UNIVERSITY OF EDUCATION, WINNEBA

IMPLEMENTATION CHALLENGES OF THE SENIOR HIGH SCHOOL HISTORY
CURRICULUM IN UPPER DENKYIRA EAST MUNICIPALITY AND UPPER
DENKYIRA WEST DISTRICT

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Communication Sciences, submitted to the school of Graduate Studies, University of
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(Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, SAMUEL TIEKU BAAH KWANING, declare that this document, with the exception of quotations and reference contained in published works which have all been identified and acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ………………………………….

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SUPERVISOR'S DECLARATION

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

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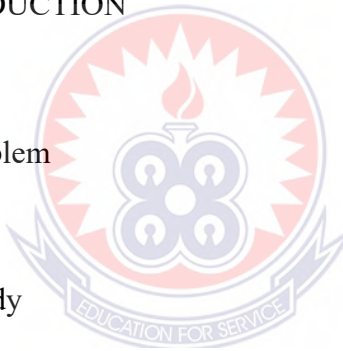SIGNATURE: ………………………………….

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ii

ACKNOWLEDGEMENT

DEDICATION

To my dearest daughter, Leona-king Okwanimaa Kwaning and mother, Magdalene Buapiah.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FIGURE   PAGE

ABSTRACT

The study was a case study that employed cross-sectional survey to examine the implementation challenges of the Senior High School history curriculum in Upper Denkyira East Municipality and Upper Denkyira West District. The study sought to answer the following research questions: (i) How do SHS students perceive History subjects in the study area? (ii) How clear are History teachers about the components of the SHSHC in the study area? (iii) What are the academic and professional qualifications of History teachers in the study area? (iv)What kinds of support are given towards the implementation of the SHSHC in the selected schools in the study area? (v) What are the implementation challenges of the SHSHC in the selected schools in the study area? A sequential mixed method approach was employed for the study with questionnaires and interviews as the main instruments for data collection. Census technique and Purposive sampling were employed for the study to select one hundred and seventy-five (175) respondents comprising students, teachers, heads of department and head of institutions. Analysis of data of students and history teachers was based on descriptive statistics with emphasis on mean and standard deviation. Also, qualitative data from Heads of institutions and departments were analyzed according to themes and verbatim quotation of responses of respondents. The study revealed that students perceived history as understandable and abstract in nature. The study identified that lack of or low in-service training and workshop for history teachers, inadequate funding, non-involvement of teachers in decision making and planning of the history programmes and insufficient instructional period affect the implementation of history Curriculum at the SHS level. It was therefore recommended that teaching of History should be made more practical than theoretical.

CHAPTER ONE

INTRODUCTION

This chapter discussed the background to the study, statement of the problem, purpose of the study, and objectives of the study. It also includes the research questions and significance of the study as well as the limitations and delimitations of the study. The chapter ended with the organisation of the study.

1.1 Background to the Study

Education is a major foundation of development. For it is an essential tool for transforming society and realizing societal goals (Asare-Bediako, 2014). Such educational goals, to a large extent, may not be realized without a workable and adoptable curriculum (Dewey, 1907). Akinsola and Abe (2006) regarded curriculum as a tool of education to educate and humanize the whole man. Sowell and Stollenwerk (2000) stated that curriculum is a programme that defines what is to be taught in a specific institution. Blenkin (2012) also views curriculum as a body of knowledge of contents and or subjects. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is of prime importance.

According to Chikumbi and Makamure (2005) curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects. Mkpa (2007) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned.

1

It could be noted that there are different disciplines taught at the Senior High School (SHS) level in Ghana that are regarded as fundamental in contributing to national development and forging universal cooperation and integration. These subjects range from the Arts to the Sciences and are acclaimed as genuine academic field of study. One of such subjects is History. History is the study of the human past and an effective mechanism for endorsing personal and collective national identity (Hunt, 2011). Bentley (2007) portrays the essence of history by revealing that history deals with knowledge creation, cultivating and nurturing good judgment, understanding and wisdom by studying the past.

The study of history could be traced to the pre-colonial days when parents narrated the past of their communities to the younger generation through folktales, music, and other art forms. These were dominant means of retelling significant lessons and values that were highly exhorted in traditional societies. In colonial times, the study of history was officially and formally taught as a discipline in missionaries and British colonial schools. During the post-colonial era, history was amongst the four subjects which were taught and examined in the Middle School Leaving Certificate Examination (M.S.L.C.E). According to Cobbold and Oppong (2010) as cited in Boadu (2014) history was also offered as an elective subject in the Secondary Schools (form 1 to 5) for Arts students who wrote the School Certificate and General Certificate of Education Ordinary Level (SC/GCE 'O' Level). In the sixth form, history remained one of the subjects offered for the General Certificate of Education Advanced Level (GCE 'A' level) examination. With the introduction of the 1987 educational reform, history was incorporated into social studies at the basic school level and offered as an elective for

General Arts students at the Senior Secondary School (now Senior High School) level (Cobbold and Oppong, 2010). The situation in the current educational enterprise has not changed due to the fact that history is offered at the SHS level as one of the elective subjects for students pursuing the General Arts course. Nonetheless, some aspects of history are incorporated into citizenship education and social studies which are taught at the Upper Primary and Junior/Senior High School (J/SHS) levels respectively. At the moment, students stand to fully appreciate history as a subject only when they select history as an option in the General Arts course at the SHS level.

The long existence of history in the Ghanaian school curriculum especially in the 21st Century may not be said to be without problems. Notable among these implementation set-backs include conservatism on the part of programme implementers (teachers), lack of commitment from teachers, lack of clarity about the curriculum programme to be implemented, teachers' capability to implement the curriculum, and lack of required curricular materials in the implementation, among others (Yiboe, 2011). Rono (2015) also conducted a study in the Bomet district in Kenya and revealed that the major constraints of the teaching of the history and government were the unavailability of instructional resources, insufficient instructional periods, lack of in-service training of teachers on new methods of teaching, subject knowledge and materials and resources development, an inadequate number of history and government teachers and lack of direct relevance to the job market and this negatively affected how teachers taught the subjects. In Ghana, Dwarko (2007) recounts that out of the 390 students admitted to read history at the University of Cape Coast in the 2002/2003 academic year, only 146 ended up reading History in their final year. The trend continues today as many students turn

down invitations given to them by the history department to major in the subject. Similarly, in both 2014/2015 and 2015/2016 academic years, the University of Education, Winneba also graduated only sixteen and only three undergraduate history major students respectively (UEW- graduation brochure, 2014/2015, 2015/2016).

The foregoing argument may establish the fact that the subject has become increasingly unpopular among students in Ghana despite its overwhelming importance (Cobbold & Oppong, 2010; Dwarko, 2007; Yilmaz, 2008). A succinct examination of the phenomena raises the paramount question of; what accounts for the current state of history in the country? Certainly, history scholars, teachers and students may be quick to spot a host of factors relating to pedagogy, human and material resources, and the shift of attention towards the so-called economically viable subjects. An attempt to provide a solution to the phenomena under discussion led the researcher of this study to investigate the implementation challenges of the Senior High School History curriculum (SHSHC) in Upper Denkyira East Municipality (UDEM) and Upper Denkyira West District (UDWD).

1.2 Statement of the problem

History has been an integral component of the school curriculum (Bentley, 2007). Cuban (2001) asserts that history is the vehicle in which students acquire the civic lessons that will stimulate them to become trustworthy and useful citizens. It must be said that the teaching of history as a subject in Senior High Schools goes with challenges. Some studies (eg. Cobbold & Oppong, 2010; Ruto & Ndaloh 2013) highlight several factors that affect the implementation of the SHSHC.

Perception towards the study of history has been identified as a challenge towards the implementation of History curriculum. Cobbold and Oppong (2010) identified in a

4

study conducted in the Central Region of Ghana that students possess negative perceptions about the subject as they regard history as difficult and a compendium of facts to be memorized. Again, in a study conducted by Ruto and Ndaloh (2013) in the Cape Coast Metropolis, it was discovered that teachers perceived the teaching and learning of history subject as overloaded with more topics than what teachers could cover.

The implementation of a programme such as History requires that implementers are clear about the objectives and requirements of the programme so that they would be committed to its implementation. Fullan (1991) points out that for any successful implementation, implementers need to be clear about the goals of the innovation and methods used to achieve the implementation. Thus, another setback in the effective curriculum implementation is the problem of unqualified teachers. In a study conducted by Penuel, Fishman, Yamaguschi and Gallagher (2007), it came out that the educational attainment of teachers affects their student's class performance. Research conducted by Cobbold (1999) into the implementation of the Social Studies Programme in Teacher Training Colleges found that the professional and academic backgrounds of the tutors were not supportive of the implementation of the programme.

Another factor that impedes implementation of the history subject is the kinds of support given by school heads towards the History discipline. Adentwi and Sarfo (2011), identified that heads of institutions who give teachers psychological support and provide the needed resources get teachers to implement changes with so much seriousness. For instance, a study conducted by Adeyinka (1989) revealed that lack of essential teaching aids, absence of well-equipped libraries or history rooms, large classes, inadequate

5

motivation of teachers, and students' low standard of written English are the major problems of teaching history in some Nigerian secondary schools. Also, Cobbold and Oppong (2010) investigated the teaching and learning of history in the Central Region of Ghana and discovered that instructional resources were not frequently used in history lessons because such resources were either not available at all or were inadequate.

Thus, it could be said from the above discussion that there have been some studies on challenges facing the teaching of history but it appears that none of the studies look at implementation challenges of teaching and learning of history at Upper Denkyira East Municipality (UDEM) and Upper Denkyira West District (UDWD). Again, it appears that none of the studies focused on Upper Denkyira East Municipality (UDEM) and Upper Denkyira West District (UDWD). It is against this backdrop that the researcher deems it necessary to fill the vacuum or gap by examining the challenges in the implementation of the Senior High School History Curriculum in Upper Denkyira East Municipality and Upper Denkyira West District.

1.3 Purpose of the study

The study was to examine the implementation challenges of the Senior High School History Curriculum (SHSHC) in Upper Denkyira East Municipality and Upper Denkyira West District.

1.4 Objectives of the study

The objectives of the study were to:

1. discuss the perceptions of SHS students and teachers about the History Subject in the study area.

2. analyze the level of clarity of History teachers and students about the components of the SHSHC in the study area.

3. find out the academic and professional qualifications of History teachers in the selected schools in the study area.

4. ascertain the kinds of support given towards the implementation of the SHSHC in the selected schools in the study area.

5. examine the implementation challenges of the SHSHC in the selected schools in the study area.

1.5 Research questions

The study was guided by the following questions:

1. How do SHS students and teachers perceive History subjects in the selected schools (SSs) in the study area?

2. How clear are History teachers and students about the components of the SHSHC in the SSs in the study area?

3. What are the academic and professional qualifications of History teachers in the SSs in the study area?

4. What kinds of support are given by curriculum stakeholders towards the implementation of the SHSHC in the SSs in the study area?

5. What are the implementation challenges of the SHSHC in the SSs in the study area?

1.6 Significance of the Study

This study seeks to review the implementation challenges of the Senior High School History Curriculum (SHSHC) in Upper Denkyira East Municipality and West

District in the Central Region. The findings of this study would reveal deficiencies existing in the teaching and learning of History in the SHSs at Upper Denkyira East Municipality and Upper Denkyira West Districts. Since this study seeks to look at the implementation process of the History programme, it would inform history educators and policymakers on how to help students and teachers develop interest and appreciation of History as a discipline at the SHS level.

The study will help unfold the challenges of history curriculum implementation in Upper Denkyira East Municipality and Upper Denkyira West Districts. The outcome and recommendations that will emerge from the study will help to solve some challenges confronting history education in Upper Denkyira East Municipality and Upper Denkyira West Districts. Also, the study will contribute to the existing knowledge and literature on curriculum implementation. The findings of the study will therefore be put at the disposal of students and other researchers for reference purposes.

Furthermore, the study would contribute to the formulation of policies that will help position history as a keystone subject in Ghana's educational system. Again, the findings of the study may inform the GES and other policymakers about the various characteristics that impact positively or negatively on students' performance in history. This will enable the GES to take steps to provide both pre-service and in-service training needed to equip teachers with the necessary knowledge and skills to handle lessons.

1.7 Limitations of the study

The collection of the questionnaire after the distribution to students was very difficult; in some instances, the respondents soiled or tore their questionnaires and had to be replaced. Also, it was very difficult getting the heads of departments and heads of

institutions to be interviewed as they complained of busy schedules. Finally, the researcher had to find ways of getting them at all cost. These delayed the data collection process and that is why it lasted for one month.

Another major limitation of this study is that it is not generalizable. Because the study is a case study, its findings can neither be generalized to larger populations nor applied to different social and political settings.

1.8 Delimitation of the study

The study was delimited to Senior High Schools in Upper Denkyira East Municipality and Upper Denkyira West District. The researcher delimited the study to these areas because the researcher hails from the area and as such understand the various socio-economics dynamics in the area. Again, the areas are well-known galamsey prone zone and as such most of the youth instead of being in school opt to engage in galamsey activities as a source of livelihood. This situation has reduced the number of youth who avail themselves to be educated. Also, the areas were chosen because the reasercher wanted to find out the various socio-economic variables that interplay on the chosen municipality and district which were previously together as Upper Denkyira.

Besides, the study was also delimited to only challenges on the implementation of the History curriculum. It appears the number of students who read History has dwindled in all the various SHS's in the study areas. For this reason the researcher attempted to focus on the challenges affecting the teaching and learning of history in the study areas.

1.9 Organization of Study

This thesis has been organized into six main chapters. The first chapter outlines the general introduction, problem statement, purpose of the study, objectives, and research questions, significance of the study, limitation and delimitation as well as Organisation of the study. The second chapter contains a review of relevant literature on curriculum implementation. The third chapter deals with the methodology employed in eliciting the required answers to the research questions. Chapter four contains a thorough analysis of the data gathered from the field. Thus six critical themes were examined in this chapter namely, the demographic characteristics of respondents, the perceptions of SHS students about the History Subject in the SSs, the level of clarity of teachers about the component of the history subject, the academic and professional qualifications of history teachers in SSs, the kinds of support given to the implementation of the SHSHC in the SSs, and the implementation challenges of the SHSHC in SSs. The fifth chapter is about the discussions of results and the final chapter contains summary of findings, recommendations and conclusion of the study.

1.10 List of Acronyms

Sss – Selected Schools

SHS – Senior High School

SHSHC – Senior High School History Curriculum

UDEM – Upper Denkyira East Municipality

UDWD - Upper Denkyira West District

GES　- Ghana Education Service

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview of the Chapter

This chapter entails the literature review on the implementation challenges of the Senior High School History Curriculum (SHSHC) in Selected Schools in Central Region. The review delves into areas such as the concept of curriculum, theoretical framework of the study, the concept of implementation and curriculum implementation, perception about the history subject, clarity about the component of the SHSHC, academic and professional qualification of teachers, level of support for curriculum implementation, implementation challenges of the Senior High School History curriculum, conceptual framework of the study and summary of the literature review and implication of the study.

2.1. The concept of curriculum

The term Curriculum has received several attempted definitions. This has made the concept difficult in attaining a universally accepted definition. Various scholars and professionals in the field of curriculum even acknowledge this problematic element in defining the concept. For instance; Smith and Lovat (2003) remarked that "the word [curriculum] itself is used in many different contexts, by principals in schools, by teachers, by curriculum writers in educational systems, and increasingly by politicians" (p. 6). According to Hamilton (2003) the word curriculum first appeared in the sixteenth century, when the notion of curriculum as a pathway or (pathways) of study emerged throughout Europe. The term 'curriculum' originated from the Latin word "curere" meaning to "run a course". It, therefore, represents a course of subjects covered by

11

learners in their race towards a certain educational goal or target. Curriculum definitions have developed along a continuum from narrow to broad ones. The researcher intends to espouse the definitions under three themes namely: Narrow, Broad and Midway definition (Tamakloe, 1992 as cited in Adentwi, and Sarfo, 2011).

Narrow definitions see curriculum as a plan, programme, course of study, or a package that can bring about learning. The following are some definitions from the narrow perspective: To Barakett and Cleghorn, (2000) espoused on curriculum as the courses or subjects specified by the Ministry of Education that are to be taught at each grade level as well as the amount of time to be devoted to each. Also, McNiel (1985) from the narrow point of view looks at curriculum as a course of study to be taught to students in an educational institution. Again, Pratt (1994) explains curriculum as "a plan for teaching and instruction; it can be viewed as a blueprint for instruction". Pratt (1980) in a similar definition observed that "a curriculum is an organized set of formal education and/or training intentions" (p. 4). Pratt identified the following as implications for his definition: a curriculum is intentions or plans that more commonly exist in written form; a curriculum is not activities, but plans or a blueprint for activities; a curriculum contains many other kinds of intentions, such as what knowledge students are to develop; and a curriculum involves formal intentions, but not random or unplanned activities. Pratt's definition is also criticised for overemphasising the planned aspect of the curriculum. This definition is in line with Ross, (2008), Sowell and Stollenwerk (2000), and Schubert (1997) who defined curriculum as a programme that defines what is to be taught in specific institutions. Thus it must be proposed that the narrow idealist sees curriculum as a course of study, academic work, or programme of study as well as planned activities.

12

On the other hand, broad definitions see curriculum as a process. The process includes the thinking behind coming up with a 'package' and the continuous effort of making it serve the needs of society. It includes the values, attitudes, and experiences of students inside and outside the school. Examples of such broad definition of curriculum include the following: Mathews, (1989) examines curriculum as "all the experiences that learners have in the course of living". Crowder, (2011) defines curriculum as all the planned experiences which learners may be exposed to to achieve the learning goals. This definition covers more than just a body of knowledge, a list of subjects to be studied, or a syllabus.

Eisner (1994) in his midway definition posited that curriculum is a series of planned events that are intended to have educational consequences for one or more students. It must be said that all these approaches to defining curriculum have their shortcomings and does not offer holistic definition to the term.

Kerr (1968) defined curriculum as "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school" (p. 16). Kerr's definition emphasizes the planned aspect of curriculum and is therefore criticised for excluding the unplanned aspect of the curriculum which is educationally significant. To Kelly (2006), we need a definition that will embrace at least four dimensions of educational planning and practice. Some of the dimensions he identified include: the intentions of the planners; the procedures adopted for the implementation of those intentions; the actual experiences of the pupils resulting from the teachers' direct attempts to carry out the intentions; and the hidden learning that occurs as a by-product of the organisation of the curriculum. He, therefore, defined curriculum as

"the totality of the experiences the pupil has as a result of the provision made" (Kelly, 2006, p. 8).

