UNIVERSITY OF EDUCATION, WINNEBA

SENIOR HIGH SCHOOL TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE AND THE INSTRUCTIONAL METHODS OR TECHNIQUES THEY USE IN THE TEACHING AND LEARNING OF SOCIAL STUDIES IN THE KUMASI METROPOLIS

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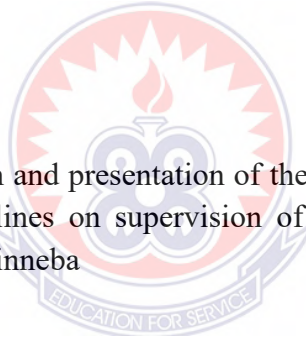# DECLARATION

Candidate's Declaration

I, Mariam Salia, hereby declare that this research, except for quotations and references contained in published works, which have all been duly identified and acknowledged has not been submitted either in part or whole for another degree elsewhere.

Signature: …………………………………

Date: …………………………………………

Supervisor's Declaration

I certify that the preparation and presentation of the project work were supervised in accordance with the guidelines on supervision of project work laid down by the University of Education, Winneba

Mr. Cletus Kolog Ngaaso

Signature: ……………………………

Date: …………………………………

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my family, especially my father, Awudu Salia, my
mother, Ramatu Seidu and my husband, Suleman Seidu.

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ABSTRACT

This study assessed senior high school Social Studies teachers' pedagogical content knowledge and the instructional methods or techniques they employed in the teaching and learning the subject in the Kumasi Metropolis. The research design used for the study was a case study and the researcher gathered data from primary sources. The sample size for the study was twelve Social Studies teachers who were selected from the 18 senior high schools in the Kumasi Metropolis, using the purposive and saturation sampling techniques. The instruments used for data collection were an interview guide and an observation checklist. Data from observations were triangulated with interviews. Non-probability sampling methods, that is, saturation and purposive sampling techniques, were used to select the schools and participants for the study. The outcome of the study was that teachers perceived Social Studies as citizenship education. In addition, the study revealed that teachers did not employ the appropriate teaching techniques in the classroom. The study recommended that the Ministry of Education in collaboration with the Ghana Education Service must make a policy to allow only professionals or trained Social Studies teachers to teach the subject to ensure its effective teaching and learning. Also, the Ghana Education Service in collaboration with the heads of schools makes it a policy to provide in-service training for all Social Studies teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The introduction of Social Studies into the school curriculum was meant to involve pupils in more meaningful and purposeful learning activities based upon investigation, examination and analysis of issues that confront them as individuals and as members of the community (Adam et al., 2018). This means that individuals are given the opportunity of knowing about societal problems, experience and make informed decisions on the appropriate solution and practical action that would be beneficial to themselves and the entire society. The African Social Studies and Environmental Studies Programme (1992), highlights the essential role of Social Studies in the school curriculum in Africa and specified that the subject stresses the holistic amalgamation of nation-building content around relevant issues such as environmental concerns, population growth, attention to attitudes, values, beliefs and the skills for problem-solving. In effect, the rational for Social Studies education is to prepare citizens to become reflective, concerned and participatory citizens who are willing and able to contribute towards the development of their country through solving personal and societal problems in the country.

Social Studies as a discipline in the Ghanaian school curriculum also requires Social Studies educators to work towards realizing the vision of training responsible citizens who are well-informed, concerned, reflective and participatory (Adam et al., 2018). This is in line with Ghana's philosophy of education. This indicates that the students learning the subject should be engaged by qualified Social Studies instructors.

Teacher education in Ghana, according to the National Teachers Educational Curriculum Framework (2018), aims at producing teachers imbued with professional skills, attitude and values, depth and breadth of content knowledge as well as the spirit of enquiry, innovation and creativity, that will enable them to adapt to changing conditions, use inclusive strategies and engage in life- long learning. The teachers are to have a passion for teaching and leadership, to reflect on their practice, engage with members not only in the school community, but in the wider community, and as well act as potential agents of change. To achieve this, Adenji (2004) suggests that, all the teachers of Social Studies in all the affected levels of education need to be familiar with the content and methods of teaching the subject to interpret the content of Social Studies correctly and encourage its learning. Social Studies teachers' knowledge and understanding of how techniques used during its instruction are categorized and used is an important requirement, among others, for effective teaching and learning. In addition, they need to acquire skills in the selection and utilization of Social Studies teaching methods.

Mbakwam (2005) is of the view that proper selection and utilization of instructional methods could encourage skills acquisition and development of values. This view, thus implies that achievement of the general aims of Social Studies rests on the kind of techniques of teaching selected and used by the teachers who are assigned the responsibility to directly implement the curriculum.

The guidelines needed for effective and efficient teaching and learning of Social Studies activities should be based primarily on the nation's goals of education, including teaching and learning techniques that inculcate and monitor learners' progress, not only in knowledge, but in thinking skills, valuing and social participation. Improving the teacher's instructional practices is an effective way of

ensuring systematic and vigorous teaching and learning of the subject NCSS (2010). Banks 1990 also says that, Social Studies is the only subject that has Citizenship Education as its core focus. This shows that Social Studies plays a significant role in Ghana. Social Studies teachers are thus expected to understand the rationale of the course and ensure that teaching and learning are done towards its attainment.

Akinlaye (2003) posits that competence in teaching Social Studies depends largely on a sound understanding of its philosophy, and how the subject is perceived plays an important role in the determination of its goals and objectives. Quartey (2003) shared the same view that the philosophy of a subject is the main core that links the content, teaching and assessment of that subject, appropriate teaching techniques and assessment procedures depend largely on what the subject stands for. To achieve the intended objective of Social Studies, therefore, begins with a clear understanding of what the subject is about. Effective and efficient teaching of Social Studies goes beyond what is captured in the curriculum. Content of the subject, pedagogy and the content knowledge of Social Studies teachers will lead to effective teaching of the subject, which will then lead to equipping the learners with positive attitudes, values and skills for effective citizens in their societies. Klizlik (2012) also argues that, Social Studies teachers must include teaching and learning materials which are conducive to the progress of a knowledgeable person, who is capable of understanding properly, the current problems, is keen to accept responsibilities as a citizen for the welfare of all and has skills, developed insights and moral potentials, which are vital and needed in a democratic society.

In contrast to other subjects, Social Studies differs regarding how it is taught and learnt. It is a problem-solving subject that draws its concept and ideas from other disciplines. For students to get an understanding of concepts, facts and generalizations

taught in Social Studies to develop positive attitudes and values in them, their teachers need to have a strong pedagogical content knowledge of the subject. Shulman (1987:8) described pedagogical content knowledge as the "blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented and adapted to diverse interests and abilities of learners and presented for instructions". Teachers' ability to impart knowledge to students depends mostly on the pedagogical content knowledge and pedagogical strategies that are employed during teaching and learning. For example, the instructional methods or techniques that teachers use have a significant impact on students' ability to grasp the subject matter. Loughran et al. (2003) argue that to improve the quality of student learning, it is important to uncover teachers' pedagogical knowledge and to document it in such a way as to enable the transfer of knowledge to the benefit of the teaching community.

Furthermore, Shulman (1987) opines that to teach all students based on today's standards, teachers must have a better understanding of the subject matter. To Shulman, the possession of such quality enables teachers to create cognitive maps, relate one idea to another and address misconceptions. The ability of the teachers to teach depends on their knowledge of the learning difficulties of their students and appropriate measures for addressing those difficulties (Golemark, 1994). Teachers should know their students and the subject matter for them to interpret concepts correctly to them.

The National Council for Social Studies (NCSS, 2004) stated that the methods course for Social Studies teachers' preparation should focus on the pedagogical content knowledge that deals specifically with the nature of Social Studies, ideas, strategies

and instructional techniques for the teaching and learning of Social Studies at the appropriate level.

Pedagogical and content knowledge has different domain which makes up the knowledge for teaching Social Studies. Research has shown that knowledge of the teaching and learning of Social Studies is a yardstick of student achievement in Social Studies (Quartey, 1984; NCSS, 2004). This implies that the ability of Social Studies to realize the lofty goals expected of it rests on pedagogical content knowledge, the appropriate choice and effective implementation of the instructional methods or techniques by Social Studies teachers.

What is mind-boggling at this juncture where teacher education currently in Ghana is undergoing significant reforms, is the factors contributing to the current state of affairs in its instruction (Social Studies) at the SHS level and concerning the teachers' selection and use of instructional methods or techniques in the teaching and learning of the subject.
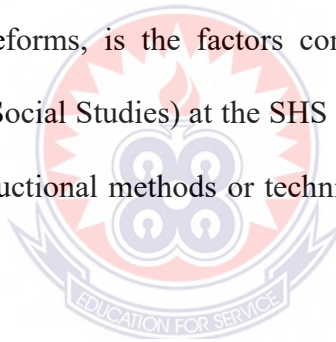
1.2 Statement of the Problem

In Ghana, Social Studies seems to occupy a high profile in the senior high school curriculum, and it is one of the core subjects to be studied at that level because of its importance. For this reason, the government of Ghana is committed to ensuring the provision of high-quality Social Studies teachers in its educational system through the universities in the country. On the contrary, an opportunity is given to out-of-field teachers to teach subjects they are not trained for, and teaching this makes it difficult for the subject to achieve its goals and objectives.

Even though Social Studies has been introduced over the years as a core subject in Ghanaian schools, the attitudes of the youth, many argue, need much to be desired.

Kituyi (2020), Ashagrie (2019) and Pollock (2019) concurred that the low level of achievement of positive attitudinal change, and the willingness to actively participate in citizenship action might be attributed to a number of instructional-related factors. This is because, many of the instructional methods or techniques employed by Social Studies teachers do not engage and inspire students to learn Social Studies (Saughnessy and Haladyna 1985; Adam et al., 2018). For instance, whereas Mkpa (2001) attributed teachers' misunderstanding of Social Studies has resulted in improper selection and poor use of social studies instructional methods by teachers, Adam et al. (2018) bemoaned the teachers' misunderstanding of the Social Studies curriculum, resulting in the misuse and abuse of the teaching and learning methods or techniques. This, according to Adam et al, could be the reason why many such teachers still feel comfortable using more traditional techniques in the Social Studies classroom. This has probably resulted in students' poor performance in senior high school in Social Studies. Most of the Social Studies teachers have not adequately responded to the lack of improvement in learning outcomes at the senior high school level (Thornton, 2005) and thus, Deng (2021) calls the need to revisit the teaching and learning of the discipline, including the methods or techniques employed by teachers for classroom interaction. Research has shown that, successful instruction is dependent upon the appropriate selection and effective use of teaching and learning methods or techniques in the classroom (Mbakwan, 2005). The pedagogical content knowledge of teachers influences the valuation in the Social Studies curriculum (Bordoh, 2012; Fernandez, 2014; Gess-Newsome et al., 2019). It is a well- known fact that teachers' content knowledge will influence how teaching is carried out in the classroom. Fernandez (2014) concludes that the effectiveness of teaching is highly enhanced by the techniques and content knowledge. Integrating teachers' pedagogical

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content knowledge and content knowledge will produce a multifaceted and dynamic classroom context (Deng et al., 2017).

Several pieces of research have been conducted in the area of teacher's pedagogical knowledge, however, no study known to the researcher has evaluated how pedagogical knowledge contributes to the current state of affairs in the teaching and learning of Social Studies at the SHS level, and with the Social Studies teachers' selection and use of instructional methods/techniques in the teaching of the subject. Furthermore, most of these studies are questionnaire-based relying on the information provided by Social Studies teachers and students. It has been found that research findings from data gathered through questionnaires may not be a true reflection of teachers' actual practices in the Social Studies classroom. This prompted the researchers to conduct a study into senior high school teachers' pedagogical content knowledge of Social Studies and its effects on the instructional methods or techniques used in the teaching and learning of Social Studies in the Kumasi Metropolis.

1.3 Purpose of the Study

The purpose of the study was to assess SHS Social Studies teachers' pedagogical content knowledge and the instructional methods and techniques they employed in the teaching and learning of the subject and the challenges the teachers face, as well as the instructional methods and techniques they employ to promote the teaching and the learning of the subject.

1.4 Research Objectives

The study specifically sought to:

(i)   assess the pedagogical content knowledge of Social Studies teachers in the Kumasi Metropolis?

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(ii)   determine the instructional methods or techniques used for the teaching and learning of Social Studies in senior high schools in the Kumasi Metropolis

(iii)   identify the factors that influence the choice of instructional methods or techniques by Social Studies teachers in the Kumasi Metropolis.

(iv)   examine the challenges Social Studies teachers face in using the instructional methods in senior high schools in the Kumasi Metropolis.

1.5 Research Questions

The study was guided by the following research questions:

(i)   What is the pedagogical content knowledge of Social Studies teachers in the Kumasi Metropolis?

(ii)   What instructional methods are used by teachers in the teaching and learning of Social Studies in SHSs in the Kumasi Metropolis?

(iii)   What factors influence the choice of instructional methods or techniques by Social Studies teachers in SHSs in the Kumasi Metropolis?

(iv)   What challenges do Social Studies teachers face in using instructional methods or techniques in teaching and learning Social Studies in SHSs in the Kumasi Metropolis?

1.6 Significance of the Study

This research will be beneficial to learners, educational administrators, other researchers and society at large. The study will help in understanding the pedagogical problems of Social Studies and the best instructional methods of teaching the subject in SHS.

The findings of this study will help Social Studies teachers to appreciate the importance of instructional methods or techniques used in teaching and learning

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Social Studies in Ghanaian schools. It will help them to interpret the content of Social Studies and encourage its learning, skills acquisition and values to the student to solve immediate and future problems in their various societies.

Again, the authors of Social Studies will benefit from the findings of this study by updating their knowledge on the selection and utilization of Social Studies instructional methods. The information that will be generated from the study will serve as added knowledge to the already existing literature. It also will serve as a source of reference for further investigation into SHS teachers' pedagogical content knowledge and the instructional method/techniques in teaching Social Studies.

1.7 Delimitation

The scope of the research is limited to all Social Studies teachers in the Kumasi Metropolis. It covered only the pedagogical content knowledge of Social Studies teachers and the instructional methods/techniques used in teaching the subject.

1.8 Study Limitations

The first limitation of this study is the fact that it focused on a single case study. As a result, the findings of this research cannot readily be extrapolated to other metropolises. Any attempt to extrapolate the findings would be to ignore the large variation among senior high schools in Ghana.

Another limitation has to do with the time allotted for this research. The time within which this research was conducted did not allow the researcher to increase the number of participants. However, these limitations did not take away the credibility of the study, as it has implications for further studies.

1.9 Operational Definition of Terms

The following terms were used in the study.

Pedagogical Knowledge (PK): It refers to teachers' knowledge about the processes and practices of teaching and learning.

Content Knowledge (CK): Content knowledge means teachers' knowledge about the subject matter to be learned or taught

Pedagogical content knowledge (PCK): It is how teachers relate what they know and belief about teaching with the subject matter or content that they are teaching.

Instructional methods: It refers to the teacher's or learner's overall approach or plan for the orderly presentation of the lesson, or is the teacher's overall approach during the teaching and learning process.

Techniques: Techniques refer to the specific actions and processes a teacher chooses to implement a particular method with his/her students during teaching and learning.

1.10 Organization of the Study

The thesis has been organized into five chapters. Chapter One details the introduction to the study, and discusses the background of the study, statement of the problem which shows the gaps in literature the study is expected to fill. It also discussed the purpose and the objectives of the study, research questions, significance of the study and operational definition of terms. Chapter Two deals with literature related to the study. Chapter Three deals with the methodology of the study. The methodology encompassed the philosophical underpinning of the research approach, research design, setting, population, sample and sampling procedure, method of data collection, data collection procedure and method of data analysis.

Chapter four concentrated on the findings and discussion of the data collected for the study. Chapter five deals with the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter looks at the review of the literature related to the study. The literature is reviewed under the following themes: theoretical frameworks; the goals and objectives of Social Studies Education; teachers' pedagogical content knowledge of Social Studies; teacher subject mastery and competence of Social Studies; the instructional methods and techniques of teaching Social Studies; the factors influencing the choice of Social Studies instructional methods; the challenges teachers face in using instructional methods; and empirical reviews and conceptual framework.

2.1 Theoretical Framework

Generally, one of the essential requirements of every social enquiry is the need for a theory or a model to put the research into a perspective within which a critical assessment of the work is done. A theory is a system of related ideas that enables one to explain and predict phenomena. The theory assumes the principles of causation and explanation that seek to establish the relationship of cause and effect with a stated degree of certainty (Wilmot, 1989). Several theories specifically address teacher learning as it relates to subject matter content. In addition, the learning in formal settings, Social Studies teachers can also learn their subject matter through informal experiences with Social Studies, particularly developing an interest through diverse means.

Theories of learning provide a pedagogical basis for understanding how students learn, and this enables teachers to become increasingly sophisticated in their understanding of the purpose and nature of teaching. Theories of learning can

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function as analytical tools and can be used to judge the quality of the classroom experience. There are many approaches to learning. Scholars such as Bigge and Shermis, (1998) categorize learning theories into two – the stimulus-response conditioning theories of the behavioristic family (these include the work of B. F. Skinner, Ivan Pavlov, Edward Thorndike & John B. Watson) and the interactionist theories of the cognitive family (these include the work of Jean Piaget, Robert Gagne). Alternatively, scholars such as Anctil et al., (2006) categorize learning theories into three vis-a-vis behaviorism, cognitivism and constructivism. A study by Anctil et al. (2006) discussed the three specific groups of learning theories - constructivist, behaviorist and cognitivist.

2.1.1 The Behaviorists Theory

By way of contrast, behaviorism has been described as a rote pattern learning base. It focuses on objectively observable behavior and discounts mental activities (Entwistle, 1987; Ruschoff & Ritter, 2001). According to Ruschoff and Ritter (2001), behaviorism suggests that learning is nothing more than the acquisition of new behaviors. It is stimulus-response based and this implies that the teaching and learning process must have and maintain the appropriate stimulus for effective learning to take place. Invariably, if certain incentives are not present or do not occur, then the expected and desired performance may not take place. Behaviorism focuses on the importance of the consequences of those performances and contends that responses that are followed by reinforcement are more likely to recur in the future. Hence, an attempt is made to determine the structure of a student's knowledge nor to assess which mental processes they must use (Winn, 1990). The learner is seen as being reactive to conditions in the environment, as opposed to taking an active role in discovering the environment.

Many of the basic assumptions and characteristics of behaviorism are embedded in current instructional design practices. Behaviorism was used as the basis for designing many of the early audio-visual materials and gave rise to many related teaching strategies, such as Skinner's teaching machines and programmed texts. More recent examples include the principles utilized within computer-assisted instruction (CAI) and mastery learning. Specific assumptions or principles that have direct relevance to instructional design include the following:

(i)   An emphasis on producing observable and measurable outcomes in students (behavioral objectives, task analysis and criterion-referenced assessment);

(ii) Pre-assessment of students to determine where instruction should begin (learner analysis);

(iii) Emphasis on mastering early steps before progressing to more complex levels of performance (sequencing of instructional presentation and mastery learning);

(iv) Use of reinforcement to impact performance (tangible rewards and informative feedback); and

(v)   Use of cues, shaping and practice to ensure a strong stimulus-response association (simple to complex sequencing of practice, use of prompts)

2.1.2 The Cognitivist Theory

The cognitivist theory was developed as a reaction to behaviorism. Cognitivism objected to behaviorists because they felt that behaviorists thought that learning was simply a reaction to a stimulus and ignored the idea that thinking plays an important role. One of the most famous criticisms of Behaviorism was Chomsky's argument that language could not be acquired purely through conditioning, and must be, at least, partly explained by the existence of some inner abilities. Behaviorism, for example,

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falls short to explain how children can learn an infinite number of utterances that they have never heard of.

Cognitivist theorists, in contrast, focus on how humans process and store information, and this is highly important in the teaching and learning process (Paas & Sweller, 2012). Thus, it is important for teachers to thoroughly analyze and consider the appropriate tasks needed for learners to effectively and efficiently process the information received. In some respects, this is mirrored in Piaget's work on "children's understanding of their world – the activities have to be age-appropriate" (Richardson & Kelly, 1972; Paas & Sweller, 2012). Explicit instruction is still very much at the heart of cognitive approaches to learning. The learners, according to cognitivism, are active participants in the teaching and learning process. They use various strategies to process and construct their understanding of the content to which they are exposed. Students are not considered anymore as recipients that teachers fill with knowledge, but as active participants in the teaching and learning process. With this theory, learners' thoughts, beliefs, attitudes and values are also considered to be influential in the teaching and learning process (Winne, 1985). The real focus of the cognitive approach is on changing the learner by encouraging him or her to use appropriate learning methods, techniques and strategies.

2.1.3 The Constructivist Theory

The fundamental philosophy of learner-centered pedagogy differs in some respect from that of teacher-dominated pedagogy; learner-centered pedagogy draws on an alternative theory of knowledge known as constructivism. While not opposed to the scientific method as one approach to creating knowledge, constructivism assumes that knowledge emerges through interactions and experiences among learners and reflection on the learner's ideas. In other words, the constructivist stresses that,

knowledge is not external to the learner, and awaiting discovery by him or her; rather, knowledge is created through a process of new knowledge interacting with the prior knowledge and experiences of learners (du Plessis & Muzaffar, 2010). Several eminent philosophers and educationists of the last century, including John Dewey (1916) Jean Piaget (1955), and Lev Vygotsky (1967) have championed the adoption of the constructivist models, and have demonstrated its relevance to pedagogy. In addition, the authors consider the knowledge as relevant for teachers and students when it is in use, rather than when it is delivered in a way that dissociates it from previous experience and the opportunity for engagement with it.

