untrained Social Studies teachers. They specialised in areas such as Government, History, Economics, Geography, Population and Family Life Education, Psychology and Publishing Studies indicating that, in most senior high schools in the Kumasi Metropolis, Social Studies is taught by untrained teachers. This confirms what have been documented by Ayaaba (2011) and Ayaaba, Eshun and Bordor (2014) that lack of trained teachers has been one of the major challenges facing effective implementation of Social Studies

programme in schools. The situation might be a contributory factor to the subject's inability to achieve its principal goal of preparing the desired citizens for the country since its inclusion in the Ghanaian school curriculum.

However, few of the teachers who were found applying the integrated approach, to some extent were all Social Studies trained teachers. With regards to teaching techniques for instance as indicated in Table 1, all the few teachers who were found using child-centered techniques such as out - of - door activity, discussion, dramatisation, project and question and answer were Social Studies trained teachers. Also, as shown in Table 3, few teachers who were observed using textbooks and other conventional instructional resources such as magazines and newspapers, pictures, maps and community as a resource in their lesson presentation specialised in Social Studies. This observation corresponds with the reports of Shahid and Shahzadi (2006) and Wafula (2012), Arshad and Akramnaseem (2013) that teachers trained in a particular programme, area or skills perform better than untrained teachers.

As regards the challenges teachers face in applying integrated approach, a number of them were given when interviewed. As shown in Figure 10, among the challenges include lack of in-depth knowledge of teachers on the integrated approach, unavailability of instructional materials, large class size and demands of the West African Examinations Council (WAEC). The WAEC being an external examination body put much premium on paper test instead of problem-solving assessment tool like project being typical of integrated approach assessment strategy for the purpose of certification but not for the development of critical thinking. This confirms what have been documented by Eshun et al (2015) that teachers do not teach for development of civic competence of learners but rather for the attainment of good WAEC results which

is more rewarding than developing the learners' attitude, values and skills and equipping them with the relevant knowledge for the benefit of their society and the nation as a whole. These findings are also in consistent with the revelations in the literature which states that inadequate resources both human and material (economics), the testing culture, lack of clear understanding of integration (ambiguity in terminology) and attitude of teachers are among the main barriers to the implementation of integrated approach in schools (Berry & Van, 2013 cited in Mohr & Welker, 2017; Applebee et al., 2007; Drake & Raid, 2010; Oluniyi, 2013; Al- Mohsen, 2016; Mohr & Welker, 2017 & Kankam & Asare-Danso, 2018).



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter highlights the summary of major findings of the study that examined teachers' knowledge and understanding of the objectives of Social Studies and integrated approach and its application in SHS. In addition, conclusions are made and recommendations for the teaching and learning of Social Studies have also been given.

5.1 Summary of Findings

In this section, the summary of findings on SHS teachers' knowledge of Social Studies goals, understanding and use of the integrated approach in teaching are grouped as follows:

- i. SHS Social Studies teachers' knowledge of the goals of Social Studies
- ii. SHS Social Studies teachers' understanding of the integrated approach
- iii. SHS Social Studies use of the integrated approach when teaching Social Studies

5.1.1 SHS Social Studies Teachers' Knowledge of The Goal of Social Studies

The main findings of the research are as follows:

- (i) Teachers' responses to the interview and what the researcher observed in their classroom revealed that teachers have adequate knowledge on the definition of Social Studies.
- (ii) Triangulation of interview responses and observation results showed that teachers have in-depth knowledge on the goals and instructional objectives but lack knowledge on the general objectives of Social Studies.

5.1.2 SHS Social Studies Understanding of the Integrated Approach.

- (i) Interview responses given by the teachers revealed that most Social Studies teachers understand integrated Social Studies as combination of Social Sciences and Humanities. Based on this, it can be said that teachers understand integrated approach of Social Studies as multidisciplinary approach.
- (ii) It was also discovered through the interview responses that Social Studies teachers are aware that integrated approach involves the use of varied teaching and assessment techniques as well as instructional resources.

5.1.3 SHS Teachers' use of the Integrated Approach when Teaching Social

Studies.

