

**UNIVERSITY OF EDUCATION, WINNEBA**

**AN EXAMINATION OF SENIOR HIGH SCHOOL SOCIAL STUDIES  
TEACHERS' INSTRUCTIONAL PRACTICES IN THE WEST  
MAMPRUSI MUNICIPALITY**



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

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

**AUGUST, 2019**

## DECLARATION

### Student's Declaration

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

**Signature:** .....

**Date:** .....

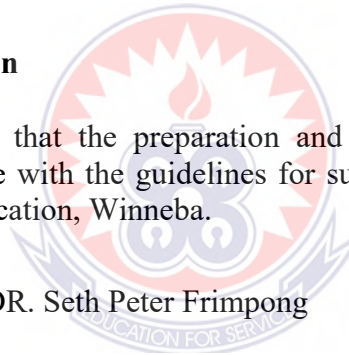
### Supervisor's Declaration

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

**Name of Supervisor:** DR. Seth Peter Frimpong

**Signature:** .....

**Date:** .....



## **DEDICATION**

To my wife, Dorcas and children, Mankudivi and Mantsiya.



## ACKNOWLEDGMENTS

My supervisor Dr. Seth P. Frimpong, Dean, Faculty of Social Sciences, provided invaluable support to me in the course of this study. His encouragement and critical comments helped to shape my thinking and theorization. He is more than a supervisor, a present help in the time of need. I could not have wished for a better and friendlier supervisor because his contribution to my study and the quality of the experience of doing MPhil has been immense.

The success of this study is owed to Mr. Cletus Kolog Ngaaso, Department of Social Studies Education, University of Education, Winneba whom I describe as my mentor, moderator and inspirer right from the planning, execution and the finality of this study. He encouraged me, guided me and gave me valuable and critical suggestions that helped to complete this study despite his busy schedules. God richly bless you.

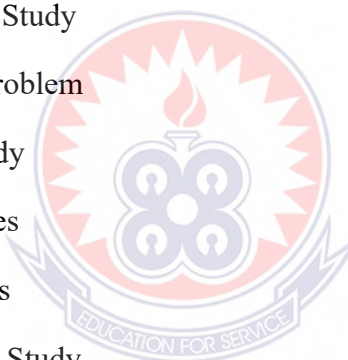
My special thanks also go to Mr. Mohammed Adam of the Department of Social Studies Education, University of Education, Winneba for his advice and attention any time the need arose; *N Puusiya Pam* (Thank you very much). I am eternally indebted to the headmasters and staff of the study schools for their support. They are the major sources of the data that is presented in this study. My parents deserve special mention for their immense support and prayers. They shaped me in my learning character, showing me the joy of intellectual pursuit ever since I was a child.

Words are not enough to express my deepest appreciation to my dear beloved wife – Mrs. Wuni Dorcas and children – Mankudivi and Mantesiya for bearing with me and also for showing understanding throughout the duration of my study.

My thanks also go to the authors whose works and ideas I made references to.

## TABLE OF CONTENTS

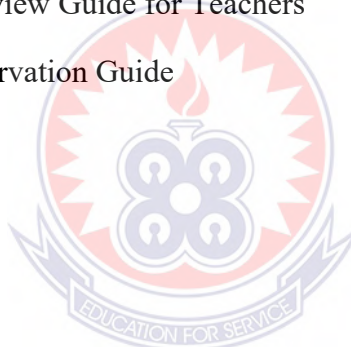
| <b>Contents</b>  | <b>Page</b> |
|--|-------------|
| DECLARATION  | iii         |
| DEDICATION   | iv          |
| ACKNOWLEDGMENTS  | v           |
| TABLE OF CONTENTS  | vi          |
| LIST OF TABLES   | ix          |
| LIST OF FIGURES  | x           |
| ABSTRACT   | xi          |
| <br>   |             |
| <b>CHAPTER ONE: INTRODUCTION</b>   | <b>1</b>    |
| 1.1 Background to the Study  | 1           |
| 1.2 Statement of the Problem   | 4           |
| 1.3 Purpose of the Study   | 5           |
| 1.4 Research Objectives  | 5           |
| 1.5 Research Questions   | 5           |
| 1.6 Significance of the Study  | 6           |
| 1.7 Delimitation of the Study  | 7           |
| 1.8 Definition of Terms  | 7           |
| <br>   |             |
| <b>CHAPTER TWO: LITERATURE REVIEW</b>  | <b>9</b>    |
| 2.0 Introduction   | 9           |
| 2.1 Theoretical Framework  | 9           |
| 2.2 Meaning of Social Studies  | 11          |
| 2.3 Nature and Scope of Social Studies   | 12          |
| 2.4 Organisation and Description of the Senior High School Social Studies Syllabus | 14          |
| 2.5 General Objectives of Social Studies Curriculum                                | 16          |



|  |  |           |
|--|--|-----------|
| 2.6  | Social Studies Instructional Techniques and Methods  | 22        |
| 2.7  | How Social Studies Teachers use Instructional Techniques to Achieve the General Objectives of the Subject? | 53        |
| 2.9  | Summary and Gaps in Literature   | 65        |
| <b>CHAPTER THREE: METHODOLOGY</b>            |  | <b>67</b> |
| 3.0  | Introduction   | 67        |
| 3.1  | Research Philosophy  | 67        |
| 3.2  | Setting of the Study   | 68        |
| 3.3  | Research Approach  | 70        |
| 3.4  | Research Design  | 71        |
| 3.5  | Population of the Study  | 74        |
| 3.6  | Sample and Sampling Techniques   | 74        |
| 3.7  | Data Collection Procedure  | 76        |
| 3.8  | Ethical Consideration  | 77        |
| 3.9  | Instruments for Data Collection  | 82        |
| 3.10   | Data Analysis  | 86        |
| <b>CHAPTER FOUR: FINDINGS AND DISCUSSION</b> |  | <b>87</b> |
| 4.0  | Introduction   | 87        |
| 4.1  | Demographic Features of Respondents  | 88        |
| 4.2  | Responding to Research Questions   | 92        |
| 4.3  | Discussion of Results of Lessons   | 120       |
| 4.4  | Summary of Chapter   | 125       |



|   |     |
|---|-----|
| <b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> | 128 |
| 5.0 Introduction  | 128 |
| 5.1 Summary of Findings                                       | 129 |
| 5.3 Recommendations   | 136 |
| 5.4 Limitations of the Study                                  | 138 |
| 5.5 Suggestions for Further Studies                           | 139 |
| 5.6 Contribution to Knowledge Advancement                     | 140 |
| <b>REFERNCES</b>  | 141 |
| <b>APPENDICES</b>   | 152 |
| <b>APPENDIX A: Introductory Letter</b>                        | 152 |
| <b>APPENDIX B: Interview Guide for Teachers</b>               | 153 |
| <b>APPENDIX C: Observation Guide</b>                          | 156 |



## LIST OF TABLES

| Table  | Page |
|--|------|
| 1: Social Studies Teachers in SHS in West Mamprusi Municipality<br>Knowledge of the Objectives of Social Studies | 92   |





## LIST OF FIGURES

| Figure                        | Page |
|-------------------------------|------|
| 1: Concept Map                | 50   |
| 2: Fishbone Technique Diagram | 59   |



## ABSTRACT

The study sought to investigate the instructional techniques used by Senior High School Social Studies teachers in the West Mamprusi Municipality of the North-East Region of Ghana. A sample of eleven (11) teachers was selected for the study using the purposive sampling technique. As a qualitative study, open-ended (unstructured) interview guide and observational (direct) guide were designed to elicit information from the respondents. The study focused on the teachers' knowledge of Social Studies general objectives, knowledge of Social Studies instructional techniques and how the teachers use these instructional techniques to teach the subject in the Senior High School to achieve the general objectives of the subject. The study revealed among other things that: (i) teachers' knowledge of the general objectives of Social Studies fall short of the expectation of effective Social Studies teachers, especially trained to teach the subject; (ii) teachers also had limited knowledge of the instructional techniques of teaching Social Studies and (iii) lessons observed were mostly done by the use of lecture and discussion techniques; Projects, simulations and games, problem-solving, inquiry and Fieldtrip techniques were virtually absent in the teaching of Social Studies. Based on the findings of the study, it is recommended among others that: recruitments of teachers by the Ghana Education Service (GES) to teach Social Studies should be strictly based on professional qualifications in the subject; on-campus and off-campus teaching practices in various Universities should be intensified by allowing in-field lecturers to supervise the teacher-trainees to ensure the best practices in Social Studies.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Social Studies as a subject was introduced in many parts of the world, notably, the United States of America and Britain when their societies were being torn apart by violence, the industrial revolution with its attendant consequences and many other social disharmonies (Adam, Odumah & Ngaaso, 2018). They maintained that the introduction of Social Studies, the world over, was usually triggered by the quest to use the subject to solve contemporary persistent societal or national challenges. A close study of the historical development of Social Studies taught in the United States of America (U. S. A.) and Britain has revealed that it has a great influence on the attitudes of citizens (Lawal, 2002). When African nations achieved independence in the late 1950s and 1960s they were bedevilled with the same challenges as America and Britain according to Adeyemi and Adeyinka (2003), they therefore, sought ways to change inherited educational systems to make them more suitable to the needs of the new nations of which Ghana is part.

In recent times, Ghana has been bedevilled with many challenges which threaten the very fabric of the society and prevent national development. Ghanaian cherished values and attitudinal standards are falling completely; greed, the desire to cheat others through dubious means, and general distrust for everybody are some of the challenges (Quartey, 1984). In addition, moral decadence, apathy, blatant disregard for established authority, stereotypical get-it-easy attitude, careless driving on our roads, indecent dressing, bribery and corruption, cyber fraud just to mention but a few are all happening in Ghana today (Ayaaba, Eshun & Bordoh, 2014). Ayaaba et al maintained that Social Studies became a core subject in the Senior High School

curriculum in Ghana with the implementation of the educational reforms of 1987, that is, over three decades ago. Since then it has remained quite uncertain if the subject has achieved (or is achieving) its objective of inculcating effective citizenship in the learners judging from the above social vices. Social Studies has a unique responsibility to develop in Ghanaian youth an understanding of their societal values, knowledge and skills that would enable them to deal with and manage the forces of the world in which they live, and learn how to live harmoniously in the society.

Education for citizenship has emerged as a significant area of primary, secondary and early education curriculum all over the world (Akhtar, 2008). Citizenship education is the pivot for the development of skills, values, knowledge, and understanding required to become active and responsible citizens who are needed to solve the challenges of the society and adapt themselves to the ever changing society. Considering the importance attached to citizenship education which seriousness must be attached to the understanding of the objectives of the subject and its varied instructional techniques teachers employ to effectively achieve the objectives of the subject. To achieve this, it calls for two things; first, a clearer and in-depth understanding of the objectives of the subject by Social Studies teachers. The objective of a subject according to Yakubu (2000) is an intended behavioural change, which learners are expected to exhibit after undergoing a learning experience. Secondly, how the subject is taught using the varied instructional techniques in lesson delivery in the classroom to achieve its intended objectives.

The achievement of citizenship education among others depend on appropriate utilization of instructional techniques which inculcate the desired attitudes, values and skills ideal for the learners to relate to their lives to bring about development of society (Adam et al., 2018). This implies that the achievement of the general

objectives of Social Studies rely on the kind of techniques of teaching and learning teachers select and use in direct implementation of the curriculum.

Social Studies lessons are supposed to be engaging; it means they should be full of activities that help learners to acquire the values and attitudes needed to function well in society. It has also been observed by the researcher that in a classroom situation, it seems learners have more interest in a topic when a variety of instructional techniques are used in lesson delivery. In selecting the appropriate instructional techniques, teachers need to put it at the back of their minds to select those that will affect the attitudes, values and skills of learners positively which is the focus of Social Studies education or citizenship education. In view of this, there is the need to take a critical look at how the subject is taught in our schools especially Senior High Schools. The achievement of the general objectives of the subject depends on teachers' knowledge of the general objectives of Social Studies, the awareness and practical application of its varied instructional techniques that can be employed by teachers to effectively achieve the general objectives of the subject; thus, producing an informed citizen capable of contributing positively to the transformation of society. The objective of a subject in view of Yakubu (2000) is an intended behavioural change which learners are expected to exhibit after undergoing a learning experience.

To improve on the appropriate and effective use of instructional techniques in Senior High Schools in Ghana, this research sought to examine the instructional techniques used by Senior High School Social Studies teachers in the West Mamprusi Municipality of North-East Region of Ghana to achieve the general objectives of the subject. The purpose of this examination was to obtain empirical evidence on how

appropriate and effective instructional techniques are being employed in our Senior High Schools to address the needs of society.

## **1.2 Statement of the Problem**

Social Studies became a core subject in the Senior High School curriculum in Ghana with the implementation of the Educational Reforms of 1987; that is over three decades ago with the goal of changing attitudes and values of learners to enable them become well-informed citizens capable of contributing positively towards the development of society (Ayaaba, Eshun & Bordoh, 2014). Ayaaba et al argue that it is still quite uncertain whether the subject has achieved its objective of inculcating effective citizenship in the learners who are taught Social Studies judging from how Ghanaian cherished values and attitudinal standards are falling completely. Greed, the desire to cheat others through dubious means and general distrust for everybody, and also examination leakages, indecent dressing, bribery and corruption, cyber fraud to mention but a few are all happening in Ghana today especially among the youth. There seems to be a gap between what Social Studies teachers teach in the classroom and behaviour expected of learners in the society. Despite the fact that much has been said on the varied instructional techniques available to Social Studies teachers to use to achieve the general objectives of the subject (Tamankloe, Amedahe & Atta, 2005; Ayaaba, & Odumah, 2013; Dynneson & Gross, 1999), very little is known about how Senior High Schools teachers' in West Mamprusi Municipality of North-East Region of Ghana use appropriate instructional techniques to achieve the general objectives of Social Studies. It seems the knowledge of Social Studies objectives and the instructional techniques used by SHS Social Studies teachers in lesson delivery are at variance with the objectives of the subject which this research sought to examine.

### **1.3 Purpose of the Study**

The purpose of the study was to examine Senior High School Social Studies instructional practices in the West Mamprusi Municipality of North-East Region to achieve the objectives of the Subject.

### **1.4 Research Objectives**

The objectives of the study were to:

1. Examine Social Studies teachers' knowledge of the general objectives of Social Studies.
2. Ascertain the knowledge of teachers in the West Mamprusi Municipality of Social Studies instructional technique(s).
3. Examine how Social Studies teachers use instructional technique(s) of Social Studies to achieve the general objectives of the subject.

### **1.5 Research Questions**

The study was guided by the following research questions:

1. What do Social Studies teachers of West Mamprusi Municipality know about the general objectives of the subject?
2. What do teachers of Social Studies in the West Mamprusi Municipality know about Social Studies instructional techniques?
3. How do Social Studies teachers in the West Mamprusi Municipality of North-East Region of Ghana use instructional techniques to achieve the general objectives of the subject?

## 1.6 Significance of the Study

Adam, Odumah and Ngaaso (2018) explain that Social Studies teachers' knowledge and understanding of how techniques are used during instruction is an important requirement for effective teaching and learning leading to the achievement of the objectives of the subject. The researcher is therefore of the view that this study's outcome would contribute greatly to the use of instructional techniques by teachers to make Social Studies lessons more meaningful to learners. It would make teachers to effectively involve learners in Social Studies lessons by guiding them to discover knowledge and acquire skills themselves thereby contributing meaningfully to the growth of their society. In brief, it will enhance teachers' performance in the classroom thereby leading to the achievement of the objectives of Social Studies in Ghana.

There would also be effective teaching and learning approach to Social Studies education. This is because the study would bring to light the defects of techniques adopted by teachers in the teaching of Social Studies. This could equally help curriculum developers to ensure more problem-solving techniques of teaching of the subject in the curriculum. The findings of the study would equally be useful to educational policy makers in terms of decision making with regard to the subject. It may inform Ghana Education Service (GES) about the need to offer the necessary support to Social Studies teachers whenever they want to embark on problem-solving activities and community study programmes.

In addition, the study could help educators to meet the ever-increasing need of education in the country to change attitudes of the citizens for national development. Finally, it will serve as a vital material, a source of motivation and inspiration to those who may be interested in researching into similar studies.



### **1.7 Delimitation of the Study**

The study was conducted in the West Mamprusi Municipality in the North-East Region of Ghana. This was so because the researcher is very conversant with the Municipality. The Municipality has three public Senior High Schools and two private Senior High Schools which are not functioning now due to low enrolment. The three public Senior High Schools were chosen due to their proximity to the researcher. With this decision, the researcher still hoped to bring about reliable results to reveal the true situation on the ground about the topic. The study was further delimited to examining the instructional techniques Senior High School Social Studies teachers use to achieve the general objectives of the subject.

### **1.8 Definition of Terms**

**Instructional Techniques:** These are the teaching activities Social Studies teachers should employ in teaching the subject in the classroom.

**Objectives of a Subject:** These are the intended behavioural change, which learners are expected to exhibit after undergoing a learning experience.

**In-field Teachers:** These are teachers who have been trained in Social Studies and are teaching the subject in Senior High Schools.

**Out-of-field Teachers:** These are teachers who are not trained in Social Studies but are teaching the subject in the Senior High Schools.

**NOTE:** Names used during the observations and recorded in this study are pseudonyms and not the real names of the learners for ethical reasons.

## **1.9 Organisation of the Study**

The study has been organized into five chapters. Chapter One started with a brief introduction to the study. It proceeded with the background to the study which outlined the issues that gave rise to the study. There, the researcher also outlined the variables the study aimed at dealing with. This was followed by the statement of the problem where the researcher gave a clearer picture of what actually motivated him to conduct the study. Next was the purpose of the study, the objectives of the study, the questions the researcher tried to find answers to, the significance of the study, delimitation, definition of terms and ended with organization of the study. The second chapter was on the theoretical framework, literature review, appraisal of the literature, summary and the gaps in the literature the study was to fill. The third chapter dealt with the methodology of the study. The methodology covered the research philosophy, research approach, research design, setting, population, sample and sampling procedures, and method of data collection, data collection procedure, ethical consideration and method of data analysis. The fourth chapter dealt with data presentation and analysis. The last chapter focused on the summary of findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews the literature on existing knowledge which involves locating, reading and summarizing of materials written by other authors that have some bearing on the research topic. Many scholars in the field of Social Studies have acknowledged that instructional techniques are vital in achieving subject objectives. It is therefore crucial for the purpose of this study to review some of the views and suggestions of scholars in the area of instructional techniques in Social Studies. The review was done under the following sub-headings: meaning of Social Studies, nature and scope of Social Studies, organisation and description of the Senior High School Social Studies syllabus, general objectives of the Social Studies curriculum, Social Studies teachers' knowledge of the nature of the Senior High School syllabus, the instructional techniques of Social Studies and how instructional techniques are used in the classroom to achieve the objectives of Social Studies.

#### **2.1 Theoretical Framework**

Theoretical framework is the lens through which the researcher sees his or her problem (Adzahlie-Mensah, Agordah & Gyamfuaa-Abrefa, 2017). They maintain that theoretical framework introduces and describes why the research problem is necessary or worth studying. According to Dewey (1938) cited in Passos (2009), theoretical framework is like a map which helps the researcher to navigate through the process of research. This study is grounded in social constructivist/interpretivist perspectives. The constructivist epistemology, which dismisses the objectionist epistemology and argues that meaning is constructed not discovered, so subjects construct their own meaning in different ways, even in relation to the same phenomenon (Gray, 2004).

This epistemological worldview is linked to the nominalist ontological position and the current research study for that matter. Constructivism is a method of instruction based on a descriptive theory about the thought process involved in learning. Constructivism views learning as a process in which the learner actively constructs or builds new ideas on concepts based upon current and past knowledge. In the words of Steele (2005), these learning should be meaningful and related to real life situations. For example, in Social Studies, learners could role play as lawyers, judges, and jury for a simulated court case or conduct an election for classroom leaders instead of memorizing the related procedures and policies.

Social constructivism emphasizes how meaning and understanding grow out of social encounters (Vygotsky, 1978 cited in Passos, 2009). Vygotsky's belief is that knowledge is not solely constructed within the mind of the individual but rather, interactions, sharing of ideas and views among others. Social constructivist holds that the social context of learning is at least as important as what happens in the mind of an individual. With social constructivist, group interaction is the key.

The researcher adopted these theories because in the constructivists perspective, teachers need to base their instructions on what the learners already know as a foundation and also to actively involve them in constructing their own knowledge as well as freely interact among themselves and their environment. Duhaney and Duhaney (2000) advise that active learning is an important facet of a constructivist approach to instruction. When learners are actively involved in lessons and exposed to community resources, they learn and retain the information. In the context of this study, the role of a teacher in the constructivist's perspective is only to assist learners in constructing reality by engaging them in open-ended inquiry that elicits and address learners' understandings and misconceptions of issues in their society (MacKay,

1993). The researcher believes that group projects, role-plays, discussions, corporate learning, problem-solving, simulations as well as fieldtrips are the critical activities in Social Studies classroom and education.

## **2.2 Meaning of Social Studies**

The question of the meaning of Social Studies has plagued the field of Social Studies since its introduction in 1916 (Shane & Longstreet, 1993). According to Ayaaba and Odumah (2013), Social Studies is a subject whose meaning has been in a constant state of flux. This is based on the fact that the subject has been defined in various ways by different scholars and different committees over the years. There are therefore different schools of thought about what Social Studies is or ought to be; thus, Social Studies taught as a method, Social Studies taught as an amalgamation of the social sciences, Social Studies taught as human relations and Social Studies taught as citizenship education. The researcher agrees with those who see Social Studies as citizenship education. It is the study that aims at inculcating into learners' desirable skills, positive attitudes, values and relevant knowledge to enable them to participate effectively in the civic life of their societies (Banks, 1985) cited in Ayaaba & Odumah, 2013). The Social Studies syllabus of Ghana Education Service (2010) for Senior High Schools simply states that Social Studies is "citizenship education".

While the other curriculum areas also help learners to acquire some of the skills needed to participate in the democratic society; Social Studies is the only curriculum which has the development of civic competence and skills as its primary goal. Shaver (1991) shows that Social Studies is that part of the school general educational programme which is concerned with the preparation of citizens for participation in a democratic society. Blege (2001, p. 11) also shares this view when he said that "Social Studies is citizenship education" He considers the citizenship

education as an instructional preparation of the youth by making them good and effective individuals in their communities. It must be noted that evidence from these different meaning in Social Studies is that one main characteristic that makes the subject more different is that it helps learners to acquire varied skills and knowledge that will enable them solve their societal challenges. Despite its varied views concerning Social Studies meaning, it should be realized that Social Studies programme is a unique field of study. One may therefore conclude that for all the debates about the meaning of Social Studies, the challenges for educators of Social Studies curriculum is to design programmes of instruction that will place value on vital ideas within which important topics can be covered; thus, the content and instructional techniques selection must equip the learners with the desired needs to enable them contribute effectively and positively to the development of the society and the nation as a whole.

### **2.3 Nature and Scope of Social Studies**

There are different perceptions of the nature of Social Studies because of the varying cultural and environmental setting of man and this differs from country to country. Social Studies is a corrective subject because it is concerned with the contemporary challenges of society with a view to finding solutions to those challenges. One critical area for effective teaching of Social Studies to achieve its objectives is the knowledge of its nature and purpose. The nature of Social Studies demands that knowledge be looked at in holistic manner and that all disciplines or subject areas must promote understanding of issues and solutions to challenges (Farrant, 1982 cited in Adam et al., 2018).

Quartey (2000) explains that the nature of a subject is derived from the definition of the subject and that the nature of Social Studies must be derived from the most accepted definition of citizenship education. Adam et al. (2018) explain that the introduction of Social Studies, the world over, was usually triggered by the quest to use the subject to solve contemporary persistent societal or national challenges such as poverty and corruption. Ayaaba and Odumah (2013) also maintained that it is the nature or philosophy of a subject which determines the content which should be selected and taught in the classroom and the main concern of Social Studies education is to equip the learner with knowledge, skills, positive attitudes and values to be able to solve current challenges which constitutes a threat to the survival of the society. They concluded that the nature of Social Studies is problem-solving.

The term 'scope' as used in educational sector in syllabuses and textbooks became very popular after the World War II in 1945. Developments between the two world wars led to the emergence of new patterns of selecting the content for Social Studies programme. Until quite recently the term —scope of Social Studies had been shifting stand (Tamakloe, 1994). What Tamakloe meant was that, the scope of Social Studies was not stable or did not dwell on one content selection. This boundless nature showed by the scope made Barr, Barth and Shermis (1997) cited in Ayaaba and Odumah (2013) to describe Social Studies as “schizophrenic bastard child”. The scope of a subject is therefore, determined by the way the subject is perceived.

Today, human beings are faced with a lot of challenges and they cover the challenges of our nation Ghana, our continent Africa and probably the whole world. The challenge now is where will Social Studies start from and where will it end in terms of content selection. The issue is, it is impossible for one to teach or learn everything, one must choose from plethora of knowledge. Being in Ghana, we must

be concerned with the many challenges which confront the nation and therefore, the scope must be confined to challenges in Ghana; that is why Blege (2001) stated that the scope of Social Studies in Ghana is “Our Country Ghana”. Blege is reminding us that all issues or challenges outside our country must be of secondary interest to us. However, it must be realized that focusing our spotlight on the challenges of Ghana does not mean that teachers should restrict their learners’ experiences to Ghana. Issues or challenges outside the country should also be relevant to us. For instance, when discussing the “effects of conflicts” nothing prevents us from drawing examples from Rwanda, Brundi, Egypt, etc. on how conflicts have torn those nations apart.

The researcher thinks that though, Social Studies appears to have issues with content selection, the challenge for Social Studies curriculum developers is to design an instructional programme that emphasizes depth of important ideas within appropriate breath of topic coverage. The selection of content must shape the needs of the learner and the nature of the society as they complement each other. A well rounded Social Studies scope must therefore provide for the development of competencies and dispositions which will enable the learner to be creative, productive and innovative that serves as gateway to quality of life.

## **2.4 Organisation and Description of the Senior High School Social Studies**

### **Syllabus**

To be able to examine the instructional techniques Senior High School Social Studies teachers use to achieve the objectives of the subject, it is important to highlight the major features of the syllabus which promote effective use of instructional techniques, thereby improving teaching and learning in the classroom to achieve the subject’s general objectives. The Social Studies syllabus of the Senior High School describes in detail the teacher’s strategies, approaches and techniques to



be used. The syllabus focuses on preparing the individual to fit into society by equipping him or her with knowledge about the culture and ways of life of their society, challenges of the society, its values and its hopes for the future. It focuses on citizenship education and this is given prominence in the introductory section of the syllabus which states the rationale as; faster growth in development (MoE, 2010). The syllabus incorporates knowledge, skills, values and attitudes as essential to the development of a total understanding of Social Studies.

From page one of the syllabuses, the individual topics are addressed and are presented on a page under five rows. The first row is headed unit and below it are the topics and the challenges that each topic was designed to address. The second row is also headed specific objectives. Below the heading are the specific objectives which direct the teaching of the topic. The third row is captioned content. Everything about the topic, in other words, a body of knowledge that learners are supposed to acquire is summarized under this heading to help the teacher. Even though this will not be enough for the learners, the teachers supplement this with information from other textbooks on the topic. Activities to be performed by the teacher as well as learner during and after the lessons are specified under the fourth row.

Finally, the success of the lesson is determined through evaluation which is stated and occupied the fifth row. Each of the sub-headings for the topic groupings begin with general objectives which cover all the three domains of the educational objectives. For instance, the beginning sub-heading of the first year, Environment, has the following general objectives: use knowledge of their potentials and capabilities for guiding their self-development, acquire life-long positive attitudes and values, maintain good health and gender relations with friends and family and avoid irresponsible behaviour and adopt culturally approved behaviours (GES, 2010).