The Constructivist Theory is based on the idea that learning is an active process in which learners build or 'construct' new ideas or concepts, based upon their current or past knowledge, and social interactions and that, motivation affects the construction. The constructivist approach would direct the teacher under these conditions of theoretical variety to encourage the students to bring their ideas on the causes of war to the learning experience. Some constructivists such as Jean Piaget argued that humans learn through the 'construction' or building of one logical structure after another. He also concluded that the logic of children and their modes of thinking are initially entirely different from those of adults (Paas & Sweller, 2012). Similarly, John Dewey pointed out that, education should be grounded in real experience. The implications of these theories and how they were applied have shaped the foundation for constructivist education. This is because constructivism encourages and accepts students' autonomy and initiative, and this enables the teacher to search for students' understanding and prior experiences about a concept before teaching it to them. It encourages communication between teachers and students and also among students. It encourages students' critical thinking and inquiry by asking them thoughtful, open-

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ended questions, and it also encourages them to ask questions of each other. Finally, constructivism puts students in situations that might challenge their previous conceptions and creates contradictions that will encourage discussion.

According to Mascolo (2009), the constructivist approach to teaching and learning with its emphasis on the ideas held by the students themselves and active learning, is particularly suitable for the social science discipline. What the constructivist literature on teaching and learning has to add to this is that learning is an active experience. One can agree with the constructivist literature on the point that, the learning experience is greatly enhanced when the student is an active participant in the learning process. It is here that the teacher's role as a facilitator of learning becomes important. The teacher can play a valuable role in facilitating active learning by students. The teacher's primary duty is to develop a collective problem-solving process in which students participate actively in their learning. With this in mind, a teacher works as a learning facilitator, rather than an instructor. As a facilitator, he or she makes sure that he or she knows the previous conceptions of the students and directs their actions and builds on them (Oliver, 2000). The teacher, serving as a facilitator means that he or she (teacher) must possess adequate knowledge of both the content and subject matter he or she is facilitating. The essence of this is to help guide learners (students) to construct meaningful knowledge and participate fully in the teaching and learning process. One of the primary goals of using constructivist teaching is that students learn how to learn, by giving them the training to take initiative for their own learning experiences.

In support of the above, Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist teaching strategies:

(i)   Knowledge will be shared between teachers and students;

(ii)   Teachers and students will share authority;

(iii)   The teacher's role is one of a facilitator or guide; and

(iv)   Learning groups will consist of small numbers of heterogeneous students.

The purpose of this study is to provide students with the knowledge and the tools necessary to manage their lives, thus conceptualizing the 'pragmatic' approach provided by John Dewey. Other constructivist theorists such as Jerome Bruner (Bruner, 1966; Entwistle, 1987; Wood et al., 1976) and Leo Vygotsky's concepts are also important to consider (Bodrova, 1997; Vygotsky, 1966; Vygotsky, 1978). Vygotsky believes that, children do not learn in isolation, but rather by interaction with more experienced others (such as an adult, an older peer, a teacher, or, maybe more recently, the internet) (Smith et al., 2003).

A research on the Constructivist Theory and participation methods was carried out by Fernand and Marikar (2017). The paper made an analytical assessment of some of the pretensions of the constructivist teaching/learning theory. Three assertions in the constructivist teaching/learning paradigm are validated by student responses. The survey on the constructivist philosophy of education and learning also prescribes a participatory approach to education and learning. This prescription was strongly supported in the survey, and the survey supported this prescription strongly. The survey also showed that participatory methods of teaching are highly common among undergraduate students. In addition, the survey established the usefulness of "question and answer" and "group dialogue" participatory teaching approaches to improve the student experience.

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One strength of the constructivist philosophy is that it examines students' understanding of concepts before sharing their concepts. It thus encourages students to talk with each other as well as the teacher. It also nourishes the inherent interest of the students by using the model of the learning period regularly. The constructivist encourages a sense of personal agency since students are in charge of studying and evaluation. However, a complex qualitative analysis was conducted by Tynjala (1999) which aimed to compare learning differences in students who learned the learning material in "constructivist" with daily written assignments and group discussions. While there were no gaps between knowledge classes, students appeared to have gained more diversified knowledge in the constructivist learning environment.

On the contrary, the greatest drawback was its lack of structure. Some students need highly structured learning environments to be able to achieve their potential. It also eliminates graduating conventionally and instead values students who evaluate their success, which can lead to a drop in students, as students may not know which students are struggling without standardized training teachers.

In teaching Social Studies, the constructivist principles are useful and provide students with the opportunity to predict and consider some of the problems they will face in modern Ghana, and offer the chance to study ideas and ideas, and create an image of the world before and during the course of the study.

For this study, the Constructivist Theory of Learning was chosen to use in predicting and explaining the findings of the study. The theory has, therefore, been considered by the researchers because of its relevance to the problem of the study, the purpose, the objectives and how it helped in answering the research questions and informed the choice of research approach for the study. It can be seen that the theory goes a long

way to enable Social Studies teachers at senior high schools in Ghana to expose their learners to a more deductive means of learning, through their personal experiences and the interactions within their social setting through the guidance of their teachers. such as being encouraged to think divergently, adopt a problem-based approach to learning and also use the enquiry approach to enable them to construct their knowledge about issues, topics and concepts being taught and learnt in the teaching and learning process. When teachers' teaching is guided by the constructivist principle, they can select appropriate learning experiences to help them deliver the educational package in a more simple and practical form to aid students' understanding. This will make learners get a better understanding of concepts or issues being presented to enhance their academic performance in the subject. It must be noted that, the Constructivist Theory is in line with the nature of Social Studies; problem-solving –which places the task of learning on the learner with the teacher serving as a guide, hence when the source of Social Studies teachers' knowledge is guided by constructivism as a learning theory, they can effectively select the appropriate pedagogies needed for the attainment of the objectives of the subject, by providing the learners not only with knowledge of concepts but also the civic dispositions for solving personal and societal contemporary, persistent and complex problems.

In conclusion, the literature reviewed indicated some gaps that this study sought to fill. First of all, the studies did not center on pedagogical content knowledge, but rather concentrated on either pedagogical knowledge or content knowledge of technological pedagogical content knnowledge (TPACK). This study looks at pedagogical content knowledge.

Secondly, the empirical study revealed the researchers employed one research approach, that is, the quantitative approach for their studies. But this study employed the qualitative observation of lessons to be able to confirm the responses during the interviews.

Lastly, theory indeed plays a major role in research, hence there is the need to hold onto a theory that can appropriately explain the findings of the study. The literature revealed a theoretical gap, such that most studies employed the pedagogical content knowledge framework by Shulman (1986, 1987) which may not have a direct place in the field of Social Studies. However, this study used the Constructivist Theory which has a direct link with the nature of Social Studies to explain its findings.

2.2 Teachers' Pedagogical Content Knowledge of Social Studies

It is traditionally accepted that for any effective teaching, the teacher should have both the content knowledge and the pedagogy. Teachers' knowledge about the subject content to be covered in the syllabus is very important and when applied well, it will promote effective teaching and learning.

Fraser (2016), regards pedagogical content knowledge (PCK) as one of the important knowledge fields needed by the teacher for teaching any discipline to their students. pedagogical content knowledge was first proposed by Shulman (1986). Shulman noticed that all students needed a teacher who was more than knowledgeable about his or her subject. They also needed one who could teach his or her specific subject area clearly and effectively. He called this combination of content and teaching knowledge 'pedagogical content knowledge', which identifies with the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized,

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represented, and adapted to the diverse interests and abilities of learners, and presented for instruction (Shulman, 1987).

The early conception of pedagogical content knowledge (PCK) by Shulman (1986) has since been refined by other researchers. Some researchers conceived PCK as the ability of teachers to translate the content by modifying the subject based on student's prior knowledge, interests and abilities to facilitate students' learning (Magnusson et al., 2002; Henze et al., 2007; Loughran et al., 2008; Kind, 2009) and knowledge about skills required to prepare teaching and learning based on content-specific reasoning through taking into account, the learner's needs that exist in the content-specific learning (Kind, 2009). Depaepe et al. (2013) and Fernandez (2014) support Kind's assertion by stating that, PCK for teaching Social Studies consists of content knowledge, knowledge of specific teaching strategies, knowledge of students' understanding, knowledge of context and knowledge of concept representation. In other words, PCK represents the combined knowledge of subject content and pedagogy that constitutes the Social Studies teachers' understanding of how topics, problems or issues are organized, communicated and used in teaching according to students' interests, abilities and prior knowledge (Shulman, 1987; Loughran et. al., 2008) and prior knowledge (Loughran, 2003). It implies that, the Social Studies teacher should be conversant with the component of PCK if he or she has to effectively teach the subject. Fernandez (2014) in a study of the "knowledge base for teaching and pedagogical content knowledge (PCK): Some Useful Models and Implications for Teachers' Training", found that PCK is a fruitful model that contributes to the understanding of the professional knowledge of teachers, systematizing empirical data and enables the documentation and exchange of ideas on

relevant knowledge to teaching practice. It is thus, a complex concept since it arises from various human interactions in different contexts.

Knowledge of Social Studies and knowledge of Social Studies presentation are related to content knowledge, while knowledge of students and how teaching is done is related to pedagogical content knowledge (Bassaw et al., 2015). Thus, what a teacher perceives the subject to be, and the methodology to make known what he/she perceives will bring a good presentation of the subject so that its philosophy, nature, goal and objective will be well integrated to produce learners whose civic competencies are well developed. The perceived knowledge of the subject is what Ding et al. (2014) consider as the subject matter and deep understanding of the subject matter as the foundation for pedagogical content knowledge and these help teachers to teach effectively and efficiently for them to achieve the goals of the subject.

Shulman (1995) further argue that, for a teacher to be able to teach effectively, he or she needs to understand the subject matter deeply so that he/she can relate one idea to another, and address misconceptions in students. Teachers need to see how ideas connect across fields of study and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others. This means that some factors may influence the teaching of Social Studies, but teachers play an important role in the teaching and learning process. The common belief in society is that, if a Social Studies teacher knows the subject very well, he or she is the best person to teach it.

Shing et al. (2018), in their study, "Exploring one aspect of pedagogical content knowledge of teaching assistants using the Conceptual Survey of Electricity and Magnetism", held the view that, pedagogical content knowledge (PCK) as one of the

most important knowledge areas bases that teachers should possess to teach effectively. They maintained that knowing the subject matter is not enough to teach it, but teachers also need to possess pedagogical content knowledge as well. This knowledge base, PCK, must according to Shulman (1987: pp.) include "knowledge of learners and their characteristics, knowledge of educational contexts, knowledge of educational ends, purposes and values and their philosophical and historical bases".

Because of the above, Loughran et al. (2012), in "Understanding and Developing Science Teachers' Pedagogical Content Knowledge", concurred with the view of Shing et al. and stress that, PCK is the most useful form of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others. It also includes an understanding of what makes the learning of specific concepts easy or difficult, and the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning environment.

In support of Loughran et al., Sibuyi (2012) investigated the pedagogical content knowledge supposedly held by two FET mathematics teachers from Mpumalanga Province as they taught quadratic functions in grade 11 classes. In the study, the two teachers have adequate pedagogical knowledge of the subject content knowledge on quadratic functions. With this, they were able to present logical and accurate lessons to their learners, and this made the topics on quadratic functions accessible to the learners. It also was found that effective teaching strategies can maximize learners' time and engagement in learning tasks and encourage learners' active participation during lessons.

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This is to conclude that, a teacher with deep pedagogical knowledge understands how students construct knowledge. As such, pedagogical knowledge requires teachers' understanding of cognitive, social, and developmental theories of learning, and how they apply them in the teaching and learning process. Since content knowledge is vital to good teaching, there should be courses on Social Studies content to develop teachers' knowledge about the subject to enhance effective teaching. Questions in Social Studies should emphasize how to address the problems of human survival (Andoh-Mensah et al., 2014).

An et al. (2004) pointed out that pedagogical content knowledge has the following three components:

  (i)   Knowledge of content

  (ii)   Knowledge of curriculum

  (iii)   Knowledge of teaching

The authors believed that knowledge of content and curriculum knowledge is of great importance to the knowledge of teaching because a teacher's knowledge of the subject matter, which is the knowledge of content plus the content given in the syllabus will produce effective teaching and learning. An et al. were of the same view as Shulman (1992), and they all accepted that content knowledge is the core component of pedagogical content knowledge. In Social Studies, for example, its content deals with such distillate knowledge, and development of attitudes, values and skills that are essential in solving the problems of the individual's survival in a given community. This means that what can be rightly called Social Studies would center on issues, questions, and problems of the individual's survival in society, and the development of a positive mind and skills towards their solutions. To be able to achieve this

requires the teacher's deep understanding of the subject and his or her right approach to teaching the content as prescribed to him or her.

According to Shulman (1992), teachers need to master two types of knowledge: (a) content, also known as "deep" knowledge of the subject itself, and (b) knowledge of curricular development. Content knowledge encompasses what Bruner (1966) calls the "structure of knowledge" namely: the theories, principles, and concepts of a particular discipline. Content knowledge is important and it deals with the teaching process, including the most useful forms of representing and communicating content and how students best learn the specific concepts and topics of a subject. If beginning teachers are to be successful, they must wrestle simultaneously with issues of pedagogical content or knowledge as well as general pedagogy or generic teaching principles (Hill & Grossman, 2013). Shulman (1995) defines content knowledge as the knowledge about the subject, for example, mathematics and its structure.

Shulman (1987) goes on further to distinguish among three kinds of content knowledge: subject matter content, pedagogical content and curricular knowledge. Subject matter content knowledge is what a content specialist knows, for instance, what a Social Studies teacher knows about Social Studies, pedagogical content is specialized knowledge needed for teaching the subject, such as understanding how the key ideas in Social Studies are likely to be misunderstood by learners, and multiple ways of representing important ideas in the domain. Curricular knowledge is the knowledge of materials and resources for teaching particular content, including how subject matter content is structured and sequenced in different materials.

Fennema and Franke (1992) have come out with the following components of Social Studies teachers' knowledge:

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1. Knowledge of Social Studies, such as;

    (i) Content knowledge

    (ii) The nature of Social Studies

    (iii) The mental organization of teacher knowledge

2. Knowledge of Social Studies representations;

3. Knowledge of students' cognitions; and

4. Knowledge of teaching and decision-making.

Fennema and Franke (1992) also explained knowledge of Social Studies as having a conceptual understanding of what the subject is. The authors contend that, if a teacher has a concrete understanding of Social Studies, this positively influences classroom instruction. Therefore, teachers need to possess Social Studies knowledge. Teachers' interrelated knowledge is very important as well as procedural rules. The authors also emphasized the importance of knowledge of Social Studies representations, because Social Studies is seen as a composition of a large set of highly related disciplines.

Again, Fennema and Franke (1992:19) state, "If teachers do not know how to integrate these disciplines into a form that enables learners to relate the Social Studies to what they already know, they will not learn with understanding". This means that teachers' Social Studies knowledge for teaching goes beyond what is captured in the curriculum content of the subject. Knowledge of students' cognitions is seen as one of the important components of teacher knowledge because, according to Fennema and Franke (1992), learning is based on what happens in the classroom, and thus, not only what students do, but also the learning environment is important for learning. The last component of teacher knowledge is knowledge of teaching and decision-making. Teachers' beliefs, knowledge, judgments and thoughts affect the decisions they make which influence their plans and actions in the classroom. (Fennema & Franke, 1992).

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The content knowledge of teachers not only influence the teaching methods and techniques but also influences the assessment in the Social Studies curriculum (Bordoh, 2013). It is a well- known fact that teachers' content knowledge will influence how teaching is carried out in the classroom. The effectiveness of teaching is highly enhanced by the methods and content knowledge. Integrating teachers' content knowledge and pedagogical content knowledge will produce a multi-faceted and dynamic classroom context. Bordoh et al. (2015) investigated "Social Studies Teachers' Content Knowledge in Senior High Schools in the Sekondi-Takoradi Metropolis in the Western Region of Ghana". The findings revealed that the majority of the teachers lacked content knowledge of Social Studies, and they were not teaching to develop attitudes, skills, values and knowledge. Based on the findings of the study, it was concluded that many teachers in the Sekondi-Takoradi Metropolis do lack content knowledge in Social Studies, and this made them not able to understand the essence of the problem in the syllabus.

Adeyinka (2000) contents that, while teachers' knowledge of the content to teach is important, it is equally significant for teachers to know how to translate it into meaningful learning experiences. This implies that teachers' pedagogical content knowledge in Social Studies is very important in Social Studies education. The question that inevitably arises here is: how should a Social Studies classroom that prepares active citizens to look like? Brophy and Alleman (1991:3), give a good insight because they argue that, the goal of Social Studies education is "providing students with the knowledge, skills, and values that they will need to understand modern life and participate effectively as pro-social group and responsible citizens." Sharing the same opinion, Banks (1990:3) assert, "Social Studies is that part of the elementary and high school curriculum which has primary responsibility for helping

students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world." This view is also supported by Ochoa (1970), Barr, et al (1977), Kissock (1981), Banks (1985), Quartey (1984), and Blege (2001). All the above authors have the notion that the subject must equip the individual with civic competencies that will enable the individual to live and to be lived with. An et al. (2004) conducted a study on the pedagogical content knowledge of the middle school, mathematics teachers in China and the U.S. The results of this study indicated that mathematics teachers' pedagogical content knowledge in the two countries differed markedly, and this has a deep impact on their teaching practice.

2.2.1 Goals and Objectives of Social Studies Education

The field of Social Studies is so caught up in ambiguity, inconsistency and contradiction that, it represents a complex educational enigma (Martorella, 1994). This indicates that there is an argument surrounding Social Studies, concerning how it is conceptualized, in terms of meaning, content, goals and objectives of the subject, and how it is been taught. Various definitions have been offered by different scholars and authors (Savage & Armstrong, 2000; Ananga & Ayaaba, 2004). Most scholars agree that effective citizenship is the ultimate justification of Social Studies (Bickmore et al., 2017). The Ghana Education Service equates Social Studies with citizenship education (Abudulai, 2020; Arnot et al., 2018; Castro & Knowles, 2017). Citizenship education has been viewed historically as one of the principal obligations of public schooling (Sears & Hughes, 1996). Similarly, it was stated that public education should "train citizens, in the widest sense of the term" (Conley, 1989). Citizenship education is concerned with the development of a sense of identity,

knowledge of rights and obligations as well as the commitment to the ideals of democracy (Hughes, 1994).

Blege (2001) defines Studies as "citizenship education which deals with societal problems relating to the survival of the individual and the society that equips students with attitudes, relevant knowledge, values and skills to help them solve their personal and societal problems". In addition, the 2007 and 2010 Social Studies syllabi for senior high schools defines the subject as a study of the problems of society that prepares the individual to fit into the society by equipping him or her with knowledge about the culture or ways of their society (CRDD, 2007; 2010). Moreover, Wynn and Okie (2017) asserted that learning Social Studies prepares learners in solving both personal and societal problems.

The goals and objectives of Social Studies are important in teaching and learning, and therefore, they will have to be in line with the broader aims of education. In other views, Abudulai (2019) believes that, the core aim of the instructional objective of Social Studies is to prepare learners for a changing world, this is necessitated by the fast-growing population of the world, with its emerging challenges. Scruggs et al. (2008) were of the similar view that, Social Studies is a subject that provides learners with the right knowledge, skills, attitudes and understanding that are needed in both their public and personal endeavors. These skills, knowledge and attitudes are very relevant in addressing personal and societal challenges, which is one of the major objectives of Social Studies. Jarolimek (1977) maintains that, Social Studies is expected to contribute immeasurably to the development of confidence, hope and positively self-image in our children in conflicting ideologies, values and attitudes since the subject aims at helping young people to develop competencies that enable them to deal with, and to some extent, manage the physical and social forces of the

world in which they live. Jarolimek (1977) goes ahead to state that, Social Studies also provides young people with a feeling of hope for the future and confidence in their ability to solve social problems.

In a similar study by Jasim (2008), it was found that, Social Studies prepares the individual to fit into the society by equipping him or her with knowledge about the way of life of their society, its culture, problems, values and its hopes and aspiration for the future. In support of the above, Linquist (1995) is of the same view that the subject helps children to be good problem-solvers and wise decision-makers. Linquist further reiterated that the subject helps learners to understand their society better and help them to investigate how their society functions, and hence assist them to develop their critical and at the same time developmental kind of mind that transforms societies.

The Social Studies Syllabus for senior high schools, as designed by the Curriculum Research and Development Division (CRDD) stipulated that the general goals of Social Studies are to help students; "develop the ability to adapt to the ever-changing society, develop positive values and attitudes in solving societal issues, develop critical and analytical skills, in assessing issues for objective decision-making, develop national consciousness and unity, develop enquiry and problem-solving skills for solving both personal and societal issues and to become responsible citizens capable and willing to contribute to societal advancement"(CRDD, 2010, pp.2). In view of the above, Ross (2006) posits that, civic competence promotion is the aim of Social Studies education. Ross further argued that, a student with civic competence is a good citizen, thus he or she is the one who possesses values, skills and relevant knowledge for him or her to participate effectively and efficiently in the social, political and economic environments. Also, Fenton (1967), in his work, admits that,

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the purpose of Social Studies is to prepare children to be good citizens and also teach how to think and to pass on the cultural heritage to the younger generation. To Fenton, Social Studies does not just pass on the cultural heritage to the next generation, but deciphers and inculcates the relevant aspect of culture to the younger generations.