- (i) The study revealed that, huge gaps exist between what the teachers said about how they apply the integrated approach in their teaching when interviewed and what they actually practised in the classroom. What the teachers said never existed in their practice. Even though participants said they employed child-centred technique and instructional resources in teaching, it was observed that, teachers mainly used traditional techniques like lecture, note copying and textbook reading and hardly used instructional materials.
- (ii) The study showed that most teachers who handle Social Studies in SHSs are not Social Studies trained teachers. They studied Social Sciences subject like Geography, Economics, History, Sociology, Government and other Humanities.
- (iii) It was discovered that the few trained Social Studies teachers used the integrated approach in their teaching more than the untrained teachers.
- (iv) It has also been realised that large class size, lack of instructional resources, limited time and inadequate knowledge on inter-disciplinary and trans-disciplinary approaches of integration were challenges confronting teachers when using the integrated approach.

5.2 Conclusions

The following conclusions have been reached based on the results obtained from the study:

- (i) The study revealed that SHS Social Studies teachers' knowledge base of Social Studies definition and goals were positive. However, their knowledge of the general objectives was negative. It was acknowledged that Social Studies is a combination of Social Sciences, the study of human beings and their environment and citizenship education which is in line with NCSS definition of Social Studies (Ofosu-Kusi, 2008). The conclusion is, therefore, drawn that Social Studies teachers' knowledge of Social Studies definition and goals do align with the contemporary definitions and goals of the discipline.
- (ii) The findings also revealed that, Social Studies teachers' understanding of the integrated Social Studies and the integrated approach is limited to mere combination or amalgamation of Social Sciences and multi-disciplinary approach to integration.
- (iii) In addition, the study revealed that SHS Social Studies teachers' interview responses to the use of the integrated approach is a total mismatch with their classroom practices as shown by the observation results. Even though teachers showed positive responses to the use of integrated approach techniques like child - centered, project based assessment and use of instructional resources when interviewed, they seldom practised them in their classrooms.
- (iv) In furtherance, it is also revealed in the study that lack of in-depth knowledge on integration, large class size, lack of teaching and learning materials, and assessment requirements of WAEC are the challenges confronting the application of the integrated approach by teachers.

(v) The study again revealed that most of the SHS Social Studies teachers interviewed and observed were not Social Studies trained teachers. In short, the study concludes that, Social Studies is handled by untrained teachers which has contributed to their inability to use the integrated approach. Nonetheless, the few Social Studies trained teachers according to the interview responses and observation results applied the integrated approach in the instructional practice more than their untrained counterpart.

5.3 Recommendations

Based on the findings, conclusions and the literature review, the following recommendations are made:

(i) First, regular in - service training should be organised for Social Studies teachers on concepts, methodologies and assessment techniques of the integrated approach in order to promote proper understanding of the integrated teaching approach among teachers for the fulfilment of learners' and societal needs.

(ii) In addition, the National Social Studies Association should be revitalised so that, experts of the discipline can meet from time to time to review and assess the progress of Social Studies teaching and learning in order to offer cutting-edge recommendations on appropriate methodologies and techniques (integrated approach) for teaching and learning of the subject.

(iii) The Ghana Education Service and institutions of learning (Senior High Schools) should provide all the needed instructional materials such as adequate textbooks, newspapers and magazines, globe, maps, chart and other conventional teaching aids for the teaching and learning of Social Studies. Field trips should be regularly organised for the acquisition of first- hand information and experiential learning. Also, more classroom blocks should be constructed by Government to ease congestion in the

classrooms to promote application of child-centred methods (integrated approach) of teaching in SHS.

(iv) It is also recommended that teachers should be encouraged to set practical examinations for students more than theoretical examinations. This means that SHS teachers should be encouraged to teach Social Studies with the use of the integrated approach with emphasis on project and problem-solving techniques.

(v) Only trained Social Studies teachers should be allowed to teach Social Studies in SHSs owing to the fact that, the discipline per its definition, nature, scope and philosophy is not Social Science for it to be handled by Geography, Economics, Government and Sociology teachers. It is the professionally trained teacher who can adopt appropriate approaches such as the integrated approach for the realisation of its singular aim of preparing competent, concerned, reflective and participatory citizens (Blege, 2001). Thus more Social Studies teachers should be trained to fill the huge vacuum existing in senior high schools.

5.4 Limitation

Some challenges were encountered during the conduct of the study. The first limitation lies in the choice of respondents which was limited to only one metropolis in one region out of ten regions. The lack of regional balance in the study, made it not sufficiently representative of the entire teaching population of SHS Social Studies teachers in Ghana. The findings or results of the study therefore can only be seen as an initial exploration into SHS Social Studies teachers' use of the integrated approach in their lessons in the country. To get a more transferable, generalisable and accurate picture nationally, a larger sample should be used to cover many other regions. All the schools selected were urban (city) schools and therefore are not representative of all Senior High Schools in Ghana. Arguably, extending the study to many districts all across the

nation would have increased the credibility of the data through which generalisations could have been made even though the data is transferable.