It is clear from the above that the first one deals with cognitive, the second and third deal with the affective whilst the fourth one deals with psychomotor domain. It is also clear that the other specific objectives are formulated from the general objectives and lessons are taught with that direction. Governance, Politics, and Stability of the first year also has these general objectives: adapt the spirit of hard work in an independent Ghana, live a life of peace and harmony with fellow Ghanaians and with people of other cultures (MoE, 2010). These two general objectives are interwoven with the three domains even though only one would be stated. The socio-economic development of the first year is structured around these general objectives: acquire knowledge and skills for dealing with the challenges facing the youth, make adequate preparation for employment, plan a programme for their financial security, recognize the benefits of science and technology for national development, recognize the interaction between human and natural resources and national development. In achieving these objectives, the teacher needs to select appropriate instructional techniques that affect the three domains of the educational objectives; thus, cognitive, affective and psychomotor domain. The subsequent years also follow the same pattern and all these lead to the realization of good citizenship.

## **2.5 General Objectives of Social Studies Curriculum**

Social Studies as a subject has been defined differently by different authorities and authors (Savage & Armstrong, 2000; Ananga & Ayaaba, 2004). Despite the varied definitions of Social Studies, these definitions can be grouped into three broad categories; first, Social Studies is seen as an approach to the teaching of the social sciences; second, Social Studies as an amalgamation of social sciences and third, Social Studies is seen as citizenship education.

Dynneson and Gross (1999) explain that the overall instructional objectives of Social Studies is to prepare learners for a changing world; this is necessitated by the fast growing population of the world with its emerging challenges. Their second concern is that the subject is concerned with widening learners' views and understanding of the community, society and the world. The researcher is of the view that Social Studies as a problem-solving subject can partly achieve that when learners are equipped with the requisite information about the society in which they find themselves and the world around them. It is a subject that provides learners with the right knowledge, skills, attitudes and understanding that are needed in both their public and personal endeavours. These skills, knowledge, and attitudes are very relevant in addressing personal and societal challenges which is one of the major objectives of Social Studies. They added that Social Studies helps learners to relate to and understand the subject matter and content of history and the social sciences, including skills, values and knowledge which are the features of Social Studies subject matter.

The researcher does not agree with Dynneson and Gross with regard to the above concern since Social Studies is not concerned with helping learners relate and understand the subject matter and content of social sciences and history. For the researcher what is important is the relevant knowledge drawn from history and the social sciences as well as any other discipline that is relevant to learners understanding of their social and physical environment which help them to solve contemporary challenges they are faced with. However, the researcher agrees with Dynneson and Gross when they said that Social Studies contributes to learners' understanding of what it means in a complex and pluralistic society to give learners the understanding of means and processes of a representative form of management.

This is to motivate learners to participate in the affair of society and to work towards building a “perfect” society and to advance relevant social goals related with democratic living.

Saxe (1991) cited in Dynneson and Gross (1999) states that the core of Social Studies curriculum from its introduction has been mainly concerned with socialization and citizenship education. Dynneson and Gross (1999) maintain that Social Studies has given the task of socializing learners for the future duties as citizens. The researcher thinks that the core of Social Studies today is not socialization; though, there seems to be some elements of socialization in the subject since it inculcates into learners skills, attitudes, values and knowledge which are needed to fit into the society, it does not only inculcate what is desirable in the society to the younger generation but critically examine them to see how relevant they are to society today. The focus of Social Studies to the researcher is problem-solving and transformation of the attitudes and values of learners.

Ananga and Ayaaba (2004) asserted that the purpose of Social Studies is to prepare learners to be good citizens, to teach learners how to think and pass on the cultural heritage to the younger generation. The researcher feels that Ananga and Ayaaba might be right; because it must be realized that Social Studies does not only pass on the cultural heritage to the next generation but inculcates the relevant aspect of culture to the younger generations. The National Council for Social Studies (NCSS) cited in Parker (2001) states that the primary purpose of Social Studies is to help young people with the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world. Martorella (1994) explains that the ultimate objective of Social Studies is to produce competent, reflective and concerned and participatory citizens who are both

willing and capable of contributing positively towards the development of a democratic life of their society. This is in consonance with Banks (1990) when he asserted that the major objective of Social Studies is to produce citizens who can make informed decisions and contribute successfully in the civic life of their societies and the nation. The 2010 Teaching Syllabus for Senior High School Social Studies identified the following as the general objectives of Social Studies:

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

The syllabus further adds that Social Studies prepares the individual to fit well into society by equipping him or her with knowledge about the culture of their society, its problems, values and hopes for the future. That the general objectives flow from the general aims of teaching Social Studies. DuBey and Barth (1980) elaborated the Social Studies objectives of post primary education are as follows:

1. The subject is to make learners aware of their society and of the world in general; and to appreciate the interdependence among people.
2. Social Studies is to create an awareness and understanding of the evolving social and physical environment; its natural, man-made, cultural and spiritual

resources together with the rational use and conservation of these resources for development.

3. Social Studies develop in the learners positive attitudes to citizenship and a desire in them to make a positive personal contribution to the creation of a united nation.
4. Social Studies also helps to develop a capacity to learn and acquire skills necessary for the development of a satisfactory professional life.
5. The subject assists to develop in the learners an appreciation of his cultural heritage, and a desire to preserve them.

The researcher sees Social Studies as citizenship education. Citizenship education has been seen historically as one of the main obligations of public schooling (Sears & Hughes, 1996). Citizenship education has classically been concerned with the development of a sense of identity “a feeling of being one-people different from all other people” (McLeod, 1989, p. 6). Ayaaba and Odumah (2013) mentioned that the proponents of Social Studies as citizenship education came up with the following as the general objectives of teaching the subject:

1. Adaptation of the learner to the changing environment. The learning of Social Studies should equip learners’ with relevant knowledge, positive attitudes, values and skills to adjust to his or her changing environment.
2. Development of national consciousness and unity. This objective aims at creating awareness among learners that notwithstanding the numerous ethnic groups that are found in Ghana, we are all one people belonging to the same nation with a common destiny.
3. Development of positive attitudes, values and skills. This objective would inculcate positive attitudes into learners so that they would become good

citizens who would join hands in moving the nation forward. It would help to provide opportunities for learners to examine the conflict of values in their personal and societal experience and to help them make appropriate choices and decisions. It would finally, develop learners to be in a position to weigh the pros and cons of an issue to be able to make value judgment.

4. Development of good citizens who are willing and capable to contribute towards national development. This objective would inculcate into learners the need to eschew all forms of negative attitudes towards work such as absenteeism, pilfering among others and rather work conscientiously and contribute their mite towards national development.
5. Ability to make national decisions in solving problems. This objective would make learners reflective citizens – citizens who are capable of channelling the knowledge acquired into action in the form of problem-solving and decision making.

In an attempt to answering the question why citizenship education, Parker (2001) stated that education for democratic citizenship is an important component of the mission statement. He however, complain of the fact that citizenship education is often undermined by the tremendous pressure to increase learners' mathematics and reading scores and often assumed that the knowledge and skills learners need for democratic living are by-products of the study of other school subjects. He further argues that democracy is a system for living together fairly and freely and for solving the problems that inevitably arise; but the knowledge, character, values and skills citizens need for democratic living do not emerge without Social Studies education. To the researcher, to live democratically means learners require the ability to reason in principled ways, for example, to possess a deep appreciation for democratic values



such as liberty, justice and equality; to think critically and to resolve disputes in non-violent ways; to insist on other people's rights (not only their own); to cooperate with persons with whom one may not want to cooperate; to tolerate religious and political views different from one's own; and to assist the free expression of those views (Parker, 2001). Gross and Zeley (1985) and Blege (2001) both cited in Ayaaba, Odumah and Ngaaso (2010) suggested that in a democratic society, Social Studies should reflect a combination of needs and challenges of the individual and those of the society.

From the above, the researcher is of the view that Social Studies seems not to have "universal objectives." This view is supported by Ayaaba and Odumah (2013) when they said that all the objectives different scholars writing point to the same thing, that is, training for citizenship. However, it can be concluded that for Social Studies to be well taught in schools in Ghana to achieve the general objectives, it is essential for Social Studies teachers to have adequate knowledge about the instructional techniques of the subject and how to properly apply them in the classroom to achieve the general objectives.

## **2.6 Social Studies Instructional Techniques and Methods**

The use of the words "techniques" and "methods" of Social Studies are sometimes used interchangeably as if they are synonyms. "Method" of teaching refers to everything the teacher does in the classroom in the course of a lesson delivery (Ayaaba & Odumah, 2013). They maintained that a method of teaching is the systematic way by which teachers go about their teaching. They further explained that there are two methods of teaching; thus, teacher transmission or presentation method where the teachers' approach to lesson delivery is to tell learners what they need to know about the topic. The second method is the discovery, inquiring or problem



solving where the teacher does not tell learners what they need to know but rather allows or challenge learners to examine, investigate and explore an issue or challenge.

According to Baris (2014) cited in Adam et al. (2018, p. 27) a method is the generalized set of classified specification for accomplishing instructional objectives while focusing on the: goal of the subject or curriculum, learners roles, teacher roles, and role of teaching materials. Adam et al. (2018) sum it up by saying that a method is the teacher's or learner's overall approach or plan for the orderly presentation of lesson. A "technique" on the other hand, refer to any activity teachers ask their learners to do during a lesson delivery. For example, role-play and debate (Ayaaba & Odumah, 2013). Baris, sees technique as specific kinds of exercise, task or activities used by teachers and learners for the purpose of achieving instructional objectives.

Vikoo (2003) cited in Adam et al. (2018) in discussing the types of instructional techniques maintained that they could be categorized under three main domains of learning namely *cognitive*, *affective* and *psychomotor* development techniques. Cognitive (didactic) development instructional technique has objectives that aim at developing the intellectual skills of the learner; the cognitive development technique improves comprehension, analysis, synthesis, and evaluation of concepts or information. An example in mind is the lecture technique. The affective (phyletic) development technique emphasizes the development of interest, dispositions, attitudes and values of learners. In trying to develop a learner's appreciation and skills of adequate adjustment, the affective or phyletic techniques are most valuable. Educational tours, group or cooperate learning, role play, dramatization are some of the good examples of the affective technique. Finally, the psychomotor (heuristic) development techniques are activity-based geared towards the development of learners' motor skills (Dorgu, 2015 in Adam et al., 2018). This implies that the

development of a learner's psychomotor domain requires activity using their hands. Good examples of instructional techniques that can be used to achieve this domain are demonstration, role play, and game or simulations.

The proper selection and right utilization of instructional techniques can motivate in the learner, skills acquisition and development of values ideal for the development of society (Mbakwern, 2005, Paris, 2014 & Dorgu, 2015 in Adam et al., 2018). This implies that the achievement of the general objectives of Social Studies rely on the kind of techniques of teaching and learning selected and used by the teachers who are given the mandate to directly implement the curriculum. In choosing instructional techniques, the Social Studies teacher's analytical ability is considered taking into account the national goal of education. In this regard, it is therefore important that certain factors and criteria are followed when selecting instructional techniques for use in a particular lesson. Following are some of the factors or criteria:

1. The intended purpose or specific outcome of the topic: The specific objectives given in each unit are formulated out of the problem statement. The objectives intended to be achieved automatically dictates the kind of instructional techniques that should be employed.
2. The content or subject matter: the content of the subject just like the objectives also determine what technique (s) should be used to achieve effectiveness in the teaching and learning process. Social Studies teaching and learning may not require one single technique as other subjects, but it will be based on the unit or topic uniqueness in content that appropriate technique (s) can be selected.
3. The learner: The learner is the beneficiary of teaching and learning and therefore it is crucial that the Social Studies teacher (s) gets to comprehend

everything about the learner that will help him or her guide them to maximize learning. Teachers need to be abreast with learners' prior knowledge, age, number in class, interest among others.

4. The teachers understanding of varied instructional techniques: It is necessary for teachers' to have the needed pedagogical knowledge that will make them become familiar with the techniques and be prepared all the time to use them appropriately. This familiarity would help teachers to differentiate or vary the techniques that they use instead of employing one particular technique always.
5. Teaching Learning Materials (TLMs) or Resources: Teaching and learning materials also determine the type of instructional techniques the teacher can use in his lesson. For instance, teaching a topic like "rights and responsibility of the Ghanaian" the teacher uses the services of resource personnel or can allow learners to role play in class. This will enhance understanding among learners.
6. The school or classroom environment: The teacher is supposed to consider if there is enough space in the classroom for the consideration of any technique for use. Ventilation, illumination, safety and other important learning materials are very paramount for consideration.
7. Time or lesson duration: The Social Studies teachers have to be mindful of the time allotted to the subject on the school time-table in order to be guided to select the right instructional techniques. Instructional techniques such as role play, simulation, dramatization cannot be done within a single period unless double or more periods. However, techniques such as lecture, KWL, anticipated guide can be used when there is little time to cover a lesson.

A good instructional technique has its attributes (Adam et al., 2018), among these attributes are: it should encourage collaboration, provide clear skill instruction, recognize individual differences, make use of the principle of learning and permit the operation of these principles. It must also motivate learners by engaging them in learning process, stimulate thinking and reasoning by urging learners to reflect on what they are learning, why they are learning it and aim at achieving desired outcomes in the learner and of the teacher in class.

It is of the above views that Dynneson and Gross (1999) cited in Ayaaba and Odumah (2013) stated that the difference between creative and uninspired teaching is determined by the techniques teachers use in teaching to changing the attitudes, values, knowledge and skills of learners. They maintained that the responsibility of every Social Studies teacher is to select a particular technique that will provide for the active involvement of learners in the teaching and learning process. Teachers should use instructional techniques of Social Studies that can easily affect the achievement of its objectives. The use of appropriate instructional techniques in Social Studies by teachers is therefore essential for effective achievement of its lesson objectives and the general objectives. This view is buttressed by Ayaaba and Odumah (2013) when they said there are varied techniques in the art of teaching Social Studies and it is very vital for a Social Studies teacher to consider active participation of learners to whatever technique that would be employed by the teacher when teaching Social Studies.

Aggarwal (2006, p. 91) commented on the need for right technique of teaching in these words, “Every teacher and educationist with experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right technique of teaching and the right teachers.” It is the researcher’s view

that a successful teacher would be the one who tend to be using a range of techniques rather than single rigid technique. The unique nature and purpose of Social Studies calls for careful selection of appropriate instructional techniques that must be very useful to direct the learners' attention and focus. Social Studies teachers need to possess not only Social Studies content knowledge but the teaching methodology that best enhances learners' learning (Bednarz, Stoltman & Lee, 2000). The techniques which Social Studies should employ for effective teaching and learning should be able to assist the learners acquire those attitudes, values, knowledge and skills in the classroom that can help him or her to adjust to social situations around him or her (Aggarwal, 2006). What Aggarwal implies is that technique used by Social Studies teachers should be able to expose the learners to be able to identify challenges of their society and be able to adopt right measures to handle such challenges and to develop critical thinking abilities.

Teaching Social Studies in the classroom involves learners use of the senses; thus, the eyes, ears, hands, muscles and the whole body in the learning process (Tamakloe, 2008). This clearly suggests that the teaching and learning of Social Studies should not only be in the classroom but should also be planned and taken outside the classroom. Learners must be taught to solve challenges by the teacher when teaching emphasis on the cognitive, affective and psychomotor domains of the educational needs and avoid rote learning and drill oriented methods. Shaughnessy and Haladyna (1985, p. 694) concluded that "it is the teacher who is centre to what Social Studies is and will be for the learner. A teacher whose instructions are full of lecture, reading and writing in Social Studies does not inspire learners to learn". The use of these instructions by the teacher, tend to deny learners the opportunity of a variety of instructional techniques. Learners have more interest in topic when a

variety of instructional techniques are used (Chiodo & Byford, 2006; Byford & Russel, 2006).

It seems the ability to use instructional techniques to affect the attitudes and values and skills of learners in Social Studies is often neglected by teachers in the subject. Teachers tend to encourage learners to participate in activities that do not encourage critical thinking, but rather encourage rote memorization of issues. Hoagland (2000) also observed that teachers need to link the content of an issue to the learner's interests; thus, increasing learner's interest in the content actively engages learners in the learning process. This idea calls for the use of varied instructional techniques that will help engage learners in the learning process. Instances of engaging instructional techniques include cooperative learning, role play amongst others (Driscoll, 2005).

Stahl (1994) explained that using cooperative learning demands learners to be active learners. Stahl maintains that cooperative learning provides opportunity for students to learn, practice, and live the attitudes and values that reflect the general objectives of Social Studies education. It is also important to note that self-directed instructional method is effective in teaching and learning of Social Studies. Ley (2010) for example was of the view that proper application of self-directed instructional techniques in teaching and learning of Social Studies will encourage skills acquisition and development of attitudes and values relevant to shape the lives of students. On his part, Borich (2011) explains that self-directed instructional techniques involve getting learners to unleash their imaginative and intuitive capacities through learning. The researcher agrees that this is exactly the ultimate purpose of teaching Social Studies and simply not to write and pass exams. The researcher also thinks that every Social Studies teacher must teach to change the

attitudes and values of learners positively so that it will reflect in their attitudes and in their general daily lives which is the focus of Social Studies education. The use of varied instructional techniques such as direct observation, data gathering, reading, role-playing, constructing projects, and watching films are all excellent ways to provide learners with new information. Byford and Russell (2006) concluded that using simulations heightened students' interest and increased understanding.

In a research carried out by Hacker and Carter (1987) on series of teaching in Social Studies classrooms and prescriptive instructional theories, three approaches to Social Studies instruction were identified and grouped as styles of instruction. The first style was called *The Social Scientist*. This is problem-solving approach to social studies instruction where there are frequent uses of multi-media materials; for instance, graphs, pictures and maps amongst others to build a vast range of skills, whilst learners simultaneously acquire facts and concepts. In this style, there is heavy emphasis on making observation, and analysing and concluding from these observations in order to solve challenges and concepts. High level of learner's active participation is involved in the learning process which helps in the development of the desired attitudes, values, skills and understanding among learners which is the focus of Social Studies. The second style was *The Knowledge Transmitter*. This style involved the acquisition of facts and concepts, with some convergent problem-solving. The style is teacher-centered, with high involvement of facilitator statements of facts, and frequent directives to multi-media materials to acquire information. This style is noted for low talk amongst learners. This does not help students to change the attitudes and values of students which are contrary to the general objectives of Social Studies curriculum.



The final style was *The Social Inquirer*. This style is a process orientation to Social Studies instruction, with emphasis on thinking and personal development through probing public issues. Social Studies content is learned to facilitate this objective; and provide basis for decision-making. This style is also noted for high levels of teacher's questions and statements, with many interactions designed to raise issues, help learners clarify underlying problems and analyse valid positions. The style again involves high levels of talk amongst learners and frequent interactions with social and environmental resources. Contemporary issues in Social Studies can best be achieved in the classroom by using the social inquirer and social scientist styles. These are regarded as more appropriate because learners will be put at the Centre of learning to discover solutions to problems or challenges themselves. With this, the objectives of Social Studies will reflect in the attitudes and values of learners who are taught. In teaching Social Studies to change the attitudes and values of learners, engagement of learners is becoming increasingly important in understanding effective instruction and in securing more personalized approaches to learning. Stenhouse (1975, p. 32) as cited in Akhtar (2008) claimed that learners would perform better at school if they were treated "with respect as learners and their ideas listened to and taken seriously". This means that instructional techniques that consider the views of the learners result in classroom participation and better learning than those which do not.

Ayaaba (2011) stated "the effective teaching of Social Studies calls for the use of a variety of techniques by the teacher". To Ayaaba, the effective teaching of Social Studies demands the use of a variety of skills by the teacher. Blege (2001, p. 87) also views a skill of teaching as "a technique or device used by the teacher during the course of a learning activity". On skills, Ayaaba maintained that the ability to use



questions or generate a talk during a brainstorming session, the ability to sustain the interest of learners during instruction to motivate learners, the ability to present lessons in an orderly manner are all technical skills. The various instructional techniques that could be used to improve instruction in Social Studies and for the attainment of Social Studies objectives with their merits and demerits are discussed below.

From the literature reviewed above, the researcher is of the strong view that if Social Studies is to achieve its general objectives then teachers should not only be well-versed in the content but also should be able to use varied instructional techniques in the subject. Banks (1985) is also of the view that skilful teaching in Social Studies is very relevant and without it, effective learning by learners cannot take place. He outlined the following as techniques in Social Studies; lecture, discussion, simulation, role – play, fieldwork, team teaching, drama among others. Depending on the topic and age of learners if the above techniques are used effectively in the classroom by teachers it can lead to the achievement of the general objectives of the subject.

### **2.6.1 Project Technique**

The project technique was developed by Willam H. Kilpatrick of Teacher College, Columbia University to change the traditional classroom which was noted for restlessness, passivity, lack of interest and activities which had very little impact on the learners' real situation (Tamakloe, Atta & Amedahe, 2005 cited in Ayaaba & Odumah, (2013). Nacino-Brown, Oke and Brown (1985) cited in Ayaaba and Odumah (2013) opine that a project is “a unit of activity carried out by the learner in the natural and life-like way and in a spirit of a purpose to accomplish a definite, attractive, and seemingly attainable goal”. Talabi (2003) also had it that the project

technique is one of the best means to show learners that the remedy to a challenge requires the interaction of many people. The project technique is unique from other problem-solving techniques because it sometimes results in learners producing concrete or tangible objects such as a model, map, among others or even research activities (Tamakloe et al., 2005). A project may be done by individual learners, in groups or even entire class. Tamakloe et al. (2005) as well as Aggarwal (2001) cited in Ayaaba and Odumah (2013) postulated six principles that guide the implementation of the project technique:

1. **The Principle of Purpose:** The teacher must make learners aware of the purpose for which they are embarking on a project; this will motivate learners' interest in what they are going to undertake. This technique enables meaningful and purposeful activities to be planned for learners.
2. **The Principle of Reality:** This encourages teachers to provide real and meaningful life training and education to learners in school and one of the best ways to do this is to educate the learners through the project technique.
3. **The Principle of Freedom:** Even though learners love to engage in activities, it does not in any way suggest that the teacher should impose projects on learners. Learners should be at liberty to select and implement projects without any imposition, restriction or obstruction from teacher. This will enable learners express themselves freely to the best of their knowledge and ability.
4. **Principle of Activities:** This principle entreats teachers to provide opportunities for the learners to engage in various activities to keep them active while learning at the same time. As Aggarwal (2001) cited by Ayaaba and Odumah (2013) said learners are to be allowed to “do” and “to live through doing”. The project technique is there to engage learners all the time to keep them active.

- 5. The Principle of Experience:** Since it is said that experience is the best teacher, learners must be made to experience real life challenges in the society. In this way, they are able to acquire first-hand knowledge. When learners are made to undergo real life experience, they become discoverers of knowledge rather than passively being spoon-fed by the teacher. Project technique therefore, offers learners this chance.
- 6. The Principle of Utility:** The project is in consonance with the objectives of Social Studies; because it helps learners to acquire a variety of positive attitudes, values and skills which they can apply to solve both personal and societal challenges. This principle is in line with the saying that for knowledge to be worthwhile, it must be useful and of practical importance to the learners and society at large. Aggarwal (2001) cited in Ayaaba and Odumah (2013) spell out the vital requirements for teachers using project to consider:
1. **Challenging:** a project should not be simple or too cumbersome for learners to understand but very challenging for learners to encourage them to inspire for more new knowledge. If the learner is able to live up to the challenge by way of finding solutions to a focus challenge, then learning has taken place.
  2. **Timely:** the project should be directly related to the lesson and the needs of the learners. Again, it should be consistent with the ability and developmental level of learners.
  3. **Usefulness:** the project should address some particular need of learners. That is the project should be able to assist learners to acquire knowledge that can be used to solve personal and societal challenges. Such a realization will make the learner take serious interest in the project so as to derive the required knowledge.

4. Rich experiences: a project embarked on by learners should be capable of providing them with different practical experiences in life. It should integrate experiences from wide subject areas to enrich learners' lives.
5. Co-operation: a project is a co-operative activity, although it can be executed by individual learners. Whatever the case, the project should be able to keep learners mentally and physically active. It should also enable the learners to acquire team work values such as co-operation, tolerance, self-respect and respect for others.

Ayaaba and Odumah (2013, p. 46) state that the project technique has a lot of impact on learner. The technique assists learners to develop skills of initiative, creativity and responsibility. It encourages the spirit of co-operation, tolerance and unity among learners irrespective of gender, age, religion, intellectual ability. It therefore trains learners in citizenship, which is the pivotal goal of Social Studies. The technique also helps learners to realize the need for interdependence in society as no subject, human being or challenge can exist in isolation. Equally, the technique makes learning real by presenting a real life task to learners to tackle or solve. This will result in the acquisition of skills and the development of attitudes and values among the learners. As much as the researcher agrees with Ayaaba and Odumah of the benefits learners acquire and develop when teachers use the project technique in delivering Social Studies lesson, the researcher also wants to state that the project technique has also gotten the challenge of encouraging handiwork among learners at the expense of serious intellectual work. Also selecting a project that will caters for the interest of all learners will not be an easy task for the teacher.

### 2.6.2 The Discussion Technique

In Vural (2016) cited by Adam et al. (2018), discussion technique is referred to as one that gives learners the opportunity to exchange opinions and ideas individually or in a group during instruction for the sole aim of meeting the specified goals of a lesson. Vural describes the discussion technique as learner-centred on the basis that in its procedure, the learners are made to share their opinions on a unit in the Social Studies instruction under the teacher's facilitation. Vural added that per its nature, the discussion technique is considered to be effective in developing both the didactic (cognitive) and phyletic (affective) domains of the learner and for him the technique can be used only after the acquisition of learning outcomes in "knowledge" domain. Discussion as a technique of teaching in Social Studies allows both the teacher and the learners to share ideas freely. Most teachers employ discussion as a technique of teaching for the reason that it involves the learners fully in lessons. To Aggarwal (2006), discussion as a technique stimulates mental activity, develops fluency and eases in expressions, clarity of ideas in thinking and training in the presentation of one's ideas and facts. This is very important in Social Studies because it deals with issues confronting people in the society. The main purpose of discussion is to change in learners desirable and positive attitudes and values; hence making them to contribute meaningfully to the development of their societies.

Ayaaba and Odumah (2013) describe discussion technique as an instruction in the classroom situation that requires a purposeful consideration of an issue and might therefore begin with a question. The teacher who is at the centre of interaction in the classroom raises an issue for the learners to battle with. It involves a teacher's involvement of two or more learners in a cooperative examination and comparison of ideas in order to elucidate or explain an issue and contribute to the learners'

understanding (Gage, 1969 cited in Ayaaba & Odumah, 2007). What Gage means is that in discussion, opportunity is given for learners to collectively put their knowledge, skills, opinion among others related to the issue raised together in order to deepen their understanding. Talabi (2003) describes the discussion technique as a method that uses the multi-channel system of communication where learners' participation is motivated. He maintains that the technique gives chance for the interaction among learners by allowing them to freely express their ideas and feelings, experience and decisions on an issue. Tamakloe et al (2005) agree that the discussion technique provides the chance for a high level of learners' involvement and responses and could be effective in building concepts and skills in problem-solving. They clarify that discussion does not only take place between the learners and the teacher but also takes place between and among learners.

The researcher also thinks that in class discussion where the teacher is part, some learners may not be courageous enough to contribute due to stage fright, shyness, inferiority complex, among others. But in group discussion, a greater number of learners are encouraged to present a variety of issues; acquire experience in the various ways of integrating facts; gather a wealth of relevant information; and evaluate conclusion. The discussion technique can be in different forms depending on the class sizes; ability of learners and the lesson objectives. There are four types of discussion technique which are Whole class discussion, Small group discussion, Panel discussion and Debate discussion. With regard to small group discussion, the class is divided into smaller groups with each group selecting their leaders and secretaries or recorders for the discussion to start. Each group is given what to discuss and the teacher only moves round from group to group to assess their progress and give

support. After the stipulated time for the group discussion, the secretaries of each group, report to the whole class a summary of their points for further discussion.