To Martorella (1994), the enduring goals of Social Studies are to produce reflective, competent, concerned and participatory citizens who are both willing and capable of contributing positively toward the progress of a democratic life of their societies. This is in line with Banks' (1990) view when he pointed out that, the major goals of Social Studies are to "prepare citizens who can make reflective decisions and participate successfully in the civic life of their community and the nation" (p 9). NCSS(1994) also asserts on the same view of thought that, "The primary purpose of Social Studies is to help young people to develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse democratic societies in an independent world" (p. 105). Eshun and Mensah (2013) are of similar view that, Social Studies also instill in students, the right type of knowledge, attitude, values, and skills needed for survival of the individuals in the society.

Ayaaba and Odumah (2013) posit that, the proponents of Social Studies as citizenship education came up with the following as the general objectives of teaching the subject:

(i)   The adaptation of the learner to the changing environment. The learning of Social Studies should equip learners with relevant knowledge, positive attitudes, values, and skills to adjust to his or her changing society;

(ii)   The development of national consciousness and unity. This objective aims at creating awareness among learners that notwithstanding the diverse ethnic groups that are found in Ghana, we are all one people belonging to the same nation with a common destiny;

(iii)   The development of positive attitudes, values, and skills. This objective would inculcate positive attitudes into learners so that they would become good citizens who would join hands in moving the nation forward;

(iv)   The development of good citizens who are willing and capable to contribute towards national development. This objective would inculcate into learners the need to eschew all forms of negative attitudes towards work such as absenteeism, pilfering among others and rather work conscientiously and contribute their widow's mite towards national development; and

(v)   The ability to make rational decisions in solving problems. This objective would make learners reflective citizens-citizens who are capable of channelling the knowledge acquired into action in the form of problem-solving and decision making.

Looking at the above goals and objectives of the subject, it is clear that Social Studies as a subject helps learners to understand their society better, by helping them to investigate how their society functions, hence assist in solving the problems of the society and developing developmental kind of mind that transforms society CRDD (2010). This implies that Social Studies teachers need to be knowledgeable about the content of the subject, its methods and techniques of teaching the subject, in order to achieve the purpose (goals and objectives) of the subject.

2.3 Teacher Subject Mastery and Competencies in Social Studies

The issues of subject matter in the teaching and learning process is simply understood as teachers' personal knowledge and mastery of the subject matter Sadler et al. According to Leong and Ahmadi (2017), and Richards (2010), the factors that enhance the skills and competencies of the teacher in the use of this knowledge in guiding the learner in the teaching and learning process is often neglected. The teacher needs supporting factors in relation to the subject matter to make him or her competent in the use of such knowledge in the teaching and learning process. Consequently, it was assumed that, students of Social Studies Education will be interested in learning if the teachers' role-playing involving his competence in the subject matter transmission leads to the satisfaction of their needs.

According to Leinhardt (2019), the teacher's mastery involves the knowledge to break down the subject matter into logical and smaller units which allows students to understand clearly the content of what is taught. Competence, however, as described by Popoola (2013) is the underlying characteristics of a person relating to the effectiveness of individual performance on any job. Understanding comprises the skills for planning lessons, making decisions on how learning would be systematic, explaining materials clearly, responding to individual differences and guiding students how to learn. The knowledge of subject matter deals with specific information teachers need to present content.

According to Abdurrahman, Nurulsari, Maulina, Rahman, Umam and Jermsittiparsert (2019), one of the most important aspects of teacher's effectiveness is his or her mastery of the subject matter. Similarly, Ansari and Malik (2013), Cochran et al. (1993) and Qureshi and Niazi (2012) agrees that, when a teacher is competent and has the knowledge of the subject, he or she imparts effectively, the correct facts to

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students. Abrantes et al., (2006) clearly stated that, teachers who have the understanding of the subject content very well would be thorough and express themselves clearly unlike those teachers with weaker background of the subject matter. Sharing similar view with the later, Obebe (1980), in an earlier work opines that, teachers who do not have the grasp of the subject matter with expertise or mastery find it very difficult to present it in the classroom.

In support of the above, Akpan et al. (2008) assert that, one of the most important teacher characters that enhance their effectiveness in teaching and learning is the mastery of the subject matter. For Mezieobi et al. (2008), any meaningful conception of teaching Social Studies should recognize the nature of the subject and the good-objects to be taught and learned. Teachers should sufficiently familiarize themselves with the subject matter to be taught. In the work of Eggen and Kauchak (2001), the authors posit that, teachers must not only be conversant with the content themselves, but must also be competent in the use of such knowledge during their teaching process if they are to be effective enough to promote learning. The authors further declared that, where pedagogical content knowledge is lacking, teachers commonly paraphrase information or provide abstract explanations that are not clear to their learners. In support of the above Fillmore and Snow (2018) assert that, the mastery of subject matter by the teacher is tantamount to effective teaching since it enhances the teacher's ability to plan and present the lesson effectively.

Rice (2003) makes his contribution that, teachers must possess sufficient knowledge in their area of teaching. Any teacher that does not possess the required knowledge of subject matter in his or her area of teaching cannot be effective. Rice adds that, it is not difficult for students to perceive teachers' insufficient knowledge of the subject matter in their teaching areas. This leads to students' loss of respect for, and

confidence in the teacher and consequently, it leads to learners' poor academic performance. Still on this, Ehindero and Ajibade (2000) show that, the average academic performance of students in five selected subjects correlates and depends significantly on students' perception of teachers' knowledge of subject matter. This result is consistent with previous findings of other scholars such as Akpan et al. (2008) and Adediwura and Tayo (2007). Similarly, Obot (2014) concludes that, teachers' competencies in the subject matter has much influence on students' interest in learning with particular reference to Social Studies Education. Also, Adegbola (2019) reveals in her study on Teachers' pedagogical competence as determinants of students' attitude towards basic science that, teachers' pedagogical competence can significantly influence students' attitude towards Basic Science.

2.4 Methods of Teaching

The words, "Methods" and "Techniques" of Social Studies are, sometimes used interchangeably. The technique of teaching refers to any activity teachers ask their learners to do during lesson delivery, for example, role-play, dramatization and discussion (Ayaaba & Odumah, 2013). Technique can be seen as specific kinds of exercise, task or activities used by teachers and learners to achieve instructional objectives (Adam et al. 2018). The achievement of the general objectives of Social Studies relies on the kind of techniques of teaching and learning selected and used by the teachers who are given the mandate to directly implement the curriculum. A good instructional technique motivates learners by engaging them in the learning process, stimulate thinking and reasoning by urging learners to reflect on what they are learning, why they are learning it, and aim at achieving desired outcomes in the learner and of the teacher in class (Dynneson & Gross 1999).

"The method of teaching" on the other hand is, generally used to cover everything that a teacher does in the classroom (Ayaaba & Odumah, 2007, p. 71). They emphasized that a method of teaching is the systematic way teachers go about their teaching. In other words, a method of teaching is how a teacher intends to proceed with a lesson. Similarly, Alorvor and Sadat (2011) hold the view that, a method of teaching is the processes through which teaching and learning take place. Again, Ayaaba et al. (2010, p. 44) posit, "a method of teaching may be explained as a teacher's overall approach to a lesson". The African Social and Environmental Studies Programme (ASESP) (1990), cited in Ayaaba and Odumah (2007) describes a method of teaching as the way a teacher generally intends to systematically approach his lesson. Baolgun et al. (1981) posit that, the methods used in teaching can be divided into two major groups, based on whether the pupil or the teacher is the principal actor. The authors argue that, if the pupil is the more active of the two parties involved in teaching and learning, then the method is learner-centered; but if the teacher is more active while the pupil does little, the method is teacher-centered.

2.4.1 The Teacher-Centered Method

For many years, the traditional teaching style or specifically, teacher-centered instruction has been dominant in senior high education in Ghana. In a traditional classroom, students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods and the different forms of assessment. Duckworth (2009) asserts that, teacher-centered learning actually prevents students' educational growth. With this type of teaching method, the instructional technique used is the lecture technique.
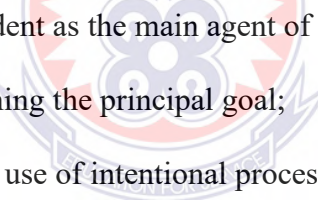
2.4.2 Lecture Technique

The lecture technique is the oldest, and the most traditional technique of teaching where the teacher transmits information in an autocratic fashion to passive listeners (Ayaaba & Odumah, 2013; Alorvor & Sadat, 2011). The lecture as the most frequently used method of instruction has dominated formal education over the years. With this technique, the teacher is seen as an icon in the class. Learners are made to listen attentively, while the teacher deposits knowledge in the mind of learners. That is why this technique is called by Ayaaba et al. (2010) as the banking technique of teaching. According to Merryfield and Muyanda-Mutebi (1991), several researches in Africa indicate that, Social Studies teachers use the same expository, teacher-centered method of teaching history and geography. Agyeman-Fokuo (1994) asserts that, the lecture technique, which places emphasis on rote learning is the main technique of teaching Social Studies in many schools and colleges in Ghana. During a lecture, the teacher does all the analysis, opinions on the issues and generalizations, embodied in his or her notes, which are read out to the students. The teacher's delivery is generally expected to be done without interruption. However, he or she may pause occasionally to ask or invite questions from the learners. The role of the learners here is to pay attention to what the teacher reads out. The success of the learners depends on their ability to listen and also make quick notes as the teacher reads on. Learners are expected to memorize the content of the teacher's lecture, and to use it in doing assignments or answering examination questions. It is glaring that; the most obvious feature of the lecture technique is that it is teacher dominated. During the process of lesson delivery, the teacher does the talking or demonstration to the learners, most of the time.

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From Bligh (2002) asserts that, the purpose of a lecture is to clarify information to a large group in a short period of time. It is primarily used to cover certain amount of content as it permits the greatest number of materials to be presented. It is normally characterized by a one-way communication. Ideas or concepts are presented by the teacher while students listen and take down notes. This technique is also called the teacher transmission technique which is under the teacher-centered method of teaching.

2.4.3 The Learner-Centered Technique

Learner-centeredness can be defined as "the perspective that couples a focus on individual learners-their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs-with a focus on learning" (McCombs & Whisler, 1997. p.9). The instructional approach based on the principles of learner-centeredness

(i)   emphasizes the student as the main agent of learning;

(ii)   makes student learning the principal goal;

(iii)   concentrates on the use of intentional processes on the students' part;

(iv)   encourages teacher-student interaction in which students become more active learners;

(v)   expects the teacher to act as a facilitator or a guide;

(vi)   focuses on how well students learn not the frequency of information transmission; and

(vii)   views each phase of the instruction in terms of its effects on students' learning (Fosnot 1996; APA 1997; McCombs & Whisler 1997; Henson 2003).

In contrast to teacher-centered, in a learner-centered classroom, students are actively learning and they have greater input into what they learn, how they learn it, and when they learn it. This means that, students take responsibility of their own learning and

are directly involved in the learning process. Learner-centered teaching style focuses on how students learn instead of how teachers teach (Weimer, 2002, & Wohlfarth et al., 2008). In a learner-centered classroom, teachers abandon lecture notes and power point presentations for a more active, engaging and collaborative style of teaching (Wohlfarth et.al, 2008). Learner-centered instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. The learner-centered approach reflects and is rooted in constructivist philosophy of teaching (Brown, 2008; McCombs & Whistler, 1997; Weimer, 2002; Schuh, 2003).

2.4.4 Instructional Techniques of Teaching Social Studies Under Learner-Centered Method

Students often consider Social Studies to be dull and boring (Chiodo & Byford, 2006). Not only do students perceive Social Studies to be dull, but they also fail to see the relevance of the subject to their everyday lives (Schug et al., 1982; Shaughnessy & Haladyna, 1985). Why is this so? Is it because, the content is truly dull and boring; or is it because the instructional techniques utilized by the teacher do not engage and inspire students to learn Social Studies? Shaughnessy and Haladyna (1985) concludes that, it is the teacher who is key to what Social Studies will be for the students. Teaching is a process by which one interacts with another person with the intention of influencing the learning of the latter. It is the interplay between the teacher and the learners. Teaching, as a useful and practical art calls for intuition, creativity, improvisation and expressiveness. Though there are many instructional methods and techniques associated with the teaching of Social Studies, there is no single mode of teaching which fits all the learning situations. A Social Studies teacher has to be abreast of the innovations in teaching methods and techniques. In order to be

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effective, a Social Studies teacher has to be a source of information, and a guide, an organizer of opportunities for learning, and a person who can stimulate any environment for effective learning, using the following teaching modes, among others, available to Social Studies teachers.

The ability to use various instructional techniques for classroom interactions is often neglected by educators, thereby hindering the effective implementation of Social Studies curriculum content. Teachers tend to have students participate in instructional activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates and places. African Social and Environmental Studies Programme (ASESP) (1990) cited in Ayaaba and Odumah, (2007, p. 71) describes a method of teaching as the way a teacher, generally intends to systematically approach his or her lesson. Tamakloe (1992) contends that, if the organization of Social Studies is to be effective, the teacher must be well-versed in the use of a variety of teaching methods and strategies, besides the possession of adequate knowledge in several disciplines. It can, therefore, be deduced that, teachers' overall approach to teaching depends to a larger extent, on their good methods of teaching. A study by Mensah and Frimpong (2020) revealed that, majority of Social Studies teachers in senior high school representing 97.2 percent were of the strong view that, Social Studies teachers should use different techniques when teaching the content of the course, and that can improve students' attitude towards Social Studies. Techniques commonly used in Social Studies include discussion, simulation, role-play, fieldwork, team teaching, project work and inquiry.

2.4.5 The Cooperative Learning Technique

Cooperative learning is an instructional paradigm in which teams of students work on structural tasks (e.g., homework, assignments, laboratory experiments, or design

projects) under conditions that meet five criteria of positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and regular self-assessment of team functioning (Kaufman et al., 2000). Stahl (1994) opines that, using cooperative learning requires students to become active learners. The Author went on further to say that "cooperative learning provides opportunities for students to learn, practice, and live the attitudes and behaviors that reflect the goals of Social Studies education" (p.4-5). Many studies have shown that, when it is implemented correctly, cooperative learning improves information acquisition and retention, higher-level thinking skills, interpersonal and communication skills and self-confidence (Keramati, 2007). Group work takes away students' boredom in the classroom and enhances learner participation in solving problems and reduces learner stress (Mengduo & Xiaoling, 2010). Since students can teach others whatever they have learnt, their learning seems much better than just listening or reading alone. Moreover, significant social skills, speaking, listening, logic and solving the problem are reinforced with experiential interaction. Group work is common in lower primary natural science classroom but they are poorly executed by the teachers (Cohen & Lotan, 2014).

2.4.6 The Role-play/Dramatization Technique

"Role-playing is a process-oriented group technique in which students act out or simulate a real-life situation" (Orlich et al., 2004, p.285). Clark (1973) is also of the view that, role-play is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization. Role-play is, therefore, an on-the-spot "acting out" of a situation, problems or incident. Role-play is, the tool that young children use to explore the mysteries of the physical and social worlds. In role-play, children learn collaboration and conflict resolution with friends as they investigate the properties of

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equipment, materials and routines. Through the phenomenon of play, children develop and learn as they participate in activities in every area of the classroom. Role-play affords children, the ability to improve their language, social, physical, math, science and thinking skills. The development and enhancement of these skills promotes their self-esteem (Lombardi & Oblinger, 2007).

According to Prince (2004), role-play is a technique of acting out particular ways of behavior or pretending to be other people in order to teach how to deal with new situations. Prince outlined example of topics for role-play in science for basic schools as follows: First aid, Archimedes Principles (sinking and floating), Environmental pollution (air, water, land), the causes and prevention of flood. In role-play, there is no rule to be obeyed by players.

The role-play technique makes pupils feel and imagine themselves as being in a world of life since they act respective roles (Ayele et al., 2007). For example, it makes the lesson real and the learner acquire first-hand information, knowledge, and experiences acquired are retained for longer time and easy to recall. The technique makes teachers teach from concrete to abstract, familiar to unfamiliar, and helps pupils to acquiring basic skills for the future (Dai et al., 2011). Role-play also develops learners' academic skills such as communicating skills, recording and logical thinking, among others, that are essential for higher academic work (Schuh, 2004). Schuh (2004) recommends that, for a successful and effective role-play technique, it requires a resourceful and hardworking teacher. Schuh further stated that, role-play is time consuming which requires a lot of time for preparation and enactment. Role-playing is one way for students to explore issues or events in a group. It also provides a means for testing ideas and plans of action in a practice situation. Through role-playing, students can experience how it feels to do something in addition to participating in a

discussion. According to Savage and Armstrong (2000), role-playing serves the following several purposes that are consistent with the objectives of Social Studies education.

(i)   Develop learners' inter-personal relations skills;

(ii) Recognize the perspectives of others;

(iii) Appreciate the perspectives of others;

(iv) Recognize the impact of one person's decision on others; and

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

2.4.7 The Game/Simulation Technique

The terms "game" and "simulation" are used interchangeably. However, they have different meaning. A game is another learner- centered strategy. it is defined as a structured system of competitive play which incorporate materials which are to be leaned (Schweisfurth, 2011).

The use of games in instruction makes the lesson more practical and interesting. It maintains the students' attention throughout the lesson (Cicekci & Sadik, 2019). According to Abrami et al. (2015), it makes students think critically in problem-solving where the teacher does less talking. It also breaks monotony of listening to teachers all the time while pupils interact with materials. The technique makes learners acquire skills in problem solving, communication and manipulation. Pupils feel more involved and facts learnt are recital for a longer period (Malone & Lepper, 2021). A game usually involves a situation in which individuals or group compete

with one another within a set of rules, where there is a means of determining winners and losers.

In the view of Kellough (2003), educational games can be powerful tools for teaching and learning, and can have one to several of the following purposes including to teach both content and process, assess student learning and to stimulate critical thinking. Also in an early study by Stodolsky (1988), it was emphasized that, in using games as a technique to teach in class, the Social Studies teacher needs to identify a problem of a topic or unit. The teacher then discusses the issue with the learners as well as the rules of the game, with the learners specifying and assigning roles to themselves. The resources and constraints of the simulation and the game are to be outlined for learners' consumption. Finally, the teacher must debrief the learners because learners, sometimes tend to focus on "who won" rather than what the process or procedure was, and the learning that has taken place.

Stimulation on the other hand is designed to place participants in a situation that closely resemble those found in the real world. Giley (2018) defines simulation as a technique which enables learners to obtain skills, competencies, knowledge or behaviors by becoming involved in situations that are similar to those in real situations. Berry (2020), Mensah (2020) and Yusuf (2019) indicates that, simulation combines role-playing and problem solving and it consists of students performing a contrived situation that duplicates a real situation so that children will understand the real situation. According to Savage and Armstrong (2000), stimulation activities typically move through four stages and these are overview, training, activity and debriefing. Davison and Davison (2013) stress that, the difference between a game and a simulation is that, whereas a game is a reality, a stimulation is a mere pretense or imitation of the reality. Aggarwal (2018) also mentions that, games and simulation

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enrich the effectiveness of a teacher's instruction and facilitate the development of critical and systematic ways of thinking and problem solving as well as foster democratic skills.

2.4.8 Fieldwork

Field trips are undertaken for educational purposes and basically organized by the school. Fieldwork may be explained as the teaching and learning which takes place outside the classroom or laboratories, usually planned and organized to take place within the school, the environs of the school, the local community or outside the local community. According to Hayford (1992) and Kisiel (2005), fieldtrips are said to be planned excursions to sites beyond the classroom for the purpose of obtaining information, and provides an opportunity for first hand observation of phenomena. It is for this reason that Tamakloe (1994) recognized that, the nature of the learning experience should, therefore, enable the student to collect information in his or her immediate and wider environment. Both Hayford (1992) and Tamakloe (1994) identify fieldtrips as an important tool for Social Studies teaching and learning. Their remarks remind teachers to move away from situations where students and teachers are completely fixed in the four walls of the classroom. Varying terms have been used to describe fieldwork. Kilpatrick (1965) cited in Teye (2015) uses the terms fieldtrips, excursions, study trips and educated walks. Even though Kilpatrick used the term, "excursions", it does not mean fieldtrip is supposed to be sightseeing but "educated walks" which means the purpose of fieldwork is educational knowledge to be gained by learners.

In determining how long a field trip should last in order to contribute to effective learning outcome, Sluka and Robben (2007) assert that, the duration of fieldwork depends on the objectives and the amount of work to be studied. Phenomenon studies

can be of economic, historical, geographical or cultural importance. Brookfield (2011) stated that, fieldwork is advantageous because it provides the student with the technique of problem solving and critical thinking, group work procedure, the locating and interpretation of information from books and other sources.

