UNIVERSITY OF EDUCATION, WINNEBA

SOCIAL STUDIES TEACHERS' PROFESSIONAL IDENTITY AND EFFECTIVE TEACHING OF SOCIAL STUDIES IN PUBLIC JUNIOR HIGH SCHOOLS IN GOMOA CENTRAL DISTRICT, GHANA.

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EFFECTIVE TEACHING OF SOCIAL STUDIES IN PUBLIC JUNIOR
HIGH SCHOOLS IN GOMOA CENTRAL DISTRICT, GHANA.**

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Graduate Studies in partial fulfilment of
the requirements for the award of the degree of
Master of Philosophy
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DECLARATION

Candidate's Declaration

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

Signature: ……………………………….

Date: ………………………………….

Supervisors' Declaration

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.
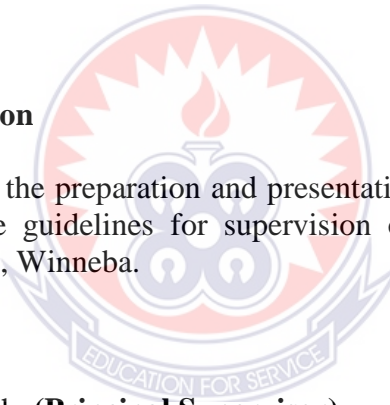
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Date: …………………………………………………

Prof. Andrews Ghanney **(Co-Supervisor)**

Signature: …………………………………………

Date: …………………………………………………

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DEDICATION

To my beloved children Nimormi Tesila Kursah and Saluln Biniyam Kursah

ACKNOWLEDGEMENTS

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ABSTRACT

The purpose of this study was to investigate the professional identity of Social Studies teachers and its effect on the effective teaching of Social Studies using Gomoa Central as a case study. The study employed a quantitative approach to answer the research questions. The study used a census sampling technique to select all the 45 Social Studies teachers in the Gomoa Central District. The study utilised a closed-ended 4-point Likert Scale questionnaire to elicit responses. The instrument was self-administered after obtaining permission from the headteachers and seeking consent from the respondents. By employing both descriptive and inferential statistics, the results indicated that majority of the Social Studies teachers were effective in terms of their professional identity represented by professional values and attitudes, professional knowledge and professional practice. Results also revealed that Social Studies teachers' professional identity has a statistically significant and positive effect on the effective teaching of Social Studies. The study concludes that developing Social Studies teachers' professional identity is a sine qua non to ensuring effective teaching of the subject which will enrich the goal of sterling performance of students in Social Studies in the district. The study therefore recommends the need for creating avenues that encourage professional development of the teachers and the use of information and communications technology in implementing instructional duties.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

This chapter covers the background to the study, the statement of the problem, the purpose of the study, the research objectives, the research questions, research hypothesis, significance of the study, the research delimitation, the definition of terms and the organization of the study.

Teaching is a complex profession that is full of ups and downs. Personal, institutional, and socio-political and pedagogical factors are among the complexities. All these factors have an impact on teachers' professional practice and may provide a challenge to the 'right course' they envision (Shapira-Lishchinsky, 2011). Experiences that can transformatively (re)shape teachers' cognitions and practices are the outcome of challenging the right course. The Ghana Government has launched a number of reforms aimed at enhancing the quality of the country's educational system since the country's independence in 1957. The bulk of these changes are focused at improving educational quality by strengthening teacher professionalism and expanding the number of qualified educators in the field.

The Ghana Education Service's (GES) Education Reform Program (ERP) updated educational curriculum at the fundamental level in 1987 to make it more relevant to individual and societal demands (Adjei, 2016). As a result, the Ministry of Education's overall goal is to provide relevant and high-quality education to all Ghanaians, including the marginalized, so that they can acquire skills that will enable them to become functionally literate and productive, thereby assisting poverty alleviation and promoting rapid socio-economic growth in Ghana (CRDD, 2012).

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Thus, the national curriculum objectives have been established to assist students in achieving these objectives. consequently, the teacher is recognized as one of the most essential contributors to the success of any program (Adjei, 2016).

Adjei (2016) further indicated that the core duties that schools are expected to perform within the context of compulsory education differ depending on the situation. Apart from satisfying the unique demands of each historical time and area, a school's primary goal is to ensure good student performance on the one hand, while ensuring that all students have equal access to opportunities on the other. Schools, in particular, are being entrusted with carrying out these tasks while taking into consideration 21st-century challenges such as multicultural coexistence, technological supremacy, scientific development, and constant knowledge renewal (Liakopoulou, 2011). At the same time, schools aim at preparing students not only for the present, but also for the ever-changing future.

The characteristics of the modern school described above define, to a significant extent, the role and qualities of a teacher. As a result, a teacher must possess the personal qualities and professional knowledge necessary to satisfy the needs of today's students. "What professional qualities/characteristics are required for a teacher to be effective in his or her work?" is the question, in this case, especially in the case of Social Studies teaching and learning. According to Anitha and Krishnaveni (2013), every profession has recognizable characteristics such as a recognized knowledge base, skills, values, and codes of ethics. As a result, teaching is seen as a unique and a noble profession that prepares learners to succeed in any other field. In a diverse and ever-changing world, professional educators should be developed as lifelong learners,

reflective thinkers, and ethical leaders who exhibit the ideals of literacy, scholarship, and social justice.

The teaching and learning of Social Studies in Ghana have been a major concern for Educators across the country. In 1987, Social Studies was introduced as a fundamental discipline in elementary schools to provide students with the tools they need to overcome personal and community problems. Social Studies is defined as the integrated study of the social sciences and humanities to promote civic competence (National Council for Social Studies, 2013). Social Studies is defined as "the study of societal problems."(NCSS, 2013), Social Studies is multidisciplinary and interdisciplinary subject and it takes its sources from geography, history, sociology, psychology, economics, and civic education, and is recognized in curricula in numerous countries (NCSS, 2013). Some researchers have concluded that Social Studies stands out as the most suited subject for citizenship education based on the diverse content and child-centered instructional approaches (Dwomoh, 2018). The goal of Social Studies as an integrated subject is to produce a responsible citizen who is well informed, concerned, participatory, thoughtful, productive, and motivated to contribute to national development. It has also been acknowledged as a useful tool for achieving Ghanaian citizenship education.

However, Adjei (2016) argued that the effectiveness of Social Studies instruction in basic schools is determined not only by how well the curriculum is constructed, but also by teachers who are good implementers of the curriculum. This assertion is validated by Beg et al. (2019) that the likelihood of attaining any given result in education is mostly contingent on the classroom teacher. Again, according to NCSS (2008), Social Studies provides important skills that open doors to a more diversified,

competitive workforce and a responsible citizenship. As the learners go through their Social Studies curriculum, they employ critical thinking, self-assessment, reasoning, problem-solving, teamwork, inquiry, and investigation to develop new and unique connections. These standards define the knowledge and skills that young people need to develop to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. As a result, a sufficient number of well-qualified, highly competent, reliable, and dedicated teacher work - force is required (Anitha & Krishnaveni, 2013). This means that well-trained and qualified Social Studies teachers must be available at all times and at all levels for the subject's main goal to be met.

In order to achieve a desirable result from teachers, there is the need for them(teachers) to understand and appreciate their identity (who they are). Teachers' professional identity has been acknowledged as an essential factor in understanding teachers' professional lives, such as the quality of their teaching, motivation to teach, commitment and resilience, and career decision-making (Villegas et al., 2020; Fajardo, 2014; Archanjo et al., 2019). This is because professional identity is shaped by individual teachers' past experiences and functions as a motivating agent for their current choice of action and beliefs, and provides an orientation to their future. Teacher identity is viewed with different lenses and foci such as narratives as identity processes and products (Johnson & Golombek, 2016), discourses as a lens to unpack identity construction (Yang, 2021), and influences of various contextual factors such as school environments and policy demand on teachers' identity development (Villegas et al., 2020).

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Although research frameworks vary from study to study, there are several common and recurring features of teacher identity development, including (1) identity is neither solely determined by internal and psychological process, nor entirely controlled by social and cultural context, established and maintained through the interaction between contextual factors and individual teachers' inner landscape, and (2) identity is not fixed or static, rather identity changes and develops through the interpretation and re-interpretation of social interactions which evolve over time. Evident in a survey on identity research in the field of Mathematics education in South Africa is a view that identities are dynamic and contingent (Westaway et al., 2020). According to Mends (2019), teacher identity is the way one understands himself or herself in relation to others. It is a teachers' framework of actions and practices. Teacher identity poses a persistent challenge to one's sense of self. It is in this light that this study on professional identity of Social Studies teachers and its impact on effective teaching of Social Studies in Public Junior High Schools in Gomoa Central District is paramount.

1.1 Statement of the Problem

Kanda and Kankam (2015) asserted that majority of the teachers teaching Social Studies in basic schools in some districts in Central Region were diploma and first-degree holders which did not necessarily mean they were specifically trained to teach the subject. Few of these teachers were Senior High School graduates. This presupposes that Social Studies is being taught by non-professional, para-professionals and professional teachers (Abroampa, 2017). Non-professionals are those who have not been formally trained as teachers but who are teaching the subject; para-professionals are professional teachers by virtue of their formal training

but have not been trained to teach that specific subject and the professionals are Junior High School Social Studies teachers who have been equipped by virtue of their formal training to teach the subject. There is no doubt that the experiences of these categories of teachers may create varying identities.

It appears teacher education programmes manifest severe shortcomings in addressing the issue of 'identity formation' as alluded to by Anamuah-Mensah (2011) who indicated that indicates that the approach to pre-service and in-service teacher preparation seems heavily focused on equipping teachers with the so- called 'knowledge base' in their subjects, and the appropriate methods and techniques for communicating this knowledge to pupils. Anamuah-Mensah (2011) purported that little attention is paid to the formation of those core beliefs, values, and attitudes that will eventually mediate their effectiveness as teachers. As a result, there are teachers with varying qualifications and dispositions teaching Social Studies with a fuzzy understanding and appreciation of what it takes to teach the subject.

Despite the enormous contributions of teachers and viewing them as the fulcrum around which education revolves, most of research efforts are geared towards quality of teachers and effective teaching instead of finding out if teachers really know who they are as Social Studies teachers. With this, teacher qualities were assessed from different areas such as academic and professional qualification, knowledge of the subject matter and knowledge about effective teaching methods (Adjei, 2016; Abudulai, 2020; Dwomoh, 2018), assessment approaches depending on their circumstances (Ghanney & Agyei, 2021), and content knowledge (Kankam et al., 2014). Again, Mammadova (2018) posited that understanding what makes a competent and qualified teacher, along with quality teaching, is essential to ensure

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learning. Teacher quality and quality teaching are said to be the most important and critical school-based determinants of student learning since they are regarded as the backbone of high-quality public education that can significantly influence student achievement (Bartanen & Kwok, 2021).

Many researchers attempted to delve into teacher quality. For instance, Fitchett and Heafner (2018) and Lee (2018) assessed teacher quality and quality teaching whereas Skapinaki and Salamoura (2020) investigated primary school quality using teachers' self-efficacy and satisfaction. Also, Cadez et al. (2017) conducted research on teaching and performance evaluation in academia: the salience of quality whereas Han (2017) explored attributes of quality English teachers. Again, Gore et al. (2017) investigated effect of professional development on the quality of teaching.

A review of the extant literature on the issue of teachers' professional identity indicates that a dearth of work is done in this area even though the development of self as a competent teacher represents a dynamic system which encapsulates one's personality, identity and professional capacity (Smith, 2014), and that a clear self-image and ownership of an emerging professional identity are necessary conditions for a pre-service teacher's ability to effectively use their skills and knowledge in the classroom (Bennett, 2013). Again, it has been asserted that professional identity is an important factor in teacher development, attrition, and job satisfaction (Hong et al., 2018). Relatedly, teachers teach more than just the subject knowledge and skills, they also communicate values, beliefs and emotional responses related to the subject and pedagogy (Gong et al., 2020).

Most of these studies were conducted outside Ghana. For example, Yang et al. (2021) conducted a study on language teachers' identity in teaching intercultural communicative competence in China. Some studies conducted in Ghana were done in other subject areas apart from Social Studies. For instance, Yidana (2017) conducted a study on the professional identity of Economic teachers in Ghana. Also, Westaway et al. (2020) delved into "What does social realism have to offer for research on teacher identity in Mathematics in Ghana?". However, there seem to be few studies. Those studies conducted on teachers' identity viewed the concept from different perspectives (Darragh, 2016; Graven & Heyd-Metzuyanim, 2019). These perspectives can be broadly categorized into: identity as a certain kind of person (Pausigere & Graven, 2014), participative (Gertsog et al., 2017; narrative (Graven, 2012, Graven & Heyd-Metzuyanim, 2019), community of practice (Darragh, 2016; Lutovac & Kaasila, 2018) learning (Graven, 2012; Savolainen, Engelbrecht, Nel, & Malinen, 2012; Pausigere & Graven, 2013), pedagogically prescribed (Graven, 2012; Pausigere & Graven, 2013), discursive, psychoanalytic or performative (Westaway et al., 2020). Teachers define diverse purposes for their work and assess their success in various ways. Some teachers' professional identities are strongly associated with the academic content they teach or their students' test scores, while others understand their professional identity more in terms of contributing to society or their students' holistic development (Buchanan, 2015).

However, those studies conducted in the Ghanaian setting failed to delve into establishing a linkage between teachers' professional identity and effective teaching of the subject. For instance, Mends (2019) in a quantitative study examined the professional identity of Junior High School Social Studies teachers. Also, Abroampa

(2017) in a quantitative study sought to determine the extent to which sources of efficacy is predicted and explained by early childhood preservice teachers' self-efficacy in Ghana. These constitute gaps in knowledge which has implication for practice, theory and policy.

In order to fill these gaps, this study investigated professional identity of Social Studies teachers and how it impacts effective teaching of Social Studies in Public Junior High Schools in the Gomoa Central District in the Central Region of Ghana, using the indicators enshrined in the National Teachers' Standard for Ghana as proxies for Social Studies Teachers' professional identity. These indicators include teachers' professional values and attitudes, professional knowledge and professional practice.

1.2 Purpose of the Study

The purpose of this study was to investigate professional identity of Social Studies teachers and the impact it has on effective teaching of Social Studies in public Junior High Schools in Gomoa Central District in the Central Region of Ghana.

1.3 Research Objectives

To achieve this purpose, the following objectives were formulated. The study therefore sought to:

1. examine professional identity of Social Studies teachers in public Junior High Schools in Gomoa Central District in terms of professional values and attitudes.

2. investigate professional identity of Social Studies teachers in public Junior High Schools in Gomoa Central District in terms of professional knowledge.

3. assess the professional identity of Social Studies teachers in public Junior High Schools in Gomoa Central District in terms of professional practice.

4. determine the effectiveness of Social Studies teachers in teaching Social Studies Lessons in public Junior High Schools in Gomoa Central District.

1.4 Research Questions

The study aimed to provide answers to the following research questions;

1. What professional values and attitudes are exhibited by Social Studies teachers in public junior high schools in Gomoa Central District?

2. What professional knowledge is demonstrated by Social Studies teachers in public junior high schools in Gomoa Central District?

3. What professional practices are shown by Social Studies teachers in public junior high schools in Gomoa Central District?

4. What is the level of effectiveness of Social Studies teachers in teaching Social Studies lessons in public junior high schools in Gomoa Central District?

1.5 Research Hypotheses

1. H_0: There is no statistically significant impact of Social Studies teachers' professional identity on effective teaching of Social Studies in Gomoa Central District.

1.6 Significance of the Study

The findings of this study would contribute to theory, guide practice and shape policy. For theory, the findings would contribute to the body of knowledge, expand literature and encourage continuous debate on how professional identity of Social Studies teachers impact on effective teaching of Social Studies. The findings would also form

basis for further studies on the topic. For practice, the findings would expose Social Studies teachers to their unique identity in order to identify themselves with the subject and strive to be effective in their instructional approaches to attain the desired learning outcomes among the learner. Thus, teachers would be in the position to put into practice the desired professional values and attitudes, knowledge and skills. Finally, the findings of this study would inform policy makers and curriculum developers of teacher education to ensure that appropriate values and attitudes, content knowledge and appropriate practices are enshrined in the Social Studies curriculum to enable pre-school teachers imbibe them and assist in the development of teachers' professional identity. Again, headteachers and school improvement support officers who are exposed to these components of professional identity, as enshrined in the syllabus, the National Teachers' Standards for Ghana and the National Teacher Education Curriculum Framework (NTECF) will put in place measures to provide a conducive teaching and learning environment and encourage Social Studies teachers in the district to exhibit the desired competencies.

1.7 Delimitation

The study was delimited to three indicators of identity as outlined in the National Teachers' Standards for Ghana. These are professional values and attitudes, professional knowledge and professional practice. The study was also delimited to effective teaching of Social Studies. The indicators for effective teaching used in this study were planning and preparation, instructional skills, classroom management skills and interpersonal skills. Again, the study was delimited to both professional and para-professional Social Studies teachers who had been teaching in the current schools for at least one year.

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1.8 Definition of Terms

Professional Identity: a representation of self, achieved in stages over time during which the characteristics, values and norms of the teacher profession are internalized, resulting in an individual thinking, acting and feeling like teacher

Professional Knowledge: It is the combination of subject matter expertise, pedagogical knowledge, and an understanding of students and their learning processes, all for the purposes of promoting student achievement.

Professional values and attitudes: These refer to commitment to technical competence and professional skills, ethical behaviour (independence, objectivity, confidentiality and integrity), professional manner (due care, timeliness, courteousness, respect, responsibility and reliability), pursuit of excellence (commitment to continual improvement and lifelong learning) and social responsibility (awareness and consideration of the public interest).

Professional Practice: It refers to classroom approaches, pedagogical techniques and management of resources, contents and learners during the curriculum delivery process.

Effective teaching: Effective teaching can be defined as the ability to improve students' achievement.

Social Studies Teachers: Social Studies teachers are educators who apply the necessary pedagogy in imparting learners with a wide range of topics that relate to understanding and contributing to societies around the world.

1.9 Organisation of the Study

This study was categorised into five chapters. Chapter one focused on the background to the study, statement of the problem, research objectives, research questions, research hypotheses, significance of the study, delimitation of the study and definition of terms. Chapter two looked at the theoretical review, empirical review and conceptual framework of the study. Chapter three centred on the methodology of the study, specifically looking at research approach, research design, population of the study, sample and sampling technique, data and instrument for data collection, validity and reliability of the instrument, data analysis and ethical consideration. Chapter four focused on data analysis and discussion of findings whereas the chapter five looked at summary, conclusion and recommendation.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter of the study presented a comprehensive review of related literature that gave the research a clear focus to reveal what has been done as far as teacher identity and effective teaching are concerned. The review comprises theoretical review where theory concerning teaching was reviewed; empirical review where existing studies regarding identities of Social Studies teachers were examined among other relevant headings under the topic.

2.1 Theoretical Framework

Under this section some theories regarding qualities of a good teacher for effective teaching were reviewed.