For a panel discussion, a panel of five selected learners is each assigned to give about six minutes talk about different aspects of a chosen topic. While each speaker is delivering his or her talk, the remaining members of the class listen attentively and put down points or questions which they would like to support or disagree (Ayaaba & Odumah, 2013). After the panel has finished their presentation, the floor is open to the rest of the class members, to agree, disagree or ask questions based on what has been presented and the teacher finally summarizes the key ideas and draw conclusions.

In whole class discussion, the teacher becomes the leader and therefore initiates an issue for discussion among learners. The role of the teacher is to direct the discussion among the learners and ensure that the flow of argument is in line and focused on the anticipated objectives. The teacher then concludes the discussion by summarizing the main ideas generated by learners. The debate discussion involves two speakers. They are given the opportunity to talk in support of a motion or against a motion. This technique encourages deliberation, argument and discussion of opposing views and could be very useful in the teaching of contemporary issues in Social Studies (Ayaaba & Odumah, 2013).

For round table discussion, it usually consists of a small number of learners; usually not more than three (3) and not beyond eight (8) (Adam et al., 2018). They say its procedure requires someone to serve as a moderator for the purpose of introducing members of the discussion group, presenting the unit, issue or challenge to be discussed as well as keeping the discussion moving. They conclude that this form of discussion is more informal than formal.



For discussion technique to be more effective and to achieve its purpose, it must be closely monitored by the teacher. In whole class discussion, the teacher becomes the leader and that concludes the whole discussion by summarizing the salient points discussed in the lesson (Ayaaba & Odumah, 2013). This suggests that Social Studies teacher must not dominate the discussion when using discussion technique but rather allow learners to discuss by themselves. Hesapcioglu (2008) cited in Adam et al. (2018) is of the view that if discussion technique is correctly applied during Social Studies instructional setting, it will go a long way to enhance in learners, democratic values and attitudes which are cherished in Social Studies. Hesapcioglu outlined the following as merits of discussion technique:

1. Learners' participate actively when discussion technique is used during instruction.
2. Through various groups, social interaction is encouraged among learners. This improves among learners interpersonal relations.
3. Sharing ideas and view-points with others during discussion requires tolerance because varying ideas will certainly be shared.
4. Involving learners in discussion sessions help them remember much of what is learnt. Thus, in discussion, learners learn to be more tolerant in the sense that they have to accommodate those diverse views from their peers.
5. With the use of discussion, there is an opportunity for regular control of understanding, cooperation and attention (Hesapcioglu, 2008) cited in (Adam et al., 2018).



Vural (2006), Pollack, et al. (2011), Guven (2011) cited in Adam et al. (2018) outlined the following as demerits associated with the discussion technique:

1. The technique may not be effective for all learners, subjects, and all units or topics.
2. It demands meticulous planning by the teacher. Its use and procedure are more demanding.
3. Each learner may not equally participate or be engaged in the process.
4. It is cumbersome using this technique in a crowded classroom or with a class with high enrolment.
5. If not well – organized, it may lead to negative feelings, such as competing among them.
6. It is time consuming and may lead to discussion being centred on few units without progress to others and this may affect the quick completion of the syllabus.

### **2.6.3 Games and Simulations Technique**

To Adekunle (n.d) cited in Adam et al. (2018) a game or simulation is seen as an instructional-related activity which involves rules, regulations, competitions and players, the outcomes of which are determined less by chance and more decision made by the players. The learners are the players whereas the teacher acts as the judge. To the researcher, game is an activity or competition with laid down rules which people play to win in a contest. There are uncountable educational games which Social Studies teachers can design and use for instructional purposes. For example, court proceeding, election procedures among others. The objective of these games is to make learners learn through play. The role of the teacher in this technique is to act as referee and judge. Adekunle (n.d.) cited in Adam et al. (2018), simulation

is a simplified model of a real-world situation. Ayaaba and Odumah (2013) describe simulation as a pretence or an imitation; thus, similar to real one. DuBey and Barth (1980) also explain that a simulation is a selected representation of reality containing only those elements of reality that are important for the purpose of simulation. In this technique learners in a particular area are made to take up roles which symbolize those of the real situations. The imitated experiences are then related and in relation to the actual situation been stimulated (Ayaaba & Odumah, 2013). The distinction between games and simulation is that in games there are always winners or losers but in simulation, there may or may not be winners or losers depending on the purpose of the simulation.

The purpose of instructional games and simulations is to help learners learn by play (Adam et al., 2018). For example, in teaching the topic “Ghana and the international community” in SHS 3 form, an educational game that could be very useful could be designed to challenge learners identify member countries on the African or world map. The group that identifies most member countries within a specific time frame wins the game. The benefits of game and simulations when effectively used serve not only to boost achievement, but also have the potential to foster learners’ pro-social and soft skills, thus increasing learners’ willingness to participate in the political process in their communities and beyond (Ganzler, 2010) cited by Adam et al. (2018). Equally, democratic, listing, critical thinking, and problem-solving skills are acquired when properly employed. These skills have become pivot to the focus of educational reforms arguably in most countries like Ghana in recent years. These skills are relevant to the achievement of the objectives of Social Studies. Wright-Maley (2015) cited in Adam et al. (2018) outlined the

following as the merits of game and simulations when appropriately used by Social Studies teachers:

1. Simulations can facilitate the development of critical and systematic ways of thinking and problem-solving, as well as enhancing democratic skills.
2. When game and simulation are employed appropriately, learners are actively engaged in the learning process and are always expected to react to the information rather than passively receiving the content of the course.
3. Game and simulations give the groups who are engaged in with a common and shared experience that can be used to make learning more meaningful and useful.
4. Topics that seem too difficult or abstract e.g. morality, democracy, patriotism, leadership and followership, conflict managements among others can be understood easily if games and simulations are effectively used.

#### **2.6.4 Know-What to Know-Learned (K-W-L) Technique**

Ogle (1986) cited in Ayaaba and Odumah (2013) asserted that the k-w-l techniques help learners to take active role in learning Social Studies text. He added that the technique is a three-step technique that helps learners to read and comprehend Social Studies informational texts. It also gives teachers the chance to guide learners go through a topic to understand facts, concepts, generalization in Social Studies. He maintained in using k-w-l technique, learners create a chart. Before learners start reading, they have to complete the first and second columns of the chart; *starting what they know* and what they *want to know*. Learners can then complete the third column by stating *what they have learned*. For example, teachers can have learners in groups work on a particular challenge or topic; “Challenges in marriage” use the KWL charts to organize their information. As a class, groups can share their learning

and engage in a discussion about challenges of marriage. With the teachers start learners' prior knowledge by asking them what they already know at the [K]stage; then learners come together as a class set goals indicating what they want to learn [W]; and the lesson or reading, learners discuss what they have learned [L]. This process continues if the information they needed are not met. Ayaaba and Odumah (2013) note that the significance of this technique is to help learners identify possible sources of information and to use a variety of resources to understand concepts and answers to questions. Also, Adam et al. (2018) observed that the technique is used for enhancing comprehension and retention of information among learners. Adam et al. (2018) outlined the following as the merits of the KWL technique:

1. The technique is in line with the principle of learning “from known to unknown”; learners can start brainstorming any prior knowledge they may have on the topic which then assist them develop curiosity on the topic and let them feel exploring more about it.
2. Through the KWL chart, learners apply higher- order thinking strategies which help learners construct their own meaning of concepts.
3. It also assists learners to monitor their progress towards their set goals.
4. The technique helps learners decide what they would like to learn about a topic which gives them the self-motivation to research and make their own questions. The content is not imposed on them.

Ibrahim (2012) cited in Adam et al. (2018) outlined the following as the demerits with the KWL technique of teaching and learning:

1. By its nature and the steps involved, the technique is time consuming.
2. Learners will give up and get bored easily.

3. Learners use their native language when they cannot explain what they want to know in English.
4. The technique is difficult for learners with no prior knowledge on the issue being discussed.
5. Some learners may find it cumbersome to complete the KWL sheet on their own by using its steps. This is because learners may be avoiding taking the risk revealing what they know or do not know about the topic.

The researcher sitting with above scholars, want to add that skills that will be acquired by learners through the KWL technique will also include; self-management, communication skills, information management, teamwork skills among others.

#### **2.6.5 Pre-reading Activity for Concept Enhancement (PACE) Technique**

The PACE technique introduces learners to concepts in their reading material through succinct, motivating, teacher - written narratives (Ayaaba & Odumah, 2013). They maintain that this technique activates and improves learners' knowledge and bring about learners interest in the topic to be employed. They concluded that the PACE technique is relevant for equipping learners for reviewing, listening, and reading experiences.

#### **2.6.6 Fieldtrips**

Adu-Yeboah (2008) has seen fieldtrips as teaching and learning which take place outside the classroom or laboratories, usually planned and organized to take place within the school, the environs of the school and the local community. Tamakloe (1991) recognizes that the learner collect information in his or her immediate and wider environment. Hayford (1992) says field trips are explained

excursions to sites beyond the classroom for the purpose of acquiring information and provides an opportunity for first hand observation of phenomena.

Fieldtrips are very essential tools for Social Studies teaching and learning. The purpose of fieldtrip is to acquire educational knowledge by learners. The learners after their movement to the site acquire some body of knowledge which they were not privy to or had misconception about earlier. Normally, fieldtrip activities are not organized to anywhere but areas of economic, historical, geographical and cultural value where learners will acquire certain skills, attitudes and values. Anderson and Piscitella (2000) are of the view that fieldtrip is a good technique because it provides learners with the benefits of solving challenges in their societies by thinking critically and learn how to work in group to promote peace in their societies; it helps learners to relate information obtained from books and other sources to real life situations; learners working in a group and tolerating varying views and working collaboratively with people from diverse cultural background are in line with the objective of the affective domain in Social Studies which tries to develop the attitudes and values of learners. Anderson and Piscitella conclude that fieldtrip activities have long lasting consequences for learners, particularly memories of specific content.

#### **2.6.7 Role Playing Technique**

Role playing is another technique of Social Studies. This technique of teaching Social Studies truly encourages the learners of the subject to study the subject by expressing themselves in words. It also gives learners excitement or fun during the lesson and makes them use their initiative and opportunity to build their cognitive, affective and psychomotor abilities. Martorella (2001) states that role playing is used in the classroom to teach Social Studies for the purpose of training the learners in effective way of solving challenges as they normally pick social challenges for role

playing. Role playing can be described as a spontaneous acting out of a situation to indicate the emotional reaction of a real situation. Omane- Akuamoah, Obeng-Ampadu, Baffoe-Bonnie and Pra (2004) assert that the main idea in the role play is that few learners are asked to play the part of other people in a specific situation. They added that the teacher's role in role play is to define the roles of the learners and the situation in some details to the learners and then ask the role players to start. To Omane-Akuamoah et al, role playing is not only a strong tool for adult learning and teacher training, but also effective in the classroom. They concluded that role playing can help to enhance learner-learner interaction, encourage empathy for others and build social skills and values. The researcher also thinks that role playing is a highly stimulating activity. This is because learners can learn through experience and apply their learning in an important, yet relaxed, low risk situation.

Ayaaba and Odumah (2013) explain that role playing is an attempt to make a situation clear or to solve a challenge by unrehearsed dramatization. They maintain that role playing is on-the-spot acting of a situation, a challenge or incident. Amoakohene (2006) also had it that role playing is the acting of a situation by some or all members of a learning group. He added that a situation is given to the group and roles are then given to each learner. When learners have finished studying the roles that are assigned to them, they then gather as a group and try to achieve the stated lesson objectives. Onwuka (1981) said that if role playing is properly used, it helps the learners to learn with ease and to achieve much without strain because it stimulates interest and give a variety in the classroom. Finally, he mentions that role playing develops worthwhile values and attitudes; it also helps in understanding the feelings, emotions and prejudices of, other learner. The researcher also feels that role playing is a shared activity and as such, it embraces other learners and therefore



serves as a means of fostering the team spirit which is a major objective of Social Studies.

To the researcher, role playing is an attempt to make a situation vivid or to solve a challenge by unrehearsed dramatization. Role playing permits learners to take the part of a person in an imaginary situation and to act the part in a realistic manner as possible. The African Social and Environmental Studies Programme (ASESP) (1994) asserts that role playing as a technique used in Social Studies teaching enables the learners to recollect as much as eighty percent (80%) of what has been learnt. The researcher also thinks that if role play is effectively adopted and used by Social Studies teachers, it can give relevant opportunity for learners to explore issues individually and groups. In line with this, Armstrong and Shaver (2000) suggest that the role playing as a technique helps the learners to build interpersonal relations skill, change attitude, clarify values and develop citizenship behaviour when used in the teaching of the Social Studies. To buttress Armstrong and Shaver's suggestion, Aggarwal (2006, p. 116) conclusively states that role playing and drama have their important social values. He maintains that they are "cooperative enterprises and develop qualities of social cooperation. He adds that it fosters "esprit de corps" among the learners." What Aggarwal implies is that role play helps to inculcate into learners the spirit of working as a team and also help them to speak well and clearly in public.

Deducing from the above views by writers, the researcher's view is that the quality of a teacher should make the learners play a very important role in the classroom teaching for the lesson and the general objectives of the subject to be achieved. It is worth noting that particular techniques employed in teaching Social Studies offer significant guidance for effective achievement of its objectives. Effective teaching of Social Studies must develop in learners' essential attitudes,



values and skills for them to play meaningful roles in society. It must be stated that if role playing is not effectively done by the Social Studies teacher in the process of delivering it, all its usefulness as a technique could easily be lost.

### **2.6.8 The Lecture Technique**

According to Aggarwal (2006), lecture technique is the oldest teaching technique given by the philosophy of idealism which lays emphasis on the presentation of the content. Agyeman-Fokuo (1994) indicates that the lecture technique which put much seriousness on rote learning is the main technique employed in teaching Social Studies in higher institutions like colleges. Lecturing is the most traditional and the longest technique of teaching (Tamakloe, Amedahe & Atta, 2005). Bligh (2002) explains that teachers should not solely depend on lecture technique to improve thought, change desirable attitudes or behavioural skills. It must be noted that the reason for the use of lecture method is to clarify information to a large group in a short period.

From the above views expressed so far, the researcher is also of the view that lectures as a technique of teaching Social Studies is used to cover certain amount of content in Social Studies but not to bring out complete attitudinal change in learners as Social Studies seeks to achieve. Here, the teacher presents the basic concepts of the lesson to the learners while the learners pay attention and take down notes or salient points or ideas presented to them by the teacher. The issue of lecture technique is that, it is very important and good for situations where the learner- teacher ratio is too high and a lot of topics need to be covered in the syllabus within a given period of time (Ayaaba & Odumah, 2013). With the use of this lecture technique of teaching, learners are made to listen carefully while the teacher pours out on and on (Ananga & Ayaaba, 2004). The issues to be discussed in this lecture technique are put in the form

of lecture notes and are read out to learners during delivery without interruption. However, the teacher sometimes pauses to ask or invites questions from the learners. The role of learners is to carefully pay attention to what the teacher reads out and puts down important points after which they go to carry out further research to get information from the internet and other sources to develop those points.

Lowman (1984) as cited in Tamakloe et al. (2005) identified the various forms of the lecture technique such as ‘ formal oral easy’, which is seen as the longest type, ‘ provocation lecture’, lecture-demonstration’, question-lecture’, ‘lecture discussion’, ‘lecture-recitation’ and the ‘lecture-laboratory’. Lowman emphasized that in a provocative lecture, the teacher raises issues regarding the learner’s previous knowledge, analyses it and tries to support the learners get a higher order cognitive process of that knowledge. With the discussion of contemporary issues in Social Studies, the lecture technique is most frequently used to introduce the lesson, explain difficult concepts or ideas and summarize major points after an instruction. It must also be emphasized here that it is not right for teachers of Social Studies at the basic and secondary schools to take to the use of lecture technique to present lessons throughout the instructional period. Despite the thinking that it is one of the techniques that has been described as ineffective and not engaging learners actively when used, it has some merits (Adam et al., 2018). No wonder Ayaaba and Odumah (2013) cited by Adam et al. (2018) have described it as a necessary evil. A well-planned lecture has the following merits:

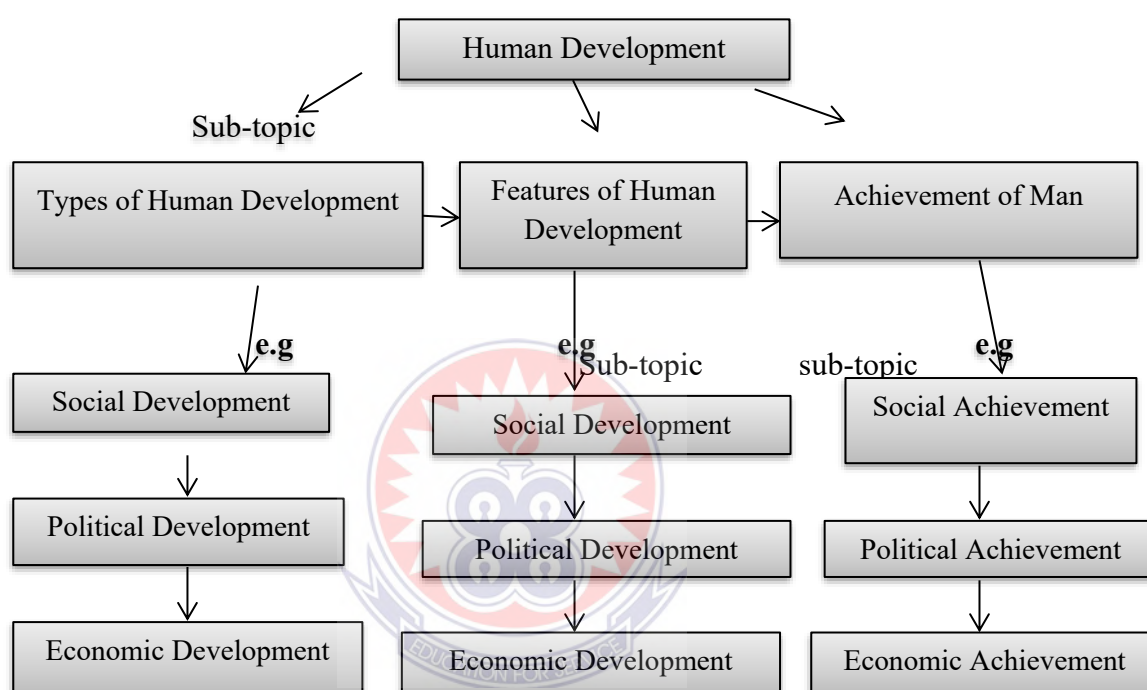
1. Strengthen learners’ skills of listening and writing.
2. Complement certain individual learning preferences.
3. Provide the opportunity for a large number of learners in a single lesson.

4. Allows the teacher to have full control of the class- determining the aims, content, organisation among others.
5. The inadequate active engagement of learners limits its merits. Below are its demerits:
6. Encourages teaching to test or rote learning.
7. Places the responsibility of organizing and synthesizing content upon the learner
8. Gives learners a passive rather than an active role during lessons.
9. Requires the instructional technologist to have or to learn effective writing, speaking and modelling skills.
10. Requires a considerable amount of unguided learners' time outside of the classroom to ensure understanding and long-term retention of content.
11. Encourages one-way communication (Teacher- Learner).

#### **2.6.9 Concept Mapping Technique**

Concept maps are web diagrams that show connections between concepts (Ayaaba & Odumah, 2013). They maintain that the diagrams usually include a descriptor to show the links among concepts. The links are labelled to explain the relationship between the concepts, which reveal the thinking process that has created those links. They further explain that arrows may be used to describe the direction of the relationship. Concept maps can be read like sentence to follow the map maker's thought patterns. To them developing concept maps is a meaning-making process. Arends (2000) cited by Ayaaba, and Odumah (2013) gave the following as the basic steps for teachers to construct concept mappings: choosing the central concept that will begin the map, identifying related concepts or words that can be associated with central concept, organizing the map by placing the central concept in a box at the top,

and arrange the related concepts around it in hierarchical format. Place the concepts or terms in boxes as well, drawing links from the central concept box to the other boxes to identify and articulate relationships or connections and labelling the lines with words that describe the connection. The following concept map begins with “Human Development” and provides an example of subsequent concepts that can be developed from the broader concept – “Human Development” which is shown by the arrows.



Source: (Adopted from Ayaaba and Odumah, 2013).

Figure 1: Concept Map

From Figure 1, it can be realized that there are different aspects or concepts of human development the teacher can discuss with the learners, human development has its features, for example, the use of metals to work, the adoption of agriculture or domestication, institutional work among others. The class under this topic can also discuss the achievement of man which can be grouped into social, political, and economic achievement among others. For instance, socially, man has now become free in performing day to day activities as compared to the earlier time; “man find, it convenient and necessary to come together in groups to hunt and seek survival”.

Politically, man now use constitutional means in solving challenges unlike olden days where they were using crude methods in solving challenges; for example, the fight for survival against natural hazards, real and imagined human enemies, and economically, human can now produce or make their own tools and use them to produce goods and services; and the very act of making tools was a stimulus to increasing rationality rather than the consequences of a fully matured intellect.

#### **2.6.10 Inquiry Technique**

Inquiry-based instruction is developed from constructivism. Constructivism is based on research that learners learn through direct experience and personal reflection (Dewey, 1938 cited in Passos, 2009). While Dewey understood the need for organizing subject matter is an important component of formal education, he repeatedly addressed the need for the learner's personal involvement in exploration, which allows for deeper learning, or "seeking and finding" of one's own solutions. For example, Harmon (2006, p. 1) argues that in the teaching of Social Studies there is a demand for interpretive pedagogical approaches, chiefly constructivism, because it involves "learners doing' research by weighing and interpreting evidence to construct a story of the past." Building on the work of other scholars' research, Harmon emphasizes the critical and autonomous thinking, discovery learning, and techniques of inquiry. According to the National Council for the Social Studies (NCSS) (1993), "powerful Social Studies teaching combines elements of all the disciplines as it provides opportunities for learners to conduct inquiry, develop and display data, synthesize findings, and make judgments."

The use of the inquiry technique in the classroom involves key components of constructivism and engages learners in owning their learning, which creates a learner-centered classroom (Akintola, 2001). Kember (1997) argues that in a learner-centered

classroom, the teacher is a facilitator of learning, as opposed to a presenter of information, and that learners' construct knowledge for themselves. Inquiry-based instruction has broad implications in the classroom and can help the teacher meet content standards, skill goals, and broader objectives such as active citizenship. The nature and objectives of Social Studies in Ghanaian Senior High Schools emphasize learners' familiarity with their physical and social environment. Inquiry technique is one of the best techniques for the purpose of familiarity of learners with their environment. Akintola (2001) describe inquiry technique as a teaching learning situation which emphasizes learners' active participation in the learning process. ASESP (1990) defines inquiry technique as situations where learners are encouraged to assess evidence, make an inference, discover relationships and draw conclusions. Since learners gain insight into situations that exist by discovering things for themselves through inquiry and hypothesis drawn themselves, this technique is, therefore, very important in the teaching of Social Studies.

The technique promotes retention and remembrance of knowledge acquired through their own inquiry. Kadeef (2000) puts it that, through inquiry, learners become familiar with the needs and challenges in their environment. As good citizens, learners should be able to investigate into challenges that affect development and try to find solutions to them. Inquiry technique is one of the techniques that create this opportunity in learners. Social Studies as a subject for citizenship education should not leave out inquiry technique as a means of delivery.

The researcher conclusive views on instructional techniques teachers can explore to achieve the general objectives of Social Studies are that the appropriate selection of instructional techniques indeed will do but not without referring to the general objectives of the subject. The general objectives are carefully designed to

develop in learners certain learning domains as outlined in the profile dimension (MoE, 2010). Considering the objectives of Social Studies, together with its nature and purpose as a problem-solving subject, the most effective techniques of the subject are the ones that allow interaction between teacher and learners and also among learners, sharing of different viewpoints, discussion, and participation. It also demand going beyond the four corners of a classroom to the society. The above reviews suggest that varied teaching and learning techniques can be used in Social Studies classroom instruction to assist in achieving its objectives. The ultimate responsibility lies in the hands of Social Studies teacher who teaches in the classroom to diligently select the appropriate and suitable instructional techniques to achieve the general objectives of the subject.

## **2.7 How Social Studies Teachers use Instructional Techniques to Achieve the General Objectives of the Subject?**

The development and growth of every nation depends on the quality of the educational policies where the teacher is regarded as key for the implementation of the policies. The Ministry of Education (2010) considers that the teacher is the pivot to every educational reform process. Teachers are known as informed or educated actors who are consciously exploring the acts to transmit knowledge, skills, attitudes or values through systematic and orderly procedures. To continue to be effective in this regard calls on teachers to appropriately select and use instructional techniques in the classroom where there is teacher-learner interaction. A teacher does not only stand in front of the class and claims to be an effective teacher but how he or she uses the instructional techniques and the objectives he or she wants to achieve at the end of the lesson must be seriously considered. Quartey (1984) opined that the effectiveness of the teacher in the classroom depends on the appropriateness of the stuff imparted, his



or her understanding of the instructional techniques. This implies that the effectiveness of the teacher will depend on his or her use of varied instructional techniques during the instructional period. A technique of teaching refers to any activity teachers ask their learners to perform during a lesson delivery (Ayaaba & Odumah, 2013). They outlined such activities as dramatization, discussion, role-play, debate, and simulation, concept mapping, anticipated guides among others. According to Russell and Waters (2010, p.1), “using these teaching techniques are considered by many as the best practices and numerous studies also concluded positively with regard to the use of these instructional techniques”.

The nature and purpose of Social Studies and its objectives makes it necessary that the teacher should be able to use a number of instructional techniques in the course of teaching. Instructional techniques are at the heart of any unit or topic (Banks, 1990). That is why Quartey (1984, p. 68) equated classroom instructional techniques to evaluation when he said “such class activity is the same as evaluation and should be set to test how far pupils have attained the stated goals and do diagnose any possible misunderstanding or misconception”. With effective instructional techniques, the inculcation into learners the needed tools such as knowledge, skills, attitudes, and values, for solving both personal and societal related challenges will be achieved. Teachers should see instructional techniques as a means through which a particular concept can be inculcated into learners. The 2010 Teaching Syllabus for Senior High School Social Studies has placed value on classroom instructional techniques. It is the fourth column of the columns provided as the heading of the Social Studies syllabus. It reveals instructional techniques for both teacher and learners in the classroom.



Social Studies is a subject that tries to address challenges in our society; therefore in lesson delivery, teachers should be very clear in their minds about how the topic poses a challenge to the individual and the nation as a whole. With this in mind the teacher would now establish what precisely should be the concepts to be imparted. Guided by the identified concepts, the teacher can now carefully select relevant instructional techniques that can best assist him or her in imparting the content. For instance, in teaching a topic such as ‘National Independence and Self-reliance’, the teacher should realize that the topic is not calling on him or her to merely draw learners attention to the challenges of national independence and self-reliance; hence the hardship of the economy; but to let learners identify the relationship between independence and increase in production in the nation. The teacher should not make learners to believe that independence was an end in itself and was a time for leaders to amass wealth for themselves and Ghanaians to adopt a laissez faire attitude to work in the nation. The focus of this topic should be on how skills can be developed in learners to enable them have foresight into our challenges as a nation and contribute their quota in solving them. With these concepts and intentions in mind, it will be easier for the teacher to appropriately select the instructional technique (s) to be used from the varied Social Studies instructional techniques such as small group discussion and KWL.

