

UNIVERSITY OF EDUCATION, WINNEBA

**AN EXPLORATION OF SOCIAL STUDIES TEACHERS CLASSROOM
PRACTICES IN THE AGONA EAST AND WEST DISTRICTS OF THE
CENTRAL REGION OF GHANA**



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DECLARATION

Student's Declaration

I, Judith Tedukpor hereby declare that this research, with the exception of quotations and references contained in published works, which have been duly identified and acknowledged has not been submitted either in part or whole for another degree elsewhere.

Signature:.....

Date:.....

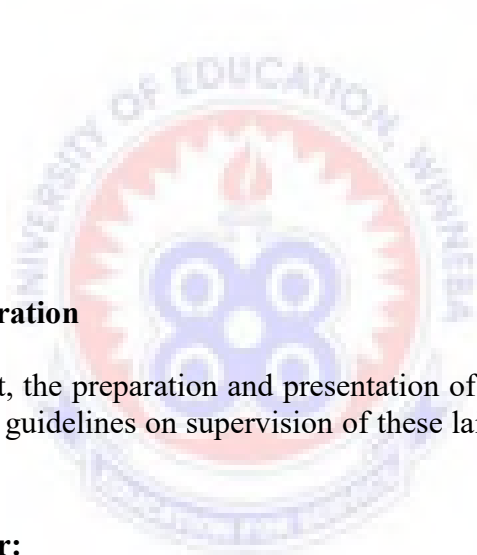
Supervisor's Declaration

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

Name of Supervisor:

Signature:.....

Date:.....



DEDICATION

To my dear husband Mr. Kingsley Richard Appiah and my children
ScholasticaNhyiraba Appiah, Desmomd Kweku Appiah and Evangeline Yaa Appiah.



ACKNOWLEDGEMENTS

I want to express my profound gratitude to the Lord Almighty for his grace and protection which saw me through to a perfect completion of this study. This work would not have been successful without the guidance of my supervisor. I would therefore like to express my sincere gratitude to my supervisor, Dr. Vincent Adzahlie Mensah for his professional guidance, advise and encouragement. I am really very grateful. I express my profound gratitude to all my lecturers especially Dr. Lawrence Odumah and Dr. Simon Kyei and to all my mates who in diverse ways have encouraged me to finish my work on time.

Finally, I wish to thank my family and friends for their unwavering support, especially. My dear husband Mr. Kingsley Richard Appiah and my children Scholastica Nhyiraba Appiah, Desmomd Kweku Appiah and Evangeline Yaa Appiah and finally my dear mother Margaret Vivian Amoah who saw the need to give out all she has to make sure that my siblings and I are well educated. I say may God richly bless you and give you long life with good health.

TABLE OF CONTENTS

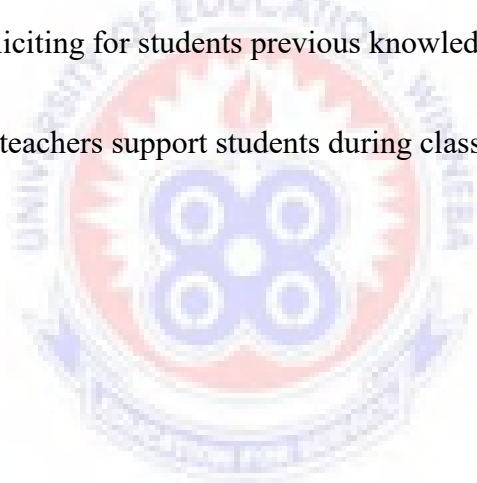
Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	6
1.4 Objectives of the study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Limitations of the Study	8
1.8 Delimitations of the Study	8
1.9 Operational definition of terms	9
1.10 Organisation of the Study	10
CHAPTER TWO: LITERATURE REVIEW	12
2.0 Introduction	12
2.1 Historical Development of Social Studies Education	13
2.2 Concept of Social Studies Education	15
2.3 Purpose and Objectives of Social Studies Education	17
2.4 Scope of Social Studies Education	19
2.5 Attributes of Social Studies Education	20
2.6 Qualities of a Social Studies Teacher	21

