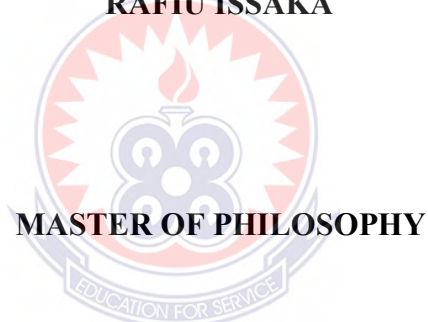


UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE PEDAGOGICAL CONTENT KNOWLEDGE OF SOCIAL
STUDIES TEACHERS AND THE REALISATION OF SOCIAL STUDIES
OBJECTIVES IN SENIOR HIGH SCHOOLS IN THE ACCRA METROPOLIS**

RAFIU ISSAKA



MASTER OF PHILOSOPHY

2021

UNIVERSITY OF EDUCATION, WINNEBA

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**A thesis in the Department of Social Studies,
Faculty of Social Science Education, submitted to the School of
Graduate Studies in partial fulfilment**

**of the requirements for the award of the Degree of
Master of Philosophy
(Social Studies Education)
in the University of Education, Winneba**

SEPTEMBER, 2021

DECLARATION

Student's Declaration

I, **Rafiu Issaka**, hereby declare that this thesis, with the exception of 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:

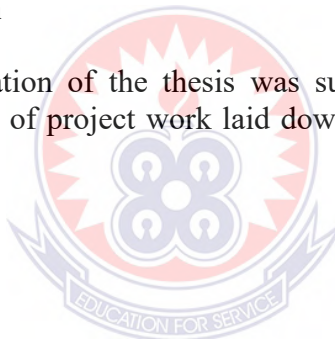
Supervisor's declaration

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

Name: **Dr. Simon Kyei**

Signature:

Date:



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DEDICATION

This work is dedicated to Allah Almighty for assisting me from the beginning of writing this traditional research to the end. To my family, especially my parents, Mr. and Mrs. Issaka Suleman without whose love, prayers, guidance, encouragement and unflinching support I would not have made it this far.



TABLE OF CONTENTS

Content	Page
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	8
1.3 Purpose of the study	11
1.4 Objectives of the study	11
1.5 Research Questions	12
1.6 Significance of the study	12
1.7 Delimitation	13
1.8 Operational Definition of Terms	14
1.9 Organization of Chapters	14
CHAPTER TWO: LITERATURE REVIEW	16
2.0 Introduction	16
2.1 The concept of Pedagogical Content Knowledge (PCK) in social studies	16
2.3 Historical overview of social studies: tracing the roots to its appearance in the school curriculum in Ghana	20
2.3.1 Social studies in Britain	21
2.3.2 Emergence of social studies in Africa	22



2.3.3 Introduction of social studies in Ghana	23
2.4 Characteristics of teachers and the teaching of social studies	26
2.4.1 Professional qualification of social studies teachers	28
2.5 Definitional debate of social studies	31
2.6 Goals and objectives of social studies	34
2.7 Methods and techniques of teaching social studies	39
2.7.1 The Lecture Technique	42
2.7.1.1 Merits of the Lecture Technique	44
2.7.1.2 Demerits of the Lecture Technique	44
2.7.2 The Discussion Technique	45
2.7.2.1 Merits of the Discussion Technique	47
2.7.2.2 Challenges of the Discussion Technique	49
2.7.3 The Role Play Technique	51
2.7.3.1 Advantages of the Role Play Technique	52
2.7.3.2 Challenges of the Role Play Technique	53
2.7.4 The Brainstorming Technique	54
2.7.4.1 Advantages of the Brainstorming Technique	55
2.7.4.2 Disadvantages of the Brainstorming Technique	56
2.7.5 Games and Simulations	56
2.7.5.1 Advantages of Games/Simulation	57
2.7.5.2 Challenges associated with the use of Games/Simulations	57
2.7.6 Field Trips	57
2.7.6.1 Types of field-trips	59
2.7.6.2 Importance of Field-trips	59
2.8 Theoretical framework	60

2.9 Summary of Chapter	65
CHAPTER THREE: METHODOLOGY	67
3.0 Introduction	67
3.1 Philosophical Assumptions (Ontology and Epistemology) of the study	67
3.2 Research Approach	71
3.3 Research Design	72
3.4 Study Area	73
3.5 Population	73
3.6 Sample and Sampling Technique	73
3.7 Data Collection Instruments	75
3.7.1 Questionnaire	76
3.7.2 Interviews	77
3.7.3 Lesson Observations	77
3.8 Procedure for data collection	79
3.9 Validation and trustworthiness	80
3.9.1 Insider-outsider legitimation	81
3.9.2 Paradigmatic/philosophical legitimation	81
3.9.3 Commensurability approximation legitimation	81
3.9.4 Weakness minimization legitimation	82
3.9.5 Sequential legitimation	82
3.9.6 Conversion legitimation	82
3.9.7 Sample integration legitimation	83
3.9.8 Sociopolitical legitimation	83
3.9.9 Multiple validities	83
3.10 Method of Data Analysis	84



3.11 Ethical Issues	84
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS	86
4.0 Introduction	86
4.1 Biographic Data of Respondents	86
4.2 Research question one: Identify the characteristics (professional training and experiences) of Social Studies teachers in Senior High Schools in the Accra Metropolis?	89
4.2.1 Professional training and experiences of social studies teachers	89
4.2.3 Academic qualification of social studies teachers	91
4.2.4 Institutions attended by social studies teachers	92
4.2.5 Teaching experience of social studies teachers	93
4.2.6 In-serving training and seminars for social studies teachers	94
4.2.7 Influence of professional qualification and experiences of social studies teachers on students' achievement.	95
4.3 Research question two: What is social studies teachers' conception of social studies in senior high schools in the Accra Metropolis?	100
4.3.1 Social studies teachers' conception of social studies	100
4.3.2 The meaning of social studies	101
4.4 Teachers' perception on the focus of the content of social studies	109
4.5 Research question three: How do Social Studies teachers in the Senior High Schools in the Accra Metropolis understand the goal(s) and objectives of Social Studies?	115
4.5.1 Teachers' understanding of the goal and objectives of the social studies in Ghana	115
4.5.2 Teachers' awareness of the objectives of social studies in Ghana	117

4.5.3 How teachers got to know the objectives of social studies in Ghana	117
4.5.4 Teachers understanding of the objectives of social studies in Ghana	118
4.6 Research question four: What is social studies teachers' understanding and use of methods and techniques of teaching social studies in senior high schools in the Accra Metropolis?	123
4.6.1 Instructional methods and techniques used by social studies teachers	123
4.6.3 Instructional techniques used by social studies teachers	125
4.6.5 Social studies teachers' use of Teaching Learning Materials (TLMs)	137
4.7 Observation of social studies teachers' lessons	137
4.7.1 Techniques employed by teachers during lesson observation	141
4.8 Summary of the chapter	144
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	146
5.0 Introduction	146
5.1 Summary of findings	147
5.1.1 Biographic data of respondents	147
5.1.4 Professional qualification and experience of respondents	147
5.1.2 Meaning of social studies	148
5.1.3 Social studies teachers understanding of the goals and objectives of social studies	148
5.1.5 Instructional method and techniques employed by respondents	149
5.2 Conclusions	150
5.3 Recommendations	153
5.4 Suggestions for further study	155
5.5 Limitations of the study	155

5.6 Contribution to knowledge	155
REFERENCES	156
APPENDICES	172
APPENDIX A	172
APPENDIX B	177
APPENDIX C	178
APPENDIX D	180



LIST OF TABLES

Table	Page
1 Distribution of Population and Sample Selected for Teachers	75
1: Gender of respondents	86
2: Age distribution of respondents	88
3: Data on whether teachers have a degree in social studies as major or minor area	90
4: Teachers' highest academic qualification	92
5: Institutions attended by social studies teachers	93
6: Years of teaching experience of social studies teachers	94
7: Teachers attendance on in-serving training and seminars on social studies	95
8: Influence of social studies teachers' professional qualification and student outcomes	96
9: Teachers' understanding of the meaning of social studies	101
10: Teachers' perception of the focus of the content of social studies	110
11: Teachers understanding of the ultimate goal of the social studies programme in Ghana	116
12: Teachers' awareness of the objectives of social studies in Ghana	117
13: Source of teachers' awareness of the objectives of social studies in Ghana	118
14: Teachers understanding of the objectives of social studies in Ghana	119
15: Instructional methods of social studies teachers	124
16: Instructional techniques of social studies teachers	125
17: Teachers' use of teaching learning materials	137
18: Teachers lesson presentation	138
19: Techniques employed by teachers for social studies instruction	142

ABSTRACT

The study sought to provide an assessment of the Pedagogical Content Knowledge (PCK) of social studies teachers and the realization of its objectives in Senior High Schools in the Accra Metropolis. The thesis was necessary because studies have indicated that there are teachers with insufficient PCK teaching social studies, thus affecting the realization of the objectives of the subject. This thesis used questionnaires, interviews and observation guide to assess the Pedagogical Content Knowledge of social studies teachers and the realization of its objectives in Senior High Schools in the Accra Metropolis. The purposive and convenience sampling technique were used to select a sample size of eighty-six teachers to respond to the questionnaire and nine and seven teachers were selected for the interviews and observation respectively. A- twenty-item questionnaire, nine – item interview guide and twenty-two detailed observation guides were used in the collection of data for the study. The study focused on the teachers' conception of social studies, teachers' understanding of the goal and objectives of social studies, teachers' professional background and experiences and teachers' understanding and use of the techniques employed in the teaching of Social Studies in the Senior High School. The results from the study showed that large numbers of teachers met the minimum academic requirement needed to teach social studies at the Senior High School level in Ghana as it was established from the study that teachers had B. Ed/BA Social Studies, but they perceive the meaning of social studies differently due to how they were trained. Teaching of Social Studies was mostly done by the use of discussion, lecture technique, brainstorming and questioning and answering techniques without paying attention on the other techniques, such as field trips, project work, and role playing of teaching Social Studies. The study recommended that deployment of social studies teachers by GES to various Senior High Schools should be done with high recourse to those who possess the required Pedagogical Content Knowledge of Social Studies. And the social studies training programme run by University of Education, Winneba and the University of Cape Coast should be harmonized to give the subject an identical meaning and focus in achieving its objectives.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is believed to be the bedrock to the development of every nation. Among other things, it aims at equipping individuals with the relevant knowledge, attitudes and skills needed for nation building. Education is one of the major instruments of social change and it is therefore the force, which brings about changes in the traditional outlook of the people. It also develops insight for judging things in their context. It is visualized that, high percentage of educated people induce high rate of development in communities. In view of this, Article 25(1A) of the 1992 Constitution of Ghana lays emphasis on the need for basic education to be free, compulsory and be made available to all children of school going age in the country. This constitutional requirement is aimed at laying a strong foundation for education at the basic level which in the long-run will augment the human resource of the country which also will enhance national development. Every nation recognizes the importance of education to her developmental agenda, as such there are educational philosophy that guides the educational systems of countries. In view of this, section 1.7 of the Report of the President's Committee on Review of Education Reforms in Ghana and 5.0 of the Government's White paper on the Report state the Philosophy of education in Ghana as being anchored on the need to create well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens (Republic of Ghana, 2004, cited in Adam et al., 2018).

For the educational philosophy of every country to be realized there is the need for a curriculum to be designed which will integrate the needs, interest and aspirations of the country into concepts, generalisations and topics to be taught to learners. These concepts are classified into syllabi of various subjects. In view of this, social studies was introduced into the school curriculum not to be an end in itself but to serve as a means to our educational ends. Its introduction was met with initial setbacks due to some problems in its path which according to Tamakloe (1994) some of the problems that ensued include lack of competent teachers to handle the subject (Social Studies) effectively. According to Kankam (2016) the introduction of the New Education Reform of the 1987 actually stabilized the Social Studies education. He adds that the social studies approach emphasized the holistic integration of nation building content around relevant issues and topics that included environmental concerns, population, attention to attitudes, values, beliefs and the skills of problem solving. Although the subject has struggled to find a common playing ground with regards to its definition, goals, nature and scope, it has generally been seen as promoting citizenship education. As such, the operationalized definition for many scholars is given by the National Council for the Social Studies (NCSS, 1992) as the integrated study of the social sciences and humanities to promote civic competence. Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on Social Studies (Ministry of Education, 2012). Hence, the introduction of social studies to produce knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 2008). Gauging from the multidisciplinary content and child-centered pedagogical approaches, researchers

conclude that social studies stands out as the most appropriate subject for citizenship education (Kankam, 2015; Mukhongo, 2010; Biesta, 2006).

For social studies to achieve its ultimate goal of citizenship education there is the need for qualified teachers to teach the subject. According to National Council for Accreditation of Teacher Education (2013), teacher preparation or knowledge of teaching and learning, subject matter-knowledge, experience and combined set of qualifications are all leading factors in teacher effectiveness. In view of this, Adjei (2016) makes the point that the qualities of teachers in relation to the achievement of lesson objectives in Social Studies at the senior high school level is one of the most important variables which helps in shaping the attitudes and skills development of learners of Social Studies education. Social Studies primary aim of preparing the youth in school to become more responsible in their society and make them meaningful contributors to the development of the society and the nation as a whole if only the subject is well taught. In fact, it is not an overstatement to say the teacher is the most important educational resource in school. They are a crucial element because as stated earlier preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on Social Studies because of its focus on educating the young ones for adult citizenship roles. Citizenship education is the bedrock for the development of knowledge, skills, values, and understanding required to become informed, active and responsible citizens who are needed to shape the future health and welfare of the local, national and global community and environment (Banks, 1990; Martorella, 1994; Ross, 1997; Parker, 2001; Learning and Teaching Scotland [LTS], 2002 cited in Akhtah, 2008). Social Studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry (Bordoh, Eshun, Kofie, Bassaw & Kwarteng,

2015). This is justified by Curriculum Research and Development Division (CRDD)

(2012) when they stated that:

the overall goal of the Ministry of Education is to provide relevant and quality education for all Ghanaians, including the disadvantaged, to enable them acquire skills which will make them functionally literate and productive to facilitate poverty alleviation and promote the rapid socio-economic growth of the country.

The justification for the essence of teachers in realizing the objectives of social studies lies in what Quartey (1984) asserts that, “the full benefits of Social Studies cannot be attained if we should limit our efforts to evolving a meaningful syllabus and designing appropriate textbooks but the major problem rests with the class teaching” (p. 161). Aggarwal (2006, p. 227) supports this by indicating that for Social Studies teachers to be able to assist learners to understand this complex world in which we live, in order that this may better adapt themselves to it and prepare them for an intelligent and constructive citizenship, then “well-trained teachers of Social Studies must be provided at all levels of education”. For teachers to be able to do this effectively, then knowledge is and should be at the core of teacher education programmes and the foundation of teaching and learning (Russell & Mumby, 1995). The knowledge teachers possess about a particular subject matter and how they deliver it to learners’ influences the extent to which learners will understand it, this brings to the fore, the concept of pedagogical content knowledge. According to Shulman, this knowledge 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. Shulman’s (1987, 1986) metaphor of pedagogical content knowledge (PCK) describes how teachers’ content knowledge and pedagogical content knowledge interact with

one another to produce effective teaching. Shulman (1987:9), had this to say on pedagogical content knowledge “goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching”. Based on this Eshun & Mensah (2013) sees pedagogical content knowledge as that distinctive knowledge domain of teaching that differentiates the expert teacher in a subject area from the subject expert. Magnusson, Krajcik, & Borko, (1999) found teachers’ knowledge and beliefs of the curriculum’ as one of the five interacting components of pedagogical content knowledge. The implications of this according to Eshun & Mensah (2013) is that teachers’ curriculum conception will probably influence the way an educational package is delivered to students with the aim of fulfilling individual and societal goals.

The National Council for the Social Studies (NCSS, 2004:54) asserted 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 and with ideas, strategies, and techniques for teaching Social Studies at the appropriate level”. Accordingly, social studies teachers needs to be able to blend what is to be taught and how it should be taught so that the intended learning outcomes for which the subject social studies was placed in the curriculum would be achieved. This is in line with Shulman (1987:8) when he 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 the diverse interests and abilities of learners, and presented for instruction’. This implies that the course social studies can only provide the tools necessary for solving personal and societal problems that are persistent, contemporary and perplexing

threatening the survival of our society only when the appropriate methods and techniques are used in teaching it.

Teachers self-efficacy, pedagogical content knowledge and out-of-field teaching is important. Adeyinka (1989) observed that while teachers' knowledge of the content to teach is important, it is equally significant for teachers to know how to translate the content into meaningful learning experiences. In view of this, the striking concern here is that much effort should be directed at how these experiences and relevant content are complemented by a well prepared and active social studies classroom to commensurate its assimilation by learners. Although, pedagogical content knowledge is taught to be an important aspect of teacher quality, it has little empirical investigation especially in Ghana, largely because no direct and valid measurement of pedagogical content knowledge has previously been available.

Grouws and Schultz (1996) concluded that "pedagogical content knowledge includes, but is not limited to, useful representations, unifying ideas, clarifying examples and counter examples, helpful analogies, important relationships, and connections among ideas (p.46)". Various schools of thought have emerged to give different definitions to the subject but there has been a consensus that the definition of Social Studies is Citizenship Education. According to Blege (2001:13), "In the context of Ghana, Social Studies is a citizenship education which aims at producing reflective, competent, responsible and participatory citizens". In similar view, the National Council for Social Studies (1996:23) in America stated that "the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world." Pecku (1994) viewed citizenship education as education which sharpens the civic competencies of the individual. Civic

competencies here have to do with the citizen's ability to perform duties expected of a citizen. These include showing concerns for activities that help uplift the image of the society he or she finds himself or herself. According to Bekoe (2006) even though by consensus Social Studies is accepted as citizenship education in Ghana, it must however be emphasized that there are still arguments about how this citizenship education must be carried out (Bekoe, 2006).

Teacher development and quality teacher education has been seen as a crucial factor for effective educational outcomes in developing virtually every country. This shows that the development of education could not be successfully done without looking at the teacher quality and the training to be acquired. This according to (Quashigah, Dake, Bekoe, Eshun, & Bordoh, 2014) indicates that teacher training in Ghana should be given priority and subjects like Social Studies taught in Colleges of Education should be geared towards nation building.

The philosophy of 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 adapt to changing conditions, use inclusive strategies and engage in life- long learning. The importance of social studies to the development of competent, reflective and concerned citizens and the role played by teachers in the delivery of this package from the curriculum to learners make it imperative for more studies to be conducted to augment the claim. In Ghana, according to Quashigah et al. (2014:3) "the teaching syllabus for Social Studies prepares the individual by equipping him or her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future". This all important goal of social studies cannot be

realized if there are no qualified teachers who understand the content of the subject and are able to select the appropriate instructional methods and techniques to equip learners with the relevant knowledge, skills, attitudes and values for solving personal and societal problems.

Teacher is therefore seen as one of the key contributors of the success of any curriculum that has been designed (Adjei, 2016). As indicated by the Curriculum Research and Development Division (CRDD, 2012) of the Ghana Education Service, the probability of achieving any phenomenal result in education depends largely on the classroom teacher, in considering the general objectives and benefits of Social Studies, characteristics of teachers form the central theme in Social Studies education. For these arguments it has become prudent that a subject with such an enduring goal of producing reflective, competent and concerned citizens should not lose its focus, hence the basis for this study.

1.2 Statement of the Problem

Every subject is introduced in the school curriculum to serve as a means to an end and for that matter the goal and objectives of the subject should be a cardinal focus for educators. Even though Social Studies is being taught in all Senior High Schools in Ghana as one of the compulsory subjects for the purpose of citizenship education yet there has been a number of indiscipline acts on the part of students (Adjei, 2016), which could be a symptom of a failure on the part of social studies to realise its objectives. Aggarwal (2006) conducted a study in India and revealed that, a Social Studies class is frequently given to a physical education teacher or a drawing or a music teacher to teach. Obebe (2005) suggests that preparation of teachers for schools in Social Studies and other Social Sciences should be looked into because there are not many qualified teachers for these subjects in the school system even though

students are interested in Social Studies and other Social Science subjects because the contents of those subjects relate to their life. There has been a growing concern among scholars of the field that there are out-of-field teachers handling social studies in Ghanaian Senior High Schools or the social studies teachers do not possess the sufficient Pedagogical Content Knowledge in teaching the subject which will affect the realization of the objectives of social studies as supported by Eshun & Mensah (2013) when they stated that “it seems some teachers’ pedagogical content knowledge is not sufficient to teach social studies.”. But, studies have established a positive relationship between teacher quality and student achievement or learning outcomes. As noted by Adjei (2016) if teachers know what to be taught, possess the requisite qualification, have long service of teaching Social Studies and use the appropriate techniques in teaching the subject at the senior high school level, the lesson objectives of Social Studies could be effectively attained. Literature has shown that teacher competence is singled out as the key factor for improving quality education (Westera, 2001). Ingersoll (2003) share similar view, when he states that “over the past decades, Commissions, and National reports have bemoaned the qualifications and quality of teachers”. The goals of Social Studies form the basis of effective instruction of the subject. The quality of teachers of Social Studies and the teaching of the subject are undoubtedly among the most important factors shaping the learning and growth of students. For us as a nation, therefore, to realise the relevance of Social Studies, teachers of the subject must not only be aware that the subject seeks to address the current persistent problems of human survival (Ananga & Ayaaba, 2004), but must also use the Social Studies classroom as a platform to guide students to find solutions to these problems.

Studies have shown that the knowledge for teaching Social Studies is a predictor of student achievement in Social Studies (Quartey, 1984; NCSS, 2004). The Mombasa Conference of 1968 that auditioned the introduction of the subject in Africa stressed on the need for the newly independent African nations to introduce a subject that will promote relevant knowledge, civic competencies and civic dispositions needed to prepare them towards a self-governance after colonialism. With these as a benchmark for the introduction of the subject, it may not be out of place to agree with the literature that the objectives especially with respect to the affective and psychomotor of the subject have not been achieved in Ghana. This may be attributed to many factors including teachers with insufficient PCK teaching the subject. This seems to have implications on how best the subject is taught to achieve its goals and objectives. This means that the subject would be taught differently by different teachers and the lesson may not be captivating enough to assist students participate in the lesson delivery especially for those who would not perceive the subject as problem-solving. From personal experiences and observations of the researcher coupled with the growing perceptions among educators and learners there seem to be the notion that the subject social studies is boring to study. But, according to Chesteron (2006) there is no such thing as an uninteresting subject, what exists is an uninteresting person (teacher). In view of this, the boring nature of the subject could be attributed to the teachers handling the subject. This may appear that most teachers teaching the subject have insufficient curriculum conceptions and appropriate approaches to teaching and learning of the subject as stated earlier by Eshun and Mensah (2013). These perceptions seem to be the underlying reasons for which the subject nearly saw an exit from the school curriculum in the recent curriculum reforms in Ghana. From the literature, some studies have been conducted on teacher knowledge in Ghana but the

focus has been on the Content Knowledge (CK) or Pedagogical Knowledge (PC) of teachers but little on Pedagogical Content Knowledge (PCK), which the current study sought to focus on. Also, the literature has revealed that the Accra Metropolis has seen less or none of such studies, that is few of such studies have been conducted in the Metropolis. However, for the fact that the Accra Metropolis happens to be the administrative capital of the nation, there is the need to find out if there exist the phenomenon teachers with insufficient PCK teaching social studies.

Lastly, the use of one methodology seems to characterize the existing studies with the exception of few, which are not focused on the Accra Metropolis but according to Kagan (1990), the complexity of teachers' knowledge cannot be captured by a single instrument, hence, the limitations of using one approach may not be catered for; the current study fills this gap left by previous studies with the use of one research approach. Hence this study employed the mixed method approach in order to come out with a clear perspective on social studies teachers' pedagogical content knowledge in the Accra Metropolis. It is in view of this that, the study sought to assess the pedagogical content knowledge of social studies teachers in selected senior high schools in the Accra Metropolis.

1.3 Purpose of the study

The purpose of the study was to assess the pedagogical content knowledge of social studies teachers in realizing the objectives of social studies in Senior High Schools in the Accra Metropolis.

1.4 Objectives of the study

The objectives of the study were to:

1. identify the professional background and experiences of Social Studies teachers in Senior High Schools in the Accra Metropolis.

2. assess social studies teachers' conception of Social Studies in Senior High Schools in the Accra Metropolis.
3. determine how Social Studies teachers in the Senior High Schools in the Accra Metropolis understand the goal(s) and objectives of Social Studies.
4. explore Social Studies teachers' understanding and use of methods and techniques of teaching Social Studies in Senior High Schools in the Accra Metropolis.

1.5 Research Questions

The study was guided by the following questions:

1. What are the professional background and experiences of Social Studies teachers in realizing the objectives of Social Studies in Senior High Schools in the Accra Metropolis?
2. What is social studies teachers' conception of Social Studies in Senior High Schools in the Accra Metropolis?
3. Do Social Studies teachers in the Senior High Schools in the Accra Metropolis understand the goals and objectives of Social Studies?
4. What are social studies teachers' understanding and use of instructional methods and techniques of teaching Social Studies in Senior High Schools in the Accra Metropolis?

1.6 Significance of the study

This research will be beneficial to social studies educators and the society in understanding the appropriate conception of social studies. The study would provide the proper ways of achieving the aims and objectives of the subject to help shape the focus of the subject in promoting civic competence and civic dispositions among learners. Also, the study would reveal the kind of academic and professional

competencies that Social Studies teachers exhibit during Social Studies instructions and how these academic and professional qualification influence the teaching of Social Studies. Moreover, the findings of this study would help social studies teachers to know the appropriate techniques needed for the teaching and learning of social studies. The findings of the study will assist Heads of Senior High Schools to see the need to, assign only teachers with social studies background to teach the subject. Furthermore, the findings of the study will add up to the existing literature on Pedagogical Content Knowledge of social studies teachers. Finally, this study will be beneficial to other researchers as it will serve as reference materials to them.

1.7 Delimitation

The study was delimited to all social studies teachers within the Accra Metropolis. The study specifically focused on social studies teachers in selected Senior High Schools. The Greater Accra was ideal for this study because it is attractive to qualified teachers because of it being the administrative capital. Again, it is the abode of virtually more of the state educational institutions, hence, the schools in this area should benefit from qualified teachers with the appropriate pedagogical content knowledge, thus, the choice of the area is significant as to whether the senior high schools around are taking advantage of the university products or otherwise. Again, the researcher has lived within the Metropolis, so it was convenient for the study to be conducted in such area in terms of resources and time to visit the schools for data collection. Lastly, the Accra Metropolis was selected because, from the literature little or no similar studies have been conducted in the Accra Metropolis just as it has been in the other Metropolis in Ghana.

1.8 Operational Definition of Terms

Pedagogical Content Knowledge (PCK): It refers to teachers' knowledge about the process through which teachers convey the subject matter through the use of appropriate pedagogy to facilitate students understanding of concepts.

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

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

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

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

Experiences in teaching: the number of years one has been teaching a subject.

Ghana Education Service: Is one of the public services which have the responsibility of implementing pre-tertiary education policies of government and also to manage positions that will sustain effective teaching and learning in schools. It is often abbreviated as G.E.S.

Metropolis: Is a major city or an urban area of a country or region regarded as the centre of a specific activity.