2.1.1 Shulman's Pedagogical Content Knowledge Framework

Pedagogical Content Knowledge[PCK] is a term that refers to the unification of content and pedagogy in order to get an understanding of how specific topics, problems, or difficulties are organized, represented and suited to the various interests and skills of learners and presented for instruction (Shulman, 1987; Nind, 2020). It featured the "most useful forms of representation of these ideas, the most compelling analogies, illustrations, instances, explanations, and demonstrations, in other words, the ways of describing and articulating the subject that make it understandable to others" (Shulman, 1987, p. 9). PCK entails understanding which teaching methods are appropriate for the material, as well as how content elements can be structured to improve instruction. This knowledge differs from that of a disciplinary expert as well as generic pedagogical information shared by teachers from other fields. PCK,

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according to Shulman (1987), is a form of knowledge that is unique to teachers and, in fact, is what teaching is all about.

It is concerned with how teachers in the school context relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach) for the instruction of specific students. Pedagogical content knowledge is the integration or synthesis of teachers' pedagogical expertise and their subject matter knowledge. From a teaching viewpoint, for example, one's understanding of how science is organized to help pupils understand specific concepts. It is important to understand that teachers' knowledge (CK and PK) will impact their classroom practice and, as a result, contribute in the achievement of the Social Studies objectives and purposes provided they are adequately integrated (Ghanney & Agyei, 2021). In response to some of the issues of teaching and teacher education, Shulman (1987) proposed the idea of "pedagogical content knowledge" (PCK). Ironically, it is only used to clarify that the content standard would focus on the subject's content-specific aspects. In the teaching of Social Studies, there is a link between content knowledge and pedagogical expertise, which is implicit in many studies (Kankam, et al, 2014). Reading carefully exposes linkages between the two areas that must not be overlooked. The pedagogy criterion, for example, implies that teachers are aware of how to organize classroom activities. This theory is applicable for this research since it describes teachers' subject-matter and pedagogical knowledge, as well as the necessity of this knowledge for effective teaching.

The most essential component of this framework is that it addresses the teaching process, assessment, as well as the most effective ways of portraying and communicating knowledge and how students acquire specific Social Studies concepts

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and themes. Beginning teachers must grapple with both pedagogical content (or knowledge) and general pedagogy concerns if they are to be effective (or generic teaching principles). Pedagogical subject knowledge is informed by teachers' qualifications and gained via effective training. This is because teachers who have received teacher training are usually well-versed in a variety of teaching methods, assessment techniques, and abilities for providing high-quality Social Studies instruction and learning.

2.1.2 Personal Construction Theory

Another notable concept underpinning this study is Personal Construction theory propounded by Kelly (1963). Based on the ideology of the theory which provides a step by step and comprehensive description on how individuals frame their actual self-based on their interaction with identity formation frameworks. The entire concept is framed as a single theory that is further explained through eleven (11) thematic categorizations. According to the perspective as put forward by the original proponent of the theory; the earth is real, everything in it is interrelated and assessed based on dimension of time, these are the three prepositions that can aid in studying and one's quest of ascertaining how segregated elements of the earth develop their trait and co-exist. Since the study explores the formation of professional identity of teachers who also forms part of the universe and can be individual universe on its own which in one way or the other assessed based on time and is created upon interaction with different elements in the environment which are interconnected and real. Upon inferring the explanation of one's life encounters axioms, notions as well as one's own beliefs are in a way intertwined. A well lived life can be assessed if individual's entire life is

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measured from inception till current this would provide a comprehensive view of how one's impact in life can be assessed.

Time has been an indispensable element in relation to construction and re-construction of an individual's make-up since arranging a person's life endeavors accordingly based on timing enable humans to find the connections between different life element in the universe and thereby ease explanations. By inference, understanding the Social Studies teachers' identity construction would mean arranging their dealings with the element in their universe such as the school setting and his surroundings. The concept as advanced by Kelly (1955;1963) which refer to all humans as scientist instead of only scholars and academicians with science degrees or those who engage in scientific research is another ideology behind the theory. Humans engaging in knowledge discovery, exhibiting inquisitiveness, being curious portrays the scientist-like nature put forward by the framework (Kelly, 1995;1963).

Humans create their unique ways of viewing how elements in the world create scenes rather than the world naturally creating such scene for humans. Nevertheless, not everything perceived by humans as exist and operate in certain way really does exist nor behaves in such manner as construed by humans, this can cause humans to enslaves themselves on their own ideology and untrue notions harbored by humans would necessary be grossly distorted construction of different thing which in reality exist (Kelly, 1963). Man views the universe via visible patterns or themes that makes and tries to overlay on the truths that makes up the world. This kind of fit is not always ideal. Notwithstanding, in the absence of such design, the universe appears to be such a homogenous uniformity that humans are not able to make meaning of it. Even a bad fit is regarded as better for humans than having nothing whatsoever

(Kelly, 1963). Construct as used in the theory was consciously picked since it composed of dual meaning in this regard.

First, the term is backward-looking since construct can mean how humans constructed their experiences over the years. The opposite side is futuristic thus, forward-looking which means construct present how humans perceive turn out of event in the future. Relating it to "man as a scientist" connotes that, humans design their personal constructs through how they view the universe. The constructs in the world are therefore deemed to help human controls events and predict certainties ahead. Human's processes are psychologically modeled in a manner in which they predict events in the future (Kelly, 1963). In the nutshell, the theory has influenced Social Studies instructor's conceptions and judgements of how construct operate and how they affect their students which are crucial building blocks in the construction of teacher identity.

2.2 Formation of Teacher Identity

Yuan and Lee (2015) postulated that different kinds of emotions pre-service teachers experience during programme coursework and teaching practice influence their identity formation and modification. Due to the fact that, holistic identity of teachers does not only involve the innate state of teachers rather their individual contribution, their influences, how they carry themselves in the society and their actions and inactions toward shaping students' life and society at large. Two concepts erupted when an attempt was made to theorize teacher identity thus, teacher identity formation is bottom affective and relies on influence, a broad spectrum of understanding was achieved after scrutinizing the various constituents of teacher identity development. Hong, Greene & Lowery's (2016) study to unearth the multiple dimensions of

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instructors' identity formation from preceding teaching to the prime years of practice, utilized a longitudinal and qualitative research design by closely monitoring five prior practice tutors over the period of four years and found out that, the journey toward developing each teacher's identity vary across the interviewed participants. The focused area for the study was on the three dimensions of Multiplicity and Unity, Social and Individual and Discontinuity and Continuity. Revelations from the study showed that, with exception of one of the participants, the initial I-positions for the remaining respondents changed evidentially over the period of the research, as earlier juxtaposed by previous studies such as Hong et al. (2016) that disequilibrium is a vital state for changes to take place, the respondents encountered a state of disequilibrium of various I-positions development over the change period.

Though multiplicity, discontinuity and disequilibrium are indispensable component required for one's personal development, complement to these elements is a teacher's targeted effort to strive hard for continuity and independency (Hong et al., 2016). Conflict among various I-positions of teachers were found not to be restricted only within the confines of classroom settings or teaching and pedagogical matters, matters of sexual identity of teachers does not serve as the only condition for personal identification but other background differences such as cognitive and physical well-being, class, racial, ethnic etc needs to be given much needed attention within the school setting to make teachers feel important and being important members of the society at large (Hong et al, 2016). This signify that most teacher educators are in the best position to know and have a comprehensive understanding of the possible challenges teacher trainees are liable to encounter throughout the stages of their training and could better psyche their trainees on how to handle these challenges as

and when they arise, facilitate their learning endeavor by cushioning them to engage in cognitive thinking to build their knowledge upon series of reflection (Yuan & Lee, 2015).

According to Hong et al (2016) researchers should desist from using monotonous approach in describing teachers as ineffective since the process of teacher identity formation is an ever-changing one that evolve within continuity against discontinuity, multiple against unity and individual against social within the lifetime of a teacher, as such, to fully understand and properly contextualize the formation of true teacher identity requires a longitudinal study into some of the factors that trigger changes in the teacher identity formation such as conflict among multiple I-positions, uncertainties among others.

A study to scrutinize how three ordinary Chinese students sponsored by the Chinese government coined and recoined their individual identities during a pre-practice teacher education course in China, used interviews and observation as their data collection technique and found out that undergoing cognitive studies enable pre-practice teachers to form and alter their identity (Yuan & Lee, 2015). As confirmed by previous studies, fragmented structure that takes into account the three factors that is emotional, social and cognitive procedures of identity formation could clarify the process of teachers' identity and aid their educators to better understand the different challenges student teachers encounter during their journey to become teachers (Yuan & Lee, 2015). A review of most of the literatures clearly depicts that the variances in findings is as a result of differences in variable base, setting in which the research was carried and the approaches deployed by these separate studies. Teacher educators could provide possibilities for prospective teachers to exemplify on and inspire

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themselves as they evaluate their own emotional states in order to better comprehend the lows and downs of the learning-to-teach process, which may mirror the highs and lows in the classroom setting as they begin their careers as educators. (Yuan & Lee, 2015). To refute the assertion made by Yuan & Lee (2015) that socialization is an instrumental factor in teacher identify formation.

Walkington and Bernacki (2014) argued that, providing a training environment that encapsulate inclusive mentorship coupled with individualism serve as the most effective tool that enhance formation of teacher identity rather than the ancient perceived supervision method that relies on socialization. Again, reflective procedures are regarded as an integral part in the identity formation process and the onus lies on all teacher educators at institutions of higher learning and schools of practice to counsel and facilitate this remarkable process for better identity development (Walkington & Bernacki, 2014).

2.3 The Concept of Teacher Professional Identity

In the 1980s, increase in student-oriented teaching and the induction of flexible curriculum materials were supplemented by new frameworks in which assessment and authorizing is done. Though a method of assessment with the use of continuous based measurement was already in use in most part of the world's educational systems. Over the years measurement of quality of teachers was done based on the performance of the student taught without recourse to the type of teaching skills adopted by the individual teacher in the classroom. There exist five types of teaching skills which are distinctive in nature and transient from skills centered with simple teaching to a complex skill oriented with modern teaching strategies and unique teaching styles. In the Ghanaian context, this emerging pressure emanate from bodies like the Ministry

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of Education and Ghana Education Service to ensure that incoming teachers including Social Studies teachers should possess the right qualification before being recruited into the service to ensure all teachers have the professional teaching knowledge and competence.

This initiative necessitated the rolling out of the national licensure exam, this is a type of exam organized for prospective candidate who want to enter into the teaching profession as professional teachers to have them tested on the core subjects in the national curriculum to bring uniformity with international standards as practiced in other part of the world. A rigorous review of several researches on teacher professional identity clearly shows that, there is a limited spectrum of definition for the term teacher professional identity thus, most authors consider exploring what makes make the identity of teachers rather than coining a holistic definition for teacher professional identity. Gupta (2019) posited that teacher identity involve the specific strategies adopted by teachers to navigate precarious, competitive market conditions to develop the educational and non-educational characters or knowledge required of a teacher.

This can tremendously change the psychological being, ways of thinking and ways of responding and reacting to issues. Thus, the manner in which Social Studies teachers who in other words serve as societal and global agent of change by influencing their immediate and external environment instantaneously through their actions and inactions while seen as important figure in the society can vary. Yuan & Lee (2015), advocates that teacher professional identity is a flow and a level-up construct in a context that allow teachers to make meaning of themselves regarding their professional duties in conjunction to the outside environment. In conjunction to the

earlier postulate made by preceding authors such as that of Yuan & Lee (2015) also adjudicate that teacher professional identity development tightly ties to three integral factors namely emotions, socialization and cognition. Knight, et al. (2013) argue that teachers regardless of the level and the course, they should continuously upgrade skills and knowledge base in the field in order to keep them in tune with current changes in the field and teaching as a profession.

In consonance to the earlier declaration made by Urzua & Vasquez, preservice teachers are seen to metamorphosed from student to teachers while developing their professional identity through a factor called a teachers' voice. This factor is said to be developed when a prior-service teacher adopts, reflect and reexamine his recent experiences through a self-reflective process which result in curation of a better self-image due to lessons from prior experience. A critical analysis of the individual contribution of preservice teachers over different period of time depicts that the initial contribution by each preservice teacher improves year by year with much concise and precision as they become well versed in performing their normal duties due to the development of the personal dimension of a professional teacher's identity development. Literature has it that reflection is a vital tool that support the effective identity creation and the professional learning process of preservice teachers.

A well curated teacher education program aimed at equipping prospective teachers and increasing the capacity of existing teachers to teach effectively to increase the quality of education lay adequate emphasis on the personal dimension, professional knowledge and skills dimension and the social dimension as well (Aktan et al., 2020). Beauchamp (2019) has it that professional identity of a teacher is categorized into three integral dimensions namely social dimension or socialization, professional

knowledge, skills and competence dimension and personal dimension. Existing studies on teacher education, in-service training among other areas of educational concern in both primary and higher education presents a broad range of evolving kinds of teacher identity (Beauchamp, 2019). Since the quality of teachers thus Social Studies teachers is an inevitable factor for the effective usage and actualization of any curriculum goals, any educational reform should take keen interest in strategizing the national curriculum in a manner that would produce teachers with the fundamental prerequisite in order to churn out prolific students for effective teaching and learning. This is true because the kind of curriculum used in educating teachers goes a long way to decide the kind of teachers that would be produced using such curriculum (Yidana & Lawal, 2015).

Regardless of the sophisticated nature of the term teacher identity, having a comprehensive knowledge of teacher identity remains an utmost concern to institutions of higher learning, mentors and teacher educators and society at large (Beauchamp, 2019). Yidana & Lawal (2015), took a different view of the topic under study to discuss prolific oriented guide to teacher identity, the study based its emphasis on four categories of teachers' professional competence which are values, reflective practice, professional knowledge and skills concurrently with the dimensions of each rubric as it reflects to professional identity of teachers'.

The study revealed that schooling and re-schooling of preservice and practicing teachers through workshops, on the job training and putting in place policy measures that allow practicing teachers to pursue upgrading programs for current professional development and incorporating courses in existing teacher training programs are some of the essential curriculum and policy outcomes linked with the various dimensions of

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teachers' professional competence. Deployment of case study design to elucidate professional teachers' notion of accurate assessment measurement practices in Social Studies lessons in Senior High Schools, a number of 10 SHSs and 20 teachers were chosen as the study sample employing interview as the data collection tool. The results pointed out that ensuring accurate assessment in Social Studies lessons by Social Studies teachers is very paramount in senior high schools in the central region of Ghana (Kankam, Bordoh, Eshun, Kwaku-Bassaw & Yaw-Korang, 2014). The kind of rules and regulation instituted by senior high schools in Ghana, the nature of assessment framework, resource and time constraints have a negative toll on the kind of accurate assessment utilized by Social Studies instructors in Ghana. Just as indicated by Yidana & Lawal (2015a, 2015b).

Kankam et al (2014) also advocated that, to effectively use classroom accurate assessment to improve academic performance of students in Social Studies and learning in general, adequate capacity building seminars and in-service training should be used as a tool to increase the capacity of existing Social Studies teachers and incorporating same into curriculum of teacher training institutions to prepare prospective Social Studies teachers for effective teaching and accurate assessment of Social Studies. Adherence and effective implementation of the above recommendations by the regulators of education in Ghana being it Ghana Education Service (GES), Ministry of Education, National Council for Tertiary Education (NCTE), National Accreditation Board (NAB), National Board for Curricula Reforms (NBCR) and any other agency integral to educational management in Ghana will lead to effective teaching and learning.

Based on this, the onus lies on the aforementioned governmental institutions to perform their quota toward actualization of effective teaching and learning which will transient to quality educational system in the country. The fact as presented by Kaplan & Garner (2018) with the use of Dynamic Systems Model of Role Identity to illustrate the development of teacher identity had it that, knowledge and emotions are very instrumental in teachers' identity development and motivation. The findings also revealed that the various component of professional identity of a teacher are not in isolation but interdependently related and since they are not distinct, they cannot be dissipated to individual or original component. This assertion differs from the connotations from the pronouncement made by Kankam et al. (2014). The model used indicated that the eruption of the component of teacher professional identity fellows a contiguous process, structure and the formation procedure.

Teachers' professional identity change is limited by individual preferences and innate characters, cultural values and is multi-linear and indeterministic. To advance the knowledge on teacher professional identity, Zembylas & Chubbuck (2018) conceptualized teacher identity using a political approach that take cognizance of the linkage between teachers' identity and politics and the repercussions of that cognizance in theorizing teacher professional identity as politicized, stable and titling. The results from the study indicated that, four indispensable dimensions of teacher identity development exist namely narrative and discourse aspects; reflective aspects; emotion aspects and agency or structure aspects. The study also introduced a comprehensive understanding of teacher identity development that acknowledges the linkage between politics and identity to be adopted by future researchers in the field

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of education particularly those in the area of teacher professional identity development.

This introduced understanding opines a more formal, objective and comprehensive understanding of teacher identity that acknowledge the indispensable role of politics and power in teacher identity development, it takes into account the probable outcome of forming a very transformative perception about the term teacher identity development. Conclusively, the study proffered that effective adoption of the newly introduced concept about the intersection between politics and teacher professional identity development would advance knowledge in the field and enhance Social Studies teachers understanding on their professional identity development (Zembylas & Chubbuck, 2018). This means that Ghanaian junior high schools can deploy an instrument to monitor and assess the quality of Social Studies lessons taught in these schools. This connotes that regardless of the instrument to be used to measure the professional identities of teachers, Social Studies teachers cannot be left out since the quality level of Social Studies teachers would transient into quality teaching and learning of Social Studies in schools in Ghana. Based on the theory of interpersonal communication propounded by Leary Timothy, a study developed an instrument meant to assess one element of quality of teaching that are paramount to colleges and teachers' interpersonal skills.

2.4 Indicators of Teacher Professional Identity

This section reviews the relevant elements/factors that makes up the professional identities of a teacher. Educational researchers are fully aware of the concept of professional identity of teachers, as sophisticated as it may seem, since it has several dimensions both descriptive and regulatory feature and differs based on situations it

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makes it very cumbersome to respond to the query 'what are the right qualifications should a competent teacher possess?'.

2.4.1 Professional Values and Attitude

Theory clearly depicts that, scholars have delved much into studying values and concluded that deliberate effort to impact values yield a positive result and help refine peoples' character meanwhile research on the sources of professional teachers' values seem less interest to authors in this field and has remain extensively unexplored Collinson (2014). Vreeland & Bidwell (2014) documented that, universities and institutions of higher learning especially those meant for training teachers crave for socializing atmosphere that expect upcoming and enrolled students to develop commendable values as part of their professional training. These structures are expected to empirically and independently impact on trainees and entice them to cultivate values that would complement their academic performance and professional identity. Comparably, findings from a quantitative study with 521 participants on a global educational programme organised yearly by Worldvision in collaboration with United State Agency for International Development (USAID) showcased that, though the annual program instil some form of professional values in the students still there was an iota of intolerance in participants responses (DeNobile, Kleeman & Zarkos, 2014). Vreeland & Bidwell were of the view that, aside the independent institutional framework that is expected to instil professional values into student teachers, a phenomenon called "department influence" is also supposed to invoke unique professional values into the prospective teachers. Vreeland & Bidwell explained that department influence is the portion of influence that shape the professional values of the prospective teachers as a result of the program chosen and the interaction with

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faculty officers and staff members in the department (Vreeland & Bidwell 2014). This can also emanate from special seminars organised to expose the student to the professional values they need to cultivate before entering the profession. In opposition to the above pronouncement made by Vreeland & Bidwell (2014), a survey study had the interviewee articulating that their core values were formed during their childhood and adolescence but acknowledged that proper refinement took place throughout their adulthood.The research pointed out that, participants acknowledge the following sources as the remarkable mediums that shaped their values reflection, prior career, government policies, unanticipated use.