In using games or simulation as a technique to teach in class, the Social Studies teacher needs to identify a problem of a topic or unit. The teacher then discusses the simulation issue with the learners as well as the rules for the simulation or game with the learners specifying and assigning roles to them. The resources and constraints of the simulation and game are to be outlined for learners’ consumption. Finally, the teacher debriefs the learners because learners sometimes tend to focus on

“who won” rather than what the process or procedure was and the learning that has taken place.

According to Adam et al. (2018), the following steps should be followed when using carousel technique in teaching Social Studies: the teacher needs to identify a unit, challenge, and objectives to be treated; the class is then put into groups and each group is given a piece of paper, flip charts with task(s) vital to the unit or challenge of study; each paper may have a different task, question or challenge for learners to work on; teacher explains the instructions about the task, the topic, the time for the brainstorming of ideas and the aspects of writing that would be assessed; learners work in their groups within the time assigned to them by writing down their responses, ideas, and thoughts that respond to the task assigned to them at the beginning; learners would have to write the challenge or question at the top of the paper. This is to ensure easy identification of groups' answers after the work; each of the groups should be given different colour of pen or marker to write their answers; after the time given for the task elapses, teacher then asks learners to rotate a different sheet with different task; group members of each rotated task then read the answers of the previous group and discuss whether they have agreed or not, if they agree, they tick and if they disagree they may be made to explain or justify in writing; teacher asks learners in general to write their own answers, thoughts or responses on the issue or challenge. If the learners' ideas are stemming from the previous groups' answers, they connect with an arrow; the technique process could be continued if there is still time in order to assign other groups the opportunity to see and answer to each question or task; the teacher holds a debriefing session. This is to give learners the chance at the end to give their feedback to the learners' performance. Through this, different ideas can be compared and discussed. This makes this step diagnostic;

because learners get to know their writing strength and areas they need to develop later (Adam et al., 2018). They gave the following as how the taboo technique works in Social Studies classroom:

1. The teacher should choose a challenge and more specifically, objectives to be treated, write them on pieces of paper and put in envelopes.
2. The class is then divided into groups of 3-4 and each group picks an envelope containing a challenge or objective. For example, the constitution and nation-building and a list of five words (maximum) of possible content related to the unit or challenge. For example, functions of the judiciary.
3. A group starts by asking another group to mention functions of the judiciary which is not among the list (taboo list). Another group is asked to explain in their own words how the point raised is a function of the judiciary.
4. If a group appropriately gives a possible function of the judiciary or cause of the challenge on the list, the group receives a point and the other doing the description of the cause identified also gets a point.
5. The process is carried out in turns for all groups. After that the teacher debriefs the whole class by asking learners to mention the skills acquired what they did as a group and how this process can be applied to explain other related concepts.

The Eberly Centre for Teaching and Excellence and Educational Innovation (ECTEEI) (2015) explains that good lecture should be well planned and executed in the classroom in three ways; they give the ways as introduction (beginning), the body and conclusion (closure).

### **2.7.1 Introduction of the Lecture**

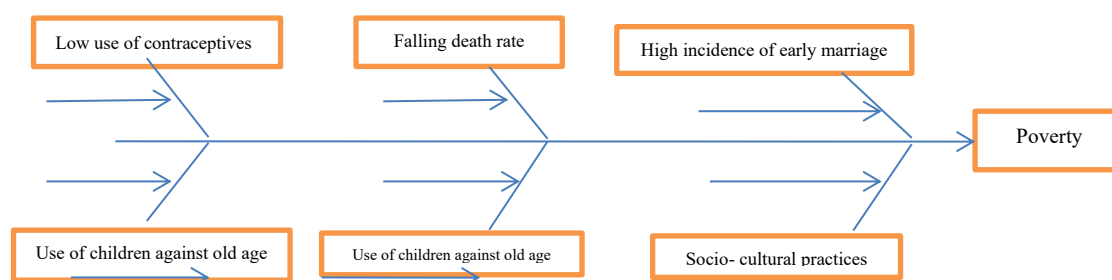
ECTEEI (2015) is of the view that in Social Studies lessons using an introduction that arouses the learners' interest is very critical. It makes it known to the learners the problem of the unit or topic. For instance, when teaching a topic like "Reproductive Health", it will be very important to mention problems it tries to address in society as stated in the 2010 Teaching Syllabus for Senior High School Social Studies. For example, as adolescents mature and become sexually active, they encounter serious health risk. Many are innocent of what they go through and too little access to health care. This has resulted negatively in rampant wave of adolescent pregnancies, adolescents' denial of paternity of pregnancies, child abandonment, among others. As part of the introduction, the teacher can state the specific objective of the lesson to the learners and assist them to come out with their own learning outcome. The teacher can use stories or scenarios or questions to draw learner's attention or interest. For instance, learners can be asked to explain the meaning of these concepts; adolescent, reproductive health, and reproductive rights. He is supposed to also tell learners the material that will be used for the lecture like the 1992 Constitution of Ghana, which has an extract that explains rights of the citizen including reproductive rights.

### **2.7.2 Concluding the Lecture**

ECTEEI (2015) in Adam et al. (2018) explain that closure for a lecture or discussion should be carried out by the learners since they are those affected directly in the delivery of the lesson. However, what the teacher can do is to guide the learners to summarize what has been taught and learnt and if possible preview future lesson. For example, the teacher can say that today we have looked at the concepts of adolescence, reproductive health, and reproductive rights; tomorrow we will consider

how knowledge of reproductive features of adolescents inform them about their health. The researcher has contrary view of the essence of lesson closure in Social Studies. Lesson closure in the researcher view is to ascertain whether the objectives of the lesson taught have been achieved thereby leading to the achievement of the general objectives of Social Studies.

CCEA (2007) in Adam et al. (2018) came out with the following steps for using the fishbone technique in the classroom: the teacher should identify the cause and effect unit or topic to be discussed. For instance, “High Population Growth in Ghana”. The teacher then organize learners into small groups and give the groups papers with the outline of a fish skeleton or better still, learners can be asked to draw the fish skeleton as suggested and identify the causes of high population growth. With regard to the above topic, learners put the effect (poverty) at the tip or “head” of the skeleton. The teacher at this stage has to conduct a brainstorming session of all possible causes of the effect. Then the teacher guides the learners to determine all the related factors to the head and write them on the main bold boxes of the skeleton as sketched. The teacher can continue to guide learners to add more details to the causes on or by the smaller ‘horizontal’ bones.



Source: (Adopted from Adam et al, 2018).

*Figure 2: Fishbone Technique Diagram*

In teaching learners in Social Studies class to acquire values in the society for example, learners are given the opportunity to examine situations created by value

conflicts. This conflict situation calls for the learner's examination and appropriate judgment. Blege (2001) came out with several techniques which Social Studies teachers can use in class to prepare learners for citizenship. In teaching for values teachers can create a scenario to put learners in a state of dilemma. For instance, the teacher can say this "when you were a child it was your uncle who sent you to school because your father was poor, and that your mother and aunt took care of you. Now as a teacher you are expected to be responsible for the upkeep of your wife and children. At the same time you are being called upon to support, your grandmother and other relations. But your salary is inadequate and, in your estimation, cannot meet your needs." With this scenario, the teacher can probe learners more by asking them these questions:

1. Would you reduce your responsibility to your wife and children only? If yes why?
2. Do you think that you have a duty to support members of your extended family when your salary is low?
3. In your view scanty salary, would you take school fees money to pay the medical bills of your eighty-year old aunt?

The researcher supports these views expressed by the above scholars in thinking that a Social Studies teacher who takes his/her learners through this process will be equipping them with tools that they can use in achieving objectives of Social Studies and citizenship competencies. In this scenario, researcher believes learners will learn how to apply knowledge to solve their challenges. They can also use the knowledge to come out with appropriate conclusions about issues and make valid judgment. Their old perceptions can change and their attitudes too will also change according to the new information they are exposed to during the process.

Another technique Social Studies teacher can also use is problem-solving technique which can also lead to the attainment of the objectives of the subject. According to Aggarwal (2002), problem-solving is explained as a planned attack upon a difficulty for the purpose of finding a solution. He added that it is a method in which a person uses his/ her ability to solve challenges confront him/her to enable them have control over his or her activities and environment. Aggarwal (2002) therefore suggested the following as the roles of the teacher in problem-solving lesson in class:

1. The teacher should let learners define the challenge clearly.
2. Teacher should assist learners to keep the challenge in mind.
3. Engaging learners to make many suggestions by encouraging them. That is to say helping learners to analyse the situation in parts, to recall previously known similar cases and generate rules that apply and to guess courageously and formulate guesses clearly.
4. Give learners enough time to evaluate each suggestion carefully by encouraging them to maintain a state of doubt or suspended conclusion, to criticize the suggestions by appeal to the known facts, minister experiments and scientific treatises.
5. Get learners to organize the materials by proceeding to build an outline on the board, to use diagrams and graphs and finally to formulate concise statements of the net outcome of the discussion.

From the above, the researcher thinks that using the problem-solving technique in teaching Social Studies requires a teacher who has the ability to see challenges clearly; the ability to analyse and the faculty to synthesize and draw conclusions with accuracy. Social Studies can therefore be seen as a subject that has varied instructional techniques which teachers can use to attain the general objectives

of the subject. But this can be possible if teachers who are to use them are well trained in the subject and have the objectives of the subject at the back of their minds. Also, Ayaaba and Odumah (2013), in using the circle technique the teacher needs to be guided by the following:

1. Divide the class into two and let learners form two concentric circles, with those in the outer circle facing those in the inner circle.
2. Each learner in the inner circle takes two minutes to share as much as possible ideas about the topic or concept under discussion with the learner facing him or her in the outer circle.
3. After two minutes, those in the outer circle who have been listening now do the talking. They may also ask questions on what was said or seek clarification by repeating in their own words, what they just heard from their colleagues.
4. When the time is up, the teacher let learners in the outer circle move clockwise one position so that each learner is facing a new learner. The inner circle does not move.
5. Then repeat the process several times, depending on the difficulty of the topic or concept.
6. Discuss with learners what happened to their thoughts and language during the process.



## 2.8 Appraisal of Literature

In the first place, Social Studies is seen as citizenship education in both the JHS and the SHS in Ghana (MoE, 2010; Blege, 2001; Banks, 1985). In the literature, it is realized that citizenship is needed to enable learners participate effectively in the civic life of their community (Banks, 1985 cited in Ayaaba & Odumah, 2013). This view is supported by the Social Studies syllabus for Senior High Schools (2010) that Social Studies is “Citizenship education”. This implies that Social Studies as a subject has the intention of inculcating attitudes, values, and skills in learners to assist them adapt to the challenges of their environment. It is also clear from the literature that Social Studies with its unique responsibility is now a core subject in all Junior, Senior High schools and teacher training colleges in Ghana.

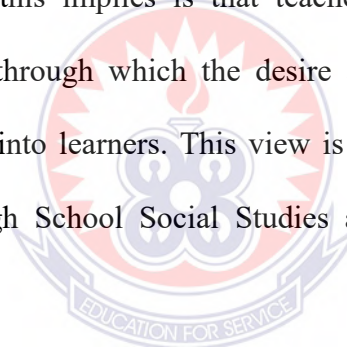
Again, from the literature, Social Studies is a corrective subject because it is a subject which is concerned with the contemporary challenges of society with a view of finding solutions to those challenges (Ayaaba & Odumah, 2013). They are of the view that it is the nature or philosophy of a subject which determines the content which should be selected and taught in the class and the major concern of Social Studies education is to inculcate in the learner knowledge, skills, positive attitudes and values to be able to solve contemporary challenges which serve as a threat to the survival of the society. To them the nature of Social Studies is problem-solving. It has also been reviewed that the scope of Social Social is “Our Country Ghana” (Blege, 2001). What Blege tries to say is that all issues or challenges outside our country must be of secondary interest to us. But, it must be emphasized that issues or challenges outside the country should also be relevant to us. Teachers should not therefore restrict their learners to only challenges in Ghana (Ayaaba & Odumah, 2013).

In the literature, the ultimate objective of Social Studies is to produce competent, reflective and concerned and participatory citizens who are both willing and capable of contributing positively towards the development of a democratic life of their society (Martorella, 1994). This is in line with Banks (1990) when he asserted that the major objective of Social Studies is to produce citizens who can make informed decisions and contribute positively in the civic life of their societies and the nation as a whole. The following objectives were also identified by the 2010 Teaching Syllabus for Senior High School Social Studies as the general objectives of Social Studies: it is to develop in the learner the ability to adapt to the developing and ever-changing Ghanaian society, developing positive attitudes and values in learners towards individual and societal issues, developing critical and analytical skills in assessing issues for objective decision-making in learners, developing national consciousness and unity among learner, developing enquiry and problem-solving skills for solving personal and societal challenges and finally to train learners to become responsible citizens capable and willing to contribute to societal advancement.

The review of literature shows that technique of teaching a subject is seen as specific kinds of exercise, task or activities used by teachers and learners for the purpose of achieving instructional objectives (Baris, 2014) in Adam et al. (2018). This indicates that proper selection and right utilization of instructional techniques by teachers can be motivational in the learner, skills acquisition and development of values ideal for the development of society. Paris (2014) and Dorgu (2015) cited in Adam et al. (2018) mentioned that the achievement of the general objectives of Social Studies rely on the kind of techniques of teaching and learning selected and used by the teachers who are given the mandate to directly implement the curriculum. Adam,

et al. (2018) outlined the techniques of teaching Social Studies as: role play technique, lecture technique, discussion technique, causal technique, fishbone technique, and project technique, just to mention but few.

Finally, from the literature, it can be deduced that the nature and purpose of Social Studies and its objectives makes it essential that the teacher use a number of instructional techniques in the course of teaching to achieve the objectives of the subject. Instructional techniques are seen as the heart of any unit or topic (Banks, 1990). It has also been realized that with effective instructional techniques, the inculcation into learners the needed tools such as knowledge, skills, attitudes, and values, for solving both personal and societal related challenges will be achieved (Quartey, 1984). What this implies is that teachers should consider instructional techniques as a means through which the desired attitudes, values, knowledge and skills can be inculcated into learners. This view is supported by the 2007 Teaching Syllabus for Senior High School Social Studies as it placed value on classroom instructional techniques.



## **2.9 Summary and Gaps in Literature**

This chapter has basically reviewed of literature and the theoretical framework of the study. From the literature, some of the issues that were not solved of which this research provides solutions to are:

1. Social Studies teachers' knowledge of the general objectives of Social Studies and how this directs their choice of instructional techniques.
2. Social Studies teachers' knowledge of the instructional techniques of Social Studies.
3. How Social Studies teachers use the appropriate instructional techniques to achieve the general objectives of the subject.

Answers to these questions shed light on how Social Studies teachers use instructional techniques to teach the subject in relation to the ultimate objective of inculcating distillate attitudes, values, knowledge and skills into learners in the Senior High Schools in West Mamprusi Municipality. This helped to fill the gap identified in the literature.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discusses the methods employed in conducting the study and to provide answers to research questions and the objectives of the study. It basically deals with the research philosophy, research approach, research design, setting of the study, population of the study, sample and sampling techniques, data collection procedure, instrument for data collection and data analysis.

#### 3.1 Research Philosophy

The researcher's philosophical belief is that learning should be learner-centred; thus, teachers should allow learners to construct their own meaning to social reality. Philosophically, this study is in line with the social constructivist and combines with interpretivist perspectives, the basis of which is constructivist epistemology. Constructivist epistemology dismisses the objectivist's epistemology and argues that meaning is constructed not discovered; so subjects construct their own meaning in different ways, even in relation to the same phenomenon (Gray, 2004). The researcher is also of the view that knowledge is socially constructed and therefore, what is accepted today may be questioned by future generations or others elsewhere. This implies that individuals construct their own meaning depending on the conditions in which they find themselves. What an individual may consider right and appropriate on an issue or phenomenon may be different from others based on the experiences. Social constructivist also holds the view that the social context of learning is at least as important as what happens in the mind of an individual (Hoagland, 2000). He maintained that by interacting with other individuals come to a public understanding and share a sense of what information is right and what is

wrong. With social constructivist, group interaction is the key. In a learning situation, the teacher's role is only to assist the learners in constructing reality by engaging them in open-ended inquiry that elicits and addresses learner's understanding and misconceptions of issues in their society (McKay, 1993). The interpretative perspective argues that social reality is created jointly through meaningful interaction between the researcher and the researched on agreement (Grbich, 2007; Rugg & Petre, 2007 cited in Kusi, 2012). Kusi (2012) asserts that if one is working with the interpretative paradigm, data needs to be gathered verbally thus through interviews and observations.

### **3.2 Setting of the Study**

The research was conducted in three public schools- Senior High Schools in the West Mamprusi Municipality of North-East Region of Ghana. The schools were Wulugu Senior High School, Walewale Vocational and Technical Institute, Walewale Senior High School.

The population of West Mamprusi Municipality, according to the 2010 Population and Housing Census is 121,117 and accounts for 4.9 percent of the region's total population. Males constitute 49.2 percent and females represent 50.8 percent. More than six in every ten (63.2%) of the population of the Municipality live in rural areas, while the remaining 36.8 percent live in the urban areas. The population of the Municipality is youthful with about two-fifth (46.2%) of the population below 15 years showing a broad based population pyramid. The majority of the literate can read and write in English and a Ghanaian language (56.5%). Two fifths (40.0%) of the literate population can read and write in English (Population and Housing Census, 2010).

The West Mamprusi Municipality was created in 1988 under Legislative Instrument (LI) I 1448. It has a total land size of 2610.44 sq. km and shares boundaries with East Mamprusi Municipality and Gushiegu Municipality to the east; North Gonja District, Savelugu Municipality and Kumbungu Districts to the south; Builsa Districts, Kassena-Nankana East Districts and Bolgatanga municipality (Upper East Region) to the north and; to the west, Mamprusi Moagduri District. The West Mamprusi Municipality is one of the Six administrative assemblies in the North-East Region of Ghana with Walewale as its capital. Administratively, the Municipality lies within the North-East Region, although it has strong economic and functional linkages with some major settlements in the Upper East Region like Bolgatanga and Fumbisi. There are 86 communities in the Municipality. Urbanization in the Municipality is centered in Walewale, which is the dominant urban center having many social amenities. The population density of West Mamprusi Municipality is 46.4 per sq. km.

The main economic activities of the people in the Municipality are fishing and farming. The Municipality has the three main religions (Traditional, Christian and Islamic religions). There are a number of Mosques and churches in the Municipality. The main Ghanaian languages used in the Municipality are Mampruli and Dagbani which are mostly spoken in the North-East Region of Ghana. The patrilineal system of inheritance which is associated with the Mole-Dagbani groups in Ghana is practised. The Municipality has very poor roads that make access to the rural communities very difficult.

### 3.3 Research Approach

The researcher adopted plans and procedures that started from broad assumptions to specific methods of data collection and analysis as stipulated by Creswell (2009). In line with Creswell, the researcher adopted the qualitative research approach and also on bases of the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study. Qualitative approach is associated with the constructivist or social constructivist with interpretivist approaches; they believe that reality is socially constructed and only knowable from multiple and subjective points of view where the knower and the known are seen as inseparable (Rocco, Bliss, Gallagher & Pérez-Prado, 2003).

Rocco et al. (2003) maintained that inductive logic and qualitative methods are generally employed with the goal of understanding a particular phenomenon within its social context. Qualitative research shares its philosophical underpinnings with the naturalistic paradigm which describe and explain a person's experiences, behaviours, interactions and social contexts without the use of statistical procedures or quantification (Strauss & Corbin, 1990). Naturalistic philosophers believe that reality is multiple, interrelated and determined within context (Horsburgh, 2003; Thorne, 2000), and attempts to measure it can only be limited to human comprehension (Rolfe, 2006).

According to Fossey (2002), as cited in Cole (2006), central to good qualitative research is whether the research participants' subjective meanings, actions and social contexts as understood by them is illuminated. Cole (2006) asserted that perchance the thing that dichotomizes the data in a qualitative study from those generated in a quantitative designed study is a set of assumptions, principles and values about truth and reality. He maintains that qualitative researchers are more



concerned about uncovering knowledge about how people feel and think in the circumstances in which they find themselves, than making judgments about whether those thoughts and feelings are valid. The choice of this approach was to enable the researcher make an in-depth study of the instructional techniques Social Studies teachers employ to achieve the general objectives of the subject through interviews and observations in order to improve the quality of teaching in Social Studies in the classroom. The researcher felt that in order to get the right data that can be trusted, there was the need to have a personal interaction with the respondents in order to be sure that the data was provided from the right source. This was to avoid any doubt as to whether it was really those who matter who answered the questions or they were further given to anybody at all to provide answers to them. As a result, the researcher went to the field and collected the data directly from the respondents through face-to-face interviews and observations.

### **3.4 Research Design**

Research design refers to the overall strategy that the researcher chooses to integrate the different components of the study in a coherent and logical way to effectively address a research problem (Adzahllie-Mensah et al., 2017). Kerlinger (1986) explains a research design as a plan, structure and strategy of conducting investigation in order to obtain answers to research questions and their operational implications to the final analysis of data. Research design is also seen as a plan for conducting a research which usually includes specification of the variables to be examined and the procedures to be used (Sparrow, 1998) cited in (Arthur, 2012). Sparrow (1998) holds the view that research design shows the general plan the researcher employs to collect data in order to answer the research questions including the specific technique he would use to analyse the data. She emphasizes that it spells

out the basic strategies to be adopted to collect valid information and how they will be interpreted. The researcher adopted descriptive case study.

### 3.4.1 Why Case Study

What is case study and its strengths have been a matter of long standing dispute Bassey (1999) cited in Adzahlie-Mensah (2014) explain that it is so because there is a lot of research and evaluation reports whose procedures, methods and styles have come to be collected under the general rubric of 'case study' (Bassey, 1999b; Cohen et al., 2011 cited in Adzahlie-Mensah, 2014). Case study is a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 2005). According to Punch (2005) cited in Kusi (2012) case study aims to understand the case in-depth, and in its natural setting, recognizing its complexity and context. It also has a holistic focus, aiming to preserve and understand the wholeness and unity of the case. Quarshigah, Dake, Weiler, Nketiah, Brako, Abotsi, Carsamer, Asante, Asante, Danso-Wiredu & Amamor-Lartey (2012) explain that case study is an empirical enquiry that allows the researcher to investigate and understand the dynamics of a particular system or individuals. Adentwi and Amartei (2010) are also of the view that a case study usually involves studying individual cases, usually in their natural environment and for a long period of time and employing a number of methods of data collection and analysis. Adentwi and Amartei emphasized that case studies attempt to describe a subject's entire range of behavior to the relationship of these behaviors to the subject.

Case study in this research follows the understanding of Cohen and Manion (1989) cited in Adzahlie-Mensah (2014) that case study researcher typically observes the characteristics of an individual unit- a teacher to probe deeply and to analyse intensively with a view to establishing generalizations about the wider population to which that unit belongs (Cohen & Manion, 1989 cited in Adzahlie-Mensah, 2014). Following the understanding of Cohen and Manion (1989) cited in Adzahlie-Mensah (2014) and with regard to the time and financial limitations, the researcher adopted descriptive case study as an appropriate design to provide opportunities for in-depth analysis of teachers' use of Social Studies instructional techniques in the classroom through a long dialogic process. The researcher chose three (3) Senior High Schools to study in their complexity to generate data that can inform wider studies. For this motive the data generated in this research is contextual and limited to what the researcher found through interactions with teachers in these particular schools; therefore, the data cannot be entirely limited to the prevailing conditions of the study schools. Case study therefore, was considered appropriate because it helped the researcher in examining Social Studies teachers' knowledge of instructional techniques of the subject in the West Mamprusi Municipality of North-East Region of Ghana to achieve the general objectives of the subject. This design was also appropriate because it offered the researcher the opportunity to do an in-depth examination and analysis of Social Studies instructional techniques teachers of the subject employ to achieve its general objectives with the view not to generalize the findings of the study but to portray what specifically pertains in the West Mamprusi Municipality.

### **3.5 Population of the Study**

Gay and Airasian (2000, p. 121) define population as the group of interest to the researcher, the group to which he or she would like the results of the study to be generalizable. The population of a study thus refers to the group to whom the researcher would like to generalize the results of the study (Creswell, 2014; Cooper & Schindler, 2001; Cozby, 2003; Fraenkel & Wallen, 2000). Agyedu, Donkor and Obeng (2011) explain population as the complete set of individuals, objects or events having common observable characteristics in which the researcher is interested in studying. The population for this study therefore, included all Senior High Schools Social Studies teachers both in-field and out-of-field in the West Mamprusi Municipality of North-East Region of Ghana. The target population in this study consisted of all Social Studies teachers in the three Senior High Schools in the West Mamprusi Municipality. The sample size for this study was eleven (11) teachers who were selected for the interview and a teacher each of the three schools were considered for observation. These were teachers who were willing and ready to be interviewed and observed. The three teachers observed were among the eleven (11) teachers interviewed. Social Studies teachers were used for the study because the researcher believed that since the teachers were the only ones involved in the teaching of Social Studies in the Senior High Schools, they alone could provide the required information on the use of Social Studies instructional techniques in the classroom.

### **3.6 Sample and Sampling Techniques**

Kumekpor (2000) and Kwabia (2006) assert that the worth of any educational research findings rely on the extent to which the sample reflects or represents the target population. Three schools were considered for the study. This is because they are the only Senior High Schools in the West Mamprusi Municipality and are a bit

closer to each other as compared to other Municipalities and Districts in the Region. This was to make the researcher's study relatively easy and faster. Again, teachers who were willing and able were 11 for the interview and three for the observation who comprised both in-field and out-of-field teachers; thus four teachers each from two schools and three teachers from the remaining school for the interview. No special considerations were taken for the selection of the teachers teaching Social Studies. It was based on teachers who were willing and ready to be interviewed and observed. Non-probability sampling was considered with purposive sampling procedure. Non-probability sampling technique uses non-randomized methods to draw the sample. Purposive sampling allowed the researcher with good judgment and appropriate strategy to handpick the cases to be included in the sample and thus is able to develop samples that are satisfactory in relation to the needs of the research.

According to Fraenkel and Wallen (2003, p. 103), purposive sampling is chosen when a researcher believes that the sample possesses the necessary information about the topic at stake. For the researcher, purposive sampling is faster, and inexpensive. The selection of these procedures was therefore nothing more than—cases on the basis of convenience; hence, the choice of the researcher for teachers teaching Social Studies was because they could provide the relevant information related to the study; thus, examining the instructional techniques employed by Senior High Schools Social Studies teachers for the achievement of the general objectives of the subject.

### 3.7 Data Collection Procedure

Cohen, Manion and Morrison (2000) are of the view that when a research proceeds ethically, it does not affect the validity of the research endeavor. Ethical issues may stem from the kinds of challenges investigated by researchers and the methods they use to obtain valid and reliable information. Various ethical considerations concerning data collection were adhered to. On 23<sup>rd</sup> January, 2019, an introductory letter was obtained from Head of Department of Social Studies Education, University of Education, Winneba (See Appendix A). A copy of the letter was sent to the various selected Senior High Schools Headmasters seeking for assistance and co-operation from the Headmaster and Social Studies teachers. With the permission of the Headmasters and Heads of Departments, teachers were briefed on the objectives of the study. The researcher later went to meet the respondents and had personal interactions with them in his quest to gather data for the research. All the interviews were recorded on tape recorder and transcribed except one teacher who requested that he was not comfortable with audio recording. For this respondent, the researcher wrote his responses directly into his field notebook as the interview proceeded. An opportunity was given to the respondents to ask questions pertaining to the successful completion of the interviews which helped to clear doubts. A period of fifteen (15) minutes was used for the interviews and forty (40) minutes to observe their teaching in the classroom.