Doll (1989) asserts that curriculum is the formal and informal content and the process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations, and values under the auspices of the school. Thus, Curriculum is accepted as a formal mechanism through which intended educational aims are achieved. This definition encompasses all other definitions subjectively. In this perspective, the learner is seen as being developed totally to live and live for others in the globalised world. Formal mechanism implies the adoption of mission and vision statements to reflect in the curriculum for implementation. This also means that the needs and interest of a particular state such as Ghana, Australia and the USA are integral construction of the curriculum to serve the intended needs of the respective nations or country.

From all the definitions of the term curriculum given above, curriculum may refer to all the conscious and unconscious learning experiences of the learners imparted by the school to become an actualized individual in the society. To state clearly, curriculum refers to all the experiences of the pupils that are both planned and unplanned including the hidden experiences that are acquired consciously or unconsciously by the pupils.

2.2 The concept of implementation and curriculum implementation

In an attempt to demystify the concept of curriculum implementation, it is necessary to explain the word implementation. Implementation according to Fullan (2007) viewed as the process of putting into practice an idea, program, or set of activities

and structures new to the people attempting or expected to change. To Fullan (2007), the change may be externally imposed or voluntarily sought; explicitly defined in detail in advance or developed and adapted incrementally through use; designed to be used uniformly or deliberately planned so that users can make modifications according to their perceptions of the needs of the situation. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the dominant variable in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in society (Chaudhary and Kalia, 2015). Fullan further asserted that "implementation is crucial for the fact that it is the *means* for accomplishing desired objectives" (p.85).

Cobbold (1999) defined implementation as the process of reducing the differences between existing practices and practices suggested by an innovator. This definition, according to Cobbold, pre-supposes that implementation only relates to a new programme that is designed to replace or improve upon an existing programme. He, however, adds that it is possible for an innovation to have no precedent in actual practice (though such innovations are rare) and yet it's being put into practice can be termed implementation. Cobbold, therefore, sees implementation as implying either of two scenarios: modifications being made in an existing set of practices or a completely new set of practices being carried out. In both cases, the process of implementation occurs over time. Also, Lewy (1977) recounts that implementation is the flexible use of a programme within the ecological setting of the school system.

15

To buttress the above, Fixsen, Naoom, Blase, Friedman and Wallace (2005), sees implementation "as a specified set of activities designed to put into practice an activity or program of known dimensions" (p.5). Thus, this definition presupposes that implementation processes are essential and are enunciated in sufficient detail such that independent observers can detect the presence and strength of the "specific set of activities" related to implementation. Thus, this study relates to curriculum implementation and not any other implementation. Again, Adentwi and Sarfo (2011) observed that Curriculum implementation refers to "the process of translating the curriculum plans into practical teaching and learning in the classrooms throughout the entire school system" (p. 231). Also, the Commonwealth of Learning Module 13 (2000) defines curriculum implementation as putting into practice the officially prescribed courses of study, syllabuses and subjects. This means helping the learner to acquire decided knowledge or experiences. It must be stated clearly that the definition put forth invaluably sees the learner as the central element of curriculum implementation. This also means if there is no learner there would not be any curriculum to be implemented. It must be accepted that curriculum implementation is deemed to have occurred if the learner acquires the expected experiences, knowledge, skills, ideas, and attitudes that are aimed at enabling the same learner to function effectively in the environment (The commonwealth of Learning Module 13, 2000).

Adentwi and Sarfo (2011) intimated that curriculum changes or implementation is not perfect. They observed that curriculum changes take two forms i.e reform and innovation. Reforms deal with profound or fundamental changes. Such significant changes introduce new goals, structures, content and roles that transform the old ways of

16

doing things into current modus operandi. On the other hand, innovation entails substitution, alterations and perturbation. Substitution means replacing one element which already exists with another. Alteration occurs when a change is introduced into existing materials in the hope that it will appear to be minor or trivial. Perturbations also refer to irritating changes that are introduced at short notices to teachers (McNiel, 1985). Curriculum innovation requires changing just an aspect of the entire educational arena.

Finally, Implementation of the curriculum is the process of translating what has been planned as syllabus into practical experiences for the students at the classroom level throughout the entire school system in the country. Curriculum implementation, therefore, refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. Thus, after the programme has been developed at the initiation stage, it is then up to the implementers to actualize the programme or carry it out in the classroom for the students to benefit from – the implementation..

2.3. Theoretical Framework

The theoretical framework is a set of terms and relationships within which the problem is formulated and solved. The fidelity, adaptation and enactment approach in curriculum implementation underpin this study. This approach was given much voice by Fullan and Pomfret. These three approaches constitute a continuum. The fidelity approach and curriculum enactment are at the extreme opposite ends. Adaptation represents a mid-point on the line.

17

2.3.1 Fidelity of implementation

The Fidelity perspective in implementation implies that instructional programme should be faithfully implemented as planned (Fullan and Pomfret, 1977; Fullan, 1991; Snyder, Bolin, Zumwalt, and Jackson 1992). Fidelity proponents view curriculum as "something concrete, something that can be pointed to or something that can be evaluated to see if its goals have been attained" (Snyder, et al 1992, p. 427). This emphasizes the narrow definition of curriculum. The study, therefore, assumes that implementation can therefore be measured to find out if the implementers have faithfully followed the programme as planned. The teachers who are the consumers of the curriculum can implement it to the latter under certain appropriate conditions. The first condition is that there must be clear and consensual goals. The teachers must have professional training (Smith, 1957; Wilkins, 1974). The implementers must also acquire the appropriate skills and knowledge in their subject areas (Gross, et al 1971). Furthermore, the documents that specify and interpret the content of the programme – the syllabus, the textbook, and the teacher's manual, among others must be readily available (Baller, 1991; Eash, 1991; Hawes, 1979). The fidelity of the teacher to the curriculum implementation, therefore, depends mostly on those conditions. In the Fidelity perspective, implementation must be the same as originally planned (Snyder et a1., 1992). Similarly, in the teaching and learning of history in the Senior High Schools the implementers must be faithful in implementing the curriculum. Again, all the above conditions must be met before the implementation of the history curriculum may be successful.

2.3.2 Mutual Adaptation

The second perspective to curriculum implementation found on the continuum is (mutual) adaptation. Mutual adaptation involves the modification of a course of study by

18

both the developers and the implementers. It is defined as a process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context (Fullan and Pomfret, 1977, Snyder et al, 1992).

Adaptation represents a mid-point of the implementation strategies. Its scope is not however clear because it has no clear-cut boundary with the fidelity perspective and it merges with the curriculum enactment. It is therefore referred to sometimes as mutual adaptation with fidelity orientation and at another time as 'pure' mutual adaptation. Researchers with mutual adaptation orientation are not interested in measuring the degree to which the innovation is implemented as planned, but they are interested in studying how the innovation is adapted to suit the situational context. These researchers view curriculum as something adapted and shaped by the situational context. In the Mutual adaptation perspective, implementation would require adjustment and compromise with the school and classroom context so that there would be flexibility and mutual negotiation in carrying out curriculum as demanded by local contexts and school needs directed by the designer (Snyder et al 1992). According to Fullan and Pomfret (1977), those true believers of mutual adaptation view the role of the teacher as more central, because he needs to help create the curriculum to suit the classroom context. The assumption under the mutual adaptation is that the role of the teacher is to shape the curriculum to meet the demands of the local context.

2.3.3 Curriculum Enactment

The third and the last perspective to curriculum implementation at the end of the continuum is curriculum enactment. Curriculum enactment means "The educational experiences jointly created by student and teacher" (Snyder et al., 1992, p. 418).

19

Researchers with curriculum enactment orientation are interested in describing how the curriculum is shaped as it is implemented. They are also interested in describing how the teacher and student in specific settings experience the curriculum. Teachers and students are therefore creators of the curriculum rather than primary receivers of curriculum knowledge (Fullan and Pomfret, 1977). The interest of enactment orientation lies in the meaning both the teacher and student give to the curriculum.

The underlying assumptions of curriculum enactment also relate to curriculum knowledge, curriculum change and the role of the teacher. The advocates of this approach assume that knowledge is an ongoing process and not a product or an event (Jackson, 1992). The advocates assume that curriculum change is a personal developmental process for both the teacher and the student. The role of the teacher is to grow ever more competent in constructing positive educational experiences (Jackson, 1992). The teacher's role is viewed to be integral to the implementation process. It is both the teacher and student who give form to the curriculum in the classroom or else there will be no curriculum (Snyder et al, 1992).

The above three models of curriculum implementation are all concerned with the implementation of an instructional programme. Snyder et al. (1992) argue, however, that to speak of a curriculum being 'implemented' implies there is a plan to be carried out by teachers. In Ghana, our curriculum materials such as textbooks, syllabuses, teacher's guides and other necessary documents are centrally designed and distributed to the schools for use. Teachers are expected to follow these documents as far as instruction is concerned. Teachers are however allowed to make a few modifications to suit their situation but cannot go far so much because of our central system of examination.

20

Researchers, therefore, restrict the expression "curriculum implementation" to the context of fidelity orientation more than mutual adaptation and curriculum enactment.

2.4. Models of curriculum implementation

In the development of a workable curriculum, different models are deployed. Hornby (1974) defines a model as a small-scale reproduction or representation of something. Stenhouse (1975:89) sees a curriculum model as "a theoretical framework that tends to represent a system or set of related concepts or events in a way that depicts surface features, and highlights essential organization". Models used to illustrate the change procedure help curriculum engineers to understand factors that promote or inhibit change. This will put the developers in a better position to suggest approaches which will be more successful in promoting implementation (Havelock, 1971). To put it simple, a curriculum model can be defined as a laid down framework systematically followed in the achievement of organizational goals. Ivowi (2008) posits that curriculum development/change models seek to provide answers to some basic questions which relate to the building and restructuring of some educational programmes. The questions according to Ivowi include the 'why', 'what', and 'how' of education. As indicated earlier from the beginning of this chapter, curriculum implementation involves the translation of the planned curriculum into practical experiences for the learners at the classroom level throughout the entire school system. In the translation of the curriculum, various people have their own opinions as to how it should be done. These perspectives are assumptions about curriculum Knowledge, curriculum change, and the role of the teacher. Thus, these perspectives or opinions are what scholars referred to as models of or

approaches to curriculum implementation. Emphases on some models are discussed below:

2.4.1 Earliest Models of Curriculum Implementation (Schon's Model)

One of the remarkable early contributions to the theory or model of curriculum implementation was that of Schon (1971). Schon based his theory on the observed technological changes which he describes as "pervasive". Blenkin et al (1975) and Ivowi (2008) thoroughly examined this model of Schon and discovered that his main focus was that society and its institutions are in a continuing process of transformation. Schon then posits that institutions called "learning systems" should be developed to bring about their continuing transformation. His centre of focus is on "systems" for diffusion which he claims is critical to the learning capacity of a society. Blenkin et al.(1975) and Ivowi (2008) recognized three evolving change models from Schon's work.

1. Centre-Periphery Model. (CPM).
2. The Proliferation of Centres Model (PCM) and
3. Shifting Centres Model (SCM)

2.4.1.1 Centre-Periphery Model (CPM).

This model of Schon rests on three basic assumptions:

1. That innovation exists and is awaiting diffusion;

2. That diffusion is the movement of innovation from centre out to its ultimate user, and

3. That diffusion is directed towards centrally managed process of dissemination, training and provision of resources and incentives. Ivowi (2008) make it clear that this change model can only be effective if the resources and

energy generated at the centre are high enough; if it has large area coverage and efficient network of generating and monitoring feedback.

2.4.1.2 Proliferation of Centres Model (PCM)

This model of Blenkin et al (1975) and Ivowi (2008) is just an elaboration of the CPM, as it checkmates the points of limitations and failures inherent in the first. The PCM retains the basic centre periphery structure of CPM but differentiates between its primary and secondary centres. Blenkin et al explain that the primary centres of the CPM are responsible for the different innovations; i.e. the originators are expected to disseminate the information too. In the case of PCM, it is the responsibility of the secondary centres to diffuse the innovations, while the primary centres specialize in the training, deploying supports and monitoring/managing of the innovation or change. In effect, the PCM has more multiplier effect than the CPM.

2.4.1.3 Shifting Centre Model or Movement Model (SCM)

This model unlike the centre-periphery systems of diffusion has no clearly established centre, nor a centrally established message. Ivowi (2008) describing this model of Schon posit that its centres 'rise' and 'fall' around new issues and leaders. As a result, doctrinal shifting and political evolvements become the order of the day. This can be likened to certain educational issues raised in Ghana with each in-coming administration. For example, the free education policy and the three or four years of Senior High School education in Ghana.

2.4.2 Havelock Models of Curriculum Implementation

The Havelock model was the brainchild of a renowned scholar called Ronald Havelock. His models were classified as the newer emergent theories or models of curriculum change or implementation. These models were initiated as a result of dissatisfaction and outdated procedures of the early models. Mkpa and Izuagba (2004) critically analyzed the views and considerations of the originator of these change models (Havelock 1971). The authors note that Havelock focused more specifically on the process of educational change which emanated as a result of his promotion of innovation. This he did by reviewing over 4000 empirical studies of actual instances of innovations. It has been established that four basic change models emanated as a result of the intensive review works of Havelock, which many contemporary authors have taken time to study and apply to educational changes of their time. To Anaele, (2008) and Ivowi (2008) the models are:

1. The Research, Development and Diffusion model (RD&D)

2. The social Interaction Model (S.I)

3. The Problem-Solving Model (P.S)

4. The Linkage Model (L)

2.4.2.1 The Research Development and Diffusion Model (RD&D Model)

Snyder et al., (1992) postulated that the Research Development and Diffusion Model (RD&D Model) is a linear and systematic model in disseminating changes from the center to the periphery. It has three stages: 1) research; 2) development; 3) diffusion. This approach ensures that awareness about the programs is showcased, and the changes

24

disseminated so that innovation programs can be replicated and used in other arenas of life (Snyder et al., 1992).

Eden (1979) asserted that in the RD & D Model, the initiative comes from the center, and then the center disseminates the innovation to users. They further remarked that the "users" consume all innovation materials without any involvement in designing. Thus, in this model, the teachers are seen as passive consumers. The RD&D Model is the most systematic categorization of processes related to educational implementation. Eden (1979) contended that it contains at least four assumptions:

1. Rational sequence: It assumes that there should be order in a rational sequence in the evolution and application of innovation. This sequence starts from enquiry and analyzes the model by research, then develops the model including testing to provide evidence that the innovation was effective with students and could be adopted effectively in another setting. After the innovation program is finalized, then comes packaging and finally dissemination such as government regulations, teaching guides books, in-service training, or mass medium dissemination so it spreads to users massively.

2. Planning: The RD & D Model is done on a big and massive scale or nationally so it needs a long time to design, implement, and evaluate. For those reasons, there has to be planning.

3. Division labor

A big project will need many people and labor in many job descriptions. It is difficult for just one individual; therefore, duties have to be divided and coordinated to accord with the rational and planning.

4. Passive users: It assumes that the users are more or less passive. So the dissemination process should be designed and done effectively. Consequently, innovation has to be packaged and offered in the right place at the right time and in the right form, something the rational consumer can accept smoothly.

Havelock (1971) proposed the fifth assumption, **High Cost**, as a consequence of the big and massive project in a long-term implementation. The RD & D model needs many resources, especially in budget expenditure. Therefore, proponents of this model will accept high costs prior to any dissemination activity because of the anticipated long-term benefits in the efficiency and quality of the innovation and its suitability for mass audience dissemination.

Those assumptions are stepping-stones for analyzing and attempting to implement innovations. Concretely, innovations are designed by special plans, arranged movement from research, development, and diffusion, which is done by different people in different divisions, and then spread to audiences as users directly and massively. This model usually is used in a centralistic state system, for example in Indonesia and Ghana.

The limitation of the Research, Development and Diffusion model was that it assumed a passive diffusion of innovation to teachers, and this proved to be ineffective in initiating and sustaining change. To make the process more active and sustainable Havelock (1971) added another stage known as Adoption to the Research, Development

26

and Diffusion model. The adoption stage, which Havelock attributes to Clark and Guba involves the incorporation of the innovation into the formal system (Havelock, 1971). Guba and Clark (cited by Havelock, 1971) suggested three processes happen under adoption; **Trial** (which is referred to as implementation by some authors), **installation** and **institutionalisation**. During the implementation stage, the new idea is tried or put into practice. The next stage of adoption, installation, involves making the innovation permanent in the implementing institution, for instance by putting it in the examination. The last stage, institutionalization, involves building the innovation into the wider system. For example, making it a legalized part of the national examination (Havelock, 1971).

2.4.2.2 The Social Interaction Model (SI)

Social Interaction Model (SI) stresses the relationship of the individual to other persons and society (Bhavin, 2013). The second model of Havelock examined is the Social Interaction Model which lays emphasis on the diffusion of innovation through a social system. Anaele (2008), states that this model involves the transmission of knowledge by individuals along with informal networks of professional colleagues and friends. He reiterates that the S.I. model is subjected to the influence, judgments and opinions of people around. He emphasizes that the model relates to the processes of diffusion of new ideas, practices or products. Nduanya (1991) makes it clear that the first stage of this model tries to create awareness of a need that will motivate the interest of the social group involved. He now explains that the group involved will move to study the proposed change closely (evaluation) and then try it out and if it works, the innovation will be adopted (P.124) The Social Interaction Model is based on teacher

initiative in disseminating innovation from the periphery to periphery through the social system. Even though, a prior initiative in innovation designing comes from the center, which introduces the guidelines of the new curriculum, selects and organizes characteristic samples (Havelock, 1971). The main role of the teachers is the translation of new curriculum ideas into local and class contexts. It is generally believed that teachers are professional and creative persons. This assumption presupposes that when opportunities and freedom are given to teachers they would be effective in implementing a new curriculum as well as local context and local condition which matter (Trubowitz, 2000).

From their point of view, Mkpa and Izuagba (2004) posit that the S.I. model depicts a process of planned or unplanned social interaction to spread new ideas or practices. They described the unplanned process as the spread of new ideas or practices through contacts between and among teachers within a school, among schools, between teachers and supervisors, among others. As a planned social interaction, the authors state that the diffusion process can be kicked off through courses, conferences, or workshops organized by agencies. These activities according to them provide the initial support and in-service training required. At the stage of dissemination, the agencies will plan/implement their transmission strategies; and this can be done through organizing courses, demonstration and consultancy services (P.192-193). The advantages of the Social Interaction Model as enlisted by Mkpa and Izuagba (2004) are:

1. that teachers are directly involved in some social network, so they can run with the innovation vision;

2. the S.I. model is flexible because social interaction occurs in diverse forms, formally or informally; so, it gives room for more diverse ways of disseminating and adopting an innovation.

3. the process is natural as it deals with the formal communication pattern of mankind.