The rest are professional training, interaction with cohort, religion, change of environment such as travelling abroad, open to adult content and enquiry. According to the study teachers' influence in academic setting exert one of the strongest forces in refining a person's values (Collinson, 2014). This empirical evidence confirms the earlier adjudicature pronounced by Vreeland & Bidwell (2014) that professional training and college department instil professional values. It can be said from the above that developing good values is paramount in the teaching profession. To know the relationship that exist between teachers' professional values and teaching as a profession, a study found that teaching is a career that enable individuals to develop good professional values and to strengthen their perception, concern and commitment toward the profession (Aktan, Toraman, Orakci, 2020). This signify that, Social Studies teachers are to pick up good values alongside their professional training in order to help shape the values of their students.

2.4.2 Professional Knowledge

Undoubtedly, it is obvious that the conceptualization of one generally acceptable definition for the term "teachers' professional identity" for universal use, is still a cumbersome task to come by upon several attempts by renowned authors like Shulman, Grossman, Marks just to mention but few (Kaplan & Garner, 2018). In an effort to upgrade the knowledge and understanding of pedagogical content knowledge proposed by Shulman, Grossman advanced the existing view of pedagogical content knowledge as it included four integral concepts namely; knowledge of students' understanding, curricular knowledge, conceptions of purpose for teaching the subject matter and knowledge of instructional strategies (Grossman, 1990).

Using this established body of knowledge, Grossman thereafter investigated the impact of the training given by teacher educators during teacher education at institutions of higher learning on the growth of teachers' knowledge, establishing four areas as the sources for teachers professional knowledge improvement which are; a) apprentice to observe, b) knowledge of subject matter that induce individual choices for particular topics, c) the kind of courses offered during teacher training and d) personal experiences accrued during actual teaching in the classroom. Per the framework introduced, Grossman was of the view that teachers develop their pedagogical content knowledge based on the excerpt from their professional training, observation during their apprenticeship and their disciplinary origin (Grossman, 1990). Deliberate impacting of knowledge through formal education is a rigorous action that requires the instructor(teacher) to be well versed in the subject area and have dominance in other factors that facilitate classroom learning (Wilson, Shulman & Richert, 1987).

In contiguous to Grossman's upscaling of Shulman's ideology on teachers' professional knowledge, Marks also advanced on Shulman's concept with a study conducted to examine the professional knowledge of mathematics teachers. Revelation from the research led to the broadening of the concept of professional content knowledge by asserting that, professional knowledge of teachers is made up of four important constructs, these are; a) subject to be taught, b) student comprehension of the subject under consideration, c) materials for instruction for the subject matter and d) instructional procedures for the subject under consideration (Marks, 1990). Per the account of Marks, the aforementioned components are interrelated and none of them exist in isolation.

Distinctly, though Marks upgraded Shulman's professional knowledge ideology just as Grossman, his advancements was unique in such a way that Marks stressed on the materials to be used in teaching the subject matter in the classroom and again, the component of teaching procedures was detailed out comprehensively and was made up of three cardinal domains namely; attention of students; emphasis on presentation and focus on teaching; and learning materials. The last three factors are an upgraded version of "knowledge of mutual representation of subjects to be taught' as Shulman (1987) initially propounded. Although, different authors present various argument on the conceptualization of teachers' professional identity, there is a common understanding of the term professional content knowledge of teachers' in two dimensions that is 1) professional content knowledge comprise of the experience gathered from the interaction and activities that take place in the classroom setting Grossman (1990) and 2) professional content knowledge is the fragmented component

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of understanding involving diverse units, which teachers build up during teaching (Marks, 1990).

Just as proffered by several authors, Lee is of the view that teachers professional knowledge composed of four crucial aspects namely; a) knowledge of audience(student's) understanding; b) techniques adopted for instruction and representation; c) knowledge about the curriculum and finally d) purpose. These basic knowledge fields are (1) Adequate knowledge about the audience(students), (2) comprehensive knowledge on teaching modes, (3) Knowledge of the teaching curriculum being used, (4) Knowledge about the context of teaching, (5) Knowing oneself, (6) Holistic pedagogical knowledge and Pedagogical strategy toward subject matter. This categorization confirms the existing knowledge in literature presented by authors like Shulman (1987); Grossman (1990) and Marks (1990). This connotes that, the extent of applying the aforementioned knowledge fields effectively makes an instructor either excellent or competent trainer.

Assessment modes for Pedagogical Competence

A study of Social Studies teacher's pedagogical content knowledge in the Akim west municipality of Ghana revealed that, Social Studies teachers in the municipality do have the acceptable level of professional identities required of a professional teacher to be able to impact knowledge in Social Studies into students (Ghanney & Agyei, 2021). The big and legitimate question that should linger within the minds of scholars, educational regulators as well as practitioners is: How can we monitor to see if teachers and would-be teachers have the requisite credentials that ensure their pedagogical competence? Though no single definition has been accepted for

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pedagogical content knowledge yet, it is of utmost important to acknowledge the concept and its usefulness by Social Studies teachers for effective teaching.

2.4.3 Professional Practice

In any recognized profession, techniques and skills required for practitioners to be equipped with cannot be underestimated since they are the prerequisite if one is to excel in such profession. Lawal (2013), posited that teacher's professional skills refers to that part of their professional identity which include instructional techniques and any other necessary technique required to be possessed by professional teachers for instructional and evaluation purposes. Similar research to this study conducted to assess Ghanaian economics teachers' professional identity reveal that, a vast gap exists between the ideal and expected professional competence and the current professional skills of economics teachers in Ghanaian senior high schools. The authors recommended educational regulators, heads of second cycle institutions, curriculum steering committee to join hands together to cure this anomaly through organising in-service and other necessary upgrading programs (Yidana & Lawal, 2015a, 2015b). There was a positive growth in teachers' skills level after years of teaching, a more shift from uncertain to certain about teachers' professional duties was observed. Teacher educators should encourage their trainees to regard confusion and uncertainty encountered by early teachers in the classroom setting since it would aid them to build techniques that would facilitate teaching and learning (Hassani, Khatib & Moghaddam, 2019). In congruence to most literature reviewed to this extent, experimental study of student teachers during their three years practicum revealed that, these prospective teachers deconstructed and developed new skills due to their interaction and experiences garnered in the classroom. The authors adjudged

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that the socio-cultural and pedagogical environment of their training programme and the new atmosphere at the school might have contributed to the new skills and identities formed (Gholami, Faraji, Meijer & Tirri, 2020).

This connotes that, encouraging Social Studies teachers to build up special skills that would enhance teaching and learning of Social Studies in high schools in Ghana would contribute to quality teaching and serve as impetus for educational growth. In contribution to the above, to increase students performance and attainment of educational goals, there is the urgent need to attract, recruit and retain exceptional classroom teachers with requisite skills (Fuller et al., 2013). Comparably, a study carried out in the Ghanaian context to investigate the notion senior high school teachers hold about relative essence of teachers' professional skills based on their hands on experience revealed that, long serving teachers harbour the notion that determinant of professional skills is of utmost important. To comment further, the study revealed a gap between the perception hold on indicators of professional teachers' skills by long serving and early teacher handling the same subject in the central region of Ghana (Yidana, 2017). As recommended by several studies, this study opined that organising regular in-service training would be of help to early teachers.

2.5 Other Indicators of Teacher Professional Identity

This section discusses other eminent factors that influence teacher professional identity aside the primary factors affecting teacher professional identity.

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2.5.1 Professional Skills

The quality of teachers especially in Ghana has received much attention and concerns and this led to the introduction of teacher licensure exams by Ghana's ministry of education aimed at curbing the influx of unqualified and low-profile teachers teaching at secondary and lower levels of education in the country. To recognize and appreciate the hard work of professional teachers the Advanced Skills Teachers grade was inaugurated in the year 1998. This measure was brought into being to uplift the image of the teaching profession. Introduction of various schemes of rewarding teachers ignite teachers' sense of belongingness to the teaching profession and in the long run entice low performing teachers to develop the interest of upgrading their skills and adopting new ways of delivering their mandate in their daily routine (Fuller et al., 2013). The posit above portrays that recognizing and appreciating teachers' effort can be a contributory factor to teachers' skills upgrade which necessarily improves their professional identity. Owen (2016) allude that limited research exist on professional learning communities of teachers which comprises of building skills. The author continued that, teachers acting as coaches and igniters of good student-teacher relationships are all important aspect of the evolving and significantly innovative schooling scenery which demands adequate pedagogical variation in teaching and learning processes. After the relationship between professional learning communities and teacher identity was explored using surveys, interviews and focus groups, the outcome showed a positive association between these key concepts (Owen, 2016). It can be deduced from the above finding that, identity of teachers increases as their professional skills get upgraded.

2.5.2 Professional Reflective Practice

At the normal circumstance, for a professional teacher to deliver on his mandates successfully, he or she must have a reflection on the learning domains that makes a teacher a professional. These domains include the affective domain (values), psychomotor domain and cognitive domain (knowledge) component of their professional mandates (Lawal, 2013). Just as adjudicated by previous authors, the onus lies on professional teachers to explore how theory connect to practice and how ideologies relate to daily lives. Getting the basis of this gives the professional teachers the opportunity to share, transfer and impact knowledge into students in discharge of their mandate (Shulman, 1986). Engaging in actions like crosschecking, analysing and reformulating enable the professional teacher to refine his/her recent actions and inactions to improve on the weak ones and keep up the best ones to become an excellent teacher.

Yidana & Lawal (2015a, 2015b) were of the view that it is very expedient for professional teachers to engage in a reflective moment since it serves as a check mechanism on what they have taught recently in order to make improvement on subsequent lessons and to adopt new ways of teaching. This implies that for Social Studies teachers to engage in quality teaching they must intra deliberate on what they have delivered by aiming at identifying weakness and improve on it in subsequent lessons. One indispensable domain that is instrumental to professional teachers' growth is reflective practice. It is of no surprise renowned educationalist and psychologist Bloom included reflective practice as an essential part in human learning process in his famous concept Bloom's taxonomy. This learning domain when properly taken into consideration and acted upon would not only see Social Studies

teachers in Ghanaian schools improving on their teaching methodology but become very good instructors if not the best.

2.6 Determinants of Teacher Professional Identity

Predominant factors that affect or influence teacher identity around the globe are discussed in details under this section of the review.

2.6.1 Curriculum Change

To know the sense of efficacy Social Studies teachers, hold on curriculum change, teaching and learning materials, instructional policies and practices and classroom setting management during Social Studies lessons is very key toward sound curriculum amendment. Bekoe et al. (2014) studied Social Studies mentees and found out that:

> *"where final year teacher-trainees are responsible to conduct curriculum-based teaching in the Ghanaian Basic Schools, the orientation about what they believe in rather impact on what and how they go about their classroom activities; instructs, engage their students, and manage their Social Studies lessons. It is therefore suggested that participatory techniques such as role-play, simulation, discussion, debates, brainstorming, writing narratives, and other cooperative learning approaches should be used in the teaching and learning of Social Studies to help pupils become critical thinkers, tolerant and problem solvers since the subject was introduced solely to the right the wrong in society" (Bekoe et al., 2014, p 54).*

Cross & Teruyinga (2013) registered that within any educational framework, anytime curriculum regulators introduce new features and amendment in the curriculum that requires some level of orientation to bring implementors (teachers) in tune with the new changes, it induces the way teachers regard themselves in the educational system. To add to the above pronouncement, the kind of assessment to be conducted by teacher's especially Social Studies teachers may also pose as a challenge in the wave of curriculum change. An investigation into accurate assessment conducted by Social

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Studies teachers in Ghanaian senior high schools revealed that for an appropriate criterion for conducting authentic assessment, there is the need for teachers, headteachers, curriculum reform committee, educationalists and other policymakers to forge a partnership to arrive at a consensus before making any assessment criteria amendment in the national curriculum (Kankam, Bordoh, Eshun, Bassaw, Korang, 2014).

This advocation was made on the premise that teachers are curriculum implementors and any proposed integral change in the national curriculum has to be made in consultation with teachers. In the study by Ghanney & Agyei on assessment practices used by Social Studies teachers in the west Akim municipality of Ghana concluded that, Social Studies teachers still conduct the traditional form of assessment thus the use of pen and paper form of assessing student performance during Social Studies lessons. Again, the study showcased that the level of pedagogical knowledge possessed by Social Studies teachers influence the kind of assessment they conduct (Ghanney & Agyei, 2021). Reviewed literature points out that, the kind of knowledge to be impacted into students will determine the level of pedagogical competence and the nature of professional identity to be hold by teachers who would implement this curriculum demands.

2.6.2 Interpersonal Relations

In the opinion of Stenberg, the everyday dealings with the immediate environment in which one lives and performs his/her normal duties is relation. That is to say relation refers to the interactions that take place in a human's life. As teachers have normal duties of impacting knowledge, their relation can take many forms, ideally, their duties include interacting with students which also shape their identity in the long run.

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Dealings with pedagogical content is essential in the life of every teacher being it professional or amateur.

Didactically, every teacher deal with his/her students and just has been proffered earlier, the kind of relation that a teacher create with his/her students has some iota of influence on the professional self and how the teacher also relates to colleague teachers also has the potential of impacting the professional identity of the teacher. It was argued that, normal dealings that take place in the classroom is beyond mere teaching and learning endeavor. Through relation in the environment, teachers are better positioned to re-examine their human relation skills since they come in contact with cohort from diverse background, experienced and amateur serving as a great platform needed by teachers to build up desired and better professional identities required to excel in an ever-changing field like the contemporary teaching profession.

2.6.3 Experiences

Reviewed literature depicts clearly without any shred of doubt that, teachers' true professional identity creation cannot be done without the role of experience (Bekoe et al., 2014 and Kankam et al., 2014). Social Studies mentees studied poised that, the kind of self they held transformed unpredictably after they had finished their three years practicum with much of the experiences garnered over the three-year period has influenced their lives in a positive manner and their pedagogical competence increased at a significant margin (Bekoe et al., 2014 and Ghanney & Agyei, 2021). It can therefore be said that for Social Studies teachers to be fully equipped with teaching skills and master tactics, they need a self-reflection on recent occurrences during their classroom activities and with elements within the educational environment and the economy at large in order to refine their skills for quality

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teaching. Experience is also regarded as a catalyst that promote the Personal Teaching Efficacy (PTE) of professional teachers in discharge of their official duties including assessment, teaching, classroom management among others (Bekoe et al., 2014).

2.7 Professional Development and Social Studies Teachers' Identity Formation

The concept professional development plays an eminent role in every teacher's identity construction. Social Studies teachers in second cycle institutions vary the demographic teacher drifts as they are mostly males though white males are still not characteristic of their student, the discussion on miscellany among Social Studies teachers can be regarded as the missing element on the discourse of student to teacher unevenness (Busey & Waters, 2015). A study that investigated the characteristics of teachers professional development and to establish if professional development characteristics decide teachers utilization of new skill, knowledge and it effect on student study achievements founded that there was minor however significant relationship betwixt teachers making use of new knowledge, skills and active classroom learning whilst an inverse connection was detected between collective participation and student achievement (Soine & Lumpe, 2014). According to Bullock and Christou (2016) collaborative individual studies and critical academic friendship are very expedient and a necessary element for the professional advancement of novice teacher instructors who are in the process of educating prospective Social Studies teachers.

Result from framework of critical demography to investigate Social Studies teachers' identities uncovered that Social Studies teacher educators normally reflect the populace of Social Studies. Again, the study revealed that Social Studies instructors lay their research attention on demographic citizenship nonetheless give little focus on

multicultural issues (Busey & Walters, 2015). The exegesis above implies that the formation of Social Studies teacher identity is predominantly influenced by factors such as what they were taught during their career upbringing, the actions and inactions of their educators. Undertaking international professional development tour was found to be an educative and transformative factor that trigger much changes in the fundamental identity formation of Social Studies teachers. The rudiment participators went through shaped the manner they interpret often underrepresented and misrepresented content of their teaching curricula as well as altered their identity as professional Social Studies instructors (Patterson, 2015).

2.8 Challenges of Social Studies teachers' identity development.

The convergence of roles and the various skills expected to be possessed by all Social Studies teachers add another layer of difficulty to their existing complex professional processes (McSweeney, 2014). Similarly, starting a career in the teaching profession is globally recognized as a complex practice in the novice stage (Hwa & Pichette, 2021). In the Ghanaian context, unlike the western world where equal attention is given to each subject, Ghanaians even the elite accord a little respect to the Social Studies subjects and accord same level of respect to teachers of Social Studies. Generally, professional teachers in Ghana most especially Social Studies teachers face numerous challenges ranging from professional development to teaching resources. Inadequate consultation during curriculum amendment, unavailability of teaching and learning materials after curriculum changes, less focus placed on the subjects than other core subjects just to mention but few. For the impact of Social Studies to be felt in the society and even in the school setting, challenges bordering the effective teaching of the subject in the various levels of education should be dealt with

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including professional development challenges of Social Studies teachers. Frequent changes in teacher requirements, curriculum contents change, inadequate support services present unique predicament to Social Studies teachers as well as teacher incentives, granting autonomy to teachers as professional learners were the findings of a study that used a dual methodology comprising online and face to face (Riandi, 2013).

2.9 Empirical Review

Earlier studies conducted by researchers on the field of teacher education and pedagogical related studies are reviewed under this section of the study. This aspect gives the study direction and comprehensive direction.

2.9.1 Professional Knowledge and Teacher Identity

Upon a range of studies on the query of quality of teachers, sufficient evidence on the effect of teacher qualities thus professional knowledge and practical experience on the performance of student still remains inadequate (Burrough et al., 2019). Chetty et al. (2014) assert that the level of knowledge possesses by teachers which is their subject content knowledge, pedagogical knowhow as well as curricular knowledge enhances their professional identities as teachers and serve as an indispensable fulcrum that improves the quality of students churn out from schools yearly. To Rus, Tomsa, Rebega and Apostol (2013) teachers professional identity involves various other personal and professional and contextual factors that makes teachers' professional identity a whole. Studies on teacher higher degrees and subject area specialization has not been enough over the years with authors insisting that there is no consistency nor significant association between teachers' professional identity and student achievement (Blomeke, Oslen, & Suhl, 2016).