Another limitation is apathy on the part of participants. Some of the respondents were not ready to avail themselves for the response. This was due to their tight schedules and lack of interest. Also, some of the respondents especially those who were not trained in Social Studies felt reluctant to respond to the interview and to be observed due to the fear that their weaknesses may be exposed. Time constraint on the part of the researcher was among limitations of the study.

5.5 Areas for Further Research

- (i) A study in the whole country is urgently needed to investigate in detail, Social Studies teachers' understanding and use of the integrated approach at the other levels of education such as basic schools and colleges of education not excluding senior high schools.
- (ii) A study on effective use of instructional resources in the teaching of Social Studies in SHS should be conducted in all the sixteen Regions. This will help the Ghana Education Service to understand and develop appropriate policy on the supply and usage of instructional resources in the teaching and learning process.

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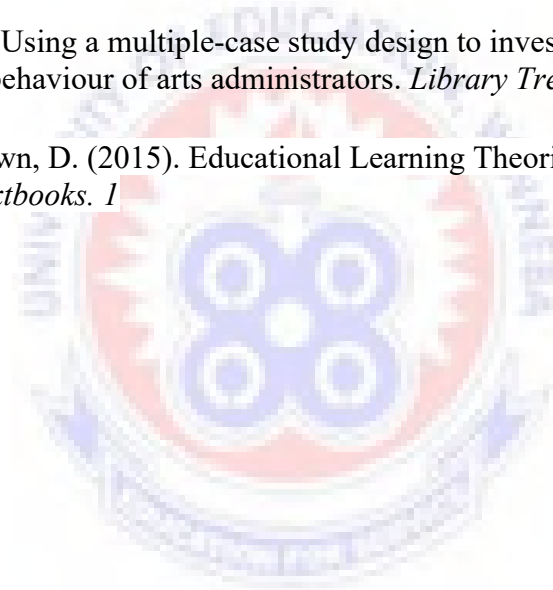
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APPENDIX A

INTRODUCTORY LETTER

An introductory letter from Department of Social Studies Education, University of Education, Winneba to the participated schools



UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF SOCIAL SCIENCE EDUCATION
DEPARTMENT OF SOCIAL STUDIES EDUCATION

P. O. Box 25, Winneba, Ghana
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23rd January, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. GODFRED ATTA ADJEI

We write to introduce Mr. Godfred Atta Adjei to your outfit. He is an M.Phil. Social Studies Education student with index number 8180490001 from the Department of Social Studies Education, University of Education, Winneba.

As part of the requirements for the award of the Master of Philosophy degree, he is undertaking a research on the topic: *Teachers' use of the Integrated Approach in Teaching Social Studies: Case of Senior High Schools in the Kumasi Metropolis.*

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

Thank you.

Yours faithfully,


Lucy Effeh Attom (Ph. D.)
Ag. Head of Department

APPENDIX B

INTERVIEW SCHEDULE

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES

Date of interview :

Place of interview :

I am second year Master of Education student in the Department of Social Studies Education from the above university, researching into teachers' use of the integrated approach in teaching Social Studies in Ghana: A case study of Senior High Schools in Kumasi Metropolis.

The main objective of the study is to explore the extent to which Social Studies teachers apply the integrated approach in teaching. This interview is designed to elicit information regarding this research work. You are assured of full confidentiality, privacy and anonymity of all the information that you will be giving. You are kindly requested to answer the questions as frank and openly as possible.

SECTION A: Background information

1. Name of school
2. Sex Male.....Female.....
3. Highest Educational Qualification
4. Subject Specialization (tick here) Social Science [] Economics [] Geography []
History [] Social Studies [] others (specify)
.....
5. How long have you been teaching Social Studies (a) 0-4 [] (b) 5- 9 [] (c) 10-14
[] (d) 15-19 [] and (e) 20 above []

SECTION B: Teachers' knowledge of the goals of Social Studies.

1. How do you define Social Studies?
2. What is the goal of Social Studies in Senior High School curriculum? Can you please explain?
3. Do you know the general objectives of Social Studies? Can you please outline them?

SECTION C: Teachers' understanding of the integrated approach.

4. How do you define integrated approach in Social Studies? Please explain.
5. In your view how do you understand the idea that Social Studies is an integrated subject?
6. In your opinion what does it involve in the application of the integrated approach of teaching?