In contributing to the above, Leydon and Turner (2013) allude that, fieldtrips beyond the regular classroom are intended to add meaning, vitality and interest to regular classroom experiences. Similarly, Kaewkitipong et al. (2016) and Kisiel (2005) opine that, fieldtrips encourage students to become active learners, and provide a way of relating theoretical study to practical problems and the real world, and enriching the learning experience. This implies that, the teaching and learning of Social Studies concepts need not be confined to the four walls of the classroom, and the two ends of the textbook. Aggarwal (2001, p. 242) posits, that the school community provides "concrete, seeable and tangible resources which are extremely dynamic, interesting and meaningful for teaching and learning of Social Studies". Hence, it is not enough for learners to be given factual knowledge about the community resources. Rather, they must be given the opportunity to have acquaintance with the multiplicity of resources in the community through a variety of fieldtrips, since the local community provides a wealth of resources for learning concepts. Mensah (2020) is of the view that, fieldtrips if they are well organized, can be of geographical/environmental, historical, cultural/social, economic, political, and religious significance. This helps to broaden the knowledge of students on the various educational aspects as listed. As Anderson and Piscitella (2000) observe that, fieldtrip activities have long lasting consequences for students, typically invnoving memories of specific social context as well as specific content. If the teaching of Social Studies is to be successful, then fieldwork activities must become prominent.

2.4.9 The Discussion Technique

According to Mercer (2013), the discussion technique is an activity in which learners talk together in order to share information about a topic or problem, or to seek possible available, evidence or solution to a problem. Mercer (2013) and Massouleh and Jooneghani (2012) provides same guidelines for discussion. These researchers suggest that, for teachers to engage in a discussion technique, they must be familiar with the topics to be discussed, they must be familiar with the content and also prepare well. Topics must be interesting and affect the lives of the pupils /students, therefore, for a teacher to effectively use the discussion technique, he or she must be well grounded in the pedagogical content knowledge of the subject.

The discussion as a learner-centered technique comes with a number of advantages and disadvantages. A study conducted by Park et al (2011) revealed that, when teachers lack learner-centered pedagogies, especially in a discussion technique, it is difficult to achieve maximum interaction when the group is large and the discussion can result in chaos.

On the other hand, the discussion technique provides an excellent opportunity for students to practice their oral communication skills and gives practice in critical and evaluative thinking and listening (Mengduo & Xiaoling, 2010). Students learn readily from each other, provides good practice for problem solving and also gives training in the democratic process (Prince, 2004). Different writers present different typologies of discussion. These include formal and informal discussion; guided and unguided discussion. Nacino Brown et al. (1985), posit that, discussion may take several forms depending on the lesson objectives, class size and the abilities of the students. In this regard, Opoku et al. (2016) identify four types of discussion, namely whole class, small group, panel and debate discussions. Discussion is guided by the central

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

2.4.10 The Inquiry Technique

The nature and objectives of Social Studies in the Ghanaian senior high schools emphasize students' familiarity with their physical and social environment. This, therefore, calls for the inquiry technique, described as a teaching-learning situation which emphasizes students' active participation in the learning process. Akintola (2001) describes the inquiry technique as a teaching-learning situation which emphasizes student's active participation in the teaching and learning process. Similar to the above, ASSP (1990) defines the inquiry technique as situations where students are encouraged to assess evidence, establish, and test hypotheses, make an inference, discover relationships, and draw conclusions. Likewise, Brophy et al. (2016) are of the view that, since learners gain insight into situations that exist by discovering things for themselves through inquiry and hypothesis drawn by themselves, this techniques is, therefore, very important in the teaching and learning of Social Studies. Kadeef (2000) contends that, through inquiry, students become familiar with the needs and problems in their environment. As good citizens, students should be able to investigate into the problems that affect their societal development and try to find solutions to them. The inquiry technique is one of the key techniques that create this

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opportunity in learners. Social Studies as a subject for citizenship education should not leave out the inquiry technique as a means of delivery.

Buckner and Kim (2014) acknowledge that, inquiry techniques are advantageous because as students solve problems themselves, they are able to retain and remember the knowledge acquired. They added that, through inquiry, students become familiar with the needs and problems in their environment. It is, therefore, a highly recommended technique for handling Social Studies lessons as it develops pupils' ability to inquire, investigate and discover.

2.5 Factors Influencing the Choice of Social Studies Instructional Methods

The ability to use various instructional methods for classroom interactions is often neglected by educators, thereby hindering effective implementation of the Social Studies curriculum content (Oyibe & Nnamani, 2014). Teachers tend to have students participate in instructional activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates and places. In addition, Hongland (2000) observes that, teachers need to connect the content to the individual interest of the students, thus increasing students' interest in the content and actively engaging them in the teaching and learning process. According to Petko (2012), the activities used by a teacher will depend on the skills or information the teacher would like to convey to their students. Some of the most common teaching activities are memorization, class participation, recitation, and demonstration. Dixon et al. (2014), and Gilakjani (2012) assert that, while these teaching activities are widely used, every instructor has a specific teaching and learning activities. Teachers must be flexible in their activities and often adjust their style of teaching to accommodate their students.

Efficient teaching activities are essential tools that can help students achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors that a teacher must consider when choosing a teaching activity for their students. Teaching methods often include lesson plans that students can use to help retain and recall information. Various forms of teaching methods used with lesson plans are explanation, demonstration, and collaboration. Explanation is similar to a lecture that provides detailed information about a specific subject. Demonstrations are used to provide visual learning opportunities from a different viewpoint, and collaboration allows students to be part of the whole learning process.

The following are the factors that determine the choice of instructional activities to apply in teaching Social Studies subject:

(i) The nature of the topic (subject matter): The content of the subject, as well as the goals, decide how the teaching and learning phases should be sequenced to achieve effectiveness, according to Morrison et al. (2019). This aspect has to do with the quality of the material that needs to be mastered, which may be complicated or boring. According to Perrott (2014), the instructor must be able to use/choose the tools that will help students learn more effectively and meaningfully. Similarly, according to Ellis et al. (2014), the desired result of the lesson determines the technique to be used. It must be one that will ensure that all of the goals are met.

(ii) The nature of the learners: According to Sumber et al. (2012), the teaching style of the teacher should match the learning style of the learners in order for them to understand what the teacher is teaching. The authors posited that, learners should be at the forefront or in the driver's seat and in charge of their own learning, while the teacher acts as a facilitator during the teaching and

learning process. For example, if the number of slow learners in the class is higher than that of faster learners, it will force the teacher to use such a method that is very easier for those slow learners to understand the lesson or subject matter. Also, the learning style of the learners influences the type of method used by the teacher. Learning styles or cognitive styles are defined by Woolfok (1995) as the different ways of learners of perceiving and organizing information. In fact, Rinehart and Giles (2011: 10) quoted Fulghum saying: "We different from one another on the inside of our heads as we appear to be from one another on the outside of our heads". Hamachek (1995:259) distinguished what he called three basic learning styles, namely a) Visual – people prefer to learn by reading new material; b) Aural –these people believe they learn best by listening to lecturers, tapes or discussion; and c) Physical – people believe to learn best by doing or performing activities, like experiments for examples. This implies that if teachers know the best learning style of their learners, the appropriate and suitable method and technique of teaching will be adopted.

(iii)   The number of the students available in the given class: The number of students present in a class (class size) highly influences the choice of teaching activity. Though there is no common understanding of how many students form a large classroom. According to Ur (2005), the idea of large is relative and the concept of large class differs from one context to another. Ur further noted that, in some private schools, a group of 20 students may be considered large, in other settings a classroom with 40 to 45 students may be taken as a large class, whereas in some places a class beyond 100 students may be considered to be a large classroom. The practitioners from different

pedagogical contexts define a large classroom in distinctive ways. Therefore, even within the same country, teachers' perception of large class may differ based on the educational context and the level (Shamim et al., 2007). This will guide a teacher to choose the best method to be applied in teaching the particular subject that contained in the topics. For example, if the class has about 35 students, a teacher can easily manage that class easily and use more involving and collaborative method of teaching rather than a big class of 80 students.

(iv)   Availability of teaching and learning aids: Resources are the people, places and materials used to facilitate the teaching and learning process. In fact, many teaching and learning activities are developed around selected resources. According to Ayaaba and Odumah (2010), materials consist of the major tools the teacher employs in transmitting knowledge, e.g., environment resources, printed materials which could be textbooks or semi-text (i.e., charts, maps, pictures, photographs which are commercially made) and non- texts which include models, real objects, video, films, and audio aids. Many Social Studies educators and other educationists agree that, the use of teaching and learning resources contributes to students' understanding and remembering of what they have been taught (Aggarwal, 2001; Banks, 1990; Callahan & Clark, 1988; Dynneson & Gross, 1999; Mehlinger, 1981; Evans, 2004; Singleton, 1996).

(v)   Teacher's ability and preference: There is the belief that, the ability of a teacher to deliver well depends mostly on his or her firm knowledge of the subject matter. If the teacher is very competent in the subject matter in which he or she is teaching the class, it is very easier for him or her to choose the

best method of teaching such a subject. Fokuo, cited in Tamakloe (1994) is of the view that, the most pressing of the problems of Social Studies is lack of competent teachers to handle the subject effectively. Similarly, Ayaaba (2011, p. 8) opines that, lack of competent teachers to teach Social Studies effectively is one of the reasons why the subject collapsed after its maiden appearance in the 1940s. Ayaaba emphasized that, teachers were not trained in the philosophy, methodology, purpose and objectives as well as the techniques of teaching the subject. The foregoing discussions indicate that, the competence and efficiency of Social Studies teachers are greatly determined by their knowledge of the subject matter as well as their professional competence. It must, however, be mentioned that, a close observation of Social Studies teachers teaching in Ghana has revealed that, there is lack of competence for teaching the subject (Tamakloe, 1988). The lack of competence in teaching the subject has often led to the poor teaching methods chosen by teachers for the subject.

(vi) Examination set up: The mismatch between what the curriculum intends to develop and what the examination system intends to assess, creates a real confusion among the teachers and constrains their choices of teaching methods (Mansour, 2013). This limits the method to be applied in teaching such a subject. For example, the teachers always look for the format of examination questions, and teach the students in a way that makes them ready to answer such questions. A research conducted by Kuntii (2017) in Nepal, on the impact on teaching and learning of English at the secondary level in Nepalese schools revealed that, what seemed influential in the selection of teaching methods in a Social Studies classroom is examinations. With the highest average rating

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(5.45), examinations were reported to be a key factor to be considered by most of the teachers. 55 percent of the teachers mentioned that, they always planned their lessons based on the final examination that the students were required to take at the end of the academic year, while 35 percent of them mentioned that, they often planned their lesson based on the examinations. This is in agreement with (Dawadi, 2018). All the educational stakeholders, including parents, teachers and the school management, according to the research by MolokoMphale & Mhlauli (2014), were very concerned about the students' achievement in examinations because, they were used as the indicator to determine the future of the student, prestige of parents, ability of the teacher and the standard of the school. From the data, it can be inferred that for most of the occasions, teachers and students in secondary schools, are involved in preparing throughout the academic year rather than being involved in communicative teaching and learning activities in a real sense.

(vii)   Time bound: How much time does the teacher have to teach the lesson? The strategy must be able to help target the desired outcomes within the time frame. The methods of teaching Social Studies are actually bounded by the time. So, for the teacher to determine the method of teaching, he or she should first consider the time that is needed for covering a topic. A study carried out by Nguyen et al. (2014), on factors affecting the teaching and learning of English Language in higher education in Vietnam. The analysis of the data about classroom practices collected from eight classroom observations at the HUTECH University in Vietnam, explored several factors hindering the quality of English teaching and learning. Their finding included insufficient time for communicative activities as a factor influencing the choice of

instructional method. Adhikari (2010) conducted a study on Nepalese English language teacher's perception of Communicative Language Teaching Approach (CLT) and its implementation in Nepalese secondary schools, using a questionnaire and an interview guide as data collection tools. The study revealed that, secondary school English teachers in Nepal had a basic understanding of Communicative Language Teaching Approach (CLT), and they were enthusiastic about implementing it in English language classes, but they were constrained by factors such as insufficient time.

2.6 Challenges Teachers Face in Using Instructional Methods

Methods of teaching or instructional methods are generally used to cover everything that a teacher does in the classroom (Ayaaba & Odumah, 2007, p.71). The authors emphasized that, a method of teaching is the systematic way teachers go about their teaching. Appropriate selection of teaching method or technique and learning materials indeed will do a great benefit, but not without a challenge. In the quest of a teachers selecting the suitable and appropriate instructional method, they are faced with a lot of challenges, and some of them are highlighted below:

2.6.1 Very Limited In-Service Training and Professional Development

Amadi (2013) defines in-service training as a workshop for newly employed professionals, para-professionals and other practitioners to acquire new knowledge and better methods, among others, for improving their skills toward more effective, efficient and competent rendering of service in various fields, and to diverse groups of people. In addition, , Darling-Hammond et al. (2017) and Ghavifekr and Rosdy (2015) states that, such a workshop is a training designed to benefit a specific group of teachers in a particular school. A good in-service training should, via workshop trainees, and improve the quality of programming for the development of teachers in

service.   Many researches acknowledge the important function of the in-service training in increasing the quality of education (Ayvaz-Tuncel & Cobanoglu, 2018).

According to Darling-Hammond (2015), teachers throughout the world are experiencing an unprecedented transition in their role and status, and the demands on them are becoming increasingly multifaceted. Many teachers do not have the training or experience to cope with this changing role (Commission of the European Communities, 2000). Van Veen et al. (2012) shares this view and stressed that, through teacher professional development, they learn new teaching strategies to improve the quality of instruction, and this allows them to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom. Similarly, Rychly and Graves (2012) opine that, in-service training and professional development teach them (teachers) how to work with a variety of learning styles, since not all students learn the same way. It also helps them change their day-to-day teaching methods and this enable them to accept new methods based on accurate education research.

According to Talanquer (2004), teacher training programs should collaborate to build the pedagogical content knowledge of future teachers and opening spaces for the key pieces of the content to be taught. This type of reflection would help student teachers develop their pedagogical content knowledge as well as the critical capacity and analytical skills, that allow them to design the classroom as a space exploration and continuing research. In the absence of this, Social Studies instructors adopt the traditional methods of teaching thus, lecture methods in their teaching and learning process.

2.6.2 Large Classroom Size

Class size refers to the number of students being taught by a teacher in one class. The question of class size sparks heated debate among educators (Moluayonge & Park, 2017). This applies across all subjects, including Social Studies. Creativity, rote memorization, calculation, an educational environment of creative, and inspired thought are very important in Social Studies. A study by Yelkpieri et al. (2012) indicated that, large class size is one of the problems in the educational sector that developing nations have been grappling with. Ghana as a developing nation is no exception and has its own fair share of this problem at the senior secondary school and tertiary levels of education. It was indicated by both Yelkpieri et al. (2012) and Ayeni and Olowe (2016) that, the issue of large class size has arisen because of increase in the population, the quest for higher education and better living conditions of life, and also the introduction of some social interventions policies by the government such as the free school educational policy.

Scholars, such as Anderson (2001), whose opinion of likely factors that are associated with class size and students' achievements included other aspects directly connected to teaching. Class size has an impact on peer interaction. The relationship between classmates significantly affects how well students in that class learn. In a similar view, Moluayonge and Park (2017) mentioned that, in a larger class environment, they might be more prone to rowdiness or disruptive behavior that distracts them from what is being taught. Students in a smaller class, on the other hand, are more likely to bond with one another and collaborate when learning and studying.

2.6.3 Limited or no Teaching Materials

According to Henard and Roseveare (2012), quality teaching learning process more requires the use of different kinds of instructional materials in teaching. Teaching

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materials are described by Das (2019) as the objects or devices that help the teacher to make learning meaningful to learners. Also in the view of Ashaver and Igyuve (2013), instructional materials are those materials that teachers need to incorporate into the teaching learning processes, to help the students benefit maximally from the learning experiences. Materials as things or materials that can be seen or touched, places or persons that establish conditions which enable learners to acquire knowledge, skills and attitudes. Teaching and learning in secondary schools can only be effective through the use of different types of materials that guide the teacher in explaining topics to the students effectively and efficiently (Almuntasheri et al., 2016; Stronge, 2018). These materials could be different forms which include printed, graphic, objects, audio-visual, boards and local materials, among others. Instructional materials are to be used meaningfully and effectively, and they must meet some characteristics such as variety, economy, adaptable and accuracy. According to Wanzare (2012), essential materials for teaching learning are often unavailable in most of community senior secondary schools and the unavailability of such materials in secondary schools lead the teachers to talk and write more in the teaching and learning process. When these materials are unavailable, learners cannot do well (Mudulia, 2012). This implies that, when learners are not doing well, the defined objectives of education and Social Studies curriculum cannot be realized. When there are no materials to be utilized by instructors, they pose a lot of challenges to the teaching and learning of Social Studies.

2.6.4 Excessive Teaching Hours Assigned to Teacher.

Hill and Grossman (2013) states that, one of the challenges teachers face in using instructional method is the number teaching hours assigned to the teachers. Lawson et al., (2013) posit that, time for instructional activities is designed in line with the

syllabus to cater for the entire school life of students at each level. The daily instructional time at the SHS is three hundred and sixty minutes and the academic year covers a period of forty weeks (SHS Syllabus, 2010). The structuring of the instructional time, therefore, allows teachers to schedule and organize themselves for the teaching and learning activities (Claessens et al, 2007). Darling-Hammond (2015) asserted that, unlike in the past when teachers could just finish off their syllabus and typically evaluate the students, the situation is more challenging today. They are tasked to handle multiple roles in the classroom, coupled with huge teaching hours. This makes them tired and not able to use some best instructional method in explaining and teaching concepts in the subject.

2.6.5 Lack of Skills and Strategies

A strategy of teaching is the sequencing or the ordering of techniques that a teacher selects to teach a particular lesson. Barth (1990, p. 370) defines strategies as ways of "sequencing or organizing a given selection of techniques". Thus, during one lesson, the strategy could be the introductory lecture, followed by grouping and then a panel discussion. Burden (2020) concludes that, most teacher lack these methods, strategies and techniques of teaching the subject in the classroom. Because of this, instructors are not able to use teaching and learning methods that enable the learner to develop analytical thinking to reconstruct knowledge, to find practical solution to current problems and acquire the positive attitudes and values that are essential in the teaching and learning of Social Studies at the senior high schools in Ghana.

Social Studies teachers fail to use innovations and conduct social experiments because such competencies are lacking (Yalley, 2017). Social Studies, as a core subject in the school curriculum by nature, requires learning and the knowledge of students should not be put into a watertight-compartment, and that students learning, phenomenon and

societal issues be discussed in a multi-dimensional approach (Yalley, 2017). Yalley further stressed that, this will help reconstruct the teaching and learning of Social Studies to be more active learning, students-centered, more real-world learning (competence-based) to better understand real world issues and dynamics.

2.7 Empirical Review

Eggen and Kauchak (2001) highlight three headings under which a study on teachers' knowledge of subject matter can be done, namely knowledge of content, pedagogical content knowledge and general pedagogical knowledge. The implication of this for teachers is that, they must not only be conversant with the content themselves but must also be competent in the use of such knowledge during their teaching and learning process if they are to be effective enough to promote learning. According to Bandele (2003), the effectiveness of this approach depends largely on the proper orientation of teachers towards the use of the method, the characteristics of the learners and the nature of the content. In a similar way, Eggen and Kauchak (2001) declare that, where pedagogical content knowledge is lacking, "teachers commonly paraphrase information in learner's textbooks or provide abstract explanations that are not meaningful to their students". Adediwura et al. (2008) asserted that, teachers' variables such as teachers' knowledge of subject matter, teaching skill and attitudes in the classroom, teacher's qualification and teaching experience are noted to have effects on students' academic performance.

Okobia (2016) conducted a study in the Edo State, Nigeria, to look at the teaching approaches used by Social Studies teachers in the classroom. The study used a sample analysis design that included a questionnaire and classroom observation. A sample of 173 teachers was randomly selected from 150 junior secondary schools in ten local government areas of the Edo state. Findings from the classroom observation revealed

that, teacher-centered pedagogy was the dominant method of curriculum instruction. Learner-centered constructivist pedagogy was completely neglected by virtually all the teachers observed and significantly less proportion of Social Studies teachers adopted the prescribed teaching methods during classroom instruction. These findings re-echo the reports of other investigators drawn from different population groups in both developing and developed countries. In an evaluation of the utilization of prescribed Social Studies instructional methods in Awka, Anambra State, Nigeria, Anadi et al. (2008) found that, teachers did not effectively utilize the prescribed Social Studies teaching activities. Similar findings were reported by Ogunsanya (2001) among Social Studies students drawn from 15 selected public schools in Ibadan, Oyo State, Nigeria. Among teachers and students in middle schools in Turkey, Yildrim (2006) found that, lecturing was the reported dominant method of Social Studies classroom instruction with group activity and discussion methods reportedly being used sometimes or rarely.

Abudulai (2020) investigated the knowledge of Social Studies teachers of the North-East Region of Ghana of the subject syllabus, and how they used it as a guide for the teaching of the subject. A sample of fifty-four teachers was selected for the study, using the simple random, cluster and convenient sampling techniques, to select the participants for the study. As a qualitative study, an open-ended interview guide and observational checklist were designed to elicit information from the participants. Data from the interview was transcribed, grouped, analyzed, and discussed on themes that emerged. The study focused on the teachers' knowledge of the problem section of the senior high school Social Studies syllabus, and how this informed their selection of objectives, content, instructional techniques, materials, and the evaluation of the subject. The study revealed among other things that, teachers' knowledge of the

problem section in the syllabus and their reciprocal relationship with other components of the syllabus fell short of the expectation of effective Social Studies teachers, especially trained to teach the subject. The observation of teaching sessions revealed that, lessons were taught without teachers explaining the problems of the units to leaners.