According to Havelock (1971), the Social Interaction Model tends to support five generalizations about the process of innovation diffusion:

1. The network of social relations has a large role-play in the diffusion innovation. In a communal society, a reference group or network of social relation social has a big influence on individual attitudes (Hargreaves, 1975). As a consequence, the adoption process will refer to social relations. Concretely, a person in society will accept or reject the innovation depending on social relations.

2. The rate of acceptance can be predicted by social reference. It happens as a consequence of the first assumption, which areas such as centrality, peripheral, and isolation area become good predictors in the rate of acceptance so we can forecast the rate according to the area in which people live.

3. Personal contact is a vital part of the influence and adoption process. Informal and personal contacts influence media in the socialization process. As a result, informal and personal contacts become a vital part in the adoption process.

4. Group memberships are major predictors of individual adoption. It happens as a consequence of the group membership and reference group identifications in which persons will refer to all life aspects as a social norm for harmony.

29

5. Multilevel effect. It happens as a result of the social interaction process, where so many people disseminate an innovation from person to person simultaneously in the social system so the diffusion process will advance rapidly following use.

2.4.2.3 The Problem-Solving Model (PS)

This model was earlier originated by Lippit; Watson and Westley as reported in Nduanya (1991). The problem-solving change model also called **Need Reduction Model** is regarded as a user-friendly model by Havelock (1971), who further worked on it. The first two models of his earlier discussion assume that an innovation exists when it has been fully developed through research and disseminated to a passive user. The P.S. model according to Mkpa and Izuagba (2004) rests on the assumption that innovation is part of a problem-solving process, which begins with a need that is translated into a problem. The problem they said, need to be diagnosed and solutions offered. Havelock associated this model with the normal problem-solving process that encompasses all the main stages in the need elimination process, unlike the social interaction model. This implies that once a need is felt, it is instantly perceived as a problem that needs to be solved. In the process of searching for the solution, choices are provided and the best is selected to solve the problem. This last stage according to Havelock is the adoption of a solution. Blenkin et al (1975) echoed that the model is user-friendly because, the user is the initiator rather than the recipient of the change, as seen in the first two models discussed. They posit that an external person or group coming in the process will serve in a consultative or collaborative capacity. Havelock claims that the P.S. model favours educational

30

practitioners. Mkpa and Izuagba (2004) identify three major advantages of the P.S. Model:

1. Since teachers who will implement the said changes or innovations are active participants, they are likely to be more committed in their implementation;

2. The model is so flexible that it can apply to various aspects of the curriculum like teaching methods and materials, and

3. As the innovation is school-based, it is designed in such a way that it will be able to meet the needs of the school in question

2.4.2.4 The Linkage Model (L)

This is the fourth innovative model of Havelock in the implementation process which tends to integrate the three models so far discussed. Anaele (2008) reiterates that the linkage model attempts to unify and integrate the three preceding models by emphasizing the need to link procedures and agencies harmoniously. This he said could be done by connecting agencies that can offer resources to users, and link them up with more remote resource agents. He explains further that these resources could consist of curriculum materials from a central agency, consultancy or information about other users with related experiences or interests (p.72). Agreeing with Mkpa and Izuagba (2004) add that the linkage model draws upon the strengths of the first three models above, and tries to overcome their weaknesses. The authors analyzing the work of Hoyle (1993) concerning this model, state that the linkage process is based on the link between the school and the various specialized \centralized agencies. That the agencies' work is to

31

help locate useful human and material resources that will be needed to solve any problem in the school setting.

According to Mkpa and Izuagba (2004), the linkage centres just like Anaele has suggested, may be in form of Professional Centres, Resource Centres, ICT centres, Exam Centres, among others. It must be said that the linkage model acts as a linkage point between the national agencies of curriculum development, change and innovating schools, to provide consultancy services, and to offer in-service training for teachers as end-users.

2.4.3 The strategy Models of Curriculum Implementation

According to Chin and Benne (1969), cited by Nickols and Forbes (2001), three typical approaches or models have been used in educational innovations or implementation. Thus, the researcher for the purpose of emphasis has named these models the "strategy models". These are the Coercive-Power, Rational-empirical and Normative-re-education strategies.

2.4.3.1 Coercive-Power Approach

Coercive-Power approach entails a top-down movement of proposed change. This approach is accomplished through the application of power. Here those with greater power enforce compliance by those with less power. The so-called Centre Periphery model is a good representation of a coercive-power approach because it represents a top-down movement of innovation. According to Whitehead (1980) it involves a passive diffusion of a centrally prepared innovation deemed necessary to the recipients. Typically the needs of the recipients are not taken into consideration when the innovation is developed. The curriculum innovations in Ghana seem to follow the Centre-Periphery

model. An already-prepared curriculum, developed by government educational sectors such as the Ministry of Education in the form of a syllabus or document, was given to teachers to implement. Kennedy (1996) believes that it is in the interest of governments that control of the content of the curriculum and the manner of its delivery are in their hands so that they can monitor progress.

2.4.3.2 Rational-empirical

Under this strategy, the agents introduce the innovation with the belief that it will benefit the teachers and since teachers are assumed to be rational people they are expected to adopt the proposed change (Nickols and Forbes, 2001). The rational-empirical strategy typically uses a top-down approach such as those used in the early stages of curriculum innovation in the USA and Europe in the 1960's. An example of such a model is the Research, Development and Diffusion (RDD) model. This model represents a perspective that sees the change process as a continuum of activities from research to practice (Havelock, 1971). Because research informs the change it is considered to have an empirical basis which is considered to provide a rationale for the change. According to Havelock (1971) this model usually involves formulation of an innovation by an "originator" (Havelock, 1971) who starts with the identification of the problem, goes through the process of finding solutions to the problem through research, development and finally diffusion of the solution to the audience. Research, Development and Diffusion approaches to change often use a centre-periphery approach, as the initiatives in most cases are taken by the researchers or developers with the receivers remaining mostly passive (Havelock, 1971). Guba and Miles (cited in Havelock, 1971)

suggest that the process should not stop once diffusion has occurred. In reality, a cyclical process involving "design, evaluation, feedback and redesign" is necessary (Havelock, 1971) if the change is to be successfully implemented.

2.4.3.3 Normative re-educative

In this strategy, it is believed that people can be re-educated to change from the norm to the new ways. This strategy acknowledges that peoples' behaviour is influenced by their socio-cultural norms and that through direct interventions by change agents people can change their attitudes, values and skills. This strategic model is mostly used by proponent of the social interactive model of Havelock (1971).

2.4.4 Systems Model

A system is a set of interconnected but separate parts working towards a common purpose. This model treats an organisation (school) as a system. A system can either be closed or open. An open system interacts with its environment by way of input, through an output (Ornstein and Hunkins, 2009). People in schools and district offices have overlapping responsibilities. Higher-level administrative teams need to work together with lower-level professional teams. The school is an organisation consisting of units: departments, classrooms and individuals. These parts have a flexible rather than rigidly defined relationship. Central administration is defined but most schools have little centralized control, especially over what occurs in the classroom. This makes it difficult for curricular change to be implemented as an edict from the central office (Ornstein and Hunkins, 2009:p262).

The Systems Model shows that, for curriculum implementation to be successful there should be support for one another by all structures involved. The Department of

Education even though it has a defined administration, cannot completely manage the curriculum change on its own without the help and support from principals. Principals and SMT‟s also cannot implement the curriculum change without teachers joining forces in ensuring that they implement the curriculum change in their classroom.

From the above discussions, the disadvantage of the tendency of governments to centralize educational change, as evidenced by the studies cited by Kennedy (1996), is that centrally managed reforms impede the implementation of change and stifle the development and creativity of teachers. According to Pinto et al. (2005), the literature indicates that imposed innovations are often ineffective, and in most cases lead to failure if teachers do not accept or do not understand the innovations. Pinto et al. (2005) point out that innovation is more successful when teachers feel some sense of ownership of the innovation. Ware (1999) believes that as long as teachers see themselves as performers of someone else's plans, they will not find it easy to commit themselves to reforms. The implication is that if teachers are not made an active part in the development of the innovation it will not be easy for teachers to take ownership of the innovation; hence it will not be easy to make necessary changes.

Because of the problems experienced through using top-down models, and the experiences of past innovations, Keogh (1987) believes that involvement of the end-user is important in the development of innovations and curriculum materials as it could lead to acceptance and hence more effective implementation in the classroom. The Periphery-Centre model (Whitehead, 1980), Social-Interaction model and the Problem-Solving model (Havelock, 1971) are models in which it is recognized that innovations should start with the needs of the schools and teachers when designing and implementing a new

curriculum. In these models, teachers are considered an important part of curriculum development teams. Teacher involvement in curriculum development is claimed to result in increased participation, relevance, ownership, and commitment so that when things do not go according to plan there is less finger-pointing. Instead, all stakeholders (curriculum developers, teachers, school authorities) tend to work towards finding solutions (Kennedy, 1996).

However, even these models are not without fault. They seem to assume that all teachers and schools will have the same needs and that teachers will react in the same way to reform. The models also seem to rest on the assumption that schools have well-qualified, motivated teachers, working with adequate resources, and that teachers and schools share the same enthusiasm (Lewin, 1992). The truth of the matter is that schools have different contexts. According to Hawes (1979), to try to make implementation more meaningful it is important not to take these models as alternatives, but rather as mutually supportive of each other.

Dalin and colleagues (cited by Kennedy, 1996) did a study in Colombia, Bangladesh and Ethiopia to find out what characterized successful schools by engaged in major national reforms, and they found that both the "centre" and the "periphery" have important roles to play in promoting successful innovations. They, therefore, recommend appropriate mixing of the approaches. Kennedy indicates the need for appropriate linkage in the roles of the "centre" e.g. (a government/ ministry, curriculum development centre) to 'provide long term political support and the necessary pressure for systemic reform" while the periphery (at the level of the school) "designs or adapts materials and conducts staff development and teacher training, both of which are carried out as 'close' to the

classroom as possible". A lesson learned from the examination of strategies and models used for innovation is that while there are some successes gained from using these models, they are not without problems. Guthrie (1986) warns that it is imperative that developing countries look critically at the models before they decide which to adopt, to enhance the benefit they can get from such strategies.

2.5 Perception towards the study of history

Perception is defined by Schunk (2000) as the attachment of personal meanings to internal and environmental inputs received through the senses and neural impulses. Kalanda (2005) views perception as a method or way of thinking that filters any input based on one's beliefs. He adds that in the process of filtering, different people will have different reactions to an object regardless of whether or not they are from the same environment. To Arterberry (2008) perception is the use of the senses to obtain information or knowledge about the external world. Perception towards the study of history has been identified as a challenge towards the implementation of the history curriculum. Studies have unraveled that students possess negative perceptions about the subject as they regarded history as difficult and a compendium of facts to be memorized (Cobbold & Oppong 2010). Ruto and Ndaloh (2013) conducted a study in the Coast metropolis in Ghana on secondary school teachers' attitudes and challenges on the teaching and learning of history and government. It was revealed that the subjects were overloaded with more topics than what teachers could cover. This was coupled with teachers' feeling that the periods allocated to the subjects were insufficient.

Again, Collingwood (1946) acknowledged that teaching methods and curricular choices have long been perceived by many scholars as barriers to the study of history. Hunt,

37

(2011) vocalizes that there are examples of good history teaching, never the less, Berg and Christou, (2017) suggest that history teaching is problematic. The emphasis upon rote memorization of dates and facts has led many to conclude that history has little practical value outside of test-taking (Nicoll, 1969).

Also, Boadu (2014b) observed in their study on the use of technology in the teaching of history in the Cape Coast metropolis in Ghana and identified that teachers had positive perceptions about the use of technology in the teaching and learning of history but these technological devices such as overhead projectors, interactive boards, computers, etc. which contribute to making history less abstract and more meaningful to students were not available in most schools. This reduced the interest and morale of students and teachers in teaching and learning of history. Amengor (2011) studied the perception of History teachers towards ICT in the teaching and learning of History. It was discovered that the study reported that 95.6 % of the respondents believed ICT makes teaching more effective. This shows that the teachers had a good perception towards ICT. Studies by Haydn (2001) on ICT and History teachers reported that most teachers felt under pressure to use computers in the teaching and learning History but had a positive perception of ICT to improve teaching and learning in History.

2.6 Clarity about the component of the History subject

Clarity about the goals and means is a perennial problem in curriculum implementation, especially in history teaching. Even when there is agreement that some kind of change is needed, as and when teachers want to improve some area of the curriculum or improve the school as a whole, the adopted change may not be at all clear

about what teachers should do differently (Fullan, 2007). Teachers need to be clear about the aims and objectives of the History subject, they need to be clear about the teaching and learning materials that can support their teaching and they need to be clear about the appropriate methodologies to use in implementing the History subject. These would facilitate teachers' success rate at implementing the History subject. The lack of clarity – diffuse goals and unspecified means of its implementation – represents a major problem at the implementation stage of the History subject (Fullan 2007).

Fullan (1991) discovered that the greater the sense of teacher efficacy, the greater the degree of implementation. For instance, the teacher's own past and present experience, his knowledge of the subject matter, teaching skills and his abilities to conceptualize alternative procedures can influence the way he interprets the curriculum intentions. Fullan (1991) in his study also discovered that false clarity inhibits the success of implementation. He discovered that false clarity occurred when teachers interpreted curriculum materials in an oversimplified way. For instance, an approved textbook may easily become the curriculum in the classroom and so teachers may fail to incorporate significant features of the policy or goals that it is supposed to address. Reliance on textbooks may easily distract attention from behaviours and educational beliefs critical to the achievement of desired outcomes.

2.7 Academic and professional qualifications of teachers

The level of performance of teachers depends on how well equipped they are both academically and professionally. The academic qualification of teachers is their knowledge in the content of the subject and the professional qualification has to do with the teacher's knowledge and ability to apply acceptable methods and strategies to enable

students grasped the content of the subject. According to Wilkins (1974), a teacher's degree of professional training determines his success or failure of putting a programme into operation. Darling-Hammond (1999) also states that variables presumed to be indicative of teachers' competence which has been examined for their relationship to students' learning include measures of teachers' academic ability, years of education, years of teaching experience, measures of subject matter and teaching knowledge, certification status, and teaching behaviours in the classroom. D'Amico, Harwell, Stein, and van den Heuvel (2001) also found that high-quality instructional practice and implementation of curriculum together may be associated with student achievement. Teachers are widely viewed as the group that most directly affects students' achievement and hence the successful implementation of the instructional programme. They help ensure students learn content and control the classroom activities most related to learning. As a result, teacher training is often the most widely used strategy to improve educational quality based on the presumption that better trained teachers will lead to increased levels of student learning (DeStefano, 2007). The effects of a teacher's experience (number of years taught) on students' learning are enormous and cannot be overlooked. A research conducted by Murnane and Phillips (1981) and Klitgaard and Hall (1974) has found a relationship between teachers' effectiveness and their years of experience. Hence, teachers' experience interplays with their academic and professional qualifications to ensure success in the implementation of any educational programme.

According to Nicoll (1969), instructors and professors alike are "indispensable" (p. 244) as gatekeepers of historical knowledge, entrusted with unpacking the historical past in a
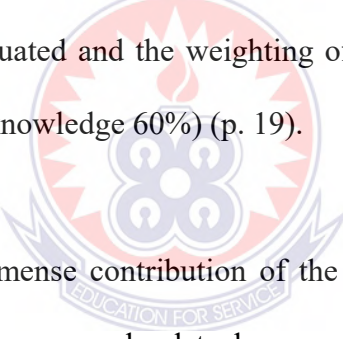
way that resonates with today's students that, hopefully, extends beyond their time in the classroom (Fogo, Reisman and Breakstone, 2015; Hong & Hamot, 2015).

2.8 School level support for curriculum implementation

Support given by school heads towards the implementation of a programme can affect it positively or negatively. According to Adentwi and Sarfo (2011), the role of the school principal is crucial since they alone can shape organizational conditions and create the enabling environment necessary for effective implementation to take place. The school can support the implementation of the instructional programme by making available the teaching syllabus. The syllabus of a subject is the guidelines for teaching the subject. According to the Commonwealth of Learning (CoL) (2003), a syllabus is defined as "a course outline comprising a collection of topics on the same subject matter and a series of statements of what is to be learned within a given time frame (p.18). Adentwi and Sarfo (2011) further view a syllabus as "a structured document that list course elements such as objectives to be pursued, subject matter to be covered, methods to be used in the instructional process, a proposed list of activities to be undertaken, prescribed textbooks, teaching and learning materials and assessment procedures (p. 27). From the two definitions, it is no doubt the syllabus is the most important curriculum material. This is because from it all other elements in relation to instruction and assessment can be derived. The syllabus book is the number one reference material for teachers' lesson notes preparations. According to the CoL (2003), the following are the reasons why the syllabus is an important document to a practicing teacher:

1. From the syllabus, the teacher can determine what topics are to be taught at each level: class, grade, or form.

2. The syllabus outlines terminal objectives. It gives the teacher the basis for evaluation since these objectives specify the expected achievements at the end of the course.

3. The syllabus list concepts to be developed; it tells the teacher what the pupils should learn.

4. The syllabus outlines the learning experiences and provides notes on the subject to be learned. These help the teacher determine the depth of the content and the expected skills to be developed.

5. The syllabus provides strategies and means of evaluating the learners' understanding of the subject. In some instances, the syllabus may suggest the skills to be evaluated and the weighting of each skill (for example, practical skills 40% and knowledge 60%) (p. 19).

Considering the immense contribution of the syllabus book in the instructional process, it is expedient for every school to have copies of it to help in their quest to implement educational programmes, and this can be made possible by the school head. The school head can also support implementation by supplying text books for both teaching and learning. A textbook is a book that contains facts about a subject which is usually used by someone who is studying that subject. It is an essential book for both teachers and students (Longman Dictionary, 2007). Textbooks are of paramount importance in any consideration of educational reform because more often than not textbooks are the sole reading materials that the students will have access to and which the teachers will use as an instructional resource. McCrory (2006) states that textbooks

are an important source of content in classes that use them and can be used to define the boundaries of content as well as the specific topics, the order in which they are taught, and most importantly, how they are presented. Students make use of textbooks before or after lessons either to add to the classroom taught knowledge or to clarify any misunderstanding of the subject. Teachers also use textbooks as their reference books for lesson preparations and delivery. Hence the impact of textbooks could be immense in curriculum implementation. However, it should be noted that the textbook is not a replacement to the syllabus and teachers should not rely on it solely to teach students.