2.7	Role of Social Studies Teachers in the Development of Social Studies Education	24
2.8	Concept of Assessment	26
2.9	Forms of Classroom Assessment	28
2.10	Classroom Assessment Practices of Teachers	30
2.11	Purpose and Importance of Classroom Assessment	32
2.12	Common Classroom Assessment Practices of Teachers	33
2.13	Strategies for Teaching Social Studies	35
2.14	Common Strategies used in Social Studies Education	37
2.15	Question and Answer Method	37
2.16	Lecture Method	38
2.17	Role Play	39
2.18	Simulation	40
2.19	Discussion Method	41
2.20	Project Method	44
2.21	Field Work	45
2.22	Demonstrations	46
2.23	Team Teaching	47
2.24	Social Studies Teacher's Interaction with Student	49
2.25	Importance of Good Teacher- Student Interaction	54
2.26	Theoretical Framework	58
2.27	Conceptual Framework	62
2.28	Chapter Summary	64
	CHAPTER THREE: METHODOLOGY	65
3.0	Introduction	65
3.1	Research Approach	65
3.2	Research Design	67
3.3	Study Area	69
3.4	Population of the Study	69

3.5	Sampling Size and Sampling Procedure	70
3.6	Instrumentation	71
3.7	Pre-Testing of Instruments	72
3.8	Validity and Reliability of Instruments	73
3.9	Data Collection Procedures	74
3.10	Data Presentation and Analysis	75
3.11	Ethical Considerations	76
3.12	Chapter Summary	77
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS		78
4.0	Introduction	78
4.1	Demographic Characteristics of Respondents	78
4.2	Instructional Strategies Adopted by Social Studies Teachers	80
4.3	Modes of Assessment Adopted by Social Studies Teachers	83
4.4	Social Studies Teachers' Interactions with Students	87
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		102
5.0	Introduction	102
5.1	Summary of Research Findings	102
5.2	Conclusion	105
5.3	Recommendation	107
5.4	Suggestions for Further Studies	108
REFERENCES		109
APPENDICE: Questionnaire on Social Studies Teacher's Classroom Practices		128

LIST OF TABLES

1: Schools and number of Social Studies teachers	71
2: Demographic characteristics of respondents	79
3: use of lecture as a method of teaching	80
4: Giving of students project to undertake	81
5: Social Studies teachers use effective classroom strategies	82
6: Use of different kinds of assessment items in the classroom	84
7: Frequency of assessment of classroom instructions by teachers	84
8: Extent of satisfaction of students with feedback on assessments	85
9: Teachers use of essay test in assessing students	86
10: Teachers effective interaction with students	87
11: Frequency of soliciting for students previous knowledge before the introduction of new lesson	88
12: Extent to which teachers support students during classroom interactions	89



LIST OF FIGURES

Figure	Page
1: Proposed conceptual framework for the study	62
2: Use of oral answering of in the course of teaching	81
3: Teachers allow students to demonstrate skills in the course of teaching	82
4: Giving of feedback on students assessments by teachers	85
5: Frequency of the use of multiple choice test items by teachers	86
6: Nature of the social distance between teachers and students	89
7: Extent to which students feel comfortable with teachers during classroom interactions	90