NOTE: Names used during the interviews and recorded in this study are pseudonyms and not the real names of the teachers for ethical reasons

1.9 Organization of Chapters

The thesis has been organized in five chapters. Chapter one started with a brief introduction to the study. It continued with the background to the study which outlined the milieu that gave rise to the study. There, the researcher also highlighted the variables the study aimed at dealing with. This was followed by the statement of

the problem where the researcher gave a vivid picture of what actually prompted him to conduct the study and the gaps in literature the study was to fill. Next was the purpose of the study, the objectives of the study, the research questions the researcher sought to find answers to and concluded with the significance of the study. The second chapter basically, was on the literature review. The third chapter dealt with the methodology of the study. The methodology encompassed the research design, setting, population, sample and sampling procedure, method of data collection, data collection procedure and method of data analysis. The fourth chapter covered data presentation and analysis. The last chapter focused on summary of findings, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the relevant works that have been conducted around the same subject matter and also shows the gap this research fills. This chapter focuses on relevant studies that are related to the central theme of this study as well as the comments of the researcher. Thus, attention was put on how other researchers, journals, publications, articles and authors have expressed their opinions on Pedagogical Content Knowledge of social studies teachers. Since the researcher was looking at the teaching of Social Studies in the Senior High Schools, it was necessary to look at the historical overview of the subject, the meaning and how it came into the school curriculum in Ghana. The review was therefore done under the following sub-headings: the concept of pedagogical content knowledge; historical overview of social studies; the definitional debate of social studies; the nature and scope of social studies; goals and objectives of social studies; professional characteristics of social studies teachers; instructional methods and techniques used by social studies teachers in delivering their lessons; then the theoretical framework for the study.

2.1 The concept of Pedagogical Content Knowledge (PCK) in social studies

Knowledge has been seen as the foundation to effective student achievement. Knowledge is at the core of teacher education programmes and the foundation of teaching and learning (Munby & Russell, 1995). Based on this Eshun and Mensah (2013) implied that teachers' understanding of a subject matter and ability to share information with students comes from the foundations of knowledge they have gained. The knowledge base for teaching defines a set of knowledge necessary to be

an effective teacher. Similarly, the National Commission for the Social Studies, NCSS (2004:56) acknowledge that Knowledge for teaching Social Studies is considered to be “the foundational knowledge of Social Studies education (Citizenship education) needed to perform the recurrent tasks of teaching Social Studies to students”. Also, Studies have shown that the knowledge for teaching Social Studies is a predictor of student achievement in Social Studies (Quartey, 1984; NCSS, 2004). These studies have provided the justification for the reasons why social studies teachers should possess adequate knowledge of the field in order to promote student achievement.

The domains of knowledge give rise to teachers’ pedagogical content knowledge. This is classified by Shulman (1987) as categorisation of teacher knowledge which he posits as one of the theoretical frameworks that give recognition to teachers’ pedagogical content knowledge. Further to this, Shulman (1987:8), differentiates between seven categories of knowledge needed to be a successful teacher, which include:

Content knowledge; general pedagogical knowledge: This is with special reference to those broad principles and strategies of classroom management and organisation that appear to transcend subject matter

Curriculum knowledge: This focus particularly on the grasp of the materials and programmes that serve as “tools of trade” for teachers

Pedagogical content knowledge: The special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding;

Knowledge of the learners and their characteristics; the learning style of learners as well as the conditions by which they learn best.

Knowledge of educational contexts ranging from the workings of the group or classroom, the governance and financing of school communities or districts, to the character of communities and culture;

Knowledge of educational ends, purposes and values and their philosophical and historical grounds.

Some studies have sort to distinguish between pedagogical knowledge and content knowledge. Example, according to Harris, Mishra and Koehler (2007), pedagogical knowledge is “a deep knowledge about processes and practices or methods of teaching and learning encompassing educational purposes, values, aims and more” (p.66).

Then, Shulman (1995) defined *content knowledge* as the knowledge about the subject, for example, mathematics and its structure. Content knowledge (CK) is teachers’ knowledge about the subject matter to be learned or taught and the content to be covered at school as the syllabus specifies. As Shulman (1986) noted, this knowledge would include knowledge of concepts where Taba (1962) states that “concepts are complex system of highly obstruct experiences in a variety of context” (p. 128). In Social Studies, concepts such as “democracy”, “family” and “interdependence” abound in the S.H.S syllabus.

The next knowledge Shulman (1986) talks about is Pedagogical knowledge which he says is deep knowledge about the processes and practices of teaching and learning, encompassing educational purposes, goals, values, strategies, and more. 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 strategies for assessing student understanding. A

teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills in differentiated ways, as well as how they develop habits of mind and dispositions toward learning.

A mere possession of either one of these does not guarantee the achievement of lesson objectives unless these two are integrated in a particular subject area to ensure effective teaching and learning, hence, clear relationship can be established between pedagogical knowledge and content knowledge as the two are intricately interwoven. In view of this, the two concepts have been defined to be a blend of subject matter knowledge and the appropriate methods and techniques in teaching in the classroom. For Shulman (1986) this knowledge 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. PCK is concerned with the representation and formulation of concepts, pedagogical techniques, and knowledge of what makes concepts difficult or easy to learn, knowledge of students' prior knowledge and theories of epistemology. For instance, Grouws and Schultz (1996) observe that "pedagogical content knowledge includes, but is not limited to, useful representations, unifying ideas, clarifying examples and counter examples, helpful analogies, important relationships, and connections among ideas (p. 46)". In similar view, 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 the diverse interests and abilities of learners, and presented for instruction". Conversely, there is a view about pedagogical content knowledge as the basis for differentiation among experience and non-experience teachers. For example,

Eshun and Mensah (2013) observed that pedagogical content knowledge is that distinctive knowledge domain of teaching that differentiates the expert teacher in a subject area from the subject expert.

2.3 Historical overview of social studies: tracing the roots to its appearance in the school curriculum in Ghana

It is necessary to study the history of a subject in order to ensure better understanding on the part of teachers about subject matter content and as well aid in curriculum revision (Kankam, 2016). The first use of the term ‘social studies’ to refer to a school subject is attributed to Thomas Jesse Jones in an article that was published in American newspaper, *Southern Workman* in 1905 (Tabachnick, 1991). Thomas later extended the article into a book title ‘Social Studies in the Hampton Curriculum’. The United States of America appeared to be the “mother” country of social studies (Poatob and Odumah, 2006). It is no surprise as Obebe (1990) commented that Social Studies first appeared in the curriculum of the educational system of United States of America (USA) within the first two decades of the 20th century. The idea of social studies started developing in the United States of America in the early 1900 as a reaction to the numerous human problems prevailing at that particular period (Poatob and Odumah, 2006). Lawal (2003) outlines that, events in the world scene, such as the Russian launching of the Sputnik in 1957 and American internal social problems of the 1960s gave birth to the new “social studies” that begins in the 1960s.

In 1916, National Education Association (NEA) was formed to review the school curriculum to meet the changing demands of American society. One of the sub-committees of the NEA was the ‘committee on social studies’. This sub-committee on social studies recommended the introduction of Social Studies in the American school curriculum (Ross, 2006 cited in Ayaaba, 2011). The ‘committee on social studies’ in

their preliminary report published in 1917, stated that a curriculum which is history-laden should be replaced with social studies that meets the present growth needs of learners which was noted as citizenship education.

In the midst of all these development, the subject social studies was still linked up with the activities of the American Historical Association (AHA) until the establishment of the National Council for the Social Studies (NCSS) in 1921 with the sole responsibility to pursue the course of the subject. According to Poatob and Odumah (2016) the NCSS was then given the responsibility to educate and create an awareness of the need to learn social studies. They further state that this time social studies was transformed from being a history-laden subject into a subject focused on inculcating in the youth desired attitudes, values and skills to function effectively as democratic citizens in society.

2.3.1 Social studies in Britain

There is little evidence of the existence of social studies in the curriculum at the beginning of the twentieth century (Poatob and Odumah, 2016). They further reveal that history and geography (which were fairly established in the elementary and grammar school by the 1920s would sometimes include materials generally referred to as “civics”). It is noted by Poatob and Odumah (2016) that Social studies were known to have had an initial setback in the history of British educational system. By 1926, there was a criticism of the content of the school curriculum through the Hadow Report. The report made it clear that the British curriculum should consider the natural and social setting of the pupils by adopting a curriculum that is according to Poatob and Odumah (2016) socially relevant and capable of equipping the young ones to fit into an industrialised world due to the demands of the industrial revolution.

The focus of the subject changed after the Second World War to equipping the youth with greater self-consciousness and social responsibilities so they can deal with hatred, divisions, violence that were created by the war. According to Poatob and Odumah (2016) the content of social studies was changed to deal with the problems at the time. This shows that social studies helps in solving contemporary and perplexing problems that threatens the survival of a society. This was seen by the British, hence the adoption of social studies in the school curriculum.

2.3.2 Emergence of social studies in Africa

According to Kankam (2016), in Africa, when most countries were securing independence in the 1960s, there was the need for the new leaders and educationists to make changes in the education setting. Social studies became part of the school curricula after several conferences held in the United States of America, Britain and Africa. The first conference was held in 1961 at the Endicott House, Massachusetts Institute of Technology to study some of the problems of education of the emerging nations of Africa and to suggest steps by which those problems could be solved. At the Massachusetts' conference, a Sub-committee on the Humanities and Social Studies was formed (Tamakloe, 1994). Also, Poatob and Odumah (2016) reveal that the introduction of social studies can be traced to educator from Britain. But of course, it cannot exclude educators from the United State of America. In 1967, an educational conference was held by the Educational Development Centre (EDC) and the Curriculum Renewal and Educational Development Overseas (CREDO) at Queens College in Britain (Poatob and Odumah, 2016). In attendance were some African educators. According to Poatob and Odumah (2016) the idea for the introduction of social studies in the school curriculum of Africa was proposed. They

further state that based on this it was recommended that social studies conference be held in Mombasa, Kenya the following year, 1968.

The Educational Development Centre (EDC), USA and the Curriculum Renewal and Educational Development Overseas (CREDO), London sponsored the Mombasa conference which laid the foundation for the introduction of social studies in the school curriculum of Africa. They were representatives from eleven African countries including Ghana (Poatob and Odumah, 2016). The major decision that was taken at the conference was that a new curriculum for social studies for Africa, starting with the primary schools should be developed to serve as a tool for preparing the new African citizens in the new nation of the African continent for effective citizenship. It was also recommended that an international organisation be formed to help the independent states to organise their own social studies programmes and to promote the learning of the subject in the continent (Poatob and Odumah, 2016). This led to the formation of the African Social Studies Programme in 1969.

2.3.3 Introduction of social studies in Ghana

Kankam (2016) makes the point that:

As part of the government's policy on training teachers to teach social studies at the basic schools, social studies was introduced at the teacher training colleges in Ghana. By examining the various historical directions and translation of those influences into classroom development and classroom instruction, a glimpse into the past and the future of Social Studies, government, and citizenship ethics can be deduced (p. 446).

Efforts to introduce Social Studies in Ghanaian schools begun in the 1940s when Teacher Training Colleges such as Wesley College in Kumasi and Presbyterian Training College in Akropong-Akwapim started some programmes in Social Studies (Ananga and Ayaaba, 2004). Similarly, the social studies programme as a field of study was introduced into the curriculum of the teacher training colleges in Ghana as

far back as the 1940s (Tamakloe, 1988; Kankam, 2001). The teaching of social studies during this period was experimented at the Presbyterian Training College (Akropong), Wesley College (Kumasi) and Achimota Training College (Accra). This experiment, according to Agyemang-Fokuo (1994) was, however, not allowed to blossom due to both teachers' and students' negative perception and attitudes towards the social studies programme. But, there were setbacks to its introduction in the mid-1950s as a result of lack of coordination of the efforts of the pioneers. Kankam (2016) recounts that:

By the early 1950s, the single subjects (i.e. studying subjects like history, economics and geography separately) had taken over the integrated social studies (i.e. drawing concepts, ideas, knowledge and views from different subject areas like history and geography to solve problems or explain issues) in the teacher training colleges (p. 447).

The reasons advanced for the resumption of the single subjects approach, according to Tamakloe (1988), was the fact that social sciences graduates of the University of Ghana, who were to handle social studies in the teacher training colleges could not cope with the integrated approach, for they specialized in single subjects. Also, the students in the teacher training colleges welcomed the single subject approach because they perceived it as an opportunity to either improve upon their grades in the single-subjects such as history, geography and economics in School Certificate or General Certificate of Education (G.C.E.) Ordinary Level (OL) or get a firm foundation in order to try their hands at GCE "O" Level examinations. Other outlined three major factors that impeded the growth and development of the programme; one of the setbacks was competent teachers to handle the subject effectively. Secondly, the idea of subject integration did not find favour in the sight of traditional subject practitioners who feared that their traditional subjects such as history, geography, economics, and government, among others would lose their distinct identity if each

was made to become part of the integrated Social Studies programme. Finally, the lack of textbooks on the integrated Social Studies contributed to the failure of the programme.

In as much as the first and last setbacks was key in the collapse of the subject, the second setback could have been avoided if and only if the traditional subject practitioners of the other social sciences had a consensus agreement of what the subject is and its definition. If the traditional subject practitioners perceived the integrated social studies as the same as an amalgamation of the social sciences, then the obvious consequence was what was witnessed. That was a wrong notion if their fear was a resultant of their understanding of the dichotomy between the integrated social studies and amalgamated social studies because as Poatob (n.d.) put it, integrated Social Studies is the integration of distillate knowledge from any field of learning that is germane to solving the problems of human survival which seems to be the heartbeat of the subject. This was the focus of the subject and there was no need for any fear among traditional subject practitioners.

The origin of the discipline in Ghana can therefore be traced to the Mombasa conference of 1968 where a group of newly independent African states met under the chairmanship of Dowuona Hammond, Ghana's Minister of education at that time (Ayaaba in Ofosu-Kusi, 2008). Subsequently after the Mombasa conference, there was an educational conference in Winneba, Ghana in 1969 where Social Studies was adopted (Ananga & Ayaaba, 2004). Another attempt was made in the late 1960s, another development propelled the re-introduction of integrated social studies in the teacher training colleges in Ghana. This was when some graduate and non-graduate teachers who, had been sent to Wales and Bristol to study the "Environmental studies approach" and the "Integrated social studies" returned to Ghana. By 1971, about 14 of

the teachers with positive perception about social studies had been posted to the teacher training colleges to spearhead the development of the integrated programme, which they had studied abroad. Ananga and Ayaaba (2004) maintain that the subject was then introduced into the Ghanaian schools in 1972 but also failed due to the same reasons that led to the collapse of the earlier attempts. The subject was abandoned until the educational reforms of 1987 where it was reintroduced. The 1987 Education Reform Programme aimed at changing the content of education at the basic level and to ensure its relevance to individual and societal needs (GES, 1987). Based on this, the New Education Reform Programme has brought in its trail social studies at the basic education level nationwide. In order to overcome the impediments to earlier attempts, the University of Cape Coast mounted a Bachelor of Education degree programme in Social Studies in 1988 and in the same year, the Advance Teacher Training College in Winneba started a diploma course in Social Studies (Ananga & Ayaaba, 2004). These aided in the production of competent teachers for the teacher training colleges who also trained student teachers for the Primary and Junior Secondary Schools. As of now, Social Studies is a core subject in all Junior and Senior High Schools besides all teacher Training Colleges in Ghana. Ayaaba (2011) reveal that currently, the University of Education, Winneba has mounted Master of Education (M. Ed), Master of Philosophy (M. Phil), Doctor of Philosophy (Ph. D) and Education Doctorate (Ed. D) programmes in Social Studies.

2.4 Characteristics of teachers and the teaching of social studies

Various studies try to establish a link between the characteristics and experiences of teachers and teaching and learning. Hanushek (1971) finds that teacher quality accounts for at least seven percent of the total variation in student achievement. Dee and Cohodes (2008) assert that while the importance of teacher quality seems

uncontested, the importance of specific, observed teacher characteristics is often highly controversial. They cite that teacher pay is often linked to the completion of post-secondary degrees, but the available evidence on whether teachers with more advanced degrees are more effective is mixed. They maintain that one other area of controversy is whether teachers who have obtained state certification are more effective than those who have not. This loophole needs to be well established to determine how teacher certification correlate to the delivering of instructional content to learners. Studies as long ago as the 1940s have found positive correlations between teaching performance and measures of teachers' intelligence or general academic ability (Hellfritzch, 1945; LaDuke, 1945; Rostker, 1945; Skinner, 1947), but according to Poatob (n.d.) most relationships are small and statistically insignificant. Two reviews of such studies concluded that there is little or no relationship between teachers' measured intelligence and their students' achievement (Schalock, 1979; Soar, Medley, & Coker, 1983).

In Ghana, teachers' intelligence quotients are not measured (Poatob, n.d.), however, the focus here to know explore how the professional background experiences and orientations of teachers affect their teaching of social studies. This becomes necessary because the conception of the subject social studies will determine how its content is packaged and presented to learners to aid in the achievement of the goals and objectives of the subject which is the main thrust for its existence in the school curriculum. Also, verbal ability of teachers have been linked to the achievement of subject objectives by students, this Poatob (n.d.) notes that it does not matter much so far as the teacher is aware of the ultimate purpose of the subject. He adds that Social studies teachers who are able to articulate their messages clearly and convincingly

may be able to achieve the desired goals of the subject than those who sound dull and tired. This is supported by Kyriacou (1998:31) when he stated that

When it comes to lesson presentation, the way that you do it is just as important as what you do. Asking a question with interest conveyed in your tone of voice and facial expression, as opposed to sounding tired and bored, makes a world of difference to the type of response you will get, no matter how appropriate the actual question was.

2.4.1 Professional qualification of social studies teachers

Studies show that professional qualification of teachers are very important in the teaching and learning process since it is linked to the mastery of content and pedagogical knowledge of teachers. For instance, these procedures ensure that teachers have the professional skills and knowledge like classroom management, curriculum development and pedagogical techniques that are particularly critical for the education of students (Darling-Hammond, 1999). Teacher qualification is usually made up of relevant educational degrees as well as certificates. Teachers' qualification is seen as the sum total of the teacher's efforts at formal educational improvement (Burrup, 1967). Effective teachers can thus be understood as those who possess relevant competence and use their competencies appropriately to achieve their objectives (Cheng-Yin and Tsuikwok, 1996). Profession on the other hand simply refers to an occupation requiring special education (Adjei, 2016). As Poatob (n.d.) points out several research findings on out-of-field teaching have reached the same conclusion that high levels of out-of-field teaching are a leading source of underqualified teaching in American schools (McMillen et al., 2002 cited in Darling-Hammond, 1999). For example, Wayne and Youngs (2003) suggest that in-field teachers are more effective than out-of-field teachers. In Ghana, the two major tertiary institutions that started the training of social studies; University of Cape Coast and the University of Education, Winneba seems to share different ways of training its

learners in social studies, hence, teachers from these institutions and any of their affiliates are likely to have different conceptions. This according to Ingersoll (1999) out-of-field teaching is a serious problem. If Social Studies is to be taught to the young people and equip them with good social and moral awareness to thrive, they will function effectively and efficiently in the society. One will then agree with Anderson (1991) cited in Yunana (2011) when he noted that effective teachers are those who achieve the goals they set for themselves or the goals set for them by others such as school principals, education administrators and parents. Lack of professional training, for that matter in social studies therefore affects the level of teachers' performance (Grossman, 1995) and hence the realization of the objectives of social studies. In support of this, Aggarwal, (2006), states that:

A Social Studies teacher must have special qualities such as “an art of development of human relation, objectivity, deep knowledge of the subject matter, application of field study theory, a well-informed teacher, widely travelled person, a good communicator, skilled in the use of technological aids and an interpreter of various experiences (p. 228).

From the foregoing discussion, the consequence is that, Social Studies teachers must not only possess higher professional status or relevant qualification but equally possess academic excellence in Social Studies. According to Young, Olden and Porter (2003), the qualification of teachers has great influence on students' learning. Adeyanju (2006) points out that in America and Britain for instance, any potential teacher is required to have a degree in what they intend to teach before entering into any teacher education programme, and this is not different from Ghana, where degree is the basic requirement for teacher at the Senior High School level.

Again, teachers' teaching experience has a great influence on their classroom performance. A number of studies have shown that teachers become more effective during the first five years of their teaching. Similarly, Cimbricz (2002), teacher experience is another variable that influences students learning. Teacher's years of teaching or experience in teaching vary in different studies. Also, the characteristics of Social Studies teachers such as professional values and experiences are potentially valuable for understanding the art of teaching and influence of teachers (Leming, 1991).

In the area of teacher experience, many studies have shown that in-experience teachers (those with less than three years of teaching) are not as effective as senior teachers (Rosenholtz, 1986). This suggests that Social Studies teachers who have taught subject for three years and above are more effective as compared to those with less than three years' experience of teaching Social Studies. The National Commission on Teaching and America's Future (Darling-Hammond, 1997), stresses that teacher expertise has a direct correlation to high student achievement.

A study in the Kissi District in Kenya by Ossindi (1982) indicates that lack of in-service training education was one of the major limiting factors for effective Social Studies instructions. On this, Social Studies teachers receive fewer professional development opportunities than teachers in other disciplines (Rossenfield, 2004). He further adds that if Social Studies teaching was to be effective, in-service training is necessary as a key means through which Social Studies teachers are provided with the necessary skills and knowledge so as to improve upon their performance in teaching Social Studies.

The above arguments indicate that teaching experience is a requirement for the achievement of the objectives of social studies and the absence of it will affect the achievement of its goal of promoting good citizenship as stated in the 2010 teaching syllabus for social studies.

2.5 Definitional debate of social studies

In the field of Social Studies, the practitioners have held different definitions based on their individual observations, training background and orientation. This is centred on statements such as Longstreet and Shane (1993) indicated that, the question of definition has plagued the field of Social Studies since its inception in 1916. Similarly, Barr, Barth and Shermis (1977) are of the view that the field of Social Studies is caught up with ambiguity, inconsistency and contradiction that represents a complex educational enigma which defies any final definition acceptable to all. This has generated three main schools of thought; there are those who see the subject as an amalgamation of the social sciences. Protagonists of this school of thought argue that knowledge is one and indivisible and that it is only for convenience that it has been divided into subject compartments (Poatob and Odumah, 2016). According to Poatob and Odumah (2016) definitions in this school of thought suggest that the subject is a mere conglomeration of topics from the various social science subjects into a substantive disciplinary framework known as social studies. For instance, Aggarwal (2001) defines the subject as “social studies includes much of the subject matter of History, Geography, Civics and Economics”. For this group of scholars, the content, nature and scope of the subject includes identifiable selected topics from the various science with a loss in their individual identities. If this is to be taken, then social studies cannot have its own distinctive and integrated body of knowledge with a clear focus; then the assertion by Barr, Barth and Shermis (1977) as “a schizophrenic

bastard child” and by Beard (1963) as “ a seamless web”. This will make the focus and goals of the subject paralysed because the understanding of the subject by teachers will determine how they will set instructional objectives and select appropriate techniques in delivering lessons in the classroom.

There are those who view the subject as an approach or method of teaching the social sciences. This school of thought sees the subject as the methods of teaching such as the teacher-centred and learner-centred approaches with the various techniques such as brainstorming, lecture, discussion, role play techniques as the content of the subjects. For instance, Wesley and Wronski (1964) defined social studies as the social sciences simplified for pedagogical purposes. Similarly, the JSS Syllabus, Ghana (1987) sees the subject as an integrated interdisciplinary approach to the study of society and the environment. If these are anything to go by as a clear representation of the subject, then as implied by Poatob and Odumah (2016) the subject is not a discipline on its own. This is debunked by Poatob and Odumah (2016) when they adapted the criteria that qualifies a subject to be a discipline as espoused by Krishnan (2009). They wrote:

Social studies in its right perspective is viewed as citizenship education and as such has a particular object of research (issues of human survival), has a body of accumulated specialists knowledge, has its own concepts and theories organised around specialists knowledge, has its own specific terminologies or a specific language adjusted to their research object, has some institutional manifestation in the form of subjects taught at the universities or colleges, respective academic departments and professional associations connected to it (p. 36).

The last school of thought is those who view the subject as citizenship education. Experts in this school of thought believe that social studies prepares the young people for adult citizenship roles (Poatob and Odumah, 2016). For instance, Barr, et al (1977) defined social studies as an integration of experience and knowledge concerning

human relations for the purpose of citizenship education. This point to the fact that the knowledge provided by the subject is able to be used in solving problems. This is corroborated by Quartey (1994) when he defined the subject as a study that equips the youth with tools necessary in solving personal and societal problems. It must be noted that there seem to be a general consensus among practitioners that the focus of social studies is citizenship education.

Several authors have argued to corroborate this stance; for instance, Eshun and Mensah (2013) opined that in Ghana today, there has been general consensus that the fundamental purpose of Social Studies is Citizenship Education. In similar view, according to Blege (2001:13), “In the context of Ghana, Social Studies is a citizenship education which aims at producing reflective, competent, responsible and participatory citizens”. This supports the point made by Martorella (1994) that the enduring goal of social studies is 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. Similarly, this goes to support the view of the National Council for Social Studies (1996:23) in America that “the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world”. These arguments do not in any way downplay the fact that other subjects produce informed citizens but as Banks (1990, cited in Ayaaba, 2011) put it although other subjects play a significant role in developing informed and responsible citizenship, it is only social studies that has citizenship development as its priority goal. It must be noted that the researcher shares in the citizenship education school of thought as the appropriate definition of the subject social studies. With this view, the content of the subject will include

integrated body of knowledge that is unique from the social sciences that will prepare the youth to be national conscious, reflective and critical thinking in making rational decisions concerning the development of their societies.

If this has been the situation concerning the definition of Social Studies then one would definitely agree with Tabachnick (1991) when he indicated that in trying to find out what the term “Social Studies” is, then one needs to examine the general definitions for Social Studies offered by educators whose special interest is in Social Studies education and that will serve as guidelines and statements of purpose for Social Studies. This will therefore be based on the different schools of thought for the term “Social Studies”. In view of this, the views of scholars in the field of social studies such as Blege (2001); NCSS (1996); Martorella (1994) among others that the focus of social studies is citizenship education should be the overriding focus of social studies in order to give the subject a unique identity and focus. It is in against this background that this study works with the view of citizenship education as the focus of social studies.

2.6 Goals and objectives of social studies

It has been established that social studies as a subject defies any single definition as it has been defined differently by different authorities and authors (Savage & Armstrong, 2000; Ananga & Ayaaba, 2004). It is worthy to note that varying definitions of a subject will mean different goals, objectives and the content of the subject. Although , Barr, Barth and Shermis (1977) have classified the various definitions into three broad categories, thus: social studies seen as an approach to the teaching of the social sciences, the amalgamation of the social sciences, and citizenship education. For the researcher just like the general consensus by

practitioners on what social studies is, social studies here is seen as citizenship education.

Many authors and researchers have viewed citizenship education as one major focus of education. For instance, Sears and Hughes (1996) opined that citizenship education has been viewed historically as one of the principal obligations of public schooling. This is supported by Conley (1989:134) that public education's mandate "is to train citizens, in the widest sense of the term". According to McLeod (1986:6) this wide view of citizenship has classically been concerned with the development of a sense of identity, "a feeling of being one-people different from all other people". Similarly, Hughes (1994) states that it has also involved a knowledge of rights and obligations as well as a commitment to the ideals of democracy. While it appears there is no agreement among social studies educators over what the goals of social studies is, it is generally agreed that the primary pedagogical goal of social studies is to support students as they come to understand their world and have urgency as citizens (Vinson & Ross, 2001).