In the same regard, Mensah (2020) conducted a research on Pedagogical Analysis of Teaching Social Studies. The primary objective of this study was to do a critical literature review on the pedagogical analysis of the teaching of Social Studies. This paper reviewed aspects relating to the scope of Social Studies, factors affecting the teaching and learning of Social Studies concepts, the concept of teaching, motivation to teaching and learning, teaching methodologies and the pedagogical methods and strategies used in teaching Social Studies. Methodologically, students, teachers, policy makers and stakeholders in education were the focus of this study. The study made used of secondary sources of information, with the help of documents, published papers, archives, reports and books related to the subject under study. The study revealed that Social Studies subject is an integrated field of knowledge that cuts across disciplines. The study also revealed that, the Ghana Education Service and other colleges of higher education have issues with well-trained and competent teachers to handle the Social Studies subject, and lastly, the study revealed that, some major factors that affect the teaching and learning of Social Studies include lack of meaning of concepts, lack of training in process skills, avoidance of controversial issues and limited shallow of content by some Social Studies teachers in the field of study.

Shah (2016) conducted a study on "Instructional Methods for Teaching Social Studies: A Survey of What Primary School Children Like and Dislike about Social

Studies Instruction". This study was designed to see what a group of primary school children liked and disliked about Social Studies instruction. By asking the questions, the researcher hoped to gain a better understanding of primary school children's preferences, attitudes and perceptions of social studies instruction. The major objective of this study was to gain a better understanding of what instructional methods the students enjoyed in the Social Studies classroom. The findings of the study were that, most of the teachers selected for the study did not use activity based, child centered and innovative teaching learning strategies in the primary level Social Studies classroom. Also, most of the teachers did not use appropriate teaching aids because they had no sufficient knowledge about it and curriculum has also not made sufficient provision about it, and there was no close relationship between teaching and learning activities and intended learning outcomes. Similarly, learning activities are not based on the needs, interests and aspirations of the children.

Also, Onyibe (2014) conducted an investigation into students' preference for instructional methods used in teaching and learning of Social Studies. The researchers employed the descriptive survey research design aimed at eliciting information from the participants, based on one research question that guided the study. The population of the study comprised of three hundred and seventy-four JSS II students drawn from nine public secondary schools in the study area. Questionnaire was used as an instrument for data collection and data were analyzed using simple percentage. The findings of the study revealed that, students preferred instructional methods that involved their active participation in the teaching and learning of Social Studies. The findings also revealed that, most teachers relied more on conventional note-taking methods as the only instructional methods for classroom interaction.

2.8 Conceptual Framework

According to Orodho (2004), a conceptual framework is a model of presentation where a researcher explores and represents the relationships among the studied variables. A conceptual framework of a research is a theorized model that shows the association among constructs diagrammatically. It aids in rapidly observing planned association and also seeks to establish the causal relationship among independent variables and the dependent variable. In this context, independent variables are variables that influence the occurrence or manifestation of the dependent variable while the dependent variable is what the researcher (the study) is interested in investigating.

The review of relevant literature has shown that, to teach effectively, teachers need to have both content knowledge and the pedagogy of the topics that they teach together with knowledge of the learners' conceptions. The conceptual framework developed for this study was based on the three components of pedagogical content knowledge that have been discussed in conjunction with the literature reviewed in this chapter. The network of pedagogical content knowledge in the current study, pedagogical content knowledge is defined as the knowledge of effective teaching which includes three components, knowledge of content, knowledge of curriculum and knowledge of teaching. The term "content knowledge" refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area, such as English Language Arts, Mathematics, Science, or Social Studies.

Content knowledge, generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills such as reading, writing, or researching, that students also learn in school. Content

knowledge consists of broad Social Studies knowledge as well as specific Social Studies content knowledge at the level being taught. It also combines, knowing about teaching and knowing about Social Studies. Many of the Social Studies tasks of teaching require exact knowledge that interacts with the design of instruction. Teachers need to sequence particular content for instruction, deciding which examples to start with, and which examples to use to take students deeper into the content. They need to evaluate the instructional advantages and disadvantages of representations used to teach a specific idea. During a classroom discussion, they have to decide when to ask for more clarification, when to use a student's remark to make an accurate point, and when to ask a new question or pose a new task to further students' learning. Each of these requires an interaction between specific understanding and an understanding of pedagogical issues that affect student learning.

Knowledge of curriculum on the other hand includes selecting and using suitable curriculum materials, fully understanding the goals and key ideas of textbooks and curricula. curricular knowledge, is "represented by the full range of programs designed for the teaching of particular subjects and topics at a given level, the variety of instructional materials available in relation to those programs, and the set of characteristics that serve as both the indications and contraindications for the use of particular curriculum or program materials in particular circumstances. Curriculum knowledge makes high demands of subject teachers and requires sharing information within schools.

Whereas the knowledge of teaching consists of knowing students' thinking, preparing instruction, and mastery of modes of delivering instruction. Teacher's knowledge is the total knowledge that a teacher has at his or her disposal at a particular moment which, by definition, underlies his or her actions (Carter, 1990). Figure 1 suggests the

interactive relationship among the three components and shows that knowledge of teaching can be enhanced by content and curriculum knowledge.
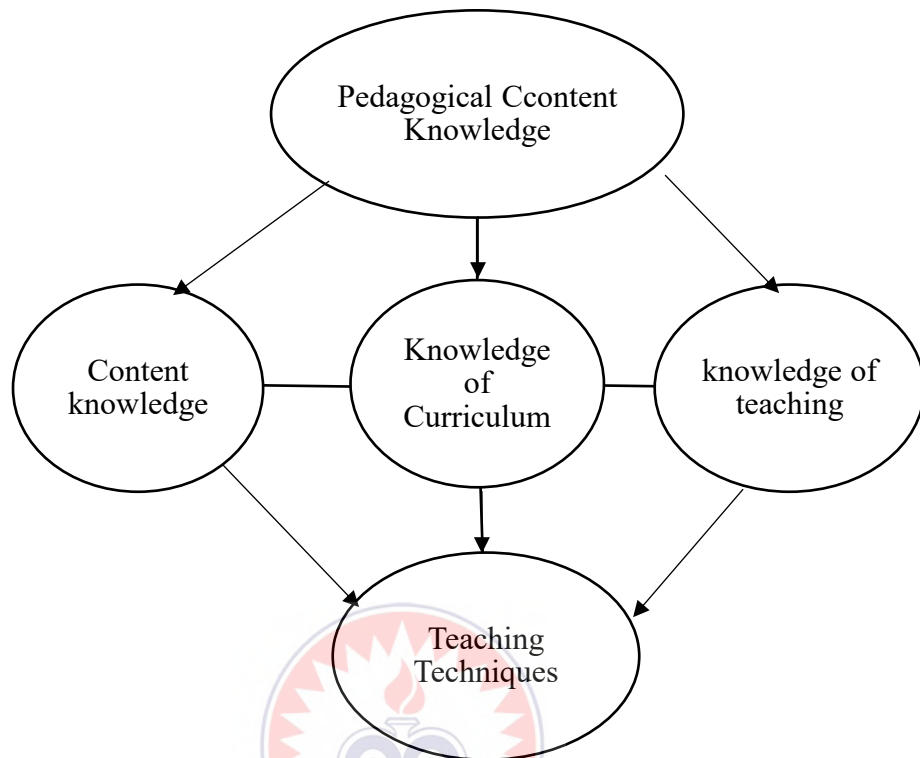
Conceptual Framework on Pedagogical Content Knowledge

Source: Adapted from Shulman (1987)

As indicated in Figure 1, content knowledge alone is not sufficient for effective teaching and learning. An effective teacher must also possess a deep and broad knowledge of teaching and curriculum or profound pedagogical content knowledge. With this knowledge, teachers can connect their knowledge of content, curriculum, and teaching in a supportive network. In this network, three types of knowledge interact with each other and can make transformations from one form to another around the central task of teaching. Ultimately, these components together address the goal of enhancing students' learning.

2.9 Summary

This chapter dealt basically with the review of literature on the themes identified from the objectives, literature was reviewed conceptually and theoretically. The first section dealt with the theoretical review. The study was backed by the Constructivist Theory of Learning by John Dewey (1916), Jean Piaget (1955) and Lev Vygotsky (1967). The theory explained that the learning experience is greatly enhanced when the student is an active participant in the learning process. The theory postulates that the teacher's primary duty is to develop a collective problem-solving process in which students participate actively in their learning.

The conceptual and empirical review were done simultaneously under the themes derived from the research questions. Consequently, themes such as teachers' pedagogical content knowledge of Social Studies, teacher subject mastery and competence in Social Studies, goals and objectives of Social Studies education, methods and techniques of teaching Social Studies, factors influence the choice of instructional methods or techniques of teaching, challenges teachers to face in using instructional methods and techniques. The literature review indicated some gaps; however, it was identified that most of the studies employed a quantitative approach hence, necessitating the purpose of the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology is critical to a research process because it is the lens through which a researcher looks when making decisions on acquiring knowledge about a social phenomenon, and getting answers to research questions (Creswell, 2014). In other words, it specifies the type of research approach and methods that are employed to gain knowledge and insight about a phenomenon under investigation.

This chapter, therefore, outlines various methodological procedures upon which the study is premised. It discusses the philosophical underpinnings of the research, the research design, the population of the study, sampling and sampling techniques, the research instrument, and data collection procedure and how ethical considerations were followed during data collection and presentation of findings. This section aimed to demonstrate the practical approach to realizing the objectives of the study and in doing so, this research aims to contribute to knowledge.

3.1 Research Approach

It has been acknowledged that a researcher's choice of methods is greatly dictated by his or her philosophical assumption, that 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 or her belief about the truth or reality (ontology), the process of knowing the truth (epistemology), the values one holds (axiology) and the strategy, plan of action, process, or design (methodology) (Crotty, 1998, cited in Rehman & Alharthi, 2016). In this study, the interpretivist philosophy was adopted.

Rehman and Alharthi (2016) argue that the interpretivist believes in socially-constructed multiple realities. Truth and reality are created, not discovered and 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. Individuals interact with other individuals and society and ascribe meaning and names to different social phenomena. The interpretive methodology requires that social phenomena be understood "through the eyes of the participants rather than the researcher" (Cohen, Manion, & Morrison, 2007, p.21). Rehman and Alharthi (2016) state that interpretivists collect mostly qualitative data from participants over an extended period, as in case studies. The approach to analyzing data thus generated is inductive, that is, the researcher tries to discover patterns in the data which are collapsed under broad themes to understand a phenomenon and generate theory (Creswell, 2014).

The qualitative research approach was used for the conduct of this research work. The 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). The choice of this approach was to enable the researcher to make an in-depth study of teachers' knowledge of Social Studies, and how it informs their instructional techniques in the teaching and learning of the subject.

3.2 Research Design

According to Creswell (2009), a research design is a plan or blueprint that specifies how data relating to a given problem should be collected and analyzed. Opoku et al. (2016) hold the view that research design indicates the overall plan the researcher

uses to collect data to answer the research questions, including the specific technique use to analyze data. Creswell emphasized that research design spells out the basic strategies to be adopted to collect valid information and how they will be interpreted. Research design is concerned with the method or plan for conducting the research.

The researcher adopted the descriptive case study to offer her the opportunity to do an in-depth investigation of the study through a long dialogic process. According to Adentwi and Amartei (2010), a case study usually involves studying individual cases, usually in their natural environment, for a long period and employing some methods of data collection and analysis. The authors highlighted that case studies attempt to describe a subject's entire range of behavior to the relationship of these behaviors to the subject's history and environment. Kusi (2012) posits that, a case study aims to understand the case in-depth, and in its natural setting, recognizing its complexity and its context. This study made use of a case study to uncover what exactly relates regarding how Social Studies teachers' pedagogical content knowledge influences the choice of their instructional method and technique in senior high schools in the Kumasi Metropolis with the intent of employing the data to justify the current condition and practices, and to make intelligent and appropriate recommendations to improve them.

3.3 Population

The population of the study is often known as a well-defined collection of people or artefacts considered to have similar attributes in a research population (Rahi, 2017). The population for this study covers both private and public senior high schools in the Kumasi Metropolis. There were senior high schools of which 19 were public and 33 private as captured in the 2015/2016 academic year index bulletin and with a total

population of 270 Social Studies teachers (Kumasi Metro Education Directorate, 2015).

3.4 Sample and Sampling Technique

A sample is a finite part of a statistical population whose properties are studied to gain representative information about the whole population. Samples are selected because of cost-effectiveness in the use of resources, time, and funding (Babbie, 2001; Patton, 2002; Creswell & Plano, 2011). The non-probability sampling technique, that is, the purposive sampling technique was adopted to select 6 schools from the 52 senior high schools in the Kumasi Metropolis.

The typical case sampling type of purposive sampling was used to select the Social Studies teachers from the 6 senior high schools in the Kumasi Metropolis because they had knowledge of the topic for this study and were currently teaching social studies in the selected schools. The saturation sampling techniques were used to determine the sample size. Given this, the interview was conducted for all the teachers till realized repetition in their responses, then the researcher ended the interview of the teachers, that was after the researcher had interviewed 12 teachers. The Kumasi Metropolis was conveniently selected for the study because it harbors a larger number of public senior high schools in the Ashanti Region (19 public SHS). Also, the convenient sampling technique was used to select Social Studies teachers who were available, and also willing to partake in the research.

3.5 Instruments for Data Collection

According to O'Leary (2004), selecting techniques by which data are to be collected is just as important as choosing an appropriate research strategy. The researcher employed an interview guide and observation checklist as data collection instruments, and they are described below:

3.5.1 Interview Guide

A semi-structured interview guide was used to collect data for the study. An interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Biggam, 2011). Interviews enable participants to discuss their interpretations of the world in which they live and to express how they regard situations from their point of view. For this study, the researcher used standardized open-ended interviews. These are characterized by exact wording and sequence of questions which are determined in advance. All interviewees were asked the same basic questions in the same order. Participants answered the same questions, thus increasing the comparability of responses (Johnson & Christensen, 2011).

3.5.2 Observation Checklist

Another instrument employed for the data collection was the observation checklist. It is an appropriate data collection instrument because, according to Babbie (2001), it enables the observer to study a phenomenon in its reality and also gather first-hand data. As a result, the researcher was able to track information about the teachers' knowledge in the teaching and learning process. Specifically, direct observation was employed for the study. The researcher, therefore, used an observation guide to gather data on Social Studies teachers' use of the instructional methods and techniques as well as the approach in the teaching and learning of SHS students. Specifically, the classroom observation protocol focused on lesson presentation, including teachers' declaration of lesson objectives to students, teachers' techniques of teaching, teaching method and assessment as well as the use of instructional resources during the instructional period. This instrument offered the researcher the opportunity to see how the teaching and learning of Social Studies is done in the various selected senior high schools.

3.6 Trustworthiness

To ensure trustworthiness in qualitative research, Lincoln and Guba (1985) suggested four criteria or standards, namely credibility, transferability, dependability, and confirmability. This is because, Wolcott (1990) asserts that, the use of reliability and validity in qualitative research is unjustified on axiomatic grounds. This is due to the differences that exist between the axioms of interpretivism and positivism, and therefore, the "accommodation between and among paradigms on axiomatic grounds is simply not possible'' (Lincoln, 1992:81 cited in Kusi, 2012). The criteria employed to judge the rigor of this research conformed with the theoretical, philosophical, methodological, and other procedural considerations of the study (Kusi, 2012). The credibility, meaningfulness, and insights generated from this have more to do with the information richness of the cases selected and the observational and analytical capabilities of the researcher than with the sample size (Patton, 2002). The criteria of credibility, transferability, dependability, and confirmability are explained below:

3.6.1 Credibility

Credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba, 1985). Credibility was established mainly through member checking and individual debriefing. Member checking was used in two ways at the various stages of data collection and data analysis: (i) at the beginning stage the interviewer (researcher) discussed the questions on the interview questions with participants at the end of each interview; and (ii) during the formal interviews, the interviewer posed ideas back to participants to refine, rephrase and interpret. The researcher used interviews and observation protocols to collect data to help offset the

limitations associated with the use of one method for data gathering, and thus to improve the credibility of findings.

Also, to ensure the credibility of the research findings, recorded tapes of individual interviews were played back to the participants and written transcriptions of the interviews were given back to the interviewees to check whether what was transcribed was a true reflection of their responses. They were also allowed to offer comments on whether or not they felt the data was interpreted in a manner congruent with their own experiences because gaining feedback on results from the participants increases credibility.

3.6.2 Transferability

Transferability is the degree to which the results of a research study or experiment can be generalized to other groups, settings, or situations (Lincoln & Guba, 1985). The transferability of the present study was ensured by the rich description and reporting of the research process. The researcher used descriptions to substantiate and illustrate assertions made by individual participants to illuminate the context. Participants' statements during interviews were quoted verbatim to convey their true emotions and opinions. During the interviews, participants were probed further when the need arose for clearer explanations and deep understanding. Detailed descriptions of participants' characteristics and settings under which data was collected have also been made (Patton, 2002). The researcher discussed thoroughly the research methods and procedures the researcher followed during and after data collection.

3.6.3 Dependability

The dependability of qualitative research findings corresponds to the reliability of findings in quantitative research (Merrian & Associates, 2002). Quality control

measures were instituted for data collection from participants. The researcher had a personal interaction with the interviewees from whom the data was collected through unambiguous questions.

3.6.4 Confirmability

The general methods and procedures of this study have been explicitly described in detail and can be corroborated by others. The researcher was also aware of personal assumptions, biases and subjectivity that could easily affect the outcome of the study. As a result, the researcher placed herself on an emphatically neutral ground, seeing her participants as autonomous beings to obtain accurate data void of biases so that her insider positionality did not affect the data collected.

3.7 Data Collection Procedure

A letter of introduction was taken from the Department of Social Studies Education, University of Education, Winneba. This letter was sent to the headmasters, headmistress and Social Studies teachers in the senior high schools in the Metropolis. Based on the letter of introduction, selected Social Studies teachers in the selected senior high schools were selected and contacted with letters and mobile phone calls. The selected teachers were informed of the purpose of the study, and also assured them of their anonymity and confidentially.

3.8 Data Analysis Methods

 Fraenkel and Wallen (2006) define data analysis as the process of evaluating data, using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. The data was organized into various themes and categories based on the research questions of the study such that each section

provided the answer for each of the research questions. The study analyzed the data that emerged from the interview and personal observation during the study, concurrently to validate the data by using thematic analysis. It helped the researcher to closely examine the data to identify common themes – topics, ideas, and patterns of meaning that come up repeatedly.

In this work, the researcher followed Braun and Clarke's (2006) 6-step framework of thematic analysis which involves collecting data, becoming familiar with the data by reading and re-reading transcript, listening to audio recordings, generating labels to represent important features, identifying ideas and concepts, and searching for themes and defining the nature of each theme and weaving together the analytic narrative and vivid data extracts to inform the findings.

The researcher then collected the data using a recorder. The conversations were then transcribed for analysis by discerning patterns. To familiarize with the raw data before analysis, the researcher read the full data set, that is, the interview transcripts. The transcripts were then coded into broad themes based on the research objectives and interview questions. In analyzing the data, the researcher often quoted verbatim what the participants said to avoid biases. This was an indication that the researcher did not influence the work by the researcher's position. With the observation, the researcher checked what was observed and transformed it manually into tables for easy presentation and analysis. The data which was obtained from the observation was 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 participants.

3.9 Ethical Considerations

Ethical standards and considerations are an important part of a research endeavour. In data collection, the researcher looked at a host of ethical issues as well as her role throughout the research process. Respect, competence, responsibility and integrity are the four key principles which Braun and Clarke (2013) suggest to be ethical issues. As such, this study upheld high ethical standards throughout the entire research process according to guidelines of general research ethics. This was achieved through informed and voluntary consent by the research participants, the confidentiality of information provided and the anonymity of participants in the presentation of the results. Before the data was collected, introductory letters were issued to the parties (heads of various schools) and duly informed them of the purpose of the research and the role they can play to facilitate the successful collection of data. They were informed of the strict confidentiality of the information they provided and were also assured of the anonymity of their personalities in presenting the research report. During the data collection process, participants were contacted and they willingly provided the necessary information without any form of influence or coercion. Also, the names of the participants were not written on the data collection instrument to avoid revealing their identities in the course of the data-gathering process. The researcher also showed honesty and accuracy in the presentation of results by not falsely manipulating the research data. The study also duly acknowledged the scholarly works of others used by citing them in both the in-text and reference list.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

The study was designed to assess SHS Social Studies teachers' pedagogical content knowledge and the instructional methods and techniques they employed in the teaching and learning of the subject in the Kumasi Metropolis. This chapter, therefore, presents the findings and discussion of data collected from the in-depth interviews and observations in this study. The data gathered were simplified into several themes to ensure easy analysis and interpretation. The analysis was aided by existing works and theories. To ensure the interviewees' anonymity, the researcher labelled participants with alphanumeric codes such as (Participant 1). Below are the research questions that underpinned the data collection.