ABSTRACT

This work examined Social Studies teacher's classroom practices in the Agona West and East districts of the Central Region of Ghana. It explored Social Studies teacher's classroom practices in relation to the instructional strategies employed by these teachers, their mode of assessment as well as how teachers interact with students. The research was designed and approached using the mixed method approach which employed multiple methods of data collection. The data were collected using questionnaire including Likert scale items and an observation check list. The purposive and convenient sampling techniques were used to select the respondents for the study. A total of 31 participants were involved in the study. The discussion showed that teachers who hold appropriate qualification in the subject area coupled with long term experience are more likely to utilize effective classroom strategies. It was unearthed that effective teaching of social studies can be achieved through the use of varied instructional strategies. Also positive teacher student interaction plays a key role in enhancing student learning since it has the capacity to instil in student's confidence and the motivation to learn. The discussion showed that even though teachers assess classroom instruction, these assessment practices are not effective. Teachers mostly used essay test in assessing lessons as against the other types like the objective test item. In addition to this, teachers mostly did not give feedback on student's assessment. Difficulty and time consuming nature of constructing objective test makes teachers resort to using essay test in assessing students. It is therefore undeniable that even though teachers used good instructional approaches and maintain effective interaction with students, its actual impact may not be ascertained due to ineffective assessment. It emerged that good classroom practices are essential to effective social education. It is recommended in light of this that, teachers ought to be given enough preparatory and in-service education to have adequate understanding of the concept of assessment as well as the use of varied instructional strategies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teachers have an essential role to play in determining what is necessary or what would best work with their students. According to Arends (1998) understanding the teacher's role is the key to understanding the education system, since the teacher's attitudes are very important for understanding and improving the teaching and learning process. This means that teachers are key actors when it comes to teaching and learning. Research on the practice of teachers shows that teacher's perceptions, beliefs and practices have great impact on their teachings Johnson, 1992; Bekoe & Eshun, 2013, 2006).

Quashigah, Dake, Bekoe, Eshum, and Bordoh (2014, p.8) stated that in Ghana, the "Social Studies College Teaching Program prepares teachers by furnishing them with knowledge of their society's culture and lifestyles, its problems, values and future hopes." This clearly demonstrates that the ultimate goal or purpose of integrated Social Studies is citizenship education. The teaching of Social Studies is emphasized to be carried out in the student-centred techniques and strategies (Eshun & Mensah 2013). Cuthrell and Yates (2007) asserts that the success of classroom activities depend on the subject teachers' teaching and learning philosophy. Consequently, every teacher should have the philosophy of "directing and guiding the choice of objectives, learning and evaluation procedures" (Ediger, 2009:p.18). Research indicates that teachers do not achieve the connection between their teaching process and what they are really practicing and vice versa (Rudd, 2007). However, many Social Studies teachers only teach through lectures and expect their students to

remember rottenly. This, Vogler and Virtue (2007, p.55) claims is often due to the "overwhelming amount of material included in the curricular program for the typical framework of Social Studies" Teachers are required to cover so much information due to high-stake of examination. Teachers under pressure from high-stake examination tend to become more dependent on teacher-centred classroom practices (e.g. lectures) and surface coverage of content-driven textbooks (Vogler & Virtue, 2007). High stakes testing has caused teachers to move away from student centred approaches "such as discussion, role-play, research papers, and cooperative learning" because they need to learn "just the facts" because that is what the tests cover.

Studies on teacher's assessment competency (Brookhart, 2004) have consistently demonstrated a significant gap between teachers' assessment practices and theories, policy and professional standards. This makes it necessary to look at these gaps and the necessary precautions to breach the gap. Recent development in assessment standards, reflect changing conceptions of classroom assessment, by emphasizing formative functions, assessment for and as learning approach, and the use of assessment to differentiate instructions for diverse learners (Brookhart, 2011)

Positive student teacher interaction plays a salient role in the teaching and learning process. The study will specifically explore Social Studies teacher classroom practices, paying attention to the instructional strategies adopted by teachers, their modes of assessment and how teachers interact with students.

1.2 Statement of the Problem

The understanding of Social Studies is important both to the teachers and student for meaningful Social Studies instruction. The subject is increasingly vital in helping to create individuals who are active and dynamic participants in our society.

Therefore, understanding teachers' classroom practices is important because teachers, involved in various teaching and learning processes, are practitioners of educational principles and theories (Jia, Eslami & Burlbaw, 2006). Classroom practices are essential in achieving curriculum objectives. Classroom practices, particularly, instructional strategies, mode of assessment and teacher's interaction with student are crucial in enhancing social studies education.

When teachers employ a variety of classroom strategies, it encourages student's participation and enhances the understanding of student as they mostly take active part in classroom activities (Tamakloe, 1991). Tamakloe further asserts that if the organisation and the teaching of Social Studies is to be effective, the teacher must be well versed in the use of a variety of teaching methods and strategies aside the possession of adequate knowledge in several disciplines. This implies that, being well versed in the content of the subject is relatively not adequate for effective teaching of Social Studies, as it is only when the teacher has attained mastery of the subject matter and uses the appropriate instructional strategies that the overall instructional objective could be realised (Eshun, Bordoh, Bassaw & Mensah 2014, Quashigah, et. al, 2013, Strong, Thomas, et. al, 2004).