Citizenship education has been seen as the primary goal of social studies by many practitioners. Sawyer (2015) makes it clear that the main goal of social studies therefore is to promote citizenship education. Here, citizenship education has been defined by Homana, Barber and Torney-Purta (2006) as the opportunities provided by schools to engage students in meaningful learning experiences...and other teaching strategies to facilitate their development as socially and politically responsible individuals. This definition of social studies is supported by many authors who support the view that citizenship education is at the heart of social studies. For instance, according to the NCSS the primary goal of education is to prepare students to be effective citizens and that through the curriculum students should have the

opportunity to apply their civic knowledge to solve problems in schools. The National Council for Social Studies (NCSS) cited in Parker (2001) adds that the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Similarly, Martorella (1994) stipulated that the enduring goal of Social Studies is 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 supports Banks (1990) as he points out that the major goal of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities and the nation. These goals of social studies are what has informed the general aims of the social studies syllabus for Senior High Schools (2010) in Ghana as:

1. To develop the ability to adapt to the developing and ever-changing Ghanaian society.
2. To develop positive attitudes and values towards individual and societal issues.
3. To develop critical and analytical skills in assessing issues for objective decision-making.
4. To develop national consciousness and unity.
5. To develop enquiry and problem-solving skills for solving personal and societal problems.
6. To become responsible citizens capable and willing to contribute to societal advancement.

In contrast, there seem to be an attempt to link social studies to the development of socialisation and cultural heritage. For instance, Saxe (1991) cited in Dynneson and Gross (1999) asserts that the core of social studies curriculum from its inception has been mainly concerned with socialization and citizenship education. Similarly, Fenton (1967, cited in Ananga and Ayaaba 2004) admits that the purposes of social studies are to prepare children to be good citizens, to teach children how to think and to pass on the cultural heritage to the younger generation. Also, DuBey and Barth (1980) state that the subject assists to develop in the student an appreciation of his cultural heritage, and a desire to preserve it. Although these assertions are not entirely wrong, it seems not to be consistent with the current content and purpose of social studies because the subject does not only help in socializing the younger generation with the skills, attitudes, values and the existing old cultural heritage just like the Traditional African Education through indoctrination but rather it does it through inculcation such that it equips learners with the necessary tools of civic competencies and civic dispositions required for solving persistent, contemporary and perplexing problems that threaten the survival of the society. Banks (2001:6) elaborate more on the current focus of social studies on the inculcation of cultural heritage in individuals when he opined that:

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

He further states that citizenship education aims at helping students acquire higher levels of knowledge, understand the relationship between knowledge and action, develop a commitment to act to improve the world, and acquire the skills needed to participate in civic action. Seeing the world as a global village in which the problems in one country have direct or indirect effects on other countries, the solutions to problems in one country also affects the rest of the world (Poatob, n.d.). The geographical scope of social studies is context-specific, hence, the solutions to the problems in Ghana is synonymous to the solutions to the problems of the world at large; this is in consonance with what Banks' proposed to be the aim of social studies. The Ghana Education Service (CRDD, 2010) Junior Secondary School now Junior High school Social Studies teaching syllabus indicates that the objectives of Social Studies as reflections of Bloom's (1956) taxonomy of education, stresses on affective, cognitive and psychomotor domains.

In the cognitive category of the Junior Secondary School syllabus, pupils should broadly; be able to identify major problems facing developing and developed communities and locate source of major problems, knowing how they affect national and international issues, have opportunity to learn about their social and physical environment without inhibition of subject area restriction, Know the factors that bring about unity and disunity among people at local and international levels.

In the affective category, pupils should broadly; acquire the habit and interest in discovering knowledge through enquiry, self-involvement and practical activity, become aware of their capabilities, become development conscious and eager to contribute towards the survival of themselves and their society.

In the psychomotor category, pupil should broadly; acquire some basic skills necessary for the resolution of social and environmental problems and develop their creative talent (GES, 1987). The Curriculum Research and Development Division (CRDD) Social Studies teaching syllabus for Senior High Schools also came out with general aims of Social Studies to help students to; “develop the ability to adapt to the developing and ever-changing society, develop positive attitudes and values towards individual and 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 personal and societal problems, become responsible citizens capable and willing to contribute to societal advancement” (CRDD, 2010, p. ii).

In conclusion, the general objectives of social studies in relation to its definition as citizenship education, can largely be seen as stated by Ayaaba (2008) and Ayaaba and Odumah (2013) as follows:

1. Adaptation of the learner to the changing environment
2. Development of national consciousness and unity
3. Development of positive attitudes, values and skills
4. Development of good citizens capable and willing to contribute towards national development
5. Development of individuals who can make rationale and informed decisions.

2.7 Methods and techniques of teaching social studies

Various studies have shown that learners view social studies as subject which is boring to study, hence it has no significant impact in their lives, and thus they place less premium in its learning as compared to other subjects. For instance, Chiodo & Byford, 2006 concluded that students often consider social studies to be dull and

boring. Similarly, they also fail to see the relevance of social studies to their everyday lives (Schug, Todd & Beery, 1982; Shaughnessy & Haladyna, 1985). This has raised concerns from (Russell & Waters, 2010); why is it so? Is it because the content is truly dull and boring; or is it because the instructional methods utilized by the teacher do not engage and inspire students to learn social studies. But, Shaughnessy and Haladyna (1985:694) seem to state who is to be blamed for this —It is the teacher who is key to what social studies will be for the student. Instruction tends to be dominated by the lecture, textbook or worksheets... and social studies does not inspire students to learn. This found support from Siler (1998) who stressed that teachers tend to use only one teaching style day after day, which denies students the opportunity of a variety of teaching techniques. Additionally, Ellis, Fouts, and Glenn (1992) stated that teachers often rely solely on text, lecturing, worksheets and traditional tests as methods of learning. Chesteron (2006) make it clear that there is no such a thing like uninteresting subject rather what exist is an uninteresting person (teacher). This makes it clear that the pedagogical choices of teachers in delivering content to students' plays a major role in stimulating the interest of students in the lesson. Research concludes that students have more interest in a topic when a variety of teaching methods are implemented (Bonwell & Eisen, 1991; Chiodo & Byford, 2006; Russell & Byford, 2006; Mills & Durden, 1992; Slavin, 1994). This is true so far as there are different learners from different background and with different learning styles in the class, because one approach may not cater for all the individual differences in the class as Pratt (1980) puts it learning is idiosyncratic, that is, different learners learn differently.

The ability to use various techniques and methods for instruction is often neglected by educators (Russell & Waters, 2010:1). Russell and Waters maintain that teachers tend to have students participate in activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates, and places.

Stahl (1994) explained that using cooperative learning requires students to become active learners. Furthermore, Stahl (1994:4-5) believes, —Cooperative learning provides opportunities for students to learn, practice, and live the attitudes and behaviors that reflect the goals of social studies education. This is exactly the purpose of teaching Social Studies and not merely to write and pass exams. Every Social Studies teacher must therefore teach to affect the relevant knowledge, attitudes, values and skills of students positively and their daily lives should reflect the goal of Social Studies education.

There are evidence to show the positive correlation between the use of variety of teaching techniques and student achievement. For instance, According to Russell and Waters (2010:1), —Using various teaching techniques is considered by many a best practice, and numerous studies conclude positive results with regard to the use of various instructional methods. For example, Dow (1979) concluded that direct observation, data gathering, reading, role-playing, constructing projects, and watching films are all excellent ways to provide students with new information. Using film to enhance social studies instruction has been found to be an effective instructional method (Russell, 2007; Russell, 2008; Paris, 1997). Researchers have concluded that using simulations heightened student interest and increased understanding (Byford & Russell, 2007). In addition, researchers have found that the discussion technique is a valuable pedagogy for teaching Social Studies (Harwood & Hahn, 1990; Byford & Russell, 2007).

According to Dynneson and Gross (1999) as cited in Ayaaba and Odumah (2007:14), —the difference between creative and uninspired teaching is determined by the techniques teachers use in presenting lesson content, skills and values to students. By implication, not all techniques can be used to adequately provide the desired teaching and learning in social studies. The teachers need to therefore examine critically the topics they treat and adopt appropriate techniques that can be used effectively to address such issues. Dynneson and Gross (1999:8) opine that:

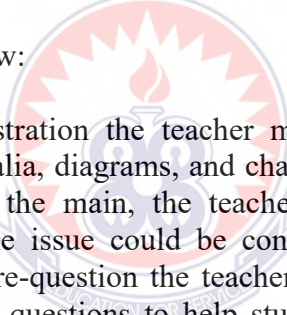
Teaching methods are usually determined by four important elements: (1) the characteristics of the content, (2) acceptable instructional practices, (3) the nature of the instructional material, and (4) the learning attributes of the students. In addition, the means of instruction should consider both the teacher's competence level and the learner's characteristics, including age, sex, and social background.

Methods, techniques and strategies are names for three different levels of planning that a teacher thinks about when preparing to teach (Ayaaba & Odumah, 2007). Whereas a method is a teacher's general approach to teaching or the systematic way teachers go about their teaching, a technique of teaching refers to the activities teachers ask their students to perform in the classroom for the attainment of the instructional objectives. Barth (1990:370) explains strategies as ways of —sequencing or organizing a given selection of techniques. Below are a plethora of techniques that could be used to enhance the teaching of Social Studies:

2.7.1 The Lecture Technique

Lecturing is a classical and the most traditional technique of teaching (Tamakloe, Amedahe & Atta, 2005). With the use of this technique of teaching, learners are made to listen conscientiously while the teacher or lecturer spouts on and on (Ayaaba & Odumah, 2004). Here, all the issues to be discussed are prepared by the teacher in the form of lecture notes and are read out to students during presentation without any

interruption. The teacher however, pauses occasionally to ask or invite questions from the audiences (learners). The role of the learners is to pay keen attention to what the teacher reads out and take down salient points after which they go to get further information from the libraries or internet to develop those points. Lowman (1984) as cited in Tamakloe et al (2005) identified the various forms of the lecture technique such as formal oral essay‘ which is seen as the classical type, provocation lecture‘, lecture-demonstration‘, question-lecture‘, lecture-discussion‘, lecture-recitation‘ and the lecture-laboratory‘. Lowman (1984) asserts that in a provocative lecture, the teacher raises issues regarding knowledge which students have already acquired, evaluates it and attempts to help the students get a higher order cognitive process of that knowledge. In the work of Tamakloe et al (2005:325), other forms of lecture have been explained as seen below:



In a lecture-demonstration the teacher makes an increasing use of materials such as realia, diagrams, and charts to illustrate issues raised in the delivery. In the main, the teacher issues the illustration to demonstrate how the issue could be conceptualized in a variety of frames. In the lecture-question the teacher, usually at the instance of the students, allows questions to help students satisfy their curiosity and also to clarify points which may be baffling students or air their views which may oppose what the teacher espouses. The lecturer may, on the other hand, pause to invite discussions in which students are encouraged to raise issues and to contribute. This is the lecture-discussion method in which the discussion is brief and may be allowed only twice during the delivery. This is to ensure a smooth flow of the delivery and also to accomplish the task. The lecture-recitation variety is the one in which students are given the chance to expatiate on what they have been asked to read about and has been touched upon in the lecture. The last variation is the lecture-laboratory in which students are given the opportunity to do independent work, experiment and observe after a short lecture has been given by the teacher as an introduction.

According to Poatob (n.d.) with the teaching of contemporary issue in Social Studies, the lecture technique can rarely be used to introduce the lesson, explain challenging concepts and summarizing main points after an instruction. Conversely, it is not

appropriate for teachers of social studies at the basic and second cycle institutions to take to the use of lecture techniques to deliver lessons throughout the instructional period.

2.7.1.1 Merits of the Lecture Technique

This technique is often used effectively in institutions where the learner-teacher ratio is too high. It therefore enables the teacher to cover a most of topics in the syllabus. Ayaaba and Odumah (2004) argue that in spite of the use of any other technique, it is the lecture technique which is normally employed to introduce, summarise, explain or provide information, thus it has generally been seen as a necessary-evil and a do away without technique. Tamakloe et al (2005:329) have identified the following as the strengths of the lecture technique. To start with, the technique provides the students with an initial outline of a topic or theme thereby offering them a frame work from which he can do further reading or studies. Secondly, it provides information on themes which are not available or easily accessible to the students. Also, the lecture technique enables a great deal of grounds to be covered in the face of a loaded syllabus or programme of instruction. It also allows for large a number of students to be taught at the same time in one lecture hall.

2.7.1.2 Demerits of the Lecture Technique

Tamakloe et al (2005) point out that the lecture technique is not void of limitations. In view of this, they identified the following as some demerits of the lecture technique. The technique is not suitable for students who are low on the academic ladder, especially, for most pupils below the sixth-form level. For these beginners, lectures are boring and this rings about low attention rate. Furthermore, the interaction between the teacher and the students is lopsided since the teacher's activities overshadow that of the students. The use of this technique renders the students as

passive recipient of information rather than active participants in the teaching and learning process. Still, the use of this technique denies the teacher on-the-spot feedback since questions are rarely used. A teacher may therefore cover a wide content area without realizing that little or no learning takes place. Additionally, it does not provide for the individual differences that might exist among the learners since every student is treated the same way without considering high and low achievers. This technique also promotes rote learning due to the fact that learners are expected to commit into memory the content of the teacher's lecture and reproduce it during examinations or when doing assignments. These demerits are not in consonance with the nature and goal of social studies that can really provide the needed civic competencies and civic dispositions to solve contemporary, persistent and complex personal and societal problems.

2.7.2 The Discussion Technique

Ayaaba & Odumah (2004) discussion is a technique of teaching that demands a purposeful consideration of an issue and might therefore begin with a question. They maintain that the teacher in this type of classroom interaction raises an issue for the students to grapple with. It involves a teacher's engagement of two or more learners in a cooperative examination and comparison of views in order to elucidate an issue and contribute to the learners' understanding (Gage, 1969 cited in Ayaaba & Odumah, 2007). This definition informs us that in discussion, a chance is allowed for students to collectively put their ideas, knowledge, skills and opinions related to the issue raised together in order to deepen their understanding. Talabi (2005) describes the discussion technique as a method that uses the multiple-channel system of communication where learners' participation is encouraged. He maintains that the technique provides opportunity for interaction among learners by allowing them to

freely express their views and emotions, experiences and decisions on a topic. Tamakloe et al (2005:334) admit that the discussion technique offers the opportunity for a high level of student activity and feedback and could be effective in developing concepts and skills in problem-solving. They maintain that discussion does not only take place between the class and the teacher but also takes place between and among the students. They add that in class discussion, some students may not be courageous enough to contribute due to stage fright, inability to articulate, shyness, inferiority complex among others. But in a group discussion, a greater number of students are encouraged to present a variety of problems; gain experience in the various ways of integrating facts; formulating hypothesis, amass a wealth of relevant information; and evaluate conclusions arrived at.

The discussion technique can take several forms depending on the objectives, class sizes and the ability of students (Nacino-Brown, Oke & Brown, 1982). They identified four types of the discussion technique which are whole class discussion, small group discussion, panel discussion and debate discussion. With regards to whole class discussion, the teacher or instructor becomes the leader and therefore poses an issue to initiate the interaction. To ensure the success of whole class discussion, the leader needs to direct the discussion among the participants and ensure that the flow of argument is geared towards the anticipated goal. The teacher ends the discussion by summarizing the main points made.

In small group discussion, the class is divided into smaller groups with each appointing their leaders and secretaries or recorders for the discussion to commence. Each group is assigned what to discuss and the teacher only goes from one group to the other to assess their progress and redirects where necessary. After the time given

for the group discussion, the recorders of each group report to the entire class a summary of their points for further discussion.

With panel discussion, a panel of four or five selected students is each assigned to give about five minutes talk about different aspect of a chosen topic. While each speaker is delivering his/her piece, the rest of the class listens attentively and jots down questions or points which they would like to support or refute (Ayaaba & Odumah, 2007). After the panel has finished their presentation, the floor is opened to the members of the class to support, refute or ask question based on what has been presented and the teacher finally summarizes the main points and draw conclusion.

Ayaaba and Odumah (2007) asserted that in debate discussion, two groups of speakers are given the opportunity to talk for or against a motion. This technique encourages deliberation, argument and discussion of opposing points and could be very useful in the teaching of contemporary issues in Social Studies.

2.7.2.1 Merits of the Discussion Technique

There has been several arguments in favour of the use of discussion technique for teaching and learning. For instance, Tamakloe et al (2005) admitted that the discussion technique tends to make the students more tolerant as they become aware of different views which they may have to accommodate. Furthermore, it also develops group feeling which welds students together especially, in the case of group discussions. This technique is very important for teaching social studies as it addresses one of the cardinal objectives of the subject by fostering unity amid varied tribes in the country. The technique can also lead to real changes in attitudes and behaviours that are too deep for other teaching techniques to influence.

Similarly, Talabi (2005) identified the following as advantages of the discussion technique. To him, the technique helps to improve the oral expression of learners as they are engaged in deliberation of issues in the classroom. In addition, it encourages social interaction and promotes inter-personal relations among learners. This is because as learners are sometimes put into groups to discuss among themselves, it makes them to see themselves as friends irrespective of their ethnic background thus, promoting the social cohesion the subject aims at. Lastly, the technique helps to economize time because more people interact and learn from one another's ideas within a short span of time. The researcher believes that in terms of economizing time, it depends on the type of discussion adopted and how the teacher manages the classroom interaction.

Ayaaba and Odumah (2007) have identified the following as the merits of the discussion technique. To start with, the technique helps students to remember what they have learnt. According to ASESP (1992) as cited in Ayaaba and Odumah (2007), research on learning and remembering indicates that we remember 40 percent of what we discuss with others. Additionally, they said the discussion technique offers the students the opportunity to train in the democratic process as they learn to disagree in order to agree. This in essence brings about consensus building which is very important in a democratic society and for that matter the attainment of social studies objectives. Through the discussion technique, students also learn to be more tolerant because they have to accommodate different views from their colleagues. They add that the technique offers an opportunity for students to learn from one another as they share ideas with each other in the class. Finally, the technique helps students to develop critical thinking skills as they are put in a problematic situation to find solutions to issues that confront society.

Annoh (1992) identified the following as the advantages of the discussion technique.

In the first place, when the discussion technique is used, students become active rather than passive learners. This makes them to make meaning out of what they learn as they are made to find solutions to issues on their own. Other advantages are that the technique leads to increased retention time of learned material, co-operation with fellow students is encouraged, students learn to express themselves confidently, it secures students interest and attention, and also develops in students a feeling of belongingness.

2.7.2.2 Challenges of the Discussion Technique

Talabi (2005) notes that in a discussion session, if not well controlled can result into meaningless debates between rival factions of a group of learners. Also, the discussion technique is not suitable for the quick coverage of the syllabus. It consumes time and may not always be suitable for science subject. He maintains that when this technique is used, some extroverts may tend to dominate the discussion while most introverts may remain passive. Moreover, Talabi points out that a discussion class can get out of control and become rowdy if not properly handled by the teacher are made to find solutions to issues on their own. Other advantages are that the technique leads to increased retention time of learned material, co-operation with fellow students is encouraged, students learn to express themselves confidently, it secures students interest and attention, and also develops in students a feeling of belongingness.

Annoh (1992) explains that the discussion technique is not suitable for teaching skill subjects and children. This study however believes that the suitability depends on the type of discussion you adopt and the size of the class. For instance, children of school-going age in any class can engage in meaningful whole class discussion when

guided and directed by the teacher. At that level, small group discussion may not be very appropriate since they are beginners and have little life experiences. In terms of skill development, it is important to stress that, skills such as interpersonal skills, problem-solving skills, and critical thinking skills can be developed when the discussion technique is used. Annoh adds that leaders of a discussion group must be very competent to ensure the success of the discussion.

Ayaaba and Odumah (2007) add that the discussion technique does not ensure full participation of all learners. Only few extroverts or few who are very vocal tend to dominate the discussion while others remain passive. The researcher suggests that in order to minimize this situation, the think-pair-share as a discussion technique should be used in order to involve every member of the classroom delivery. Ayaaba and Odumah (2007) maintain that the discussion technique gives opportunity for brighter students to show off and that unless the topic is carefully chosen and the session carefully structured and controlled, there is a tendency for the discussion to degenerate into meaningless debate.

Talabi (2005) submits the following as ways of improving the discussion technique of teaching.

- i. The seats for a discussion class should be arranged in a circular or a 'V' form. This enables every participant to see the others and communicate effectively.
- ii. The topic for a discussion class should be interesting and debatable. This help to stimulates thoughts and ideas from learners.
- iii. The learners and teacher must prepare well in advance for a discussion lesson by familiarizing themselves with the topic and relevant ideas. This helps to make the discussion lesson meaningful and productive.

- iv. The group leader in a discussion class should not be biased against any person or section of the group. This tends to demoralize some learners by giving them the impression that the leader is partial.
- v. At the end of a discussion lesson, the teacher should summarize all the important points made and make his final conclusion.
- vi. The teacher should use simple illustrations and other aids to enrich a discussion lesson. Where large group of learners are involved, the group can be broken into smaller sub-groups for easy communication and control.

2.7.3 The Role Play Technique

Clark (1973) as cited in Ayaaba and Odumah (2007:20) asserts that —role play is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization. Ayaaba and Odumah (2007) maintain that role play is on-the-spot acting of a situation, problem or incident. According to Amoakohene (2006), role play is the acting of a situation by some or all members of a learning group. To him, a situation is given to the group and roles are then given to each student. When participants have studied the roles that are given to them, they then assemble as a group and attempt to achieve the stated objectives.

Onwuka (1981: 170) asserts that —The play method can be profitably employed in dealing with practically every subject. To him, play is helpful in achieving socially desirable ends. Play is shared activity and as such, it embraces other people and therefore serves as a means of fostering the team spirit. He adds that if properly applied, the play technique enables the students to learn with ease and to accomplish much without strain because it stimulates interest and provides a variety in classroom. He further stipulates that the play, role-playing or make-believe, develops worthwhile values and attitudes. It also helps in understanding the feelings, emotions and

prejudices of other people. Above all, it develops insight and understanding of basic principles and concepts.

Omane-Akuamoah, Obeng-Ampadu, Asamoah, Baffoe-Bonnie, and Prah (2004) agree that the basic idea in role play is that few students are asked to play the part of other people in a specific situation. They maintain that the teacher's role in role-play is to define the role of the people and the situation in some details to the students and then ask the role players to start. To them, role play is not only a powerful tool for adult learning and teacher training but it is also effective in the classroom. Role play is a highly motivating activity because students can learn through experience and apply their learning in a relevant, yet relaxed, low-risk situation. They concluded that role play can help to promote student-student interaction, encourage empathy for others and develop social skills and values which are consistent with the objectives of social studies.

2.7.3.1 Advantages of the Role Play Technique

Amoakohene (2006) provided the following as the advantages of play technique of teaching. To begin with, he believes that the technique motivates students to learn as they are assigned various roles to perform. Secondly, students develop inter-personal skills as they act together in class during role-play sessions. Finally, he believes that when students are involved in acting out roles, they may be helped to understand other people's views as they assume their positions.

Ayaaba and Odumah (2007) identified the following as the advantages of the role play.

In the first place, they agree with ASESP (1992) that the technique enables the learners to remember as much as 80% of what has been learnt. Furthermore, the technique gets the students into another identity, and provides opportunities for them

to perceive how others might feel, think or act. Thus, it helps learners and role players in particular to appreciate the problems and viewpoints of others. Such an understanding becomes necessary in solving the problems of the society. In this way, students learn concept in a practical way. Thirdly, the technique provides the means for students to explore issues or events as a group. As a result, the technique helps students to develop interpersonal relations skills, change attitude, clarify values and develop citizenship skills (Savage & Armstrong, 2000). Lastly, the technique helps the learners to develop creative and critical thinking skills since role plays demand some amount of personal initiatives.

2.7.3.2 Challenges of the Role Play Technique

Ayaaba and Odumah (2007) have identified the following as militating against the effective implementation of role play in the classroom. Firstly, the technique is time consuming if not moderated by the teacher. Students, especially, children cherish play and can spend much of their time playing when they are not engaged. Hence, the class becomes very rowdy and if care is not taken, it may lose the educational purpose to which it is aimed. Besides, they believe that the initiatives of other learners may be stifled if specific students are always asked to perform. This means that the teacher needs to vary the students from time to time to ensure that at least, no student is used twice when others have not been involved ones except under extreme cases where others are not willing or special skills can only be demonstrated by a particular individual.

Onwuka (1981) has cautioned that care must be taken to avoid or minimize some of its short-comings. Role playing may offend some students, especially when a student is forced by circumstances to act contrary to his views and beliefs. He concluded that

role plays may be time- consuming; yet, they do not always clarify every point of view.

2.7.4 The Brainstorming Technique

Omane-Akuamoah, et al. (2004) postulated that true brainstorming is a technique for generating ideas or a variety of solutions to a problem. They identified the following as the stages in a brainstorming session. The session should commence by defining the problem for which the solutions are required, thus all members of the group must be clear about the kind of ideas that they are trying to produce. The next stage is the brainstorming itself where the teacher or group leader invites suggestions or ideas and records this on the board or an overhead projector as quickly as possible. All ideas are recorded no matter whoever makes them and however silly or inappropriate they may seem and even if they have been suggested previously. No discussion or clarification of any kind is permitted. This stage continues until the ideas are exhausted. The third stage is what they refer to as the review', where each of the suggestions is reviewed so that it is made clear to everyone what the suggestions made really mean. After that a decision is made to keep the suggestion on the list for further discussion or to throw it out. The aim is not to decide whether the idea is good or not, but it is simply to decide whether it is worthy for discussion. Repetition of ideas is one reason for throwing out suggestions. The final stage is the discussion session where remaining ideas are discussed to decide which suggestion to accept and to further develop.

Ayaaba and Odumah (2007) asserted that brainstorming is a way of quickly generating ideas for later connection and reflection. They maintain that in a brainstorming session, all ideas or answers provided by the students must initially be accepted without criticism, evaluation or censorship. The entire brainstormed list must be recorded on the chalkboard after which students review the entire list to cancel out

all answers that are not related to the concept in question in order to come out with the appropriate one.

According to Parker (2001), the following stages should be followed when conducting a brainstorming lesson. The first step is what is termed as 'Generating'. This step begins with eliciting students' ideas by giving everyone a chance to call out responses as quickly as possible. The teacher records the brainstormed list on the chalkboard, an overhead transparency or on the chart paper. The next stage is known as clarifying. At this stage, ask students to review the entire list and request clarification of any of the ideas they do not understand. Discuss possible multiple meanings. The third stage is termed as categorizing where students are asked to identify responses that are similar or belong to the same category. Put '1' beside one category or responses, '2' beside another, and so on. Assessing is the final stage as suggested by Parker. If the brainstormed list is to be used in problem solving and decision making, suggestions will need to be assessed against certain criteria. Students should set the criteria and then choose the most appropriate suggestions.

2.7.4.1 Advantages of the Brainstorming Technique

Ayaaba and Odumah (2007) proposed the following as the strengths of using the brainstorming technique. One, it serves as a quick way of generating as many ideas as possible on an issue that needs redress. As a result, the best alternatives could be taken into consideration. Secondly, it helps students to learn from each other as they come out with issues from their viewpoint. Thirdly, it encourages students to recognize and accept other students' views which are better than theirs. The fourth advantage is that the technique helps students to learn meaningfully as they are made to think critically to contribute to the success of the class. The technique also gives

learners the opportunity to get multiple meaning of a concept as students come out with the diversity of meanings in relation to the concept been studied.