### 3.8 Ethical Consideration

In conducting this research, the researcher realized that ethics “is not simply an issue, which has to be solved technically” (Flick, 2006, p. 230 cited in Adzahlie-Mensah, 2014). Research involving human subjects is often obstructive and so, governed by sets of principles and guidelines for procedures (Creswell, 2009; Adzahlie-Mensah, 2014). When it comes to dealing with human participants, research study should rigorously follow ethical considerations. For Cohen, Manion and Morison (2007), as interviews are considered an intrusion into respondents' private lives with regard to time allotted and level of sensitivity of questions asked; a high standard of ethical considerations should be maintained. Therefore, ethical issues should be considered at all stages of the interview process. Thus, participants should provide their informed consent before participating in the interview: a vital step that researchers should adhere to throughout the whole research study. Bell (2005) also intimates that research ethics is about being clear about the nature of agreement a researcher has entered into with the research participants. To Bell, ethical research involves getting the informed consent of the participants to be interviewed, questioned and observed or take materials from. He added that it involves reaching agreement about the uses to which the data collected will be put.

With the above ethical consideration in mind, and to ensure originality, confidentiality, credibility of the study, official permission was sought from the Headmasters in the three selected schools in the West Mamprusi Municipality. The purpose of the study and the process of data collection were discussed with the headmasters. This is what one of the headmasters said: “Mr Abudulai, you are welcome to do your research in this noble institution. As an institution, we don't have a problem. We are all interested in what will improve teaching in this country. I can

see you are interested in the good of teaching in this country. Let me call my teachers to inform them and you can explain to them further”. The Headmaster then called the teachers to listen to what the research is all about. The teachers gave verbal approval and the headmaster continued: “I can tell you that researchers come here all the time. We have no opposition to research as you see from the comments of my colleagues because it helps everyone. Please, let us know if there is any way we can support you”. “I think you just have to inform the head if you think there is anything we can do to help you” (Teacher 1). The purpose of the study and the process of data collection were also discussed with teachers. The researcher ethical practices throughout the research were largely influenced by the dispositions of teachers; their (in) actions presented the researcher with many personal struggles and ethical dilemmas throughout research process. For instance, the headmaster and teachers were not to know what I discussed with the other. I was careful not to become a school assessor or inspector. I told them that the research was not intended to find fault with the schools but to collect data for analytical purposes. Whereas the researcher is able to share the analytical findings of the research, it was important to protect confidentiality and anonymity. Respect for the rights and dignity of the participants were seriously considered in the study because the time and place for the interview was suggested by the respondents and also respondents’ consent were sought before recording them during the interview session. The audio recordings were carefully played and transcribed to the hearing of respondents.



### **3.8.1 Validating the Findings**

The researcher employed trustworthiness to ensure the authenticity of the findings. Trustworthiness in this research was employed to establish that the research findings are worth paying attention to (Lincoln & Guba, 1985). The issue of trustworthiness of the research was discussed under the criteria suggested by Lincoln and Guba (1985); they are as follows: credibility, transferability, dependability and confirmability. This is because Wolcott (1990) cited in Kusi (2012) agrees that the use of reliability and validity in qualitative research is unjustified on axiomatic grounds. This is due to differences that exist between the axioms of interpretivism, and therefore, “accommodation between and among paradigms on axiomatic grounds is simply not possible” (Lincoln, 1992, p. 81) cited in (Kusi, 2012). The procedures employed to judge the rigors of this research were in line with theoretical, philosophical, methodological and other procedural considerations of the research (Kusi, 2012). The credibility, relevance, and insights generated from this research have more to do with the information richness of the case selected and the observational and analytical capabilities of the researcher than with sample size (Patton, 2002).

### **3.8.2 Credibility**

Credibility of a research is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Credibility is the assessment of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants’ original data (Lincoln & Guba, 1985). The research credibility was established purposely through member checking and individual debriefing. Member checking was used in two ways at the various stages of data gathering and analysis: (1) at the initial stage

the researcher discussed the interview questions with participants at the end of each interview; (2) during formal interview, the interviewer posed ideas back to participants to refine, rephrase, and interpret.

The researcher employed interview and observation protocols to gather data in order to help offset the limitations in line with the use of one method for data gathering and thus, to improve credibility of findings (Holtzhausen, 2001). Quite apart, to guarantee the credibility of the research findings, recorded tapes of individual interviews were played back to participants and written transcriptions of the interviews were given back to the interviewees to check whether what was transcribed were true reflection of their responses. The researcher allowed them to offer comments on whether or not they feel the data gathered was interpreted in a manner congruent with their own experiences. Getting feedback on results from participants increases credibility.

### **3.8.3 Transferability**

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalizability (Bitsch, 2005; Tobin & Begley, 2004). According to Bitsch (2005, p. 85) the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling”. This indicates that when the researcher provides a detailed description of the enquiry and participants were selected purposively, it facilitates transferability of the inquiry. For Lincoln and Guba (1985), transferability is the extent to which the result of a research finding can be generalized to other groups, settings or situations. The transferability of the present research was granted by rich description and reporting of the research process. I employed thick descriptions to substantiate and illustrate assertions made

by individual participants to illuminate the context. Participants' statements during interviews were quoted word for word in order to convey their true emotions and options. During the interviews, participants were questioned further when the need arose for clearer explanations and deep understanding. Detailed characteristics and settings under which data was gathered have also been made (Patton, 2002). I discussed thoroughly the research methods and procedures I followed during and after data gathering. Future researchers can make transferability judgments based on the detailed descriptions made.

#### **3.8.4 Dependability**

Dependability according to Bitsch (2005, p. 86) refers to “the stability of findings over time”. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the respondents of the study (Cohen, Manion & Morison, 2011; Tobin & Begley, 2004). Dependability of qualitative research findings relate to reliability of findings in qualitative research (Meririam & Associates, 2002 cited in Kusi, 2012). Qualitative measures were instituted for data gathering from participants. The researcher had an eye to eye interaction with the interviewees from whom the data was gathered through vivid and unambiguous questions.

#### **3.8.5 Confirmability**

Confirmability is “concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but are clearly derived from the data” (Tobin & Begley, 2004, p. 392). The general methods and procedures of this researcher have been clearly described in detail. The researcher was also aware of personal assumptions, biases and subjectivity that could easily affect the final result

of the research. As a result, the researcher placed himself on an emphatically neutral ground, seeing his respondents as autonomous beings in order to obtain correct data devoid of biases.

### **3.9 Instruments for Data Collection**

In order to gather the most comprehensive, credible and dependable data pertinent to the research questions, two data collection instruments were used. These were the interview guide and observation guide for teachers.

#### **3.9.1 Interview**

The researcher employed interview guide (see appendix B) to assist gather data. According to Schostak (2006, p. 54), “an interview is an extendable conversation between partners that aims at having ‘in-depth information about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it’”. To Blaxter, Hughes and Tight (2006), it is worthwhile doing interviews because it offers researchers the opportunity to uncover information that is “probably not accessible using techniques such as questionnaires and observations”. McNamara (1999) added that interviews may be useful to follow-up with individual respondents after questionnaires, e.g, to further investigate their responses. The researcher adopted open-ended (unstructured) interview so as not to suggest certain kinds of answers to respondents and to allow unusual responses to be derived so that both eminent and immanent themes were explored (Bauer, 1996; Bryman, 2004 cited in Adzahlie-Mensah, 2014).

Creswell (2009) and McNamara (1999) asserted that unlike the structured interview which may force participants to answer in a particular way; thus, providing a preset response (yes or no), unstructured interviews hope of obtaining impartial answers. Unstructured interviewing is an open situation through which a greater

flexibility and freedom is offered to both interviewers and interviewees in terms of planning, implementing and organizing the interview content and questions (Gubrium & Holstein, 2002). This makes the interviewer to be more “keen to follow up interesting developments and to let the interviewee elaborate on various issues” (Dörnyei, 2007, p. 136). Interview guide was therefore, adopted by the researcher as a tool because it facilitated the search for direct explanations of how Social Studies is taught at the selected Senior High Schools using the subject instructional techniques. With the support of the Social Studies Heads of Departments, eleven (11) respondents were interviewed. The researcher employed an open-ended interview by using gadgets such as tape recorders. The interview was tape recorded and transcribed by the researcher. Each of the interviews lasted for fifteen (15) minutes. The interview was conducted with relevance and patience to create congenial and relaxed atmosphere devoid of fear, suspicion, threat or unnatural compulsion. Again, the interviewees were assured of confidentiality and anonymity of their information.

In all, five days were used for the interview (15th February, 2019 to 21<sup>st</sup> February, 2019). The interview guide consisted of nineteen (19) items which were divided into section A, B, C and D. The section ‘A’ which contained five (5) items was used to seek for the background information about the teachers teaching Social Studies. Section ‘B’ had six (6) items which sought information on the Social Studies teachers’ knowledge of the general objectives of Social Studies and Section ‘C’ three (3) items for teachers’ knowledge of the Social Studies instructional techniques and Section ‘D’, five (5) items to seek for information on how Social Studies teachers effectively use the varied Social Studies instructional techniques to teach to achieve the general objectives of the subject.

### 3.9.2 Observation

The researcher also employed observation guide (see Appendix C). The Merriam-Webster Dictionary defines observation as “the action or process of observing something or someone carefully or in order to gain information.” The words “carefully” and “information” are important in this definition as these words provide what is at the core of observation and its connection to research. To Adler and Adler (1998, p. 80) “observation consists of gathering impressions of the surrounding worlds through all relevant human faculties such as hearing, seeing, smelling and touching”. This enables researchers to access those aspects of social setting that may not be visible to the general public; thus, those backstage activities that the public does not generally see. Observations give researchers opportunity to provide rich, detailed descriptions and interpretation of the social setting in the field of study (DeMunck & Sobo, 1998). The researcher adopted direct and overt observation. Direct observation is often defined as observing events or behaviors as they occur without altering the environment in which the events occur (Seale, 2004).

According to Kumar (1999) overt observation requires the researcher to be open about his/her intentions and requires the researcher to inform the participants in order to ensure that they are aware of what is happening (Seale, 2004). He adds that a critical advantage of overt observation is that it enables the researcher to build some kind of rapport with the participants because the researcher, from the very beginning, is open and honest about the intentions of his/her research. However, the researcher acknowledged that telling the respondents the intentions of the research could allow the participants to change their behavior in that it aligns with the researcher’s goals since they are aware of what the researcher is looking for. These techniques of observing enabled the researcher obtain valuable qualitative knowledge about the

respondents. They also helped the researcher to compare responses that were obtained through interview about what teachers believed to be doing in the classroom especially on the techniques use in teaching Social Studies for the achievement of its objectives and what they actually do in real terms in the classroom. A set of eleven detailed items of Social Studies lesson observation guide was prepared. The items which sought to gather information about the teachers' knowledge of the general objectives of the subject, seek for information on teachers' knowledge of Social Studies instructional techniques, and to gather information on how Social Studies teachers employ the instructional techniques of Social Studies to teach in the classroom to achieve the general objectives of the subject.

In all, three days were used to observe the Social Studies lessons in the three schools (25<sup>th</sup> February, 2019 to 27<sup>th</sup> February, 2019). The number of teachers observed were three (3) who were also among those interviewed. Each teacher was selected for the observation on the basis of simple random sampling technique (lottery method) from each of the three Senior High Schools in the Municipality. The first day visit to each of the schools was actually used to copy the time table for Social Studies lessons which supported the researcher to know the exact time and days for Social Studies lessons. Each participant was observed twice for consistency and reliability. The researcher therefore used interview and observation guides to assist answer the research questions; thus, examining Social Studies teachers' knowledge of the general objectives of Social Studies, Social Studies teachers' knowledge about Social Studies instructional techniques, and how Social Studies' teachers' use the instructional techniques to achieve the general objectives of the subject.



### 3.10 Data Analysis

Analysing qualitative data requires understanding of how to make sense out of the text and images so that one can form answers to research questions. Montgomery (1991) defined data analysis as a careful examination of collected information in an organized form in order to understand the growing trend of a situation. Qualitative data analysis can be described as the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen et al., 2007). Creswell (2014) also sees qualitative data analysis as both inductive and deductive and establishes patterns or themes. In view of this, the researcher employed both descriptive and interpretive technique to analyze the data based on the themes arrived at in the data collection. The themes were related to the research questions and interpreted on the number of issues raised by respondents. Interviews were transcribed and responses used in the analysis of the study. In addition, verbal expressions of respondents were used where applicable. However, since the generation of ideas can never be dependent on data alone, intellectual resources derived from theoretical perspectives were also employed (Coffey & Aikinso, 1996, p. 153, Quarshigah, 2000). As a result, the researcher described both variables that were identified namely, Social Studies teachers with regard to their knowledge of the general objectives of Social Studies, their preferred instructional techniques and how they use their preferred instructional techniques in lessons delivering to achieve the general objectives of the subject and also to address contemporary issues in the society thereby affecting the attitudes, values, skills and knowledge of the learners they teach.



## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.0 Introduction

The study was aimed at providing empirical evidence of how Senior High School Social Studies instructional techniques are employed in the classroom by teachers to achieve the general objectives of the subject. In order to achieve the fundamental aims of the study, the following issues were raised:

1. Teachers' knowledge of the general objectives of Social Studies
2. Teachers' knowledge of Social Studies instructional techniques employed in teaching the subject.
3. Teachers' use of instructional techniques to achieve the general objectives of the subject.

This chapter also seeks to address the data presentation, data analysis and discussion of findings derived from the teachers' responses through interview and observation, analysis of general awareness and ends with summary of the chapter. The findings were analyzed through the use of descriptive and interpretative approaches. The researcher first dealt with demographic characteristics of the respondents. Under demographic characteristics, the respondents' academic, professional qualifications and their areas of specialization were presented and analyzed. This was done to find the academic and professional qualifications of the teachers in the field of teaching and if they specialized in Social Studies that could make them have knowledge of the objectives and instructional techniques to be employed to achieve the objectives of the subject. This presentation of the findings is broken down into themes based on the research questions. The first part dwells on teachers' interview and the second part dwells on the lessons observation.

## **4.1 Demographic Features of Respondents**

This section dwells on the academic, professional qualifications and in-service training attended by Social Studies teachers in the selected Senior High Schools in the West Mamprusi Municipality. As a result, an attempt was made to find out the highest academic and professional training in Social Studies, in-service training courses teachers had attended, their areas of specialization and how long they have been teaching Social Studies; thus their experience in Social Studies teaching at Senior High School level.

### **4.1.1 Highest Academic Qualification**

To ascertain what happens in the teaching of Social Studies for effective achievement of its objectives, academic qualification of teachers were analyzed. The motive behind this was that teachers' academic background do have bearing on the teaching of Social Studies as it assists to forecast the teacher's knowledge of the general objectives of Social Studies and knowledge of its instructional techniques to be used in the classroom. The data collected from respondents to the interview item 1 was asked to find out from respondents their highest academic qualification which reveals that all the eleven respondents representing 100% hold bachelor's degree. This signifies that teachers teaching Social Studies in Senior High Schools meet the minimum requirement in terms of academic qualification to teach in the Senior High Schools in Ghana. This is in line with Darling-Hammond (1999) when he said that the highest quality teachers are those capable of assisting their learners to learn to bring about changes in their attitudes and values.

#### **4.1.2 Highest Professional Qualification**

The researcher is of the view that professional training of Social Studies teachers is very crucial for the teachers in terms of understanding the purpose of their teaching and the exhibition of the skills of using instructional techniques of Social Studies to achieve the objectives of the subject. Leming (1991) supported this by saying that professional values of teachers are potentially valuable for understanding the art of teaching. Data collected from respondents through a follow up question item 1 in the interview on teacher professionalism revealed that only four respondents are Social Studies professionals and seven respondents are non-professional teaching Social Studies in the selected Senior High Schools. This implies that not all teachers teaching Social Studies in Senior High Schools have professional qualification to teach the subject. This is vividly in consonance with the views of Seamstrong, Gruber, Henke, McGrath and Cohen (2002) that not all teachers are assigned to teach in the fields for which they had been trained. Professional training is an important requirement for the Social Studies teacher (Aggarwal, 2006). He adds that Social Studies more than any other subject requires well prepared conscious men and women of sound knowledge and training whose personalities rank higher among men and women. It is therefore relevant that Social Studies teachers should have a sound academic and professional training.

#### **4.1.3 Area of Specialization**

For teachers' professional development, an attempt was made to find out the teachers specialization through interview item 2. The rationale behind this is that the competency and effectiveness in teaching Social Studies rely on sound understanding of its philosophy (Akinloye, 2003). On teacher specialization, it was deduced from the findings that four had studied Economics and Geography (IDS) from University for

Development Studies, two respondents had studied sociology from University of Ghana, Legon, and four had major Social Studies from University of Education, Winneba and University of Cape Coast and one respondent minor in Social studies from University of Education, Winneba. This implies that majority of teachers teaching Social Studies in Senior High Schools do not or have little understanding of the philosophy of Social Studies since they were not trained in the subject; thereby may find it cumbersome to know the general objectives of Social Studies; hence, making it difficult for them to choose the appropriate instructional techniques of the subject to enable them achieve the general objectives of the subject. This view is supported by Aggarwal (2006) who said that the aim and objectives of teaching Social Studies are necessary so as to be able to select meaningful content and appropriate techniques because they are the “crux and key” of the entire process of teaching and learning of Social Studies.

#### **4.1.4 In-Service Training Courses Attended**

With regard to teachers’ knowledge of Social Studies objectives and their effectiveness in the use of instructional techniques of the subject, in-service training is seen as an essential tool to improving the quality and skills of a Social Studies teacher. The idea behind this is that in-service training is necessary for proving effective teaching in Social Studies (Rossenfield, 2004). This implies that in-service training also provides for effective knowledge and use of appropriate instructional techniques for the achievements of the general objectives of Social Studies. Information gathered from item 4 of the interview revealed that ten respondents had never attended any in-service training courses and one respondent who is a Social Studies professional said he had attended in-service training which was organized by Heads of Senior High Schools (CHASS). This suggested that most of the teachers

teaching Social Studies who did not read Social Studies as their major subject of specialization may find it difficult to know the objectives of the subject and select appropriate instructional techniques to achieve the general objectives of the subject. In Ghana, in-service courses which update teachers who teach Social Studies knowledge and skills to improve their way of teaching and to enhance Social Studies education are not regularly organized for teachers teaching the subject; hence, the inability of Social Studies teachers to teach to achieve the general objectives of the subject. This view is similar to Destimone, Porter, Garet, Yoon and Birman (2002) that changes are likely to occur if teacher have a consistent and high quality professional development.

#### **4.1.5 Teaching Experiences of Respondents**

Teacher experience is another key variable that has great influence on learners learning outcome (Cimbriz, 2002). Based on this, an attempt was made by the researcher to find out from teachers teaching Social Studies the number of years they had taught the subject in the Senior High Schools. The results indicated that two of the respondents had taught Social Studies in the Senior High School level for 6-10 years, followed by three respondents who had taught Social Studies for five years, four respondents had taught Social Studies for less than two years and one respondent had taught for less than a year and he was a newly recruited teacher for “Double Track System” This showed that a small number of teachers had teaching experience in Social Studies and thereby may not be familiar with the objectives and instructional techniques of the subject which can be used to influence learners’ attitudes, values and skills in the classroom. This situation according to the findings is a result of shifting teachers from one subject to the other. This is not in line with the view expressed by Mertler (2004) that experiences that teachers have accumulated in handling different challenging situations in schools and classroom will enable them

develop positive feelings towards the achievement of assigned tasks successfully all things being equal.

## 4.2 Responding to Research Questions

### 4.2.1 Research Question 1

#### **What are the Knowledge of Teachers' of the General Objectives of Social Studies in the West Mamprusi Municipality of North-East Region of Ghana?**

It is undeniable fact that the aims and objectives of every subject serves as a road map to achieving its intended mission and purpose. The teachers of Social Studies are supposed to be conversant with the objectives of the subject in order to direct their lessons. It is based upon this that teachers were asked in item 8, 9 and 10 in the interview guide to answer questions on the objectives of Social Studies. The themes that emerged from respondents' responses are shown in Table 1.

*Table 1: Social Studies Teachers in SHS in West Mamprusi Municipality Knowledge of the Objectives of Social Studies*

| Number Respondents | Category of Responses   |
|--------------------|---|
| Two respondents    | Social Studies as issue-centred.  |
| Two respondents    | Social Studies as a citizenship education.  |
| One respondent     | Social Studies creates awareness of rights and responsibilities.                            |
| Two respondents    | Social Studies equipping the individual with the general knowledge of the whole curriculum. |
| Four respondents   | Have not been taught about the objectives of Social Studies.                                |

**Source: Fieldwork Data (2019).**

From Table 1, two respondents said the objectives of Social Studies as a subject is to solve issues of the environment and of human concern. These respondents think that the ultimate purpose of Social Studies is to make the citizenry

informed about the immediate environment and issues within. The focus does not only mean knowing the environment, but how to use the knowledge gained to solve challenges confronting them. To these respondents, getting the learners to understand their immediate environment will equip them with adequate knowledge to solve issues around them. For instance, one of these two respondents said: “For me, the reason for studying Social Studies is to solve issues that are within the environment confronting individuals.” He added by saying that “These days the attitudes of many Ghanaians especially the youth are negative and therefore this forms part of the issues I think Social Studies as a subject wants to find solutions to”

The other respondent also said: “the objective of Social Studies in my view is to “Imbibe” in learners’ enquiry skills, critical thinking, reflective thinking, being able to solve societal problems and their personal ones.” Then the researcher asked, how do you teach to achieve critical thinking in learners? and he replied:

“Well, I vary my teaching a lot. Sometimes not necessarily lecturing, lecturing will not even help, but I put them into groups to enable them do research on their own and come back and present their information to the class for us to discuss. That is one way of achieving that. Sometimes I also give them the research work to find issues that are of societal concern. So this is what I do to build upon their critical thinking because they need to be able to solve things for themselves.”

The above respondent mentioned concepts such as critical thinking, inquiry skills and reflective thinking as objectives of Social Studies which make it slightly different from those who see the subject as solely solving issues of human survival and of the environment. For this respondent, Social Studies is about the development of inquiry skills, critical thinking skills and reflective thinking skills that enables the learner to solve issues that confront them and that of society as a whole. The respondent use of “imbibe” suggests that teachers of the subject indoctrinate the learners what they deem necessary for them and the learners are only to abide by.



However, the respondent views were nonetheless added to this category because the respondent sees Social Studies as a subject that equips learners to solve personal issues and those that confront society. The researcher also wants to add that the subject prepares learners to be able to solve personal challenges and those that society is faced with. This position of the respondent above is also in line with that of Quartey (1990), when he noted that the subject tries to equip the learner with tools necessary for solving personal and societal challenges. Kissock (1981) also expressed a similar opinion as he said Social Studies is a programme of study which the society uses to instill in learners the attitudes, knowledge, skills and actions it considers relevant relating to relationships human beings have with one another; their society and themselves. To Quartey (1990) and Kissock (1981), the subject equips the learners with certain competencies that will enable them solve personal and societal challenges of human survival.

In line with the above views, Blege (2001) assert that Social Studies from its inception was to deal with issues that were arising in society that could hamper or serve as a threat to the survival of humanity. Today, the subject is still viewed by many scholars as an issue -centred subject and those states which accept it as such develop their curricular around various issues that are affecting the development and survival of humanity. For instance, in Ghana, the 2007 and 2010 syllabus for Social Studies for the Senior High Schools (SHSs) developed around issues that need redress. For these respondents, Social Studies is issues-centred subject which tries to address issues of human concern and of the environment and as such, the instructional techniques used by Social Studies teachers should be carefully chosen to address relevant contemporary issues that are in the environment facing the survival of citizens of the country.



Table 1 also revealed that two respondents pointed out that “the ultimate objective of Social Studies is to prepare learners to fit well into society.” For example, one respondent said:

“What I mean is that the supreme purpose of Social Studies is citizenship education. In my view, Social Studies is to educate citizens, hence, citizenship education. The subject equips learners to know and do what is expected of them in the society; these involve the attitude, values, knowledge and general lifestyle they are supposed to adopt to fit well in the society. I think the sole objective of Social Studies is to equip people to be good citizens by Ghanaian standards.”

The above respondent believes that the ultimate purpose of Social Studies is citizenship education; however, the researcher observed that this respondent did not know that it is different from education for the citizenry and therefore, used the terms as synonyms. The researcher is of the view that education for the citizenry is completely different from citizenship education. Citizenship education is meant to train the learners to be holistically developed and to be reflective and problem solvers; citizenship education involves the nurturing of learners who are well informed about the issues surrounding them and preparing them with various attitudes and skills to either address or cope with such issues. The views of this respondent succinctly fit into Blege’s definition when he said Social Studies is citizenship education (Blege, 2001). This respondent also believes that there are some moral standards that are accepted by Ghanaians. These values are supposed to come to the upcoming generation through Social Studies. His view about the objectives of Social Studies lies in area of socialization aspect of the subject. The second respondent in this category who has taught the subject for 10 years and trained in Social Studies from the University of Education, Winneba also responded in line with the above respondent and said: “Social Studies has four main objectives; first, assist learners to acquire knowledge, secondly, inculcate desirable attitudes and values in learners, thirdly, assist learners to

acquire skills, fourthly, combine the knowledge, attitudes, values and skills to solve societal challenges”. For this respondent, Social Studies goes a long way to make an individual reflective, concerned, informed and participatory citizen. He concluded that “I think the ultimate purpose of Social Studies is all about attitudinal change.”

This respondent view is in line with Quartey’s (1990) assertion that Social Studies is a subject that prepares the learner with values, knowledge, attitudes and skills critically for addressing individual and societal challenges. The NCSS (2009) agrees with this respondent that the improvement of liberty and justice for all, by our country’s leaders demand that individuals in our country have the right knowledge, attitudes, and values to both guard and endorse the principles of constitutional democracy. Banks (1990) also supported these views by stating that Social Studies is that part of the elementary and high school curriculum which has the primary role for helping learners to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world. Banks emphasizes that while other disciplines also assist learners to acquire the skills needed to participate in a democratic society, Social Studies is the only discipline that has the development of civic competence and skills as its primary objective. In sum, these respondents believe that Social Studies prepares learners to fit well in society by inculcating in them the ideal values in the society.

Again, from Table 1, one respondent said the ultimate objective of Social Studies is “to create the awareness of rights and responsibilities among people in society.” Their view about the Social Studies may be that it is civic education. Civic education is an aspect of Social Studies. So the researcher asked, “do you think what you have said is the ultimate purpose of the subject?” He responded, “I think so.”

He continued:

“In Ghana, it is not uncommon to see people fighting seriously for their rights but rarely consider their obligatory responsibilities as citizens of the nation. This issue is therefore central to the issues Social Studies tries to solve but cannot stand alone as the ultimate purpose of the subject because it goes beyond making learners to know their rights and responsibilities.”

A followed up question for the above respondent from item 11 of the interview guide which asked of where he has learnt what he said is the objective of Social Studies from, he responded “I have learnt this from books; I was not taught in my institution of learning.” This was the respondent who in answering item 1 from the interview guide said he studied sociology in University of Ghana, Legon. The researcher was amazed but kept it to himself.

Further, Table 1 also indicates that two respondents responded that “the paramount purpose of teaching Social Studies is to draw general knowledge from other subjects.” These respondents idea about the objectives of Social Studies might stem from their orientation about the subject at their institution of training. For instance, one of these respondents said, “I studied history, economic, sociology and geography at the University and that was what constituted Social Studies.” If that is what is really done there, then his perception about the ultimate purpose of Social Studies was not deviation but congruent to their practices. Then, if Social Studies is perceived as such, it succinctly fits Barr, Barth and Shermis (1977) cited in Ayaaba and Odumah (2013) description of Social Studies as a “seamless web or schizophrenic bastard Child”. Nevertheless, from the researchers’ view, Social Studies is not only to give learners the general knowledge of the whole curriculum but decipher the distillate or important information from any discipline that are germane to solving issues in the society. Learning all about the past (history), all about economics or geography are just but a conglomeration of the various social sciences and not Social Studies because Social Studies has a different focus and content. A mere

conglomeration of fragments of topics from the social sciences into a restrictive discipline from work under a sham conception of a new discipline is a non-prolific and self-defeating attempt and might not qualify Social Studies to stand as a new discipline.