School heads can further ensure that copies of teacher's guides/manuals are available to support teachers in their work. A teacher's guide, as the name suggests, is a book designed to guide teachers on how to teach all the topics or units presented in the syllabus and how to use the material presented in the textbook prepared by the Ghana Education Service for teaching and learning effectively to the benefit of students and to accomplish the mission of the programme. McNeil (1991) simply defines teacher's manual as a tool for helping the teacher to present the curriculum. The teacher's guide can help teachers prepare practical lessons that are useful and enjoyable for the learner, and at the same time suggests ways of doing things that teachers will find rewarding. It can therefore play an essential role in the implementation process.

In Ghana, one of the challenges faced by teachers is the lack of parental involvement in the learning of their wards. Henderson and Mapp (2002) reviewed a wide range of studies on parents' involvement. They found that students with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores and enroll in higher-level programs; be promoted, pass their classes, and earn

credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to further education.

Moreover, School heads can support the implementation of programme by providing effective library services. The school library can be stocked with modern books that can facilitate students learning of it. Teachers can also use the library to do research. Evidence has shown that library correlates to student achievement and in fact, is a functional variable of student success. Research was conducted in 200 Colorado schools and the findings were that the performance of students with quality school library programmes on the Colorado Student Assessment Programme Reading Test was 15% higher than the performance of students without high functioning School libraries (Lance, 2001). An inadequate library can be a recipe for implementation challenges of the programme. The findings of the Anamuah-Mensah Committee (2002, p. 212) on the factors militating against the provision of effective Library services in Ghana include the following:

1. lack of libraries in some schools;

2. poor/non-existent accommodation;

3. inadequate and obsolete materials and equipment;

4. outdated reading materials;

To address the problems and improve library and information services, the Committee which was led by Anamuah-Mensah, recommended the following:

1. District Assemblies with the support of the GET Fund (Ghana Educational Trust Fund) should establish and fund basic school and community libraries and in

addition provide ICT facilities to, among others, facilitate distance learning and non-formal education;

2. First and second cycle schools should have library periods on their timetables;

3. The Department of Information Studies of the University of Ghana should be supported by Government to expand its training facilities to train librarians for public, community, academic and school and college libraries;

4. A Directorate for school and college libraries should be created at the Ministry of Education (MOE) to be responsible for school and college libraries (p.212)

It is therefore the responsibility of the school heads to ensure that library services are provided in their schools to facilitate instruction.

2.9 Implementation challenges of the SHSHC

The achievement of objectives of any level of education depends largely on the effective implementation of its planned programme. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important. This is because the problem of most programmes arises at the implementation stage. In their opinion, Babalola (2014) and Mkpa (2004) remarked that it is at the implementation stage that many excellent curricula plans and other educational policies are marred without any trace. According to Adeleke (2007), education sector in Nigeria has suffered the plight of inadequate instructional materials, inadequately qualified teacher, poor funding syndrome, inadequate instructional facilities and lack of motivation among others. In other words, if the secondary school history curriculum will achieve its intended objectives, the following issues demand urgent attention. They are: -

2.9.1 Inadequate Instructional Facilities

Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, furniture which enable teachers to deliver effective teaching thereby leading to the attainment of behavioural objectives. According to Ehiametalor (2011), facilities are those factors that enable production workers to achieve the goals of an organization. Olokor (2006) observed that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment. To what extent are the facilities being provided for effective implementation of the new secondary school curriculum? Facilities are not provided adequately. What is found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has a negative effect on the effective implementation of the new secondary school curriculum.

Overbaugh (2010) in her study on the relationship of the physical environment to teachers' professionalism revealed that physical environment or facilities affect teachers in their performance. She mentioned further that the most important environmental features which affect teachers' performance are classrooms, furniture and class equipment. Marianhi (2009) commented that a simple, dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school. Lamenting on the type of building found in our secondary school, Nwachuku (2015) remarked that the public sector of education has witnessed stagnation and decay. Stating further that most schools are a caricature of what schools should be in a modern state.

Ehiametalor (2011) argued that school facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Ivowi (2014) noted that to ensure that curriculum must be effectively implemented, infrastructural facilities, equipment, tools and materials must be provided sufficiently. Nwagu (2014) affirmed that quality of education that our children receive bear direct relevance to the availability and lack of physical facilities and overall atmosphere in which learning take place. Emetarom (2003) asserts that "school facilities can be said to be the physical and spatial enables of teaching and learning which will increase the production and attainment of desired results".

Osifila (2004) found a significant relationship between adequacy of physical plants; and teachers' effectiveness and students' academic performance. United States District of Education (2002) reports that school buildings that can adequately provide a good learning environment are essential for students' success. In a study of high schools in Nepal, India Subedi (2003) found a significant relationship between student's achievement and the availability and use of physical and material resources. Other studies (Okebukola, 2005; Okunola, 2005; Agusiobo, 2004) indicate that the availability of resources is an important variable in student learning.

2.9.2 Lack of funds

As observed by Nwagu (2013), one impressive feature of educational institutions in Nigeria since independence has been the phenomenal increase in the number of students and students population. For this magnitude of expansion and development to be effective, there must be a massive investment of resources in the form of funds.

Unfortunately, all indicators point to a chronic gross under-funding at the school system. This is a serious issue in curriculum implementation in secondary education. Fund refers to money every project requires for its effective implementation. In support of this, Onyeachu (2008) noted that no organization functions effectively without funding. In Nigeria for instance, fund allocated for education is grossly inadequate. Gwany (2016) argued that the education industry is usually the first and easiest victim of budget cut during austerity and low profile, structural adjustment and other economic reform strategies. Nwachuku (2015) lamented that the present level of underfunding by the state, the public sector of education has witnessed stagnation and decay. This affects implementation of a well-designed curriculum. A situation where there is no money for payment of teachers' salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively.

Furthermore, Nwagu (2013) reports that this serious shortfall and inadequacies in education funding manifest in over-crowded classrooms, equipped workshops, libraries and laboratories. We also have a lot of indiscipline, frequent strikes and poor job productivity due to low morale and poor job satisfaction among school personnel; and unconducive learning environment for students. Alani (2015) opines that many parents/guardians that can afford the fees in private primary and secondary schools prefer them to public schools. This is due to the poor quality of instruction in the latter. Many public schools have grossly inadequate physical, material and human resources needed to give quality service. This problem he asserts arose from the age-long neglect of the public school's system through inadequate funding of education.

2.9.3 Insufficient Instructional Materials

Dike (2017) described instructional materials as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. Babalola (2004) noted that instructional materials are designed to promote and encourage effective teaching/learning experiences, and are also resource materials to curriculum implementation. Ajayi (2009) in a study on the relationship between availability of instructional materials and curriculum implementation in Nigerian secondary schools discovered a significant level of relationship between the two. Anyakogu (2012) opined that a relationship did exist between the availability of school facilities and implementation of school curriculum. As he put it without the availability of instructional materials in the schools the skilled-based curriculum will not be effectively implemented in Nigeria, youth would lack skill acquisition and economic empowerment.

2.9.4 Non-involvement of Teachers in Decision-making and Curriculum Planning

For set objectives of secondary education to be achieved, teachers must be involved in the decision-making and planning of curriculum. Obinna (2007) observed that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Ugwu (2005) affirmed that relevance of a curriculum is determined only when it is implemented. In other words, the relevance of any curriculum depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process.

49

Lack of involvement of teachers, according to Akuezuilo (2016) equally hinders the curriculum whose key implementers are not well oriented to the teaching of such curriculum. Alao (2011) carried out a study on the effective implementation of Nigerian secondary school curriculum. Two hundred (200) samples were used to respond to questionnaires constructed to find out whether the Nigerian secondary school system is well implemented or not. The response showed that 160 of the sampled student-teachers were of the opinion that the curriculum of Nigeria's secondary school curriculum lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Adams and Onyene (2011) that the Nigeria secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society. In support of the above finding Adeleke (2016) believes that one of the problems of Nigeria secondary school curriculum content is effectively finishing of a product (implementation), which is saddled with teacher's responsibility. Adeleke opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals.

2.9.5 Application of Information and Communication Technology

ICT has proved very useful and effective in the teaching and learning process. But teachers' inability to apply ICT in teaching at secondary school is one of the problems militating against effective implementation of the secondary school curriculum. Many secondary school teachers do not use computers in teaching their lessons. This has been attributed to many factors which include electricity problem. Onyeachu (2007) observed

50

that since ICTs require electricity for their use, where there is power failure, users will be stranded. Another factor is lack of computer as well as expert knowledge in the use of computer. According to Ijioma et al. (2014), the poor socio-economic condition in most developing countries of the world, including Nigeria has compelled the government and institutions to show little concern for the application of ICT in education. Many institutions cannot afford to buy or have access to computers and even where computers are available; there is a lack of human and material resources to use ICT.

2.9.6 Lack of monitoring and support in the implementation of curriculum amongst educators by principals:

The principal, together with the school Management Team (SMT) should manage the process of teaching and learning within the school in accordance with curriculum policy documents and other policies. Mason, Cianan, Bean and Murphree (2014) indicated that SMT should monitor and support the following activities:

• Content teaching: ensure that the content for teaching and learning is in line with the assessment standards;

• Integration in planning and presentation: ensure that assessment standards and various teaching methods are properly integrated;

• learning outcomes and assessment standards: ensure that learning outcomes and assessment standards are correctly sequenced to allow progression;

• Learner-centred and learner-paced teaching: ensure that the teaching pace is determined by the learners' learning progress;

• Application of curriculum principles such as progression and inclusivity: ensure that learners with various learning barriers are considered during planning and presentation;

• Continuous assessment: ensure that once-off assessment, for instance in the form of examination, is avoided in favour of continuous assessment;

• Drafting of time-tables: ensure that allocation of periods to Learning Areas is in line with the curriculum policy; and

• Remedial work: ensure that learners with learning barriers receive the necessary assistance that enables them to learn.

Cunningham and Cordeiro (2010) see monitoring and support in the context of class visits. The class visits create the opportunity for the SMT to observe teachers' work, provide motivation and exercise influence. During supervisory discussions educators also have the opportunity to talk to the instructional leader about the problems they encounter in teaching practice. The principal should conduct class visits and give support to educators. S/he should draw up a monitoring instrument that could direct the class visits. An Integrated Quality Management System (IQMS) programme should also be put in place. Structures such as school development teams and development support groups should be in place (Brunton 2013:8). The appraisal of educators should take place for educators to share their experiences and offer each other moral support. The proper implementation of the curriculum by educators required effective monitoring by principals and other stakeholders. Monitoring would determine successes and also determine deficiencies and challenges which educators encountered. After monitoring had been done and challenges diagnosed, corrective measures, support and other

intervention strategies could then be taken to assist educators and that on its own would be a way of empowering educators.

2.9.7 In-service teacher training

Regarding the in-service training of teachers, a vast amount of work still needs to be done to ensure the successful implementation of the curriculum. Obviously, the education authorities cannot provide all the in-service training that is needed and are at this stage involving higher education institutions in the process. The challenge that lies before providers of in-service teacher training regarding implementation of the curriculum is not only to be able to train so many teachers; aspects such as the relevant curriculum and teaching practice are also involved. The in-service training should obviously also be presented in a way that considers that the teachers are novices regarding curriculum implementation. The successful implementation of the curriculum will also to a large extent depend on the provision of the necessary resources and facilities to ensure that the enthusiasm of teachers and learners is sustained.

Exposure of teachers, learners, parents, school principals and governing bodies to information on the purpose of the curriculum implementation and the extent of its impact should receive the necessary attention to ensure that everybody is aware of and fully understands the challenges that are involved. These in-service interventions, as such, only partly address the challenges mentioned above. To meet the challenges mentioned above, a large-scale cooperative effort between the educational authorities, the providers of in-service teacher training and sponsors from the private sector will be necessary (Bush and Bell 2002:208).

53

2.9.8 Appropriate Curriculum

The nature of a curriculum with an effective system of delivering it is critical in attaining higher learning outcomes. A Curriculum of a school contains a country's educational goals, objectives and policy direction as well as the appropriate educational philosophies that could be adopted to address its needs. It specifies the content, sequence, methodology, duration of a programme and pacing of what should be taught at each grade level. It determines the quality of teachers to be trained and Teaching and Learning Materials (TLM) employed in its implementation to achieve the mission and vision of a country. What is more, it serves as a reference point for measuring the input, output and outcome of teachers, students and other stakeholders of education at a point in time (Chapman & Adams 2002).

2.9.9 Appropriate Language Teaching

Performance of students in school has a nexus with access to the language used in the learning environment. UNICEF (2000) argues that when children are allowed to begin learning process (primary education) in their native tongue, it later facilitates their proficiency in the official medium of communication and instruction acknowledged by the school. But parents who want their children to master the foreign language (French /English) early rebuff the deposition that the use of the home tongue for studies rather places limitations on the learning of French /English language. There is a perception that Africa languages lack the capacity to deal with technical and scientific notions. However, parents who refuse to have their children learn their Lingua franca contend that such a practice is an imposition to achieve a political point rather than bridging the socio-linguistic or demographic barriers in the country (Obanya 1995 cited in Colby 2000).

2.9.10 Appropriate class size

Measured pupil-teacher ratios are reasonable approximations of actual class sizes, especially, in schools. Ankomah et al (2005) cited (Lockheed et. al., 1991) that education quality is much higher and improves students' achievement when the student-teacher ratio is much lower in class. A study conducted by Beebout (1972) cited in Adams (2000) on class size in Malaysia secondary schools proves that, fewer students per teacher in a class improves the quality of interaction and for that matter raises accomplishment.

2.9.11 Sufficient Instructional Period

Time management is of the essence in any human endeavour because of the crucial role it plays in the success and failure of activities. Allocation of adequate hours to teaching is an imperative tool for attaining quality education. This is because teachers need ample time to prepare for lessons, attend to the individual needs of students that contribute to their successes in academic work. Not only that but also, students require ample time to revise their lessons, visit libraries to research and do their assignments as well. To a school as a unit, preparation of curriculum for a term's or year's programme to a large extent depends on the number of hours for the period. Lockheed and Verspoor (1991) assert that an effective institution requires not less than 800-1000 hours a year for teaching to completes its curriculum. They were however, quick to add that most schools are victim of this situation.

2.10 Summary of the literature review and implications for this study

From all the literature reviewed, it was realized that curriculum implementation is the process of translating the planned curriculum into practical experiences for learners at the classroom level throughout the entire school system. Implementation goes through three stages that include: re-invention, clarification and routinisation. The theoretical framework for the study included fidelity in implementation, adaptation in implementation and enactment in implementation. All these three constitute a continuum with the fidelity and enactment at the extreme opposite ends and adaptation as a middle point. These views are all assumptions about curriculum knowledge, curriculum change and the role of the teacher.

The researcher also reviewed the challenges of senior high school history curriculum and it was realized that some of the factors that could hinder the smooth implementation of any programme especially history included the perception of students about the history programme, clarity of implementers about the components of the history programme, academic and professional qualification of teachers as well as quality of support in terms of instructional materials and facilities. It also tried to explore the kinds and levels of school support given towards the implementation of the history programme.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter focuses on the methodology adopted for the study. The chapter was discussed under the following sub-headings: research design, population, sample and sampling procedures. It also took a glance at the instruments for data collection, validity and reliability of instrument, data collection procedures, and data analysis procedures.

3.1 Area of study

The area of study is Upper Denkyira East Municipality and Upper Denkyira West District. Upper Denkyira East Municipality is one of the twenty-two (22) Administrative Metropolitan, Municipalities and Districts of the Central Region of Ghana. The Administrative Capital is Dunkwa-on-Offin. The town is a mining, particularly illegal small-scale mining (galamsey) and farming community. It has towns such as Akropong, Asikuma, Abesewa, Meretweso, Buabin, Buabinso, Opponso, Dunkwa-on-Offin, Mfuom, Kyekyewere, Babianiha, Abankesieso, Esaase, Emisa to mention but a few. The Municipality was established in 2007 by the Legislative Instrument (LI 1877) from the then Upper Denkyira District. It was inaugurated in February 2008. Retrieved from: http://centralregion.gov.gh/index.php/districts/view/21 at 10/10/2019 @ GMT: 17:10PM

The Administrative Capital is Dunkwa-On-Offin. It lies within latitudes 5º. 30' and 6º.20' north of the equator and longitudes 1º W and 2º W of the Greenwich Meridian. It shares common boundaries with Adansi South in the North, Assin North Municipal in the East and Twiffo Atti-Morkwa District in the West and Upper Denkyira West District in the North-West. Upper Denkyira East Municipality covers a

total land area of 1,020 square kilometers, which is about 10% of the total land area of the Central Region. The population of the Municipality according to 2010 population and housing census stands at 72,810 with 35,750 male and 37,020 female. Retrieved from: http://centralregion.gov.gh/index.php/districts/view/21 at 10/10/2019 @ GMT: 17:10PM

The Municipality falls within the semi equatorial zone with its characteristics. The mean annual temperatures are 29ºC on the hottest months and about 24ºC in the coolest months. There are two rainfall regimes, but the total annual mean rainfall is between 120 cm and 200 cm. The first rainy season is from May to June with the heaviest in June, while the second rainy season is from September to Mid-November. The main dry season is from late-November to February. Retrieved from: http://centralregion.gov.gh/index.php/districts/view/21 retrieved on 10/10/2019 @ GMT: 17:10PM

In term of education, Upper Denkyira East Municipality has four senior high schools. Two are public SHS and the others private SHS. The public SHS comprises Boa-Amposem Senior High School and Dunkwa Senior high technical school while the private is made up of St. Andrews Senior High School and Samtet Oxford Senior High School.

Similarly, Upper Denkyira West District is one of the twenty-two (22) Administrative Districts in the Central Region of Ghana. It is about three hundred and fifty (350) Kilometres from Accra. It has Diaso as district capital. The occupation of the people is predominantly farming and mining. However, a significant number of the people (mostly the youthful population) in the area were engaged in galamsey operations.

The district can boost of a mining company called Perseus Mining (Ghana) Limited situated in Ayanfuri.

Retrieved from: http://centralregion.gov.gh/index.php/districts/view/21 at 10/10/2019 @ GMT: 17:10PM

However, prior to Perseus Mining (Ghana) limited, other mining companies such as Cluff Natural Resource Limited and Central Ashanti Gold Mining Company mined in Ayanfuri. The district has towns or communities like Nkotumso, Abora, Dominase, Breman, Brofoyedu, Treposo, Nkwantanum, New Obuasi, Jameso Nkwanta to mention a few. Again, the district could boast of two public Senior High Schools namely; Diaso Senior High School at Diaso and Ayanfuri Senior High School at Ayanfuri. Also, in terms of geography and climatic features, it shares a common characteristic with Upper Denkyira East Municipality (Researcher's field observation, 2019).