2.7.4.2 Disadvantages of the Brainstorming Technique

The following are identified by Ayaaba and Odumah (2007) as some of the shortcomings of the brainstorming technique. One, it is time- consuming as all students have to be accepted and recorded initially. Two, the class may become rowdy as each student tries to provide an answer and lastly, if the topic is not well focused, the process may lead to the generation of several irrelevant ideas.

2.7.5 Games and Simulations

A game is a competition with a set of rules which people play to win in a contest. There are a plethora of educational games which social studies teachers can design and use for instructional purposes. The goal of these games is to make students learn through play. With the use of this technique, the teacher acts as a referee and judge. Simulation however is pretence or an imitation. DuBey and Barth (1980:99-100) assert that- A simulation is a selective representation of reality containing only those elements of reality that are relevant to the purpose of the simulation“. In the use of this technique, learners in a particular field are made to assume roles which resemble those of the real situations. The experiences simulated are then related and evaluated in relation to the actual situation been simulated (Ayaaba and Odumah, 2007). The difference that exist between games and simulation is that in games there are always a winners or losers but in simulation, there may or may not be losers or winners depending on the purpose of the simulation.

2.7.5.1 Advantages of Games/Simulation

DuBey and Barth (1980) state that the major advantages of simulations and games are: (a) high motivation, (b) active learning environment, (c) an increase in a personal sense of environmental control, (d) a fairly high transfer of learning rate, and (e) appropriateness for all ability levels. Ayaaba and Odumah (2007) identified the following as the advantages of game/simulations. Games and simulation enrich the effectiveness of a teacher's instruction as they have the tendency of getting the attention of all the students. In addition, when they are properly presented, they have a high tendency of generating creative thinking and effective learning. Better still, they are motivational techniques because students enjoy games. They there provide a platform for active participation of students during instructions thereby enhancing their understanding. Above all, due to the competitive nature of games, the technique promotes the spirit of team work among students which Social Studies aims at achieving in the learners.

2.7.5.2 Challenges associated with the use of Games/Simulations

Some of the challenges associated with these techniques as identified by Ayaaba and Odumah (2007) are as follows. One, the class can become very rowdy and get out of control if not properly managed by the teacher. Two, it calls for funds and other resources for the design of educational games of which the classroom teacher may be lacking. Finally, it is seen as time consuming and not suitable for all the topics in the syllabus.

2.7.6 Field Trips

According to Shakil, Faiza, & Hafeez (2011), field trips are organized visits into the immediate or distant places taken by students or pupils and the teachers to further educational purposes of the regular classroom activities. Similarly, field trips are

planned or organized visits to points or places of interest outside the classroom such as factories, dams and lakes where students will be able to see in practice or in reality what they have studied in the classroom.. The term “field trip” is usually used when a person or group of persons undertake tour of places where they expect change from normal daily life. When educational field trips are undertaken by students of an educational institution, the main aim is not only recreation and pleasure but, also, gain additional knowledge through direct experiences (Shakil, Faiza, & Hafeez, 2011). Sampath (2006) opines that, during field trips, the pupil gets concrete learning experiences in a real situation which has been undertaken with a specific purpose. The chief purpose of this method is to give the pupils first-hand experiences that cannot be achieved in the classroom. Many of the objects of investigations can be studied best in their natural settings. It is easier to grasp the lesson when students do hands-on activities because, remembering actions is easier than remembering words. Aggarwal (2003) holds the belief that, educational field trips are also helpful for the teachers to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Thus, it can be said that, educational field trips are helpful in completing the triangular process of learning, that is, motivation, clarification and stimulation. Aggarwal (2008) believes that, educational field trips aims at enriching, vitalizing and complementing content areas of the curriculum by means of first hand observation and direct experience outside the classroom. Aggarwal (2008) describes that, over the years, educators and philosophers like Comenius (1592-1670), Rousseau (1782-1852), Pestalozzi (1746-1827), Herbart (1746-1841), Froebel (1782-1852), Spencer (1820-1903), and Dewey (1859-1952) have pointed out the need for reinforcing abstract learning with concrete experiences.

2.7.6.1 Types of field-trips

Tamakloe, et al. (2005) group field trips according to its location, social, geographical or cultural importance.

Educationburg.org. also consider types of field-trips as:

- I. Athletic or sporting field trips, such as walk, soccer.
 - i. Household activity; such as shaping, recycling center.
 - ii. Entrenchment field-trips; such as visit to Museum, Farms, Parliament.
 - iii. Vacation trips, urban or rural centers to other countries.

2.7.6.2 Importance of Field-trips

During field-trips, students learn to discover, think critically and acquire skills on their own. Briault and Shave (1951), view the sense of discovery as vital because knowledge springs from exploration, from finding out real things in real places. The writer is of the opinion that, knowledge is gained from finding out through discovery of looking for necessary information. During field-trips, students make records of relevant information for the study, classify, study and manipulate data. Hence, field-trips make students to think critically, discover knowledge, and acquire skills in translating scenes and gathering information.

Also, field-trip gives meaning to content. According to Dean (1961) cited in Ayaaba (2006), outdoor education tends to reduce the all too verbalism in class. Thus, field-trip replaces teacher's use of endless amount of words to explain concepts and lessons to students. Field-trips aid understanding of theoretical aspects used by teachers to convey meaning of teaching.

Cornelies (1852-1670), stated that he, who has seen a rhinoceros, can remember it as more easily than if it had been described to him about 600 times (Afful-Broni & Ziggah, 2006). This adds to the Chinese proverb; I hear I forget, I see I remember, I

do I understand. This implies that field-trips make abstract learning more practical, real and meaningful as concepts and generalization which are difficult become clear once students have a feel of those concepts during out-door activities.

More importantly, educational field trips are a great way to create a student's interest in a subject. The things students see and experience on field trips can increase their motivation for learning. They greatly enhance the students understanding and grasp of a subject. The new environment and information provided by the field trips stimulates the children's awareness and increases their reasoning abilities. For instance, a visit to a natural history museum is much more exciting and informative than watching a video or reading a textbook (Semlak & Beck, 1999). Educational field trips give the practical approach to the students. They give great opportunity to students to not only observe but, also, to actively participate in the events going on around them.

Other techniques that have been identified by Ayaaba and Odumah (2004) cited in Adam, Odumah & Ngaaso (2018) for the teaching of Social Studies include anticipation guide technique, circle learning technique, concept mapping technique, buss session technique, know, want to know, learned (k-w-l) technique, team teaching and pre-reading activity for concept enhancement (pace) technique, fishbone technique.

2.8 Theoretical framework

This study is grounded in the Pedagogical Content Knowledge (PCK) framework on teacher learning and a conception of the kinds of understandings teachers require to enact intellectually demanding social studies teaching in the senior high schools. This theory suggests that there is a requirement for some forms and categorisation of teacher knowledge to promote student achievement, and these forms of knowledge must be blended by teachers in the teaching and learning. This theory was propounded

by Shulman (1987) who later made reforms to the theory. Based on studies with beginning and experienced teachers, Shulman in 1986 proposed, three theoretical categories of knowledge that are present in the teacher's cognitive development: content, pedagogical content knowledge, and the curricular one. Afterwards, Shulman (1987), reviewed these categories and divide them into seven others, namely: (i) knowledge of the content to be taught; (ii) general pedagogical knowledge, particularly concerning the broader principles and strategies of classroom management and organization; (iii) knowledge of the curriculum, particularly regarding programs aimed at teaching specific subjects and topics at a particular level, as well as the range of teaching material available; (iv) pedagogical knowledge of content related to the specific amalgam of content and pedagogy, which is the exclusive domain of teachers; (v) knowledge of learners and their characteristics; (vi) knowledge of educational contexts, from group or classroom functioning to the management and funding of educational systems, to the characteristics of communities and their cultures (vii); and, finally, knowledge of the aims, purposes and values of education, as well as its historical and philosophical foundation.

Among these categories, Pedagogical Content Knowledge (PCK) is, according to Shulman (1987), the most interesting one. This is so because this concept allows the identification of distinct parts of knowledge for teaching and, also, involves the intersection of content and pedagogy in understanding, for example, how particular topics, problems, or subjects are organized, represented, and adapted to learners' various interests and skills in teaching contexts. Thus, PCK consists of ways of formulating and presenting content that is understandable to students, including the use of stimulating teaching techniques, analogies, illustrations, examples, explanations, and demonstrations that will put the task of learning on students whilst

the teacher serves as a guide; this is in consonance with the nature of social studies., which in all is referred to as the problem solving method as confirmed from Blege (2001) when he stated that the problem solving method is in line with the objectives of social studies. Also, PCK concerns the teacher's comprehension of what facilitates or hinders the learning of specific content, including students' misconceptions and their implications for learning (Shulman, 1987). As he argues that to teach is, above all, to understand, Shulman (1987) considers that PCK is a set of alternative forms of representation which originate both in research and in knowledge derived from teaching practice. Thus, because PCK refers to something that is the domain of teachers alone – their unique form of professional comprehension – Shulman (1987) considers this to be the category that most likely differentiates an expert's comprehension from that of a teacher.

Since the proposition of this theory, several scholars have made modifications to the theory to commensurate current teacher learning, practices and beliefs by integrating some of the domains as originally proposed by Shulman (1987). One of such scholars is Pamela Grossman, who was part of Shulman's research team. Grossman (1990) made a redefinition of the categories as proposed by Shulman (1987), reducing them to four: (i) general pedagogical knowledge, which combines knowledge of students and their learning, as well as classroom management skills and curriculum knowledge, both horizontally and vertically; (ii) specific content knowledge, which is constituted by what is taught and, therefore, has a direct influence on curricular decisions; (iii) context knowledge, which includes the teacher's comprehension of where he will teach, i.e., knowing the students individually and as a group, the school's administrative and pedagogical organization, the social and cultural particularities of the community the school and its students are in, all of which imply

that the teacher's knowledge be adjusted to these features; and, (iv) pedagogical content knowledge, considered as nuclear knowledge, since it interacts with all the other forms.

For Grossman (1990), PCK involves conceiving the purposes for teaching an individual content, that is, it concerns how precisely the teacher can know the need and the objective of working on a given topic in the classroom. This comprehension requires, in turn, knowing students' understanding of the content to be taught: their experiences and conceptions, their ways of thinking, their possibilities and difficulties, as well as other variables that may influence students' knowledge about the contents presented by the teacher in teaching contexts. Such comprehension is essential for the teacher to conduct learning experiences, as it implies devising ways to represent and explain content. PCK also includes knowledge of the curriculum, i.e., of the curricular materials available for teaching a particular topic, as well as the relationships it has with other topics. Such knowledge allows the teacher to prepare and organize the content to be taught in light of the particularities of the teaching and learning context. Finally, PCK also involves knowledge of instructional strategies: the ways in which the teacher represents contents for students (e.g., the types of examples, demonstrations, analogies, metaphors, experiments, and activities to make them accessible to students). Considering the nature, scope and objectives of social studies, teachers need to have a strong content knowledge, pedagogical knowledge, knowledge of the characteristics and psychology of the students they teach in order to help them achieve the goal and objectives of social studies. They must as well understand the socio-cultural context in which they teach, in order to link content of the topics to real life situations to help equip the students with civic competencies and civic dispositions to help them solve the challenges affecting their communities. For

teachers to effectively do this, they need to have the Pedagogical Content Knowledge (PCK), hence, with this being the focus of the study, the researcher found it necessary to hold on to this theory as a guide to the study.

It must be noted that, the mere categories of this knowledge is not what is needed by as Grossman (1990) put it PCK is not simply formed by knowledge of each of these categories, but rather by their integration, combination and transformation, something that is influenced by and influences the other domains of knowledge (Grossman, 1990). Therefore, it is a complex construct that encompasses a set of knowledge forms that are implicit and dynamic, thus involving a cohesive and articulated mobilization. PCK is something that can be learned, and its development, according to Grossman (1990), begins with the observation of classes, during one's schooling process; it then continues in initial teacher education, in specific programs and in the teacher's actual practice. Hence, PCK develops in a continuum, driven by transformation. Personal knowledge of PCK is constituted and transformed in classroom practice, in contexts where the teacher reflects on his own actions, in view of students' learning.

Current literature on PCK has come to terms with the influence of teachers' beliefs or professional experiences and characteristics on their pedagogical choices. The relationship between PCK and teachers' beliefs is much contended in the PCK research community (Friedrichsen, Driel & Abell, 2010). Despite the initial conceptualizations of PCK considering the concept as exclusively a knowledge base (Shulman, 1987), the consistent reemergence of PCK models containing constructs related to teachers' beliefs (Anderson and Smith 1987; Grossman 1990; Magnusson, S., Krajcik, J., & Borke, H., 1999; Park and Chen, 2012) suggests the importance of this construct in influencing teachers' practices. Referring to teachers' beliefs about

the purposes and goals of teaching a subject, constructs related to teachers' beliefs are perceived as being influential due to their regulatory relationship between teachers' knowledge bases and PCK. Magnusson et al. (1999) indicate that teachers' beliefs serve as the "conceptual map" (p. 97) that guides instructional decisions about issues such as daily objectives, the content of student assignments, the use of textbooks and other curricular materials, and the evaluation of student learning (Borko and Putnam 1996). The thrust of this study is about how social studies teachers who have received different training, have had different experiences, have different conception of the subject, teach in different educational environment and teach in different schools under different administration styles apply PCK in lesson delivery. In view of this, it is expected that their beliefs or experiences of the curriculum may influence their pedagogical choices, as Hashweh (2013) puts it PCK is the set or repertoire of private and personal, content-specific general event-based as well as story-based pedagogical constructions that the experienced teacher has developed as a result of repeated planning, teaching, and reflection on the teaching of the most regularly taught topics.

2.9 Summary of Chapter

This chapter dealt basically with the review of literature, the theoretical framework of the study and the ontology, epistemology and the philosophical basis of the study. From the literature, some of the issues that were not clearly addressed of which the current study provides answers to are: whether there are issues of teachers with different conception of social studies teaching Social Studies in Senior High Schools in the Accra Metropolis or not; whether teachers of Social Studies understand the goal and objectives of the subject and whether it directs their teaching; whether the professional background of teachers influences their pedagogical content knowledge in the teaching of Social Studies in Senior High Schools in the Accra Metropolis; the

techniques adopted by Social Studies teachers for lesson presentation on contemporary and persistent issues; whether teachers are able to blend their content knowledge with the appropriate pedagogical knowledge in delivering lessons in social studies.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methods used in gathering the data for the research. It specifically deals with the philosophical assumptions of the research, research approach, research design, setting, population, sample and sampling techniques, methods of data collection, and methods of data analysis.

3.1 Philosophical Assumptions (Ontology and Epistemology) of the study

Ontology in research is concerned with the nature and essence of things in the social world (Cohen, Manion & Morrison, 2007; Gray, 2004). Also, Ontology is defined by Crotty (2003:10) as “the study of being”. It is concerned with “what kind of world we are investigating, with the nature of existence, with the structure of reality as such”. Guba and Lincoln (1989:83) state that the ontological assumptions are those that respond to the question ‘what is there that can be known?’ or ‘what is the nature of reality?’

According to Žukauskas, Vveinhardt and Andriukaitienė (2018) there are four main trends of research philosophy that are distinguished and discussed in the works by many authors: the positivist research philosophy, interpretivist research philosophy, pragmatist research philosophy, and realistic research philosophy. Positivist research ontology claims that the social world can be understood in an objective way. In this research philosophy, the scientist is an objective analyst and, on the basis of it, dissociates himself from personal values and works independently. The opposite of the positivist ontology is the *interpretivist research ontology*, Interpretivist research philosophy says that the social world can be interpreted in a subjective manner

(Žukauskas, et al., 2018). The greatest attention here is given to understanding of the ways through which people experience the social world. Interpretivist research philosophy is based on the principle which states that the researcher performs a specific role in observing the social world. According to this research philosophy, the research is based and depends on what the researcher's interests are. The third ontology Pragmatist ontology deals with the facts. It claims that the choice of research philosophy is mostly determined by the research problem. Pragmatic researchers therefore grant themselves the freedom to use any of the methods, techniques and procedures typically associated with quantitative or qualitative research. They recognise that every method has its limitations and that the different approaches can be complementary. The last ontology, Realistic philosophy is based on the principles of positivist and interpretivist research philosophies. Realistic research philosophy is based on assumptions that are necessary for the perception of subjective nature of the human.

The researcher believes that truth is situational and contextual, thus, it depends on the conditions and the context in which learning is to take place that determines the appropriate techniques to be used in delivering lessons. In view of this, the appropriate research philosophy adopted for this study was the pragmatism research philosophy. This is appropriate because the focus of the study is to determine the pedagogical content knowledge practices among social studies teachers from different school environments where one pedagogy may not work in all the different contexts.

The pragmatic approach to science involves using the method which appears best suited to the research problem and not getting caught up in philosophical debates about which is the best approach (Alzheimer Europe, 2013). They may also use different techniques at the same time or one after the other. For example, they might

start with face-to-face interviews with several people or have a focus group and then use the findings to construct a questionnaire to measure attitudes in a large scale sample with the aim of carrying out statistical analysis. Depending on which measures have been used, the pragmatist research philosophy allows the data collected to be analysed in the appropriate manner. But, it is sometimes possible to transform qualitative data into quantitative data and vice versa although transforming quantitative data into qualitative data is not very common. Being able to mix different approaches has the advantages of enabling triangulation. Triangulation according to Alzheimer Europe (2013) is a common feature of mixed methods studies. It involves, for example:

- the use of a variety of data sources (data triangulation)
- the use of several different researchers (investigator triangulation)
- the use of multiple perspectives to interpret the results (theory triangulation)
- the use of multiple methods to study a research problem (methodological triangulation)

In this study, quantitative approach preceded the qualitative approach in the collection and analysis of the data. This ontology aided the use of this approach in the study.

Epistemology on the other hand is what constitutes knowledge and whether it is possible to know and understand and represent (Sikes, 2004:21). Gray (2004) asserted that there are three epistemological positions. The first is objectionist epistemology, which argues that reality exists independently of the knower and, therefore, research aims to discover such truth through a scientific approach. This epistemology is linked to the positivist ontology or research philosophy. The second epistemological position is subjectivist epistemology, which accepts that participants have the ability to construct knowledge, but argues that meaning is imposed on the actors by the

subjects. This is also linked to the interpretivist ontology. Lastly, is the constructivist epistemology, which dismisses the objectivist epistemology and argues that meaning is constructed not discovered, so subjects construct their own meaning in different ways, even in relation to the same phenomenon (Gray, 2004:17). This third epistemological worldview is linked to the pragmatist ontological position presented above and the current research work for that matter. From the nature of social studies, the researcher holds the view that knowledge is socially constructed and therefore, what is accepted today may be questioned by future generations or others elsewhere. In view of this, individuals construct their own meaning depending on the conditions, background training, social context, personal experiences and orientations in which they find themselves. What an individual may consider right and appropriate on an issue or phenomenon may be different from others based on the experiences of those involved, and what works in one social context may not work in another context. This is applicable to the study because the pedagogical approaches used by social studies teachers in one school may not work in another school due to differences in the learning characteristics and the different social context in which the school exist. Hence, this epistemology allowed the researcher to conduct the study with an open mind by being sensitive to the context of the social studies teachers in the various schools, thus it was necessary to use multiple methods to collect data in order to understand the unique characteristics of the school contexts and its effects on the teaching of social studies; the use of questionnaires, interviews and observation is in consonance with the theory.

3.2 Research Approach

As stipulated by Creswell (2009), in this study, the researcher adopted plans and procedures that span from broad assumption to specific methods of data collection and analysis. In view of this, the researcher adopted a mixed method research approach. This approach is associated with the constructivist or pragmatist approaches. They believe reality to be socially constructed and only knowable from multiple and subjective points of view where the knower and the known are seen as inseparable (Rocco, Bliss, Gallagher & Pérez-Prado, 2003). They maintain that inductive logic and qualitative methods are generally employed with the goal of understanding a particular phenomenon within its social context.

According to Creswell & Plano-Clark (2011) mixed methods design involves combining or integration of qualitative and quantitative research and data in a research study. The mixed method design focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.

Mixed method research to a large extent seems to share its philosophical underpinnings with the naturalistic paradigm which describe and explain a person's experiences, behaviours, interactions and social contexts (Strauss & Corbin, 1990). Naturalistic philosophers believe that reality is multiple, interrelated and determined within context (Horsburgh, 2003; Thorne, 2000), and attempts to measure it can only ever be limited to human comprehension (Rolfe, 2006). This approach was appropriate for the study because the study intended to find thoroughly the Pedagogical Content Knowledge of teachers in the teaching and learning of social

studies in Senior High Schools and according to Kagan (1990), the complexity of teachers' knowledge cannot be captured by a single instrument. Particularly, assessment of PCK requires a combination of approaches that can collect information about what teachers know, what they believe, what they do, and the reasons for their actions (Baxter & Lederman, 1999). This was best known through the efforts to gather in-depth data from respondents through interviews, juxtaposing that against the numeric data, and ascertaining the truth from observations.

3.3 Research Design

In relation to the pragmatism research philosophy and the research approach for this study, the study adopted the explanatory sequential mixed method. This design is one in which the researcher first conducts a quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research (Creswell, 2011). The purpose of this approach was to use qualitative approach to explain quantitative results (significant, non-significant, outliers or surprising results) or to form groups based on quantitative results.

The choice of this design was to enable me make an in-depth study of phenomena through, questionnaires, interviews and observations in order to address the issues of content knowledge of teachers and instruction in social studies education in the classroom. The researcher felt that in order to get the right data that can be trusted, there was the need to employ varying methods in collecting the data from the right sources and the context in which the pedagogical practices occur (Baxter and Lederman, 1999). This was to avoid any doubt as to whether it was really those who matter who answered the questions or they were further given to anybody at all to provide answers to them and to establish the veracity of the answers they provided through each approach. As a result, the researcher went to the field to administer the

questionnaires and also collected data directly from the respondents through face-to-face interviews and lesson observations.

3.4 Study Area

The study was conducted in the Greater Accra Metropolis in the Greater Accra Region of Ghana. The Accra Metropolis is one of the twenty-nine (29) Metropolitan, Municipal and District Assemblies (MMDAs) in the Greater Accra Region of Ghana. In terms of senior high school education, the metropolis has about forty-three (43) recognised senior high schools both public and private. Out of this, only 13 are Public Senior High Schools (GES 2nd cycle schools register, 2020) with 101 social studies teachers for the 2020/2021 academic year (Field survey, 2021).

3.5 Population

The population of the study included all Senior High School Social Studies teachers in the 13 Public Senior High Schools in the Accra Metropolis. All the 101 teachers were targeted for the study because it is not a huge number.

3.6 Sample and Sampling Technique

A sample is a subset of the individuals in a population, where the population is all the individuals or units of interest (Hanlon and Larget, 2011). The sample size for the study was eighty-six (86). This included social studies teachers who were selected from the thirteen (13) Public Senior High Schools in the Accra Metropolis in the Greater Accra Region of Ghana. According to Kumekpor (2000) and Kwabia (2006) the worth of any educational research findings depends on the extent to which the sample reflects or represents the target population. Attempts were made to include all the teachers in the study, but due to unavailability of some of the teachers who were either on vacation or indisposed, 86 out of the 101 participated in the study. But, this is still a good representation of the population because it meets Krejcie and Morgan's

(1970) table for determining sample size for a finite population, where a sample of 86 is appropriate for a population between 100 and 110.

Another sample of nine (9) teachers were selected out of the 86 for interview whilst seven (7) out of those interviewed availed themselves to be observed.

The study employed a multi-stage sampling technique. This sampling technique allows for several sampling techniques to be employed in a particular study. In view of this, the purposive sampling technique was used to select social studies teachers from the 13 Senior High schools since they are the targeted participants with the required knowledge for the study. Then, convenience sampling technique was used to select the teachers from the schools for the administration of the questionnaires. The convenience sampling technique was used because it allowed the researcher to engage the teachers who were available and willing to participate in the study as at the time the researcher arrived at the school. For the sample for the interviews, it was purely based on saturation, where the sampling for the interview was determined based on the responses from the interviewees, once I sensed repetitions in their responses, and there was no new information in their responses to the questions, I ended the sample for the interview, hence it was based on convenience that is, as and when I realized a repetition in their answers, I discontinued the interview. The interview was made for experienced teachers (those who have taught the subject for five years and above) from each of the schools using saturation. Largely, the selection strategy was therefore nothing more than “cases on the basis of convenience” (Glesne, 1999:29; Quashigah, 2000:47, cited in Poatob, n.d.). Attempts were made to observe the lessons of all those who were interviewed, but two (2) could not avail themselves to be observed as scheduled.

The table 3.1 below shows the summary of the number of selected teachers in the various senior high schools in the study area.

Table 3.6.1 Distribution of Population and Sample Selected for Teachers

Schools	Numbers of teachers	Number of participants
Accra Academy	12	8
Accra Wesley Girls	12	11
Kinbu Secondary/Technical School	8	8
Holy Trinity	6	6
Sacred Heart Vocational School	5	3
Accra High School	9	9
Accra Girls School	8	7
Kaneshie Secondary/Technical School	8	8
Achimota Senior High School	12	11
Ebenezer Senior High School	4	3
Wesley Grammar Senior High School	6	4
St. Mary's Girls Senior High School	6	4
St. Margret Senior High School	5	4
Total	101	86

Source: Field data, 2021

3.7 Data Collection Instruments

The researcher used questionnaires, interview guide and observation guides to assist him collect data. The questionnaires were used to gather quantitative data, the interview guide assisted the researcher to collect data qualitatively based on some responses from the questionnaires that needed detailed or further explanations. The observation guide assisted the researcher to discover how teachers put into practice

their conception of social studies, how they communicated the goal and objectives of lessons and its relation to the broad goal and objectives of social studies. Also, the various instructional techniques they made on the questionnaires and through the interviews were observed in the classroom context.

3.7.1 Questionnaire

A self-prepared questionnaire was designed based on the research questions to elicit vital information from teachers (See Appendix 'A'). The questionnaire was administered to teachers teaching Social Studies in the senior high schools in the Accra Metropolis. Six (6) days were used for the administration and the collection of the questionnaire from the teachers (28th July, 2021 to 2nd August, 2021). The teachers' questionnaire consisted of twenty-three (23) main items which were categorised into parts I, II, III, IV and V respectively. The first part 'I' which contains three (3) items was used to seek for the biographic data of the teachers teaching Social Studies in the senior high schools. For accurate representation of data on the questionnaire, most of the items on Parts II, III, IV and V were placed on a three likert scale. A likert scale is a tool that assist the respondents to identify the degree of how they feel about an issue with a number of statements (Bryman, 2008) cited in Adjei (2016). Specifically, Part II with three (3) main items sought information on what teachers' perceive the meaning of social studies to be in terms of its definition and content. Part III was made up of four (4) main items to seek for information on the teachers' understanding of the goal(s) and objectives of social studies in Ghana. Part IV consisted of eight (8) items on the questionnaire which was used to seek information on the professional background and experiences of social studies teachers in the Accra Metropolis. Finally, Part V consisted of six (6) items which was used to seek for the various instructional methods and techniques employed by social studies

teachers. It was an appropriate instrument because it was easy to construct, administer and score (Borg and Gall, 1983) and it helped to identify a common phenomenon from the large sample, for which the interviews could be conducted to ascertain detailed information, hence, it was helpful in identifying the common and appropriate variables for the interviews to be conducted.