The views expressed by the above respondent is making the researcher share the view that some teachers may say that it does not take one to know the objective of Social Studies before preparing learners for Social Studies WASSCE. This is so because most teachers rely on past questions and marking schemes from past exams to guide them teach the learners and it has been yielding them the result they are looking for. For these teachers, the objective of Social Studies is not a guiding force to direct their actions but only makes one to sound as intelligent as Social Studies teachers. When asked in item 10 whether the objectives of Social Studies serve as important guide to his instruction in Social Studies classroom, this respondent said “I have not thought of it.” “He is not sure.” These are clear manifestation that he was not guided by the objectives of Social Studies as he carries out instructions in the classroom. The researcher wants to emphasize that the fact still remains that the objectives of Social Studies are not a guiding principle if teachers are teaching to test.

For the researcher, if Social Studies is to fulfill its mission and purpose, it must be guided and driven by its objectives. The objectives of Social Studies are stipulated in the syllabus, which all teachers teaching Social Studies must have at their fingertips. Through follow-up questions the respondent was not even having access to the syllabus but was only given textbooks and scheme of work by his heads of department. This indicated that most of the vital things written at the preliminary pages of the syllabus concerning the rationale, general objectives among other things that should prepare the teacher on how to teach and assess learners in Social Studies

are not taken into account. Teachers do not see the importance of such valuable provisions in the syllabus that give direction to instruction in Social Studies lesson presentation. Teachers who had the syllabus at their disposal as subject teachers could not tell what the objectives of Social Studies were which signified that clearly they did not study that part of the syllabus. It is however, necessary that every teacher of Social Studies read through the preliminary pages of the syllabus to acquaint themselves with the relevant information needed to handle the subject effectively and with much competency.

Four respondents from table 1 who were out-of-field teachers and majored in Sociology, Economics, Geography at the University of Ghana and University for Development Studies (UDS) said, they were not taught or learnt in books about the objectives of Social Studies.” This clearly indication that some teachers do not see any link between the specific day to day objectives of the lesson and the broader objectives of the subject. This has the possibility of derailing the teachers focus as to what to teach as well as what instructional techniques to use to achieve the general objectives of the subject. This could lead teachers to treat some of the Social Studies topics or units as would have been treated in the natural sciences or the social sciences like Geography, Economics or History. However, every Social Studies unit in the syllabus has a challenge it tries to address and needs to be seen and treated as such, rather than looking at the units as it would have been perceived in the natural sciences or the social sciences. In some of the schools, it appears some of the teachers are given course outlines by their heads of departments rather than syllabuses for the subject. As such, most of these teachers do not even read about the challenge each unit seeks to address. Such units are therefore treated in ways the teachers feel they should be treated. Teachers who have done the social sciences and are teaching the

subject are liable to teach it as perceived in their fields of study which might jeopardize the main intent of putting Social Studies in the school curriculum.

In conclusion, seven respondents could not clearly state the general objectives of Social Studies; except one respondent who was trained in the subject and have taught it for 10 years could attempt mentioning four objectives of the subject. Four respondents also could not mention the objectives of Social Studies because they were not taught or learnt them in books. The researcher is of the view that this findings is as result of teachers managing with the subject in most of the Senior High Schools in Ghana. For instance, one respondent who study Economics (IDS) from University for Development Studies said:

“I was working with Ghana Revenue Authority (GRA) but had a challenge with them, so I decided to apply to Ghana Education Service (GES) for teaching; I was recruited and posted to the school. And Social Studies is the subject I can managed and I like teaching it.”

The issue of managing subjects especially Social Studies has been recounted by Ingersoll (2003) when he said that the problem with our educational sector is the phenomenon known as out-of-field teaching; teachers assigned to teach subjects in which they did not have much training or education on. In addition, Albert Shanker, former head of the American Federation of Teachers, condemned out-of-field teaching as education’s dirty little secret (Ingersoll, 2003). The situation read in the findings is not different in Senior High Schools in the West Mamprusi Municipality with regards to the teaching of Social Studies.

#### 4.2.2 Research Question 2

##### **What do Teachers of Social Studies in the West Mamprusi Municipality know about Social Studies Instructional Techniques?**

The diversity of purpose and the broad nature of Social Studies call for a variety of instructional techniques and strategies. With this idea in mind, the researcher asked respondents on item 13 to mention the instructional techniques they employ for achieving the objectives of the subject. As it has been suggested by Singleton (1996) that the way in which a teacher teaches as much as what he teaches contribute to his or her effectiveness. Similarly, Dynneson and Gross (1999) contend that the difference between creative and uninspired teaching is determined by the techniques that teachers use in teaching in the classroom. Learning is said to be a process of construction, and learners continually strive to construct their own understanding of the world by synthesizing new experiences (Osberg, 1997; Ringstaff & Yocan, 1994).

Powell (1998, p.64) reiterates that classroom learning is a social process by which the teacher works to help learners “make sense of their experiences and further their understanding”. What this means is that instructional techniques that give opportunity to the learners to be active in the process and explore their environment is preferable to those which are essentially teacher-centred, didactic and contrived. Seefeldt (2001) points out that the peculiar nature of Social Studies calls for effective instructional techniques that will enhance comprehension, concept development, and encourage critical and reflective thinking. Teacher’s interview guide was formulated to inquire about teachers’ knowledge of Social Studies instructional techniques. The instructional techniques that were mentioned by respondents as their preferred techniques are discussed below:



Eleven respondents mentioned that they regularly and occasionally used discussion as a technique in their teaching in Social Studies classroom. This was the most popular technique used in the teaching and learning of Social Studies which to them is the best technique to be used considering the caliber of learners they teach who are not ready to contribute in class. For them, discussion will make the learners pay attention and contribute in class. For instance, one respondent said:

“For me using other techniques apart from discussion is boring to final year learners who are preparing to write their WASSCE. I just discuss past questions with my learners which I think will help them pass their WASSCE exams.”

This could be the reason why learners often see Social Studies to be dull and boring as teachers stick to one way of teaching the subject all the time (Chiodo & Byford, 2006). When asked on item 17 how they organized their classes using discussion technique, all the eleven respondents could not tell how they organized their classes when using discussion as a technique in the classroom. One of them said “whole class discussion is what I used in teaching.” The researcher is of the view that though discussion technique can generate high levels of interest among learners, it is equally not suitable for all topics. From the data gathered, nine respondents said they use lecture as a technique in delivering their Social Studies lessons. One of these respondents boldly said

“For me though, I use lecture technique in delivering my lessons, using the lecture technique in class especial third year classes is boring to them. Learners sometimes do not pay attention to what am teaching in class.”

The view expressed by this respondent is in line with Tamakloe, Amedahe and Atta (2005) that the lecture as a technique which cannot prepare the learner in analyzing issues properly and provides the learners with an insight into societal challenges may not help to achieve the general objectives of Social Studies. Also, one



of the out-of-field Social Studies teachers in this group who has taught the subject for less than two years, when asked to mention the instructional techniques he uses for his lesson presentation in Social Studies class, he replied, “I use the lecture technique because if I look at the class size and other challenges I cannot do group work.” From the data gathered, it was also indicated that two respondents said that they occasionally make use of role-play or drama in teaching Social Studies. For instance, one of these respondents who is an in-field said this:

“In organizing a role-play I just call them after a topic has been introduced, I put learners into groups to discuss and after the discussion I call them, each learner from a group to have a role-play of whatever they have discussed. For instance, when I was teaching Enskinning of Chiefs in the North, children role played it.”

The occasional use of role-play by teachers in teaching Social Studies implies that learners are not helped to appreciate the challenges and viewpoints of others thereby developing democratic life style in them which is important in this current unstable peace and security in the country. This view expressed by the researcher, is supported by Ayaaba and Odumah (2013) that the regular use of role-play would enable learners to address the challenges of the society. This is also in line with Martorella (2001) that using role play in Social Studies classes will help learners to solve their personal and societal challenges. The researcher, wants to add that the implication of using role play in Social Studies means that learners will be assisted to acquire the necessary understanding of their environment and build skills and positive attitudinal change. The data also showed that one respondent stated that he used inquiry as a technique to teach his lessons in Social Studies. This respondent who is an in-field emphatically stated that:

“I use the inquiry technique in teaching. Inquiry, because of my orientation that Social Studies is to be a problem base approach to societal issues I sometimes ask learners to identify issues of concern in society and I ask them to go and make cases for them and come back to the class for us to discuss the solution to them. This morning there was news about armed robbery in a suburb of the Walewale here in Wulugu so I was asking them if they can go and find out what will influence people to engage in armed robbery”

When probed why he uses inquiry techniques, this respondent said “When learners do things by themselves, they know better and they do not forget them.” This position by the respondent is in line with the observation made by Kadeef (2000) that the absence of inquiry in teaching Social Studies will suggest that learners may not become familiar with the needs and challenges in the society. Also, the learners are denied of retention and remembrance of knowledge acquired through their own inquiry. For learners to be good citizens, they need to be taught how to investigate into challenges that affect their development in the society and try to find solutions to them. Inquiry technique is one of the key instructional techniques that create this opportunity in learners; hence, Social Studies as a subject for citizenship education should emphasis on inquiry technique as a means of delivery lessons in Social Studies classroom. The same respondent said sometimes in using inquiry technique, “I always give work for learners to go and find answers and later present their findings in class the next lesson.

The data also revealed that three respondents mentioned that they sometimes use two techniques for lesson delivery with the discussion technique as the most preferred one. For instance, one of these three respondents’ said,” For me, most of the time I use whole class discussion. I pose a question in the class and encourage the learners to come out with their ideas. I sometimes use role play.” Another respondent said: “I use the discussion method and the inquiry method. At times I ask them to go

and find something out so that they get the answers and bring them for discussion in class that is what I mean enquiry technique.”

From the data, Item 14 on the interview protocol specifically asked the respondents to mention Social Studies instructional techniques they use in Social Studies classroom in order of their effectiveness in achieving the general objectives of the subject. The data revealed that six respondents mentioned discussion as the most effective technique of teaching Social Studies, three respondents mentioned lecture technique as the most effective technique of teaching Social Studies, followed by questions and answers and two respondents did not know which of the instructional techniques in Social Studies seem most successful with the learners they teach leading to the achievement of the general objectives of Social Studies. This vividly indicated that different views among the respondents as to which instructional technique is actually appropriate for teaching in Social Studies to achieve the objectives of the subject. This seems to suggest that probably teachers have not had enough training exposure about instructional techniques in Social Studies that can develop the attitudes, values and skills of learners. This view is in line with the claims of Ajala (2000) that education for teachers seems to be inadequate and weak in the side of instructional techniques and practice of teaching in education.

The data also revealed that most teachers do not use various instructional techniques such as fieldtrip, role-play, games/simulations, project and problem-solving, among others which engage learners in meaningful deliberations on various topics treated. One respondent gave this for teachers' inability to sometimes use the above techniques in teaching in Social Studies lessons: “The time allotted for Social Studies on the time table is inadequate for meaningful delivery of lessons to be done as expected. It is not possible because of the content to be covered in the Social

Studies syllabus vis-a vis meeting WAEC syllabus for examination.” For this respondent, WAEC syllabus, especially, has made teachers of Social Studies interested in covering a wide content area using techniques such as the lecture, questions and answers rather than techniques that would engage the learners in in-depth investigations of issues such as project, game and simulations, fieldtrips, among others. The researcher is emphatic that instructional techniques such as fieldtrips, problem-solving, debates, simulations, project-based learning, and role-playing are active techniques that can lead to the achievement of the general objectives of Social Studies. This makes it imperative for teachers of the subject to have in-depth and practical knowledge of instructional techniques in Social Studies which focus on developing the attitudes, values and skills of learners in Social Studies classroom.

#### **4.2.3 Research Question 3**

**How do Social Studies Teachers in the West Mamprusi Municipality of North-East Region of Ghana use Instructional Techniques to achieve the General Objectives of the Subject?**

To ascertain how Social Studies teachers use instructional techniques to achieve the objectives of Social Studies, three respondents were observed. According to Dynneson and Gross (1999), the difference between a creative and uninspired teaching is noticed by the instructional techniques teachers use in the delivery of lesson content and the changing of attitudes, skills and values of learners. In order to provide for multiple sources of evidence for this kind of assertion, the researcher decided to observe three teachers teaching Social Studies in the selected Senior High Schools in the West Mamprusi Municipality. This was to enable the researcher observe how teachers use instructional techniques in delivering lessons on contemporary issues in Social Studies to develop the attitudes and values of learners

they teach. All observations were done with the consent of the teachers concerned. This did not change the practices of the teachers being observed and may therefore not have affected the outcome of the findings.

An observational guide was one of the instruments used for this study to be able to have enough evidence about the teachers' use of instructional techniques of Social Studies (see Appendix 'C'). The data on lesson observation was divided into three parts; thus, teacher's approach to lesson presentation, teacher's knowledge of the subject- matter, teacher relating issues to current contemporary issues in society, and techniques used by teachers in Social Studies classroom.

#### **4.2.3.1 First lesson observed**

Firstly, I observed an hour instructional lesson in a Social Studies class on February 18, 2019 at Walewale Senior High School. The class was made up of about sixty learners. The teacher entered the classroom and greeted learners who stood up and responded to the greetings. He asked them to sit down after the response and asked for those who were to act a play in order to be convinced that they were present before the beginning of the lesson. He then reviewed the previous lesson taught by asking the learners the following questions:

1. What are the positive implications of supporting the nuclear family system?
2. What are the negative implications of abandoning the extended family system?

After the learners have responded to the above questions the teacher told them he had a nice play for them. He stopped and called one male learner "Tidow" where is Tidow? "Tidow" responded and told the teacher that "Sir, I received the script late and therefore could not memorize my part. So, am going to read verbatim from the script." The rest of the actors were called to the front of the class. Before they began the play, the teacher gave them a gist of what the play was about and the rest of the

class to pay serious attention because he will be asking them questions after the play. The actors were composed of the chief of the village, a rich man from the village, three members of the village (villagers) and the villagers' spokesman.

To start the play, the chief in the play moved the play into action as he began by saying "villagers, I have summoned you here to ask about what project we should embark on in this village". The rich man in the village said "As the rich man in the village, I will not like to talk much. But why don't we put up a hotel so that we can accommodate people who visit the village". The spokesman for the villagers said, "Oh my king, I want to say something on behalf of the villagers", the rich man shouted, "shut up". Then the king replied, "Rich man, you have just spoken. Keep quiet and allow him to also talk on behalf of the villagers". The villagers' spokesman replied to the chief, "Thank you my king. I met with the villagers and we all agreed that we want a school to be built so that our children will not waste their time and energies going to other towns just to be educated". The whole villagers in the house nodded their heads in agreement with their spokesman. The chief then said, "You have all heard the opinions of the two individuals, as the saying goes, majority carried the vote. So our development project will be a school". The villagers including the entire class shouted and clapped their hands with joy based on the conclusion reached by the chief and that brought the play to an end.

It was now time for questions and the teacher asked learners "what do you think today's topic is? "Akugri" raised his hand and said "democracy". The teacher replied that is good. "Shine for him". He then wrote on the marker board "Democracy and Nation-building" as the topic for discussion. He continued to discuss the features of democracy relating them to what was done in the play performed in the class. He asked learners again to explain "democracy". Some of the learners raised their hands

but “Asani” was called to explain. “Asani” then said “According to Abraham Lincoln, democracy is defined as the government of the people, for the people, and by the people”. The teacher rewarded him by saying good and asked for alternative definition. Another female learner: Azumah” was called as she raised her hand. She stood up and said, “Democracy is a system of government whereby the views of the people are taken into consideration”. The teacher repeated what she said and asked the class if there was any question concerning the meaning of democracy. As the class was silent, he said in the absence of any question, let’s write down some notes. After dictating notes on the meaning of democracy to the learners to copy, he paused and called learners with various leadership positions to come in front of the class and tell the rest of the class their leadership titles and the roles they play. As each told the class their titles and their roles, the teacher asked the class to tell whether they were democratic or not by giving reasons to support their answers. When the entertainment prefect- “Azundow” finished talking to the class, the teacher asked —is he democratic? “Tidow” raised his hand again and said, “he is not democratic because he doesn’t consult us before taking decisions on behalf of the class.” “Memuna” also said “he is not democratic because he was not elected.” The entire class was given the opportunity to express their feelings as to whether those leaders were democratic or not which really made the class to participate actively in the lesson.

After adequately discussing the meaning of democracy, he went on to the concept of nation-building and asked the learners the meaning of the concept. After three of the learners gave their responses, he summarized the definition by saying: “Nation-building is the sustained efforts to maintain unity, harmony and togetherness of a nation and also to improve the quality of life of the people.” Then he asked the learners, —What is your understanding of dictatorship? After looking at dictatorship,



he now asked the learners for the differences between democratic government and dictatorship. From the answers given, “Tibla” raised his hand and said,

“From what they have said, it can be inferred that dictatorship is bad”.  
But in a case where what the dictator does is favouring the people of the nation, is it bad?”

The teacher smiled and said the question was to the whole class. Many members of the class said, dictatorship is good when it is done according to the wishes of the people in the nation. “Awal” cited the case of Gaddafi of Libya saying that country was more advanced than all the African countries except South Africa because of the kind of leadership they had under Gaddafi. The teacher ended the discussion by saying, —This question is debatable. He continued by saying, “What about if the people are provided what they need but do not have the freedom to enjoy what they have, then those things provided are not necessary.” Democracy is therefore the type of government that should be preferred. He added that what dictators think is the need of the people might not be so. The dictator may be thinking of infrastructural development but the people may be looking for freedom of expression among other things. He referred them to the play that was acted in the class saying, in the play the rich man was looking for a hotel. But the villagers were looking for a school and that if that rich man was the one in power as a dictator, what he would have provided would not have been the real need of the people. After this he told them to put down some notes as he dictated to them. They were copying the notes when the bell was rang for break and hence the class came to an end.

From my observation, the teacher used whole class discussion to review the previous lesson with the learners. The researcher realized that the previous lesson was not in any way related to the new topic for discussion. In Ayaaba and Odumah (2013) view, in teaching Social Studies, it is imperative for the teacher to search for



information and other relevant materials that would be useful in solving issues that are supposed to be addressed on the topic being treated. They maintained that any activity conducted in the Social Studies classroom that does not lead the teacher and learners to achieve the objectives for the lesson are not worth doing. In addition, reviewing the Relevant Previous Knowledge (RPK) of learners in the Social Studies class does not necessarily mean the previous lesson. The previous lesson may be reviewed if only it can help in understanding the lesson to be treated (Ayaaba & Odumah, 2013).

However, the play was very appropriate for the lesson and could have been used to begin the lesson since it centered on the elements of democracy. After the play, he asked the learners of the topic that they think would be treated for the day and “Akugri” said “democracy.” He then wrote the topic —Democracy and Nation-building and began to tell the learners some of the features of democracy. This did not allow the learners to think enough since he could have asked more questions for learners to come out with what they have seen that made them to say the topic was on —democracy. The development of critical thinking is one of the cardinal objectives of the subject and as such, relevant and thought-provoking questions should be used in the Social Studies classroom to make the learners develop their thinking power.

The teacher was to a large extent, systematic in her lesson presentation. He involved learners during the lesson delivery which made them to participate as active learners other than passive recipients of knowledge. This should be the nature of a Social Studies class. She also motivated the learners to get involved in the lessons. The teacher equally used varied teaching techniques such as whole class discussion and role-play to enhance his lesson presentation. He also motivated the learners to get involved in the lessons.

Another area of importance to the researcher was how the lesson was brought to an end. They continued to copy notes until the end of the lesson which confirms what Ayaaba and Odumah (2007) said, it is unfortunate that sometimes, teachers fail to close their lessons. They contend that lesson closure is as important to the teaching and learning process as the set induction and the lesson itself. The researcher is also of the opinion that lesson closure in Social Studies would highlight the key issue (s) to be addressed in the lesson leading to the achievement of the general objectives of the subject. Ayaaba and Odumah (2007) suggested five ways by which lesson closure can be achieved:

1. Organizing the content around a central theme or generalization; for instance, with regard to the topic that was taught, they could have said this type of government has attracted universal acclaim.
2. Use of questions. The teacher can draw the attention of learners to the close of the lesson through the use of summary question such as: —what are the main points that have been learnt from the lesson? or —what conclusion can you draw from today's lesson? or —what have you learnt from today's lesson?
3. Use of cues. This can take the form of a marker board summary of the core points in the lesson by learners. Another way of using cues is to say —the four things you remember in today's lesson are...
4. In addition, learners can be asked to demonstrate or apply what they have learnt in the lesson to specific situation.
5. A structured statement can be used such as; in what ways is today's lesson related the previous one?

Ayaaba and Odumah (2007) have also pointed out that it is important that the teacher engages the learners in closure rather than he himself closing the lesson. This

is to help find out whether the learners have grasped the salient points in the lesson. The situation was different as the teachers either taught until the end of the lesson or engaged the learners in copying notes rather than formally drawing the lesson to an end.

#### **4.2.3.2 Second lesson observed**

This lesson was taught by a male teacher in Walewale Vocational Technical Institute in the West Mamprusi Municipality of Ghana. The lesson was observed on February 19, 2019 at 1:35 pm. The teacher started “let’s review what we discuss last week.” Thus, ‘the rule of law’. We defined the rule of law to be “supremacy of the constitution as opposed to any arbitrary use of power by the public as a whole.” We went on to look at the relevance of the rule of law to our nation building. Today, we want to look at the problems or limitations that have to do with the application of the rule of law. I gave you notes on what we are discussing today to copy. So, we are going to explain what you have copied.

He then listed the points to be discussed on the marker board and started; first, in the notes we said that one problem or limitation with the application of the rule of law that the type of government to a large extent determines the extent to which the rule of law can be applied. But when we have one party system, it means that one has right to choose any political party to belong to will be restricted. So in that case, the rule of law may not be fully applied as in the multi-party system. Again, when we have a democratic government in place as we have in Ghana now, people have their rights being respected. You can choose to belong to New Patriotic Party (NPP), National Democratic Party (NDC), Convention People Party (CPP) or any other party. But when you have a military regime, the rule of law cannot fully be observed since individuals may not have the opportunity to do what they like. Second, in the notes,

we said any limitation to the implementation of the rule of law is diplomatic immunity. What is immunity? You people call yourselves arts learners, what is diplomatic immunity? He called on three learners and none could give her the answer. He then beckoned at a particular female learner “Muni” and she said “a diplomat is a person with a title.” The teacher laughed and said: “a diplomat is somebody who is working with a foreign mission of a country like an ambassador or high commissioner.”

The next point he raised was —Ignorance of the law due to lack of education. She further explained that because most people do not know their rights, those rights are often violated. She cited examples such as Electricity Company of Ghana putting lights out at any time without prior notice as a violation of the right of their customers. She added that sometimes, during weekends or public holiday, people go for funerals or social gatherings and before they return their lights are disconnected. All these are against the rights of the citizens. Another example he cited was that some police come to arrest people who are not criminals and handcuff them as if they are criminals, as a violation of the rights of the people. He adds that under normal circumstances, after the police have shown his arrest warrant to a culprit, the individual can tell him to go so that he/she prepares and follow up except in cases where those involved are known to be criminals or have committed grievous offences that demands that they are taken immediately.

Then a learner “Abu” raised the hand and asked, “Master, can we question the headmistress for not allowing us to go for a public holiday?” The teacher asked, “Would it be observed nation-wide as a holiday?” The “Abu” replied “yes, when it is AU day and it is announced on the radio as a holiday but she did not permit us to observe it.” The teacher said that if the Minister of Interior is the only person who has

the legal mandate to announce any public holiday which will also be published in the printed media for the entire public. When this is done, nobody has the power to deny you; it is only when you know that it has been announced by this body and you are not given the chance that you can question the headmistress.

From the researcher's observation, the teacher adopted the lecture technique in presenting the lesson which is not in conformity with what he said in the interview session. There is a wide difference between his knowledge of the instructional techniques for lesson presentation on contemporary issues and his practices. In an interview with him, he said he uses the discussion technique, question and answer technique. The lecture technique of teaching was not mentioned at all but that is rather what he does. Learners were mere passive recipients of knowledge as they listened to the teacher spout on and on and scarcely pause to ask a question. This confirms what Siler (1998) explained that teachers tend to use only one teaching style day after day, which denies learners the chance of a variety of instructional techniques. Ellis, Fouts, and Glenn (1992) added that teachers often rely solely on text, lecturing, worksheets and traditional tests as methods of learning.

Ayaaba and Odumah (2008) assert that many teachers have long complained that their learners are ill prepared for learning, and worst of all, many are not interested; as a result, teachers have always looked for practices and materials that might arouse learners' interest in the subject matter. One of the practices they identified is the skill of stimulus variation, thus the switching from one technique or activity to another. This has the power to arouse and sustain learners' interest as they are encouraged to participate actively in the lesson. Some teachers teaching Social Studies in the Senior High Schools in West Mamprusi Municipality seem not to use the skill of stimulus variation and therefore make the teaching of the subject boring

and ineffective. This has the chance of stultifying the quest to achieving the noble objectives of the subject; thus, developing the attitudes, values and skills of learners to enable them to be responsible and dedicated members of the community.

Besides, giving notes to learners to copy before one comes to class to explain does not challenge the learners to think critically when it comes to classroom discussion. Good learners will even see it as monotonous and a waste of their time and energy. However, since they were given the notes already, he could have posed a question to the class on things learnt from the notes given to them. In this way, the learners would have done the discussion as the teacher listens and guides them.

Again, the objectives to be achieved were not discussed with the learners and even the issue he was teaching to address was not also discussed. This does not make the learners to realize that there are issues the subject seeks to address but might only be learning for the purpose of writing their exams. Also, he did not engage the learners in lesson closure but rather bring the class to an end as everything ended abruptly. He was however systematic in his lesson presentation since he reviewed the previous lesson and wrote the points on the marker board before he started explaining them. Instead of writing the points himself, he could have asked one learner to come out with the points so that he writes on the marker board for discussion.

In sum, the teaching as observed from this teacher succinctly fits into what Freire (1970, p. 58) cited in Ayaaba and Odumah (2013) described as the —banking concept of education. To Freire, a careful analysis of the teacher-learner relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This is a situation where education becomes an act of depositing, in which the learners are the depositories and the teacher is the depositor. The banking type of education is at variance with the libertarian education which places emphasis on the problem-

posing education and adopts a learning situation in which the cognizable object intermediates the cognitive actors, thus, teachers on one hand and the learners on the other. Freire maintains that —Whereas banking education inhibits creative power; problem-posing education involves a constant unveiling of reality. Social Studies teachers therefore, need to adopt instructional techniques that will not oppress the learners but rather, see education as a practice of freedom where learners are able to explore their environment and make meaning for themselves with the guidance of the teacher.

#### **4.2.3.3 Third lesson observed**

This was male teacher from Wulugu Senior High School, trained at the University for Development Studies (UDS). He has less than two years teaching experience in the subject. The topic he was treating was “Environmental Degradation” and sub-topic was “pollution.” This took place on February 20, 2019. The teacher entered the class and learners stood up and greeted him and after his response, he told them to sit down. He then started the day’s lesson by telling the learners that they were going to look at the topic: “pollution.” He wrote pollution on the marker board and air pollution as a sub-title. He then asked the learners to explain the meaning of pollution. A female learner “Barichisu” raised her hand and explained pollution as “the release of harmful gases or substances into the environment which affect the quality of life of people.” The teacher then said, —Examples of such gases and substances are? One of the learners “Tonpoa” “said exhaust fumes from the pipe of cars.” Others said carbon monoxides, hydrocarbons, smoke, industrial gas and chemicals. The teacher continued and said learners should assume ten overused cars passed here, you can imagine the amount of gas that will be emitted from the exhaust into the atmosphere and we breathe them into our system. He added —When you go



near the dining hall, they have started preparing your lunch and you will see the amount of smoke that is released into the atmosphere and that is what we inhale into our bodies. The teacher then said, —When you take air pollution for example, it comes in how many forms? It comes from either the industrial aspect or domestic aspect. The teacher continued, —Now let’s take our second part which is our water bodies. What do you and I do to pollute our water bodies? Many of the learners raised their hands. The teacher pointed to “Adams” who stood up and said: “Putting rubbish into our water bodies.” Then the teacher asked, “Why do people put rubbish into our water bodies?” “Abudu” said “May be there are no sites where rubbish could be dumped.” Other points such as the use of DDT in fishing, washing into the water bodies and spilling of oil into water bodies by some companies were mentioned by the learners as some of the ways by which our water bodies were polluted.