3.2 Research Design

Generally, the study was a case study that employed cross-sectional survey and sequential mixed-method approach design. The mixed-method approach involves the mixing of quantitative and qualitative methods or other paradigm characteristics (Johnson and Christensen, 2012). Onley and Barnes, (2008) contended that mixed-methods studies allow researchers to combine "empirical" precision with "descriptive" precision. The purpose of using mixed methods in this study was for triangulation (that is, seeking convergence and corroboration of results from different methods studying the same phenomenon) and complementarity (that is, seeking elaboration, enhancement, illustration, clarification of the results from one method with results from the other method). The study collected the views of students, teachers, Head of Arts Departments

59

and SHS heads about how they perceived the implementation of the SHS History programme in relation to its objectives, content, teaching learning methodologies, resources available for the teaching of the subject and so on. Also, both quantitative and qualitative approach has their particular strengths and, when used together, could provide a thorough picture of the study (Onley & Barnes, 2008).

3.3 Population

The population for this study was students, teachers, heads of department and heads of SHSs in selected schools in Upper Denkyira East Municipality and Upper Denkyira West Districts in the Central region of Ghana. The researcher purposefully selected three Senior High Schools that offer history as a discipline. Among the schools the researcher selected were; Boa-Amponsem Senior High School, Diaso Senior high School and St. Andrews Senior High School. The researcher chose the above schools because they were the only schools in the area that study history as a subject.

3.4 Sampling Frame

The sampling frame is the list of all sample units in the population. In this study, the sample frame consisted of all history students in the three selected Senior High Schools, history teachers and all heads of schools in the selected schools (SSs). The total population of One hundred and seventy-Five respondents which represents the sampling frame is presented in Table 3.1and Table 3.2

Table 3.1 Sampling Frame for History students

No.	CLASS/ FORM	Boa-Amposem SHS	Diaso SHS	St. Andrew SHS	Total
1.	FORM TWO	34	25	20	79
2.	FORM THREE	32	32	21	85
		66	57	41	164

Source: (field, 2019)

It must be stated that form one history students were excluded from the study because at the time of administering the questionnaire they had not been admitted into the various Senior High Schools. There were only form two and form three.

Table 3.2 Sampling Frame for Heads of SHS, Heads of Arts Departments and History teachers

NO.	Unit	Boa-Amposem SHS	Diaso SHS	St. Andrew SHS	Total
1.	HEADS OF SCHOOLS	1	1	1	3
2.	HEADS OF ARTS DEPARTMENTS	1	1	1	3
3.	HISTORY TEACHERS	2	2	1	5

Source: (field, 2019)

61

NB: History teachers were offered questionnaires to fill in whiles Heads of Art Departments and Heads of SHS were interviewed.

3.5 Sample and Sampling Techniques

In the determination of sample size from the respondents (teachers, students, heads of arts department and heads of shs), the researcher used census technique and purposive sampling techniques. The sample for the study included 164 students, 5 history teachers, three (3) heads of department and three (3) head masters. The sampling techniques used to select participants for the study were a combination of census sampling and purposive sampling techniques.

Purposive sampling was used because according to Fraenkel and Wallen (2003), it starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit that purpose. Thus, purposive sampling was used to select the 164 students comprising form two and threes only, 5 teachers, three (3) heads of arts department and three (3) heads of institutions. Finally, census sampling was used because every member of the population was included in the sample size. Data was gathered from every member of the population. Here, only form two and three students were used for the study because form one students had not been admitted at the time of the data collection. Table 3.1 illustrate the various populations of history students from the three selected schools. It was realized that Boa-Amposem SHS recorded 34 history students in form two and 32 history students in form three whereas Diaso SHS had a total of 25 history students in form two and 32 history students in form three. St. Andrew SHS also recorded 21 history students in form three and 20 history students in form two. From table 3.1 it was observed that the number of students who read history at the SHS level in

the municipality and district is small. For this reason, the researcher thought it wise to involve all the population in the study hence census sampling technique. Thus, a simple size of one humdred and sixty-four was used to solicit information from students who read history whilst five (5) respondents were included in the sample size for History teachers and six (6) samples were used for Heads of SHS and Heads of Arts Departments. In all a sample size of One hundred and seventy-five was used in the study. This was justified from the fact that Fraenkel and Wallen, (2003) said for a study that involved quantitative survey techniques, a minimum sample size of hundred (100) is good for the findings of the survey to be generalizable to the target population. The justification of the sample size is further buttressed by the assertion that "a sample size of 30 is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis on their data" (Cohen, Manion & Morrison, 2008).

3.6 Data Collection Instruments

Closed-ended questionnaires and interviews were used for the collection of data for the study. According to Borg and Gall, (1993) survey research typically employs the questionnaire and interview methods to determine the opinions, attitudes, preferences and perceptions of persons of interest to a study. Questionnaire as a data collection instrument was used because, according to Osula (2001), it permits wider coverage for a minimum expense both in money and effort. Closed-ended questionnaire was appropriate for this study since it allows respondents to choose between options provided by the researcher (Smith, 1957).

Blaxter, (1996) explained that interview seeks to describe the meanings of central themes in the life or world of subjects. They also noted that interviews are particularly useful for getting the story behind a participant's experiences. The study employed structured interview guide. This was used because According to Blaxter (1996), the semi-structured interview approach does not require long periods of researcher participation in the life of the interviewee and allows free interaction between researcher and interviewee.

3.6.1 Questionnaire

In developing the questionnaire, the researcher, in consultation with the supervisor developed two sets of questionnaires; one for history teachers only and the other for students of the selected SHSs. Apart from section A, the rest of the sections contained either a five-point or three-point Likert Scale type questionnaire items.

The questionnaire for History teachers consisted of forty-nine (49) question items. The first part of the questionnaire labeled (A) contained eight (8) items that elicited information on the demographic characteristics of the respondents such as age group, gender, whether teachers were professionally trained or not, highest academic qualification, highest professional qualification, and the number of years of teaching at the SHS level (Appendix A). These data were in tune with the purpose of this research since the respondents' demographic data might have a significant influence on participants' ability to implement the curriculum programme successfully.

The second section (B) contained seven (7) items used to seek information about the views of participants on the perceptions of SHS students about the History Subject in

the SSs. A five (5) point Likert scale ranging from Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5 were used to collect the data.

Section C contained eight (8) items that elicited information on the extent of clarity of the component of the SHSHC. They were asked to indicate by ticking on the three-point Likert scale ranging from Not clear = 1, neutral = 2, and very clear =3.

Section D consisted Ten (10) items that allowed the respondents to express their views regarding the kinds and levels of support that are given to the implementation of the SHSHC in the SSs. A five-point Likert scale ranging from Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5 were used to elicit this information from the respondents.

Section E consisted of eight (8) items used to seek information about the views of the participant on the implementation challenges of the SHSHC in SSs. A five (5) point Likert scale ranging from strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5 were used to collect the data.

Students' questionnaire on the other hand consisted of thirty-six (36) items. Section (A) contained three (3) items which elicited information about the students' demographic data. They included age, gender and type of JHS completed by the students. This was necessary because these data could play a significant role in identifying a curriculum challenge in student learning.

Section B contained seven (7) items used to seek information about the views of participant on the perceptions of SHS students about the history Subject in the SSs. A five (5) point Likert scale ranging strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5 were used to collect the data.

65

Section C consisted of eight (8) items that elicited information on the extent of clarity of the component of the SHSHC in SSs. Respondents' were given a three-point Likert scale to tick ranging from Not clear = 1, neutral = 2, and very clear = 3.

Section D consisted of Ten (10) items that focused on the kinds and levels of support that are given to the implementation of the SHSJC in the SSs. Here, students were asked to indicate by ticking on a five-point Likert scale ranging from strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5 to know how they are supported to learn History (Appendix B).

The section E consisted of eight (8) items used to seek information about the views of participant on the implementation challenges of the SHSHC in SSs. A five (5) point Likert scale ranging from strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5 were used to collect the data.

The middle point of the Likert scale was considered as a mean score of 3.0 and this represented a 'neutral position'. This value representing a neutral position was used in this study to indicate a position that respondents neither agree nor disagree with a statement. That is a point at which the respondent is not sure whether to agree or disagree. A mean value below 3.0 gives a general picture of disagreement while a mean value above 3.0 gives a general picture of agreement with a statement (Figure 3.2). However, a mean value above or below 3.0 does not imply that all respondents agreed or disagreed with a statement, but the majority were. Agreement or disagreement to a statement was, therefore, considered on majority basis. The standard deviation of the items also indicates the extent to which respondents agreed or disagreed with the items. This is illustrated in figure 3.2 below.

Figure 3.1: An illustration of the neutral position on the five-point Likert-type scale
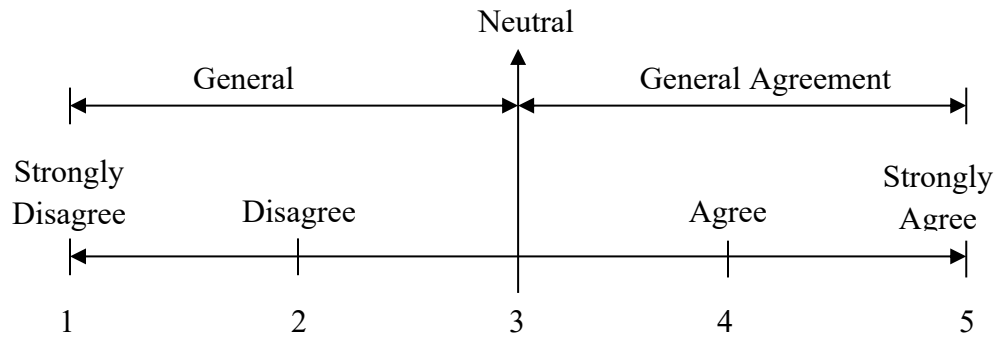
3.6.2 Interview

The interview guide for Headmasters and Heads of Department was made up of six (6) open-ended questions with two sub-questions under question four (4). The first question sought to find out the perception of History teachers and students about SHSHC in the selected schools. The second question was about clarity of the SHSHC to history teachers and students. The third question sought to find out whether the institutions have the requisite numbers of qualified history teachers. Again, the fourth question sought to find out whether the three most important curriculum materials (the syllabus, teachers' guide, and textbooks) on history were available in the selected schools. The fifth question was about the implementation challenges of teaching and learning of history in the selected SHSs. The sixth question sought to find out whether Heads of Art departments and SHSs would recommend the continuous existence of history as a subject in the selected SHSs. (see Appendix C).

The researcher interviewed three (3) Head masters and three (3) Heads of Arts Department. The researcher booked an appointment with each one of the respondents and interviewed them on face to face basis for close to forty minutes each. The fieldwork

67

began soon after the researcher had reached the interviewees' office. The researcher exchanges pleasantries with the interviewees and inprovided a good atmosphere for interviewees to express their points of view as they desired, which Bloom (1998) insists is necessary in order to ensure egalitarian interview relationships.

Probing as a technique was used to get clarity and explore responses that were of significance to the research topic. As a result, some of the interviews turned into narratives and sharing of experiences. This happened because participants were not restricted to only answering questions on the interview guide. In addition, during the interviews, the researcher listened carefully, often constructing questions from what respondents narrated. Occasionally too, the researcher returned to previous questions in order to get more thorough information.

3.7 Validity and reliability of instrument

Validity is the extent to which the items in an instrument measure what they are set out to measure (Miles and Huberman, 1994). It is a demonstration that a particular research instrument in fact measures what it purports to measure (Durrheim, and Wassenaar, 1999). To ensure content and face validity, I consulted my supervisor to crosscheck the questionnaire items after constructing them. This was in line with the suggestion that that the researcher approach others in the academic community to check the appropriateness of his or her measurement tools (Durrheim, and Wassenaar, 1999).

Reliability is the extent to which items in an instrument generate consistent responses over several trials with different respondents in the same setting or

circumstances (Miles and Huberman, 1994). Reliability according to Durrheim (1999) refers to the extent to which a measuring instrument that is a questionnaire yields the same results on repeated applications. It means the degree of dependability and consistency of a measuring instrument. The researcher also conducted a pilot study to determine the validity of the instrument. The questionnaire was given to six (6) teachers and thirty (30) students of the Obuasi Senior High Technical School who were not part of the sample to answer and give their views about the complexity and ambiguity of items. The results were used to correct errors in the questionnaire.

In this study, the Cronbach Alpha coefficient was used to check the reliability of the instruments, because it was a "more efficient way of testing reliability" and was less time consuming. After pre-testing the questionnaires, it was again pilot tested by inputting the results into computer software – Statistical Package for social sciences (SPSS) - to get the Cronbach Alpha coefficient. According to Wilson and MacLean (1994), piloting is able to help in establishing the reliability and practicability of the questionnaire because it serves among other things: to check the clarity of the questions, give feedback on reliability of test items and also to make sure that the data required, answered the research questions. Pilot study is also performed to develop, adapt, or check the feasibility of techniques, to determine the reliability of measures, and/or to calculate how big the final sample needs to be (Hopkins, 2000).

For the pilot testing, a Cronbach alpha coefficient of .884 was obtained for the teachers' questionnaire and .794 for the students' questionnaire. These indicate that the questionnaires were highly reliable. According to Muijs, Harris, Chapman, Stoll, and

Russ, (2004), a Cronbach alpha coefficient which is above 0.700 is considered to offer reasonable reliability for research purposes in education.

3.8 Data collection Procedures

The data collection lasted for one month (that is from 1st – 30th October 2019). The researcher wrote a letter and presented it at the beginning of the first week to the various heads of institutions that were sampled for the study seeking permission to include them and their teachers and students in the study. They were informed in the letter that their responses were going to be kept confidential and that it was going to be used for a project (See Appendix D). A copy of the introductory letter from the Head of department office of the University of Education, Winneba-Kumasi was attached to the letter (see Appendix E). With the consent of the Headmasters, the Heads of departments of the participating schools were informed about the study. The questionnaire was then administered personally to the students with the assistance of a friend and the history teachers in their respective classrooms. The questionnaire was collected as soon as it was completed by the respondents. This mode of administration ensured 100% collection of the questionnaire responses. Respondents were not allowed to communicate with each other to ensure that responses were not affected by other subjects' views. The questionnaires for History teachers were however administered to them by the researcher in their various offices. However, Heads of institutions and Heads of departments were interviewed in their various offices with the aid of an interview guide.

3.9 Ethical Principles

The researcher was well aware of the ethical issues and therefore sought permission from the heads of the participating schools. That was why a letter of informed

consent was written first to the various schools. In addition, an official letter from the Head of Educational Leadership Department of the University of Education, Winneba-Kumasi, seeking permission to conduct the study was attached and submitted to the schools. Upon getting the approval to collect the data, the researcher was introduced to the head of academics of each of the selected schools who in turn introduced the researcher to the students and the history teachers around. The researcher used the opportunity to inform them of his research intentions. Additionally, participants were assured of confidentiality which means that no names were required on the questionnaire or would be used during the write-up of the study. They were also informed that participation was voluntary. The Heads of academics in turn briefed their teacher colleagues and prepared the students as well for the exercise.

3.11 Data Analysis procedures

Data collected was organized according to the research questions. Data was analyzed quantitatively using tables, frequency, percentages, mean and standard deviation. This was done by coding the data and keying it into Statistical Package for Social Sciences (SPSS) version 16 for statistical analysis. The SPSS was chosen for the data analysis because it does most of the data analysis one needs as far as quantitative analysis is concerned (Muijs, Harris, Chapman, Stoll & Russ 2004). On the other hand, qualitative data were put into thematic analysis of responses and the use of verbatim quotation of responses of respondents.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Overview

This chapter presents the findings that have emerged from the data collected using questionnaires. The findings of the study are presented under the following sections: Demographic characteristics of respondents and findings related to the research questions. The purpose of the study was to assess the implementation challenges of the Senior High School History Curriculum. To meet this purpose and also answer the research questions, data were gathered from history teachers, students, Heads of Institutions and Department.

4.1 Demographic characteristics of respondents

The respondents for the study were 175 and that included 164 students and 11 teachers (5 history teachers, 3 heads of department and 3 heads of institutions). Table 4.1 shows the demographic characteristics of the students.

Table 4. 1: Demographic Characteristics of Students

Variables	Frequency	Percentage
Age		
Below 15 years	0	0
15 - 19 Years	164	100
Above 19 years	0	0
Gender		
Male	67	40.9
Female	97	59.1
Type of JHS attended		
Private	17	10.4
Public	147	89.6

Table 4.1 shows the demographic characteristics of students. It revealed that all the respondents were within the ages of 15-19 years, representing 100%. Again, most of the students were females (97) representing 59.1% and the male respondents were 67, representing 40.9%. On the type of JHS attended, majority of the respondents representing 89.6% (147) attended public schools while 10.4% (17) attended private schools.

The views of teachers on their demographic characteristics, is illustrated in Table 4.2.

Table 4. 2: Demographic Characteristics of History Teachers

VARIABLES	FREQUENCY	PERCENTAGE
Age		
20-30	1	20
31-40	3	60
41-50	1	20
Gender		
Male	5	100
Female	0	0
Professionally Trained History Teacher		
Yes	5	100
No	0	0
Academic Qualification		
G. C. E 'O' Level	0	0
G. C. E. 'A' Level	0	0
Diploma	0	0
1st Degree (eg B.Sc, BA)	5	100
2nd Degree (eg MA, M.Phil)	0	0
Professional Qualification		

Cert 'A' Post Sec	0	0
Specialist Certificate	0	0
P. G. C. E./P. G. D.E	0	0
Diploma in Education	0	0
1st Degree in Education	5	100
2nd Degree in Education (eg M. ED, M. PHIL)	0	0
Number of years in the teaching profession		
below 5	2	40
6-10	2	40
11-15	1	20
Number of years spent in your current school		
1-5	3	60
6-10	2	40
Course, Seminar Or Workshop attended in History		
Yes	4	80
No	1	20

From Table 4.2, it was found that out of 5 respondents, majority of the teachers were within the age group of 31-40 representing 60% (5). The other age range namely 20-30 and 41-50 recorded 20% (1) each. None was above 51years old. Concerning gender, all the respondents were male representing 100% (5).

Again, on the issue of professionalism, all the History teachers were professionally trained history teachers representing 100% (5) of the respondents. Moreover, it was observed from the Table 4.2 that all the History teachers had their 1st

degree history as their highest academic and professional qualification with 5 respondents representing 100%. Furthermore, majority of the history teachers said they had been in the teaching profession for not more than 5years and within 5 to 10years representing 40% (2) each for both ranges. Also, majority of the history teachers said they had spent not more than 5years in their current school representing 60% (3) of the respondents. With respect to the number of years spent in current school, 40% (2) of the History teachers said they had spent 6-10years in their current schools. Notwithstanding the above, majority of the History teachers representing 80% (4) said they had attended workshop, seminar and course in history. Only one person representing 20% (1) of the respondents said he had never attended workshop, seminar and course in history.