3.7.2 Interviews

A semi-structured interview guide was prepared to complement the data from the questionnaire (see Appendix 'B'). The semi-structured interview guide consisted of nine (9) items which was derived based on the data from the questionnaires. I arranged with teachers from the schools for an appropriate and convenient time for the interview, then went to meet the respondents and had personal interactions with them in my quest to gather qualitative data to complement the data from the questionnaires. The plan was to interview at least one experienced teacher (for the purpose of this study; taught the subject for five years and above), however, some declined sighting their busy schedules as a hindrance. All the interviews were recorded and transcribed for subsequent analysis.

3.7.3 Lesson Observations

According to Adler and Adler (1998), "Observation consists of gathering impressions of the surrounding world through all relevant human faculties such as hearing, seeing, smelling and touching" (p. 80). In view of this, another instrument employed for the data collection was the observational guide (See Appendix 'C' for details). The observation guide was adapted to the School Internship Protocol of the University of Education, Winneba. The observation guide consisted of twenty-two (22) detailed items of Social Studies lesson. The observation guide was prepared with three (3) sections. There were six (6) items in Section 'A' which comprised of the name of the

class, subject, period, duration, and date of the lesson. Section 'B' had five (5) detailed items which sought information about the teachers' lesson preparation and presentation in the teaching of Social Studies, and Section 'C' had eight (8) items and was used to seek information on teaching techniques employed by the teachers teaching Social Studies in the Senior High schools.

The observation was conducted by the researcher in person. Non-participant observation technique was adopted for the lesson observation which according to Kumar (1999), is when the researcher does not get involved in the activities of the group but remains a "passive observer, watching and listening to its activities and drawing conclusions from this" (p. 106)

Overall about two weeks (10 working days) was used to observe the Social Studies lessons in the schools, (16th August, 2021 to 26th August, 2021). All the teachers interviewed were to be observed, but two were not available during the period for the observation due to the fact that they had gone on vacation due to the tracking system, hence, the lessons of seven (7) of those interviewed were observed twice. The respondents were informed of my intention to observe them just after the interviews with, hence, I seized the opportunity to copy their time-table for Social Studies lessons which helped the researcher to know the exact time and days for Social Studies lessons. The main areas that were observed include teachers' preparation and presentation of social studies lessons and the techniques employed by teachers in teaching Social Studies.

This instrument offered me the opportunity to see how the teaching of Social Studies is done in the various selected senior high schools to ascertain the truth of the data from the questionnaire and the interviews (Adjei, 2016). The observation guide is important because as Teddlie and Tashakkori (2003) asserts, observation method

helps to provide stronger inferences and opportunity for presenting different views from the respondents.

Above all, it assisted me to make comparisons between the responses that were obtained through the use of questionnaire and interviews about what teachers stated to be doing especially on the techniques of teaching Social Studies for achievements of its objectives and what they actually do in the classroom setting.

3.8 Procedure for data collection

On the permission of my Supervisor, an introductory letter was obtained from Head of Department of Social Studies Education, University of Education, Winneba (See Appendix 'D'). A copy of the letter was attached to the questionnaire which helped the researcher have the necessary assistance and co-operation from the Headmasters/Headmistresses and Social Studies teachers from the selected senior high schools. With the permission of the Assistant Headmasters and Head of Department for social studies in the various schools, the teachers were contacted and briefed on the objectives of the study. Some of the teachers responded to the questionnaires immediately whilst others completed it within a day or two. After the retrieval of the questionnaire, the data was analysed and question that needed further clarifications were generated on an interview guide.

I arranged with teachers from the schools for an appropriate and convenient time for the interview, then went to meet the respondents and had personal interactions with them in my quest to gather qualitative data to complement the data from the questionnaires. The plan was to interview at least one experienced teacher. For the purpose of this study, the experienced teacher was one who has taught the subject for five years and above. However, some declined sighting their busy schedules as a hindrance. All the interviews were recorded and transcribed for subsequent analysis.

Some could not participate due to the tracking system, and their busy schedules. A permission was sought from the interviewees for their lessons to be observed twice, which they obliged except two who were on vacation by the agreed time for the observation, hence they had no lesson.

3.9 Validation and trustworthiness

To conduct mixed research studies that have strong quantitative and qualitative validity, recently, several research methodologists have identified several types or dimensions of validity that are especially important in mixed research (Onwuegbuzie & Johnson, 2006; Tashakkori & Teddlie, 2006). Onwuegbuzie & Johnson (2006) have proposed legitimation as a form of validating the data of Mixed Method Research. This typology contains the following nine types of legitimation (or what is more commonly known as *validity*): sample integration, inside– outside, weakness minimization, sequential, conversion, paradigmatic mixing, commensurability, multiple validities, and political legitimation. This study employed the multiple validities legitimation to validate the findings. This term refers to the extent to which the mixed methods research successfully addresses and resolves all relevant validity types (Onwuegbuzie & Johnson, 2006). In other words, the researcher must identify and address all of the relevant validity/legitimation/trustworthiness issues facing a particular research study. Successfully addressing the pertinent “validity” issues will help researchers produce the kinds of inferences and meta-inferences that should be made in mixed research (Burke and Larry, 2016). The nine types of legitimation as proposed by Onwuegbuzie & Johnson, 2006) are briefly explained below:

3.9.1 Insider-outsider legitimation

The first type of validity in mixed research is called inside-outside legitimation. Inside-outside legitimation is the extent to which the researcher accurately understands, uses, and presents the participants' subjective insider or "native" views (also called the "emic" viewpoint) and the researcher's objective outsider view (also called the "etic" viewpoint). The idea is to enter fully the worlds of the participants and the world of the "objective" researcher, to move back and forth between these viewpoints, and to produce a viewpoint that is based on both of these carefully developed emic and etic perspectives. I ensured this by presenting my understanding of the responses to the interviewees for confirmation, in order not for me to misinterpret their statements. This ensured that my outsider view did not influence the responses from the interviewees but helped in the accurate interpretation of their views.

3.9.2 Paradigmatic/philosophical legitimation

Paradigmatic/philosophical legitimation is the extent to which the researcher reflects on, understands, and documents his or her "integrated" mixed research philosophical and methodological paradigm, including his or her epistemological, ontological, axiological, methodological, and rhetorical beliefs about mixed research. This had been ensured through the vivid explanation of the philosophical underpinnings of the study. The study employed the pragmatic philosophy with the constructivist epistemology to ensure this validity.

3.9.3 Commensurability approximation legitimation

Commensurability approximation legitimation is the extent to which meta-inferences made in a mixed research study reflect a mixed worldview. This is done by creating an "integrated," or broader or thoughtfully combined or multiple-lens, viewpoint that

helps in understanding and explaining the phenomenon being studied. Empirical references has been made from authoritative sources to help understand and expound on the data from the respondents. This was to ensure the commensurability approximation legitimation.

3.9.4 Weakness minimization legitimation

Weakness minimization legitimation is the extent to which the weakness from one research approach is compensated for by the strengths from the other approach. To ensure this, I prepared the interview protocol based on the responses from the questionnaires that needed further clarification. This was done to cater for the weakness of the questionnaire to elicit detail information from the respondents. Also, the observation guide helped to cater for the weaknesses of both the questionnaires and interviews in demonstrating how accurate the respondents practice what they say.

3.9.5 Sequential legitimation

Sequential legitimation is the degree to which a mixed researcher appropriately addresses and/or builds on effects or findings from earlier qualitative and quantitative phases. Here, the study initially employed the questionnaires to elicit information from the respondents. Then, the interviews were prepared to seek for further clarification in some of the responses from the questionnaires. Observations were then employed to ascertain the truth in the data from the questionnaires and the interviews. So, each of the techniques built on the data from each other in a sequential manner.

3.9.6 Conversion legitimation

Conversion legitimation is the extent to which a mixed researcher makes high-quality data transformations (quantitizing or qualitzing) and appropriate interpretations and meta-inferences based on the transformed data. The interpretations were made from all the instruments, hence, the data from one instrument was transformed to make

inferences from the other instruments. Here, the data from the interviews were transformed to help interpret the data from the questionnaires.

3.9.7 Sample integration legitimation

Sample integration legitimation is the degree to which a mixed researcher makes appropriate conclusions, generalizations, and meta-inferences from mixed samples. The study appropriately made the conclusions from the questionnaires, interviews and the observation data. The data from these different instruments has been accurately mixed to provide generalisations where necessary and the appropriate conclusions made.

3.9.8 Sociopolitical legitimation

Sociopolitical legitimation is the degree to which a mixed researcher addresses the interests, values, and viewpoints of multiple stakeholders in the research process. The interviews conducted helped to address the different interests and viewpoints of the respondents. This is because the semi-structured interviews allowed the respondents to make their individual interest and views known to the researcher. Again, the assurance of the anonymity and confidentiality made them to freely express their views on the questions.

3.9.9 Multiple validities

Multiple validities legitimation is the extent to which all of the pertinent “validities” (quantitative, qualitative, and mixed) are addressed and resolved successfully. In all, to ensure legitimation and by extension the validity of the findings, all nine legitimations were followed, but it was used at every point of the study to ensure that the legitimation is, according to Onwuegbuzie and Johnson (2006) viewed more as a process than as an outcome, hence, the multiples legitimation was used to validate the findings of the study by ensuring that the qualitative and observation data was

integrated to provide appropriate inferences and explanations for the quantitative data. These quantitative, qualitative, and mixed legitimation types helped to both assess and optimize “criteria of quality for both methodology and inference” (Greene 2006, p. 93).

3.10 Method of Data Analysis

The data was analysed quantitatively and qualitatively based on themes. In the first place, the responses gathered from the respondents were organized with the use of Statistical Product for Service Solution (SPSS) version 23.0. Because of the descriptive nature of the study, serial and code numbers were given to each of the items on the questionnaire for easy identification before scoring them. Frequencies and percentages in the form of tables were employed for the classification of the variables and subsequent analysis. With the qualitative data, themes were generated the, responses were sorted according to the various teacher characteristics identified and analysed based on each research question. However, since the generation of ideas can never be dependent on data alone, intellectual resources derived from theoretical perspectives were also used (Coffey & Atkinson, 1996:153, Quashigah, 2000). After the analysis, triangulation was used in order to test the consistency of findings obtained through different instruments used, whilst complementarity helped clarified and illustrated how results from one method were in consonant with the use of another method.

3.11 Ethical Issues

Ethics in educational research are those issues that are related to how the educational researchers conduct themselves or their practical and the consequences of these on the people who participate in their research (Kusi, 2012). Therefore, the researcher obtained primary information by upholding the confidentiality and anonymity, by

using pseudonyms to represent the interviewees, personal desires to participate without inducement of the respondents. Also, secondary information was referenced to avoid academic theft.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter focuses on presentation, interpretation and discussion of the findings of the study. Data were gathered through questionnaires, interviews and observations and were described in details with reference to the views of the respondents. It first reports the data on bio data of the respondents and then the data in response to the research objectives and the research questions. It then proceeds with the presentation and analysis of data collected through questionnaires and interviews and ends with data from observations. Descriptive statistics were used in the analysis for quantitative data gathered from the administration of questionnaires. For meaningful interpretation and discussion the data were further illustrated with the presentation of frequency tables with percentages. Data from the interviews are used to clarify and provide more detailed explanations to the data from the questionnaires. Data gathered through the observations are used to authenticate the data from both the questionnaires and the interviews.

4.1 Biographic Data of Respondents

This section covers the analysis of the biographical data of the respondents that were sampled for the study in terms of gender and age.

Table 1: Gender of respondents

Variables	Frequency	Percent
Male	40	46
Female	46	54
Total	86	100

Source: Field data, 2021

From Table 1, it shows that a majority of the respondents, which is 46 (54%) are females whilst 40 (47%) of the respondents are males. This data contradicts the notion by Casely-Hayford (2007), that females prefer other professions to teaching, hence generally there are more male teachers in Ghanaian senior high schools than female teachers (Adjei, 2015); in his study on the teacher quality and the effective teaching of social studies teachers in the Kumasi Metropolis, he found out that out of the total number of 159 senior high school Social Studies teachers selected for the study, 118 (74%) were males, whereas 41 (26%) were females. His data is supported by Yalley (2016) who conducted a study on the Technological Pedagogical Content Knowledge of social studies teachers within the same Kumasi Metropolis when he found that 77 (60%) of the respondents were male Social Studies teachers whilst 51 (40%) were females. This means that there were more males Social Studies teachers within the SHSs in the Kumasi Metropolis than females. This is a clear indication that there were more male teachers than female teachers involved in the study. Again this data contradicts Poatob (n.d.) who also found out from his research on in-field and out-of-field teachers teaching social studies in the Cape Coast Metropolis that the number of the males teaching Social Studies as observed by the researcher outnumbered the females.

From these data, Casely-Hayford's (2007) assertion that females do not prefer teaching to other subjects is not far from the truth because even at the basic level, the data from Kanda (2012) on the "Educational background of social studies teachers and its effects on pupils' academic performance in public junior high schools in Mfantseman Municipality" supports this assertion when it indicated that out of 103 Social Studies teachers, 74 (72%) are males while 29 (28%) are females, this shows that the number of male Social Studies teachers far outweighs the females. Even in

this study, although there is a contradiction, it could be realized that there is a closed gap between the number of males and females teaching the subject at the senior high schools in the Accra Metropolis; which could be that the Accra Metropolis presents a different view to Casely's view because a recent study with respect to Accra metropolis as the study area by Mensah (2019) on "the attitude of students towards the learning of Social studies and their performance" revealed that there were 36 males as against 36 female teachers teaching social studies in the Accra Metropolis.

Table 2: Age distribution of respondents

Variables	Frequency	Percent
21- 25	2	2
26-30	16	19
31 – 35	18	21
36 – 40	18	21
41 – 45	16	19
46 – 50	10	12
51 and above	6	7
Total	86	100.0

Source: Field data, 2021

From table 2, the data shows that most of the teachers are found between the ages of 21 to 35 years, cumulatively, 36 (42%), 18 (20.9%) are found within the ages of 36 to 40, 16 (19%) are within the ages of 41 to 45 years, 10 (12%) within the ages of 46 to 50 and 6 (7.0%) are found above age 51. This supports the data of Mensah (2019) when he found out that 53% of the respondents were below 35 years. Similarly, Poatob (n.d.) found out that Majority of the teachers fell between twenty-one and forty years. It was only one of the Social Studies teachers I met that exceeded fifty years. This indicates that many of those teaching the subject are still active and when equipped with the necessary tools will be able to teach effectively. This is an

indicative that there are young and energetic persons handling social studies in the Accra Metropolis, which gives a promising future for the subject, since these young ones will all things being equal teach for a long period of time and will accumulate a lot of experiences. This gives a secured future to the subject as opined by Poatob (n.d.) that, there is future security for the subject as more young ones are getting trained in the subject area from the universities. This assertion is supported by Adjei (2015) when he stated that the results is an indicative of the fact that, majority of the respondents are youth and active. The future of every nation is largely dependent on the youth as such; the number of youthful people interested in the teaching of Social Studies is therefore seen as very significant.

4.2 Research question one: Identify the characteristics (professional training and experiences) of Social Studies teachers in Senior High Schools in the Accra Metropolis?

4.2.1 Professional training and experiences of social studies teachers

This part dwells on the academic and professional qualification of Social teachers teaching Social Studies. As a result, an attempt was made to find out the highest academic and professional training in Social Studies, in-service training courses teachers had attended and how long teachers have been teaching Social Studies (experience in Social Studies teaching) at the senior high school level. This is necessary because, Social Studies deals with changing students' attitudes, beliefs and dispositions; hence, the need for teachers with the requisite professional and academic qualifications to teach the subject as in the view of Aggarwal (2001):

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

He adds that Social Studies, more than any other subject requires well prepared men and women of sound knowledge and training. This suggests that if instruction in Social Studies is to be effective, then there is the over-riding need for teachers to be well grounded in the content and pedagogical skills of the subject area. Again, Bordoh, Eshun, Kwarteng, Osman, Brew, Abubakar (2018) stated that the Social Studies Syllabus for Ghanaian Senior High Schools is replete with concepts that are taught and learnt. Sometimes the calibre of teachers who teach the subject and their attitude towards the teaching and learning of the subject hamper grasping of the concepts that are presented in the Social Studies lessons. In view of this, data on the professional background and experiences of social studies teachers are presented which is derived from teacher characteristic variables such as; their academic qualification, area of specialisation, years of teaching social studies, and number of seminars attended. Teachers were asked to indicate if they studied Social Studies as a major or minor course. The data is presented in the table below.

Table 3: Data on whether teachers have a degree in social studies as major or minor area

Variables	Frequency	Percent
Social studies as a Major Area	32	37
Social studies as a Minor Area	14	16
I do not have any degree in social studies	40	47
Total	86	100.0

Source: Field data, 2021

From table 7, the data shows that 32(37%) indicated they have a degree in social studies as a major area, 14(16) studied social studies as a minor area and most 40(47%) of the respondents had no degree in social studies. However, it can be deduced that majority 46 (53%) of the respondents had a background in social studies

either as a major or minor area (their understanding in social studies is not sufficient as those with major in social studies), but, it can be of a great worry to have as many as 40(47%) who are teaching the subject yet have no background in the subject. This results confirm what Yalley (2016) found that out of 128 Social Studies teachers within the SHS in the Kumasi Metropolis 54 (42%) of the teachers were professional Social Studies teachers while 74 (58%) of them were unprofessional and out-of-field Social Studies teachers. Also, out of the 159 respondents sampled for the study, 73 (46%) teachers by the tenets of this study were considered as specialists in Social Studies, whilst a total of 86 (55%) of the respondents were considered non-specialists for the purpose of this study in the subject (Adjei, 2016). This is what Rossenfield (2004) meant when he noted that Social Studies teachers receive fewer professional development opportunities than teachers in other disciplines. Consequently, majority of these teachers teaching Social Studies in the Accra Metropolis may find it difficult to cope with the main purpose for the teaching of the subject just as observed through similar studies in other Metropolis. This of course, makes Aggarwal (2006) right when he opined that the aims and objectives of teaching Social Studies are necessary so as to be able to select meaningful content and appropriate techniques because they are the “*crux and key*” of the entire process of teaching and learning of Social Studies.

4.2.3 Academic qualification of social studies teachers

Teachers’ academic background do have bearing on the teaching of Social Studies as it helps to predict the teacher’s mastery of the subject matter (Darling-Hammond, 2000). There was the need to find out the academic qualification of social studies teachers in teaching the subject. The data is presented below.

Table 4: Teachers' highest academic qualification

Variables	Frequency	Percent
Ph.D.	0	0
M.Phil.	8	9
M.Ed. /M.A/ M.Sc.	20	23
B.Ed./BA/B.Sc.	50	58
PGD. Ed.	8	9
Total	86	100.0

Source: Field data, 2021

From table 8, the data shows that a majority, 50(58%) has a Bachelor's degree, 8(9%) had M.Phil. in social studies, 20(23%) had Masters in Education, Masters of Arts or Master of Science, 8(9.3%) has Postgraduate degree in education. This data is in line with Yalley (2016) who revealed that out of the 159 respondents, 132 representing 83% hold bachelor's degree and 26 representing 16% hold Master's degree, and only 1 representing 1% teaching Social Studies is a diploma holder. This data suggests that majority of the respondents had a basic qualification of teaching social studies at the senior high school as supported by observations made by Darling-Hammond (1997) that the highest quality teachers are those capable of helping their students to learn. The data is an indication that most of the respondents had completed their tertiary education and may therefore possess adequate knowledge on the subject matter which the study seeks to explore.

4.2.4 Institutions attended by social studies teachers

Studies have established that teachers' beliefs and the source of their knowledge has an impact on what they teach and how they teach it. Considering the fact that there are still different conceptions of social studies not only in Ghana but across the globe, the

institutions where the teachers received their academic qualification was sought. The results is presented below.

Table 5: Institutions attended by social studies teachers

Variables	Frequency	Percent
University of Education, Winneba	42	49
University of Cape Coast	16	19
University of Ghana	26	30
Kwame Nkrumah University of Science and Technology	2	2
Total	86	100

Source: Field data, 2021

From table 8.1, the data show that majority, 42(49%) received their training from the University of Education, Winneba (UEW), 16 (19%) received their training from the University of Cape Coast (UCC), 26 (30%) had their training from the University of Ghana (UG) and only 2 (2%) had their training from the Kwame Nkrumah University of Science and Technology (KNUST). This data is an indicative that majority of the respondents may have had their training in social studies education as evident from the fact that among the four institutions, only the UEW and UCC offers a programme in social studies education. This results show that there are unprofessional and out-of-field Social Studies teachers within the SHS in the Kumasi Metropolis (Yalley, 2016).

4.2.5 Teaching experience of social studies teachers

Teacher experience is another key variable that has great influence on students learning outcome (Cimbricz, 2002). Hence, the teaching experience of the teachers were explored. The data is presented below.

Table 6: Years of teaching experience of social studies teachers

Variables	Frequency	Percent
Less than a year	8	9
From 1 – 3	22	26
From 4 – 7	22	26
From 8 – 11	18	21
From 12 and above	16	19
Total	86	100

Source: field data, 2021

From table 9, a tied majority, 22(26%) have taught social studies for 1 to 7 years, 18(21%) have taught the subject for 8 to 11 years, 16(19%) have taught the subject for 12 years and above and only 8(9%) have taught the subject for less than a year. Consequently, it can be said that most of the teachers had more teaching experience in the subject area and therefore as Adjei (2016) opined may be familiar with the teaching of the subject to influence students learning. This supports the point that experiences that teachers have accumulated in handling different challenging situations in schools and classrooms will enable such teachers develop positive feelings towards the achievement of assigned tasks successfully (Mertler, 2004). By implication, Kain's (2005) idea that a beginner teacher is not as effective as a teacher with more years of teaching experience is true.

4.2.6 In-serving training and seminars for social studies teachers

An important aspect of teachers' professional development is in-service training. In-service training is necessary to keep teachers abreast of new content and teaching techniques (Mampah, 2016). Data on this is presented below.

Table 7: Teachers attendance on in-serving training and seminars on social studies

Variables	Frequency	Percent
Yes	62	72
No	24	28
Total	86	100

Source: Field data, 2021

From table 10, the data shows that majority, 62(72%) have attended in-service training and seminars whilst 24(28%) have never attended in-service training and seminars on social studies before. This is indicative that most of the teachers who have no background in social studies will have the opportunity to learn about how to teach social studies through these in-service training and seminars because as opined by Adjei (2016) regarding the qualities of teachers and the effective teaching of Social Studies for the achievement of its objectives, in-service training is seen as an essential tool to improve the quality of a Social Studies teacher. This confirms the idea behind that in-service training is necessary for effective teaching in Social Studies (Rossenfield, 2004). However, a study from Adjei (2016) on social studies teachers' effectiveness in the Kumasi Metropolis contradicts this data when he revealed that 146 respondents representing 92% had never attended any in-service training course in Social Studies and only 13 representing 8% had attended in-service training courses.

4.2.7 Influence of professional qualification and experiences of social studies teachers on students' achievement.

Droefenu (1990) estimates that it is generally agreed among educational researchers that factors such as academic qualification, professional background and personal characteristics among others enhance teachers output in the classroom. Also, Young,

Olden and Porter (2003) asserts that the qualification of teachers has great influence on students' learning. Darling-Hammond (2000) makes it clear that the importance of teacher certification to the achievement of lesson objectives is very clear. Teacher characteristics such as certification status and degree in the field to be taught are very significant and positively correlate with students' outcomes. With the relevant competencies that social studies seeks to imbibe in learners, it is necessary that teachers teaching the subject possess enough professional qualification and rich experiences to be able to realise the objectives of the subject, it is only when this is done that we can boast of having effective teachers teaching the subject because effective teachers can thus be understood as those who possess relevant competence and use their competencies appropriately to achieve their objectives (Cheng-Yin and Tsuikwok, 1996). In view of this, teachers were asked to indicate whether they agree that there is a positive relationship between teachers' professional qualification and experiences and student achievement. The results is presented in the table below.

Table 8: Influence of social studies teachers' professional qualification and student outcomes

Response	Frequency	Percent
YES	86	100.0
NO	0	0
Total	86	100

Source: Field data, 2021.

From table 10.1, all, 86 (100%) the respondents agreed that their professional qualification and experiences in social studies have an influence on how they teach social studies. This is an indicative that the teachers are very much aware of the implications of having a professional background in the subject you teach and as such, the number of years you teach the subject greatly influence how you tackle concepts

in the classroom setting. This data is in consonant with Adjei (2016) when he discovered that the opinion of the respondents revealed that one hundred and fifty-seven constituting 98.8% of the respondents are strongly in agreement that teachers with the B. Ed Social Studies, M. Ed Social Studies or M. Phil Social Studies Education are likely to perform better by achieving the objectives of Social Studies while 2 representing 1% disagree.

For further clarification, I asked the item on the interview guide – *how does your professional qualification and experiences influence how you teach social studies?*

The nine respondents were of the view that, because of their professional background in social studies, they know how to select the appropriate contents to teach the subject. Again, they were of the view that they are able to understand the topics in the syllabus because they have been trained on it in their teaching education institutions, hence, they are able to understand the problem and the purpose of the topics in the social studies syllabus and how to teach it for learners to understand the concepts. Also, some of them said that their long teaching of the subject has given them the opportunity to explore the various instructional techniques appropriate to the teaching and learning of social studies. And that, they find it easy to explain concepts to students because they have been teaching the same topic over and over again. Some of them have this to say, a teacher Madam Esther (not the real name) who has taught the subject for over 15 years said that:

With my long years of teaching the subject and the fact that I was part of those who designed the syllabus in 2010, I understand how the topics have been structured in a form of vertical articulation...so that from form one they learn about 'self-identity' so that they know their strengths and weaknesses. Then, they learn about their adolescent reproductive health in order to help them on how to understand the changes on their body, you see that... then again, they learn their culture and national identity. Same applies in form two through to form three, so the topics build on each other, so I understand the topics very

well and the appropriate ways by which I can teach it for students to understand.

She added that...

See I can tell you that as the HOD for the past five years, all the new teachers I mentored felt nervous in their first years of handling the subject and the students that should tell you how experience counts when it comes to teaching.

Another teacher, Ralph (not the real name) said that...

I can tell you that experience really contributes a lot when it comes to teaching, because I fumbled in my first time of entering the classroom (that is during my internship) not because I did not understand the topics, but I have never thought them before, but it was my first time of translating what I knew to students to understand, so even the explanations was difficult for me. But, now I teach these topics with ease, even sometimes without reading before going to class to teach, so experience counts a lot.

He further added that...

The way I was trained do affect the way I teach it, because I believe that social studies draws concepts from the social sciences, so I studied some of the social science courses in school, so whenever I am teaching topics from these areas, I am able to go into details for the students to understand the concept very well. For instance, whenever I am teaching the topic 'our physical environment', because of the geography I studied in my social studies programme, I am able to go into details to even teach them the levels within the atmosphere when I am dealing with the ozone layer. So the way I was trained to see social studies has really influenced the way I approach the topics.

Another teacher, Mad Abena (not the real name) had this to say:

For me knowing the nature of the subject to be problem-solving, I usually give them group project work to work on, and present their findings to the class...sometimes I ask them to identify a social problem and develop a plan on how they can deal with it, you see at the end of the day, we are training them to be responsible and concerned citizens and for that matter the affective and psychomotor domain should not be disregarded at all. So, what we learn in school as teachers helps us a lot to be able to teach the subject.