1. What is the pedagogical content knowledge of Social Studies teachers in the Kumasi Metropolis?

2. What instructional methods are used by teachers in the teaching and learning of Social Studies in SHSs in the Kumasi Metropolis?

3. What factors influence the choice of instructional methods by Social Studies Teachers in SHSs in the Kumasi Metropolis?

4. What are the challenges Social Studies teachers face in using instructional methods in SHSs in the Kumasi Metropolis?

4.1 Demographic Characteristics of Participants

The socio-demographic characteristics of the participants that were considered in this study are gender, age, educational qualifications, and work experience. Data on these characteristics are discussed in the paragraphs and tables below.

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4.1.1 Sex distribution of participants

Table 1: Sex Distribution of Participants

Gender	Frequency	Percentage
Female	3	25
Male	9	75
Total	12	100

Source: Field Data (2021)

Table 1 above shows that out of the 12 participants interviewed, the males with in the majority with 9 (75%) and the females were 3 (25%). This data supports Poatob (n.d.) who also found from his research on in-field and out-of-field Social Studies teachers teaching Cape Coast Metropolis that, the number of male Social Studies teachers outnumbered the females. This may indicate support for the notion by Casely-Hayford (2007) that, females prefer other professions to teach, hence generally there are more male teachers in Ghanaian senior high schools than female teachers.

4.1.2 Age of Participants

Table 2: Age of Participants

Age of Participants	Frequency	Percentage
20 – 55 years	0	0
26-30 years	1	8.3
31-35 years	1	8.3
36-40 years	2	16.7
41 and above	8	66.4
Total	12	100

Source: Field Data (2021).

In Table 2, it can be said that, the dominant age group of the participants for this study was between the ages of 41 and above, followed by the age group of 36 and 40, with ages 26-30 and 31-35 having the minimum participants. This data contradicts the findings of Poatob (n.d.) when his data revealed, that it ranged from 22 to 28 years.

The majority of the teachers fell between 21 and 40 years. It was only one of the Social Studies teachers the researcher met that age exceeded 50 years. Hence, the data may indicate contrary to the view of Poatob (n.d.) that, many of those teaching the subject is still active and when equipped with the necessary tools will be able to teach effectively. This may further indicate that the future security of Social Studies may not be promising if more young ones who are getting trained in the subject area from the universities are not recruited in the Kumasi Metropolis.

4.1.3 Educational Qualifications of Participants

Table 3: Sex Educational Qualification of Participants

Level of Education	Frequency	Percentage
Master Certificate	4	33.3
Degree certificate	8	66.7
Total	12	100

Source: Field Data (2021)

Table 3 above indicates that, all the participants involved in this study had at least, a degree in education, which according to Adjei (2016), is the basic qualification for one to teach at the senior high school level. However, most of them held a degree certificate 8 (66%) and 4 (33.3%) of them held a master's certificate.

4.1.4 Work Experience of Participants

Table 4: Work Experience of Participants

Length of experience	Frequency	Percentage
1-5 years	2	16.7
6-10 years	4	33.3
11 years and above	6	50
Total	12	100

Source: Field Data (2021)

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In table 4 above, the majority of the participants have, at least, 11 years of teaching experience. This indicates that the participants selected for this study have enough teaching experience in Social Studies and were in a position to provide the necessary in-depth information for the researcher to achieve the objectives set for this study.

4.2 Analysis of Data in Response to the Research Questions

4.2.1 Research Question One

What is the pedagogical content knowledge of Social Studies teachers in the Kumasi Metropolis?

According to Fraser (2016), pedagogical content knowledge (PCK) is one of the important knowledge fields needed by teachers for teaching any discipline to their students. Kind (2009) conceive PCK as the ability of teachers to translate the content, by modifying the subject based on student's prior knowledge, interests, and abilities to facilitate their learning and knowledge about skills required to prepare teaching and learning based on content-specific reasoning, through taking into account the learner's needs that exist in the content-specific learning. This research question sought to establish the pedagogical content knowledge of Social Studies teachers in the selected schools in the Kumasi Metropolis. In doing so, the research question was used to establish the conception of Social Studies among the teachers. Given the different meanings and schools of thought about Social Studies, the researcher sought to determine the school of thought that is subscribed to by the teachers since it goes a long way to direct how they teach the subject. After the interview with the 12 participants, the major school of thought emerged, the findings under RQ1 were grouped under the following themes: *citizenship education, and amalgamated subjects.* Table 5 shows the expressed views of the participants.

Table 5: Teachers' conception of Social Studies

Variables	Frequency	Percent
Social Studies is the amalgamation of the social sciences	4	33
Social Studies is about citizenship education	8	67
Total	12	100

Source: Field Data (2021)

4.2.1.1 Citizenship education

One of the themes that emerged from the data analysis is the theme of citizenship education. Thus, the eight participants who perceived Social Studies as citizenship education generally opined that, the subject focuses on the development of the citizens in a country for them to become good citizens and rational human beings who can apply their civic competencies and dispositions in solving problems. For instance, one participant, who has taught the subject for over ten years, and has served as an Assistant Head of the Department of Social Studies in his school stated:

> *Social Studies is perceived as citizenship education because I have seen that the subject deals with contemporary and current issues that threaten the survival of mankind...This in a way helps one to be well-prepared in his or her community. (Participant 12) [SIC]*

In consonance with this, another participant stated:

> *I perceive Social Studies as citizenship education, Social Studies is the subject that equips learners with the relevant knowledge, positive attitudes, skills, and right values that will enable them to solve problems that they will come across in life and that of their society (Participant 2). [SIC]*

Another experienced participant, who has been teaching the subject for over 12 years, and holds a Master of Philosophy degree in Social Studies, had this to say:

> *Social Studies helps equip students with the requisite knowledge, skills, and attitudes so that they will be able to solve personal and societal problems. For instance, with the COVID-19 situation, you need to teach the students how to come out of this situation. Although it is small in the syllabus, some of the topics are related to the problem. In addition, you help students to deal with the problems they are encountering (Participant 10). [SIC]*

Furthermore, the study established that the subject helps students to adapt to societal change, hence the need to see it as citizenship education. This is how one participant put it:

> *It helps the students to adapt to changes in society, that is how to deal with the ever-changing situation of Ghanaian society. It also equips the learner to solve his or her problems and the problems of society. (Participant 8) [SIC]*

Another participant added:

> *The subject allows students to be able to address issues and be able to make informed decisions and develop national consciousness and unity in the students. It also teaches students to be responsible citizens who are capable and willing to contribute to the development of their society. (Participant 6) [SIC]*

It also emerged from the data that, some of the selected teachers perceived Social Studies as citizen education because it makes the students more self-conscious. A participant noted:

> *Topics such as democracy and nation-building help in building students' national consciousness and unity, and self-identity, whereby students are guided to develop their personality and capabilities and how they will utilize their capabilities. (Participant 4) [Sic]*

The above assertions by the participants mean that Social Studies is perceived as citizenship education by the teachers because it is the subject which aims at imbuing in the student, problem-solving skills, and it is the only subject which has this as its ultimate goal, unlike the other social science subjects. Quartey (1984) states that, Social Studies equips the individual with the tools necessary for solving both personal and community-related problems. Martorella (1994), in his appraisal, asserts that the most enduring goal of Social Studies is to develop reflective, competent, and concerned citizens. This means that the mission of Social Studies is to help the individual in society to be responsible, participatory, and concerned about issues that confront them and society and find effective solutions to them. It is not surprising that

there has been a consensus among scholars that the main focus of social studies is citizenship education.

The findings are consistent with several studies in the literature. For example, most scholars agree that effective citizenship is the ultimate justification of Social Studies (Bickmore et al., 2017). The Ghana Education Service equates Social Studies with citizenship education (Abudulai, 2020; Arnot et al., 2018; Castro & Knowles, 2017). Again, Blege (2001) defines Social Studies as citizenship education, which deals with societal problems, relating to the survival of the individual and the society that equips students with attitudes, relevant knowledge, values, and skills to help them solve their personal and societal problems. Wynn and Okie (2017) assert that, learning Social Studies prepares learners in solving both personal and societal problems. The goals and objectives of Social Studies are essential to the point that it helps and enable us in selecting significant and meaningful content, teaching techniques and methods (Aggarwal, 2006).

Again, for those who belong to the citizenship school of thought, Social Studies must equip learners with the experiences necessary to make them responsible citizens in solving the problems that affect their society. This is linked and explained by the Constructivist Theory. The constructivist stresses that, knowledge is not external to the learner and awaiting discovery by him or her; rather knowledge is created through a process of new knowledge interacting with the prior knowledge and experiences of learners (du Plessis & Muzaffar, 2010).

4.2.1.2 The Amalgamation of Social Sciences Subjects

Another content knowledge identified by the researcher from the interviews conducted is the theme of the amalgamation of social science subjects. Amalgamation

here means the merger of several subjects under one umbrella called Social Studies. Participants perceived the Social Studies subject as a merger of different subjects under the social sciences discipline. Four of the participants stated that the topics to be taught should be selected from the social sciences and put together to make up the content of one discipline called social studies. For instance, one of them said:

> *Social Studies as an amalgamation means that the topics taught should be selected from the social sciences such as economics, geography, history, and government, and presented to students, so that they can understand every bit of these social science subjects to solve societal problems, which as you know are complex and require bits and pieces of knowledge from more subjects to deal with…you see, that is the only way we can become problem solvers and good citizens. (Participant 3) [SIC]*

Another participant who has taught the subject for two years gave a definition which was more or less like a combination of amalgamation and citizenship education. To him, it is not just about selected topics from the social sciences only, but those topics should be able to make students learn and become responsible citizens who will be able to live effectively and impact their environment. He had this to say:

> *Okay, I believe Social Studies is the amalgamation of social science. The reason is that, if you look at the Social Studies syllabus, it is structured into three areas, namely the environment, government, politics and stability and socio-economic development…so for me, I see Social Studies as the amalgamation of the different areas of social sciences put together, and what happens is that…at the end of the day the person should be able to live effectively and impactfully looking at the person's personal life and the impact on the persons immediate. (Participant 1) [SIC]*

Another participant espoused "*Social Studies is an amalgamation of social sciences subjects such as geography, economics, and history. Therefore, I can say it is all about the study of social science subjects". (Participant 2) [SIC]*

In addition, participants described the subject as multi-disciplinary or multifaceted, hence it is an amalgamation of the social sciences.

> *I see the subject has been multi-faceted. It is multi-disciplinary, that is, it embraces a lot of the subjects in the social sciences, so the teacher must know*

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several subject areas in the social sciences and humanities to be able to teach it. It enables other people who may not have specialized in Social Studies but at least, know one of the disciplines they are allowed to teach. (Participant 9) [SIC]

Participants articulated that, there are varied definitions of Social Studies, but the preferred one was the view that, Social Studies is an amalgamation of the social sciences.

The definition varies. It is an amalgamation of all the social sciences. So, we have a little bit of political science, economics, and civil education, among others but currently, if you look at the syllabus, it is more of civil education, government, and economics. The geography aspects have been taken out of the syllabus. (Participant 11) [SIC]

Another participant corroborated this by saying:

Defining Social Studies is a bit of a challenge. I remember in the training college; we considered Social Studies to be an inter-disciplinary and inter-related subject in which certain social science subjects were combined. Subjects such as sociology, geography, economics, and government, among others, were all taught, and therefore, when we teach, we teach in that direction. (Participant 5) [SIC]

Further clarification was sought by posing the question, "*How do you perceive Social Studies as Citizenship Education or an amalgamation of the social sciences?"* One participant had this to say,

I perceive Social Studies as Citizenship Education because the subject helps the individual to become responsible and as you know, Citizenship Education is about one being responsible enough (Participant 4) [SIC].

Another participants came out with this:

Social Studies is perceived as Citizenship Education because I have seen that, the subject deals with contemporary issues that threaten the survival of mankind...This, in a way, helps one to be well-prepared in his or her community. (Participant 5) [SIC].

Social Studies is perceived as citizenship education by the teachers because it is the subject which aims at imbuing in students, problem-solving skills, and it is the only subject which has this as its ultimate goal, unlike the other social sciences. As Quartey

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(1984) states, Social Studies equip the individual with the tools necessary for solving both personal and community-related problems. Martorella (1994), in his appraisal, asserts that the most enduring goal of Social Studies is to develop reflective, competent, and concerned citizens. This means that the mission of Social Studies is to help the individual in society to be responsible, participatory, and concerned about issues that confront them and society and find effective solutions to them. It is not surprising that there has been a consensus among scholars that the main focus of Social Studies is citizenship education.

On the side of those who saw the subject as an amalgamation of the social sciences, they were of the view that, the topics to be taught should be selected from the social sciences and put together to make up the content of one discipline called Social Studies. For instance, one participant said:

> *Social studies as an amalgamation means that the topics to be taught should be selected from the social sciences such as economics, geography, history, and government and presented to students so that they can understand every bit of these social science subjects to solve the societal problems… which you, as you know, are complex and require bits and pieces of knowledge from more subjects to deal with…you see that is the only way we can become problem solvers and good citizens. (Participant 2) [SIC]*

The discussions above support the notion, "The history of Social Studies is a story of turf wars among competing camps, each with its leaders, philosophy, beliefs and pedagogical practices" (Evans, 2004, p.1). It must be noted that, there has been a consensus among scholars of the field that social studies are geared towards achieving citizenship education, and immediately teachers handling the subject see it differently, it is likely going to affect the teaching and learning of the subject in realizing its objectives. This is true because the knowledge base for teaching defines a set of knowledge necessary to be an effective teacher.

4.2.1.3 Teachers' Pedagogical Knowledge of Social Studies

The pedagogical knowledge of Social Studies teachers was also examined. Teachers' pedagogical knowledge refers to their deep knowledge of the processes and practices of teaching and learning, encompassing educational purposes, goals, values, strategies, and more (Shulman, 1986). This is a generic form of knowledge that applies to student learning, classroom management, instructional planning and implementation, and student assessment. It includes knowledge about techniques or methods used in the classroom, the nature of the learners' needs and preferences, and the strategies for assessing student understanding.

Participants were asked to share how they prepare and plan their lessons, how they assess their learners, how their content knowledge of Social Studies influences their pedagogical choices as well as their classroom management skills. Hence, the participants were asked, "*How do you plan and prepare your lessons?*"

Most of the participants asserted that, they spent much time researching information in preparing their lesson notes. In this regard, they engaged in deep reflection when preparing the lesson notes. For instance, one participant had this to say:

> *I do a lot of reflections when preparing my lesson notes. I make sure that I set SMART objectives with the help of the specific objectives in the Social Studies teaching syllabus. Then, I search for more techniques and strategies that can help me to achieve these objectives. For my level of experience, I do reflection-in-action, so I vary my teaching techniques that are not yielding results. But I do consider the learning characteristics of my learners when selecting these techniques. (Participant 12) [SIC].*

In support of this, another participant said:

> *In the preparation of my lessons, one key thing I pay attention to, is the use of appropriate techniques that can help the students to understand the concepts very well. In so doing, I look at the nature of Social Studies which is problem-solving, and then I select more engaging and learner-centered techniques for delivering my lessons. This is because I believe that learners will best understand the concepts in my lessons when they are actively involved in the teaching and learning process. (Participant 2) [SIC]*

The above comments depict that, the experiences of teachers play a key role in the effective planning and preparation of their lessons. Their experiences direct them to the appropriate means of approaching the lessons. Their comments above indicate how related Social Studies is to the Constructivist Theory of Learning, such that teachers select techniques that help the learners to discover knowledge for themselves, and this is consistent with the nature of Social Studies. This is evident from Mascolo (2009), when he opines that, the constructivist approach to teaching and learning with its emphasis on the ideas held by the students themselves and active learning is particularly suitable for a Social Science discipline. What the constructivist literature on teaching and learning has to add to this is that learning is an active experience.

On the question *"How do you assess your learners?"* The participants were of the view that they mostly used summative assessment in the lesson notes, where they give students assignments after their lessons. For instance, one of them said:

> *I make sure that I assess my students at the end of every lesson, by giving them assignments and homework or group assignments for them to present in class. Sometimes, I give them project works to work on for some weeks. (Participant 6) [SIC]*

The participants ignored one form of assessment, which is formative assessment. For a Social Studies classroom, it must be democratic, hence it is expected that students will be allowed to ask questions during the teaching and learning process, while the teacher is expected to provide prompt feedback. The lesson notes should cater for these formative assessments in the form of oral questioning. Furthermore, teachers were asked to share how their conception of social studies influences their pedagogical choices, *"How does your conception of Social Studies influence your pedagogical choices?"* Some of the participants stated that their long teaching of the subject had allowed them to explore the various instructional techniques appropriate to the teaching and learning of Social Studies. And, they found it easy to explain

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concepts using the appropriate techniques to students because they had been teaching the same topic over and over again. Hence, they knew which techniques work best for a particular topic. One participant had this to say:

> *My understanding of Social Studies as citizenship education helps me to identify the techniques that will inculcate into learners the appropriate attitudes and values for responsible citizenship. By this, I usually use techniques such as group discussion and role-play, to help students to be tolerant and creative respectively. So, my understanding influences my approach to the teaching of concepts. (Participant 4) [SIC]*

To corroborate this, another participant stated:

> *I have always understood Social Studies as a problem-solving subject that helps students to discover knowledge by themselves through critical thinking. Hence, I usually give my students project work every vacation for them to discover knowledge through analytical research. (Participant 10) [SIC]*

It can be understood from the above that, these participants belong to the citizenship school of thought, and as such maintained that, the Constructivist Theory of Learning should be used in teaching Social Studies. Their comments mean that their conception of the subject, coupled with their length of teaching guided them in their pedagogical choices.

Conversely, some of the participants said that they learnt a bit and pieces of information from many subject areas to explain concepts in Social Studies. That is, they learn a bit of economics, geography, government, and history, depending on the topic before selecting an appropriate technique to deliver their lessons. One had this to say:

> *Before I teach any topic in Social Studies, I read more on any of the social science subjects that are related to the topic for more information. In that regard, I use examples from these social sciences to teach my students. I do this because I believe Social Studies is an amalgamation of the social sciences, thus, its content, as well as approach, should depict the same. This will equip learners with an understanding of the concept that is teaching. (Participant 9) [SIC]*

This is an indication that these participants saw Social Studies as an amalgamation of the social sciences, hence their approach to the teaching of the subject depicted the same.

Lastly, participants were asked: *"How do you manage your students in the classroom?"* On this, the participants were of the view that they ensured order in the classroom for student learning to take place, by ensuring that learning activities were well planned and carried out, lesson presentation elicited and maintained students' attention, interest, and involvement, and used learning activities that were challenging and offered realistic opportunities for success, as suggested by Kyriacou (2001). Given this, they used techniques that were more engaging to keep learners focus on the classroom activities. One participant had this to say:

> *My lessons are mostly interesting such that learners cannot lose track of what is going on in the class. I use my interesting stories to get their attention because the subject as you know seems boring to learners. (Participant 11) [SIC]*

Another participant said *"I conduct a series of exercises during the teaching and learning period, just to make sure the learners do not sleep during the lesson". (Participant 5) [SIC]*

Another participant stated:

> *Me, I know learners see Social Studies as a boring subject, but not in my class. With my level of experience in teaching, I have come to realize that, students enjoy teaching when it is more challenging and engaging. Hence, I use grouping and storytelling a lot, to arouse their interest in the class. (Participant 1) [SIC]*

From the above comments, it can be seen that the participants tried as much as possible to minimize boredom, which according to Adam, et al. (2018), is one of the causes of learner misbehavior which may cause a lesson to be distracted.

In sum, the outcome of the interviews reveals the pedagogical content knowledge (PCK) of Social Studies teachers in the Kumasi Metropolis. The results reflect Shulman's (1987, 1986) metaphor of PCK, which describes how teachers' content knowledge and pedagogical content knowledge interact with one another to produce effective teaching. Shulman claimed that the emphasis on teachers' subject knowledge and pedagogy were being treated as mutually exclusive domains. The practical consequence of such exclusion was the production of teacher education program which focus on either subject matter or pedagogy-dominated. To address this dichotomy, Shulman proposed that PCK establish the necessary relationship between the two.

The study has revealed this knowledge, which includes knowing the teaching approaches that fit the content, and likewise, knowing how elements of the content can be arranged for better teaching. This knowledge is different from the knowledge of a disciplinary expert, and also from the General Pedagogical Knowledge shared by teachers across disciplines. It also involves the knowledge of teaching strategies that incorporate appropriate conceptual representations, to address learner difficulties and misconceptions and foster meaningful understanding.

General pedagogical knowledge also includes knowledge of what the students bring to the learning situation, the knowledge that might be either facilitative or dysfunctional for the particular learning task at hand. This knowledge of students includes their strategies, prior conceptions (both "naïve" and instructional produced); misconceptions they are likely to have about a particular domain and potential misapplications of prior knowledge. This is in consonance with the Constructivist Theory of Learning, which is the focus of this study because the constructivist theory makes it the primary duty of the teacher to develop a collective problem-solving

process, in which students participate actively in their learning. With this in mind, a teacher works as a learning facilitator, rather than an instructor. As a facilitator, he or she makes sure that he or she knows the previous conceptions of the students, directs their actions, and builds on them (Oliver, 2000).