4.2 Findings Related to the Research Questions

4.2.1 How do SHS students perceive history subject in the selected schools?

This research question was to seek information on the perception of senior high school students in history subject. To achieve this, the researcher designed seven item questionnaires. Table 4.3 and 4.4 show the perception of students towards history as a discipline in SHS from the point of view of students and teachers respectively.

Table 4. 3 Students' views on their perception towards the SHS history Subject

NO.	STATEMENTS	SD N(%)	D N(%)	N N(%)	A N(%)	SA N(%)	N	MEAN	STD. DEV
1	Students show interest in History learning	3(1.83)	12(7.32)	13(7.93)	46(28.0)	90(54.88)	164	4.0976	.881
2	History is about memorization of facts	6(3.66)	19(11.59)	48(29.27)	64(39.02)	27(16.46)	164	3.8171	.974
3	Students regard History as difficult	12(7.32)	32(19.51)	81(49.39)	12(7.32)	27(16.46)	164	3.0793	1.238
4	Students perceive History to be something that cannot easily be understood	35(21.34)	78(47.56)	12(7.32)	34(20.73)	5(3.05)	164	2.5244	1.354
5	Students perceive History to be vital for their everyday lives	4(2.44)	13(7.93)	14(8.54)	47(28.66)	86(52.44)	164	4.0732	.924
6	Students perceive History as more abstract than practical	13(7.93)	33(20.12)	82(50.0)	13(7.93)	23(14.02)	164	3.3780	1.223
7	History is overloaded with more topics	3(1.83)	12(7.32)	32(19.51)	42(25.61)	75(45.73)	164	4.3780	.9738

76

From Table 4.3, majority of the students agreed that they perceived history to be vital to their everyday lives (mean =4.07). This implies that students were aware of the essence of learning history and for this reason majority of the students were affirmative of the fact that they show interest in learning of history (mean= 4.09) but the discipline is overloaded with more topics (mean = 4.38). Again, most students regard the study of history as memorization of facts (mean = 3.81) and perceive the discipline to be more abstract than practical (mean =3.38). Also, most of them agreed that the study of history at the senior high school level is difficult (mean =3.08). Conversely, majority of the respondents disagreed with the statement that they perceived history to be something that cannot easily be understood (mean =2.52).

The standard deviation of for items 1, and 5 were very low (.881, and .924, respectively). This implies that there was a close agreement or disagreement with those statements than the other statements. For statements with standard deviations of more than one (1), implies there was a dispersed thought of either agreeing or disagreeing. Again, it was observed from that table that item 2 and 7 had the low and similar standard deviation (.974). This means that there was a close agreement with the statements that history is about memorization of fact (.974) and loaded with more topics (.974).

Similar to the views of students on their perception about history were those of teachers. This is presented in Table 4.4

Table 4. 4 Teachers view on how students perceive the SHS history programme

ITEM	STATEMENTS	SD N(%)	D N(%)	N N(%)	A N(%)	SA N(%)	N	MEAN	STD. DEV
1	Students show interest in History learning	0(0)	0(0)	1(20)	3(60)	1(20)	5	4.0000	.70711
2	History is about memorization of facts	0(0)	0(0)	0(0)	5(100)	0(0)	5	4.0000	.70711
3	Students regard History as difficult	0(0)	3(60)	1(20)	1(20)	0(0)	5	2.6000	.89443
4	Students perceive History to be something that cannot easily be understood	1(20)	3(60)	0(0)	1(20)	0(0)	5	2.4000	.54772
5	Students perceive History to be vital for their everyday lives	0(0)	0(0)	0(0)	2(40)	3(60)	5	4.6000	.54772
6	Students perceive history as more abstract than practical	0(0)	0(0)	2(40)	2(40)	1(20)	5	3.8000	.83666
7	History is overloaded with more topics	0(0)	2(40)	0(0)	2(40)	1(20)	5	3.6000	.54772

78

From Table 4.4, it was observed that majority of the History teachers perceived students to show interest in history learning (mean = 4.0, std = .707) as such students perceive history to be vital for their everyday lives (mean = 4.6, std = .548). Again, majority of the History teachers agreed that students perceived History to be about memorization of facts (mean = 4.0, std = .707) and as such see history as more abstract than practical (mean = 3.8) and overloaded with more topics (mean = 3.6, std = .548).

However, majority of the History teachers were in total disagreement on students' perception that history is difficult and cannot be easily understood (mean = 2.6 and 2.4 respectively). Thus, the majority of the History teachers perceived history students to see history as easy and understandable. The standard deviation for item 4 seems to be low (std = .548). This implies that there was a close disagreement with that statement.

4.2.2 How clear are the history teachers about the components of the SHSHC?

For implementation to meet its desired objectives, teachers and students need to be clear about the components of what they are implementing. It is for this basic reason that the researcher sought to find out how clear history teachers are about the component of the SHSSC. Thus, eight research items were used to answer the above research question.

Table 4. 5 : Students view on the extent of clarity of the component of the SHS history Subject

ITEM	STATEMENTS	N	MEAN	STD. DEV
1	General aims for learning history	164	2.542	.659
2	General objectives outlined in the Syllabus and textbooks	164	2.199	.676
3	Specific objectives outlined in the syllabus and textbooks	164	2.159	.726
4	Scope of content of history syllabus at the SHS level	164	2.451	.695
5	Teaching and learning materials are well organized	164	2.470	.794
6	There is adequate activities and Recommended tasks for students	164	1.787	.604
7	Instructional materials recommended for teaching the syllabus	164	2.476	.730

From Table 4.5, majority of the students said they were not clear that there are adequate activities and recommended tasks for students (mean =1.787). On the contrary, a greater part of the students said that they were clear about the general aims for learning history (mean=2.542), general objectives outlined in the syllabus (mean=2.199), specific objectives outlined in the syllabus and textbooks (mean=2.159), scope of content of the history syllabus (mean=2.451) and well-organized teaching and learning materials (mean=2.470). Also, students were clear about the instructional materials recommended for teaching the syllabus (mean=2.476).

Table 4. 6: Teachers view on the extent of Clarity about the Components of the SHS History Subject

ITEMS	STATEMENTS	N	MEAN	STD. DEV.
1	General aims for learning history	5	2.8000	.44721
2	General objectives outlined in the Syllabus and textbooks	5	2.8000	.44721
3	Specific objectives outlined in the syllabus and textbooks	5	2.8000	.44721
4	Scope of content of history syllabus at the SHS level	5	2.6000	.54772
5	Teaching and learning Materials are well organized	5	2.2000	.44721
6	There is adequate activities and Recommended tasks for students	5	1.8000	.44721
7	Instructional materials recommended for teaching the syllabus	5	1.4000	.54772

From Table 4.6, majority of the teachers said they were not clear about the Instructional materials recommended for teaching the syllabus (mean = 1.40 std = .547). However, majority of the teachers agreed on the following statements that they were clear about the general aims for learning history and specific objectives outlined in the syllabus and textbooks as well as general objectives outlined in the syllabus (mean=2.80, 2.80 and 2.80 respectively). Again, teachers were clear on the scope of the content of history syllabus at the SHS level as well as organized teaching and learning materials (mean=2.60 and 2.20 respectively). Histroy teachers were clear on the use of adequate teaching and learning materials for teaching (mean =1.80).

The standard deviations for all the items were very low. This implied there was close agreement or disagreement with those statements. Again, the standard deviation for items 1, 2, 3, 5 and 6 were the same (std = .447) and the standard deviation for items 4

81

and 7 were also the same (std = .547) signifying there was similar or same close agreement or disagreement with those statements.

4.2.3 What kinds and levels of support are given towards the implementation of the SHSHC.

The absence of support towards a given programme will render its implementation futile. Thus, the researcher sought the views of both students and teachers about the extent of support they get to facilitate in their teaching and learning of history. Table 4.7 highlights the level of support given towards the implementation of the SHS history programme.

Table 4. 7 : Students view on the extent of support towards the teaching and learning of history

No.	Item	N	Mean	Std. dev
1	There are enough textbooks for teaching and learning History in my school	164	2.5122	1.42065
2	Majority of students have their copies of the History textbooks	164	2.0915	1.53812
3	My school library has copies of the textbooks and other supporting books for teaching and learning.	164	2.6402	1.13984
4	There are sufficient syllabi for teaching and learning in my school.	164	3.9268	.74768
5	Every teacher has a copy of the History syllabus.	164	4.3049	.95531
6	There are teachers' manuals for teaching and learning in my school.	164	2.8232	1.17717
7	Every teacher has a copy of the teachers' manual	164	2.8720	1.25398
8	The school has adequate qualified teachers.	164	3.7378	1.26230
9	My school head show positive attitude towards the implementation of the History programme	164	3.5854	1.19766
11	Parents provide adequate support for the implementation of History programme.	164	3.3902	1.43365

From table 4.7, students were affirmative of the fact that every history teacher has a copy of the history syllabus (mean =4.30). Again, most of the respondents agreed that

82

the school has adequate qualified teachers and there is a positive attitude towards the implementation of the history programme by school head (mean =3.74 and 3.58 respectively). Also, some students agreed to support the implementation of history parent support promotes the implementation of the course (mean 3.39). Conversely, most of the respondents disagreed vehemently on the following statements: textbooks for teaching and learning history were enough in their school, majority of the students have copies of the history textbook; their school libraries have copies of the textbooks and other supporting books for teaching and learning history (mean=2.51, 2.09, 2.64 respectively). Also, majority of the students were ambivalent about the fact that every teacher has a copy of the teacher's manual (mean=2.87). Most views of students in either agreeing or disagreeing concerning the support given to them towards the learning of history are widely dispersed since most of the standard deviations are above one (1). It is only item 4, 5 and 10 that has a standard deviation of below one (1) (std = .748, .955, .898 respectively).

The views of teachers concerning the support they receive towards the implementation of the history progamme is illustrated in Table 4.8

Table 4. 8: Teachers view of the Extent of support towards the teaching and learning of History

ITEMS	STATEMENTS	N	MEAN	STD. DEV.
1	There are enough textbooks for teaching and learning History in my school	5	2.6000	.54772
2	Majority of students have their own copies of the History textbooks.	5	2.2000	.83666
3	My school library has copies of the textbooks and other supporting books for teaching and learning.	5	3.8000	.44721
4	There are sufficient syllabi for teaching and learning in my school.	5	3.4000	.54772
5	Every teacher has a copy of the History syllabus.	5	4.8000	.44721
6	There are teachers' manuals for teaching and learning in my school.	5	4.4000	.54772
7	Every teacher has a copy of the teachers' manual.	5	2.0000	.70711
8	The school has adequate qualified teachers.	5	4.4000	.54772
9	My school head show positive attitude towards the implementation of the History programme.	5	4.6000	.54772
10	Parent provides adequate support for the implementation of History programme.	5	2.0000	.70711

From Table 4.8, majority of the teachers agreed that every History teacher has a copy of the History syllabus (mean = 4.80) and there are teachers' manuals for teaching and learning in my school (mean = 4.40, std = .548). Also, most of the teachers agreed that the school head shows positive attitude towards the implementation of the history programme (mean = 4.6, std = .548) by providing adequate qualified history teachers

(mean = 4.40, std = 5.48). Again, majority of the teachers also agreed that the school library has copies of the textbooks and other supporting books for teaching and learning History (mean = 3.8, std = .447) and that there are sufficient syllabi for teaching and learning (mean = 3.4, std = .548). It must be stated that the standard deviation for items 3 and 5 were low and the same (.447), suggesting a close agreement of views on the statements.

On the contrary, it was observed that majority of the History teachers disagreed with the statements that there are enough textbooks for teaching and learning of history (mean = 2.6), and thus majority of the students have their copies of the history textbooks (mean = 2.2). Again, many history teachers disagreed that they have copies of the teachers' manual (mean = 2.00). Concerning the extent of parent support for the implementation of the history programme (mean = 2.00) majority of the teachers disagreed to the statement.

The standard deviation for item 2 was very high. This implied that there was a dispersed disagreement of views with the statement. None of the standard deviations of the statements was above one (1) signifying that the thoughts were not widely dispersed.

4.2.4 What are the implementation challenges of the SHS history programme.

The implementation of a programme may be bedeviled with challenges. These challenges when acted upon may help improve the programme. Thus, the researcher used sight questionnaire items to answer the above research questions. Table 4.9 showcases the implementation challenges of the SHS history Subject.

Table 4. 9 : Students view on the Challenges towards the implementation of the SHSHC.

ITEM	STATEMENTS	N	MEAN	STD. DEV
1	There is insufficient instructional period for teaching history	164	3.4573	1.33546
2	Inadequate use of ICT tool in the teaching and learning of history	164	2.1783	1.61921
3	There is lack of funds to support historical activities and learning.	164	3.9207	1.08523
4	Non-involvement of Teachers in Decision-making and Planning of the history curriculum.	164	3.0061	.66919
5	There is inadequate monitoring and supervision	164	3.7378	1.25743
6	Mismatch between the history subject and the needs of the society (job market).	164	3.0732	1.07144
7	use of the English language in teaching and learning of history at the expense of the local language affect implementation	164	2.6951	1.15847

From Table 4.9, it was realized that majority of students disagreed with the fact that the use of the English language in teaching and learning history at the expense of the local language coupled with the inadequate use of the ICT tools affects implementation of the programme (mean =2.70 and 2.17 respectively. Again, from the table; it was observed that some of the students do agree that lack of funds, non-involvement of teachers in decision making and planning of the history programme, inadequate monitoring and supervision, mismatch between the subjects and the needs of the society, and insufficient instructional period for teaching and learningaffect implementation of the SHSHC.

It must be said that most of the views of students in either agreeing or disagreeing on the challenges towards the implementation of the history programme were widely

86

dispersed since all standard deviations were more than one (1) except for items 4 and 8

(std.= .669 and std.= .827 respectively)

Table 4.10 : Teachers' Views on the Challenges towards the Implementation of the SHSHC.

ITEMS	STATEMENTS	N	MEAN	STD. DEV.
1	There is insufficient instructional period for teaching history	5	4.0000	.70711
2	Inadequate use of ICT tool in the teaching and learning of history	5	2.4000	.54772
3	There is lack of funds to support historical activities and learning.	5	4.4000	.54772
4	Non-involvement of Teachers in Decision-making and Planning of the history curriculum.	5	4.0000	1.22474
5	There is inadequate monitoring and supervision	5	2.0000	.70711
6	Mismatch between the history subject and the needs of the society (job market).	5	3.8000	.44721
7	use of the English language in teaching and learning of history at the expense of the local language affect implementation	5	2.4000	.54772
8	Lack of or low in-service training and workshop for history teachers	5	4.2000	.83666

From Table 4.10, it was realized that majority of the History teachers agreed that

lack of funds to support historical activities and learning (mean = 4.40, std = .548), low

in-service training and workshop for history teachers (mean = 4.2, std = .837), non-

involvement of teachers in the decision making and planning of the history discipline

(mean = 4.0, std = 1.23) and insufficient instructional period for teaching history (mean =

4.0, std = .707) are major challenge confronting the implementation of the SHS history

programme. Thus, item four (4) has the highest standard deviation (std = 1.23), suggesting that there were dispersed agreement with regard to the views of teachers that non-involvement of teachers in the decision making and planning of the history discipline affect implementation of the history subject in UDEM and UDWD. Again, most of the teachers agreed to that mismatch between the history subject and the needs of the society (mean = 3.8, std = .447) affect the implementation of the programme.

On the other hand, majority of the history teachers disagreed that the use of the English language in teaching and learning at the expense of the local language coupled with inadequate use of ICT tools in teaching and learning affect the implementation of the history programme (mean = 2.4, std = .548 and mean = 2.4, std = .548 respectively). It could be said that the similarity in the standard deviation of both item 2 and 7 suggest that there was a common close disagreement on the said statements. Also, most of the teachers disagreed that there was inadequate monitoring and supervision (mean = 2.0, std = .707) in the teaching and learning of history in the study areas. This implied that there is proper supervision and monitoring of history learning and teaching in Upper Denkyira East Municipality and Upper Denkyira West District.

4.3 Summary of responses from interviews with Heads of Arts Departments and Heads of SHS's.

The researcher conducted an in-depth interview with the heads of Arts Department of the various schools and the Heads of the schools. The researcher asked six (6) questions that cut across all the research questions. The findings were related to one another. Below is a summary of the responses of the respondents.

88

1. In your view, how do students perceive the learning of history?

There was a unanimous thought that students perceive History to be difficult and full of memorization of facts and dates. They think students perceive History to be something they cannot easily understand. One head stated that:

they think History is difficult and it is about dates and facts and if you cannot memorize these facts and dates then you cannot study history (HM 1).

Some of them however hold the opinion that those who have the proper foundation in English language and Social Studies appreciate the discipline more than those who do not. They said they are doing their best to demystify these misconceptions. Therefore, they organise seminars to talk to them about the importance of History, encouraging History teachers to use different methods and styles to break lessons into simpler units for students to understand. As one head indicated:

we have formed a History club in the school to help develop students' interest in history and to correct most of the misconceptions (HM 2)

2. How clear are History teachers and students about the components of the syllabus used in teaching and learning of the subject in your school?

Most of the respondents stated that the component of the syllabus used in teaching and learning of History was clear to teachers and students in their schools. They alluded to the fact that teachers were clear about the objectives, aims and goals specified in the syllabus. One of the heads stated:

they know what they are supposed to do and are clear about whatever objectives and activity is outlined in the syllabus document (HM 3).

They believe students were clear about the learning of History syllabus. They however think that students' response to the learning of History was low because only a few students opted for the subject. One of them stated:

> *many of the students we admit and select to read History run away from the subject and join other Arts classes because of the fear inculcated in them by their seniors about the subject; we have therefore tasked our teachers to take their time to explain things to them so that they can develop interest in the History subject* (HM 1).

Nonetheless, teachers were doing their best and encouraging students to put up their best in reading and learning the subject.

3. Do you have the required curriculum materials like syllabus, teacher's manuals and text books for teaching history?

   i.   If you have, are they enough for every teacher and students?

   ii.   If you do not have, what steps have you taken to get some for your school?

Most heads of institutions admitted they have the curriculum materials but they are not adequate. For instance, one stated:

we do not have enough textbooks ... but the few we have, we put it at the library (HM 1).

One head also used this statement to describe the inadequacy of the syllabus:

if I may put it right, we just have only one copy and all the History teachers depend on it (HD 1).

As for the teachers' manuals, all of them said they do not have it. As one Head of Arts Department put it:

since I came to this school five years ago I have never seen one (HD 2).

Asked whether they were taking steps to get enough curriculum materials, they said they were all making efforts to get the materials supplied to the schools in their right quantities.