Then, the teacher said, —Now, let’s look at the last one before we end our topic. How do we deteriorate our land? Learners mentioned points such as mining activities especially, illegal mining popularly known as “galamsey”, bush burning, improper disposal of waste and deforestation. The teacher then summarized the lesson by saying, —This morning; we have learnt about three important things; One, relationship between man and the environment. We have taken time to revise the composition of the environment; it is the water, the air, and the land. Now what we are going to do next week Tuesday will be on the causes of pollution on our environment. One of the major causes is the activities of man... Any question on what we have done this morning? If no question, then we continue on Tuesday.

From my observation, the teacher used the whole class discussion from the beginning of the lesson to the end. The teacher did not tell his learners the purpose or objectives of the lesson as observed in the previous lessons. He did not also discuss



the challenges associated with the topic with the learners. But, Social Studies as an issue-centred subject needs to formally commence after the introduction stage with the challenge the topic seeks to address and the objectives for the lesson. In this way, the class will be used as a theatre for finding solutions to the challenges the subject seeks to address (Ananga & Ayaaba, 2004). The teacher did not do this, he only succeeded in giving the learners a superficial knowledge of the various topics treated as would have been taught in other subjects. The teacher treated three topics within 60 minutes which should not be so if he actually wanted to teach to address the issues those topics were concerned with. It would have also been better if he had divided the class into smaller groups to find solutions to the various sub-topics he treated so that each group could come out to report their findings. Nonetheless, the teacher motivated the learners to participate actively in the class as he posed questions to the class and solicited their ideas. The teacher did not, however, use questions that promoted critical thinking and problem-solving. His questions were just demanding recalling of facts, definition of terms or answers based on rote memory. These types of question usually known as low level questions do not ignite learners' thinking and need to be used sparingly in the Social Studies classroom. Teachers in the Social Studies class should design their questions such that they will demand learners to think deep in order to come out with answers. This calls for the use of higher order questions such as divergent and evaluative questions in the Social Studies classroom.

The teacher ended the lessons without any formal closure, let alone involving learners at that point of the lesson. But, lesson closure is as important as the introduction and development stages of the lesson. It is in view of the importance of lesson closure that Ayaaba and Odumah (2007) assert that —lesson closure provides room for the main points and concepts taught to be brought together so that they will

be organized and integrated within the learners existing cognitive structure. Closure of lesson should involve activities more than a quick review of points covered in the lesson. His closure was quite ambiguous. This is because what he stated he taught was far different from what really happened in the class. I really could not tell the differences of what he taught and what he said they will be treating the following week.

### **4.3 Discussion of Results of Lessons**

On teachers' approach to lesson presentation, the observation of the lessons covered the following areas: teacher's introduction to the lesson, does the respondent disclose lesson objectives to learners, does the respondent teach the lesson from known to unknown, does the respondent teach the lesson step by step, respondent's closure or evaluation of lesson. The observation revealed that one respondent approach to lesson presentation was closely inline with the procedures for presenting Social Studies lessons. The rest of the two respondents observed approach to lesson presentation were not in line with lesson presentation in Social Studies. Lesson presentation in Social Studies according to Ayaaba and Odumah (2013, p. 57) involves a number of skills such as skills of formulation lesson objectives, stimulus variation, questioning, using instructional materials, classroom management and lesson closure, among others.

Respondents' introduction of the lessons observed showed that all except one respondent started with introduction; but the rest of them could not begin with introduction from known to unknown; hence, it was revealed that their lessons were not attractive to capture the full attention of the learners and therefore may find it cumbersome to achieve the topic objectives of their lessons effectively. This is not in line with the view expressed by Ayaaba and Odumah (2013) that the introduction of a

lesson which sets the tone for the lesson should be captivating, simulating; thus, capturing the full attention of learners, arousing their interest in the lesson and keeping them in suspense of what will follow.

On disclosure of lesson objectives, the observation revealed that all the respondents observed did not make known to learners their lessons objectives. The peculiarity of Social Studies lies in the fact that it is issue-centred and as such the classroom should be used as a theatre for finding solutions to issues affecting citizens of the nation. It is therefore important that after the introductory stage, the objectives to be achieved at the end of lesson be disclosed to the learners before going to the development stage of the lesson. Informing the learners about the objectives of a lesson is very important for two reasons (Adam et al., 2018) first it guides the teacher to be focused on what he or she intends teaching in class; the teacher will not digress into other areas. Secondly, the learners can also follow the lesson systematically; thus, the learners will be able to draw the attention of teacher to any omissions in the lesson delivering.

For lesson closure, it was observed that all except one teacher closed his lesson. The inability of teachers to close their lessons is contrarily to the view expressed by Adam et al. (2018) that it is not right sometime teachers fail to close their lessons. Closure of a lesson is important as the teaching and learning processes and it is crucial that teachers engage the learners in closure rather than him or her. This is so because essentially lesson closure is to find out whether the learners have understood the lesson. But if teachers continue to teach Social Studies this way then the subject would find it difficult to achieve its intended objective of citizenship education. Probably, this is so because the teachers teaching Social Studies are not Social Studies professionals.

Respondents' effectiveness in teaching Social Studies was also observed. Effective teaching depends to a very large extent on adequate preparation. This calls for Social Studies teachers to gain mastery of the subject-matter of the topic he or she plans to teach (Tamakloe, Amedahe & Atta, 2005, p. 32). On teacher effectiveness, the observation of the lessons covered the following areas: teachers' mastery of the subject-matter, does respondent communicates the problem of the topic to the learners, does the respondent use instructional technique(s), does the respondent use instructional materials, does respondent relates the lesson to current issues in the society, and does respondent involves learners in lessons in the classroom. For the mastery of the subject-matter, the observation revealed that all the respondents except one observed showed mastery of the subject-matter in their lessons. The subject-matter of a subject just like the objectives also determine what instructional techniques should be sequenced to achieve effectiveness in the teaching and learning process (Dorgu, 2015) as in Adam et al. (2018).

The observation of the respondents indicated that all of them did not communicate to the learners the stated problem of the topic as stated in the teaching syllabus. This is variance with the views of Tamakloe, Amedahe and Atta (2005, p. 35) that "Lesson objectives clearly define the main purpose or the rationale for teaching of a lesson and that the objectives are what the teacher expects his or her learners to achieve by the end of the lesson." This indicates that teachers teaching Social Studies are not able to adopt the appropriate techniques of teaching the topics to help the learners understand or achieve the objectives of the subject.

The data collected through observation on the instructional techniques used by Social Studies teachers revealed that two of the respondents observed used discussion and lecture techniques in their lesson delivering. The other respondent

observed did use role – play in his lesson delivering in the classroom. Teaching and learning in Social Studies is supposed to be learner- centred; therefore, the inability of teachers to select and use variety of instructional techniques in teaching of Social Studies is not consistent with the earlier observation made by the National Council for Social Studies (2003) which emphasizes the use of variety of instructional techniques in the teaching of Social Studies. The implication of this outcome is that if Social Studies is to achieve its objective of preparing the learners to solve their personal and societal challenges, then varied instructional techniques should be used in the classroom by Social Studies teachers.

On the issue of the teachers making use of teaching and learning materials, it was observed that all the respondents did not make use of relevant instructional materials. It was clearly observed that respondents though, selected teaching topics from the approved Social Studies teaching syllabus for Senior High Schools, they gave lectures on the topics in the classroom and then dictated notes to the learners to copy. The researcher did not observe any of these respondents using instructional material. The outcome of the observation runs contrary to the views of Chinh (2002) who earlier on observed in his classroom lesson observation that the use of instructional materials has a significant positive relationship with the quality of teaching.

Another interesting area observed that was paramount to the researcher was how teaching is done to reflect the life of the learners. On the issue of teachers teaching to reflect the lives of the learners or to relate teaching to real life situation for learners, it was observed that all the three teachers observed could not relate what they teach to current real life situations in the society. This is not in line with the views of NCSS (2003) that education for citizenship should help learners acquire and

learn to use the skills, knowledge, and attitudes that can prepare them to be competent and responsible citizens throughout their lives. It must be noted that one of the key purposes for the teaching of Social Studies is the positive change in the life of learners but respondents did not show any sign of teaching to reflect in the total lives of the learners. It was also observed from respondents' lessons delivering that learners were involved in their lessons. This practice is in line with the Kentucky Department of Education (2018) recommendation that a characteristic of a highly effective Social Studies teacher is one who creates learning environment where learners are active participants as individuals and as members of collaborative groups. This implies that the teacher needs to create questions, discussions and analyses the processes involved in civic engagement, Social Studies inquiry and historical thinking. They however, maintained that such a teacher should try to promote respect for various viewpoints, well-supported positions and sensitivity to cultural differences and similarities. When learners are directly given the opportunity to make contributions to a lesson, it develops their problem solving skills and critical thinking ability which are seen as one of the core purposes of teaching Social Studies. This view is consistent with the view of Blege (2001) as cited in Ayaaba and Odumah (2013) that the purpose of Social Studies teaching is to provide opportunities for future citizens to examine conflict of values in their personal and societal challenges and to help them make appropriate choices and decisions.

Adedayo (2012) also collaborated that effectiveness of teaching does not involve presenting only your activities to the learners but effective teaching must distinctly change given situation. The researcher wants to add that the involvement of learners to understand issues in Social Studies will help them to be able to identify, understand, and work to solve the challenges facing our nation Ghana.

#### **4.4 Summary of Chapter**

This chapter dealt specifically with data presentation and analysis under the following headings:

##### **4.4.1 What are the Knowledge of Teachers of the General Objectives of Social Studies in the West Mamprusi Municipality of North-East Region of Ghana?**

The knowledge of the objectives of Social Studies among Social Studies teachers was not with much difference. Seven respondents could not clearly state the general objectives of Social Studies; except one respondent who is trained in the subject and have taught it for 10 years could attempt mentioning four objectives of the subject. Four respondents also could not mention the objectives of Social Studies because they were not taught or learnt them. The researcher is of the view that this findings could be as a result of teachers managing with the subject in the classroom in most of the Senior High Schools in Ghana. This suggests that most teachers are not aware of the overriding purpose of the subject and therefore, might only be guided by past WAEC questions in their lesson delivery which may not lead to the achievement of the general objectives of the subject.

##### **4.4.2 What do Teachers of Social Studies in the West Mamprusi Municipality know about Social Studies Instructional Techniques?**

In terms of teachers' knowledge of instructional technique for lesson presentation on contemporary issues to achieve the general objectives of Social Studies, the discussion and questions and answers techniques stand tall, followed by lecture techniques, role play and debate and inquiry techniques. Teachers teaching Social Studies in the Senior High Schools in the West Mamprusi Municipality only



attached more attention to the use of discussion, questions and answers technique and lecture technique. The implications of this outcome is that may be teachers teaching Social Studies in the Senior High Schools have not been given enough training to be able to identify appropriate instructional techniques to be used in teaching Social Studies for its objectives to be achieved. This is in line with the view of Whyte (2001) that professionally trained teachers do not seem to demonstrate acceptable level of pedagogical competencies and that may be due to the low quality of training they might have had when they were in their institutions of training. The instructional techniques of teaching that teachers are equip with in their institutions of training are the techniques they also use while in the field of teaching (Cobbold, 1999). Most teachers said they use these techniques sometimes for convenience and timely completion of the syllabus.

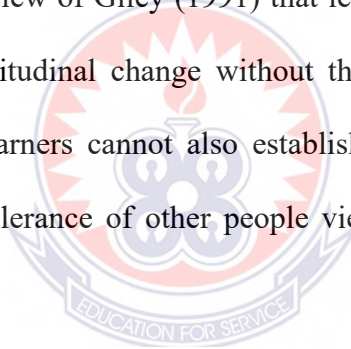
#### **4.4.3 How do Social Studies Teachers in the West Mamprusi Municipality of North-East Region of Ghana use Instructional Techniques to achieve the General Objectives of the Subject?**

In ascertaining how teachers use the instructional techniques in Social Studies to achieve the objectives of the subject, observation of three teachers teaching Social Studies was conducted. The observation revealed that two teachers were depositors of knowledge. They adopted the banking type of education; the learners are the depositories and the teacher is the depositor. This type of teaching is at variance with the libertarian education which emphasizes the problem-solving education (Ayaaba & Odumah, 2013). Furthermore, all respondents except one respondent approach to teaching was systematic in his lesson delivery. Teachers involved learners during their lessons which made learners to participate as active learners other than passive



recipients of knowledge. This should be the nature of Social Studies class which can lead the achievement of its objectives (Kentucky Department of Education, 2018).

The researcher observed that instructional techniques like project work technique, problem-solving technique, fieldtrips, and simulations/games techniques, among others were not mentioned and used in teacher's lesson delivery. The ineffective use of these techniques in Social Studies lessons will deny learners of experiences in their real life situations since they are not able to relate what is learnt in the classroom to real situations in their environment. The researcher is of the view that this will not help the learners to acquire relevant attitudes, skills, and knowledge needed to enable them contribute positively to societal development. The researcher view is in line with the view of Giley (1991) that learners will not be able to receive fresh ideas and have attitudinal change without the using of situation or game in teaching the subject. Learners cannot also establish good human relations such as respect for the elders, tolerance of other people views, among others (Anderson & Priscitella, 2000).



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter deals with the summary of findings of the study, conclusions drawn and the recommendations made. The main objective of the study was to provide empirical evidence about the instructional techniques teachers of Senior High Schools in the West Mamprusi Municipality of North-East Region use to achieve the objectives of Social Studies, their knowledge of the objectives of the Social Studies and to ascertain their knowledge of the instructional techniques in Social Studies. The views of respondents were gathered with the support of nineteen (19) item interview guide and twelve (12) item observation protocols. Three main research questions were formulated to guide and direct the study. The sample population for the study was fifteen (15) Social Studies teachers in five Senior High Schools in the West Mamprusi Municipality of North-East Region of Ghana but the accessible sample was eleven (11). Data gathered through interviews and observations were analyzed. These were derived from the various research questions the researcher sought to find answers to. These included:

1. Social Studies teachers knowledge of the objectives of the subject,
2. Social Studies teachers knowledge of the instructional techniques in Social Studies
3. How Social Studies teachers use the instructional techniques to achieve the general objectives of the subject.

Evidence from the study and existing knowledge raised issues with regard to the research questions and objectives. On this basis, the researcher draws conclusions from the major research findings and suggests recommendations that would help to achieve Social Studies general objectives. Further studies on this topic are recommended for future researcher to critically look into for Social Studies to achieve its mission and purposes.

## **5.1 Summary of Findings**

The researcher was therefore able to come out with the following as the major findings of the study:

### **5.1.1 General Findings from Interview**

The outcome of the study showed that there are teachers with diverse educational backgrounds, qualifications and experiences teaching Social Studies in Senior High Schools in the West Mamprusi Municipality of North-East Region. It was realized from the findings that majority of the teachers are not Social Studies professionals (Out-of-field) but teaching Social Studies. There are equally minority of the teachers who are professionals (In-field) trained either from the University of Education, Winneba (UEW) and University of Cape Coast (UCC) teaching Social Studies. The Out-of-field teachers were trained from University for Development Studies (UDS) and University of Ghana, Legon. These Out-of-field teachers are trained in courses like Sociology, Geography and Economics as their major areas. This implies that teachers who have not gotten in-depth knowledge of the objectives and instructional techniques in Social Studies were assigned to teach the subject. This is a crucial factor because highly qualified teachers may actually become highly unqualified if they are assigned to teach subjects for which they have little

background thereby affecting their ability to teach to achieve the objective of the subject they teach (Ingersoll, 2003). It was also realized from the findings that all teachers sampled for the study possess the minimum academic qualification to teach at the senior high school which is the degree. The findings also indicated a greater number of the teachers have never attended any in-service courses for teaching Social Studies. It was also revealed that majority of the teachers teaching Social Studies had taught the subject for more than four years in the Senior High School. The phenomenon of out-of-field teachers teaching Social Studies from these findings seems to be a threat to the achievement of the objectives of Social Studies (Ingersoll, 1999).

### **5.1.2 General Findings from Observation**

It was realised from the observation that Social Studies teachers approach to lesson delivery or presentation was not in line with lesson presentation in Social Studies. The results showed that out of the three teachers sampled for the observation, none of them was observed making use of instructional technique(s) such as project work, simulations/games, fieldtrips, inquiry or corporate learning, problem-solving techniques, among others that could develop learners attitudes, values and skills Social Studies tries inculcating into learners. Teachers were also observed intermittently giving notes and using of textbooks even though the topics they were teaching demanded the use of instructional techniques such as group discussion, projects, inquiry, among others.

Again, it was observed that all the three Social Studies teachers observed did not evaluate their learners before concluding their lessons. Again, it was observed that the three teachers observed for the study did not teach their topics to reflect in the real life situations of the learners. This is because they were not relating what they were

teaching in the classroom to similar current happenings in the society. It was further observed that teachers teaching Social Studies paid little attention to the instructional objectives of Social Studies. This could be the reflection of the findings from the interview conducted where majority of teachers could not vividly mention more than one of the objectives of Social Studies; only few could say that Social Studies helps to train learners to fit well into society and relate well with people in society. The observation revealed that teachers presented their lessons through the use of lecture as their technique with dictation of notes for learners to copy. This issue is at variance with the techniques teachers mentioned during the interview session that they used in their teaching.

### **5.1.3 Social Studies Teachers' Knowledge of the General Objectives of Social Studies**

With regard to the knowledge of the general objectives of Social Studies, the results were not pleasant for the subject. There were teachers who have taught the subject for several years but did not show any peculiarity in their knowledge of the general objectives of the subject. From the interview, only seven respondents could attempt mentioning the general objectives of Social Studies. Four out-of-field respondents said they have never heard or learnt about the general objectives of Social Studies.

Again, it was unpleasant to hear most teachers say they had forgotten the general objectives of Social Studies as stated in the syllabus. It could, therefore, be inferred that most teachers teaching Social Studies do not take their time to read through the syllabus especially, the preliminary pages that are written to guide teachers on what the subject is all about and how it should be taught to develop attitudes, values and skills among learners. The attempted answers to the ultimate

purpose of Social Studies were varied but aims at one thing, thus to train learners to fit well in the society by way of relating well with people in society.

### **5.1.3 Social Studies Teachers' Knowledge about Social Studies Instructional Techniques and Methods**

The findings on teachers' knowledge on Social Studies instructional techniques indicated that among the varied instructional techniques, the common techniques most Social Studies teachers adopt for lesson presentation on contemporary issues to address societal challenges are the lecture and discussion techniques. Most of the accessible sampled teachers for the study mentioned discussion as instructional technique they use; but could not specify whether whole class or small group discussion. But, the researcher presumes they were referring to whole class discussion. Majority of the teachers preferred and used lecture and whole class discussion because of the limited time to cover the syllabus before WASSCE and the jam-packed nature of the classrooms. Most teachers were not using self-directed instructional techniques because to them some of the learners enrolled in Senior High Schools these days are not academically inclined or good; so, the discussion and lecture techniques to them are the appropriate techniques that can help them cover their topics fast before WASSCE. It was also showed from the findings that what some of the teachers mentioned during the interview session as their preferred techniques for lesson delivery was at variance with the techniques they actually used during their teaching in the classroom.

#### **5.1.4 How Social Studies Teachers use Instructional Techniques to Achieve the General Objectives of the Subject**

It was revealed from the findings that majority of the Social Studies teachers especially the out-of-field teachers teach the subject without having in mind the instructional techniques to be used in class to achieve the general objectives of Social Studies in a given topic or unit. Majority of the teachers used whole class discussion and lecture techniques to deliver their lessons on contemporary issues in Social Studies. During the observation session, teachers were observed using the whole class discussions. This might be because of limited time and the jam-packed nature of the classrooms. The researcher observed that the observed teachers' discussions were teacher dominated and little was done by the learners. What the teachers professed to be their preferred techniques for lesson presentation was at variance with what they actually do in the classroom.

#### **5.2 Conclusions**

Base on the findings and discussions made, a number of conclusions have been made from the study:

1. Among the teachers in the Senior High Schools, majority of them possessed the minimum requirement for teaching Social Studies in Senior High Schools in Ghana but majority of them also lacked professional qualification or training for teaching of Social Studies. This is in line with the study conducted by Grossman (1995) that lack of professional training affects the level of teachers' performance. For the researcher, Out-of-field teaching seems to pose serious threats to the achievement of the general objectives of the subject. The objectives of Social Studies can be achieved if teachers who are professionally trained in the subject are recruited to teach it. This supports the findings of

Olaofe (2005) that teachers must be academically and professionally qualified before being allowed to teach.

2. Not much emphasis is placed on instructional practices and in-service training for teachers teaching Social Studies in the Senior High School level. Teachers sampled for the study indicated that they could not mention more than three instructional techniques and they have never attended in-service training in Social Studies. This, the researcher thinks affect teachers' effective delivery in their lessons and deny them of the opportunity of upgrading their content and pedagogical skills in the teaching of Social Studies. This is in line with the early view expressed by Rosenfield (2004) that Social Studies teachers receive fewer professional development opportunities than teachers in other fields.
3. Social Studies has the unique role of providing citizenship education through active strategies to facilitate the learners' development to be politically and socially responsible citizens (Homana, Barber & Torney-Purta, 2006). But some teachers teaching Social Studies do not conclude or evaluate their learners at the end of their lessons to ascertain the achievement of the objectives of their lessons Vis-à-vis the general objectives of the subject. Lesson closure or evaluation enables teachers to know if the behavioural objectives formulated for the lesson have been achieved (Adam et al., 2018). This indicates majority of Social Studies in our Senior High Schools are not interested in assessing the affective aspect of Social Studies which is the heart of Social Studies education.
4. For teachers' knowledge of instructional techniques in Social Studies, most teachers could only mention techniques such as lecture, questioning and answers, discussions as techniques of Social Studies. These techniques they



mentioned do not allow learners to develop critical thinking skills and the acquisition of positive attitudes and values. This indicated that most of the pedagogical practices they were taught in their institutions of practice were not utilized in the field of work or forgotten. Most teachers claimed they use these techniques mentioned above for convenience and timely completion of the syllabus. Some teachers also said they are the most appropriate for current caliber of learners SHS are enrolled from JHS these days.

5. It was also established from the study that teachers used lecture and discussions techniques in teaching Social Studies. But studies have showed that the use of varied techniques in teaching Social Studies could lead to effective teaching of the subject in Senior High School (Olaofe, 2006). Olaofe urged teachers to use varied interactive teaching approaches that are not only communicative but also in diverse activity based. If the organization of Social Studies education is to be effective, the teacher must be well-versed in the use of variety of teaching techniques (Tamakloe, Amadahe & Atta, 2005).
6. Besides, it was realized that all the teachers the researcher observed did not put the learners in problematic situation for them to grapple with in order to find solutions to them or relate lessons with current issues in society. It is therefore possible that most of the Social Studies classrooms in the Senior High Schools are preoccupied with the teaching of superficial information relating to the various topics rather than using the classroom as a theatre for solving real social issues which seems to be the heartbeat of the subject. In view of how the researcher observed Social Studies being taught in the sampled schools, learners would be tempted to see the subject as a replica of the social sciences rather than a distinct discipline with an entirely unique goal

and mission. This could also be a reason for which many learners see the subject as boring.

### **5.3 Recommendations**

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

1. Since there are Out-of-field teachers in the senior high schools in Ghana teaching Social Studies, there is the urgent need for Ghana Education Service (GES) in collaboration with the Ministry of Education to pay much attention to the professional training or qualification as basis for Social Studies teachers to be recruited to teach Social Studies in Senior High School; simply because the schools are understaffed and want teachers who can manage subjects especially, Social Studies. Ingersoll (1999) attested to this when he pointed out that out-of-field teaching is a serious problem. It is recommended that teachers with academic and professional qualification in Social Studies such as B.ed Social Studies, B. A. Social Studies Education, M.Ed. Social Studies Education, and M. Phil Social Studies Education, having deep knowledge of the subject, should be allowed to teach Social Studies at the Senior High School level. This will assist to eliminate or minimize the ineffectiveness being exhibited by Social Studies teachers in our Senior High Schools; hence, derailing the achievement of the general objectives of the Social Studies.
2. Since majority of the respondents said they have never attended in-service training, it is recommended that Ghana Education Service should organize regular in-service courses in the form of seminars and workshops for teachers teaching Social Studies in all Senior High Schools in Ghana. Professional teachers should be encouraged and motivated to stay in the teaching

profession as their long service of teaching may improve the learners learning outcomes. Opportunities should also be given to Social Studies teachers to be able to upgrade their knowledge of the subject matter in the teaching of Social Studies. These in-service training should centre on the relevance of the subject to the learner in the ever changing world; thus the main objective that the Social Studies seeks to achieve. The training should also help to consolidate what was learnt from teacher's institutions of training; thereby improving their classroom practices and making them more focused on the achievement of the objectives of the subject.

3. Again, since all the three teachers sampled for the observation could not conclude or evaluate their lessons as expected to ascertain the achievement of the lesson objectives, it is recommended that Heads of Senior High Schools should be interested in the approaches or strategies the teacher uses as this has tremendous influence on the learning outcome in Social Studies. Ghana Education Service should organize in-service training for Social Studies teachers at Senior High School level on how to present and close or evaluate their lessons to ascertain the achievement of the objectives of the subject.
4. Since majority of the teachers could not mentioned the general objectives of Social Studies clearly, it is recommended that Ghana Education Service and Heads of Senior High Schools should give opportunity to teachers who are trained in the subject and have taught it long years to enroll in professional programmes mounted by Universities to update their knowledge and skill in teaching; more importantly instructional practices of Social Studies. This will improve Social Studies teachers' effectiveness in the delivering of their lessons; thereby achieving the general objectives of Social Studies.

5. On-campus and off-campus teaching practices in various Universities should be intensified by allowing in-field lecturers to supervise the teacher-trainees to ensure the best practices in Social Studies. A situation where teacher-trainees during their on-campus teaching are made to teach lessons for less than thirty minutes is woefully inadequate to equip them with best instructional practices in Social Studies. The on-campus teaching practice should help teacher-trainees to be well equipped with the objectives and instructional techniques of Social Studies so that they can teach to adequately address issues in society. This training should help teacher-trainees avoid superficial treatment of the various topics which lead to the neglect of most important issues the subject seeks to address in the society.

#### **5.4 Limitations of the Study**

One limitation to the study was that some of the respondents were not comfortable and willing to be interviewed and teach during the lesson observation time in the classroom even though they were given enough briefing by the researcher and Heads of Departments about the purpose or rationale for the study. This made the researcher take more than the stipulated date to gather data. However, these did not affect the outcome of the study. The task of translation or interpretation, requires being faithful to the original views. The process is more complex as the respondents' views must be recorded in tape. Another limitation of this study was that one respondent's response was deleted unknowingly. For this respondent another time was re-arranged; but this also did not affect the data collected. At another instant, the recorder battery went off which I had to postpone my interview.