A teacher Abraham (not the real name) who had no professional background in social studies up to the degree level, and has been teaching the subject for more than 8 years said that...

I came to this school with an economics and geography background, but because there were no enough teachers for social studies I was asked to teach it...I was fine because I thought as for social studies it is so easy that everyone can teach it. But, my first year was difficult because I found it difficult to teach certain topics like constitution, democracy, ermm rule of law. So I had to let one of my colleagues helped me with such topics so I watched him teach. But, for some years now, I teach it without learning. So practice, they say makes you perfect, therefore experience is needed to do anything, which is why even footballers with more experience are usually given the Captain's arned band.

This confirms the assertion alluded to by Adjei (2016) that a number of studies have shown that teachers become more effective during the first five years of their teaching.

In all, the comments from the interviewees supports the point made by Aggarwal (1982), that Social Studies more than any other subject demands "well prepared conscientious men and women of sound knowledge and training whose personalities rank higher among men. It also validate the revelation by Steven, Hanushek and Kain (2005) that beginning teachers are not as effective as teachers who have taught for many years. The data suggests that what teachers learn through their teacher education, has an influence on how they teach in the classroom to realise the objectives of social studies, that is to say that their understanding of the subject reflects on how they select the objectives, content, techniques and materials to explain concepts to the students. Again, their experiences in teaching the subject greatly impact on how they teach it. This implies that the longer one teaches the subject the greater he or she is able to teach to affect all the domains of learning.

4.3 Research question two: What is social studies teachers' conception of social studies in senior high schools in the Accra Metropolis?

4.3.1 Social studies teachers' conception of social studies

To be able to ascertain the content knowledge of social studies, there was the need to assess various conceptions of social studies teachers on key foundations of social studies because particularly, assessment of PCK requires a combination of approaches that can collect information about what teachers know, what they believe, what they do, and the reasons for their actions (Baxter and Lederman, 1999). Content Knowledge (CK) represents teachers' understanding of the subject matter taught. According to Shulman (1986), "the teacher need not only understand that something is so, the teacher must further understand why it is so" (p. 9). Thus, the emphasis is on a deep understanding of the subject matter taught at school. Consequently, teachers' CK differs from the academic research knowledge generated at institutes of higher education as well as from mathematical everyday knowledge that adults retain after leaving school (Krauss, Brunner, Kunter, Baumert, Blum, Neubrand, & Jordan (2008). In view of this, and for the fact that social studies being resistant to the Pedagogical Content Knowledge framework due to the field's inability to come to consensus on its aims and purposes and on a pervasive distrust of traditional academic disciplines and scholarship they produce (Powell, 2018), there was the need to assess various aspects: for Mezieobi, Fubara and Mezieobi (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. Hence; this section looks at the meaning of social studies, the focus of the content, the objectives, the nature and the scope of the subjects to determine the extent to which teachers perceive the subject.

4.3.2 The meaning of social studies

To determine how teachers perceive Social Studies, the researcher sought for the views of the respondents on the subject matter in the teaching of Social Studies using a three-point likert scale where: **A= Agree; U=Uncertain and D= Disagree**. The results are shown in table 3 below.

Table 9: Teachers' understanding of the meaning of social studies

Variables	A	U	D	TOTAL
Social studies is the amalgamation of the social science disciplines	56(65)	18(21)	12(14)	100
Social studies is an approach to the teaching of the social sciences		28(33)	20(23)	38(44) 100
Social studies is geared towards citizenship Education		68(79)	6(7)	12(14) 100

Source: Field data, 2021

From table 3, the data shows that Item 1 which reads *Social Studies is amalgamation of the social science disciplines* reveals that out of 86 respondents, 56 (65%) agreed that Social Studies is an amalgamation of Social Science, 18(21%) were uncertain whilst the remaining 12 (14%) disagreed. In effect, most of the respondents agreed that social studies is an amalgamation of the social science disciplines. This is in line with a study by Eshun and Mensah (2013) on the pedagogical content knowledge of graduate social studies teachers in the Western Region when they found out that out of 72 respondents, 44 (61%) agreed that Social Studies is an amalgamation of Social Science, 2(3%) were not certain and the remaining 26 (36%) disagreed. The above data shows that most respondents agreed that Social Studies is an amalgamation of the social sciences.

Item 2 which reads *Social Studies is a method of teaching the social sciences* shows that out of the 86 respondents, 28 (33%) respondents agreed, 20 (23%) were uncertain, whilst 38 (44%) disagreed. This is an indication that most of the respondents did not agree to the assertion that Social Studies is a method of teaching the social sciences. This supports Eshun and Mensah (2013) that the item 2 which reads *Social Studies is a method of teaching* show that out of the 72 respondents, 8 (11%) respondents agreed, 12 (17%) were not certain, while 52 (72%) disagreed. The above shows that majority of the respondents disagreed to the assertion that Social Studies is a method of teaching other social sciences.

Item 3 of which reads *Social Studies is Citizenship Education* reveals that out of the 86 respondents, 68 (79%) respondents agreed, 6 (7%) respondent were uncertain whilst the remaining 12 (14%) disagreed. This is in line with a study by Eshun and Mensah (2013) which revealed that out of the 72 respondents, 1 (1%) respondent disagreed, 1 (1%) respondent was undecided and the remaining 70 (97%) agreed.

From the data, it is clear that there is a divergence as to how teachers perceive social studies, hence there was the need to seek for more clarification on the two major conceptions (amalgamation of the social sciences and as citizenship education) that emerged from the questionnaire data. In view of this the item on the interview guide which reads – *how do you perceive social studies as an amalgamation of the social sciences?, as citizenship education?* was asked. On the amalgamation respect; out of the 9 teachers interviewed, only 3 (33.3) agreed that social studies should be seen as an amalgamation of the social sciences. With this, a follow-up question was asked that, *how should social studies be defined as an amalgamation of the social sciences?*, two of the respondents 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 of them Mensah (not the real name) said that...

the 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 in order to solve the societal problems...ermm, 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.

The other one Ralph (not the real name), who has taught the subject for ten years, and currently a Head of Department 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 on their environment. He had this to say...

Okay Personally, I believe social studies is the amalgamation of the social sciences, the reason is that if you look at the social studies syllabus it is structured into three areas...environment, government, politics and stability and socioeconomic 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 persons personal life and the impact on the persons immediate environment.

He went on to say that...

the citizenship education is also part because we want students to study.. but what we want is that the study should not only be limited to the classroom”.

He then gave some examples of attributes of social studies that makes it citizenship education, he said...

for example when I move out and I see students drink water and drop the sachet on the floor, I call them and ask them to tell me the essence of learning social studies. Again, if students learn citizenship education, and Armed robbers steal from a house and you know it is

our responsibility to expose criminals to the Police, so you see we expect the students to be able to do this through the learning of social studies.

The remaining 7 agreed that social studies should be seen as citizenship education. For them, the subject should not include topics that are individually selected from the various social sciences to constitute the social studies curriculum, but rather those topics should be integrated into a unique body of knowledge to be presented to learners to help them become responsible citizens by being conscious of the problems that affect them and their societies. For instance, one teacher, Madam Rafia (not the real name) said that...

I believe that social studies is about citizenship education and for that matter the subject inculcates certain values, attitudes and skills into the learners that can help them to be effective citizens by solving the problems that affect them and the society...so we cannot say it is the topics from the social sciences, no I do not think so, fair enough if some of the topics in history, economics and the likes can be seen in social studies, they do not clearly show their social science nature but rather, indicate a clear identity of its own different from the social sciences. So, on this basis, I cannot agree that social studies is amalgamation...it is rather citizenship education.

Another teacher, Philip (not the real name) also said that...

When you look at the social studies syllabus, clearly you cannot see introduction to geography or economics, right?...so those topics have been integrated and presented with its own identity to imbibe into learners attitudes and ermmm...relevant knowledge to become responsible adults, so for me that is all social studies is all about; citizenship education.

In support of this, another teacher Madam Adwoa (not the real name) who has taught the subject for more than 15 years, Head of Department and an M.Phil. Holder, made a strong case for social studies as citizenship education. But she was quick to add that social studies should not just be defined as citizenship education but rather it should be defined according to the National Council for the Social Studies. This she says because citizenship education is the focus and ultimate goal of social studies but it is

not synonymous to social studies. She went on to tell me that she was part of those who designed the 2010 social studies syllabus and she has always made that strong argument that we should not interchange the ultimate goal for the definition of the subject which supposed to be a body of knowledge to be imparted into learners for them to be equipped with the tools for solving the complex, persistent and contemporary problems of society. For instance, she said that...

I believe or from what I learnt from Winneba, I also went there, social studies should be seen as citizenship education where students will be equipped with the needed skills, attitudes and values so that they can give solution to personal as well as societal problems, that should be the focus.

She added that, as for social studies being seen as an amalgamation of the social sciences, it is not appropriate because that notion ignores the other domains of learning like the affective and the psychomotor and focus only on the cognitive domain. She had this to say...

As I earlier said, the moment you begin to look at amalgamation then you will be tempted to focus on the knowledge aspect then you will ignore the other, the affective and, er..m, the psychomotor...but the moment you begin to look at it as citizenship, then you will be looking at all that, you see.

She went on to say that we are training people for life so the training should look at all aspects of life. She had this to say...

We are training people for life and not to just go and work...if for life, then we look at all aspects in life...as human beings you know we encounter a lot of challenges, we are also focusing on helping with the development of the country...so if you are able to give solutions to problems, individually and the society, I believe it will help with the development of the country... that is why the focus should be on citizenship education and not the others.

From the data discussed above, there exist two major divergent views on what ought to be social studies. One group sees the subject to be an amalgamation of the social science disciplines whilst the other group sees it to be citizenship education. This it

affirms the notion that “The history of Social Studies is a story of turf wars among competing camps, each with its own leaders, philosophy, beliefs and pedagogical practices” (Evans, 2004, p.1). This implies that there are different schools of thought about what the term “Social Studies” is or ought to be. Aggarwal (1982) commented that the term “Social Studies” has been defined differently by different Commissions, Committees and Writers. According to Quartey (2003), ever since Social Studies started to exist on the continent, Social Studies has been understood differently by some of its stakeholders. It must be noted that there has been a consensus among scholars of the field that social studies is geared towards achieving citizenship education, and immediately teachers handling the subject see it differently, it is likely going to have an effect on 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. Similarly, the National Commission for the Social Studies (2004:56) acknowledges that Knowledge for teaching Social Studies is considered to be “the foundational knowledge of Social Studies education (Citizenship education) needed to perform the recurrent tasks of teaching Social Studies to students”. Also, Studies have shown that the knowledge for teaching Social Studies is a predictor of student achievement in Social Studies (Quartey, 1984; NCSS, 2004). In as much as there is a consensus among scholars on the meaning of social studies in Ghana, there still exist different conceptions of the subjects, which may be partly due to the source of the foundation of teacher knowledge that from the teacher educational institutions in Ghana. There are two categories of tutors teaching social studies in the teacher training colleges in Ghana. The first category consists of those tutors who graduated in the integrated social studies from either University of

Cape Coast or University of Education, Winneba (Kankam, 2001, cited in Kankam, 2016). According to him:

This first category of tutors studied the theory, principles and methods of teaching integrated social studies. Such tutors are likely to perceive social studies as an integrated subject with its main goal as citizenship education and, therefore, teach the subject as prescribed by the Ghana Education Service. The second category of tutors studied the separate subjects such as History, Geography, Economics and other foundation subjects of Social Studies. Such tutors are not likely to get the principles underpinning integration in Social studies. Hence, such tutors are not likely to perceive Social Studies as an integrated subject with its main focus on citizenship education.

This different conceptions of the subject has manifested in this study where the teachers hold different views as to how they perceive the subject, hence the subject will be taught differently in the schools in the Accra Metropolis. This is partly due to how teachers have been taught about the meaning of social studies through their training. This is explained by the PCK framework being something that can be learned, and its development. According to Grossman (1990), it begins with the observation of classes, during one's schooling process; it then continues in initial teacher education, in specific programs and in the teacher's actual practice. How these teachers have been taught, mentored and supervised in their training institutions is what is influencing their beliefs about the teaching of social studies.

From the foregoing discussion on what social studies is or ought to be, there are still some concerns to be addressed. Since social studies is an academic subject to be studied by students. There is the need to determine what constitute an academic subject. According to the Collins Dictionary (2021), an academic subject is an area of knowledge or study, especially one that you study at school, college, or university. It is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than

practical or technical skills. This definition implies that an academic subject to be studied should constitute a body of knowledge, concepts, facts and generalisations that are unique to the field to be presented to learners. But, considering citizenship education as a process through which good citizens are produced with the tools of solving problems, then it cannot on its own be an academic subject to be studied.

It can only be seen as a process by which good citizens are produced, but those knowledge, attitudes, values and skills that are imparted through the citizenship education, should be the constitution of an academic field of study. Having said this, in my view, it seems social studies, which supposed to be an academic field of study is being equated to citizenship education which is a process through which the objectives of social studies are realized. I believe social studies should go beyond just being citizenship education to include a unique body of knowledge, facts and concepts that will provide citizenship education to its learners. When this is done, the definitional debates of the subject can be brought to a conclusion. As noted from the data in this study, whether the subject is studied as an amalgamation of the social sciences or citizenship education, the knowledge acquired can be used in solving problems of the society. For instance, if learners learn the individual concepts from the social sciences, they can still apply it in solving problems such as environmental pollution, flooding, financial crisis or political instability. Similarly, when they study social studies as citizenship education, they can still apply the knowledge in solving personal and societal problems. Hence, since the ultimate goal of social studies is citizenship education, the definition of the subject should not be equated to that process of producing good citizens, but rather it should include a body of knowledge, facts, concepts that provides learners with civic competencies and civic dispositions in solving personal and societal problems.

In sum, although the study agrees to the point that social studies is geared towards citizenship education, the researcher disagree when social studies is equated to citizenship education. This is because the social studies as an academic subject cannot be equated to a process of acquiring citizenship education. Hence, scholars in the field of social studies should look at; what constitutes an academic subject; what do we consider in defining an academic subject; what is citizenship education, in order to define social studies. This will go a long way to harmonize the different conceptions of the subject as seen in this study and help in the teaching of the subject to achieve its objectives. In my view, adapting from the definition from the NCSS (1992) social studies constitutes a body of relevant knowledge, facts, concepts and generalisations that provides learners with the tools for solving problems for them to become good citizens.

4.4 Teachers' perception on the focus of the content of social studies

Here, based on the meaning of social studies, teachers were asked to indicate their response to what entails the content of social studies. This was necessary since the research intend to establish the content knowledge of social studies teachers, since content of a subject is teachers' knowledge about the subject matter to be learned or taught and the content to be covered at school as the syllabus specifies. It includes, topics, concepts and generalisations to be taught to students. It was necessary to find out from teachers their knowledge of the content of the social studies curriculum. Their responses as against the three-likert scale is presented in the table below.

Table 10: Teachers' perception of the focus of the content of social studies

Variables	A	U	D	TOTAL
It is based on current issues in society	40(47)	18(21)	28(33)	100
It is based on the various techniques of teaching the social sciences	32(38)	24(28)	30(35)	100
It is based on concepts directly selected from the social sciences	56(66)	14(17)	16(19)	100
It includes controversial issues that equip learners with the tools for solving personal and societal problems	74(86)	4(5)	8(9)	100

Source: Field data, 2021

From table 4, the data reveals that most 40(47%) of the respondents agreed that the content of social studies is based on current issues in society, 18(21) were not certain whilst 28(33%) were in disagreement to the statement. This goes to stress the point about social studies being about contemporary and persistent problems of society which is linked to the school of thought that see social studies as citizenship education, for instance as revealed by one participant in Eshun and Mensah (2013) that:

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 (p.180).

Again, 32(37%) agreed that social studies content consist of the various techniques of teaching the social sciences, 24(28%) were uncertain whilst 30(35%) disagreed. This revelation confirms the point by those who see the subject as an approach to the teaching and learning of the social sciences such as Wesley and Wronski (1964) cited in Adjei (2016) who defined social studies as the social sciences simplified for pedagogical purposes. Again, from the table, a majority of 56(65%) agreed that social

studies content is focused on concepts directly selected from the social sciences, 14(16%) were uncertain whilst 16(19%) disagreed. This confirms the assertion that social studies is the amalgamation of the social sciences. For them social studies is taught as a social science and it is based on the grounds that citizenship is best promoted by decision-making based on the mastery of the social sciences concepts and problems (Kankam, 2016) and for that the method of teaching is based on the discovery of social science different methods. The subject matter is derived from structure, concepts and processes found in each subject and the integrated social science discipline (Barr, et al., 1997).

Finally, the data shows that a majority 74(86%) of the respondents agreed that social studies content should focus on controversial issues that equip learners with the tools for solving personal and societal problems, 4(5%) were uncertain and 8(9%) disagreed. This revelation is in line with those who see the subject as citizenship education which is agreed among scholars as the overriding focus of social studies. For them, social studies prepares the young people for adult citizenship roles (Poatob and Odumah, 2016) and for that matter differentiate it from those who see it as amalgamation because although social studies gains its roots from the social sciences, social studies integrates the pieces of concepts and knowledge from these social sciences to present a distillate body of unique knowledge that will equip learners in solving personal and societal problems. This same as opined by Aggarwal (1996) that the subject is a study that equips the youth with tools necessary in solving personal and societal problems. This supports Kankam (2016) when he asserts that social studies is taught as reflective inquiry. Citizenship is taught via a process of inquiry. In this approach, students identify problems, ponder over them and test for some insights.

For further clarification on the content of social studies, I asked – *how do you select your content to teach social studies to equip them with tools for solving problems?*

With this, all the nine respondents, said that they select their content from the 2010 social studies teaching syllabus to teach students, and for that matter they follow the content provided in the syllabus under governance and political stability, environment and social and economic development to prepare their lesson notes and teaching notes. They added that the content as provided in the social studies syllabus is not elaborate enough, so most of the time, they have to make additional references from written textbooks on social studies including the government provided textbooks. For instance, one teacher Eunice (not the real name) said that...

I use the social studies syllabus as a reference material whenever I am preparing my lesson notes, but as you know because I believe you use it too...it is not sufficient enough for the students to understand, so I complement it with some approved textbooks. Sometimes too, I search online for detail information on some of the topics, then I make up my own notes for the students to learn, honestly as for the syllabus, it cannot alone help us to teach the students to be good citizens in solving problems, and..ermm, I do give them a lot of counselling by sharing to them the practical experiences that cannot be found in textbooks, I believe they learn a lot from that as well and may apply it to deal with problems.

Another teacher Sly (not the real name), who have taught the subject for over 12 years said that the syllabus is just a guide to them in selecting the topics to teach, but it is a whole textbook for them to depend on in giving notes to learners, and even with that as a teacher you need to go beyond the syllabus and textbook to provide practical information that can assist the learners in solving their personal problems and that of the society. He had this to say:

The syllabus is just there to guide us to know the various topics to select in teaching students at the SHS level, but not to serve as textbooks, in fact that is why there are government approved textbooks for us to use in teaching. But you see to be a good teacher you need to go beyond all these to provide necessary information anytime you meet your students on how they can tackle the problems affecting them and the society. As you know, the content of social studies is full of problems that is why every topic has a problem statement in the syllabus, so you need to provide practical examples to your students when tackling the topics, in so doing you are equipping them with the skills to solve them... you are imbuing in them the attitudes and values they need to solve these problems. I think the topics in social studies makes it an important subject if we want to produce good citizens.

Since virtually, all the respondents agreed that irrespective of the meaning of social studies the content of social studies should focus on providing learners with appropriate knowledge, skills, attitudes and values so they will be able to solve personal and societal problems, a further clarification was sought to find out their conception of the nature and scope of social studies, thus, item of the interview guide was asked – *how do you perceive the nature and scope of social studies?* Here, all the respondents agreed that the nature of social studies is problem solving, except that the implementation of this problem solving was what some differed. Two categories were identified; those who said the problem solving nature implies that teachers should have knowledge in the various social sciences to be able to help learners to be problem solvers because some of the topics on the syllabus requires some special knowledge in the social sciences to be able to teach. For instance, one teacher Abena (not the real name) said that:

See topics like constitution, rule of law, organs of government requires you to have a little knowledge in government before you can handle it...topics like international organisations, independence and self-reliance requires some little knowledge in history... then check a topic like our physical environment, how do you teach it very well when you have not learnt geography?, so yes the nature of social studies is problem solving, but if you do not have knowledge in the

other social sciences, you will struggle to help students understand the concepts in order to solve problems.

Clearly this group still hold the view for social studies being taught as amalgamation of the social science and it should be taught as a social science and it is based on the grounds that citizenship is best promoted by decision-making based on the mastery of the social sciences concepts and problems (Kankam, 2016).

The other group said that the nature of the subject being a problem solving places emphasis on teachers to apply the constructivist learning theory in teaching it so that learners will be put at the task of learning in a problematic situation whilst teachers serve as a guide by helping the learners to discover knowledge for themselves.

One teacher Roger (not the real name) had this to say...

We are talking about helping students to solve personal and societal problems as the nature of how social studies should be, ok, so the only way we can ensure that is for us to put the students at the task, for them to perform to come out with solutions to the task, then we only guide them... it is when they do that, then they can acquire the skills of solving such problems...just look how footballers play so well, you know why... because they train a lot, in fact almost every day, so they are good at what they do.

It is obvious that this group sees the subject to be citizenship education where learners are supposed to be active participants in helping to discover knowledge but not a teacher-dominated lessons because they teacher should have knowledge in all the social sciences. This implies that social studies content should be taught as an integrated study of the social sciences and the humanities to promote civic competence (NCSS, 1993).

The data above implies that there still exist different conceptions of social studies among the social studies teachers in the Accra Metropolis, although they all agree that the focus of the subject is citizenship education, and for that matter the subject should draw its concepts from the social sciences and integrate it into a unique body of

knowledge to be presented to learners. However, the level of integration is where the respondents divert, thus, confirming the ambiguity and inconsistency that has plagued the field of social studies as alluded to by Barth, et al. (1977). That is why I am of the view that the subject should constitute a unique body of knowledge of its own in producing good citizens but not be equated to citizenship education.

4.5 Research question three: How do Social Studies teachers in the Senior High Schools in the Accra Metropolis understand the goal(s) and objectives of Social Studies?

4.5.1 Teachers' understanding of the goal and objectives of the social studies in Ghana

The success of every subject is depended on the achievement of its goals. These goals have served as the bedrock on what social studies aims to achieve and what content knowledge should be considered. Even though educating for citizenship is the main focus of social studies, the consensus over citizenship education is fruitless as it is a highly contested area and content specific (Seara & Hughes, 2006). The aim of Social Studies in Ghana is Citizenship Education (CRDD, 2010). Conversely, Bekoe and Eshun (2013) reveals that the documentary evidence on the Social Studies curricula of the two universities, UCC and UEW, seems doubtful and tends to show conceptual differences in what the subject is. It should be noted that the differences in the conception of Social Studies are not confined to Ghana alone, but do exist in other countries, where they have generated much debate (Bekoe and Eshun, 2013). It was thus necessary to find out the understanding of the social studies teachers in the Accra Metropolis on the ultimate goal of social studies because as noted by Bekoe and Eshun (2013) the current situation in the social studies front, in Ghana, is that whereas the UCC still runs the course as an amalgam of sociology, history, geography and

economics, the UEW has theirs reflecting the issue centred and problem solving curriculum, as introduced in the SSSs now SHS, since 1998. The response of the teachers is presented in the table below.

Table 11: Teachers understanding of the ultimate goal of the social studies programme in Ghana

Variables	A(%)	U(%)	D(%)	TOTAL
To equip students with adequate subject matter knowledge in the social sciences	30(35)	14(16)	42(49)	100
To equip students with relevant knowledge, skills, attitudes and values for solving problems	84(98)	2(2)	0(0)	100

Source: Field data, 2021

From table 5, it is noted that majority, 42(49%) disagreed that the ultimate goal of social studies is to equip students with adequate subject matter knowledge in the social sciences, 14 (16%) were not certain whilst 30(35%) agreed. The item 2 had a majority, 84(98%) of respondents agreed to the notion that the ultimate goal of social studies is to equip students with relevant knowledge, skills, attitudes and values for solving problems, only 2(2%) were not certain whilst no one disagreed. This underscores the point that most of the respondents saw the goal of social studies to prepare the individual to fit into society by equipping him or her with knowledge about the culture of their society, its problems, values and hopes for the future (CRDD, 2010). This is in line with the NCSS (1992) assertion of the main purpose of the subject. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. However, the results is an indication of the fact that social studies teachers have been taught with different ultimate goal of the subject from their teacher preparation institutions. But,

the key thing is that all the teachers are of the awareness that the ultimate goal of social studies is to equip learners with the tools for solving personal and societal problem (Quartey, 1984).

4.5.2 Teachers' awareness of the objectives of social studies in Ghana

Having ascertained the goal of the subject, it was necessary for the specific objectives guiding the teaching and learning of the subject to be determined. The responses are shown in the table below.

Table 12: Teachers' awareness of the objectives of social studies in Ghana

Variables	Frequency	Percent
Yes	78	90
No	8	9
Total	86	100.0

Source: Field data, 2021

From table 6, is revealed that majority of the respondents, 78 (91%) were aware of the objectives of social studies whilst 8 (9%) were not aware of the objectives of the subject. This shows that majority of the respondents handling the subject are aware of the objectives of the subject, hence, it is a step ahead in helping in the realization of the objectives of the subject.

4.5.3 How teachers got to know the objectives of social studies in Ghana

It was necessary to find out whether the teachers were taught the objectives of the subject or they read from somewhere; that has a lot to do with teachers beliefs and self –efficacy in relation to the objectives of the subject they teach especially when studies have establish a relationship between teachers beliefs and their practice. Theory of planned behavior proposed by Ajzen (1991) assumed that teachers' conceptions of teaching considerably shape their teaching practices. Empirical studies also support a

logical and causal relationship between teachers' conceptions of teaching and their practices. The source of teachers' awareness of the objectives of social studies is presented in the table below.

Table 13: Source of teachers' awareness of the objectives of social studies in Ghana

Variables	Frequency	Percent
I was taught in school	62	72
I read from books	18	21
Other	6	7
Total	86	100.0

Source: Field data, 2021

From table 6.1, it revealed that majority, 62(72%) of the respondents were taught the objectives of social studies in school, 18(21%) read from books and 6(7) got it from sources other than the two sources. All the six stated that they got to know it through seminars, workshops and colleagues. This underscores the point that the teachers' knowledge of the objectives of the subject is sourced from their teacher training education life. This is explained by the PCK framework guiding this study that teachers gain their knowledge for teaching from various sources (Grossman, 1990); the same can be expected to apply to teacher knowledge of subject matter. Again, Lortie (1975), argued that prospective teachers' professional knowledge and beliefs are significantly shaped by their own school experiences. Hence, if only teachers are to apply this in their teaching, they are likely to succeed in achieving the objectives of social studies.

4.5.4 Teachers understanding of the objectives of social studies in Ghana

Teachers were then asked to use the 3-likert scale to indicate their understanding of the objectives of the social studies.