4.2.2 Research Question Two

What instructional methods are used by Social Studies Teachers in teaching Social Studies in SHSs in the Kumasi Metropolis?

Social Studies lessons are supposed to be engaging; that is, they should be full of activities that help learners to acquire the values and attitudes needed to function well in society (Abdulai, 2020). In selecting the appropriate instructional techniques, teachers need to select those that will affect the attitudes, values, and skills of learners positively, which is the focus of Social Studies education or citizenship education. Hence, the study explored the teaching and learning techniques employed by Social Studies teachers. In the researcher's interview with the twelve teachers teaching Social Studies in Senior High Schools on the teaching techniques they adopt for lesson presentations on contemporary issues, it was revealed that three techniques in all were used as seen in the table below. The techniques identified were; *discussion, lecture, and role-play techniques.* These findings are discussed below.

Table 5: Techniques used for lesson delivery on contemporary issues by SHS Social Studies teachers in the Kumasi Metropolis

Variables	Frequency	Percent
Discussion	12	100
Social Studies is about citizenship education	12	100
Role-playing	8	67

Source: Field Data (2021)

Table 5 indicates the techniques employed by the teachers, namely the discussion, lecture, and the role-play techniques. Among these techniques, except role-playing, all the teachers stated that they use the discussion and the lecture techniques as their preferred techniques for presenting lessons on contemporary issues.

4.2.2.1 The Discussion Technique

The dominant teaching technique that emerged from the analysis of data gathered by the researcher through interviews and observations is the discussion technique. As noted by Mercer (2013) the discussion technique is an activity in which learners talk together to share information about a topic or problem or to seek possible evidence or solution to a problem. Concerning the current study, the data revealed that 10 out of the 12 participants involved in this study employed the discussion technique in the teaching and learning of Social Studies. According to the teachers, they mostly allowed their students to share their views and knowledge on a particular topic in class. For instance, a participant articulated:

> *I actively use the discussion technique in the teaching and learning process because it helps me to know the divergent views of the students on an issue or topic. Through discussion, students can cite different examples that I may not be aware of that exist in society. (Participant 1) [SIC]*

> *I use discussions because it allows the students or the learners to get involved to ask questions and get explanations. The discussion technique also allows students to come out with what they think is right. We then discuss it and conclude. (Participant 7) [SIC]*

This finding is in line with that of Prince (2004), who found that, in using the discussion technique, students learn readily from each other, provides good practice for problem-solving, and also give training in the democratic process.

Another participant added:

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> *I use the discussion technique a lot to engage students to bring out their ideas since most of the issues we discuss in class are theoretical in nature. The students themselves can also generate their ideas regarding the issue as they emerge because social life and human life are involved so what has been stated in the textbook might have changed due to current situations around us. So engaging students in discussions generate their solution to the problem. (Participant 3) [SIC]*

According to one participant, the nature of the subject requires that she employs the discussion technique. She said:

> *You know Social Studies, by its nature very often discussion technique is the best, the topics that we teach in class are not too new to the students. They know most of them. For example, if you are talking about the causes of marriage breakdown, I think you do not need a textbook to tell us why marriages are breaking down. (Participant 6) [SIC]*

Another participant said:

> *I always use the discussion technique whereby I throw the question to the students, and they also come up with their views on it, then we solicit the best idea from the students. We elaborate on the points that are needed under such topics. (Participant 10) [SIC]*

Massouleh and Jooneghani (2012) espouse that, for a teacher to employ the discussion technique, he or she must be familiar with the topics to be discussed, as well as the content and prepare well on them. Topics must be interesting and must also affect the lives of the pupils or students. Therefore, for a teacher to effectively employ the discussion technique, he or she must be well grounded in the pedagogical content knowledge of the subject. In the same vein, the data gathered showed that these teachers do not just employ the discussion technique in a vacuum, they should, however, be influenced by their knowledge of the particular issue they are going to discuss in class. It is worth noting that, this finding contradicts earlier findings by scholars such as Agyeman-Fokuo (1994). Thus, these scholars, in their study asserted that the lecture technique, which employs rote learning, is the main technique of teaching Social Studies in many schools and colleges in Ghana. However, the findings

of the current study indicate that the discussion technique is the main teaching technique for teaching Social Studies by the selected teachers.

4.2.2.2 The Lecture Technique

Another technique that emerged from the findings of the study is the lecture technique. Ayaaba and Odumah (2013) content that, the lecture technique is the oldest and the most traditional technique of teaching, where the teacher transmits information in an autocratic fashion to passive listeners. The findings revealed that the study participants also employed the lecture technique for teaching. It was observed that, during classes, these teachers portray themselves as all-knowing icons, requiring students to listen attentively to everything that they say and do. Thus, during lectures, all the analyses, opinions on the issues and generalizations are presented by the teacher and are read out to the students. The teacher's delivery was, generally done without interruption. This observation was also corroborated by comments from some of the participants. A participant stated:

> *I also use the lecture technique. Sometimes, I realize that the students do not have enough information to give on a particular topic. This means that the best technique to employ at that moment is the lecture. (Participant 5) [SIC]*

The findings align with the findings of Merryfield and Muyanda-Mutebi (1991), who found that several pieces of research in Africa indicate that Social Studies teachers use the same expository, teacher-centered method of teaching history and geography.

It was also observed that, the teachers, in using the lecture technique sometimes pause to ask or invite questions from the students. The role of the learners here is to pay attention to what the teacher reads out. The success of the learner depends on their ability to listen and also make quick notes as the teacher reads on. Learners are expected to memorize the content of the teacher's lecture, and also to use it in doing assignments or answering examination questions. It was glaring that, the most

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obvious feature of the lecture technique was that, it is teacher-dominated. During the process of lesson delivery, the teachers were mostly talking or demonstrating to the learners most of the time. To affirm this, Bligh (2002) asserts that, the purpose of the lecture technique is to clarify information to a large group of learners in a short time. It is, thus used primarily to cover a certain amount of content as it permits the greatest number of materials to be presented. It is normally characterized by one-way communication. The lecture technique, though considered unavoidable, is not an appropriate technique for achieving the objectives of Social Studies, hence it is in contrast with the Constructivist Learning Theory, which guided the study. Again, it is contrary to the engaging and stimulus variation techniques that the participants stated they use to manage their classrooms.

4.2.2.3 The Role-Play/Dramatization Technique

The role-play technique was also one of the themes that emerged from the analysis in answering the RQ1, which sought to identify the teaching and learning techniques employed by the selected Social Studies teachers in their lesson delivery. The findings have revealed that some of the selected teachers use role-play in the classroom as a way of involving the students in the teaching and learning process. According to Orlich et al. (2004), role-playing is a process-oriented group technique, in which students act out or simulate a real-life situation. The researcher observed that students were made to do on the spot acting out of a situation, problem, or incident. A participant re-echoed this observation with the following statement:

> *If a teaching topic is like widowhood rite and Trokosi and there is the need to let the student role-play how widowhood rite and Trokosi are carried out. I allow them to role-play it and this helps the students to bring out the negative effect of the widowhood rite and Trokosi system. (Participant 6) [SIC]*

The researcher found that the teachers use role-play when they want the students to be active in class. A participant commented "*I use role-play and this makes the students active as it always makes them participate in the teaching. Role-play is suggested for use in the syllabus*" Another also stated that "*When students are allowed to role-play, it helps to develop their talents. Practical lessons, for instance, will also help develop the skills of students.*"

It was also found that teachers use role-play to enhance the understanding of students.

A participant stated:

> *I use role-play a lot in my lessons, and this helps the students to relate more to the subject, and it also helps them to develop their public speaking and confidence level. Students can think critically and come out with what is expected of them from the teacher. I think that is the ideal way to teach Social Studies. (Participant 12) [SIC]*

According to Savage and Armstrong (2000), role-playing serves several purposes that are consistent with the objectives of Social Studies education. Thus, the technique helps students to develop interpersonal relations skills, change attitudes, clarify values, and develop citizenship skills. This is in line with the findings above, as teachers articulated that, this teaching technique is more useful in appreciating others' perspectives and mastering academic content by replicating the roles of people who participated in real events. The findings also corroborate Schuh's (2004) assertion that, role-play also develops academic skills such as communicating skills, recording and logical thinking among others, that are essential for higher academic work. The researcher, however, realized that these teachers vary the use of role-playing techniques. For instance, a participant noted:

> *I vary my teaching technique because sometimes after using discussion, I need to allow the students to role-play for better understanding. For instance, in teaching a topic such as "conflict resolution", I help the students to demonstrate how to resolve conflicts through mediation and adjudication. (Participant 5) [SIC]*

The above findings under the RQ1 contradict Yildirim's (2006) study which found that the lecture technique was the reported dominant technique of Social Studies classroom instruction with group activity and discussion techniques reportedly used, sometimes or rarely. In the current study, the discussion technique is identified as the dominant teaching technique. However, the findings support Onyibe's (2014) study which revealed that students preferred instructional methods that promote their active participation in the teaching and learning of Social Studies. The findings also revealed that most teachers rely more on conventional note-taking methods as the only instructional method for classroom interaction contrary to the problem-solving approach in the teaching and learning of Social Studies.

It can be said that most of the teaching and learning techniques employed by these teachers take cognizance of the fact that, students are active agents hence the use of discussion and role-play techniques in teaching and learning Social Studies. These students, according to the Constructivist Theory, are active participants in the learning process. They use various strategies to process and construct their understanding of the content to which they are exposed. Students are not considered anymore as recipients that teachers fill with knowledge, but as active participants in the teaching and learning process. With this theory, learners' thoughts, beliefs, attitudes and values are also considered influential in the learning process (Winne, 1985). This is so related to Social Studies in such a way that, the task of learning is placed on the learner with the teacher serving as a guide. Given this, teachers are obliged to put learners at the center of learning so that they can construct and discover their knowledge and personal experiences. This is so because it is only through this that the learners can retain knowledge and imbibe civic dispositions associated with Social Studies.

4.2.3 Research Question Three

What Factors Influence the Choice of Methods by Social Studies Teachers in SHS in the Kumasi Metropolis?

Oyibe and Nnamani (2014) admitted that the ability to use various instructional methods for classroom interactions is often neglected by educators, thereby hindering the effective implementation of the Social Studies content. Thus, teachers tend to have students participate in instructional activities that do not encourage critical thinking but instead encourage rote memorization of names, dates and places. Given Oyibe and Nnamani's assertions, the researcher sought to examine the rationale behind the selection of a particular teaching and learning technique over the other by the participants. The researcher, after analyzing the data collected, came up with four themes in answering the research question. These were: *the nature of the topic, students' level of understanding, teaching philosophy and teaching environment.*

4.2.3.1 The Nature of the Topic

For Morrison et al. (2019), the content of the subject, as well as the goals, decide how the teaching and learning phases should be sequenced to achieve effectiveness of the teaching and learning process. The current study found that almost all the participants employed a particular teaching and learning technique based on the topic to be taught. Out of the 12 teachers, 11 indicated this as the rationale for their choice of a particular technique. What this means is that, these teachers did not use a static technique throughout their teaching practices, but rather varied them as and when the need arose. This is in line with the view of Petko (2012), who stated that, the technique used by teachers will depend on the skills or information they want to convey to their students.

A participant said that his choice of discussion technique was influenced by the topic for the week. He illustrated:

When I was going to teach the topic, "The causes of broken homes", I realized that I did not need a textbook to tell the students why marriages are breaking down. Through discussions, the students were able to bring out some of the causes they had seen in their homes and communities. (Participant 6) [SIC]

The study also revealed that the attitude of students towards the topic to be treated has an influence on the teaching and learning technique to be employed. For instance, one of the participants revealed:

If I look at the attitudes of the students regarding the topic. I consider the perceptions of the students on the topic and based on that I come out with some techniques to use to enhance their knowledge. (Participant 1) [SIC]

The findings above support existing claims in literature from scholars such as Ellis et al. (2014) and Perrott (2014). According to Perrott (2014), the teacher, guided by the topic, must be able to choose the technique that will help the students to learn more effectively and meaningfully. Similarly, according to Ellis et al. (2014), the desired result of the lesson determines the technique to be used and it must be one that will ensure that all of the objectives are set for the lesson.

4.2.3.2 Students' Level of Understanding

Sumber et al. (2012) espouse that, the teaching style of the teacher should be much that of the learners, for them to understand what the teacher is teaching. The researcher found that the level of understanding of the students influences the teaching technique adopted by the study participants. In other words, the nature or calibre of students being taught also goes a long way to determining the teaching technique. A participant espoused that, the teacher can gauge the student's level of understanding and based on that he or she selects a particular technique. He said:

I look at the student's level of understanding of the topic. For example, if I am teaching the form ones, I may vary the techniques as compared to teaching the form twos or the form threes. When I am teaching the form ones, I use more

role-play and games. However, for the form 2 students, I use more discussion because they are on a different level from the form ones. (Participant 7) [SIC]

Other participants also corroborated the above findings when they added that, the intellectual capacity of the students in question would give them a fair idea of the technique to use.

I look at the knowledge and intelligence level of the learners and see whether their level requires a particular method. If I am to go by the discussion technique, I need to know whether they will be able to generate points on the said topic or if I should go by the lecture technique based on their intelligence level. (Participant 11) [SIC]

The content I am to present as compared to the knowledge of the students will determine whether I am to use a particular technique which could trigger their ability to contribute to the discussion to enhance their understanding of the topic or with their prevailing knowledge I could move on with my presentation so that, the learners can catch up with me. (Participant 8) [SIC]

4.2.3.3 Teaching Philosophy

The findings of the study revealed that the philosophy of the teacher has a great influence on the selection of a teaching technique. The philosophy here includes the values, beliefs, viewpoints, and way of life of a particular teacher. According to the study participants, these philosophies determine their choice of teaching technique. Thus, a teacher will select the discussion technique because he or she believes that students are not passive or objects, but have the urgency to also contribute to knowledge. On the other hand, a teacher will select a particular topic because he or she has the belief that, students cannot contribute to knowledge so the teacher has to feed them with the needed knowledge. For example, one participant claimed:

My philosophy will direct me to choose what kind of technique, I must apply. So, the philosophically-informed technique helps me to achieve y intended learning outcome. (Participant 3) [SIC]

Another participant added, "*My philosophy of teaching is to promote student participation. This is what I learnt during my university days and this informed my selection of techniques.*"

To strengthen this view, a participant added:

> *This is so important to me because the way I see life influences the way I see and understand people. Same way in the classroom setting, I see students to be creative human beings capable of achieving what they want. This view directs what techniques I use in class. I use techniques that will help me to bring out the qualities in my students. (Participant 9) [SIC]*

From the foregoing, it can be deduced that teachers' understanding of the subject plays a major role in how they deliver lessons in the classroom. This is to say that, teachers' understanding of the subject as well as their beliefs in how teaching is to be done greatly influence how they deliver content to learners in the classroom setting. Because of this, Ayaaba (2011) affirms that, the ability of a teacher to deliver well depends mostly on his or her philosophy and her firm knowledge of the subject matter. If the teacher is very knowledgeable in the subject matter, it is very easy for him or her to choose the best technique for teaching such a subject.

4.2.3.4 The Teaching and Learning Environment

Another theme that emerged from the findings in answering the research question that sought to examine the factors that influence the selection of a particular teaching technique is the teaching and learning environment. The teaching and learning environment here means that the classroom size, length of the lesson, available teaching and learning materials and teaching aids. According to Ur (2005), the number of students present in a class (class size) highly influences the choice of teaching technique. However, there is no common understanding of how many students form a large classroom. Participants articulated that; the class size influences the choice of teaching techniques employed during their social studies class. He stated:

> *I always consider the class size, and the number of students and then I look at the level. Because the class size will help me to know the number so that maybe if I use TLMs how many TLMs I will need and possibly can you get all*

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> *of them then I have to know the class size so that I can prepare for the TLMs I will use to deliver the lesson. (Participant) [SIC]*

Another participant argued that the conducive nature of the teaching setting determines the technique she employs. She noted:

> *I consider the environment because if I am teaching about a violent community, for instance, I need to develop certain skills in my presentation. Let us say that the students are overcrowded in the classroom, discussion might not be possible. Role-play may also not be conducive. Sometimes demonstrations will not be possible. Nevertheless, lecturing may be convenient because of the class size. A smaller class size can support discussion, project works and individual presentations. (Participant 1) [SIC]*

In consonance with the above, Evans (2004) claims that many Social Studies educators and other educationists agree that the use of teaching and learning resources contributes to students' understanding and remembering of what they have been taught. The study further found that the time allocated for the teacher to teach a particular topic also affected the teaching and learning technique to be selected. For instance, a participant said:

> *When I know that, the time for a lesson is not adequate and as such, will not permit me to do, for instance, a discussion, I then settle for the lecture technique. However, if I know that I have enough time to teach, I can even use multiple techniques for a lesson. (Participant 12) [SIC].*

The above statement is in line with the findings of Nguyen et al. (2014), who identified factors such as insufficient time for lesson delivery as a factor that influences the choice of an instructional technique. In addition, Adhikari (2010) revealed that secondary school English teachers in Nepal have a basic understanding of CLT, and they are enthusiastic about implementing it in English language classes, but they are constrained by factors such as the insufficient time that confirms the findings of the current study.

The finding here explains why the nature of Social Studies agrees with the Constructivist Theory of Learning. The factors considered by the teachers in their

selection of teaching and learning techniques ensure that students discover knowledge by themselves and this helps them to retain knowledge better.

4.2.4 Research Question Four

What are the challenges Social Studies Teachers face in using instructional Techniques in SHS in the Kumasi Metropolis?

The appropriate selection of teaching techniques as well as teaching and learning materials will indeed do a great benefit, but not without a challenge. In the quest for a teacher to select the suitable and appropriate instructional method, they are faced with many challenges. Consequently, the last research question for this study sought to identify some of the challenges the selected social studies teachers face in using instructional methods. The researcher in answering the RQ4 identified three themes as the challenges facing Social Studies teachers in employing instructional techniques. These themes are *large classroom sizes, inadequate teaching and learning materials and* teaching hours.
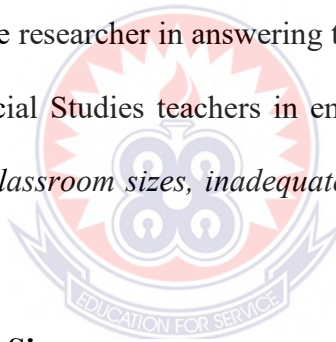
4.2.4.1 Large Classroom Size

According to Moluayonge and Park (2017), classroom size refers to the number of students being taught by a teacher in one class. The question of class size sparks heated debate among educators. The study revealed that one of the challenges the study participants were facing is the large class size. The participants indicated that their class size was more than 60, and that made it difficult for them to use the appropriate teaching and learning techniques that would benefit all the students. For instance, one of the participants noted:

> *Some of the classrooms have large sizes. For example, the form three I taught last year were many. There were about sixty to seventy students in the class. The teaching and learning techniques I used did not favor the class. I will*

> *suggest that the class size should be thirty or at most. thirty-five. (Participant 4) [SIC]*

A participant made his frustration known by blaming this challenge on the doorstep of the Ghana Education Service and maintained:

> *I don't think the school can do something about it because it is the education body that brings the students to the school. The Ministry of Education and maybe GES can rather do something about it. (Participant 9) [SIC]*

Another participant added:

> *Class size is also a challenge to the teaching and learning of Social Studies. With more students in class, we can't use more presentations but lecturing. Therefore, instead of presenting, we give the students assignments. (Participant 12) [SIC]*

The researcher, through observation, confirmed the claims of these teachers. The researcher observed that the least number of students in all the classes the researcher went to was 65. It was also observed that what made things more difficult was the fact that the classroom was also not big or spacious enough to contain the numbers. It was, sometimes difficult for the teachers to walk through the teaching-learning process.

The finding of the current study is consistent with that of Yelkpieri et al. (2012). The authors found in their study that large class size is one of the problems in the educational sectors that developing nations have been grappling with. This study confirms that, Ghana as a developing nation is no exception, and therefore, has its fair share of this problem at the senior secondary school level of its education. It was indicated by both Yelkpieri et al. (2012) and Ayeni and Olowe (2016) that, the issue of large class size has arisen because of an increase in Ghana's population, the quest for higher education and better conditions of life, and also the introduction of some social interventions such as the free school educational policy introduced by the government.

Anderson (2001) also posits that class size has an impact on peer interaction. The relationship between classmates significantly affects how well students in that class learn. In a similar view, Moluayonge and Park (2017) mention that, in a larger class environment, the students might be more prone to rowdiness or disruptive behavior that distracts them from what is being taught. Students in smaller classes, on the other hand, are more likely to bond with one another and collaborate during the teaching and learning process. This assertion came out in the current study when participants articulated that, because of the numbers involved sometimes techniques that involve groupings become chaotic and destructive.