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However, teachers' professional knowledge requires dedication to learn to improve oneself and the discipline and self-sacrifice to enhance the one's professional identity as an agent of social change and transformation (Kimaliro, 2015). Adequate teacher preparation serves as a factor that enhance the field knowledge of teachers; it thus serves as one of the empirical factors that by far correspond with professional knowledge improvement in the ques of producing knowledgeable trainees for quality education (Borrough, 2019). This exegesis implies that for the quality of students to be up to standard and comparable with other regions and countries professional knowledge upgrading mechanisms deployed by advanced countries like the United State of America, Germany, South Korea, Hong Kong and other notable countries with higher quality education should be incorporated in the educational systems of developing countries. Burrough (2019) stated that:

> *"Underscoring the diversity of methods by which the general construct of "teacher quality" has been explored, including professional knowledge and opportunity to learn. Each of these concepts comprises a number of different dimensions and methods of operationalizing. Single-country research (and particularly research from the United States) is distinguished from genuinely comparative work. Despite a voluminous research literature on the question of teacher quality, evidence for the impact of teacher characteristics (professional knowledge) on student outcomes remains quite limited. There is a smaller, but more robust set of findings for the effect of teacher support on opportunity to learn. Five measures may be associated with higher student achievement: teacher professional knowledge (measured by education and self-reported preparation to teach mathematics), and teacher provision of opportunity to learn (measured by time on mathematics and content coverage). These factors provide the basis for a comparative cross-country model." (Burrough et al., 2019, p.36)*

An academic apprehension by Desimone, Smith & Philips (2013) argued that professional development of teachers exerts a significant impact on the quality of teaching. This opposes the empirical findings ascertained by later research by (Blomeke et al., 2016). The professional knowledge level carried by pre-service

teachers soared convincingly from the pre-service level knowledge after undergoing the teaching service with extrinsic value identity remaining constant whilst the intrinsic value identity varied vividly. The quantitative findings of the study were unanimously confirmed by the qualitative results, add-on services like mentorship during the classroom teaching improved the professional knowledge development and professional identity of pre-service teachers (Zhao & Zhang, 2017). This revelation confirms the assertions made by (Desimone et al., 2013) rather conflict that of (Blomeke et el., 2016) whose study result showed no positive association between teacher training sections and professional and student performance. The findings of (Zhao & Zhang, 2017) connotes that after teachers have been given on the field training their professional knowledge escalate and the rate at which teachers may circumambulate in answering students questions may reduce drastically signaling improvement in professional knowledge as well as professional identity.

2.9.2 Professional Values, Attitudes and Teacher Identity

A study posited that there is an inverse association between professional concerns of teachers and professional values Aktan, Toraman & Orakci (2020). This stand to reason those professional concerns carried by teachers diminish as their professional values increases. Again, it was revealed that the rise in professional values impacted their professional attitudes they hold toward teaching in a positive manner. Pre-service teachers values and beliefs turn to increase after they have been given on the field training before their main practical teaching at schools where are assigned (Zhao & Zhang, 2017). Anxiety was found to be the ascribable factor that determine the attitudes of professional teachers and how they relate to their student during hours of discharging their mandate (Blazar & Kraft, 2017).

This is in conjunction to the postulate made by Aktan (2020) that as anxiety rises, attitudes of teachers toward the teaching profession dwindles marginally and the truth that professional teachers' attitudes were found to be positive can trigger decrease in their professional anxiety. Similarly, a study discovered that professional values which includes the judgement and beliefs which shapes individuals' life choices is a core aspect that influence professional teacher's decisions in making their career choices and influence their identity as professional agent of transformation (Aktan, 2018). The study opined that those professional values of teachers are segmented into three distinct scopes being cognitive, behavioral and affective. The research found the cognitive requirement in the course of career selection, pleasure and happiness forms the affective aspect. Aguado, Garcia, Laguador & Deligero (2015) found values of teachers as composed of solidarity, groupwork, work safety, kindness, working under satisfiable conditions as influencing teachers' professional values which conclusively shape their professional identity. Inculcating positive attitudes building contents and activities into professional teacher training programs would ignite professional teachers to develop positives attitudes, believes and values that would enhance their professional identity and contribute to producing quality students (Aktan et al., 2020). A descriptive survey with a sample size of 860 students' teachers from different faculties discovered non-negligible differences which happened to be in benefits to departments with oral weighted courses in terms of both students' professional values and respectfulness.

The study proffered that human factor is more versatile in verbal lessons and concluded that previous research on the field has concentrated on only the relationship between value preference and other variables (Guller et al., 2017). To analyze the

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professional values of teachers and how it impacts on teaching, a study deployed 245 males and 332 females drawn from government secondary and primary school teachers. The deployment of correlation for data analysis revealed that a low but positive and significant correlation exist betwixt teachers & apos; attitudes towards the profession and conforms with self-direction, hedonism and power as individual values of them. However, a positive and significant correlation existed among teachers & apos; universalism, tradition, benevolence and security values and their attitudes towards teaching profession at a moderate level (Uzun, 2018). These findings are consistent with the revelation made by Aktan et al. (2020). No significant association was discovered to have exited among stimulation and power values of teachers and their attitudes towards the profession (Uzun, 2018).

2.9.3 Professional Practice and Teacher Identity

The contribution of Teacher Subject Identity in Professional Practice to an under-researched subject is noteworthy. It recognizes the importance and role of topic expertise as a dimension of a teacher's identity (Brooks, 2016). A study to investigate the factors that influence teachers professional practice used a national data set collected from 7,434 and 133,336 teachers and students respectively. Using multilevel structural equation as a data analysis tool, the study uncovered that teachers' classroom methods are influenced by their participation in professional training as well as situational school and teaching practices (Fischer, Fishman, Dede, Eisenkraft, Frumin, Foster, Lawrenz, Levy & Mccoy, 2018). This assertion connotes that the more teachers are exposed to ways of conducting classroom activities before and during their main teaching work is a necessity that improves their practices and their

identity as professionals and for that matter cannot be traded for any other element if teachers are expected to trigger the quality of students they churn out yearly.

According to a narrative study conducted on teachers within a time frame of fourteen years which delved into how professional practice can play an important role in teacher identity acting as a professional engine directing teachers at the various levels of their practice. The research showcased that professionalism offers a treasured machinery to aid teachers to resolve encounters they face in their normal routine (Brooks, 2016). Again, the study under emphasis underscored that professionalism allows instructors to consider the moral components of their work and can be an important part of professional development and identity. The relevance of course expertise for teachers' professional conduct is examined at various scales across the study, ranging from the classroom to wide spectrum of educational policies, and at various stages of a teacher's career, providing readers with a deeper understanding of the significance of course expertise for teachers (Brooks, 2016). Nonetheless, a positive yet moderate association exist between teachers' understanding and their students' achievements (Sadler, Sonnert, Coyle, Cook-Smith, & Miller, 2013). This stand to reason that the level of understanding carried by teachers in their subject areas does not necessarily mean student have higher gains rather dependent on how the teacher transmit the knowledge unto his student during daily classroom teaching. How well this is done improves a teachers' professional identity.

2.9.4 Impact of Professional Identity on Effective Teaching

Different authors and scholars on the field of education can allude that, teachers with high professional identity would be able to deliver quality teaching thereby leading to effective teaching. However, this notion can only be tolerated and accepted after educement of satisfactory evidence from a comprehensive empirical apprehension. Social Studies teachers among other course teachers were challenged to increase the achievement of language and other course content. The aim of the project dubbed turnaround program was to meet the set target of increasing student performance by improving the skills of the participating teachers, the outcome showed that the training programs significantly raised the technical skills of the antecedents for working with English language learners (Hansen-Thomas, Casey & Grosso, 2013).

Another highlight of the study was that, the sampled contestants had their identities transformed since they metamorphosed the ideas they have acquired on second language acquisition and multicultural competencies into turnaround training sessions for their mates.This connotes that improving the professional knowledge base which transient to higher professional identities triggers effective teaching and high student performance. Identity of teachers is the cornerstone to mechanisms to upscale technological and pedagogical innovation since enhanced identities of teachers as professionals marginally improves teaching (Chee, Mehrotra & Ong, 2015). According to a comparative study that utilized data retrieved from Program for the Internal Assessment of Audit Competencies (PIAC), a direct association exist between teachers' content knowledge and student performance (Hanushek, Piopiunik & Wiederhold, 2018). This stand to reason that, teachers with current pedagogical knowledge in their field would teach effectively. Opposing to this finding is that of

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(Garet, Heppen, Walters, Parkinson, Smith, Song, 2016; Blazar & Kraft, 2017) who found an inverse relationship between teachers with adequate content knowledge and student learning outcome.

2.10 Conceptual Framework

This section bothers on illustrating the research objectives and research hypotheses. With this, the framework models an effect of Social Studies teachers' professional identity on effective teaching (ET). To this end, the effect of the individual indicators of teachers' professional identity on effective teaching was illustrated by the model. For example, the model illustrates the effect of teachers' professional values and attitudes on effective teaching (ET), teachers' professional knowledge on effective teaching and teachers' professional practice on effective teaching (ET). Effective teaching (ET) was also represented by planning and preparation (PP), instructional skills (IS), classroom management (CMS) skills and interpersonal skills (IntS).
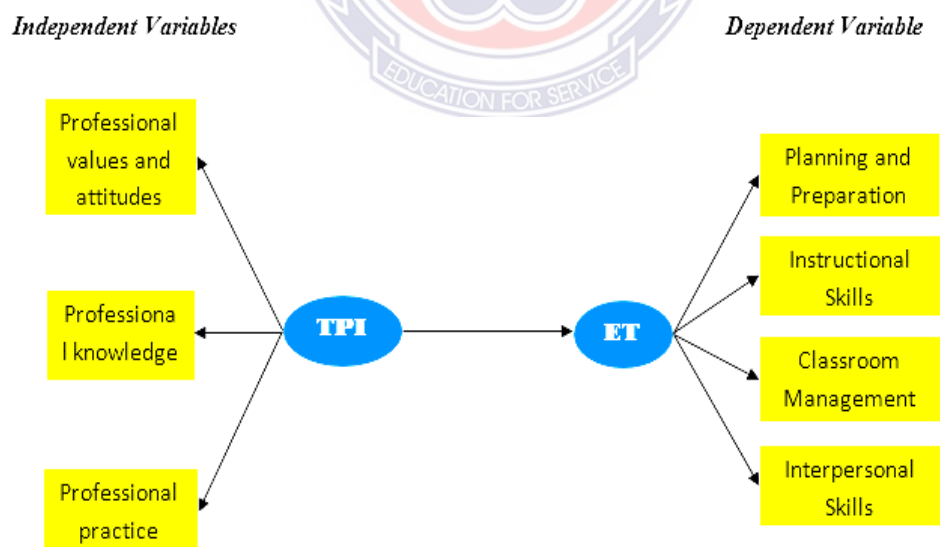
Figure 2. 1: Effect of Social Studies teachers' professional identity on
effective teaching
Source: Author's construct (2022)

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2.11 Summary of Chapter

This chapter concerned itself with reviewing of relevant literature regarding the topic. It began by considering theory underpinning the study that is the Shulman's (1986) Pedagogical Content Knowledge Framework. Shulman postulated that the term pedagogical content knowledge is the amalgamation of content and pedagogy which constitute the full glare of knowledge required to be possessed by all teachers recognized as professionals for impacting knowledge into students. The prime motive behind the unification of the two interrelated concepts was to enhance comprehensive understanding of how specific topics, problems or difficulties are organized and represented in a way that would facilitate teaching and learning. After the initial formulation of the theory, Shulman upgraded the concept by incorporating other necessary factors. Aside Shulman, other notable authors like Grossman and Marks all contributed to the advancement of the theory to a contemporary concept. The theory was adjudged as relevant to this study since it gives enlightenment on a component of professional identity of teachers. The study then reviewed identity formation in general.

The study reviewed the concepts of teacher professional identity and it impacts on students. Among the various techniques identified were performance-based standards measurement; assessment based on assessing the extent of actual results reaching set target, duty-based measurement; evaluation based on duties performed and outcome-based measurement; using academic performance of students taught. The study then reviewed the various determinants of teacher professional identity namely curriculum change, experiences and relations. The role played by professional development in Social Studies teacher's identity formation, regular curriculum changes, unavailability

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of teaching and learning materials, low regard for Social Studies as a subject and its teachers were identified as some of the challenges to Social Studies teachers' professional development and effective teaching, and their contribution toward national development as agent of social change. Conceptual framework presenting the relationships among the study's variables was modelled out.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the research approach, research design, population, sample size and sampling technique, data and data collection techniques, instrument for data collection as well as data analysis techniques that will help achieve the research objectives.

3.2 Philosophical Underpinning

This study took the positivist/scientific paradigm which was premised on the realist ontological assumption and objectivism epistemology. The ontological position of positivism is realism. Most positivists assume that reality is not mediated by our senses. The positivist epistemology is objectivism. Positivists go forth into the world impartially, discovering absolute knowledge about an objective reality (Park et al., 2020). The researcher and the researched are independent entities. Meaning solely resides in objects, not in the conscience of the researcher, and it is the aim of the researcher to obtain this meaning. Positivistic statements are descriptive and factual. This discoverable knowledge is considered to be absolute and value free; it is not situated in a political or historic context (Park et al., 2020).

The aim of positivists is to formulate laws, thus yielding a basis for prediction and generalization. A deductive approach is undertaken. Correlation and experimentation are used to reduce complex interactions their constituent parts. Verifiable evidence sought via direct experience and observation; this often involves empirical testing, random samples, controlled variables (independent, dependent and moderator) and control groups. True-experiments are preferred over quasi-experiments. Positivists

view their methodology as value neutral, thus the knowledge generated is value neutral (Park et al., 2020). Analysis involves descriptive and inferential statistics. Inferential statistics allow sample results to be generalized to populations. The positivists paradigm was suitable for the study since the researcher sought to describe the professional identity of Social Studies teachers and hence ascertain the impart of Social Studies teachers' professional identity on the effective teaching of Social Studies which required the use of statistical analysis.

3. 3 Research Approach

A research approach, according to Creswell and Creswell (2017), is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation. It is therefore based on the nature of the research problem being addressed. A research approach could be quantitative, qualitative or mixed approach (Jebreen, 2012). The study employed a quantitative approach. According to Creswell and Creswell (2017), quantitative research is an empirical research approach that focuses on objective measurements and numerical analysis of data collected through polls, questionnaires, or surveys. It is also used to manipulate pre-existing statistical data using computational techniques. Quantitative research is characterized by its structured research design, large sample size, and generalizability due to statistical rigor A quantitative approach to data analysis and conclusion is the generic rule of the positivism philosophy (Crowther & Lancaster, 2012). This approach was premised on the positivist philosophy since the researcher objectively used questionnaires to gather information from Social Studies teachers in order to make meaningful conclusions and inferences without giving room for any external or internal human manipulation. By implication, a quantitative approach was

employed in the data collection and analysis. The choice of approach is as a result of the objectives sought by the study and the nature of the parameters used in arriving at the objectives.

3.4 Research Design

Yin (2018) opined that research design is a blueprint that ideally provides linkage between the research questions and the information to be gathered and how to obtain them. Research design can therefore be termed as a sequential blueprint on how planned research is to be carried out, operationalizing elements in a way that can be measured and how end results from the empirical test will be interpreted. The study employed descriptive correlational design in achieving the research objectives. Descriptive research aims at defining a targeted population, condition or phenomenon commutatively, accurately and chronologically (McCombes, 2019). This type of design mainly places emphasis on answering questions about what, when, where and how with no emphasis on why an identified phenomenon exists. Also, a correlational design is a type of research design which helps in assessing the relationship between study variables as well as predicting the outcome variable giving an independent variable (Tan, 2014). Using Tan's (2014) idea as a yardstick, the researcher obtained current information on Social Studies teachers' professional identity and effective teaching of Social Studies

3.5 Setting

The study focused on Junior High School Social Studies teachers within the Gomoa Central District of the Central Region of Ghana. There are 38 Junior High Schools (JHSs) in the Gomoa Central District and this number has been sequestered into five circuits, this was utilized as the setting for the study. The various circuits are Aboso-

Benso, Afransi, Ekwamkrom, Obuasi and Pomadze circuits. Aboso-Benso circuit is made up of six (6) individual schools namely; Aboso-Benso D/A "A", Aboso-Benso A.M.E. Zion Basic, Aboso-Benso D/A "C" Model Basic. The rest are Aboso-Benso D/A "B" Basic, Akropong No.2 S.D.A Basic and Otopirow D/A Basic. The Afransi circuit is also comprised of nine (9) separate schools which are Abamkwaamu D/A Basic, Achiase Beseadze D/A Basic, Achiase Methodist Model Basic and Afransi A.M.E. Zion Basic. The remaining schools in the Afransi circuit are Afransi D/A J.H.S, Afransi Methodist Basic, Kwamu D/A Basic, Ahom D/A Basic and Kwame Adwer D/A Basic. The remaining Circuits namely Ekwamkrom Circuit, Obuasi Circuit and Pomadze Circuit are made up of 8, 7 and 8 schools respectively.

3.6 Population

Sekaran and Bougie (2016), adjudged that population for a study refers to the total number of audiences or elements that resides or are found within the jurisdiction of a research case study where the researcher prefers to make generalization based on sample statistics. The population for this study therefore, refers to all Social Studies teachers in Junior High Schools in the Gomoa Central District in the Central Region of Ghana. The target population for this study was all Social Studies teachers in Gomoa Central District. Records indicate that 45 Social Studies teachers had been teaching in the District for at least one academic year. Hence, the accessible population involved 45 at the time of the study.

3.7 Sample and sampling technique

Flick (2014) asserts that out of a research population, a sample is selected. Sample refers to any group or a sub-group of the total population. As per the account of Flick (2014), representative respondents selected from a research population from which

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data would be collected for analysis is termed as the sample. Sampling technique is a strategy that is deployed to select a sample for a study. Basically, there are two broad types of sampling techniques which are probabilistic and non-probabilistic sampling techniques. The type of sampling technique to be used may depends on the nature and characteristics of the population, the objectives of the study among others. The total number of Social Studies teachers in the district were 49, however, four (4) of them teachers had not been teaching Social Studies for a year. Hence, they were not included in the study. A census sampling technique was employed to select all Social Studies teachers in the district. According to Gupta (2019), a census sampling is a type of sampling technique that considers all elements in the target population. According to Singh and Masuka (2014), census technique is suitable if the population is small (i.e. 200 or less). The census sampling technique was chosen premised on the fact that the population is not too large. The distribution of the sample is presented in Table 3.1.

Table 3. 1: Sample Distribution by Circuit

ABOSO-BENSO CIRCUIT	AFRANSI CIRCUIT	EKWAMKROM CIRCUIT	OBUASI CIRCUIT	POMADZE CIRCUITS	TOTAL
8	10	10	9	8	45

Source: Field Survey (2022)

3.8 Instrument for Data Collection

The researcher collected primary data using structured (closed-ended) questionnaires. The questionnaire contained specific questions bothering on assessing teachers' professional identity using proxies such as professional values and attitudes, professional knowledge and professional practice and effective teaching indicators such as planning and preparation, instructional skills, classroom management and

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interpersonal skills. In view of the above assertions, a 4-point likert-scale questionnaire, as an instrument in descriptive research was used to collect data from the sample in order to answer the research questions posed and to make generalization as well. The questions in the entire questionnaire were segregated into three sections with each comprising questions on different key elements. Section A contained four questions on demographical information of Social Studies teachers. Section B was made up of 31 questions which sought to assess the professional identity of the Social Studies teachers. This section was further grouped into three subsections namely; professional values and attitudes, professional knowledge and professional practice. Section C contained 30 questions that sought to assess effectiveness of Social Studies teachers. This section was further grouped into four subsections namely; planning and preparation, instructional skills, classroom management skills and interpersonal skills. The response to the items in section B and C of the questionnaire was from Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

3.9 Validity of Instrument

Instrument validity is concerned with structuring a study's questions in a manner that can measure exactly what the questionnaire intends to measure (Kumar, 2014). This study employed both face validity and content validity.