Table 14: Teachers understanding of the objectives of social studies in Ghana

Variables	A(%)	U(%)	D(%)	TOTAL
Development of the ability to adapt to the ever-changing Ghanaian society	66(77)	2(2)	18(21)	100
Development of national consciousness and unity	62(72)	6(7)	18(21)	100
Development of citizens who willing and capable to contribute to national development	72(84)	0(0)	14(16)	100
Development of relevant knowledge, positive attitudes, values and skills	80(93)	0(0)	6(7)	100

Source: Field data, 2021

From table 6.2, the data shows that majority, 66(77%) of the respondents agreed that development of the ability to adapt to the ever-changing environment is an objective of social studies in Ghana, 2 (2%) were uncertain whilst 18(21%) disagreed. Also, on the second item, a majority, 62(71%) agreed, 6(7%) were uncertain whilst 18(21%) disagreed. A majority, 72 (84%) of the respondents agreed that the subject produces citizens who are willing and capable of contributing to the development of Ghana, whilst 14(16%) disagreed. Finally, majority, 80(93%) of the respondents agreed that social studies develops the relevant knowledge, skills, attitudes and values of learners, whilst only 6(7%) disagreed.

This data confirms that the respondents are aware of the objectives of social studies as stated in the 2010 social studies teaching syllabus. According to the CRRD (2010), the syllabus is designed to help students to:

1. develop the ability to adapt to the developing and ever-changing Ghanaian society
2. develop positive attitudes and values towards individual and societal issues
3. develop critical and analytical skills in assessing issues for objective decision-making
4. develop national consciousness and unity
5. develop enquiry and problem-solving skills for solving personal and societal problems
6. Become responsible citizens capable and willing to contribute to societal advancement.

From the foregoing data on social studies teachers' conception of social studies, which by extension was used to determine the content knowledge of social studies, it is obvious that there were different conceptions of social studies in terms of the meaning, content, nature, scope and objectives among the teachers in the Accra Metropolis. It reveals that social studies is categorised into broad field of study: amalgamation of the social sciences, approach to the teaching of social sciences and citizenship education. But, within the citizenship education; there exist the difficulty, which arises regarding the simple question of what constitutes good citizenship or the good citizen in a democracy. First, there is disagreement among social studies educators about the definition of the "good citizens" (Ayaaba, Eshun and Bordoh, 2014). They add that the concept of citizenship is a highly contested one. There are several approaches or schools of thought with different conceptualizations of citizenship education. Dynneson and Gross (1982: 231-232) for instance have identified the following: (a) citizenship as persuasion and indoctrination, (b)

citizenship as contemporary issues and current events, (c) citizenship as the study of history, civics, geography, and related social sciences, (d) citizenship as civic participation and civic action, (e) citizenship as scientific thinking, (f) citizenship as humanistic development, (g) citizenship as preparation for global interdependence, and (h) citizenship as a jurisprudence process. Similarly, for Barr, et al. (1977), citizenship can be conceptualized as (a) cultural transmission, (b) the process of acquiring knowledge from the social science, and (c) reflective inquiry. These different conceptions of the subject as citizenship education makes it difficult for the subject to have an identical focus.

In Ghana, although there is a general consensus among scholars on what social studies is, but the troubling issue is social studies is still fragmented in terms of its definition, nature and scope and objectives as seen in this study due to the apparent varied conceptualizations of social studies in the University of Education, Winneba and the University of Cape Coast. This has given the opportunity to critics of the subject to describe the subject as noted by Ayaaba et al. (2014) no doubt the more radical critics of social studies (e.g. Chester Finn, Diane Ravitch) have argued that: Social studies is merely a “grab bag” of current events, and characterized it as flesh without bones and random ideas without coherence. This is a worrying development for the subject because so far as teachers handling the subject have different content knowledge of the subject, the realization of the objectives to provide the necessary tools for solving personal and societal problems will be difficult.

From the data, the teachers teaching social studies may be said to have the content knowledge but its form of integration and transmission is problematic among the respondents which does not give the subject a unique identity and focus in achieving

its enduring goal of producing reflective, competent and concerned citizens (Martorella, 1994).

Again, from the data, it shows that most of the respondents derive the contents they teach from the 2010 social studies teaching syllabus, which they rely on in preparing their lesson plans, however, there is a general bemoan that the content is scanty, hence they resort to some approved social studies textbooks in preparing their teaching notes.

Again, the data revealed that many teachers use their personal experiences to teach to assist learners acquire the skills of solving problems. For some teachers, those experiences help students to retain the knowledge of solving such problems when they encounter some in their lives. As Banks (2001:6) put it...

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

This relate to the objectives of the social studies as espoused by DuBey and Barth (1980, cited in Poatob, n.d.) that...

Social Studies objectives for post primary education are elaborated as follows. First of all, the subject is to make students aware of their country and of the world in general, and to appreciate the interdependence between peoples. In addition, the subject is to create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for development. The subject is to also develop in the students’ a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united nation. Social Studies also helps to develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life and lastly, the subject assists to develop in the student an appreciation of his cultural heritage, and a desire to preserve it (p.22).

The overall implication is that the social studies teachers in the Accra Metropolis may possess the content knowledge of social studies as citizenship education or even as amalgamation of the social sciences, however, they differ on the level of integration. In view of this, for social studies to have an identity and focus in Ghana there is the need for the two universities, the University of Cape Coast and the University of Education, Winneba to harmonize their social studies programmes to erase the erroneous impression in the minds of the Ghanaian public that they are doing different things in the name of social studies (Ayaaba et al., 2014). It is when this is done that the subject can have a focus and a linear direction in promoting civic competence and civic dispositions in the younger generation. In the absence of this, the different forms of the conceptions among the teachers will equally influence how the learners will perceive the subject. The researcher maintains that the goal of the subject is citizenship education, however, the definition is not synonymous to citizenship education.

4.6 Research question four: What is social studies teachers' understanding and use of methods and techniques of teaching social studies in senior high schools in the Accra Metropolis?

4.6.1 Instructional methods and techniques used by social studies teachers

The core purpose and broad nature of Social Studies call for different techniques of teaching the subject for effective achievement of its objectives. Having this in mind, teachers were asked to rate various techniques in teaching Social Studies in order to ascertain the kind of teaching techniques employed by teachers in the classroom in relation to the teaching of Social Studies. Also, it has been suggested by Singleton (1996) that the way in which a teacher teaches as much as what he teaches contribute to his effectiveness. In support of this, Dynneson and Gross (1999) contend that the difference between creative and uninspired teaching is determined by the techniques

that teachers use in teaching. Learning is said to be a process of construction, and learners continually strive to construct their own understanding of the world by synthesizing new experiences (Osberg, 1997; Ringstaff & Yocam, 1994). Powell (1998) reiterates that classroom learning is a social process by which the teacher works to help learners “make sense of their experiences and further their understanding” (p.64). In all, there is the need for various methods and techniques to be employed in order to arouse the interest of learners in learning so they can understand what is being taught in the class. In view of this, the study explored the methods and techniques used by the social studies teachers in the Accra Metropolis. The data is presented below.

Table 15: Instructional methods of social studies teachers

Variables	Frequency	Percent
Teacher-centred	2	2
Learner-centred	84	98
Total	86	100

Source: Field data, 2021

From table 11, the data shows that a majority, 84 (98%) uses the learner-centred methods in teaching social studies whilst only 2 (2%) uses the teacher centred method for instruction in social studies. This results indicate that the social studies teachers in the Accra Metropolis use the appropriate learner-centred method to teach concepts in social studies. This will help in the achievement of the nature of the subject which is problem-solving because the learner-centred technique has been linked to the problem solving by Dynesson and Gross (1999) when they intimated that method of teaching and learning is either content transmission (teacher-centred) or problem-solving, inquiry or discovery (learner-centred).

4.6.3 Instructional techniques used by social studies teachers

Social Studies lessons are supposed to be engaging; it means 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 put it at the back of their minds 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 techniques employed by the social studies teachers. The data is presented in the table below.

Table 16: Instructional techniques of social studies teachers

Variables	A	U	D	TOTAL
Discussion technique	82(95)	0(0)	4(5)	100
Brainstorming technique	78(91)	0(0.0)	8(9)	100
Dramatization/simulation	54(63)	24(28)	8(9)	100
Role playing	56(65)	18(21)	12(14)	100
Lecture	40(47)	6(7)	40(47)	100
Project	60(70)	12(14)	14(16)	100
Debate	66(77)	20(23)	0(0)	100
Team teaching	66(77)	20(23)	0(0)	100
Questioning and answering	72(84)	8(9)	6(7)	100
Field trip	32(37)	18(21)	36(42)	100

Source: Field data, 2021

From table 12, on the use of discussion technique; majority, 82 (95%) of the respondents agreed that discussion techniques is appropriate in teaching social studies whilst 4 (5%) disagreed. None of them were uncertain. This is supports the findings by Poatob (n.d.) when he discovered that many teachers in the Central Region uses the discussion technique in teaching social studies. Also, the data corroborates the

findings of Adjei (2016) in his study on the social studies teachers in the Kumasi Metropolis when it was revealed that majority of the respondents made up of one hundred and fifty representing 98% regularly and occasionally used discussion as a technique in their teaching. This ranked first as the most popular technique employed by teachers in the teaching of Social Studies with a highest mean point of 4. These data confirms that discussion techniques is pervasive in social studies lessons across the major Metropolis in the country; Cape Coast, Kumasi and Accra. This can be attributed to what Adam, Odumah and Ngaaso (2018) stated that when the discussion technique is effectively implemented, it helps develop in students' critical thinking skills, social skills, democratic attitude, creativity and self-expression among others. This means that the discussion technique is one of the best techniques for imbuing in students' positive civic competencies and dispositions which is at the core of social studies.

On variable 2, brainstorming technique; majority, 78 (91%) of the respondents agreed of its appropriateness for social studies instructions whilst 8 (9%) disagreed, no one was uncertain. This implies that brainstorming is another important technique that can promote the achievement of social studies objectives. This data is in contrast to what Adjei (2016) found in the case of social studies teachers in Kumasi Metropolis when it was revealed from the analysis on the brainstorming which shows that 83 constituting 52% of the respondents never used brainstorming with a computed mean score of 1.8. This data mean that the teachers in Accra Metropolis are in the right direction to help in realizing the objectives of social studies as Ayaaba and Odumah (2013), had indicated in their study that, brainstorming encourages students to recognize and accept other students' views which may be better than their own.

On variable 3, dramatization/simulation; majority, 54(63%) of the respondents agreed, whilst 24(28%) were uncertain and 8(9%) disagreed on its appropriateness for teaching social studies. This is an indicative that the social studies teachers will help the students to build their pro-social and soft skills, thus increasing students' willingness to participate in the political process (Ganzler, 2010, cited in Adam et. al, 2018) in their immediate environment and beyond. This data is in line with Adjei (2016) when he found out that, eighty-six representing 54.1% of the respondents indicated never employed simulation or game in teaching Social Studies with a computed mean score of 1.7. The importance of game/simulation in social studies instruction is supported by Giley (1991) that learners will not be able to receive new ideas and have attitudinal change without the employment of simulation in teaching Social Studies.

On variable 4, role playing; majority, 56(65%) of the respondents agreed, 18(21%) were uncertain and 12(14.0%) disagreed of its usage in social studies instruction. This data is supported by Adjei (2016) that a large number of the respondents numbered eighty-seven representing 54% indicated that they occasionally make use of role play or drama in teaching Social Studies with a calculated mean point of 3. The use of role play in social studies can help them acquire the skills for solving problems (Ayaaba & Odumah, 2013), which supports Martorella (2001), when he asserted that preparation of students in Social Studies to help them solve personal and societal problems may be possible.

On variable 5, lecture technique; the data revealed that 40(46%) agreed, 6(7%) were uncertain whilst 40(46.5%) disagreed that lecture technique is appropriate for teaching social studies. This data implies that the respondents were indifferent on the use of the lecture technique for social studies instruction. This results may not be in

consonance with the assertion made by Agyeman-Fokuo (1994), that Social Studies teaching is dominated by the lecture technique in the Ghanaian Schools because equal number of the respondents alluded to it that it is appropriate and inappropriate respectfully, hence in as much as the lecture technique may not be a recommended technique for teaching social studies, as described by Ayaaba and Odumah (2013), it is a necessary evil.

On variable 6, project technique; majority, 60(70%) of the respondents agreed, 12(14%) were uncertain whilst 14(16%) of the respondents disagreed to its use for social studies instruction. This is an indication that teachers in the Accra Metropolis are teaching in consonance with the 2010 teaching syllabus for social studies that; Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for each of term. A student is expected to select one project topic for each term (CRRD, 2010). This according to the CRRD (2010), encourages students to apply knowledge and skills acquired in the term to write an analytic or investigative paper.

On variable 7, debate as a technique; majority, 66(77%) of the respondents agreed, 20(23%) were uncertain whilst none of the respondents disagreed to its use for social studies instruction. This shows that most of the respondents agreed that debate can be used in social studies lessons to achieve its goal of citizenship education.

On variable 8, team teaching technique; majority, 66(77%) of the respondents agreed, 20(23%) were uncertain whilst none of the respondents disagreed to its use for social studies instruction. This data shows that the students will benefit from information that could not be provided by just a teacher handling the subject just as a resource person does. It may also lead to breaking down boredom created by same teacher may

not be achieved (Adjei, 2016). This data is in contrast to the data from Adjei (2016) when it revealed that majority of the respondents eighty-two representing 52% never used team teaching in the teaching of Social Studies. This is indicated with the computed mean score of 2.2.

On variable 9, questioning and answering; majority, 72(84%) of the respondents agreed, 8(9%) were uncertain whilst 6(7%) of the respondents disagreed to its use for social studies instruction. The data implies that questioning and answering is used among most of the teachers in social studies instruction which helps to serve several purposes such as stimulating the interest and the effort of students and diagnose the weak point of students (Aggarwal, 2001).

On variable 10, field trips; majority, 32(37%) of the respondents agreed, 18(21%) were uncertain whilst 6(42%) of the respondents disagreed to its use for social studies instruction. This is an indicative that the most of the teachers teaching social studies in the Accra Metropolis do not know the essence of field trips in achieving the objectives of social studies. This supports the findings of Adjei (2016) that the analysis of data on the field trip showed that majority of the respondents one hundred and twenty constituting 76% never used field trip in teaching Social Studies. This was indicated by a low mean score of 1. Again, the data supports Mampah (2016) when he revealed in his study that the least preferred techniques were fieldtrip (3%). This means that Social Studies students will not be helped to develop good human relations, such as respect for the elders, acceptance of varied views from others and expansion of their companionship, though field trip is an important tool for Social Studies teaching (Anderson and Piscitelli, 2000).

From the foregoing data, it is clear that most of the teachers employ the necessary techniques to achieve the objectives of social studies. But, it was necessary to find out how they strategize their teaching in using these techniques to achieve the objectives of social studies. In view of that, they were asked through a follow up interview to indicate which of the techniques they mostly employ in teaching social studies. The data is discussed below:

Which of the techniques do you often employ in teaching social studies? – Out of the nine teachers interviewed, it emerged that they employ the discussion, brainstorming, questioning and answering. I needed to find out how well they use these techniques, so I asked; **how do you employ these techniques in realizing the objectives of social studies?** It could be realized that the discussion techniques was most preferred by all of them delivering lessons, but interestingly, out of the nine interviewed, only three were able to indicate the different types of discussion techniques they use in teaching. The rest of the six kept mentioning that they discuss concepts with students during teaching, even at a point their explanations of the whole class discussion seemed to be questioning and answering. For instance, one teacher, Ralph (not the real name) said that...

For me the best technique for teaching social studies is the discussion technique because when I asked them to come out with their own points and explain, I am able to correct their mistakes so the whole class benefit from that.

Then I asked; which type of discussion do you use, and he said... *Oh! I cannot really tell the type of head but I throw the question to the class and ask them to provide answers to the question, afterwards, I provide feedback to them.* Clearly, he did not have the type of discussion technique he uses.

Similarly, another teacher, Abena (not the real name) said...

As a teacher, you need to always have discussions with your students in the class concerning what you are teaching. In fact that will help draw their attention to the class so they will concentrate on what is going on in the class.

When she was asked of the type of discussion, she said ... *Oh my brother, I cannot give you those types off head, but I have been using these techniques for long and it has been helping.*

On the contrary, four were able to indicate that they employ the whole class discussion and the small group discussion to help students understand the concepts they teach. For instance, one teacher, Sly (not the real name) said that...

As for discussion technique, I use it a lot because of its importance of helping students acquire the skills of self-expression and interpersonal skills”,

Then I asked, which type of discussion technique do you employ in teaching? He said...

I usually use the whole class discussion especially on concepts that require critical thinking but easily available to students like ‘adolescent reproductive health issues’. But sometimes too, I use ermm, what do we call it...the small group discussion where I group them into 5 or 6 into groups and present a problem for them to tackle.

Also, another teacher, Eunice (not the real name) said that...

Looking at the objectives and the nature of the topics in social studies, I usually use the discussion, brainstorming and questioning to teach my students, because you see social studies needs to involve the students in the lesson or else it will be boring especially the abstract concepts. So I employ whole class discussion and groupings for the students to feel motivated in learning it.

From these discussions, it is clear that most of the teachers interviewed have an idea on discussion technique but do not know how to use it appropriately in the teaching and learning of social studies. The implication of this revelation is the teachers may employ these techniques inappropriately and the end results especially with the

discussion technique is that it may lead to negative feeling (that is competitiveness) and rowdy classroom (Vural, 2016).

From the interview, except one, all the teachers never mentioned using field trips as it was from the questionnaire data for social studies instructions. As important as it is for field trips to be used in teaching social studies, the interviewees do not make use of it. So I asked; *how often do you employ field trips in teaching social studies?* – With the exception one teacher, the rest of the eight did not use it at all. The one teacher Madam Adwoa (not the real name) who use it occasionally, explained that field trip has the tendency of reducing abstract thinking and encouraging practical activity as noted by Tamakloe, Amedahe and Atta (2005). She said that...

When it comes to some topics that are of practical nature and can easily be understood within the environment, we teachers are supposed to take the students around for them to experience it themselves so that we can eliminate the abstract information as provided in the syllabus. So for us here, as the Head of Department, I have made it a point that we shall always visit the psychiatric hospitals when teaching anything about drug abuse, so that it will touch the affective part of the students.

I needed further clarification on how the field trip is used by her, so I asked her to share with me how she uses the field trip. She said...

Well, I prepare the minds of the students by telling them the need for the trip after I have sought permission from my superiors, you know I work under people... then I tell them to inform their parents before we set off, whilst on the trip I make sure everything is explained to them by the professionals before we leave.

She continued...

When we get back to school I ask them to write a report of their experience from the trip. So you see at the end of the day, the students will learn a lot including how to write reports, that is how social studies is supposed to be taught when we developed the syllabus in 2010.

She clearly demonstrated an in-depth knowledge of how to apply field trip in teaching because her explanations on the procedures of field trip was just in line with Adam et al. (2018).

For the rest who had never used field trip, they all stated that they know the importance of field trip in social studies instruction, but there are challenges such as; cost, bureaucratic processes and time consuming. For instance, one teacher, Philip (not the real name) said that...

I do not use field trip in teaching social studies not because it is not important, but it is too bureaucratic to secure permission from the school authorities and even the place. Again, the cost involved is sometimes huge; not to forget about the time consuming nature of it. I have tried to organise some, even just the beginning of this year I wanted to take my students to "Osafo Kantanka training centre" when I was teaching the topic 'science and Technology', but for Covid-19 I was not permitted. Can that be my fault? The long procedures is not helping us.

Similarly, another teacher, Madam Rafia (not the real name) said that...

"You know field trip is good for teaching social studies o. but whose money should be used for that? Obviously the students, right? So when I organise and the students do not pay, I cannot go on the trip. See, our school bus is there, but mostly it is given to the science students for their trips for quizzes not social studies, and I do not know why.

These revelations complement the data from the questionnaires that most of the teachers in the Accra Metropolis do not employ field trips in social studies instructions and it may partly be due to some challenges such as; cost, time consuming, teachers lacking the skills to organise, many people, especially parents think it exposes students to many hazards, it can throw the other programmes of the school out of gear (Adam et. al, 2018).

Again, another item on the interview guide was asked – **Do you use just one of these techniques throughout your lessons irrespective of the topic?** – All the interviewees responded 'No'. So the sub-question; **kindly, explain your response?** –

All the 9 teachers stated that not all topics can be taught with the same technique, so the topics determine the techniques to be used in teaching it. They added that they consider certain factors before using a particular technique of teaching. It emerged from the interview that some of the factors to consider includes; the topics to be taught, the time allocated for the lesson, the size of the classroom. One teacher, Eunice (not the real name) said that...

I use the techniques based on the topic and the time for the lesson because some techniques like dramatization entails a lot, so I do not use such techniques in my lesson at all.

Another one, Abena (not the real name) said....

The size of my classroom do not allow me to use some particular techniques like errrrmm...groupings because my classroom is choked and overcrowded, and the students are too many.

One other teacher, Mensah (not the real name) said that...

See I have over 70 students in one class which is not even spacious enough to contain them, I will find it difficult to group them for learning or take them through brainstorming, so I am forced to use the lecture, whole class discussion and the questioning to teach them most of the time.

In as much as, these revelations are worrying to the achievement of the social studies objectives of equipping learners with civic competencies and civic dispositions for problem solving, it also confirms the fact that the teachers possess the pedagogical content knowledge as explained by Shulman (1987), as modified by Grossman (1990) especially the (iii) context knowledge, which includes the teacher's comprehension of where he will teach, i.e., knowing the students individually and as a group, the school's administrative and pedagogical organization, the social and cultural particularities of the community of the school and its students are in, all of which imply that the teacher's knowledge be adjusted to these features. But, the data can equally be explained as the teachers lacking what Grossman (1990) termed as general

knowledge; encompassing general pedagogical knowledge, which combines knowledge of students and their learning, as well as classroom management skills and curriculum knowledge, both horizontally and vertically.

Again, one major factor worth of considering when selecting techniques for teaching is the objectives of the lesson, but this was missing from the responses of the interviewees. It must be noted that appropriate selection of teaching methods will do but not without referring to the objectives (Adam et. al, 2018). Thus, it is important for social studies teachers to consider the objectives of the lessons before selecting a particular technique to teach social studies.

The next issue of concern to me was to find out how social studies teachers employ techniques to teach to affect the various learning domains. So I asked - ***How do you prepare your lessons to affect all the learning domains?*** – Out of the nine interviewees, seven stated that they use variety of teaching techniques to teach to achieve the objectives in all the learning domains. They said that they strategize their lessons to ensure that all the learners are involved in the lessons through the use of some of the techniques earlier stated. For instance, one teacher, Philip (not the real name) said that...

I know from the syllabus that I have to teach students to develop not only their knowledge but values and attitudes as well, so I try my best to use many techniques to teach the students for them to develop good values and attitudes like tolerance, respect for one another among others.

Another one, Eunice (not the real name) also said...

I think because I use many techniques to teach a particular topic, once the students are involved in the lesson, they will learn certain skills, attitudes and values like interpersonal skills which helps them relate well with one another.

One other teacher, Mad Adwoa (not the real name) said...

You see like what I told you about taking my students on field trips to Psychiatric hospital, is an example of how I cater for their affective aspect. I use other techniques like the project to give them assignment that will provide them with skills in solving certain problems, that is psychomotor right. But, aside that I admonish my teachers to share personal experiences with the students to help motivate them to learn.

For other two, they stated that they use guidance and counselling to arouse the affective domain of the students. They intimated that they always counsel the students when they see them engage in any misbehaviour. One of them, Kojo (not the real name) said

I have been going round the school and I see to it that the students have cleaned the whole compound, if I do not see that I counsel them. Again, whenever I am teaching, I use some of my time to counsel them on some values they need to exhibit as good citizens, I have made this as part of my lessons so that the students can develop good morals as a result of learning social studies.

The other, Prince (not the real name) also said that...

I use my personal life experiences and some other stories that are related to the topic to arouse their interest and to counsel them on the consequences of not showing a good behaviour.

From the interviews, it can be observed that teachers employ various techniques to teach in order to affect the learning domains. Adam et al. (2018) noted that

the instructional objectives that aim at developing the intellectual skills of the learner preferably require the use of the cognitive development techniques such as the lecture technique; the techniques that emphasize the development of interest, dispositions, attitudes and values of students are for the affective domain whilst techniques such as demonstration, field trips that are activity-based geared towards the development of learners' motor skills are for the psychomotor development.

4.6.5 Social studies teachers' use of Teaching Learning Materials (TLMs)

One key thing about effective learning is the motivation to learn which teachers play a major role in ensuring that students are motivated to learn social studies. One important thing that teachers can employ in this regard is Teaching Learning Material because it can be used to motivate students learning and enhance comprehension (Ayaaba, 2006). Thus, it was necessary to ascertain teachers use of TLMs in social studies instruction. Data on this is presented below.

Table 17: Teachers' use of teaching learning materials

Variables	Frequency	Percent
I use TLMs in my lessons	80	93
I do not use TLMs in my lessons	6	7
Total	86	100

Source: Field data, 2021

From table 13, majority, 80 (93) of the respondents uses TLMs in social studies instructions whilst only 6 (7%) said they do not use TLMs. This is an indicative that the teachers are able to motivate the students to learn social studies. This will lend reality in classroom teaching and link instruction to real life (Adam et al., 2018).

4.7 Observation of social studies teachers' lessons

An observational guide was one of the instruments employed for this study as an additional tool to be able to have enough evidence about the teachers' techniques and approaches to the effective teaching of Social Studies. As stated in chapter three (see Appendix 'C'). The observation guide was adapted to the School Internship Protocol of the University of Education, Winneba. The data on lesson observation are divided into three parts. These are teachers' approach to lesson presentation in which a four

point likert scale was used where; **Excellent = 3, Good = 2, Fair = 1 and Absent = 0.**

This is presented in Table 14.

Table 18: Teachers lesson presentation

Variables	Excellent	Good	Fair	Absent
Teachers' introduction is linked to the RPK	2(29%)	0(0%)	1(14%)	4(57%)
Teacher communicates the objectives of the lesson	1(14%)	0(0%)	0(0)	6(86%)
Teacher communicates at the level of the students	3(43%)	0(0%)	4(57%)	0(0%)
Teacher uses illustrations to explain concepts	1(14%)	2(29%)	2(29%)	2(29%)
Teacher involves students in the lesson	0(0%)	2(28%)	3(43%)	2(29%)
Teacher identifies students by their names	4(57%)	0(0.0%)	2(29%)	1(14%)
Teacher involves students in the closure of the lesson	0(0%)	0(0%)	2(29%)	5(7%)
Teacher assesses students learning	0(0%)	0(0%)	3(43%)	4(57%)

Source: Field data, 2021

Table 14 shows teachers' overall approach to lesson presentation. The data revealed that the performance of majority of the teachers was weak in terms of their presentation of Social Studies lessons. The information gathered from the table shows individual awareness to the approach of teaching Social Studies. From the table, teachers' introduction to the lesson presentation showed that majority, 4(57%) of the teachers did not perform the lesson introduction. This supports the findings of a study by Adjei (2016) teachers' introduction to the lesson presentation showed that majority of the teachers numbered twenty and representing 67% performed weak in the lesson introduction. This is indicated by a mean point of 2. Consequently, it can be observed

that teachers do not introduce their lessons to make it attractive and to capture the full attention of the students and to Adjei (2016) therefore may find it difficult and to achieve the objectives of their lessons effectively. This data inconsistent with the views of Tamakloe, et al. (2005) that “objective of a lesson clearly defines the main purpose or the rationale for teaching of the lesson and that the objectives are what the teacher expects his learners to achieve by the end of the lesson” (p. 35). This implies that teachers teaching Social Studies are not able to adopt the relevant teaching learning resources and techniques of teaching the topics to assist the learners understand or achieve the purpose of the subject.