4. Do you have the required number of qualified teachers to teach the subject?

All the heads interviewed said that they have professional and qualified history teachers but their numerical strength is small and as such augment them with National Service Personnel. One head lamented:

we don't have the required number of qualified and professional History teachers and sometimes we rely on National Service teachers and at other times, we overburden the existing History teachers (HM 1).

All the Heads of Institutions said the teachers are professionally trained History teachers but are limited in number and as such, they needed more History teachers to augment the existing ones if the need is to increase the History classes.

5. What in your view are some of the implementation challenges in History learning in your school?

Most of the Heads and Departmental Heads who were interviewed said that History teaching and learning had challenges such as lack of funds to support historical activities such as field trips and excursions, low in-service training and workshop for history teachers, the insufficient instructional period for teaching history and mismatch between the history subject and the needs of the society.

One head narrated that:

sometimes money to embark on historical educational trips was even a problem. Again, most parents think teachers suggest the idea of educational trips just to make money, and as such are reluctant to contribute towards their wards educational trip fee (HM 3).

Another head recounts that:

the allotted time for teaching is not enough and sometimes teachers had to organize extra classes for students to complete the syllabus but many students would not attend History extra class as they attend Mathematics because they do not see the essence of learning History (HM2).

One of the Departmental Heads noted that:

ever since I started teaching I have never seen any workshop organized for History teachers and we must take a kind look at that (HD3).

One of the most interesting comments by one Head is that:

92

every parent wants to see the direct work benefit of their ward subject of study on current job opportunity and as such discourage their ward from reading History because they do not know the essence of learning History (HM 3).

6. Do you recommend the continuous existence of History as a subject in the SHSs?

All the respondents agreed with the statement that History should continue to exist as a subject in the SHS. Their reasons were that History is very important to the everyday life of the individual and also, taking a critical look at the course structure of the education system in Ghana, we cannot do without History. One of Headmasters stated:

everybody needs to acquire basic historical knowledge especially about their heritage for to be ignorant of what occurred before you were born is to remain always a child (HM 2).
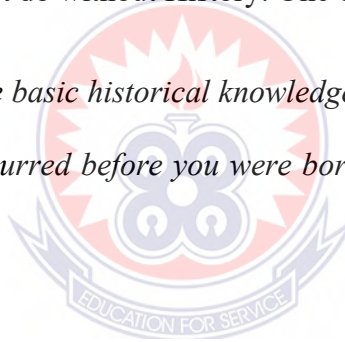
CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Overview

The purpose of the research is to examine the implementation challenges of the SHS history curriculum in Upper Denkyira East Municipality and West District. The chapter, therefore, discusses the findings of the study as presented in chapter four. The discussion is based on the demographic characteristics of respondents, students' perception of the SHS history subject, clarity about the components of the history subject, kinds of support towards the implementation of the history programme, and the implementation challenges of the SHS history programme.

5.1 Demographic Characteristics of Respondents

The result from Table 4.1 showed that all the respondents were within the ages of 15-19 years representing 100%. Again, most of the students were females (97), representing 59.1% and the male respondents were 67, representing 40.9%. This indicates that more females were reading history than males. Also, it was realized that majority of the respondents, representing 89.6% (147) attended public schools while 10.4% (17) attended private schools.

From Table 4.2, it was realized that out of 5 respondents, majority of the teachers were within the age group of 31-40, representing 60% (5). The other age range namely 20-30 and 41-50 recorded 20% (1) each. None was above 51years old. Concerning gender, all the respondents were male, representing 100% (5). This shows that both the municipality and district have a youthful population of history teachers. Evidence from

Table 4.2 indicates that all the respondents were male representing 100% (5). This shows that there were no female history teacher in UDEM and UDWD.

On the issue of professionalism, it was observed from Table 4.2 that all the History teachers were professionally trained history teachers, representing 100% (5) of the respondents. This implies that despite the teacher's level of experience (80%) as indicated in Table 4.2 which ranged from 1-5years (40%) and 5-10years (40%), the history teachers were also professionally trained. Moreover, it was observed from Table 4.2 that all the History teachers had their 1st degree history as their highest academic and professional qualification with 5 respondents representing 100%. This could be confirmed from research conducted by Wilkins (1974) which indicated that a teacher's degree of professional training determines his success or failure when putting a programme into operation. Hence, teachers' experience coupled with their academic and professional qualifications ensure a successful implementation of the history programme.

Also, majority of the history teachers said they have spent not more than 5years in their current school representing 60% (3) of the respondents. Again, 40% (2) of the History teachers said they have spent 6-10years in their current schools. Notwithstanding the above, majority of the History teachers representing 80% (4) said they have attended workshops and seminars in history.

5.2 Perceptions of SHSs Students about the History Subject

Perception is one of the intrinsic motivation factors that may cause a student to either fail or succeed in his or her studies. Thus, a negative perception may lead to poor performance and vice versa. With regards to the history discipline, Ruto and Ndaloh (2013) have unraveled that students possess negative perceptions about the subject as they regarded it as difficult and a compendium of facts to be memorised (Cobbold and Oppong, 2010a).

From Table 4.3 and 4.4, though, majority of the History students and teachers agreed that they perceived history as important (mean =4.07, 4.60 respectively) and interesting (mean= 4.09, 4.00 respectively), they acknowledge that it is overloaded with more topics (mean = 4.38, 3.6 respectively), full of memorization of facts (mean = 3.81, 4.0 respectively) and more abstract than practical (mean =3.38, 3.8 respectively). It could be deduced that because History students and teachers said history is overloaded with more topics, full of memorization of facts and dates as well as abstract it makes the discipline difficult. This perception of History students and teachers is in line with the views of Cobbold and Oppong (2010) as stated above. Again, most students agreed that history is difficult to study (mean =3.08) but majority of the teachers disagreed that History is difficult. The perception of students that History is difficult was confirmed in the interview with Heads of SHS and Heads of Arts Department which was noted by one Head that:

they think History is difficult and is about date and fact and if you cannot memorize these facts and date then you cannot study history (HM1).

96

However, from Table 4.3 and 4.4 majority of the History students and teachers were in total disagreement on the statement history is not understandable (mean = 2.4, 2.52 respectively). The emphasis on rote memorization of dates and facts has led many to conclude that history has little practical value outside of test-taking (Durant, 2014; Nicoll, 1969).

Notwithstanding the above, the idea of history as overloaded with more topics was confirmed in a study by Ruto and Ndaloh (2013) on secondary school teachers' attitudes and challenges on the teaching and learning of history and revealed that the subject was overloaded with more topics than what teachers could cover. It could be said that implementers could mostly reduce the topics to be taught at the SHS level so as to meet the time duration for the study of the discipline. Also, teachers (implementers) must provide and make use of methods, approaches and skills that would make history teaching and learning easy. In this regard, the two tertiary Education universities in Ghana namely, University of Education, Winneba and the University of Cape Coast have made steps in training professional History teachers to handle both content and pedagogy. This action in no time would yield fruit and reduce the difficulty attached to history by students.

It must be stated that history as a discipline is very essential (mean = 4.07, 4.60 respectively) and understandable (mean = 2.52, 2.4 respectively) for every economy as perceived by both students and teachers. But unless the right experiences are brought to the field, proper methods and pedagogy employed as well as a critical look at the content of the curriculum at the SHS level majority of students would still face certain difficulties.

5.3 Clarity of the History Teachers and Students About the Components of The SHS History Programme

For a successful implementation of a programme, implementers need to be its aims, objectives, contents, methodologies, teaching and learning materials and among others those things necessary to achieve success. Table 4.5 and 4.6 showcase that a greater part of the History students and teachers were clear about the general aims for learning history (mean=2.54 and 2.80 respectively), general objectives outlined in the syllabus (mean=2.199 and 2.80 respectively), specific objectives outlined in the syllabus and textbooks (mean=2.159 and 2.80 respectively), and well-organized teaching and learning materials (mean=2.47 and 2.20 respectively). Thus, the study revealed that clarity about the components of the syllabus among respondents was not a barrier to the implementation of the History curriculum in Upper Denkyira East Municipality and Upper Denkyira West District. It was supported further by the interview conducted on Heads of SHS and Arts Departments in the study areas and was revealed by one of the heads that:

they (teachers) know what they are supposed to do and are clear about whatever objectives and activity are outlined in the syllabus document. (HM 3).

This refuted the argument by Fullan (2007) that lack of clarity – diffuse goals and unspecified means of its implementation – represents a major problem at the implementation stage (Fullan, 2007). Similarly, the study disagrees with Gross et al.(1971) that teachers' lack of clarity about the innovation is an obstacle to implementation.

Despite the level of clarity on the part of History teachers and students on the above statements, there were also some other statements that were not clear to them. For instance, majority of the teachers said they were not clear on the instructional materials recommended for teaching the syllabus (mean = 1.40). The above finding conforms with that of Cobbold (1999) that the characteristics of the social studies programme were fairly clear to both tutors and students and that they regarded all the components of the programme as important. Hence there was something positive regarding the level of clarity of the component of the history curriculum in the Upper Denkyira East Municipality and Upper Denkyira West District. This was in line with what Fullan (1991) identified that the greater the sense of efficacy, the greater the degree of implementation. In the light of this teachers need to be clear about the aims and objectives of the programme, they need to be clear about the teaching and learning materials that can support their teaching and they need to be clear about the appropriate methodologies to use in implementing the history subject in the Municipality and District. It is thus expected that teacher would be able to implement the history subject considering the level of clarity. It could be concluded that clarity about the component of the history curriculum was somehow not an issue between the teachers and students but must not be taken lightly because it can influence performance.

5.4 Academic and Professional Qualifications of History Teachers

The fruitfulness of every instructional programme depends on the level of academic and professional expertise of the implementers, especially teachers. As such one's knowledge in the content area can influence greatly his impact in the classroom as

99

well as his or her ability to select the appropriate material and present it in a logical and sequential manner that can promote students learning. Table 4.2 revealed that all the History teachers were professionally trained with 5 respondents representing 100% of the total respondents. A comparison between the literature below and the findings of the study reveals that in Upper Denkyira East and Upper Denkyira West Districts there are professional and good implementers (teachers) of the discipline History. This implies that the history teacher in the Municipality and District had academic and professional qualifications. The only problem has to do with the student's perception about the subject. This was supported by Wilkins (1974) that a teacher's degree of professional training determines his success or failure of putting a programme into operation. With regard to this study, the teachers were professionally trained history teachers. It could be stated that the interview conducted on the Head of SHS and Departmental Heads reveals same that all the History teachers were professionally trained.

Moreover, it was observed from Table 4.2 that most of the teachers had their 1st degree as their highest academic and professional qualification with 5 respondents representing 100 %. Furthermore, most of the respondents said they have been in their current school for 1-5years with 3 respondents representing 60%. This implied that they had adequate length of experience in the field of teaching. This was confirmed by a study conducted by Darling-Hammond (1999) that variables presumed to be indicative of teachers' competence and which have been examined for their relationship to students' learning include measures of teachers' academic ability, years of education, years of teaching experience, measures of subject matter and teaching knowledge, certification status, and teaching behaviors in the classroom.

100

Notwithstanding the above, majority of the respondents representing 80% (4) said they had attended workshop, seminar and course on education on history. Thus, the research revealed that all the respondents had gained some level of experience in teaching history. With respect to experience and length of teaching, the findings of the study confirmed the study conducted by Murnane and Phillips (1981) and Klitgaard and Hall (1974) who observed that there is a relationship between teachers' effectiveness and their years of experience. Hence, teachers' experience interplays with their academic and professional qualifications to ensure success in the implementation of any educational programme.

5.5 kinds of support given towards the implementation of the SHS history programme

For implementation to thrive, it needs active support from stakeholders. For instance, stakeholders must make available teaching syllabus, teacher's manual, students' textbooks, adequate qualified personnel among others. From Table 4.7 and 4.8, both students and teachers agreed to the fact that every history teacher has a copy of the history syllabus (mean =4.30, 4.8 respectively). The views of teachers and students implied that the teaching of history in the Municipality and District would thrive tremendously because the road map for teaching the course which is the syllabus has t been made available to the teachers who are the implementers. The interview conducted revealed the inadequacy of History syllabus in the schools. This was realized in a statement by one of the Heads who described the inadequacy of the syllabus:

if I may put it right, we just have only one copy and all the History teachers depend on it (HD 1).

101

Adentwi and Sarfo (2011) elaborated the essence of syllabus in teaching and learning and bemoaned that a syllabus is "a structured document that lists course elements such as objectives to be pursued, subject matter to be covered, methods to be used in the instructional process, a proposed list of activities to be undertaken, prescribed textbooks, teaching and learning materials and assessment procedures. It must be said from the idea of Adentwi and Sarfo (2011) that the syllabus is the most important curriculum material. This is because from it all other elements in relation to instruction and assessment can be derived and it is the number one reference material for teacher's lesson notes preparations. For this basic reason, every history teacher must have a copy of the history syllabus. Thus, the absence of it will be an impediment or challenge toward effective implementation of the history subject.

Again, most of the students and teachers disagreed vehemently on the following statements: textbooks for teaching and learning history were enough in their school (mean = 2.51 and 2.6 respectively) and majority of the students have copies of the history textbook (mean = 2.09 and 2.20 respectively. The interview conducted on Heads of Institution and Arts Department identified that they have the curriculum materials but they are not adequate. For instance, one stated:

we do not have enough textbooks ... but the few we have, we put it at the library (HM 2).

Though the finding of the studies revealed that textbooks for teaching and learning history were not available in the school but its essence in the implementation of the history curriculum has been echoed by McCrory (2006) who states that textbooks are

important source of content in classes that use them and can be used to define the boundaries of content as well as the specific topics, the order in which they are taught, and most importantly, how they are presented. In this regard, students make use of textbooks before or after lessons either to add to the classroom taught knowledge or to clarify any misunderstanding of the subject. Teachers also use textbooks as their reference books for lesson preparations and delivery. Hence the impact of the textbook could be immense in curriculum implementation of the history subject.

Furthermore, majority of the students and teachers agreed that the school had adequate qualified teachers (mean = 3.74 and 4.40 respectively) and there is a positive attitude towards the implementation of the history programme by the school head (mean =3.58 and 4.60 respectively). This finding is in line with the literature and reveals the essence of the school head in realizing the actual history curriculum as espoused by Adentwi and Sarfo (2011), that the role of the school head is crucial since they alone can shape organizational conditions and create the enabling environment necessary for effective implementation to take place and make the teaching syllabus a reality. Also, the school head has to ensure that adequate qualified teachers are made to handle the teaching of history. They can do this by requesting qualified history teachers from the Ministry of Education who are the employers of teachers to employ more history teachers.

Furthermore, most of the students agreed that parent support could promote the implementation of the history course (mean =3.39) whereas majority of the teachers disagreed that parents do not provide adequate support for the implementation of the history programme (mean = 2.00). The non-involvement of parents in students learning

103

as viewed by teachers in the study is major challenges faced by teachers. The studies of Henderson and Mapp (2002) discovered that students with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to further education. Thus the absence of parental involvement in students learning as viewed by the teacher in the study area was of great disadvantage to the teaching and learning of history at the SHSs.

From Table 4.8, majority of the teachers agreed that the school libraries have copies of textbooks and other supporting materials for teaching and learning (mean = 3.80). This view of the teachers contradicts that of the students. The ideas of both students and teachers portray the importance of library in history learning. This is evidenced in a research conducted by Lance (2001), which revealed that the performance of students with quality school library programmes was 15% higher than the performance of students without high functioning School libraries. It must be said that the development and equipment of school libraries would enhance the successful implementation of the history programme.

5.6 Implementation Challenges of the SHSHC

To Kouzes and Posner (2007) challenges are opportunity to greatness. In curriculum implementation, the identification of implementation challenges offers curriculum engineers the opportunity to resolve innovation and reform problems. Numerous challenges bedeviled history as a discipline at the SHS level. Tables 4.9 and 4.10 present the challenges associated with the history programme at the SHS level from

the viewpoint of teachers and students. It was realized that majority of students and teachers disagreed with the fact that the use of the English language in teaching and learning history at the expense of the local language affects implementation (mean = 2.70 and 2.4 respectively). This view of students and teachers disagrees with the research by UNICEF (2000) that when children are allowed to begin the learning process (primary education) in their native tongue, it later facilitates their proficiency in the official medium of communication and instruction acknowledged by the school. Thus, from the viewpoint of the UNICEF when children are made to use their native language in their studies, it could enhance their learning and affect the mastery of other foreign medium of communication. Hence it is concluded in this study that the use of the English language at the expense of the local language does not affect the implementation of the history programme. But the native language should be used in helping develop the foreign language and instruction.

Also, majority of the students and History teachers disagreed that inadequate use of ICT tools in teaching and learning history affects the implementation of the history programme (mean = 2.17, 2.40 respectively). This view of students and teachers contradict the study conducted by Onyeachu (2007) who observed that lack of computers as well as the expert knowledge in their use stifles successful implementation.

Notwithstanding the above, majority of the students agreed that there is lack of or low in-service training and workshop for history teachers (mean =4.60). This was supported by the views of teachers with a mean value of 4.2. A study in line with this research was one conducted by Bush and Bell (2002), which says that regarding the in-service training of teachers, a vast amount of work still needs to be done to ensure the

successful implementation of the curriculum. This view of Bush and Bell suggests that in-service training is essential but also a critical challenge in implementation because a lot of work still needs to be done to enhance a successful in-service training (Bush and Bell, 2002). Thus, the study agrees with the literature and it was supported by the views of the Head of SHS and Heads of Department as was voiced by one of the Departmental Head that:

ever since I started teaching I have never seen any workshop organized for History teachers and we must take a kind look at that (HD3).

Again, from Tables 4.9 and 4.10, both students and history teachers agreed on the issue of the lack of funds (mean = 3.92 and 4.40 respectively). This was supported by Onyeachu (2008) who noted that no organization functions effectively without funds. The consequence of poor funding is highly itinerated by Nwagwu (2013) who reports that this serious shortfall and inadequacies in education funding manifest in over-crowded classrooms, ill-equipped workshops, libraries and laboratories. Nwagwu added that there is a lot of indiscipline, frequent strikes and poor job productivity due to low morale and poor job satisfaction among school personnel; and unconducive learning environment for students. It could be deduced from the above discussion that poor funding syndrome affects the implementation of history at the SHS level. Thus, the views of the History teachers and students conformed with the views of the Heads of SHS and Heads of Arts Departments who were interviewed. One head narrated that:

106

sometimes money to embark on historical educational trips is even a problem. Again, most parents think teachers suggest the idea of educational trips just to make money and as such are reluctant to contribute towards their wards' educational trip fee (HM 3).