3.9.1 Face Validity

Face validity is the measurement of an instrument's appearance by a group of experts and/or potential participants. It establishes an instrument's ease of use, clarity, and readability. Per the account of Ary et al (2010) the face validity shows that the underlying tool is very convincing upon visual checks and can help elicit the required information. This dimension of validity holds that the questionnaire is up to the

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expected extent to which an instrument for measuring such construct should have. Based on the above exegesis, the questionnaire for this study was reviewed by my supervisor to incorporate the necessary suggestions and corrections. Some of such suggestions were that the questions should be grounded on relevant teacher identity and performance theories.

3.9.2 Content Validity

According to Biddix (2017), content validity is the appropriateness of the content of a data collection instrument. This signifies that, content validity determines as to whether the questions completely measure what a researcher wants to know. It includes taking representative questions from each of the sections of the unit and evaluating them against the desired outcomes. The items on the questionnaire were constructed based on the literature review. The items were constructed to generate responses to answer the research questions and hypotheses as much as possible. Also, the content of the instruments was assessed by my supervisors.

3.10 Pre-Testing

To verify the reliability of the questionnaire, a pre-test was conducted outside the focus jurisdiction of the study area. The instrument was pre-tested at Gomoa East District using Social Studies teachers from 10 randomly sampled public basic schools. The sample of 10 teachers used for the pre-testing was adequate for the reliability test (Presser et al., 2004). Pre-testing of the instrument was conducted at Gomoa East District since those involved had characteristics of Social Studies teachers similar to Social Studies teachers in the Gomoa Central District. The similar characteristics were that those teachers sampled from Gomoa East District were professional Social Studies teachers who had better appreciation of teachers' professional identity. The

purpose of the pre-testing was explained to the headteachers as well as the Social Studies teachers of the 10 schools that were selected. After explaining the purpose of the pre-testing to them, the researcher then distributed the draft copies of the questionnaire to the Social Studies teachers. Pre-testing of the questionnaire gave the researcher the fair knowledge of the strength of the questionnaire in terms of reliability.

3.11 Instrument Reliability

According to Yin (2018), instrument reliability is the ability of the tool to produce consistent and repeated findings of a study. Instrument reliability was ensured using test-retest procedure thus, collecting of the main data was preceded by a pre-test to ensure that the instruments used yielded consistent and reliable results. To ascertain the reliability of the instrument, the instrument was pre-tested at Gomoa East District using Social Studies teachers from 10 randomly sampled public basic schools. The data obtained from the pre-test were analysed. Cronbach's Alpha was used to assess the reliability of the instrument. The reason for adopting this test is to ascertain internal consistency of the instrument (Cortina, 1993). The results revealed an overall Cronbach Alpha coefficient of 0.748 which has met the reliability requirement.

3.12 Data Collection Procedures

According to Polit and Beck (2010), data collection is the gathering of information needed to address a research problem. Data collection is, thus, the process of generating information through the use of research instruments such as the interview guide, questionnaire, and observation checklist. Based on the above advocation, to initiate the data collection process, an introductory letter was obtained from the Head of Department of Basic Education, University of Education, Winneba. The letter was

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then sent to the headteachers of the various primary schools within the Gomoa Central District to enable the researcher get the needed assistance and cooperation from the management of the schools. In each school, the purpose of the study was explained to the respondents, anonymity and confidentiality was assured, and the respondents were encouraged to respond freely and as honestly as possible.

The researcher distributed the questionnaires to the respondents and encouraged them to answer and return them in two teaching weeks. The presence of the researcher at the time of data collection ensured that any issues that arose were addressed. However, some of the respondents were unable to fill in the questionnaires and return them. The researcher made follow up visits to the schools to collect the questionnaires. The respondents were also reminded through phone calls and text messages to complete the questionnaires and submit them. Through consistent follow-ups, the researcher was able to obtain responses from the entire target population.

3.10 Data Analysis Procedures

Descriptive and inferential statistics were used to analyze the data collected. The descriptive statistics involved frequencies and percentages, which helped assess the profile of the respondents and the responses on the state of Social Studies teachers' professional values and attitudes, professional knowledge and professional practice. In effect, objectives 1, 2 and 3 were achieved using the descriptive statistics. In addition, the inferential statistics such as Ordinary Least Square (OLS) multiple regression analysis was employed to assess the effect of Social Studies teachers' professional identity on effective teaching of Social Studies (objective 4). Also, the null hypothesis (H_0) was tested using multiple regression analysis.

3.11 Assumptions of Correlational Studies

For correlation and regression analyses to be conducted, the following assumptions must be made, according to (Schober, 2018):

1. As is actually true for any statistical inference, the data are derived from a random, or at least representative, sample. If the data are not representative of the population of interest, one cannot draw meaningful conclusions about that population.

2. Both variables are continuous, jointly normally distributed, random variables. They follow a bivariate normal distribution in the population from which they were sampled. The bivariate normal distribution is beyond the scope of this tutorial but need not be fully understood to use a Pearson coefficient.

3. There are no relevant outliers. Extreme outliers may have undue influence on the Pearson correlation coefficient. While it is generally not legitimate to simply exclude outliers, running the correlation analysis with and without the outlier(s) and comparing the coefficients is a possibility to assess the actual influence of the outlier on the analysis. For data with relevant outliers, Spearman correlation is preferred as it tends to be relatively robust against outliers.

3.12 Ethical Consideration

Taking the issue of ethics into account, the study questions were preceded with an ethical statement which include protection of personal data and confidential treatment of various responses. Again, each participant remained anonymous as names, emails and any other contact details were not recorded. The researcher adhered to all internationally acceptable ethical procedures and practices including specific

procedures such as laid down ethical procedures to guide thesis writing in University of Education, Winneba. They include the following: avoid plagiarism, divulging of recorded sensitive information regarding questionnaire respondents among others. The researcher approached eligible participants individually, invited them to participate, and explained the purpose of the study to them (NYaya, 2016).

Participants were notified that their participation was voluntary and that they had the right to end their participation at any time with or without giving any notice. Again, responses were treated with utmost confidentiality and without disclosure of their identity. Written informed consent were obtained from all participants before collecting data from them (Al-Ghabeesh & Qattom, 2018). The researcher declared that no participant would be subjected under duress to respond to any part of the questionnaire that they feel insecure to answer. In total, the study ensured that the two cardinal issues regarding ethical research, beneficence and non-malfeasance, were taken into account throughout the study. Ensuring these acceptable principles in research does not only serve ethical importance but also practical ones as failure to incorporate this may lead to the study being criticized.

3.13 Chapter Summary

This chapter discussed the research paradigm thus, the philosophy underpinning the study. The study employed both descriptive and correlational designs as well as quantitative approach. The study focused on Junior High School Social Studies teachers within the Gomoa Central District of the Central Region of Ghana with pre-testing conducted in the Gomoa East District. The Junior High Schools (JHSs) in the Gomoa Central District were segregated into five circuits. The population for the study included all the Junior High School Social Studies teachers from the five

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circuits in the district. The study employed census sampling technique. Primary data on Social Studies teachers' professional identity was collected from JHS Social Studies teachers working in the district.

Questionnaire was deployed as the instrument for data collection. Cardinal areas for instrument construction such as the validity and reliability of the instrument was ensured. On the validity, the study measured the content validity and face validity. To ensure the reliability of the instrument a pretest was conducted among Social Studies teachers in ten (10) randomly selected Junior High schools in the Gomoa East District to measure the reliability of the questionnaire. As part of data collection procedures, a drafted official communique was sent to the headteachers of the concerned schools while informing the antecedent teachers simultaneously. Data were analyzed using descriptive and inferential statistics. Under the issue of ethics, the study fully incorporated all the five ethical principles namely; minimizing the risk of harm, obtaining informed consent, ensuring anonymity and protecting confidentiality, avoiding deceptive practices and proving the right to withdraw.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter discussed four major themes. The four themes are response rate, descriptive analyses of demographic variables, analyses and presentation of results based on the research questions, as well as discussion of findings, which provides an opportunity to compare the results of this study with that of previous studies.

4. 1 Response Rate

The study used questionnaire as the instrument for data collection. Through self-administration of the instrument by the researcher, forty-five (45) questionnaires were distributed to Social Studies teachers who met the criteria for selection to be involved in the study. All the respondents answered and submitted the questionnaires. This implied a response rate of 100.0%, which indicated an acceptable response rate for a study and in line with the suggestions by Saunders et al. (2012) an average response rate of 30% to 40% is reasonable in surveys. More so, Kothari and Gang (2014) asserted that in a descriptive research, a sample response rate of > 80% is considered excellent for a study. Consequently, the response rate attained in this study was considered adequate.

4.2 Analysis of Demographic Variables

This section gives a summary of the demographic variables of Social Studies teachers involved in the study. The demographic variables analysed and described include sex, age range, years of teaching experience, and highest educational qualification. The descriptive analyses of the demographic variables of the respondents are presented in Table 4.1.

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Table 4. 1:Demographic Variables

Variable	Options	Frequency	Percentage (%)
Sex	Male	26	58.0
	Female	19	42.0
Total		45	100.0
Age Range	21-25 years	9	20.0
	26-30 years	14	31.0
	31-35 years	11	24.0
	36-40 years	7	16.0
	Above 40 years	4	9.0
Total		45	100.0
Years of Teaching Experience	1-4 years	12	27.0
	5-9 years	10	22.0
	10-14 years	16	36.0
	15-19 years	4	9.0
	20 years and above	3	7.0
Total		45	100.0
Highest Educational Qualification	Cert 'A' 3 years post-sec	0	0.0
	Diploma in Basic Education	9	20.0
	Degree in Basic Education	25	56.0
	Degree in Social Studies Education	6	13.0
	Degree in Education Programme	5	11.0
Total		45	100.0

Source: Field Survey (2022); n=45

The data as indicated in Table 4.1 revealed that 26(58.0%) of the teachers were males while 19(42.0%) were females. In terms of the age range, the data showed that 9(20.0%) of the respondents were in the age range of 21-25 years, 14 (31.0%) were in the age range of 26-30 years, 11(24.0%) were within the age range of 31-35 years, 7(16.0%) were in the age range of 36-40 years while the remaining 4(9.0%) were found to be more than 40 years.

It is realised from the results that whereas 12(27.0%) of the respondents had between 1 and 4 years teaching experience in Social Studies in the Gomoa Central District, 10(22.0%) respondents had between 5 and 9 years teaching experience, and 16

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(36.0%) respondents had between 10 and 14 years teaching experience. Again, 4(9.0%) of the respondents had been teaching Social Studies in the District for 15 to 19 years while 3(7.0%) of them had been teaching for a minimum of 20 years. With respect to highest educational qualification, the results in Table 4.1 depicted that 9(20.0%) had obtained a Diploma Certificate in Basic Education, 25(56.0%) had a Degree Certificate in Basic Education, 6(13.0%) had a Degree Certificate in Social Studies Education, while 5(11.0%) had obtained a Degree Certificate in Education. However, none of the respondents was a Cert 'A' 3-year Post-Secondary holder.

It could be deduced from the results in Table 4.1 that as many as 41(91.1%) of the respondents had ages from 21 to 40 years, implying that all other things being equal, they had relatively a good number of years to teach Social Studies in the District. Similarly, the results suggested that as many as 38(84.0%) of the respondents had between 1 and 14 years of teaching experience in the Gomoa Central District. Hence, only 7(16.0%) had a minimum of 15 years teaching experience in the District. The results also indicated that only 6(13.0%) of the respondents had been specifically trained as Social Studies teachers. The implication is that many of the Social Studies teachers in the Gomoa Central District are para-professional teachers because they are professional teachers by virtue of their formal training but have not been trained to teach Social Studies. This presupposes that in the Gomoa Central District, there are very few professional Social Studies teachers and this should be a concern to the management of Basic Education in the District.

4.3 Analyses of Research Questions

Three research questions were formulated to guide this study. In view of this, the analysis of the data were done in line with the research questions. The responses to

measure the identity of Social Studies teachers in public Junior High Schools in the Gomoa Central District were based on a four-point Likert-scale type such that 1 represented very poor, 2 represented poor, 3 represented good, and 4 represented very good. In answering Research Questions 1, 2, and 3, means and standard deviation were used. The interpretation of the mean values were as follows: 1.00-1.49 (Very Poor); 1.50-2.49 (Poor); 2.50-3.49 (Good) and 3.50-4.00 (Very Good). For the explanation of the standard deviation, the suggestion by Babbie (2011) that standard deviation values that are equal to or less than ±3SD are acceptable for normal distribution of data was considered.

4.3.1 Analysis of Research Question 1

What are the professional values and attitudes identity of Social Studies teachers in public Junior High Schools in Gomoa Central District?

This research question sought to investigate how Social Studies teachers in public Junior High Schools in Gomoa Central District are guided by legal and ethical teacher codes of conduct in their development as professional teachers. The results are displayed in Table 4.2. From the data in Table 4.2, it is realised that with an overall weighted mean of 3.49 and an overall standard deviation of 0.36, the professional identity of Social Studies teachers in public Junior High Schools in the Gomoa Central District in relation to their professional values and attitudes was considered as good.

Table 4. 2: Social Studies Teachers' Professional Values and Attitudes Identity

Statement	M	SD	I
I critically and collectively reflect to improve teaching and learning of Social Studies.	3.78	0.25	VG
I improve personal and professional development through lifelong learning and Continuous Professional Development.	3.67	1.17	VG
I demonstrate effective growing leadership qualities in the classroom and wider school	3.44	0.08	G
I am guided by legal and ethical teacher codes of conduct in my development as a professional teacher	3.36	0.36	G
I engage positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.	3.42	0.03	G
I develop a positive Social Studies teacher identity and acts as a good role model for students.	3.31	0.58	G
I see my role as a potential agent of change in the school, community and country.	3.44	0.08	G
Overall Weighted Mean and Standard Deviation	3.49	0.36	G

Source: Field Survey (2022); n=45; M=Mean; SD=Standard Deviation; I=Interpretation; VG=Very Good; G=Good

Specifically, the statements, "I demonstrate effective growing leadership qualities in the classroom and wider school" (M=3.44; SD=008), "I am guided by legal and ethical teacher codes of conduct in my development as a professional teacher" (M=3.36; SD=0.36), "I engage positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice" (M=3.42; SD=0.03), "I develop a positive Social Studies teacher identity and acts as a good role model for students" (M=3.31; SD=0.58), and "I see my role as a potential agent of change in the school, community and country" (M=3.44; SD=0.08) recorded mean values that are considered as good. Hence, the Social Studies teachers had a good identity with respect to these five statements.

It is also observed from the results in Table 4.2 that the Social Studies teachers had a very good identity in relation to two of the statements, "I critically and collectively reflect to improve teaching and learning of Social Studies" (M=3.78; SD=0.25), and "I improve personal and professional development through lifelong learning and Continuous Professional Development" (M=3.67; SD=1.17). An inspection of the findings in Table 4.2 showed that the standard deviation for each of the specific statements and the overall standard deviation were within the satisfactory threshold of ±3 for normal distribution of data as suggested by Babbie (2011).

4.3.2 Analysis of Research Question 2

What is the professional knowledge identity of Social Studies teachers in public Junior High Schools in Gomoa Central District?

The second research question sought to assess the understanding of Social Studies teachers in public Junior High Schools in the Gomoa Central District on how learners develop and learn in diverse contexts (cultural, linguistic, socio-economic and educational backgrounds) and apply this in their teaching. The results obtained from the analysis are presented in Table 4.3.

Table 4. 3:Social Studies Teachers' Professional Knowledge Identity

Statement	M	SD	I
I demonstrate familiarity with the education system and key policies guiding it	3.44	0.08	G
I have a comprehensive knowledge of the official school curriculum, including learning outcomes	3.41	0.14	G
I have secure content knowledge, pedagogical knowledge and pedagogical content knowledge in teaching Social Studies	3.31	0.58	G
I understand how my students develop and learn in diverse contexts and I apply this in teaching Social Studies	3.36	0.36	G
I take account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching Social Studies.	3.71	1.39	VG
I have knowledge of psychology of learning as it relates to the teaching of Social Studies	3.37	0.25	G
I have knowledge of current trends and developments in the teaching of Social Studies	3.40	0.23	G
I understand how gender inequality can affect learner outcomes in Social Studies lessons.	3.62	0.94	VG
Overall Weighted Mean and Standard Deviation	3.45	0.50	G

Source: Field Survey (2022); n=45; M=Mean; SD=Standard Deviation; I=Interpretation; VG=Very Good; G=Good

The data in Table 4.3 revealed that the responses of the Social Studies teachers obtained an overall weighted mean of 3.45 and an overall standard deviation of 0.50. This result implied that Social Studies teachers in public Junior High Schools in the Gomoa Central District rated their overall identity with reference to their professional knowledge as good. A closer look at the results in Table 4.3 also revealed that out of the eight statements under professional knowledge, the Social Studies teachers rated six of them as good in terms of their identity. These statements are: "I demonstrate familiarity with the education system and key policies guiding it" (M=3.44;

SD=0.08), "I have a comprehensive knowledge of the official school curriculum, including learning outcomes" (M=3.41 ; SD=0.14), "I have secure content knowledge, pedagogical knowledge and pedagogical content knowledge in teaching Social Studies" (M=3.31; SD=0.58) and "I understand how my students develop and learn in diverse contexts and I apply this in teaching Social Studies" (M=3.36 ; SD=0.36). The others are, "I have knowledge of psychology of learning as it relates to the teaching of Social Studies" (M=3.37; SD=0.25), and "I have knowledge of current trends and developments in the teaching of Social Studies" (M=3.36; SD=0.36).

On the other hand, the Social Studies teachers rated two of the statements as very good in terms of their professional knowledge identity. The statements are: "I take account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching Social Studies" (M=3.71; SD=1.39), and "I understand how gender inequality can affect learner outcomes in Social Studies lessons" (M=3.62; SD=0.94). Considering the values of the standard deviation, the results portrayed that the standard deviation obtained for each of the statements were in line with the accepted value of ±3 for normal distribution of data suggested by Babbie (2011). This implied that the responses given by the Social Studies teachers to the various statements under their professional knowledge identity were quite similar and close to the mean.

4.3.3 Analysis of Research Question 3

What is the professional practice identity of Social Studies teachers in public Junior High Schools in Gomoa Central District?

The third research question aimed at examining the repertoire of learning strategies or skills that Social Studies teachers in the Gomoa Central District should employ to meet the learning needs of all learners with respect to Social Studies. Table 4.4 displays the results obtained from the analysis of Research Question 3.

Table 4. 4:Social Studies Teachers' Professional Practice Identity

Item	M	SD	I
I plan and deliver varied and challenging Social Studies lessons that show a clear grasp of the intended outcomes of my teaching	3.44	0.08	G
I carry out small-scale action research to improve practice	3.40	0.14	G
I create a safe, encouraging learning environment during Social Studies lessons.	3.31	0.58	G
I manage behaviour and learning with small and large classes during teaching and learning of Social Studies	3.36	0.36	G
I employ a variety of instructional strategies that encourages student participation and critical thinking	3.71	1.40	VG
I pay attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress in learning Social Studies	3.38	0.25	G
I employ instructional strategies appropriate for mixed ability, multilingual and multi-age classes during Social Studies lessons	3.49	0.30	G
Overall Weighted Mean and Standard Deviation	3.44	0.44	G

Source: Field Survey (2022); n=45; M=Mean; SD=Standard Deviation; I=Interpretation; VG=Very Good; G=Good

The observation from the data in Table 4.4 is that the responses given by the Social Studies teachers recorded an overall weighted mean of 3.44 with an overall standard deviation of 0.44. This outcome suggested that the Social Studies teachers in public Junior High Schools in the Gomoa Central District assessed their overall identity in terms of their professional practice to be good. A cursory look at the results in Table

4.4 disclosed that out of the seven statements under professional practice, the Social Studies teachers rated six of them as good in relation to their identity. The statements are: "I plan and deliver varied and challenging Social Studies lessons that show a clear grasp of the intended outcomes of my teaching" (M=3.44; SD=0.08), "I carry out small-scale action research to improve practice" (M=3.40 ; SD=0.14), and "I create a safe, encouraging learning environment during Social Studies lessons" (M=3.31; SD=0.58). The other statements are "I manage behaviour and learning with small and large classes during teaching and learning of Social Studies" (M=3.36; SD=0.36). The others are, "I pay attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress in learning Social Studies" (M=3.38; SD=0.25), and "I employ instructional strategies appropriate for mixed ability, multilingual and multi-age classes during Social Studies lessons" (M=3.49; SD=0.30).