Conversely, the introduction of a lesson which sets the tone for the lesson should be captivating, stimulating and tantalizing and that the set induction should be done in such a way that it must capture the full attention of the learners, arouse their interest in the lesson and keep them in suspense of what will follow (Ayaaba and Odumah, 2013).

It can also be read from table 14, that most, 6(85%) of the teachers did not communicate the objectives of the lesson to the students, hence, the students were unable to follow systematically what was being taught. Also, most, 4(57%) of the teachers did not communicated well at the level of the students understanding. In this case, I observed that, students kept asking for the meaning of certain words being used by the teachers. In view of this, they cannot understand what is being taught. On the issue of teacher using illustrations, it can be seen from the table that 2 (29%) did that in a good manner and fairly whilst 2 (29%) did not do it at all. Also, similar case can be made for teachers’ involvement of students in the lesson. Majority could not do that excellently. Most of the teachers only presented facts of the topic to the students but not what I was expecting they would invite the students to discuss or

listen to the views of the students on the topic being taught. The implication of this is that students are not directly given the opportunity to make contributions to the lesson in order to develop their problem solving skills and critical thinking ability which are seen as one of the core purposes of teaching Social Studies. The implication is that it is inconsistent with the views of Blege (2001) as cited in Ayaaba and Odumah (2013) that the purpose of Social Studies teaching is to provide opportunities for future citizens to examine conflict of values in their personal and societal problems and to help them make appropriate choices and decisions. Majority, 4 (57%) could identify students by their names. This is indicative that they knew the students individually and can teach to address the individual needs of the students in that class as opined by Pratt (1980) that learning is idiosyncratic, that is, different learners learn differently. In the case of the closure of the lesson, almost all the seven teachers observed did not close the lesson talk less of involving the students. Again, majority, 4(57%) of the teachers did not use any form of assessment during the lesson presentation. Even the 3(43%) who assessed their students used their assessment on only the cognitive domain and neglected the affective and psychomotor domains. This confirms Mathew's (1999) position that the use of the taxonomy levels of educational objectives focuses on the intellectual emphasis in the curriculum and that assessment outcomes of the curriculum paid little regard to affective or psychomotor behaviour. Assessment is very important as it aids the teacher to determine the progress of students learning and the achievement of the learning outcomes of the lesson. Clearly, these teachers could not remark their teaching since there was no form of assessment, hence, teacher feedback will be absent in such lessons. The indication is that Social Studies teachers' inability to assess students on the affective and psychomotor domains may be due to their poor professional background which makes it extremely

difficult for the teachers to assess students effectively to achieve instructional objectives in Social Studies. It must be noted that the knowledge of all the domains of teaching is essential as the teacher has to design his items to cover all the three domains. Generally, assessment has been based on the cognitive component only.

All in all, Ayaaba and Odumah (2013) were right when they remarked that, it is unfortunate teachers sometimes fail to close their lessons though closure of a lesson is as important as the teaching and learning processes as they are the set induction and the lesson itself and it is essential that teacher engages the students in closure rather than he himself. The data is also not in line to what Hanna (1963) opined that the child's understanding to teaching grows like a set of concentric circle and that the child should study social life based on his or her presumed sequence of conceptual development. In view of this, with this kind of teaching which describes the pedagogical knowledge of social studies teachers, the ultimate goal of citizenship education cannot be achieved and to Aggarwal (2006) the continuation of the teaching of the subject in this way would not make social studies interesting and a comfortable subject to study.

To a very large extent on adequate preparation for instruction, it can be inferred that most of the teachers did not possess adequate content knowledge as it is important that the Social Studies teacher “gains good mastery of the subject-matter of the topic which he plans to teach” (Tamakloe, et al., 2005, p. 32).

47.1 Techniques employed by teachers during lesson observation

Seven teachers were observed to find out the techniques they employed in teaching Social Studies. These was analyzed using a three-point likert scale where; **Fairly = 2**, **Rarely = 1 and Weak = 0**. This is shown in Table 15.

Table 19: Techniques employed by teachers for social studies instruction

Variables	Fairly	Rarely	Weak
Discussion technique	6(86%)	-	1(14%)
Questioning and answering	5(71%)	-	2(29%)
Lecture technique	6(86%)	1(14%)	-
Games and Simulations	-	-	7(100%)
Team teaching	2(29%)	-	5(71%)
Brainstorming technique	-	3(43%)	4(57%)
Role playing	-	2(29%)	5(71%)
Field trip	-	-	7(100%)

Source: Field data, 2021

The data from table 15, shows that majority, 6(86%) of the respondents observed made use of the discussion technique in their instructional delivery. This corroborates the results from the questionnaire and interviews where most of the respondents agreed that discussion is one of the best techniques to the teaching of social studies.

Again, the data from table 15 indicates that majority, 5(71%) of the respondents made use of the questioning and answering techniques in their social studies instruction.

Here, it complements the findings from the questionnaires and the interviews. Also, from the table, it shows that majority, 6(86%) of the respondents observed made use of the lecture technique in their social studies instruction. This is inconsistent with what the respondents indicated and said on the questions and during the interviews respectively. It can be said that they do otherwise in terms of the use of the lecture technique for teaching, hence making it true that it is a necessary evil (Ayaaba and Odumah, 2013). More so, from table 15, majority, 5(71%) of the respondents did not

use team teaching in the lesson delivery. Only 2(29%) were observed using this technique to teach.

From the table, the brainstorming, role playing were rarely used by the respondents in their social studies instruction. The point must be made that some teachers attempted using it but did it inappropriately. In the case of the brainstorming, the teachers did not follow the four stages of Generating, clarifying, categorizing and assessing as stated by Parker (2001) in Ayaaba, Odumah and Ngaaso (2010). Here, most of the teachers posed the questions, received students responses and evaluated it immediately as correct or not without involving the students and giving clarifications. For the role play, the appropriate stages; selecting the problem; assigning groups and roles; talking about several ways to handle it; enacting the event; discussion and evaluation; reenacting; discussion and evaluation; then debriefing were not followed. Here, the teachers missed the point where they were supposed to assign groups and their roles and they could not talk about the various ways of handling it.

As for field trip, none of the respondents made use of it. This was not surprising because it was not different from the data from the interviews, where only one teacher was able to explain how she uses field trip to help his students learn best. In this circumstance, she may not have used it because like she alluded to, she uses it depending on the particular topic.

In all, the observation on techniques teachers employed in teaching Social Studies is that, teaching of Social Studies was teacher centered instead of it being the learner-centred as shown in the data from the questionnaires. Inability of teachers to strategize their teaching of Social Studies indicate that in practice, teachers do not make use of varied approaches in teaching Social Studies as they say when interacting with them. This is inconsistent with the earlier observation made by the National Council for

Social Studies (2003) who advocates for the employment of the varied approach in the teaching of Social Studies. Again, this will make the subject boring and uninteresting and this can only be attributed to the teachers handling the subject because as Chesterton (2006) said, there is no such thing on earth as an uninteresting subject; the only thing that can exist is an uninteresting person (teacher or student). Consequently, if Social Studies which is to be taught to prepare the learners to solve their personal and societal problems is being taught this way without the use of the varied techniques, then the involvement of students and understanding of issues in Social Studies which will assist the students to be able to identify, understanding, and work to solve the challenges facing our nation may not be achieved (NCSS, 2003).

4.8 Summary of the chapter

This chapter dealt specifically with data presentation and analysis. Data from the study showed that teachers with various characteristics were teaching Social Studies among which are those with social studies as background, those without social studies background, males and females. The understanding of the meaning of social studies was different among the respondents such that it affirmed the different schools of thought of the subject, the ultimate goal of the Social Studies among the teachers was not with much difference except to mention that it exposed the differences in the conception of the subject and how it is taught by the two major educational institutions in Ghana. It emerged that virtually all the respondents have learned about the objectives of social studies as stated in the 2010 teaching syllabus for social studies. Again, the chapter revealed the professional qualification and experiences of the social studies teachers handling the subject. Many of the respondents had academic qualification in social studies either as a major area or minor area. Most of the respondents had taught the subject for quite a long time and as such have a

repertoire of experiences to teach the subject. However, this was not seen in the interviews with the respondents; most of them were unable to exhibit their understanding of the content and pedagogical knowledge on the subject. In terms of the techniques used for lesson presentation on contemporary issues, the discussion technique stands tall, followed by questioning and answering, and brainstorming. But, most of the respondents could not explain how they use these techniques in social studies instruction. The chapter concluded with an observation of seven teachers teaching Social Studies. Although, I wanted to observe all the nine teachers who were interviewed, some were not readily available to be observed.

The next chapter looks at the summary of findings, conclusions and recommendations of the study.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study set out to assess the Pedagogical Content Knowledge (PCK) of Social Studies teachers in the realization of the objectives of Social Studies in Senior High Schools in the Accra Metropolis. The main purpose of the study was to provide evidence about how Social Studies teachers in the Accra Metropolis perceive and teach Social Studies from their professional background and experiences, their perspectives on the goals of the subject and their understanding and use of the instructional methods and techniques for teaching the subject. The study employed four variables to ascertain its purpose: Teachers' conception (meaning) of Social Studies, teachers' understating of the goal of social studies, teachers' academic and professional background and experiences, and techniques employ in teaching Social Studies. The study was an explanatory sequential mixed method. A 23-item questionnaire, an interview protocol together with an observational guide were administered to the sample of 86 teachers teaching Social Studies in the Senior High Schools. This was selected out of 101 Social Studies teachers in the Accra Metropolis. The 86 teachers were administered with the questionnaires, 9 out of the 86 were interviewed and the lessons of 7 of those interviewed were observed. Four research questions were formulated to help determine teachers' pedagogical content knowledge in Social Studies. The responses teachers gave were presented by means of frequencies, percentages and the results clarified, complemented and discussed by the data from the interviews. In view of this, I made conclusions from the major

research findings and suggests recommendations on “*best practices*” to achieve Social Studies goals and lessons objectives to realise its ultimate goal of citizenship education. Suggestions were also made for further studies on this topic to highlight the “*untouched*” or areas unintentionally ignored in this research as a result of time and resources available.

5.1 Summary of findings

5.1.1 Biographic data of respondents

The outcome of the study showed that 46 (53%) were females as compared to 40 (47%) males indicating female dominance in the teaching of Social Studies in the Accra Metropolis. Most of the respondents 36 (42%) were within the age bracket, 21 to 35 years. This implied a blend of majority young energetic and active teachers with more experienced and skillful ones teaching Social Studies in the Accra Metropolis. This is an indication that, all things being equal, they will teach the subject for a long time, hence their conception of the subject and their understanding of the pedagogies of Social Studies is very important to the realization of the objectives of the subject.

5.1.4 Professional qualification and experience of respondents

The study revealed that majority of the teachers 46 (54%) had a background in Social Studies either as a major or minor area. Majority of the teachers, 50 (58%) possess the minimum academic qualification to teach at the senior high school, that is a Bachelor’s degree. Also, the findings show that majority of the teachers have taught the subject for more than a year and hence possess some form of experiences in handing the subject. The findings further reveal that majority of the teachers, 62(72%) have attended in-service training and seminars on the teaching of Social Studies and have thus updated their knowledge of the subject.

The findings revealed that all the teachers agreed that a teacher who possesses professional background and experiences in Social Studies is likely to be more efficient in achieving the objectives of social studies than a teacher without professional qualifications in Social Studies. It was revealed through the interview that having a professional background and experiences helps one to gain self-efficacy and understand the various approaches that can be used in teaching concepts for students to understand. I observed that most of the teachers did not understand the techniques of teaching social studies, hence, they were unable to apply it in teaching.

5.1.2 Meaning of social studies

The outcome of the study revealed majority of the teachers, 68 (79%) agreed that Social Studies aims at providing citizenship education. And with this, they agreed that social studies equips learners with the necessary tools in solving personal and societal problems that are complex, contemporary and persistent. In consonance with this, it was observed that majority of the teachers, 74 (86%) agreed that the focus of the content of Social Studies is controversial issues. These controversial issues are geared towards imbuing in learners' positive attitudes, values and skills for effective citizenship. Also, through the interview it was revealed that although majority of the teachers agreed that social studies is an integrated study of the social sciences, there still exist a difference in the acceptable levels of integration. This has given rise to the different conceptions of social studies by scholars on the field.

5.1.3 Social studies teachers understanding of the goals and objectives of social studies

It was observed that majority of the respondents, 62 (72%) learnt the objectives of Social Studies during their teacher training education. This implies that how they were taught determines how they will teach the subject. Again, the findings of the

study shows that more than 50% of the respondents were able to identify the objectives of Social Studies. Hence, they were able to identify the objectives in the 2010 teaching syllabus for social studies, for Senior High Schools. In as much as, this is good for the prospects of the subject, it cannot automatically be seen as helping the subject achieve its full objectives, because teachers being able to identify the objectives might not translate into they being able to teach to the understanding of learners.

5.1.5 Instructional method and techniques employed by respondents

Majority of the teachers, 84 (98%) indicated that the learner-centred method of teaching is ideal for the teaching and learning of social studies. This is an indication that all the teachers were aware of the nature of social studies as problem-solving and thus such a teaching pedagogy is appropriate for teaching Social Studies. Again, majority of the teachers, 82 (95%) indicated that the discussion technique is what they regularly used in the teaching and learning of Social Studies. The interviews revealed that all the 9 teachers interviewed stated that they employ the discussion, brainstorming, questioning and answering techniques in teaching and learning of Social Studies. The findings show that techniques such as project and field trips were less employed or not use at all. The study also reveals that majority of the teachers do not strategize their lessons, although they deny this in the interviews but he observations proved so. Lastly, it was revealed that majority of the teachers do employ teaching learning materials in the teaching of social studies.

It was observed that majority, 4(57%) of the teachers did not perform the lesson introduction. They did not make any attempt to introduce the lesson to the students. This goes contrary to the standards of teaching. Also, majority of the teachers, 6(85%) did not communicate the objectives of the lesson to the students, hence, the students

were unable to follow systematically what was being taught. Again, majority of the teachers, 4 (57%) could identify students by their names. This is indicative that they knew the students individually and can teach to address the individual needs of the students in that class.

Also, majority of the teachers, 4(57%) did not use any form of assessment during the lesson presentation. This is indicative that the teachers do not either know or recognise the role of assessment for learning in the achievement of learning outcomes, hence, they will not be able to determine students' learning progress and even engage in reflection-in-action which is necessary requirement of a social studies teacher. Furthermore, it was observed that majority of the teachers made use of the discussion, questioning and answering and the lecture technique in lesson delivery just as was established by the data on the questionnaires and interviews.

More so, it was observed that most of the teachers rarely used brainstorming and role play techniques in their social studies instruction. The point must be made that some teachers attempted using it but did it inappropriately. Moreover, the lesson observation confirmed the data from the questionnaires and the interviews that social studies teachers within the Accra Metropolis rarely use the field trip technique in social studies.

5.2 Conclusions

Based on the findings and the discussions made, a number of conclusions have been drawn from the study.

1. Social studies teachers possess content knowledge in social studies that is, the meaning, content, goals and objectives of the subject including their professional background and experiences. This is good for the realization of the objectives of social studies as it is consistent with the views of Akinloye

(2003) that, competence in teaching Social Studies depends largely on sound understanding of its philosophy. But, there still existed unclear gap as how social studies as subject should be defined. It thus concluded that the meaning of social studies cannot just be equated to citizenship education which is a process, but rather it should comprise of a body of knowledge, facts and concepts that prepare learners for citizenship education. This implies that citizenship education is the process used by social studies to achieve its goals and objectives. But, an identical definition of social studies should go beyond citizenship education to include a unique body of knowledge which can be drawn from relevant subject areas for students to study.

2. A majority of the teachers have a professional background in social studies and possessed Bachelor's degree which is a minimum requirement for teaching Social Studies at senior high school in Ghana and they understand how it influences their teaching of the subject. This supports earlier studies conducted by Adjei (2016) and Grossman (1995) that, lack of professional training affects the level of teachers' performance. Hence, it was revealed that teachers with enough professional background and experiences in social studies can teach effectively than a teacher with less or no professional background and experiences. This supports Olaofe (2005) that teachers must be academically and professionally qualified before being allowed to teach. The implication of this is that much emphasis should be placed on the professional qualifications of teachers teaching social studies before they are deployed to the classroom to teach. Again, it is concluded that social studies teachers should be taken through seminars and in-service training to equip

them with modern trends of teaching the subject to meet the contemporary nature of the content of social studies.

3. A majority of the teachers understand the ultimate goal of social studies and they are able to identify the objectives of social studies in Ghana as stated in the 2010 Teaching syllabus for social studies, for Senior High Schools. However, the observation showed that most of the teachers find it difficult to communicate the objectives of their lessons to the students. Consequently, this shows that learners will learn and memorize social studies without knowing its main goal and objectives of solving personal and societal problems.
4. Most of the Social Studies teachers in the Accra Metropolis do not use variety of teaching techniques to promote stimulus variation in order to ensure that learning is idiosyncratic as observed by Pratt (1980). This means that not all the learners will be able to engage and comprehend what is taught in the classroom. This is contrary to Tamakloe et al. (2005) that if the organization of Social Studies education is to be effective, the teacher must be well-versed in the use of variety of teaching techniques and strategies. Also, the study showed that the social studies teachers did not make use of techniques such as field trips and projects that will satisfy the needs of the affective and psychomotor domains, hence they teach to the neglect of these parts of the profile dimension as in the 2010 teaching syllabus for social studies. By implication, social studies teachers will only teach to the text without imbuing in their students the civic dispositions needed for them to become good citizens. Hence, the affective and psychomotor domain of social studies is ignored.

5. Teachers did not make use of teaching learning materials to assist learners to understand concepts better. In spite of the fact that Even though, Farrant (1982) had argued that lack of suitable teaching learning resources or materials and accommodation reduces the effectiveness of good teaching. For the objectives of social studies to be realized, the teaching of the subject should not be done without teaching aids.

5.3 Recommendations

Having discussed the various issues of the research findings, the following recommendations are put forward:

1. The two major educational institutions offering degrees in social studies, the University of Cape Coast and The University of Education, Winneba should harmonize their social studies course contents so as to give the subject a clear focus across the country. This will ensure that the teachers they produce to teach social studies will have the same conceptions of the subject.
2. The Ghana Education Service (GES) and the Ministry of Education (MOE) should make a concerted effort to employ only teachers with professional background in social studies to teach the subject in senior high school. This will help eliminate or minimize the inappropriate techniques being employed by those who have no background in social studies, yet have been assigned to teach.
3. The Curriculum Research Development Division (CRRD) should collaborate with Ghana Education Service to ensure that social studies teachers teach according to the profile dimension in the syllabus. Teachers should be monitored to ensure that they prepare their lessons to suit the three learning domains.

4. The various educational institutions should design a comprehensive blueprint on how social studies teaching can be done to reflect all the learning domains and make it a general course for all social studies teacher trainees in the universities to study it so as to equip them with such genuine skills to be able to teach to achieve the objectives of social studies.
5. The study revealed that most of the teachers do not use Teaching Learning Materials in teaching social studies because they are largely unavailable. Therefore, the Ghana Education Service (GES) should collaborate with the various schools to assist social studies teachers with appropriate TLMs in the teaching and learning of certain concepts.
6. Although the study revealed that majority of the teachers have professional background in social studies, there were quite a number of them who had no professional background in social studies, yet have been assigned to teach it. It is therefore recommended that the Headmasters and Headmistresses should endeavour to assign such teachers to teach social studies and make an effort not to allow those without a professional background in social studies to handle the subject.
7. The study recommends that social studies teachers should make it a point to understand the learning characteristics of their learners in order to select appropriate techniques that will cater for their individual needs and help them to actively engage in the learning process to achieve the learning outcomes.

5.4 Suggestions for further study

It is suggested to other future researchers that a similar study on the alternative standards of training social studies teachers in realizing the affective and psychomotor objectives be conducted by Ghana Education Service (GES) and other agencies to improve quality teaching of social studies in the realization of its objectives.

5.5 Limitations of the study

A major challenge of this study was that due to the double track system, some of the teachers were not readily available to participate in the study. With those who were available, not all of them were ready to be observed. Also, as comprehensive as the methodology was, it was time-consuming that the data was not collected within the perceived time frame by the study.

5.6 Contribution to knowledge

The study will contribute effectively to the advancement of knowledge in the field of education especially in Social Studies by ensuring that only teachers with social studies background would be assigned to teach social studies in senior high schools. Also, it paves way for a national dialogue on how social studies teachers should teach to affect the affective and the psychomotor domains to begin. This will go a long way to help in social studies achieving its goal of effective citizenship.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

FACULTY OF SOCIAL SCIENCES EDUCATION

DEPARTMENT OF SOCIAL STUDIES EDUCATION

Questionnaire for Social Studies Teachers

The aim of this questionnaire is to elicit information with regard to the pedagogical content knowledge of Senior High School social studies teachers in the realization of the objectives of social studies. The information needed is part of the data required for completing a thesis at the Department of Social Studies Education in the University of Education, Winneba. I should be grateful if you would provide frank answers to the questions. All information given will be used solely for the purpose of the study. Your anonymity is assured. Thank you for being part of this study.

PART I – BIOGRAPHIC DATA OF SOCIAL STUDIES TEACHERS

Gender: M () F ()

Age: 21- 25 () 26 – 30 () 31 – 35 () 36 – 40 () 41 – 45 () 46 – 50 () 50 and above () Nationality.....

PART II - PROFESSIONAL TRAINING AND EXPERIENCES OF SOCIAL STUDIES TEACHERS

1. Have you been to training college? Yes [] No []

2.a What is your highest academic qualification?

Ph.D. [] M.Phil. [] M.Ed./M.Sc./MA [] B.Ed./BA/B.Sc. [] PGDE []

b. Which subject area did you attain your answer in 6(a)?

Social studies [] Other [], specify.....

c. Which institution did you attain your degree as stated in 6(b)?

UEW [] UCC [] Valley View [] UDS [] UG [] KNUST []

Others [], specify.....

3. Do you have any degree in social studies as a Major area [] or Minor area [],

No []

4. How long have you been teaching social studies?

Less than a year [] 1 - 3 [] 4 - 7 [] 8 - 11 [] 12 and above []

5. a. Since you started teaching, do you attend any in-service training or seminars?

Yes [] No []

b. If Yes, How often do you attend these as stated in 9 (a)?

Frequently [] Less frequently []

PART III - MEANING OF SOCIAL STUDIES

Each of the following statements is about the meaning of social studies. Tick () the appropriate column to indicate your response to each statement whether you **Agree (A), Uncertain (U), Disagree (D)**.

6. Which of the following do you perceive as the meaning of social studies in Ghana?

Statement	A	U	D
Social studies is the amalgamation of the social science disciplines			
Social studies is an approach to the teaching of the social sciences			
Social studies is about citizenship education			

7. Which of the following do you consider as the focus of the content of social studies in Ghana?

Statement	A	U	D
It is based on current issues in society			
It is based on the various techniques of teaching the social sciences			
It is based on concepts directly selected from the social sciences			
It includes controversial issues that equip learners with the tools for solving personal and societal problems			

PART IV – TEACHERS’ UNDERSTANDING OF THE GOALS AND OBJECTIVES OF TEACHING SOCIAL STUDIES IN GHANA

8. Which of the following do you consider as the ultimate goal of social studies programme in Ghana?

Statement	A	U	D
To produce qualified teachers who have adequate subject matter knowledge in the social sciences			
To equip students with relevant knowledge, skills, attitudes and values for solving problems.			

9. a. Have you learnt about the objectives of social studies? Yes [] No []

b. Where did you learn about it?

I was taught [] I read from books [] Other, specify.....

c. Which of the following do you regard as the objectives of social studies in Ghana?

Statement	A	U	D
Development of the ability to adapt to the ever-changing Ghanaian society			
Development of national consciousness and unity			
Development of citizens who willing and capable to contribute to national development			
Development of relevant knowledge, positive attitudes, values and skills			

**PART V - INSTRUCTIONAL METHODS AND TECHNIQUES USED BY
SOCIAL STUDIES TEACHERS**

Each of the following statements is about the instructional methods use in teaching social studies. Tick () the appropriate column to indicate your response to each statement whether you **Agree (A)**, **Uncertain (U)**, **Disagree (D)**.

10. Which of the following methods is appropriate for teaching social studies?

Teacher-centred method [] Learner-centred method []

11.a. Which of the following techniques do you employ in teaching social studies?

Statement	A	U	D
Discussion technique			
Brainstorming technique			
Dramatization/simulation			
Role playing			
Lecture			
Project			
Debate			
Story-telling			
Questioning and answering			
Field trip			

b. Do you employ only one of these techniques [] or more [] in a lesson?

12. Do you use the same technique (s) in teaching all the topics in social studies?

Yes [] No []

13. Do you employ Teaching and Learning Materials in teaching social studies?

Yes [] No []

b. If yes, how often do you?

Frequently [] rarely []

Thank you for participating....

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA DEPARTMENT OF SOCIAL STUDIES

Semi-Structured Interview Guide for Social Studies Teachers

The research is mainly for academic purpose. Therefore, answers given will be treated as confidential. Thank you.

Date of Interview:

1. How do you perceive social studies as; (i) amalgamation of the social sciences, (ii) Citizenship Education?
2. How do you select content to teach social studies to equip the learners with tools for solving problems?
3. With your perception of social studies, kindly share with me, how you perceive the nature and scope of social studies?
4. Kindly share with me, how your professional training and experiences in social studies assist you in the teaching of the subject.
5. Which of these teaching techniques do you usually employ in teaching social studies?

Discussion techniques, questioning and answering, brainstorming, team teaching, role play, games and simulations, field trips, lecture technique. And any other technique.

6. Having the objectives of social studies in mind, kindly tell me how you employ these techniques so as to realise the objectives of social studies.
7. How often do you employ field trips as a technique of teaching social studies?
8. In teaching social studies, kindly share with me if you use just one of these techniques in teaching all the topics in the social studies syllabus.
9. In your teaching of social studies, kindly share with me how you prepare your lessons to suit all the domains of learning, that is the cognitive, affective and the psychomotor.

THANK YOU FOR YOUR COOPERATION, PATIENCE AND TIME.

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES

LESSON OBSERVATION GUIDE

SECTION A – LESSON PLAN

1. Class
2. Subject
3. Topic of the lesson
4. Period.....
5. Time/Duration of the lesson
6. Date of the lesson

SECTION B: TEACHER’S APPROACH TO THE LESSON

Teacher’s Approach to the Lesson	Excellent	Good	Fair	Absent
Teachers’ introduction is linked to the RPK				
Teacher communicates the objectives of the lesson				
Teacher communicates at the level of the students				
Teacher uses illustrations to explain Concepts				
Teacher involves students in the lesson				
Teacher identifies students by their names				

Teacher involves students in the closure of the lesson				
Teacher assesses students learning				

SECTION C: TEACHING TECHNIQUES EMPLOYED BY THE TEACHERS

The extent to which teacher employs the following techniques in his or her teaching by using a three-point likert scale where; **Fairly = 2, Rarely = 1 and Weak = 0**

Techniques used by Teacher	Fairly	Rarely	Weak
Discussion techniques			
Questioning and answering			
Lecture			
Games and Simulations			
Team teaching			
Brainstorming technique			
Role playing			
Field trip			

APPENDIX D