SECTION D: Teachers' use of the integrated approach when teaching Social Studies

7. Do you apply integrated approach when teaching Social Studies? If yes how do you apply it?
8. What teaching techniques do you often use when teaching Social Studies?
 - a. What influences your choice of preferred teaching techniques?
9. Do you employ instructional resources when teaching Social Studies?
 - b. If yes, which instructional material do you often use?
 - c. If no, why have you not been using instructional materials?
10. Do you involve students actively in planning their learning? Please explain.
11. Do you involve students in tasks that require them to make connections between content areas and the real world? If yes, how?

12. Do you employ team teaching in your school? If yes, please explain how it is done.
13. Do you plan your units as a group or individual? Please explain.
14. What assessment strategies do you often use?
 - a. What influences your preferred assessment strategies?
15. What challenge(s) do you face or anticipate when applying the integrated approach?

Thank you.



APPENDIX C

CLASSROOM OBSERVATION PROTOCOL

UNIVERSITY OF EDUCATION WINNEBA

DEPARTMENT OF SOCIAL STUDIES

The main purpose of this protocol is to observe methods, techniques and strategies that are employed by Social Studies teachers during teaching and learning in their lesson delivery. Whatever is observed shall be used solely to facilitate gathering of data regarding teachers' use of the integrated approach in teaching. Participants are fully assured of anonymity of their identity and confidentiality.

Date :

Time :

Lesson duration:

Class / Form :

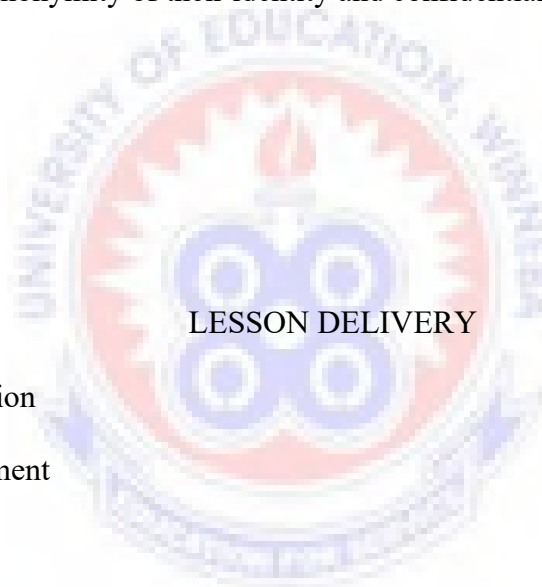
Topic(s) :

Trained [] Untrained []

Lesson Introduction

Lesson Development

Lesson Closure



**Reflection and interpretation of SHS Teachers' use of Integrated Approach in
teaching Social Studies Classroom Observed**

Date

(To be completed immediately after the observation)

1. How did teachers reviewed students' relevant previous knowledge to introduce the lesson?

2. Were the specific objectives of the lesson made known to students?

Teaching techniques (Tick below) Yes [] No [] if yes describe

3. Presentation Method (Speech and lecture techniques) Yes [] No []

4. Text book reading Yes [] No []

5. Note copying Yes [] No []

6. Discussion Yes [] No []

7. Teacher demonstration Yes [] No []

8. Dramatization Yes [] No []

9. Out- of- door activity (field trip) Yes [] No []

10. Project technique Yes [] No []

11. Resource person / team teaching Yes [] No []

12. Question and answer technique Yes [] No []

13. Dictation Yes [] No []

14. Others (specify) Yes [] No []

15. Did teacher involved students in task that require them to make connections between content areas and the real world Yes [] No []

16. Did the teacher unified facts, concepts and ideas from various subject areas when teaching? Yes [] No []

Use of instructional resources (Tick below) Yes [] No [] if yes describe

- | | |
|------------------------------|----------------|
| 17. Textbooks | Yes [] No [] |
| 18. Magazines and newspapers | Yes [] No [] |
| 19. Chalkboard illustrations | Yes [] No [] |
| 20. Pictures | Yes [] No [] |
| 21. Maps | Yes [] No [] |
| 22. Films | Yes [] No [] |
| 23. Television | Yes [] No [] |
| 24. Community as a resource. | Yes [] No [] |

Assessment strategies used (Tick below) Yes [] No [] if yes describe

- | | |
|-------------------------------------|----------------|
| 25. Class exercise / test / Quizzes | Yes [] No [] |
| 26. Oral questions | Yes [] No [] |
| 27. Written assignment | Yes [] No [] |
| 28. Individual and group project | Yes [] No [] |
| 29. Others (specify) | Yes [] No [] |