On the contrary, the Social Studies teachers rated the statement, "I employ a variety of instructional strategies that encourages student participation and critical thinking" (M=3.71; SD=1.40) as very good in terms of their professional practice identity. Another observation from the results in Table 4.4 that the standard deviation obtained for each of the statements and the overall standard deviation were appropriate because they were within the acceptable value limit of ±3 for normal distribution of data as indicated by Babbie (2011). Thus, the responses by the Social Studies teachers were not dispersed but rather were quite similar and close to the mean value.

Based on the results from the analyses of the professional identity of Social Studies teachers in public Junior High Schools in the Gomoa Central District, a summary of the results was compiled and this is presented in Table 4.5.

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Table 4. 5:Summary of Professional Identity of Social Studies Teachers

Indicator	M	SD	I
Professional Values and Attitudes	3.49	0.36	G
Professional Knowledge	3.45	0.50	G
Professional Practice	3.44	0.44	G
Overall Professional Identity	3.46	0.43	G

Source: Field Survey (2022); n=45; M=Mean; SD=Standard Deviation; I=Interpretation; G=Good

From the data in Table 4.5, it is observed that the Social Studies teachers in public Junior High Schools in the Gomoa Central District generally exhibited a good (M=3.46; SD=0.43) professional identity. With the specific domains of professional identity, the results indicate that the Social Studies teachers involved in the study exhibited good professional values and attitude (M=3.49; SD=0.36), good professional knowledge (M=3.45; SD=0.50), and good professional practice (M=3.44; SD=0.44). Even though the results suggest that all the three domains of Social Studies teachers' professional identity are good, it is evident based on the mean values obtained that the exhibition of professional values and attitudes as a domain of professional identity was dominant as compared to professional knowledge and professional practice. More so, the standard deviation values obtained suggested that they were in the conventional limit of ±3 for normal distribution of data (Babbie, 2011).

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4.3.4 Analysis of Research Question 4

What is the level of effectiveness of Social Studies teachers in teaching Social Studies Lessons in public Junior High Schools in the Gomoa Central District?

Public Junior High School learners are capable of making impactful deduction after they have undertaken Social Studies lessons when the mode of instructional processes are effective to result in the desired learning outcomes. Hence, the fourth research question sought to assess how effective Social Studies teachers are in the teaching and learning processes during Social Studies lessons in public Junior High Schools in the Gomoa Central District. To assess the effectiveness of teaching Social Studies in public Junior High School classrooms in the District, four indicators namely planning and preparation, classroom management skills, interpersonal skills, and instructional skills were considered. The determination of the level of teaching effectiveness in Social Studies was done by using mean and standard deviation. The interpretation of the mean values were based on the following: 1.00-1.49 (Very Ineffective-VI); 1.50-2.49 (Ineffective-I); 2.50-3.49 (Effective-E) and 3.50-4.00 (Very Effective-VE). The data in Tables 4.6, 4.7, 4.8, 4.9, and 4.10 display the results on the effectiveness of teaching Social Studies in public Junior High Schools in Gomoa Central District.

Table 4. 6:Results on Planning and Preparation

Statement	M	SD	I
I prepare lesson notes to teach Social Studies every week.	3.58	0.74	VE
I consciously select Social Studies content that meets the curriculum, competencies and performance standards	3.44	0.08	E
I consciously select instructional materials based on my knowledge of my students' development needs and learning styles	3.40	0.14	E
I consciously select methods and strategies that accommodate individual needs and interests of specific students.	3.62	0.96	VE
I consciously prepare lessons with high expectations designed to challenge and stimulate all students	3.64	1.07	VE
I consciously consider how to build upon my students' existing knowledge and experience	3.49	0.30	E
I consciously consider how to create active learning experiences for my students	3.56	0.63	VE
I consciously consider how to create a cooperative learning experience for my students	3.62	0.96	VE
I consciously design my lessons that require integration of content from more than one content area	3.60	0.85	VE
Overall Weighted Mean and Standard Deviation	3.55	0.64	VE

Source: Field Survey, (2022); n=45; M=Mean; SD=Standard Deviation; I=Interpretation; VE=Very Effective; E=Effective;

From the data in Table 4.6, it is evident that generally the Social Studies teachers in public Junior High Schools in the Gomoa District perceived themselves as very effective with planning and preparation for Social Studies lessons. This result is based on the overall weighted mean value of 3.55 and standard deviation value of 0.64. Specifically, the teachers were found to be effective with selecting instructional materials based on their knowledge of students' development needs and learning styles (M=3.40; SD=0.14), and consciously considering how to build on students' existing knowledge and experience (M=3.49; SD=0.30).

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However, the data suggested that the teachers were very effective with selecting methods and strategies that accommodate individual needs and interests of specific students (M=3.62; SD=0.96), preparing Social Studies lessons with high expectations designed to challenge and stimulate all students (M=3.64; SD=1.07), creating active learning experiences for students (M=3.56; SD=0.63), creating a co-operative learning experience for students (M=3.62; SD=0.96) and designing lessons that require integration of content from more than one content area (M=3.60; SD=0.85). It is clearly seen from the results in Table 4.6 that the overall value of standard deviation, and the values for standard deviation for each of the statements were within the acceptable threshold of ±3 for normal distribution of data as indicated by Babbie (2011).

Table 4.7:Instructional Skills

Statement	M	SD	I
I monitor students' understanding of the content and make adjustments accordingly	3.44	0.08	E
I move among the students, engaging them individually and collectively during the learning experience	3.31	0.58	E
I consciously implement a teaching strategy that stimulates higher-order thinking skills	3.29	0.69	E
I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities	3.40	0.14	E
I vary the size and composition of learning groups	3.36	0.36	E
I discuss with my students the importance of courtesy and respect	3.78	1.73	VE
I consciously model for my students the types of personal behaviours that promote responsibility and social development among early adolescents	3.33	0.47	E
Overall Weighted Mean and Standard Deviation	3.42	0.59	E

Source: Field Survey, (2022); n=45; M=Mean; SD=Standard Deviation; I=Interpretation; VE=Very Effective; E=Effective;

From the data in Table 4.7, it is realised that the Social Studies teachers believed they were effective in monitoring students' understanding of the content and make adjustments accordingly (M=3.44; SD=0.08), moving among students, engaging them individually and collectively during the learning experienced (M=3.31; SD=058), implementing a teaching strategy that stimulates higher-order thinking skills (M=3.29; SD=0.69), and creating social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities (M=3.40; SD=0.14). Also, the teachers were effective in varying the size and composition of learning groups (M=3.36; SD=0.36), and modelling for my students the types of personal behaviours that promote responsibility and social development among early adolescents (M=3.33; SD=0.47).

However, they believed they were very effective in discussing with students the importance of courtesy and respect (M=3.78; SD=1.73). Generally, though, the data in Table 4.7 suggested that Social Studies teachers in public Junior High Schools in the Gomoa Central District were effective with instructional skills. It is observed from the data in Table 4.7 that all the standard deviation values were lower than ±3. This implies that the responses from the Social Studies teachers were similar. Babbie (2011) suggested that appropriate standard deviation should be within the acceptable value limit of ±3 for normal distribution of data.

Table 4.8:Classroom Management Skills

Statement	M	SD	I
I consciously implement learning activities that require students to read or write in the content area under discussion	3.49	0.30	E
Together with my students, classroom rules are set and ensure their compliance	3.33	0.47	E
Classroom rules are developed for various situations or contexts as needed	3.42	0.03	E
Classroom rules set contain language that is simple and appropriate to the development level of the students and classroom	3.33	0.47	E
I create physical arrangement that eases traffic flow, minimizes distractions, and provides me with good access to students in order to respond to their questions and better control their behaviors	3.24	0.91	E
I make efficient use of classroom time, including transitions between various classroom activities	3.33	0.47	E
I scan, move in unpredictable ways, and monitor students' behaviours	3.38	0.25	E
I utilize multiple observable ways to engage students	3.42	0.03	E
I institute procedures to acknowledge appropriate behaviours in the classroom	3.31	0.58	E
Overall Weighted Mean and Standard Deviation	3.36	0.39	E

Source: Field Survey, (2022); n=45; M=Mean; SD=Standard Deviation;

I=Interpretation; E=Effective;

The data in Table 4.8 depicted that with an overall weighted mean value of 3.36 and a standard deviation of 0.39, the Social Studies teachers in public Junior High Schools in Gomoa Central District were generally considered effective in managing their classrooms. Specifically, they were effective in implementing learning activities that needed students to read or write in the content area under discussion (M=3.49; SD=0.30), setting classroom rules with students to ensure their compliance (M=3.33; SD=0.47), developing classroom rules for various situations or contexts when needed

((M=3.42; SD=0.03), and ensuring that classroom rules that were agreed on contained simple and appropriate language to the level of the students ((M=3.33; SD=0.47).

Furthermore, the data depicted that the Social Studies teachers in public Junior High Schools in Gomoa Central District were effective in terms of creating physical arrangement that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control their behaviours (M=3.24; SD=0.91), making efficient use of classroom time, including transitions between various classroom activities (M=3.33; SD=0.47), and, scanning and moving in unpredictable ways with the view of monitoring students' behaviours (M=3.38; SD=0.25). Again, the data showed that the teachers were effective in utilizing multiple observable ways to engage students (M=3.42; SD=0.03), and instituting procedures to acknowledge appropriate behaviours in the classroom (M=3.31; SD=0.58). Considering the standard deviation, the data in Table 4.8 revealed that all the standard deviation values were within the acceptable limit of ±3 as suggested by Babbie (2011) for normal distribution of data. The values for the standard deviation suggest that the responses from the Social Studies teachers were not dispersed but rather similar and close to the mean.

Table 4. 9:Interpersonal Skills

Statement	Mean	SD	I
I create a friendly environment that encourages my students to freely communicate their grievances to me	3.49	0.30	E
I am mindful of my choice of words during my engagements with everybody in the classroom.	3.38	0.25	E
I maintain healthy relationship with my colleague teachers and the headteacher	3.27	0.80	E
I develop friendly relationship with my students and their parents	3.60	0.85	VE
Progress of students' performances are communicated to their parents regularly	3.31	0.58	E
Overall Weighted Mean and Standard Deviation	3.41	0.56	E

Source: Field Survey, (2022); n=45; SD= Standard Deviation; I=Interpretation; VE=Very Effective; E=Effective;

The results in Table 4.9 show that there was an overall weighted mean value of 3.41 and a standard deviation value of 0.56 for interpersonal skills. The results suggested that Social Studies teachers in public Junior High Schools in Gomoa Central District were considered effective in line with the interpersonal skills as an indicator of their teaching effectiveness in Social Studies. Specifically, the teachers were very effective in developing friendly relationship with their students and their parents (M=3.60; SD=0.85). Apart from this, the teachers were effective in creating a friendly environment that encouraged students to freely communicate their grievances (M=3.49; SD=0.30), choosing appropriate words during engagements with students in the classroom (M=3.38; SD=0.25).

More so, the results suggest that Social Studies teachers in public Junior High Schools in Gomoa Central District were effective in maintaining a healthy relationship with their colleague teachers and headteachers (M=3.27; SD=0.80). Finally yet importantly, the teachers involved in the study were effective in regularly

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communicating the progress of their students' performance to parents (M=3.31; SD=0.58). All the standard deviation values were also suitable because they fell within the acceptable threshold of ±3 for normal distribution of data as suggested by Babbie (2011).

Table 4. 10:Summary of Effectiveness in Teaching Social Studies

Indicator of Teaching Effectiveness	M	SD	I
Planning and Preparation	3.55	0.64	VE
Instructional Skills	3.42	0.59	E
Classroom Management skills	3.36	0.39	E
Interpersonal Skills	3.41	0.56	E
Overall Weighted Mean and Standard Deviation	3.44	0.55	E

Source: Field Survey, (2022); n=45; SD= Standard Deviation; I=Interpretation; VE=Very Effective; E=Effective;

The data in Table 4.10 portray that Social Studies teachers in public Junior High Schools in Gomoa Central District were generally effective in teaching Social Studies. This is based on an overall weighted mean value of 3.44 and a standard deviation value of 0.55. Specifically, the teachers were very effective with planning and preparation to teach Social Studies (M=3.55; SD=0.64). However, they were effective with respect to instructional skills (M=3.42; SD=0.59), classroom management skills (M=3.36; SD=0.39), and interpersonal skills (M=3.41; SD=0.56). All the standard deviation values also met the acceptable threshold of ±3 for normal distribution of data as suggested by Babbie (2011).

4.4 Test of Hypothesis

H$_0$: There is no statistically significant effect of Social Studies teachers' professional identity on effective teaching of Social Studies in public Junior High Schools in Gomoa Central District.

H_1: There is a statistically significant effect of Social Studies teachers' professional identity on effective teaching of Social Studies in public Junior High Schools in Gomoa Central District.

To test this hypothesis, there was the need to meet some assumptions. For the purposes of this study, the assumptions of test of normality, and Levene's Test of Equality of Variances were considered. The test of the hypothesis was done in line of the following:

4.4.1 Test of Normality

In empirical studies a normality test is a statistical test carried out by researchers assess whether data gathered from a sample of a population are not biased nor skewed (Ghasemi & Zahediasl, 2012). For a sample to be representative of a specified population, it should exhibit characteristics of the population under study. Normality test is conducted in order to assess whether data for a study can be plotted in a bell shape (Söllner et al., 2010). A data that is normally distributed requires a parametric test for high result. On the contrary, a non-normality distributed data requires the use of non-parametric tools. Several authors have proposed different normality tests. For the purposes of this study, Kolmogorov-Smirnov test, and Shapiro-wilk test were conducted. The caveat for making decision on the normality of a distribution is a p-value, which is more than 0.05. The results of the test of normality of data are displayed in Table 4.11.

Table 4. 11:Test of Normality

Variables	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Professional Values and Attitudes	0.074	45	0.301	0.991	45	0.352
Professional Knowledge	0.088	45	0.103	0.823	45	0.321
Professional Practice	0.064	45	0.181	0.245	45	0.255
Planning and Preparation	0.139	45	0.394	0.834	45	0.563
Instructional Skills	0.082	45	0.402	0.152	45	0.439
Classroom Management skills	0.125	45	0.069	0.468	45	0.182
Interpersonal Skills	0.024	45	0.281	0.864	45	0.220

Source: Field Survey, (2022)

Based on credence given on normality test, the study used Kolmogorov-Smirnov and Shapiro-Wilk normality test to check the normality of the collected data testing the null hypothesis that there is normality in the data rejected at 5% significance level. According the result as presented on table 4.2 above, the probabilities for the Kolmogorov-Smirnov test for professional values and attitudes, professional knowledge, planning and preparation, instructional skills, classroom management skills and interpersonal skills were above the rejection threshold of 0.05. Hence, the suggestion that the data for the variables were normally distributed. As confirmatory test, the Shapiro-Wilk test of normality was conducted and the p-values for the entire measured construct were greater than 0.05 adducing sufficient evidence to conclude that the data were normally distributed.

4.4.2 Homogeneity of Variance

Homogeneity is the level of uniformity among sampling units within a population. This means that all the items in the sample are chosen because they have similar or identical features. This is the statistical assumption of equal variance, meaning that

the average squared distance of a score from the mean is the same across all groups sampled in a study. Homogeneity of variance is key because otherwise a researcher may not know if the independent variables selected in a multiple regression model are statistically significant. In determining the homogeneity of variance, the Levene's test was used. In the determination of homogeneity of variance if the p-value for the Levene test is greater than 0.05, then the variances are not significantly different from each other. Thus, the homogeneity assumption of the variance is met. However, if the p-value for the Levene's test is less than 0.05, then there is a significant difference between the variances. The results from the Levene's test for equality of variances are shown in Table 4.12.

Table 4. 12:Levene's Test for Equality of Variances

		Effective Teaching of Social Studies	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	0.423	
	Sig	0.169	

Source: Field Survey, (2022)

Based on the results in Table 4.12, it is realized that the recorded p-value (sig value) of 0.169 is greater than 0.05 and this signifies that the variances are not significantly different from each other. Thus, the homogeneity assumption of the variance is met and that the multiple regression could be conducted. The results of the test of hypothesis are presented in Tables 4.13, 4.14, 4.15, 4.16, and 4.17.

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The results in Table 4.13 show a summary of the overall effect of Social Studies teachers' professional identity (comprising professional values and attitudes, professional knowledge, and professional practice) on overall effective teaching of Social Studies.

Table 4. 13:Effect of Teachers' Professional Identity on Effective Teaching of Social Studies

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
					t	Sig.
(Constant)		1.243	0.441		2.968	0.010
Professional Identity		2.932	2.105	0.327	1.393	0.002
R-Squared	0.638					
Adjusted R-Squared	0.626					
F-Statistics	54.224					
Prob.(F-Statistics)	0.000					

a. Predictors: (Constant), Professional Identity (Professional Values and Attitudes, Professional Knowledge, Professional Practice).
b. Dependent: Variable: Effective Teaching of Social Studies

The results of the multiple regression as displayed in Table 4.13 established an R^2 value of 0.638. This means that the independent variable (Social Studies Teachers Professional Identity) embracing professional values and attitudes, professional knowledge, and professional practice accounted for 63.8% of the variance in the dependent variable (Effective teaching of Social Studies), and this was observed to be statistically significant (p-value=0.002). The results suggest that other indicators of Social Studies teachers' professional identity not included in in this study accounted for 36.2% variance in effective teaching of Social Studies.

Consequently, the results suggested that Social Studies teachers' professional identity has an effect on effective teaching of Social Studies. Thus, the null hypothesis that

there is no statistically significant effect of Social Studies teachers' professional identity on effective teaching of Social Studies in public Junior High Schools in Gomoa Central District was rejected and the alternate hypothesis accepted. In view of the standardised Beta (β) coefficients, the results in Table 4.13 portray that holding other variables constant at their average values, one unit increase in professional identity will result in an increase in effective teaching of Social Studies by 32.7% (0.327).