## 5.5 Suggestions for Further Studies

From the experience of this study, there is no doubt in the researcher mind that the responses of the teachers were figments of their imaginations or personal illusions. The researcher heard ‘words from their hearts’ (Mander, 2010). Teachers were excited expressing their views about how they teach Social Studies. Their responses (which were also confirmed by observation made) provided knowledge that adds substantially to our understanding of instructional practices. Further research on how the ineffective use of instructional techniques and inadequate in-depth knowledge of the general objectives of Social Studies affects the attitudes, values and skills as well as academic performance of learners should be investigated. This will help us to know whether teaching and curriculum practices have implications for learner identities. This study is a sampled case study that does not represent all Senior High Schools. The researcher used small sample of schools because the researcher was more concerned about depth than breadth. As such, the research did not cover a large population of teachers in the study schools. It was limited, therefore, by being context specific. The implication is that the findings cannot be generalized, and the results cannot be used to produce a monolithic or universalizing theory of what is happening in other Ghanaian schools. This does not mean that the findings are not worthwhile. Researchers interested in educational outcomes can try-out similar research in Senior High Schools on a micro or major scale. This study provides a point of take-off for pedagogical researchers interested in understanding learners’ outcomes and teachers’ classroom instructional practices. This study will also help society to re-think the role of Social Studies in producing citizens that actively serve democratic agendas and thereby contributing to national development, peace and security.

## **5.6 Contribution to Knowledge Advancement**

What do we know about instructional techniques and how teachers' use them in teaching in the Senior High Schools in Ghana that lead to the achievement of the general objectives of Social Studies? The main contribution of this study is that it brings teachers' perspectives to the fore to inform discussions on the use of instructional techniques in teaching in Senior High Schools. We know much from the existing scholarly research on instructional techniques available for Social Studies teachers to use in their classes to develop attitudes, values and skills of the learners but we know little about teachers' perspectives: their knowledge about instructional techniques, how they use the instructional techniques to develop attitudes, values and skills of the learners. The study has proved empirically that teachers' knowledge of instructional techniques and objectives of Social Studies as well as how teachers use the instructional techniques of Social Studies in the classroom in the Senior High School level to achieve the general objectives of the subject is ineffective. It is in this area that my study adds substantially to the literature. The researcher proposition is that further research into how the knowledge and use of instructional techniques in Social Studies would impact on the values, attitudes and skills of learners.

## REFERENCES

- Adam, M., Odumah, K. L., & Ngaaso, K. C. (2018). *Skills, methods and techniques of teaching Social Studies*. Accra-Ghana: Whitespace Gh.
- Adedayo, O. S. (2012). *Social Studies education in Nigeria: The challenge of building a nation*. London: Brunel University Press.
- Adentwi, K. I., & Amartei, A. M. (2010). A practical approach to doing educational research. Unpublished.
- Adeyemi, M. B., & Adeyinka, A. A. (2003). The principles and content of African traditional education. *Educational Philosophy and Theory*, 35(4), 425-440.
- Adler, P. A., & Adler, P. (1998). *Observational techniques in collecting and interpreting quantitative materials*. California: Sage Publications Inc.
- Adu-Yeboah, C. (2008). Transacting the social studies programme in junior high schools in the Obuasi Municipality in Ashanti Region of Ghana. Unpublished Master's thesis. University of Cape Coast.
- Adzahlie-Mensah, V. (2014). *Being 'Nobodies': School regimes and students identity in Ghana*. London: University of Sussex. UK.
- Adzahllie-Mensah, V., Agordah, E. F., & Gyamfuaa-Abrefa, M. (2017). *Understanding research*. Winneba: University of Education Press.
- African Social and Environmental Studies Programme (1990). *Curriculum and teaching resource book for Africa*. Nairobi: ASESP.
- African Social and Environmental Studies Programme (1994). *ASESP SOCIAL STUDIES: Curriculum and teaching resource book for Africa*. Nairobi.
- Aggarwal, J. C. (2002). *Teaching Social Studies. A practical approach*. New Delhi: Vikas Publishing House PVT Ltd.
- Aggarwal, J. C. (2006). *Teaching of social studies: A practical approach (4th edn.)*. New Delhi. Vikas Publishing House. PVT Ltd.
- Agyedu, G. O., Donkor, F., & Obeng, S. (2011). *Teach yourself research methods*. Winneba: University of Education, Winneba.
- Agyeman-Fokuo, A. (1994). *Social studies teaching: Issues and problems*. Accra: Ghana University Press.
- Ajala, A. O. (2000). *Problems of teacher education in Nigeria*. Lagos: Talanta.



- Akhtar, S. (2008). The implementation of education for citizenship in Scotland: Recommendation of approaches for effective practice. Retrieved from: <http://www.sagepub.com/content/11/1/33>.
- Akinloye, F. A. (2003). *Fundamentals of Social Studies curriculum planning and institute*. Agege: Pumark, Nigeria Ltd.
- Akintola, F. N. (2001). Methods of teaching social studies. *Social Studies*, 12(1&2), 23-51.
- Amoakohene, S. K. (2006). *Teaching and learning in higher education*. Asafo – Kumasi: Seneps Publications.
- Ananga, E. D., & Ayaaba, D. (2004). *Social studies, educating effective citizens*. Dansoman: Asante and Hittscher Printing Press Ltd.
- Anderson, D. B., & Piscitella, B. (2000). Parental recollection of childhood museum visit. *Museum National*, 10(4), 26-27.
- Armstrong, Y., & Shaver, D. (2000). *Assessing game theory, role playing, and unaided judgement*. London: Armstrong, M. C.
- Arthur, C. (2012). *A functional approach to educational research methods and statistics*. Kumasi: Multimedia Printing Press.
- Ayaaba, D. (2008). The role of social studies education in national development. In Y. Ofofu-Kusi (Ed.), *Selected topics in social studies*. Accra: Salt and Light Publications.
- Ayaaba, D. A. (2011). *Foundations of social studies: An introduction*. Dansoman Estates: Salt & Light Publication.
- Ayaaba, D. A., & Odumah, K. L. (2007). *Skills and techniques of teaching Social Studies*. Cape Coast: Yaci Publishers.
- Ayaaba, D. A., & Odumah, L. (2013). *Skills & techniques of teaching social studies* (2nd ed.). Dansoman Estates: Salt & Light Publishing.
- Ayaaba, D. A., Eshun, I., & Bordoh, A. (2014). Achieving the citizenship education goal of the Social Studies curriculum in Ghanaian senior high schools: Challenges and the way forward. *Open Science Journal of Education*, 2(6), 61-65.
- Ayaaba, D. A., Odumah, L., & Ngaaso, C. (2010). *Instructional guide for the basic social studies teacher*. Winneba: IEDE.
- Banks, J. A. (1985). *Teaching strategies for the social studies: Inquiry valuing a decision-making*. New York: Longman.



- Banks, J. A. (1990). *Teaching strategies for the social studies: Inquiring, valuing and decision-making*. New York: Longman.
- Bednarz, S., Stoltman, J., & Lee, J. (2000). Preparing teachers in the United States. *International Research in Geographical and Environmental Education*, 13(2), 176-183.
- Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and Social Science (4th ed.)*. Berkshire: McGraw-Hill Education, Open University Press.
- Bitsch, V. (2005). Qualitative research: A grounded theory example and evaluation criteria. *Journal of Agribusiness*, 23(1), 75-91.
- Blaxter, L., Hughes, C., & Tight, M. (2006). *How to research (3rd edn)*. New York: McGraw-Hill Education.
- Blege, W. (2001). *Social Studies: Theory and practice*. Accra: Wallyblege Publications.
- Bligh, D. (2002). *What is the use of lectures?* San Francisco: Jossey Bass.
- Borich, G. D. (2011). *Effective teaching methods, research-based practice (7th edn.)*. New York: Pearson education, Inc.
- Byford, J., & Russell, W. (2006). Analyzing public issues – clarification through discussion: A case study of social studies teachers. *Social Studies Review*, 46(1), 70-72.
- Chinh, S. (2002). Factors influencing teaching skills of urban primary school teachers in Cambodia. *Journal of International Development and Cooperation*, 9(1), 29-41.
- Chiodo, J., & Byford, J. (2006). Do they really dislike social studies? A study of middle school and high school students. *The Journal of Social Studies Research*, 28(1), 16- 26.
- Cimbriz, S. (2002). State mandated testing and teachers beliefs and practices. *Educational Policy Analysis Archives*, 10(2). Retrieved 15th June 2019, from <http://epaa.asu.edu/v108n1>.
- Cobbold, C. (1999). The implementation of social studies in the training colleges, Ghana: An evaluation. (Unpublished Master's thesis), University of Cape Coast.
- Coffey, A., & Aikinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. California: Sage Publications.

- Cohen, L., Manion, L., & Morison, K. (2007). *Research methods in education (6th ed.)*. London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. London: RoutledgeFalmer.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. New York: Routledge.
- Cole, M. (2006). Qualitative research: A challenging paradigm for infection control. *British Journal of Infection Control*, 7(6), 25-30.
- Cooper, D. R., & Schindler, P. S. (2001). *Business research methods (7th ed.)*. New York: McGraw-Hill, Inc.
- Cozby, P. C. (2003). *Methods in behavioral research (7th ed.)*. New York: McGrawHill, Inc.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. Thousand Okas, CA: Sage.
- Creswell, W. J. (2014). *Research design: Qualitative and mixed methods approaches (4th ed.)*. Thousand Oakes, California: SAGE Publication Inc.
- Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy evidence*. Washington: Center for the study of teaching and policy, a national research consortium.
- DeMunck, V. C., & Sobo, E. J. (Eds) (1998). *Using methods in the field: A practical introduction and casebook*. Walnut Creek, CA: AltaMira Press.
- Desimone, L., Porter, A., Garet, M., Yoon, K., & Birman, B. (2002). Effects of professional development on teacher's instruction: result from a three- year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Driscoll, M. P. (2005). *Psychology of learning for instruction (3rd ed.)*. Boston, MA: Pearson.
- DuBey, D. L., & Barth, J. L. (1980). *Teaching methods handbook: The inquiry method approach for social studies in Nigeria*. Nelson House, Meryfield Road: Thomas Nelson & Sons Limited.

- Duhaney, D. C., & Duhaney, L. M. G. (2000). Assistive technology: Meeting the needs of learners with disabilities. *International Journal of Instructional Media*, 27, 393-401.
- Dynneson, T. L., & Gross, R. E. (1999). *Designing effective instruction for secondary social studies (2nd ed.)*. Upper Saddle River, New Jersey: Prentice Hall Inc.
- Eberly Center for Teaching Excellence and Educational Innovation (2015). *Lectures*. Eberly: Carnegie Mellon University. Retrieved from: <http://www.cmu.edu/teaching/>
- Ellis, A., Fouts, J., & Glenn, A. (1992). *Teaching and learning social studies*. New York: Harper-Collins Press.
- Frankael, J. R., & Wallen. N. E. (2000). *How to design and evaluate research in education*. New York: McGraw-Hill, Companies, Inc.
- Frankael, J. R., & Wallen. N. E. (2003). *How to design and evaluate research in education*. New York: McGraw-Hill, Companies.
- Ghana Education Service (2010). *Senior high school Social Studies draft syllabus*. Accra: Curriculum Research and development Division.
- Ghana Statistical Service (GSS) (2013). *2010 population and housing census preliminary report*. Accra: GSS.
- Giley, J. (1991). Demonstration and simulation. In M. W. Galbraith (Ed.), *Adult learning methods*. Florida: Kreiger Pub. Co. Inc.
- Gray, D. E. (2004). *Doing research in the real world*. London: Sage Publication Ltd.
- Gray, L. R., & Airasian, P. (2000). *Educational research: Competencies for analysis and application*. Upper Saddle River. New Jersey: Prentice-Hall, Inc.
- Grossman, P. L. (1995). *A psychological view of the teacher-teachers' knowledge (2nd ed.)*. New Jersey: Prentice Hall.
- Gubrium, J. F. & Holstein, J. A. (Eds.) (2002). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.
- Hacker, R. G., & Carter, D. S. G. (1987). Teaching processes in social studies classrooms and prescriptive instructional theories. *British Educational Research Journal*, 13(3), 261-269.
- Harmon, L. (2006). The effects of an inquiry-based American history program on the achievement of middle school and high school students. (Doctoral dissertation, University of North Texas, 2006). ProQuest Information and Learning Company, 3214476.

- Hayford, K. B. (1992). Introduction to education in Ghana. In Abosi and Brookman Amissah (Eds), *Social Studies education*. Accra: Sedlco.
- Hoagland, M. (2000). Utilizing constructivism in the history classroom. Bloomington, IN: ERIC Clearinghouse for Social Studies / Social Science Education. (ERIC Document Reproduction No. ED 482436).
- Holloway, I., & Wheeler, S. (2002). *Qualitative research in nursing* (2nd ed.). Malden, MA: Blackwell.
- Holtzhausen, S. (2001). Triangulation as a powerful tool to strengthen the qualitative research design: The resourced-based learning centre preparation programme (RBLCPP) as a case study. Retrieved from: <http://www.leeds.ac.uk/htm>.
- Homana, G., Barber, C., & Torney-Purta, J. (2006). Assessing school citizenship education climate implications for Social Studies. *Circle Paper 48. Centre for Information and Research on Civic Learning Engagement*. Maryland.
- Horsburgh, D. (2003) Evaluation of qualitative research. *Journal of Clinical Nursing* 12(2), 307-312.
- Ingersoll, R. (2003). Out-of-field teaching and the limits of teacher policy. Report of The Center for the Study of Teaching and Policy and The Consortium for Policy Research in Education. pp 1-32.
- Ingersoll, R. M. (1999). The problem of underqualified teachers in American secondary schools. *Educational Research*, 28(2), 26-37.
- Kadeef, M. H. (2000). Approaches to Social Studies teaching. *Journal of Education*, 13(1) 59-71.
- Kember, D. (1997). A reconceptualisation of the research into university academics conceptions of teaching. *Learning and Instruction*, 7(3), 255-275.
- Kentucky Department of Education (2018). Characteristics of highly effective teaching and learning (CHETI). Frankfort, KY:Commonwealth of Kentucky. Retrieved from: <https://education.ky.gov/curriculum/standards/teachtools/pages/Characteristics-of-Highly-Effective-Teaching-and-Learning.%28CHETI%29.aspx>
- Kerlinger, F. N. (1986). *Foundations of behavioral research* (3rd ed.). Holt Rinehart & Winston.
- Kissock, C. (1981). *Curriculum planning for social studies*. New York: Wiley & Sons.
- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. Thousand Oaks New Delhi: Sage Publications.

- Kumekpor, T. K. (2000). *Research methods and techniques of social research*. Accra: Sonlife Press & Services.
- Kusi, H. (2012). *Doing qualitative research a guide for researchers*. Accra-New Town: Emmpong Press.
- Kwabia, K. (2006). *Theory in social research. The link between literature and observation*. Accra: Production Unit, UWI.
- Lawal, M. B. (2002). *Citizenship education: A general studies text for tertiary institutions*. Lagos: Leo Prints.
- Lemming, J. (1991). Teacher characteristics and social studies education. In J. Shaver (Ed), *Handbook of research on social studies teaching and learning*. New York: MacMillan Publishing Company.
- Ley, J. (2010). *The multigrade classroom: A resource handbook for small, rural schools*. Northwest Portland: Mix-Age Press.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.
- Macnee, L. C., & McCabe, S. (2008). *Understanding nursing research: Using research evidence-based practice*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Mander, H. (2010). Words from the Heart: Researching people's stories. *Journal of Human Rights Practice*, 2(1), 252-270.
- Martorella, P. H. (1994). *Social studies for elementary school children*. Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- Martorella, P. H. (2001). *Teaching social studies in the middle and secondary schools*, (3rd ed.). Englewood, NJ: Prentice Hall.
- McKay, R. (1993). Constructivism: Defining our Beliefs, Examining our Practices. *Canadian Social Studies*, 27(2), 47-48.
- McLeod, K. A. (1989). Exploring citizenship education: Education for citizenship. In K. A. McLeod, (Ed.), *Canada and citizenship education*. Toronto: Canadian Education Association.
- McNamara, C. (1999). *General guidelines for conducting interviews, Authenticity Consulting, LLC*, Retrieved from: <http://www.managementhelp.org/evaluatn/intrview.htm>



- Mertler, C. A. (2004). Secondary school teachers' assessment literacy: Does classroom experience make a difference. *American Secondary Education*, 33(1), 49-64.
- Ministry of Education (MoE) (2010). *Teaching syllabus for social studies in the senior high school*. Accra. CRDD.
- Mortgomery, D. C. (1991). *Design and analysis of experiments*. New York: John Wiley and Sons, Inc.
- National Council for the Social Studies (2003). *Curriculum standards for social studies*. Washington, DC: Author.
- National Council for the Social Studies (NCSS) (1993): "Expectation of excellence: Curriculum standard for social studies", Bulletin 89 Washington D.C Task Force.
- National Council for the Social Studies (2009). Powerful and purposeful teaching and learning in elementary school social studies. Retrieved from: <http://www.socialstudies.org/positions/powerfulandpurposeful>
- Olaofe, I. A. (2005). *Nigerian educational emancipation: Road map from crisis to resurgence*. Faculty of Education Seminar Series, No. 1 ABU.
- Olaofe, I. A. (2006). Nigerian thinking and teacher re-orientation: Direct study. *A journal of the Faculty of Education*, Ahmadu Bello University Zaria. Vol. 3 Number 1, April 2015.
- Omane-Akuamoah, J., Obeng-Ampadu, C., Asamoah, D., Baffoe-Bonnie, B. D., & Prah, D. (2004). *Principles and methods of teaching in basic school*. Cape Coast: Royal Crown Press Ltd.
- Onwuka, U. (1981). *Curriculum development for Africa*. Onitsha: Africana-Feb Publisher Limited.
- Osberg, K. M. (1997). Constructivism in practice: The case of meaning-making in the virtual world. Unpublished doctoral dissertation. University of Washington, Seattle.
- Parker, W. C. (2001). *Social studies in elementary education* (11th ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Passos, A. (2009). Teacher competence and its effects on pupil performance in South Africa and SACMEO countries-preliminary results presentation to SACMEO Assembly. *The ministers International Institute for Educational Planning-UNESCO*, Paris.

- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). London: Sage.
- Powell, D. R. (1998). Reweaving parents into the fabric of early childhood programs. *Young Children, 53*(5), 60-67.
- Quarshigah, A. Y. (2000). Social studies teaching: A study of pedagogy for global perspective education. *Southern Social Studies Journal, 26*(1), 44-63.
- Quarshigah, Y. A., Dake, Y. G., Weiler, J., Nketiah, S. E., Brako, I., Abotsi, K. A., Carsamer, E., Asante, K. A. T., Asante, B., Danso-Wiredu, Y. E., & Amamor-Lartey, T. E. (2012), *Issues in social studies*. Accra: Norch Press.
- Quartey, S. M. (1984). *Social Studies and its implications for teaching and evaluation*. Lagos: University of Lagos Press.
- Quartey, S. M. (1990). *A method book of social studies*. Lagos: Orit Egwa Ltd.
- Quartey, S. M. (2000). The teaching of environmental studies in primary schools. In H. Owulabi, (Ed.), *Teaching the Ghanaian child*. Lagos: Afolabi Publishers.
- Ringstaff, C. & Yocam, K. (1994). Creating an alternative context for teacher development: ACOT teacher development centre (Apple Classroom of Tomorrow Research Report Number 18). Cupertino, CA: Apple computer Inc.
- Rocco, T. S., Bliss, L. A., Gallagher, S., & Pérez-Prado, A. (2003). Taking the next step: Mixed methods research in organisational systems. *Information Technology, Learning, and Performance Journal, 21* (1), 19-29.
- Rolfe, G. (2006). Validity, trustworthiness, and rigour: quality and the idea of qualitative research. *Journal of Advanced Nursing, 53*, 304-409.
- Rosenfield, B. (2004). No subject left behind. Think again. *NEA Today, 18*(3), 44- 48.
- Ross, E. W. (1997). The struggle for the Social Studies Curriculum. In E. W. Ross (Ed.), *The social studies curriculum: Purposes, problems and possibilities* (pp. 33-36). Albany, NY: State University of New York Press.
- Russell, W. B. & Waters, S. (2010). Instructional methods for social studies: A survey of what middle school students like or dislike about social studies instruction. *Journal for the Liberal Arts and Sciences, 14*(2), 1-4.
- Savage, T. V., & Armstrong, D. G. (2000). *Effective teaching in elementary social studies* (4th ed.). Upper Saddle, New Jersey: Prentice Hall Inc.
- Schostak, J. (2006). *Interviewing and representation in qualitative research*. Maidenhead: Open University Press.

- Seale, C. (2004). *Qualitative research practice*. London: SAGE.
- Seamstromg, M., Gruder, K. J., Henke, R., McGrath, D. J., & Cohen, B. A. (2002). *Qualifications of the public school teacher workforce: Prevalence of out-of-field teaching*. Washington, DC: NCES.
- Sears, A. M., & Hughes, A. S. (1996). Citizenship education and current educational reform. *Canadian Journal of Education*, 21(2), 123- 142.
- Seefeldt, C. (2001). *Social Studies for the preschool/primary child*. Upper Saddle River, NJ: Prentice Hall, Inc.
- Shane, N. G. & Longstreet, W. S. (1993). The Social studies curriculum. In. *Curriculum for a new Millenunium*. Boston: Allyn and Barco, Mahwah.
- Shaughnessy, J. M. & Haladyna, T.M. (1985). Research on student attitude toward social studies. *Social Education*, 49, 692-695.
- Shaver, J. P. (1991). Social Studies: The need for redefinition. *Social Education*, 31(588), 592, 596.
- Siler, C. R. (1998). *Spatial dynamic: An alternative teaching tool in the social studies*. Bloomington, IN. ERIC Clearinghouse for Social Studies / Social Science Education. (ERIC Reproduction No. ED415179).
- Singleton, L. R. (1996). *Using instructional materials in teaching the Social Sciences and History in secondary schools*. Belmont: Wadsworth Publishing Company.
- Stahl, R. (1994). *Cooperative learning in social studies: A handbook for teachers*. New York, NY: Addison-Wesley Publishing Company.
- Stake, R. (2005). *Multiple case study analysis*. London & New York: Guilford Press.
- Steele, M. M. (2005). Teaching Students with learning disabilities: Constructivism or behaviorism? *Current Issues In Education [On-Line]*, 8(10). Retrieved December 24, 2018, from <http://cie.ed.asu.edu/volume8/number10/>
- Strauss, A, & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, California: Sage.
- Talabi, J. K. (2003). *Educational technology: Methods, tools and technology for effective teaching*. Accra: KOES.
- Tamakloe, E. K. (1991). *The nature of social studies and its curricular implications* *Journal of the Institute of Education*, 2(1), 41-49.
- Tamakloe, E. K. (2008). *Issues in social studies education* (2nd ed.). Accra: Ghana Universites Press.



- Tamakloe, E. K. (Ed.) (1994). *Issues in social studies education*. Accra: Blackmark.
- Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). *Principles and methods of teaching*. Accra: Ghana Universities Press.
- Thorne, S. (2000). Data analysis in qualitative research. *Evidence Based Nursing*, 3(68), 1- 6.
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388-396.
- Whyte, B. S. (2001). Characteristics of social studies teachers in Nigerian schools. *Social Studies Insight*, 11(1-2), 11-121.
- Yakubu, J. M. (2000). *Principles of curriculum design*. Accra: University Printing Press.



## APPENDICES

### APPENDIX A

#### Introductory Letter



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

P. O. Box 25, Winneba, Ghana  
+233 (020) 2041096

[socialstudies@uow.edu.gh](mailto:socialstudies@uow.edu.gh)

23<sup>rd</sup> January, 2019

*TO WHOM IT MAY CONCERN*

Dear Sir/Madam,

#### LETTER OF INTRODUCTION: MR.ABDULAI IBRAHIM

We write to introduce Mr. Abdulai Ibrahim to your outfit. He is an M.Phil. Social Studies Education student with index number 818049003 from the Department of Social Studies Education, University of Education, Winneba.

As part of the requirements for the award of the Master of Philosophy degree, he is undertaking a research on the topic *An Examination of Senior High School Social Studies Teachers' Instructional Practices: A Study of Senior High Schools in West Mamprusi Municipality*.

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

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Lucy Effeh Attom'.

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

## **APPENDIX B**

### **Interview Guide for Teachers**

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF SOCIAL STUDIES EDUCATION**

**AN EXAMINATION OF SENIOR HIGH SCHOOL SOCIAL STUDIES  
TEACHERS' INSTRUCTIONAL PRACTICES: A STUDY OF SENIOR HIGH  
SCHOOLS IN THE WEST MAMPRUSI MUNICIPALITY**

This interview is intended to gather data on the above topic in partial fulfillment of the requirement for the award of a Master of Philosophy (M. Phil) degree in Social Studies Education by the University of Education, Winneba. You are therefore kindly requested to respond to the items as frankly as possible. The data you give will be used purely for academic purpose. I pledge to honour confidentiality and anonymity. Thank you for your expected co-operation and support to make this study meaningful and successful.

#### **SECTION A: Background of the Respondents**

1. What academic qualifications do you have?
2. Did you study social studies as your major course? If yes, where?
3. How long have you been teaching social studies in the senior high school?
4. Have you ever attended any social studies seminar or conference?
5. Did you do any second area or cognate apart from your major subject of specialization?

**SECTION B: Social Studies Teachers understanding of Social Studies General Objectives**

6. Why did you choose to teach social studies other than any other subject?
7. Do you find it interesting teaching social studies?
8. Have you ever learnt about the general objectives of social studies?
9. What will you regard as the general objectives of social studies; could you mention them?
10. As a teacher of social studies, what is the importance of the general objectives of the subject to you and the learners you teach?
11. Were you taught in your institution of training or you read it from books?

**SECTION C: Teachers knowledge of Instructional Techniques in Social Studies**

12. With the content selected for teaching social studies, do you think the objectives of the subject can be achieved? Explain.
13. What techniques do you employ in the social studies classroom to achieve these objectives of the subject; could you mention some of the techniques you know?
14. Which of the above techniques seem most successful with your learners?

**SECTION C: How Teachers employ the Instructional Techniques in Social Studies lessons to achieve the General Objectives of the Subject.**

15. Is the content of social studies in any way related to current issues in our society? Explain.
16. Do you teach the subject to address the current issues in our society? If yes, can you tell some of the issues you ever taught to address in the classroom?
17. How do you organize your class using this or these techniques in the classroom?
18. How often do you involve your students in lessons?
19. Do you give your students notes to copy? If yes, at what time of the lesson?



## APPENDIX C

### Observation Guide

UNIVERSITY OF EDUCATION, WINNEBA  
DEPARTMENT OF SOCIAL STUDIES EDUCATION

AN EXAMINATION OF SENIOR HIGH SCHOOL SOCIAL STUDIES  
TEACHERS' INSTRUCTIONAL PRACTICES: A STUDY OF SENIOR HIGH  
SCHOOLS IN THE WEST MAMPRUSI MUNICIPALITY

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

1. Name of school: .....
  2. Form: .....
  3. Number of learners: .....
  4. Topic of lesson to be observed: .....
  5. Date: .....
  6. Time: .....
1. Does teacher exhibit knowledge of subject matter? .....
  2. Does teacher present lesson systematically?  
.....
  3. Does teacher communicate the problem related to the topic to the student?  
.....

4. Does teacher communicate the objectives of the lesson to the students?  
.....
5. Does teacher engage students in critical thinking and problem-solving?  
.....
6. Does teacher relate lesson to prior knowledge and real life experiences?  
.....
7. Does teacher relate topic to related contemporary issues in the society?  
.....
8. Does teacher use varied instructional techniques in lesson delivery?  
.....
9. Does teacher encourages learners to generate their own ideas about the topic  
under discussion? .....
10. Does teacher allows classroom interaction between learner-learner, learner-  
teacher? .....
11. Does teacher encourages learners to think critically and make a decision to  
overcome a problem? .....