The importance of assessment in Social Studies education however cannot be overemphasised. In line with this, Richards (1990) indicated that teachers assess learning for variety of purposes, including; judging the degree of mastery, monitoring

progress, diagnosing learning difficulties, evaluating teacher and instructional effectiveness, informing student about their own achievement, individualizing instruction and providing a basis for school marks. This implies that the mode of assessment employed by Social Studies teachers is important in attaining this stated benefit of assessment.

In the views of Bloom 1973 cited in William (2004) asserts that when assessment is aligned with the process of teaching and learning, it will have positive effect on students learning and motivation. Teacher interaction with student is paramount in effective teaching of Social Studies. A supportive relationship between teachers and student in the classroom can improve the learning process (Quashigah, Eshun, & Mensah, 2013). Consequently, A good and supportive relationship is needed to create safe environment and give students confidence to work without pressure and become motivated to learn. When students are exposed to positive emotional stimuli, they are better able to acquire newly learned information (Pianta, 1999). In agreement with this, Mazer (2013) stated that “student who experience heightened emotional interest are pulled toward a content area because they are energized, excited, and emotionally engaged by the material” (p.99): it is crucial to be inserted in a safe environment where students can feel engaged and motivated to learn, share their experiences and demonstrate their competence.

Despite the importance of good instructional strategies, mode of assessment and teacher’s interaction with student, there has been a number of questions and discussions around it. For instance, Siler (1998) explained that teachers tend to use only one teaching style day after day which denies students the opportunity of a variety of teaching techniques. This may be attributed to why student often see Social

Studies to be dull as opined by Chiodo and Byford (2006) that students often consider Social Studies to be dull and boring.

Mills and Durden (1992) contend that there has been a number of discussions about the absence of appropriate pedagogical skills and understanding, of the central concept by teachers of Social Studies. In harmony with this assertion, Ellis, Fouts and Glenn (1992) stated that teachers often rely solely on text, lecturing, worksheets and traditional test as methods of learning. However, some empirical studies have concluded that students have more interest in a subject when a variety of teaching strategies are implemented (Chiodo & Byford, 2006, Byford & Ruseell, 2006, Mills & Durden, 1992). When teachers diversify their approach to teaching, it stimulates learner's anxiety to get involved in the learning process.

Concerning assessment, Frey and Schmitt (2010) study revealed that though teachers designed their own classroom assessment, they routinely relied on test or item written by others. Schoenfield (1992) however stated that teachers' attitudes towards assessment are positive, but in many cases, they do not apply assessment in the right way and to the right degree. According to Kerr (1999), there has been a number of discussions about the absence of appropriate qualification, pedagogical skills and understanding of the central concept by teachers of Social Studies.

Consequently, some studies have focused on teacher content knowledge emphasizing that teachers who are knowledgeable about the Social Studies curriculum can teach and assess social studies best. (Calderhead, 1996; Eshun, et al, 2014; Quarshigah, et al., 2013; Strong, et al 2004). In harmony with this, Bordoh, Bassaw and Mensah (2014) stated that effective assessment requires someone with the necessary profound

knowledge about the subject content to be taught. This implies that there may be question associated with how Social Studies teachers assess their student.

Regarding teacher's interactions with student, there are numerous advantages that have been highlighted already (William 2004; Quashigah, Eshun & Mensah, 2013). Tabadanick, (1991) revealed that kindergarten children who did not have a good relationship with their teachers exhibited less classroom participation and achievement. Negative relationships remain to affect the quality of the student's relationship in first and second grade (Piamta & Hamre, 2006). Poor teacher-student relationship is considered a predictor of sustained academic problems and an indicator of future school difficulties. what have stated are in general classroom but there are no specifics on Social Studies and it is therefore against this bedrock of deficiencies regarding classroom practices that has been reported by various scholars in the field that, the researcher wants to explore Social Studies teacher's classroom practices to discover what actually goes on there.