The study further examined the contribution of each of the indicators of professional identity to planning and preparation for effective Social Studies teaching. The strength of the effect of each aspect of the independent variable on the dependent variable were determined through standardised Beta (β) coefficient. This was done by considering the average value of change in the dependent variable (effective Social Studies teaching) caused by a unit change in the independent variable (professional identity). The results are summarised in Table 4.14

Table 4.14:Effect of Teachers' Professional Identity on Planning and Preparation

	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.532	0.489		5.178	0
Professional Values and Attitudes	2.624	0.782	0.422	3.355	0.005
Professional Knowledge	3.251	1.014	0.332	3.206	0.006
Professional Practice	1.982	0.5	0.219	3.964	0.001
R-Squared	0.852				
Adjusted R-Squared	0.801				
F-Statistics	26.000				
Prob.(F-Statistics)	0.000				

a. Predictors: (Constant), Professional Identity (Professional Values and Attitudes, Professional Knowledge, Professional Practice).

b. Dependent: Variable: Planning and Preparation

From the results in Table 4.14, it was recognized that with an R^2 value of 0.852, the independent variable (professional identity) made up of professional values and attitudes, professional knowledge, and professional practice, collectively accounted for 85.2% of the variance in planning and preparation for effective Social Studies teaching and this was statistically significant (p-value=0.000). Thus, other indicators of Social Studies teachers' professional identity not involved in this study accounted for 14.8% variance in planning and preparation for effective Social Studies teaching. Bearing in mind the standardised Beta (β) coefficients as shown in Table 4.14, it is observed that professional values and attitudes (β = 0.422, t = 3.355, p = 0.005), professional knowledge (β = 0.332, t = 3.206, p = 0.006), and professional practice (β = 0.219, t = 3.964, p = 0.001) made statistically significant unique contribution to planning and preparation for effective Social Studies teaching.

Based on these results, the deduction made is that professional values and attitudes, professional knowledge, and professional practice have significant effect on planning and preparation for effective Social Studies teaching in public Junior High Schools in Gomoa District. As such, holding other variables constant at their average values, when there is one unit increase in professional values and attitudes, planning and preparation for effective teaching of Social Studies will increase by 42.2% (0.422). In addition, one unit increase in professional knowledge will bring about an increase in planning and preparation for effective teaching of Social Studies by 33.2% (0.332). Again, one unit increase in professional practice will result in 21.9% increase in planning and preparation for effective Social Studies teaching.

A further examination was conducted to determine the contribution of each of the indicators of professional identity to instructional skills for effective teaching of Social Studies. The strength of the effect of each aspect of the independent variable on the dependent variable were determined through standardised Beta (β) coefficient by considering the average value of change in the dependent variable (effective Social Studies teaching) caused by a unit change in the independent variable (professional identity). The results are summarized in Table 4.15.

Table 4.15:Effect of Teachers' Professional Identity on Instructional Skills

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta		
					t	Sig.
(Constant)		2.321	0.523		4.438	0.000
Professional Values and Attitudes		3.215	0.251	0.422	12.809	0.000
Professional Knowledge		4.052	1.014	0.332	3.996	0.001
Professional Practice		2.864	0.621	0.219	4.612	0.000
R-Squared	0.752					
Adjusted R-Squared	0.721					
F-Statistics	56.000					
Prob.(F-Statistics)	0.000					

a. Predictors: (Constant), Professional Identity (Professional Values and Attitudes, Professional Knowledge, Professional Practice).
b. Dependent: Variable: Instructional Skills

An observation of the results in Table 4.15, revealed that with an R^2 value of 0.752, the independent variable (professional identity) made up of professional values and attitudes, professional knowledge, and professional practice, collectively accounted for 75.2% of the variance in instructional skills for effective Social Studies teaching and this was statistically significant (p-value=0.000). Thus, other indicators of Social Studies teachers' professional identity not involved in this study accounted for 14.8% variance in instructional skills for effective Social Studies teaching. With the

standardised Beta (β) coefficients as shown in Table 4.15, it is realized that professional values and attitudes (β = 0.422, t= 12.809, p = 0.000), professional knowledge (β = 0.332, t = 3.996, p = 0.001), and professional practice (β = 0.219, t = 4.612, p = 0.000) made statistically significant unique contribution to instructional skills for effective Social Studies teaching.

With these results, the suggestion was that professional values and attitudes, professional knowledge, and professional practice have significant effect on instructional skills for effective Social Studies teaching in public Junior High Schools in Gomoa District. Therefore, holding other variables constant at their average values, when there is one unit increase in professional values and attitudes, instructional skills for effective teaching of Social Studies will increase by 42.2% (0.422). In addition, one unit increase in professional knowledge will bring about an increase in instructional skills for effective teaching of Social Studies by 33.2% (0.332). Again, one unit increase in professional practice will result in 21.9% (0.219) increase in instructional skills for effective Social Studies teaching.

Again, the contribution of each of the indicators of professional identity to classroom management skills for effective teaching of Social Studies were determined. The strength of the effect of each aspect of the independent variable on the dependent variable were examined using standardised Beta (β) coefficient by considering the average value of change in the dependent variable (effective Social Studies teaching) caused by a unit change in the independent variable (professional identity). The results are summarised in Table 4.16.

Table 4. 16:Effect of Teachers' Professional Identity on Classroom Management Skills

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
(Constant)		1.823	0.523		3.486	0.000
Professional Values and Attitudes		3.215	0.251	0.422	12.809	0.000
Professional Knowledge		4.052	1.014	0.332	3.996	0.001
Professional Practice		3.002	0.621	0.219	4.834	0.000
R-Squared	0.792					
Adjusted R-Squared	0.789					
F-Statistics	52.000					
Prob.(F-Statistics)	0.000					

a. Predictors: (Constant), Professional Identity (Professional Values and Attitudes, Professional Knowledge, Professional Practice).

b. Dependent: Variable: Classroom Management Skills

From the results in Table 4.16, an R^2 value was 0.792 was obtained. This means that the independent variable (professional identity) made up of professional values and attitudes, professional knowledge, and professional practice, collectively accounted for 79.2% of the variance in classroom management skills for effective Social Studies teaching. This was statistically significant (p-value=0.000). Thus, other indicators of Social Studies teachers' professional identity not involved in this study accounted for 21.8% variance in classroom management skills for effective Social Studies teaching. Considering the standardised Beta (β) coefficients as shown in Table 4.16, it is recognized that professional values and attitudes (β = 0.422, t= 12.809, p = 0.000), professional knowledge (β = 0.332, t = 3.996, p = 0.001), and professional practice (β = 0.219, t = 4.834, p = 0.000) made statistically significant unique contribution to classroom management skills for effective Social Studies teaching.

The results suggest that professional values and attitudes, professional knowledge, and professional practice have significant effect on classroom management skills for effective Social Studies teaching in public Junior High Schools in Gomoa District. Therefore, holding other variables constant at their average values, when there is one unit increase in professional values and attitudes, classroom management skills for effective teaching of Social Studies will increase by 42.2% (0.422). With one unit increase in professional knowledge, there will be an increase in classroom management skills for effective teaching of Social Studies by 33.2% (0.332). Again, one unit increase in professional practice will bring about 21.9% (0.219) increase in classroom management skills for effective Social Studies teaching.

The study also investigated the contribution of each of the indicators of professional identity to interpersonal skills for effective teaching of Social Studies. To support the analysis, the strength of the effect of each aspect of the independent variable on the dependent variable were examined. This was achieved with the use of the standardised Beta (β) coefficient where the average value of change in the dependent variable (effective Social Studies teaching) caused by a unit change in the independent variable (professional identity) was considered. The summary in Table 4.17 described the results.

Table 4. 17:Effect of Teachers' Professional Identity on Interpersonal Skills

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.140	0.632		4.968	0.000
Professional Values and Attitudes	2.123	0.321	0.422	6.614	0.000
Professional Knowledge	1.789	0.215	0.332	8.321	0.000
Professional Practice	3.219	1.005	0.219	3.203	0.005
R-Squared	0.828				
Adjusted R-Squared	0.801				
F-Statistics	72.321				
Prob.(F-Statistics)	0.000				

a. Dependent Variable: Interpersonal Skills

A close look at the results in Table 4.17 established a recorded R^2 value of 0.828, which implied that the independent variable (professional identity) made up of professional values and attitudes, professional knowledge, and professional practice, collectively accounted for 82.8% of the variance in interpersonal skills for effective Social Studies teaching and was statistically significant (p-value=0.000). Accordingly, other indicators of Social Studies teachers' professional identity not involved in this study accounted for 17.2% variance in interpersonal skills for effective Social Studies teaching. With the results of the standardised Beta (β) coefficients, it was observed that professional values and attitudes (β = 0.422, t= 12.809, p = 0.000), professional knowledge (β = 0.332, t = 3.996, p = 0.000), and professional practice (β = 0.219, t = 4.834, p = 0.005) made statistically significant unique contribution to interpersonal skills for effective Social Studies teaching.

The results suggested that professional values and attitudes, professional knowledge, and professional practice have significant effect on interpersonal skills needed for effective Social Studies teaching in public Junior High Schools in Gomoa District. Therefore, holding other variables constant at their average values, when there is one

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unit increase in professional values and attitudes, classroom management skills for effective teaching of Social Studies will increase by 42.2% (0.422). With one unit increase in professional knowledge, there will be an increase in classroom management skills for effective teaching of Social Studies by 33.2% (0.332). Again, one unit increase in professional practice will bring about 21.9% (0.219) increase in classroom management skills for effective Social Studies teaching.

4.5 Discussion of Findings

The discussion of the research findings was done in line with the research objectives and research hypothesis. Consequently, findings on professional values and attitudes, professional knowledge, professional practice, level of effective Social Studies teaching, and the effect of Social Studies teachers' professional identity on effective Social Studies teaching were discussed.
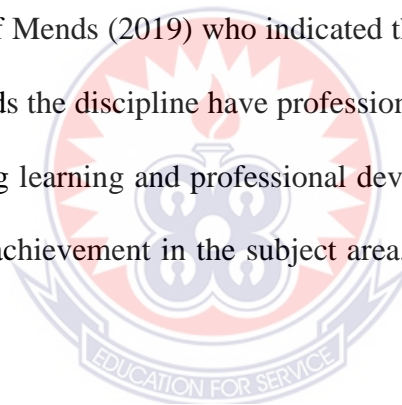
4.5.1 Professional Values and Attitudes

The first research objective was to investigate the professional values and attitude identity of Social Studies teachers in public Junior High Schools in Gomoa Central District. With this, the research objective aimed at examining how Social Studies teachers in public Junior High Schools in the District are guided by legal and ethical teacher codes of conduct in their practice and development as professional teachers. The finding revealed that the professional identity of Social Studies teachers in public Junior High Schools in Gomoa Central District in relation to their professional values and attitudes was good. This implied that majority of the teachers individually and collectively critically reflected on the best ways to teach Social Studies. This finding signifies the improvement in teaching and impacting of the desired knowledge and prepare learners for purposeful outcomes. This finding confirms the account of

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Yidana and Lawal (2015a) who established that reflective practice is a desired attribute of a professional teacher.

As part of their professional values and attitudes, Social Studies teachers in public Junior High Schools in Gomoa Central District ensured their professional development through lifelong learning and continuous professional upgrading in the form of in-service training programmes, workshops, seminars, and in some cases, further studies. This is a signal that Social Studies teachers in the District engage in continuous upgrading of their skills as by advocated by (Fuller et al., 2013; Owen, 2016; Hong et al., 2016; Knight et al., 2013). Again, the results suggest that Social Studies teachers in the District do demonstrate effective leadership skills, which is an iconic feature of professional identity of teachers. The findings indicated that as many as 29(64.4%) of the Social Studies teachers, as professionals, followed rules and regulation in the school setting, and were guided by legal and ethical teacher codes of conducts in their practice and development as teachers. This also shows that the Social Studies teachers behaved professionally in the conduct of their duties as agent of social change. Thus, the professionalism exhibited by these teachers would have a positive effect on their learners.

It was also realised from the study that Social Studies teachers in Gomoa Central District engaged and related very well with the stakeholders within the internal and external school system. Such as colleague teachers, supervisors and parents. Thus, they had a cordial relationship had with colleague teachers, their headteacher, members of the School Management Committees (SMC), Parent-Teacher Associations (PTA), and wider public as part of a community of practice. Many of the Social Studies teachers involved in the study indicated they developed a positive

identity and acted as role model within the internal and external environment of the school. It is therefore refreshing for the teachers to assert that they understand and see themselves as agents of social change both within and outside the school setting. The finding corroborates the idea that teachers are professional agents of transformation and social change (Kimaliro, 2015; Aktan, 2018). Deductively, Social Studies teachers in public Junior High Schools in Gomoa Central District possess a good professional values and exhibit good career attitudes in delivering on their mandate as professional initiators of social change. A colossal number of teachers with bachelor degree and most of the teachers being youth with moderate level of experience serve as a good indication for the educational system of the country. This finding coincides with the conclusions of Mends (2019) who indicated that Social Studies teachers with positive attitude towards the discipline have professional value identity, desire for and commitment to lifelong learning and professional development, the belief and ability to influence students' achievement in the subject area, and emotional stability during instructional sessions.

4.5.2 Professional Knowledge

The second research objective was to assess the professional knowledge identity of Social Studies teachers in public Junior High Schools in Gomoa Central District. This research objective was to assess the understanding of Social Studies teachers in public Junior High Schools in the Gomoa Central District on how learners develop and learn in diverse contexts including cultural, linguistic, socio-economic and educational backgrounds, and apply this in their teaching. The finding revealed that the professional identity of Social Studies teachers in public Junior High Schools in Gomoa Central District in relation to their professional values and attitudes was good.

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It was revealing to observe from the findings that about 56.0% of the Social Studies teachers in Gomoa Central District had a relatively good understanding of the current educational system, curriculum and learning outcomes at the basic education level. Their awareness and understanding of the new curriculum include various policy guidelines guiding teaching and conduct in the field of teaching.

On the same objective, 31(69.0%) of the Social Studies teachers indicated they had secured content, pedagogical knowledge and pedagogical content knowledge in teaching Social Studies even though some of them had not been specifically trained to teach Social Studies. The expectation of the pedagogical content knowledge theory is met with this result (Shulman, 1987). The findings portrayed that the Social Studies teachers had a good grasp of what they teach, and understand how their students develop and learn in diverse contexts. These, they asserted are applied regularly in their instructional activities in Social Studies.

Another aspect of Social Studies teachers' professional identity with respect to professional knowledge is their ability to observe and address different learning needs of their students. This suggests that the teachers incorporate characteristics of students with diverse background in the teaching and learning activities. This means that relatively, learners would be motivated by the style of delivery since their peculiar learning needs are integrated in the mode of teaching by their Social Studies teachers. All other things being equal, this would improve the morale of the students and as such encourage them (learners) to achieve the desired learning outcomes in Social Studies.

It is also interesting and heart-warming that the Social Studies teachers were aware and had a relatively good understanding of the current changes in the teaching of Social Studies. With regards to the question on understanding how Gender Equality and Social Integration (GESI) issues are considered in teaching and learning Social Studies, majority of the Social Studies teachers indicated they were aware and understood how to integrate GESI issues in instructional activities. The findings also showed that most of the teachers possessed knowledge in their subject area.

4.5.3 Professional Practice

The third research objective was to assess the professional practice identity of Social Studies teachers in public Junior High Schools in Gomoa Central District. The finding revealed that the professional identity of Social Studies teachers in public Junior High Schools in Gomoa Central District in relation to their professional practice was good. Specifically, about 56.0% of the Social Studies teachers plan and teach myriad challenging lessons while outlining the expected outcome from students. This shows clear focus on preparation before lessons and this, no doubt, gives the teachers command over the subject areas. This finding provides evidence that Social Studies teachers in the District employ right teaching strategies as advocated by Clement and Rencewigg, (2019). Improvement in teaching may be a mirage without recourse to research into best professional ways of practicing one's career path. It is therefore an inspiration that about 27(60.0%) of the Social Studies teachers alluded that they do individual research to improve their content knowledge and professional practice.

It is also remarkable that most of the Social Studies teachers in public Junior High Schools in Gomoa Central District create and initiate a safe and motivating learning environment during Social Studies lessons. As expected of every professional

practitioner in the classroom, good classroom management during lessons facilitate progress. However, failure to manage the different behaviours exhibited by learners from different homes could impede smooth progress of instructional activities during Social Studies lessons. Consequently, it is gratifying that most of the Social Studies teachers in the District utilized different pedagogical techniques, strategies and skills that encourages student involvement and critical thinking during Social Studies lessons. It is therefore not surprising that 28(62.0%) of the Social Studies pointed out that they pay attention to all learners especially females, and learners with special educational needs to ensure their progress in learning Social Studies. This reflects the integration of GESI as a crosscutting issue in teaching and learning Social Studies.

The study also established that Social Studies teachers in Gomoa Central District set meaningful tasks that encourage learner collaboration, leadership, creativity and innovation, among others. Hence, the teachers engaged their students in meaningful classroom tasks that ignite students' interest in the course during teaching hours. This shows that Social Studies teachers in Gomoa District exhibit appropriate instructional skills in achieving desired learning outcomes among their students. This is in line with the idea of Ghanney and Agyei (2021) who recommended that in order to sustain, maintain and improve Social Studies teachers 'content pedagogical knowledge, it is recommended that Ghana Education Service (GES), National Social Studies Association (NaSSA) and Social Studies curriculum specialists/experts should frequently organise seminars, workshops and conferences on Social Studies content and pedagogy so as to develop Social Studies teachers' knowledge of effective unification of pedagogy and content during instructional periods. The integration of information and communication technology in teaching in Ghanaian schools is

considered a crosscutting issue, which has the potential in making all learners digital literates. It is satisfactory to note that 25(55.6%) of Social Studies teachers in Gomoa Central District integrated information and communication technology tools to enhance teaching and learning of Social Studies in public Junior High Schools.

Another important finding was that Social Studies teachers in public Junior High Schools in Gomoa Central District utilized a variety of assessment modes during Social Studies lessons to test student's understanding of concepts taught. After employing diverse approaches to assess the impact of Social Studies lessons on students, the teachers provided constructive feedback to the students to know their lapses, which served as a medium for the students to know the areas that they needed improvement. A sequel to this is that as majority of the Social Studies teachers identified and gave remediation activities to help students with learning difficulties, and misconceptions on some of the issues discussed during Social Studies lessons. In some cases, the teachers referred learners for appropriate assistance. The suggestion from the foregoing is that the assessment criteria as provided by Ghana's educational system is the key mode that Social Studies teachers in Gomoa Central District are applying in determining the progress of their students.

As part of their professional practice identity, Social Studies teachers in Gomoa Central District kept appropriate records of their students and communicated these records to parents and guardians. Parents and guardians are key stakeholders of the school system. As such, adopting an appropriate and official medium to communicate students' academic achievement and other developmental issues of the students would go a long way to help students in their learning at home. This is possible when parents

and guardians become aware and understand the need to support, motivate, reinforce, and encourage their wards to improve their academic performance.

Majority of Social Studies teachers in Gomoa Central District indicated their awareness of national and school learning outcomes expected from learners, especially in Social Studies, which is a right signal as every professional in the classroom should demonstrate comprehensive understanding of the field of study. Finally, the study has identified Social Studies teachers in the public Junior High Schools in Gomoa Central District in the Central Region of Ghana as exhibiting good professional practice identity.

The findings from the analyses of the data has proved that the professional identity of Social Studies teachers in Gomoa Central District is one that can contribute immensely to the progress in their career path, improve teaching and learning through constantly improving their subject area and professional knowledge. This confirms the position of Shulman (1987). Through continuous professional development programmes, Social Studies teachers in Gomoa Central District would improve their professional identity, which could transform into achieving the purposes set for learning Social Studies at the Junior High School level. This is in agreement to the account of (Ghanney & Agyei, 2021; Gupta, 2019) whose position support this account.