Furthermore, most of the History teachers and students agreed that the mismatch between the history subject and the needs of the society (mean = 3.80 and 3.07 respectively) affect the implementation of the history programme. The essence of this statement is portrayed in a study conducted by McKinsey et al (2007) that a Curriculum of a school contains a country's educational goals, objectives and policy direction as well as the appropriate educational philosophies that could be adopted to address its needs. This means that every curriculum must serve the needs of society. The mismatch between the history subject and the needs of the society shows that the history curriculum has failed in this respect. And this has been a great impediment towards effective implementation. It was confirmed in the interview as remarked by one head that:

every parent wants to see the direct work benefit of their ward subject of study on current job opportunity and as such discourage their ward from reading History because they do not know the essence of learning History (HM 3).

Moreover, majority of the History teachers agreed to the statement non-involvement of teachers in the decision making and planning of the history curriculum affect implementation (mean = 4.00) whereas students were neutral on this statement (mean =3.00). This shows that History teachers were affirmative that the non-involvement of teachers in the decision-making and planning of the history curriculum affects implementation. It must be stated that the literature was in conformity with the

views of the History teachers. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process. Thus lack of involvement of teachers, according to Okwelle, et al. (2016) equally hinders the curriculum.

Also, majority of the teachers agreed that insufficient instructional periods for teaching history (mean = 4.00) affect implementation of the programme. This implied sufficient time has not been allotted for the implementation of history. This confirms the views of students on these statements (means = 3.45). Lockheed (1991) assert that an effective institution requires not less than 800-1000 hours a year for teaching to completes its curriculum. They were, however, quick to add that most schools are a victim of this situation. This implies that the views of Lockheed, (1991) were in line with that of the study that instructional period was insufficient for teaching and learning of history. It was further confirmed by the view of those interviewed. As noted by One Head who was interviewed recants that:

the allotted time for teaching is not enough and sometimes teachers had to organize extra classes for students to complete the syllabus but many students would not attend History extra class as they attend Mathematics because they do not see the essence of learning History (HM 2).

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

6.0 Overview

This chapter provides the conclusion of the whole research study. The purpose of the study was to examine the implementation challenges of the SHS history curriculum in Upper Denkyira East Municipality and West District. The research questions used to gather data included: (i) How do SHS students perceive History Subject in the SSs? (ii) How clear are History teachers about the components of the SHSHC in the SSs? (iii) What are the academic and professional qualifications of History teachers in the SSs? (iv)What kinds of support are given towards the implementation of the SHSHC in the SSs? (v) What are the implementation challenges of the SHSHC in the SSs? Quantitative and qualitative research was employed for the study with questionnaires and interviews as the main instruments for data collection. The sample for the study was one hundred and seventy-five (175) comprising students, teachers, head of departments and heads of institutions. Analysis of data was based on descriptive statistics with emphasis on mean and standard deviation as well as verbatim quotation of responses of respondents. Therefore, the study focused on the summary of findings, conclusions based on those findings, recommendations and suggestions for further research.

6.1 Summary of findings

The first issue was to find out the perception of students about the history subject in the study area. It was revealed that majority of the students have positive perception about the history programme at the SHS level. The positive perception emanates from the

fact that most students regard history to be vital for their everyday lives and understandable. This was what influenced their show of interest in the learning of history. Despite the positive perception displayed by students towards the learning of history, some students perceive history learning negatively. For instance, most students regard history as full of memorization of facts as well as more abstract than practical. For this and many reasons best known to the respondents, most of them perceived the study of history at the senior high school level as difficult.

Secondly, the study sought to find out the level of clarity of history students and teachers about the component of the SHS history programme. It was realized that students and teachers in both Upper Denkyira East Municipality and Upper Denkyira West District were clear about the general aims for learning history, general objectives outlined in the syllabus, specific objectives outlined in the syllabus and textbooks and well-organized historical presentation. Also, students and teachers were clear about the instructional materials recommended for teaching the syllabus. Despite the level of agreement on the issue of clarity between teachers and students, there was also some level of disagreement. For instance, majority of the History teachers and students said they were not clear that there are adequate activities and recommended activity in the history syllabus at the SHS level.

Thirdly, the study sought to reveal how professional and academic qualifications of teachers influence the learning of history as a discipline at the SHS level. The findings unraveled that majority of the teachers were professionally trained history teachers. This implies that the history teachers in the Municipality and District had academic and professional qualifications as History teachers. It was further noted that the problem is

not in their professional expertise but with their numerical strength which is less than what most Heads of School expect. Due to this more history teachers must be professionally trained and supplied to the study areas.

Moreover, on the support given towards the implementation of the history subject, it was observed that most of the respondents agreed that the school has adequate qualified teachers who were professionally trained history teachers. Also, there is a positive attitude towards the implementation of the history programme by the school head. It must be stated that despite the above, majority of teachers and students disagreed that textbooks for teaching and learning history were enough in their school. This situation was worsened when it was discovered that copies of the history textbook as well as teacher's manual were not available to students and teachers. Whereas majority of the teachers agreed that the school libraries have copies of textbooks and other supporting materials for teaching and learning, majority of students disagreed. Again, many students affirmed that parent support in the form of buying textbooks for their wards promotes implementation of the course but teachers as well as heads of Departments and institutions disagreed.

Finally, the study discovered numerous challenges associated with history as a discipline at the SHS level. Among the findings identified included the following, lack of or low in-service training and workshop for History teachers, poor funding syndrome, non-involvement of teachers in decision making and planning of the history programme, mismatch between the history subject and the needs of the society affect the implementation of history at the SHS level. Also, teachers and students disagreed that inadequate use of ICT tools in teaching and learning history affects the implementation of

111

the history programme. Students, History teachers, Heads of Arts Department and Heads of SHS of the study opined that the instructional period was insufficient for teaching and learning of history. The study further revealed that the use of the English language was somehow not a problem in the implementation of the subject history. But it could be realized that the native language coupled with the English language could help make the teaching and learning of history more understandable and enjoyable.

6.2 Conclusion

From the findings of the study, it could be concluded that students have both positive and negative perceptions about the history discipline. Their positive perception is portrayed when they regard history as understandable and vital for their everyday lives. Also, their negative perception is showcased when they view history as difficult and as being more abstract than practical.
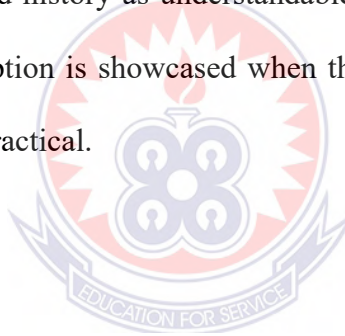
6.3 Recommendations

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

1. The teaching of History should be made more practical than theoretical. Thus, stakeholders for the implementation of the history programme must form history clubs in schools where they can help students to develop interest in the subject and overcome their difficulties. Again, curriculum engineers must develop and design the history curriculum in such a way that it would reflect the practicality of the discipline.

2. Curriculum engineers need to be clear on recommended tasks and activities as well as methodology to be employed in the teaching and learning of history.

3. More History teachers must be trained in the field of history to handle historical content and pedagogy. In this regard, the department of history at University of Education, Winneba and University of Cape Coast had been instrumental in training professional teachers but their efforts have not been felt in the whole country, especially in Upper Denkyira East and West.

4. There should be adequate provision of instructional materials like history syllabus, textbooks, teacher's manual among others for teaching and learning of history in schools. The Ministry of Education in collaboration with the Curriculum Research and Development Division should make sure that they produce a lot of the basic curriculum materials and supply them to all the schools to facilitate the successful implementation of the history programme.

5. Frequent organization of in-service training in the form of workshops and seminars, sufficient instructional period as well as adequate funding should be made available to schools to support the implementation of the history programme.

6.4 Suggestions for Further Research

Future researchers on the implementation of the history programme should consider replicating this study to possibly the whole of central region or the whole nation to find out whether the findings of this study are applicable to those areas or limited to only Upper Denkyira East Municipality and Upper Denkyira West District. Also, future

researchers should use a longitudinal survey to be able to track the process of implementation for a while instead of the cross-sectional survey used by this study since implementation is not a onetime event but happens over a period of time. Again, future researchers may look at the issue of language and its effect on the implementation of a History course.

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120

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APPENDICES

A: Questionnaire for History Teachers

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI
DEPARTMENT OF EDUCATIONAL LEADERSHIP

This questionnaire you are being kindly requested to complete, forms part of a study of the implementation challenges of the SHSHC in SSs in Central Region. The questionnaire aims at gathering information on the challenges of curriculum implementation in the region. Please, kindly respond to all the questions as frankly as possible to enable me gather such data. Your thoughtful and truthful responses will be greatly appreciated. **Your individual name is <u>not required</u> and will not at any time be associated with your responses.** Your responses will be kept completely <u>**confidential.**</u>

NAME OF SCHOOL: ………………………………………

Section A: Demographic variables

1. What is your gender?

a) Male [ ] b) Female [ ]

2. How old are you?

a) 20 - 30 Years [ ]   b) 31 - 40 Years [ ]   c) 41 - 50 Years [ ]   d) Above 51 Years [ ]

3. Are you a professionally trained History teacher?

    1. Yes   [ ]

    2. No   [ ]

136

4. What is your highest Academic Qualification?

    1. G. C. E 'O' Level   [ ]

    2. G. C. E. 'A' Level   [ ]

    3. Diploma   [ ]

    4. 1st Degree (eg B.Sc, BA)   [ ]

    5. 2nd Degree (eg MA, M.Phil)   [ ]

    6. Others   [ ]

    Please Specify ……………………………………

5. What is your highest Professional Qualification?

    1. Cert 'A' Post Sec   [ ]

    2. Specialist Certificate   [ ]

    3. P. G. C. E./P. G. D. E   [ ]

    4. Diploma in Education   [ ]

    5. 1st Degree in Education   [ ]

    6. 2nd Degree in Education (eg M. ED, M. PHIL) [ ]

6. How many years have you taught history at the SHS level?

    1. 0- 5 years   [ ]

    2. 6 - 10 years   [ ]

    3. 11-15 years   [ ]

    4. 16-20 years   [ ]

    5. 21years and above   [ ]

7. For how long have you been a teacher in your current school?

a) 1 – 5 years [ ] b) 6 – 10 years [ ] c) 11 - 15 years [ ] d) 16 – 20 years [ ] e) 21 - 25 years

[ ]

f) Over 26years [ ]

8. Have you ever attended any course, seminar or workshop on education or educational

management?

Yes [ ]   No [ ]

Section B

The perceptions of SHS students about the History Subject in the SSs

Indicate with a tick [√] the extent to which you agree with the following statements by

using the following scale: **1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree,**

5 = Strongly Agree

NO.	STATEMENTS	1	2	3	4	5
9.	Students show interest in History learning					
10.	History is about memorization of facts					
11.	Students regard History as difficult					
12.	Students perceive History to be something that cannot easily be understood					
13.	Students perceive History to be vital for their everyday lives					
14.	Students perceive history as more abstract than practical					
15.	History is overloaded with more topics					

Section C

Extent of clarity of the component of the SHS history programme

Please, place a tick (√) in the appropriate box to indicate the extent to which you are

clear with the following aspects of the history programme by using the following scale:

Not clear = 1, Clear = 2, Very clear = 3

	Aspect	1	2	3
16.	General aims for teaching history			
17.	General objectives outlined in the Syllabus			
18.	Specific objectives outlined in the syllabus			
19.	Scope of content of history syllabus at the SHS level			
20.	Organisation of the syllabus			
21.	Recommended tasks and Activities for students			
22.	Sequencing of recommended tasks and activities			
23.	Instructional materials recommended for teaching the syllabus			

Section D

Extent of support towards the implementation of the SHSHC in the SSs.

Indicate with a tick [√] the extent to which you agree with the following statements by

using the following scale: -1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree,

5 = Strongly Agree

No.	Statement	1	2	3	4	5
24.	There are enough textbooks for teaching and learning History in my school					
25.	Majority of students have their own copies of the History textbooks.					
26.	My school library has copies of the textbooks and other supporting books for teaching and learning.					

27.	There are sufficient syllabi for teaching and learning in my school.					
28.	Every teacher has a copy of the History syllabus.					
29.	There are teachers' manuals for teaching and learning in my school.					
30.	Every teacher has a copy of the teachers' manual.					
31.	The school has adequate qualified teachers.					
32.	My school head show positive attitude towards the implementation of the History programme.					
34.	Parent provides adequate support for the implementation of History programme.					

Section E

Implementation challenges of the SHSHC in SSs.

Indicate with a tick [√] the extent to which you agree with the following statements by using the following scale: **1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree**
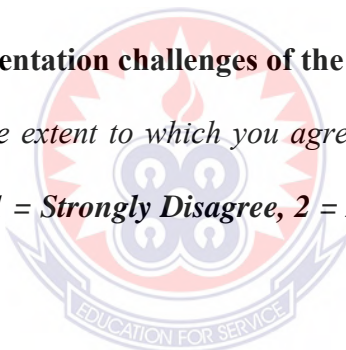
NO.	Statement(s)	1	2	3	4	5
35.	There is insufficient instructional period for teaching history					
36.	Inadequate use of ICT tool in the teaching and learning of history					
37.	There is lack of funds to support historical activities and learning.					
38.	Non-involvement of Teachers in Decision-making and Planning of the history curriculum.					
39.	There is inadequate monitoring and supervision					
40.	Mismatch between the history subject and the needs of the society (job market).					

41.	use of the English language in teaching and learning of history at the expense of the local language affect implementation					
42.	Lack of or low in-service training and workshop for history teachers					

141

B: Students Questionnaire

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI
DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR STUDENTS

This questionnaire you are being kindly requested to complete, forms part of an analysis of the **implementation challenges of the SHSHC in SSs in Central Region.** Please, kindly respond to all the questions as frankly as possible to enable me gather such data. Your thoughtful and truthful responses will be greatly appreciated. **Your individual name is <u>not required</u> and will not at any time be associated with your responses.** Your responses will be kept completely **<u>confidential.</u>**

SECTION A

Background information of respondents

Please, tick (√) the appropriate box for your answer.

1. What is your age?

   a) Below 15 Years [ ]   b) 15 - 19 Years [ ]   c) above 19 Years [ ]

2. What is your gender?
   1. Male   [ ]
   2. Female   [ ]

3. What type of JHS did you complete?
   1. Private   [ ]
   2. Public   [ ]

Section B

The perceptions of SHS students about the History Subject in the SSs

Indicate with a tick [√] the extent to which you agree with the following statements by using the following scale: **1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree**

NO.	STATEMENTS	1	2	3	4	5
4.	Students show interest in History learning					
5.	History is about memorization of facts					
6.	Students regard History as difficult					
7.	Students perceive History to be something that cannot easily be understood					
8.	Students perceive History to be vital for their everyday lives					
9.	Students perceive history as more abstract than practical					
10.	History is overloaded with more topics					

Section C

Extent of clarity of the component of the SHS history programme

Please, place a tick (√) in the appropriate box to indicate the extent to which you are clear with the following aspects of the history programme by using the following scale:

Not clear = 1, neutral= 2, Very clear = 3

	Aspect	1	2	3
11.	General aims for learning history			
12.	General objectives outlined in the Syllabus and textbooks			
13.	Specific objectives outlined in the syllabus and textbooks			
14.	Scope of content of history syllabus at the SHS level			
15.	Historical presentation are well organized			
16.	There is adequate activities and Recommended tasks for students			
17.	Activities and exercise in history			
18.	Instructional materials recommended for teaching the syllabus			

143

Section D

Extent of support towards the implementation of the SHSHC in the SSs.

Indicate with a tick [√] the extent to which you agree with the following statements by using the following scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree

| No.	Statement	1	2	3	4	5
19.	There are enough textbooks for teaching and learning History in my school					
20.	Majority of students have their own copies of the History textbooks.					
21.	My school library has copies of the textbooks and other supporting books for teaching and learning.					
22.	There are sufficient syllabi for teaching and learning in my school.					
23.	Every teacher has a copy of the History syllabus.					
24.	There are teachers' manuals for teaching and learning in my school.					
25.	Every teacher has a copy of the teachers' manual.					
26.	The school has adequate qualified teachers.					
27.	My school head show positive attitude towards the implementation of the History programme.					
29.	Parent provides adequate support for the implementation of History programme.					

144

Section E

Implementation challenges of the SHSHC in SSs.

Indicate with a tick [√] the extent to which you agree with the following statements by using the following scale: **1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree**

NO.	Statement(s)	1	2	3	4	5
30.	There is insufficient instructional period for teaching history					
31.	Inadequate use of ICT tool in the teaching and learning of history					
32.	There is lack of funds to support historical activities and learning.					
33.	Non-involvement of Teachers in Decision-making and Planning of the history curriculum.					
34.	There is inadequate monitoring and supervision					
35.	Mismatch between the history subject and the needs of the society (job market).					
36.	use of the English language in teaching and learning of history at the expense of the local language affect implementation					
37.	Lack of or low in-service training and workshop for history teachers					

C: Interview Guide for Headmasters and Heads of Departments

1. In your view, how do students perceive the learning of history?

2. How clear are History teachers and students about the components of the syllabus used in teaching and learning of history in your school?

3. Do you have the required number of qualified teachers to teach the subject?

4. Do you have the required curriculum materials like syllabus, teacher's manuals and text books for teaching history? Yes   ( )   NO ( )

    iii.   If you have, are they enough for every teacher and students?

    iv.   If you do not have, what steps have you taken to get some for your school?

5. What in your view are some of the implementation challenges in history learning in your school?

6. Do you recommend the continuous existence of History as a subject in the SHSs?
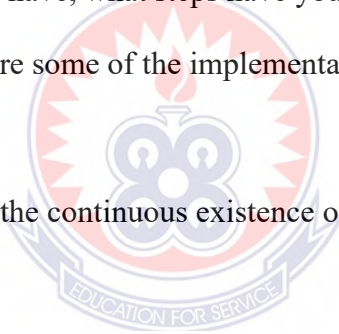
D: Letter from Head of Department Of Educational Leadership

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI
FACULTY OF EDUCATION AND COMMUNICATION SCIENCES
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26th Aprill, 2019

LETTER OF INTRODUCTION: SAMUEL TEIKU BAA KWANING

This is to confirm that Samuel Tieku Baah Kwaning is an M.Phil student pursuing a programme in Educational Leadership at the Department with registered number **8171770016**.

Samuel Tieku Baah Kwaning is currently engaged in a research on " **Implementation challenges of the Senior High School History Curriculum. The case of Upper Denkyira East Municipality and Upper Denkyira West District.**" as part of the requirements for the award of the Master of Philosophy Degree .

I should be very grateful if any courtesies could be extended to him as he gathers data for writing the dissertation.

Thank you.

Faith Ben-Daniels, PhD
Ag. Head of Department

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147