4.2.4.2 Inadequate Teaching and Learning Materials

Another challenge identified by the researcher in ascertaining the challenges faced by the selected Social Studies teachers in employing some of the instructional techniques was inadequate teaching and learning materials. This challenge is closely linked to the challenge of large classroom sizes. The researcher found that because of the large classroom size the available teaching and learning materials were not sufficient for use. According to Henard and Roseveare (2012), a quality teaching and learning process requires the use of different kinds of instructional materials in lesson delivery. Teaching and learning materials are described by Das (2019) as the objects or devices that help the teacher to make learning meaningful to learners. Also in the view of Ashaver and Igyuve (2013), instructional materials are those materials that teachers need to incorporate into the teaching and learning processes, to help the students benefit from the learning experiences. A participant asserted that they sometimes had to use their own money to buy some of these materials to aid teaching and learning. He said:

Sometimes, I have to bear the cost of teaching and learning material myself. For instance, if I need cardboard for a project, sometimes I have to use a projector and show the students pictures instead of the real thing. (Participant 6) [SIC]

One participant went further to illustrate how she sometimes deals with such a challenge. She illustrated:

Sometimes, I print pictures and show them to the students instead of getting the original object, and I do the printing with my own money. I also resort to giving assignments instead of presentations. I can't blame the school so much in this situation. One of the measures the school administration is considering is to reduce students' size in class. (Participant 3) [SIC]

The study participant revealed that the nature of Social Studies requires a more innovative way of teaching to make the students appreciate what is being taught, without any thread of doubt. However, the unavailability or inadequate materials to complement their efforts make them, sometimes frustrated. One participant explained:

You see in Social Studies; I can't rely on only the syllabus. I also need to find some other resources so I need access to the internet in the class for the students to be able to search for information right there as I put them into groups but we don't have enough laptops or internet facilities for them. (Participant 2) [SIC]

The researcher also established that because of the challenges such as inadequate ICT teachers, the one in the school is forced to give assignments to students in groups to search for the information before they come to class to present for the teacher to do the summary. One participant also added:

Some topics require the use of a resource person but the availability becomes a problem so I am forced to manage it myself although the best way was to bring in a resource person to talk about the topic. Such topics as family planning need a specialist such as a nurse, who will be able to talk to the students about it and give them proper information on it, but we don't get the approval to bring them because of the cost involved. (Participant 10) [SIC]

This finding affirms Wanzare's (2012) study that, the essential materials for teaching and learning are often unavailable in most community senior secondary schools. The unavailability of such materials in secondary schools compels the teachers to use the

talk and chalk technique in the teaching and learning process. When these materials are unavailable, learners cannot do well (Mudulia, 2012). This implies that, when learners are not doing well, the defined objectives of education and Social Studies curriculum cannot be realized. When there are no materials to be utilized by teachers, they pose a lot of challenges to the teaching and learning of Social Studies.

4.2.4.3 Teaching Hours

The last challenge identified by the researchers after analyzing the available data is the teaching hours. The teaching hours here can be divided into two. The first one has to do with the limited number of hours per lesson, and the second one concerns the total number of hours these teachers teach per day. The researcher found that the limited time duration per lesson makes it difficult for them to employ the right teaching technique. For example, a participant explained:

> *You know, because of the time constraints, at times, I am forced to use other means because I want to finish the syllabus. I sometimes adopt teaching techniques such as lecturing instead of discussion and other equally effective ones such as role-play and demonstration. (Participant 5) [SIC]*

The findings also revealed that some of the teachers teach more than 8 hours a day. This, according to them, drains them and makes them ineffective to give up their best by employing the right teaching and learning technique for each lesson. A participant complained:

> *I teach every day of the week and I mostly spend 8 hours teaching a day. My sister, I am not a machine. Sometimes, when I get to my fourth lesson, I will be tired. When it happens like that, if ideally, I am to use the lecture technique for that particular topic, I will use another one such as role-play or discussion so that the students will be more involved so that I can rest a bit. Even when I know that that technique will not be effective, I am forced to use it because I am tired. (Participant 7) [SIC]*

The above statement is consistent with a study by Hill and Grossman (2013). They accounted that, one of the challenges teachers face in using instructional methods is the number of teaching hours assigned to the teachers. Lawson et al. (2013) posit that,

time for instructional activities is designed in line with the syllabus to cater for the entire school life of students at each level. The daily instructional time at the SHS is three hundred and sixty minutes and the academic year covers a period of forty weeks (SHS syllabus, 2010). The current study affirms Darling-Hammond's (2015) assertion that, unlike in the past when teachers could just complete their syllabus and evaluate their students, the situation is more challenging today. Teachers are tasked to handle multiple roles in the classroom, coupled with huge teaching hours. This makes them tired, and not able to use the most appropriate instructional techniques in the teaching and learning process.

Constructivist Theory is based upon the idea that learning is an active process in which learners build or construct new ideas or concepts based on their current or past knowledge and social interaction. The constructivist approach would direct the teacher under these conditions of theoretical variety to encourage the students to bring their ideas on the causes of war to the learning experience. Some constructivists such as Jean Piaget argued that humans learn through the construction or building of one logical structure after another. He also concluded that the logic of children and their modes of thinking are initially entirely different from those of adults (Pass & Sweller, 2012). Similarly, John Dewey pointed out that education should be grounded in real experience.

4.3 Observation of Social Studies Lessons

An observational checklist was one of the instruments employed for data collection to gather enough evidence about Social Studies teachers' techniques and approaches to the effective teaching and learning of the subject. (see Appendix 'B'). The lessons of the twelve teachers were observed to corroborate or otherwise some of their responses in the interviews. The indicators were adapted from the Students Internship Protocol

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of the University of Education, Winneba. The following ratings were given to the observation scale to show the extent to which the particular indicator was present: 0 = Unsatisfactory, 1 = Below Average and 2 = Satisfactory.

Table 6: Data on teachers' observation

Statements	2	1	0
1. Teachers' uses facts to make students conscious of the problems of Individual survival.	-	4	8
2. Teachers' content knowledge addresses the lesson objectives.	4	-	8
3. Teachers' knowledge in Social Studies help in achieving the lesson objectives.	-	3	9
4. The teacher uses follow-up activities in lesson presentations.	-	6	6
5. Lessons were presented through purposeful intellectual involvement	7	-	5
6. The instructions presented were technically stimulating with a problem-solving approach.	4	-	8
7. The teacher uses a variety of assessment strategies in teaching the teaching and learning process.	4	-	8
8. The teacher uses appropriate techniques and strategies in the lesson delivery	4	-	8

Source: Field Data (2021)

The data in Table 6 shows that, out of the 12 teachers observed, 4 (33%) presented facts of Social Studies to make students conscious of the problems of the individual's survival were below average, 8 (67%) did not present facts to make students conscious of the problems for individual's survival. Also, all of the teachers, except 4 observed a lack of content knowledge of the subject although; they defined Social Studies to be citizenship education. The result also shows that 9 (75%) of the teachers observed were in no way teaching for the attainment of the stated objectives of the subject.

Also, the statement "*Did the teacher communicate the purpose and objectives of the problem to the students?"* shows that, except for one, all the teachers did not communicate the objectives of the lesson to the students, not to talk about the problem for the topic. Again, the Teacher's use of follow-up activities in lesson presentation shows that only 6 (50%) teachers exhibited this indicator, even that was below average.

Also, the statement "*Lesson was presented through purposeful intellectual involvement"* shows that 5 (42%) of the teachers were able to meet this indicator satisfactorily while the rest, was just absent in the lessons of the rest of the three.

Moreover, the statement "*Instruction presented was technically stimulating with a problem-solving approach"* shows that, 8 (67%) of the teachers met this indicator satisfactorily while it was absent in the lessons of all the others. This is problematic because, although traditional and contemporary theories have provided a basis for teaching critical thinking in Social Studies, many schools are still graduating students who are ill-equipped for problem-solving. This means that, in the teaching and learning of Social Studies, the problem-solving approach must be stressed by teachers.

Further, the statement "*Teacher uses a variety of assessment strategies in teaching"* shows that, except for 4 (33%) teachers, the rest did not use a variety of assessment strategies to assess learning outcomes. Observation ratings were based on the following: most of the teachers were not assessing pupils in the affective domain and how to acquire problem-solving skills. What was documented was mainly of the cognitive domain; which was of a mainly lower level of understanding like knowledge and comprehension. Even with the cognitive domain, teachers observed

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were not assessing their pupils in application, analysis, synthesis and evaluation which might help them to become analytical thinkers. Teachers must not only be abreast with teaching skills in the cognitive domain, but must also be knowledgeable on how to assess attitudinal learning, which is also a major focus of social studies.

Lastly, the statement "T*eachers' use appropriate techniques and strategies in lesson delivery",* shows that, except for 4 (33%) of teachers, the rest, that is 8 (67%) used one technique throughout the lesson, hence making the subject dull to arouse the interest of the students. This contradicted what teachers said during the interview. All the 12 (100%) teachers interviewed said they used varied techniques when they are teaching in the classroom.

From the observation, it was seen that almost all the teachers' practices conflicted with what they said during the interview. This shows that a teacher can be knowledgeable, but may not be able to deliver effectively during the teaching and learning process. In all, the observation of the technique teachers employed in the teaching and learning of Social Studies was that teaching of Social Studies was teacher-centered instead of being learner-entered as shown in the data from the interviews. The inability of teachers to plan their teaching and learning of Social Studies indicates that, in practice, teachers do not make use of varied approaches in their lesson delivery. This is inconsistent with the earlier observation made by the National Council for Social Studies (2004), which advocated for the employment of varied approaches in the teaching and learning of Social Studies. Again, the teacher-centered method of teaching will make the subject uninteresting and can only be attributed to the teachers handling the subject. Chesterton (2006) contends that, there is no such thing on earth as an uninteresting subject; the only thing that can exist is an uninteresting person (teacher or student).

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Consequently, if Social Studies which is to be taught to prepare the learners to solve their personal and societal problems is taught without the use of varied techniques, then the involvement of students and understanding of issues in Social Studies will assist the students to be able to identify, understanding, and work to solve the challenges facing our nation may not be achieved (NCSS, 2004). Hence, the Constructivist Theory of learning was not adhered to by the teachers as observed through their lessons.

4.4 Summary

This chapter dealt specifically with the discussion and analysis of data collected during the interview and observation session. The discussion and analysis of data were presented thematically. The major themes for discussion include pedagogical content knowledge of Social Studies teachers, instructional methods used by teachers in teaching Social Studies, factors influencing the choice of methods by Social Studies teachers, and challenges Social Studies teachers to face in using instructional methods.

Data from the interviews showed that teachers with various characteristics were teaching Social Studies. Among these characteristics are in-field and out-of-field; experienced and less experienced; and males and females. The explanation of Social Studies by the participants was not much different, resulting in the categorisation of the definition into two broad thoughts; the amalgamation of the social sciences and citizenship education. The study shows that there are challenges teachers encountered in teaching Social Studies in the senior high schools in the Kumasi Metropolis and some of them are, large class sizes, inadequate teaching and learning materials, and inadequate teaching hours.

Finally, data from the observation shows that almost all the teachers' practices conflicted with what they said during the interview. This shows that teachers can be knowledgeable, but may not be able to deliver effectively when it comes to practice.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary, conclusions, recommendations and suggestions for further studies.

5.1 Summary

5.1.1 Research Objectives

The objectives of the study were to:

(i)   assess the pedagogical content knowledge of Social Studies teachers in the Kumasi Metropolis.

(ii)   determine the instructional methods or techniques used by Social Studies teachers for the teaching and learning of the subject in senior high schools in the Kumasi Metropolis.

(iii)   identify the factors which influence the choice of instructional methods or techniques by Social Studies teachers in the Kumasi Metropolis.

(iv)   examine the challenges Social Studies teachers face in using the instructional methods in senior high schools in the Kumasi Metropolis.

5.1.2 Research Procedure

The study was undertaken to assess SHS Social Studies teachers' pedagogical content knowledge and the instructional methods and techniques they employed in the teaching and learning of the subject in the Kumasi metropolis.

Twelve participants were selected for the study, using the purposive sampling technique. The instruments used for data collection were an interview guide and observation checklist. Data collected was analyzed thematically.

5.1.3 Major Findings

The Major findings of the study are as follows:

1. To achieve research objective one, which was to assess the pedagogical content knowledge of Social Studies teachers in the Kumasi Metropolis, the study found two ways in which Social Studies teachers perceived the subject to be. One was that Social Studies is citizenship education, and second, Social Studies as an amalgamation of the social sciences. Again, most of the participants stated that their contents for teaching the subject were sourced from the Social Studies syllabus, where they relied on the objectives for the various topics.

2. With regard to research objective two, which was to determine the instructional methods used by Social Studies teachers in the teaching and learning of the subject, the study identified discussion, lecture, and role-play techniques. The study revealed that there are several teaching techniques employed by the selected Social Studies teachers, such as the discussion technique, lecture technique, and role-play technique. However, the study found the discussion technique as the dominant technique used by the teachers. This finding goes contrary to existing findings in the literature, which state that, the dominant teaching technique for the teaching and learning of Social Studies has been the lecture technique.

3. The third research objective, which was to identify the factors which influence Social Studies teachers' choice of instructional methods and techniques, the study found that the nature of the topic, class size, teaching philosophy and students'

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level of understanding are some of the factors that influence Social Studies teachers choice of instructional methods or techniques in the teaching and learning of the subject.

4. The research objective was to identify the challenges Social Studies teachers faced in employing various instructional techniques in their lesson delivery. The study found inadequate instructional hours, limited teaching and learning resources, and large class size.

5.2 Conclusions

The following conclusions are made based on the findings of the study:

1. The study found that, most of the Social Studies teachers in the Kumasi Metropolis who took part in this study perceived Social Studies as citizenship education. Given this, they see the subject as being able to provide learners with civic competencies and dispositions to enable them solve their personal and societal problems. The study concludes that even though teachers possessed the appropriate pedagogical knowledge in the teaching and learning of Social Studies, they did not put this knowledge into practice in the classroom setting, and this is very worrying for the achievement of the objectives of Social Studies.

2. The study concludes that the dominant teaching and learning technique adopted by Social Studies teachers was the discussion technique, and not the lecture technique, as the teachers sought to portray during the interview. In most cases, they used the whole class discussions. Except for a few cases, their discussions were teacher-centered and little was done by the students. Sometimes, the teachers used the lecture technique, and assumed that they were using the discussion technique of teaching.

3. The study revealed that Social Studies teachers' choice of instructional methods were affected by factors such as the teaching philosophy, topics to be taught, the level of knowledge of students, and classroom size in selecting a particular teaching and learning materials for effective lesson delivery technique. These factors were pervasive in almost all the classes used for the study, and if they are not dealt with, can greatly affect the effective teaching and learning of the subject.

4. The study concludes that Social Studies teachers in the Kumasi Metropolis encounter challenges in the form of large class sizes, insufficient teaching and learning materials and inadequate teaching hours. Classes where the participants were observed contained at least 65 students. Teaching and learning materials are either unavailable or not enough for the class sizes. Teachers have inadequate time to complete the syllabus. Some teachers also have to teach several classes in a day, which makes them weak. These challenges affect the effective lesson delivery in the Social Studies classroom.

4.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. The Ministry of Education in collaboration with the Ghana Education Service must make a policy to allow only professionals or trained Social Studies teachers to teach the subject to ensure its effective teaching and learning.

2. The Ghana Education Service in collaboration with the heads of schools should make it a policy to provide in-service training for all Social Studies teachers.

3. The Ministry of Education should provide more classrooms for senior high schools to downsize large classes to ensure effective teaching and learning. The Ghana Education Service should also make funding available for the provision of teaching and learning materials to various senior high schools to enhance the teaching and learning of subject.

4. The government of Ghana, the Ministry of education and the Ghana Education Service should ensure that more Social Studies trained teachers are employed to teach the subject in the senior high schools, where there is need for them. The National Commission for Curriculum and Assessment should give more time to Social Studies when reviewing the senior high school curriculum.

5.4 Suggestion for Future Research

It is suggested that a similar study should be conducted in other regions, districts, and towns to examine teacher' pedagogical content knowledge and the instructional methods or they use in the teaching and learning of Social Studies. Again, future researchers can follow up on this work by doing a multiple case study to draw the similarities and differences in this phenomenon in Ghana.

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APPENDICES

APPENDIX A

INTERVIEW GUIDE

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

Thank you for your expected cooperation and support to make this study meaningful and successful.

Background information of teachers

1. Gender

   A. Male

   B. Female

2. Age

   A. 20-25

   B. 26-30

   C. 31-35

   D. 36-40

   E. 41+

3. Could you please share with me your background and professional experiences

   What is your highest professional qualification?

   In what institution did you attain your professional qualification?

How long have you been teaching Social Studies in the Senior High School?

Which form do you, teach?

R.Q.1: Pedagogical content knowledge of Social Studies teacher?

i.   Being a Social Studies for some time now and the fact that Social Studies does not learn itself to a single acceptable definition, as a teacher how do you perceive the subject to be?

ii. Tell me about why you think learning Social Studies is important for students. Prompt question

iii. As a Social Studies teacher, what concepts and topics do you teach your students to achieve the goals of the subject?

iv. From where do you select the concept and topic that you teach in Social Studies?

v.   Mention some of the topics that you select from the 2010 Social Studies syllabus.

vi. How do you plan and prepare your lesson?

vii. How do you plan to assess your learners?

viii. How does your conception of social studies inform your pedagogical choices?

ix. How do you manage your classroom?

R.Q.2: what instructional methods and techniques are used by teachers in teaching Social Studies in SHS in the Kumasi Metropolis?

i.   From your experience in teaching, what do you consider to be the best way of teaching Social Studies? Prompt questions

ii. Could you share with me some of the activities in your classroom that as a Social Studies teacher you are proud of? And why

iii. The activities that you are proud of they help the student to share their ideas and opinions in the class if yes why?

iv. The activity that you mention is it in line with what is in the 2010 syllabus? If yes

v. Please tell me some of the activities/technique mentioned in the 2010 syllabus.

vi. Which of them do you often use and why?

vii. Do you use the same activities throughout the teaching of topics in your Social Studies instructions?

viii. From the syllabus, some of the objectives of the subject are intended to enable learners to acquire knowledge, develop positive attitudes and values and also acquire skills. Which of the activities/techniques do you use to help learners:

   a) Develop their knowledge

   b) Develop their positive attitudes and values

   c) Develop their skills

R.Q.3: What factors influence the choice of instructional methods and techniques by Social Studies teachers in SHS in the Kumasi Metropolis

   i. As a Social Studies teacher, what factors do you consider when selecting instructional technique(s) of teaching Social Studies?

   a. Do you consider the intended purpose or specific outcome

   b. Professional background and teaching philosophy

   c. The content or subject matter or nature of the topic

   d. Nature of Learners

   e. Teacher (familiarity with &differentiation of techniques)

   f. TLMS/Teaching and Learning Resources

   g. The school/classroom Environment

h. Lesson duration

i. Access to certain facilities

ii. Why do you consider such factors relevant?

iii. How does your knowledge in Social Studies influence your choice of instructional techniques?

R.Q.4: What challenges do Social Studies teachers face in using instructional methods and techniques in SHS in the Kumasi Metropolis?

i. In your many years of teaching Social Studies, what are some of the challenges you face when using the activities/technique you mention?

ii. Do you face challenges in

a. Your professional background knowledge

b. Pedagogical content knowledge

c. Nature of the topics

d. Instructional techniques/methods

e. Nature of the class rooms

f. Access to certain facilities

iii. What are some of the innovative ways you use to solve the challenges you faced when using the techniques you mentioned?
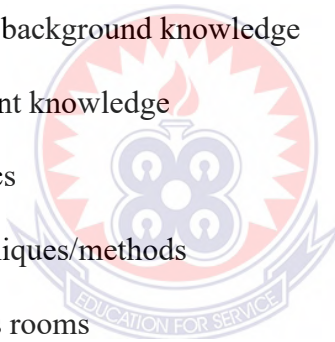
APPENDIX B

OBSERVATION GUIDE

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

Day: …………………………………………………………………………….

Date: …………………………………………………………………………….

Class:…………………………………………………………………………………

Topic of lesson observed on: …..…………….…………………………………….

Teachers' gender:…………………………….………………………………………...

Number on Roll: …………………… Boys……………… Girls……………………..

Time of observation……………………Start……………………End………………

Rating Scale 0 = Unsatisfactory, 1 = Below Average, 2 = Satisfactory

Statements	2	1	0
Facts used to make students conscious of the problems Individual survival			
Teachers' content knowledge addresses the lesson objectives			
Teachers' knowledge in Social Studies helped in achieving the lesson objectives			
Teacher uses follow-up activities in lesson presentation			
Lesson was presented through purposeful intellectual involvement			

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Instructions presented were technically stimulating with problem-solving approach			
Teacher uses a variety of assessment strategies in the teaching and learning process			
Teacher uses appropriate techniques and strategies in lesson delivery			

APPENDIX C

INTRODUCTORY LETTER

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

P. O. Box 25, Winneba, Ghana   socialstudies@uew.edu.gh
+233 (020) 2041096

2nd August, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MS. MARIAM SALIA (200029449)

We write to introduce Ms. Mariam Salia to your outfit to assist her conduct her research. Ms. Mariam Salia is pursuing a Master of Philosophy (M. Phil) in Social Studies Education in the Department of Social Studies Education of the University of Education, Winneba.

As part of the requirements for the award of M. Phil in Social Studies Education, she is undertaking a research on the topic *"Senior High School teachers' pedagogical content knowledge and the instructional methods/techniques they use in teaching Social Studies in Kumasi Metropolis"*.

We would be very grateful if she could be offered any assistance she may need to enable her achieve the purpose of her study.

Thank you.

Yours faithfully,

Mrs. Margaret Nyala
For: **Ag. Head of Department**