5.3.4 Teaching Effectiveness

This section discusses the results of the study that assessed the effectiveness of Social Studies teachers in public Junior High Schools in Gomoa Central District. The data in Table 4.10 indicate that, overall, the teachers were effective in teaching Social

Studies, with an overall weighted mean value of 3.44 and a standard deviation value of 0.55. The weighted mean value suggests that, on average, the teachers were rated as effective in their teaching practices.

The findings further breaks down the effectiveness ratings into four categories: planning and preparation, instructional skills, classroom management skills, and interpersonal skills. The results indicate that the teachers were very effective in planning and preparation to teach Social Studies, with a mean value of 3.55 and a standard deviation of 0.64. However, they were slightly less effective in the other three categories, with mean values ranging from 3.36 to 3.42 and standard deviations ranging from 0.39 to 0.59.

The findings also note that all of the standard deviation values met the acceptable threshold of ±3 for the normal distribution of data, as suggested by Babbie (2011). This indicates that the data in Table 4.10 are reliable and can be used to draw valid conclusions.

Overall, the finding suggests that Social Studies teachers in public Junior High Schools in Gomoa Central District are effective in teaching Social Studies, with particular strength in planning and preparation. However, there is room for improvement in instructional skills, classroom management skills, and interpersonal skills. The data presented in Table 4.10 provide valuable insights into the effectiveness of Social Studies teaching practices in the district, and could be used to inform professional development initiatives aimed at improving teacher effectiveness. This finding is largely an outcome of the fact that the teachers were abreast with their professional identity.

5.3.5 Effect of Professional Identity on Social Studies Teaching Effectiveness

The findings of the study established that Social Studies teachers' professional identity has statistically significant effect on effective teaching of Social Studies in the Gomoa Central Disctict. This is an indication that once Social Studies teachers are conscious of their professional identity and are committed to achieving higher level of professional identity, there is a high probability that their teaching of Social Studies will be effective. This assertion is validated by Desimone et al. (2013) who argued that professional development of teachers exerts a significant impact on the quality of teaching. This position was further confirmed by Hanushek et al. (2018) who accentuated that teachers with current pedagogical knowledge in their field would teach effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter serves as the final part of the study and comprises the synopsis of the entire study, the conclusion drawn from the various results and findings. Again, the challenges faced by the study and the recommendation made based on the findings are presented in this chapter.

5.1 Summary of the Study

Improvement in student performance has received mush concern around the globe as it is the focal point of most educational systems. However, challenges and other inherent factors that cripple effective teaching has made the aim of the educational system a mirage. Identity of teachers teaching subjects like Social Studies in the Junior high schools has also come under criticism as most teachers handling this course are non-professionals and para-professionals (Abroampa, 2017; Kanda & Kankam, 2015). This study therefore sought to examine professional values and attitudes of Social Studies teachers in public junior high schools in Gomoa Central District; to investigate professional knowledge of Social Studies teachers in public junior high schools in the Gomoa Central District; to assess the professional practice of Social Studies teachers in public junior high schools in Gomoa Central District as well as to assess the effect of social studies teachers teacher's professional identity on effective teaching of the subject under discussion.

The study then reviewed notable theoretical frameworks that underpins the concepts under study such as Schulman's pedagogical content knowledge theory and personal construction theory. Empirical studies on the various factors that forms teachers'

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professional identity and how it affects effective teaching of Social Studies were reviewed in depth to give the clear understanding and focus as well as to assess the extent to which the topic has been explored over the years in different jurisdictions. The interrelated relationship among the study's variables were presented and how the topic is conceptualized was presented in a diagrammatic form. The study employed cross-sectional and inferential design, quantitative approach as well as the positivist paradigm. A census sampling technique was used to draw all the 50 teachers in the Gomoa Central District for data collection, questionnaire with four-point Likert scale was adopted as instrument for data collection. Instrument reliability and the various forms of validity tests as well as test-retest was conducted in the Effutu Municipality to ascertain the instrument's fit for data collection. Descriptive measures and Ordinary Least Square Regression (OLS) were deployed as the data analysis technique.

5.2 Key Findings of the Study

5.2.1 Teachers' Professional Values and Attitude

The study aimed to investigate the professional values and attitude identity of Social Studies teachers in public Junior High Schools in Gomoa Central District. The findings revealed that the professional identity of Social Studies teachers in the district in relation to their professional values and attitudes was good, with teachers reflecting critically on how to teach Social Studies effectively. They also engaged in continuous professional development and demonstrated effective leadership skills. The teachers followed rules and regulations and were guided by legal and ethical teacher codes of conduct. They also had positive relationships with stakeholders within and outside the school system and saw themselves as agents of social change. Overall, the Social Studies teachers in the district possess good professional values

and exhibit good career attitudes in delivering on their mandate as professional initiators of social change.

5.2.2 Teachers' Professional Knowledge

The research objective was to evaluate the professional knowledge identity of Social Studies teachers in public Junior High Schools in the Gomoa Central District. The findings revealed that the professional identity of the teachers was good, with a majority of them having a relatively good understanding of the current educational system, curriculum, and learning outcomes. Most of the Social Studies teachers had secured content, pedagogical knowledge, and pedagogical content knowledge in teaching Social Studies. They had a good grasp of what they teach, understand how their students develop and learn in diverse contexts, and incorporate characteristics of students with diverse backgrounds in their teaching and learning activities. The teachers were also aware and had a relatively good understanding of the current changes in the teaching of Social Studies, including how to integrate Gender Equality and Social Integration issues in instructional activities.

5.2.3 Teachers' Professional Practice

The study aimed to assess the professional practice identity of Social Studies teachers in public Junior High Schools in Gomoa Central District, Ghana. The findings showed that the professional identity of these teachers was good, as they planned and taught challenging lessons, utilized effective pedagogical techniques, and integrated technology into teaching. They also assessed students through diverse methods, provided feedback and remediation activities, communicated students' progress to parents and guardians, and were aware of national and school learning outcomes. Overall, the study confirmed that continuous professional development programs

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could improve the professional identity of these teachers and enhance teaching and learning outcomes.

5.2.4 Effective Teaching of Social Studies

The study assessed the effectiveness of Social Studies teachers in public Junior High Schools in Gomoa Central District. Overall, the teachers were effective in teaching Social Studies, with a mean value of 3.44 and a standard deviation of 0.55. The teachers were most effective in planning and preparation, with a mean value of 3.55 and slightly less effective in instructional skills, classroom management skills, and interpersonal skills, with mean values ranging from 3.36 to 3.42. The data is reliable and can be used to draw valid conclusions. The findings suggest that there is room for improvement in certain areas, and the data could be used to inform professional development initiatives. The teachers' effectiveness is largely attributed to their professional identity.

5.2.5 Effect of Social Studies Teachers' Professional Identity on Effective Teaching

The study found that the professional identity of Social Studies teachers has a significant impact on the effective teaching of Social Studies in the Gomoa Central District. If teachers are aware of their professional identity and are committed to improving it, their teaching of Social Studies is likely to be effective. The study supports the idea that teacher professional development has a significant impact on teaching quality, as argued by Desimone, Smith & Philips (2013), and confirmed by Hanushek et al. (2018), who found that teachers with current pedagogical knowledge in their field are effective teachers.

5.3 Conclusions

The findings suggest that the Social Studies teachers in the Gomoa Central District possess strong professional values and exhibit positive attitudes towards their careers. They are dedicated, reflective, and continuously seek ways to enhance their teaching practices. These qualities contribute to their effectiveness as educators and their ability to fulfill their role as initiators of social change in their communities.

Again, the findings lead to the conclusion that Social Studies teachers in public Junior High Schools in the Gomoa Central District possess a strong professional identity and are well-equipped to deliver quality education in their subject area. Their understanding of the educational system, curriculum, student diversity, and contemporary issues in Social Studies instruction indicates their commitment to professional growth and effective teaching practices.

Furthermore, it is deduced from the result that Social Studies teachers in public Junior High Schools in Gomoa Central District, Ghana, possess a strong professional practice identity, demonstrating effective teaching strategies, assessment practices, and communication skills. The findings emphasize the significance of continuous professional development programs in further improving teaching and learning outcomes.

Additionally, findings also emphasize the link between the teachers' professional identity and their effectiveness. Strengthening their professional identity through continuous professional development programs can contribute to improving their instructional practices and overall effectiveness.

Finally, the enquiry concluded that teachers who possess a clear understanding of their professional identity and actively engage in professional development initiatives are more likely to deliver quality instruction.
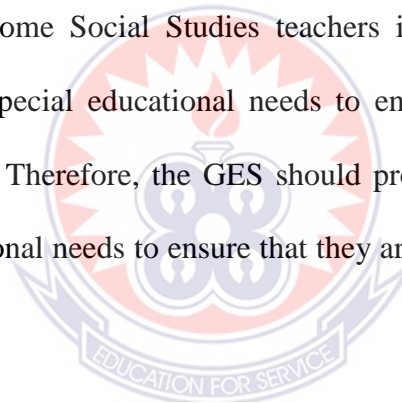
5.4 Recommendation

Based on the results presented in the research, the following recommendations can be made:

1   Encourage continuous professional development programs: The research found that Social Studies teachers in the Gomoa Central District who engaged in individual research to improve their content knowledge and professional practice exhibited good professional practice identity. Therefore, it is recommended that the Ghana Education Service (GES) should initiate and encourage continuous professional development programs for teachers to improve their professional identity and enhance teaching and learning.

2. Implement a systematic and comprehensive professional development program for Social Studies teachers in the Gomoa Central District. This program should focus on providing opportunities for continuous learning, skill enhancement, and staying updated with current trends and research in Social Studies education. By investing in professional development, teachers can further strengthen their professional identity, refine their instructional practices, and ensure the delivery of quality education to their students.

3. Establish a sustainable and structured framework for continuous professional development programs for Social Studies teachers in the Gomoa Central District. This framework should provide regular opportunities for teachers to enhance their teaching strategies, assessment practices, and communication

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skills. By supporting ongoing professional development, teachers can continuously improve their instructional practices, ultimately leading to enhanced teaching and learning outcomes in Social Studies.

4. In summary, while Social Studies teachers in public Junior High Schools in Gomoa Central District demonstrate effectiveness in teaching Social Studies, there is still potential for growth in certain areas. The reliable data supports the conclusion that targeted professional development initiatives can further enhance the teachers' effectiveness, ultimately benefiting the quality of education provided to students.

5. Provide support for learners with special educational needs: The study revealed that some Social Studies teachers in the district pay attention to learners with special educational needs to ensure their progress in learning Social Studies. Therefore, the GES should provide support for learners with special educational needs to ensure that they are not left behind in the learning process.

5.5 Recommendation for further Studies

Moreover, academia should endeavour to undertake empirical studies that center on factors that lead to effective teaching by expanding the variable base used by this study and vary the chosen district and as well increase the number of districts used by this study.

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APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF BASIC EDUCATION
P. O. Box 25, Winneba, Ghana
+233 (050) 9212015

Date: August 1, 2022

The Director
District Education Directorate
Gomoa Central Assembly
Gomoa Afransi

Dear Sir/Madam,
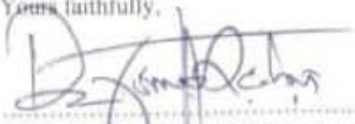
LETTER OF INTRODUCTION

We forward to you, a letter from Ms. Monica Bijjah, a second year M. Phil student of the Department of Basic Education, University of Education, Winneba, with registration number 202114155.

Ms. Ms. Monica Bijjah,, is to carry out a research on the Topic "*Professional Identity of Social Studies Teachers and Effective Teaching in Gomoa District*".

We would be grateful if permission is granted her to carry out this study.

Thank you.

Yours faithfully,

MR. NIXON SABA ADZIFOME
(Ag. Head of Department)

www.uew.edu.gh

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APPENDIX B

QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF BASIC EDUCATION

QUESTIONNAIRE FOR SOCIAL STUDIES TEACHERS ON THEIR PROFESSIONAL IDENTITY

This study is carried out to investigate Social Studies teachers' professional identity in the Gomoa East Municipality. The information will enable the researcher to ascertain the impact of Social Studies teachers' professional identity on effective teaching of the subject. The questionnaire is grouped into three sections; section A, section B and section C. Section A contains four questions bothering on demographic information of Social Studies teachers. Section B contains 31 questions seeking to assess the professional identity of Social Studies teachers. This section is further grouped into three subsections namely professional values and attitudes, professional knowledge and professional practice Section C contains 30 questions seeking to assess effectiveness of Social Studies teachers. This section is also further grouped into four subsections namely planning and preparation, instructional skills, classroom management skills and interpersonal skills. Your school has been chosen to take part in this study. Your responses will be treated with strict confidence and your identity will remain anonymous.

SECTION A
DEMOGRAPHIC INFORMATION

Please kindly respond to the questions. Tick (√) as appropriate

1. What is your sex?   A. Male [   ]   B. Female [   ]

2. What is your age range?

A. 21-25 years [   ] B. 26-30 years [   ] C. 31-35 years [   ] D. 36-40 years E. Above 40 years [   ]

3. What is your highest educational qualification?

A. Cert 'A' 3 years post sec   [   ]

B. Diploma in Basic Education   [   ]

C. Degree in Basic Education   [   ]

D. Degree in Social Studies Education   [   ]

E. Degree in Education Programme   [   ]

F. If Others (Specify): ....

4. How long have you worked as a Social Studies teacher? (Years of experience)

A. 1- 4 years [   ] B. 5- 9 years [   ] C. 10- 14 years [   ] D. 15 -19 years E. 20 years and above [   ]

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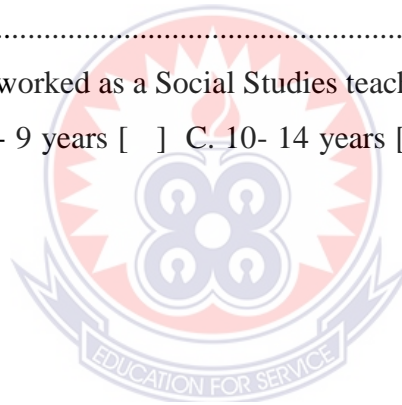
SECTION B

SOCIAL STUDIES TEACHERS' PROFESSIONAL IDENTITY

Please indicate your agreement or disagreement with the Social Studies teachers' professional identity. Tick (✓) appropriately. Use scale: 4=Strongly Agree, 3= Agree, 2=Disagree 1=Strongly Disagree.

	PROFESSIONAL KNOWLEDGE	4	3	2	1
1	I critically and collectively reflect to improve teaching and learning Social Studies.				
2	I improve personal and professional development through lifelong learning and Continuous Professional Development.				
3	I demonstrate effective growing leadership qualities in the classroom and wider school				
4	I am guided by legal and ethical teacher codes of conduct in my development as a professional teacher				
5	I engage positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.				
6	I develop a positive Social Studies teacher identity and acts as a good role model for students				
7	I see my role as a potential agent of change in the school, community and country.				
	PROFESSIONAL KNOWLEDGE	4	3	2	1
8	I demonstrate familiarity with the education system and key policies guiding it				
9	I have a comprehensive knowledge of the official school curriculum, including learning outcomes				
10	I have secure content knowledge, pedagogical knowledge and pedagogical content knowledge in teaching Social Studies				
11	I understand how my students develop and learn in diverse contexts and I apply this in teaching Social Studies				
12	I take account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching Social Studies.				
13	I have knowledge of psychology of learning as it relates to the teaching of Social Studies				
14	I have knowledge of current trends and developments in the teaching of Social Studies				
15	I understand how gender inequality can affect learner outcomes in Social Studies lessons.				

	PROFESSIONAL KNOWLEDGE	4	3	2	1
16	I plan and deliver varied and challenging Social Studies lessons, showing a clear grasp of the intended outcomes of my teaching				
17	I carry out small-scale action research to improve practice.				
18	I create a safe, encouraging learning environment during Social Studies lessons.				
19	I manage behaviour and learning with small and large classes during teaching and learning of Social Studies				
20	I employ a variety of instructional strategies that encourages student participation and critical thinking				
21	I pay attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress in learning Social Studies				
22	I employ instructional strategies appropriate for mixed ability, multilingual and multi-age classes during Social Studies lessons				
23	I set meaningful tasks that encourages learner collaboration and leads to purposeful learning				
24	I explain Social Studies concepts clearly using examples familiar to students.				
25	I produce and use a variety of teaching and learning resources including ICT, to enhance learning of Social Studies				
26	I integrate a variety of assessment modes into teaching to support learning of Social Studies				
27	I listen to learners and gives constructive feedback				
28	I identify and remediate learners' difficulties or misconceptions, referring learners whose needs lie outside my competency.				
29	I keep meaningful records of every learner and communicate progress clearly to parents and learners				
30	I demonstrate awareness of national and school learning outcomes of learners, especially in Social Studies				
31	I assess my students fairly, using pre-determined criteria				

SECTION C
EFFECTIVE TEACHING OF SOCIAL STUDIES

Please indicate your agreement or disagreement with the Social Studies teachers' professional identity. Tick (✓) appropriately. Use scale: 4=Strongly Agree, 3= Agree, 2=Disagree 1=Strongly Disagree.

		4	3	2	1
1	I prepare lesson notes to teach Social Studies every week.				
2	I consciously select Social Studies content that meets the curriculum, competencies and performance standards				
3	I consciously select instructional materials based on my knowledge of my students' development needs and learning styles				
4	I consciously select methods and strategies that accommodate individual needs and interests of specific students.				
5	I consciously prepare lessons with high expectations designed to challenge and stimulate all students				
6	I consciously consider how to build upon my students' existing knowledge and experience				
7	I consciously consider how to create active learning experiences for my students				
8	I consciously consider how to create a cooperative learning experience for my students				
9	I consciously design my lessons that require integration of content from more than one content area				
		4	3	2	1
10	I monitor students' understanding of the content and adjust accordingly				
11	I move among the students, engaging them individually and collectively during the learning experience				
12	I consciously implement a teaching strategy that stimulates higher-order thinking skills				
13	I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities				
14	I vary the size and composition of learning groups				
15	I discuss with my students the importance of courtesy and respect				
16	I consciously model for my students the types of personal behaviours that promote responsibility and social development among early adolescents				
		4	3	2	1

17	During each lesson, I consciously implement a learning activity that requires students to read or write in the content area being discussed.				
18	Together with my students, classroom rules are set and ensure their compliance.				
19	The rules set contain language that is simple and appropriate to the development level of the students and classroom				
20	The rules are developed for various situations or contexts as needed				
21	I create physical arrangement that eases traffic flow, minimizes distractions, and provides me with good access to students in order to respond to their questions and better control their behaviours				
22	I make efficient use of classroom time, including transitions between various classroom activities				
23	I scan, move in unpredictable ways, and monitor students' behaviours				
24	I utilise multiple observable ways to engage students				
25	I institute procedures to acknowledge appropriate behaviours in the classroom				
		4	**3**	**2**	**1**
26	I create a friendly environment that encourages my students to freely communicate their grievances to me				
27	I am mindful of my choice of words during my engagements with everybody in the classroom.				
28	I maintain healthy relationship with my colleague teachers and the headteacher				
29	I develop friendly relationship with my students' parents				
30	Progress of students' performances are communicated to their parents regularly				