1.3 Purpose of the Study

The purpose of this study therefore was to explore Social Studies teacher's classroom practices in selected Senior High School in the Agona West and East districts of the Central Region of Ghana.

1.4 Objectives of the study

The objectives of the study were to:

- i. Explore the instructional strategies adopted by Social Studies teachers in the Agona West and East districts of the Central Region of Ghana.

- ii. Analyse the modes of assessments adopted by Social Studies teachers in the Agona East and West districts of the Central Region of Ghana.
- iii. Assess the Social Studies teachers' interactions with their students in the classroom in the Agona East and West districts of the Central Region of Ghana.

1.5 Research Questions

The study was guided by the following questions:

- i. What instructional strategies were adopted by Social Studies teachers in the Agona East and West districts of the Central Region of Ghana.
- ii. What modes of assessments do social studies teachers utilize in the Agona East and West districts of the Central Region of Ghana?
- iii. How do social studies teachers interact with their students in the classroom in the Agona East and West districts of the Central Region of Ghana.

1.6 Significance of the Study

Since this research was intended to explore social studies classroom practices, precisely instructional strategies employed by social studies teachers, their mode of assessment as well as teacher's interaction with students, the findings could contribute to existing literature on classroom practices of social studies teachers, especially in the Ghanaian educational system. The findings of this study could also provide information that will benefit school administrators and other stakeholders of education to formulate good educational policies. Findings, again, could also help teachers to recognize the need to promote positive teacher student interaction in schools. The recommendation of this study thus be appropriate for implementation by stakeholders of education to help improve social studies teaching and learning in senior high

schools. Teachers can also employ this study recommendations and discussions to guide them in the performance of their instructional leadership roles so as to improve their instructional delivery in the classroom. Moreover findings may contribute to the improvement of mode of assessment employed by teachers. The study could also serve as a basis for additional research into effective classroom practices as well as instructional pedagogy.

1.7 Limitations of the Study

Creswell (2005) hinted that limitations are conditions beyond the control of the researcher which potentially could place a restriction on the conclusions of the study and its application. First of all, since the study was conducted in the Central Region, its key findings cannot be generalized to reflect views of all Social Studies teachers in Senior High Schools in Ghana. Also, the use of self-assessment scores as measure of performance can sometimes give misleading results. Time limitation was another constraint of the study. However, the researcher came up with a timetable that assisted in appropriate use of the available time. There were also financial constraints since the researcher spent funds on traveling and paying for stationeries. However, the researcher used personal savings to facilitate the process. The findings of a study could be influenced by the personal opinions and beliefs of the researcher, leading to subjectivity. Therefore, I avoided relying on interpretations rooted in my own personal experience.

1.8 Delimitations of the Study

The study was delimited to the Agona East and West districts of the Central Region of Ghana. Four senior high schools were involved in the study. The study was delimited to Social Studies teacher's classroom practices. It was restricted to four public SHS in

the municipality, where all social studies teachers from these schools were used in the study. Regarding its scope, the study is exploring Social Studies teachers' classroom practices emphasizing on instructional strategies adopted by social studies teachers, their mode of assessment and how these teachers interact with their student.

1.9 Operational definition of terms

This section presents the operational definitions of key terms that appeared in the research report. These are

The Classroom is a social system in which the teacher and the students interact as organizational members.

Classroom Practices: is kind of interaction between the teacher and his students in order to expand their cognitive and skilful perceptions through the appropriate classroom management, determination to teach and continuous evaluation to achieve the desired teaching objectives.

Teacher student interaction: is the way teachers and student interact in their classroom relationship

Instructional strategy is a comprehensive sets of instructional events intentionally designed to promote learning and facilitate the achievement of learning objectives.

Assessment is the process of gathering and discussion information from multiple and diverse sources in order to develop a deep understanding of what student know, understand and can do with their knowledge as a result their educational experiences.

Assessment *for* learning is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful.

Assessment *of* learning is the snapshot in time that lets the teacher, students and their parents know how well each student has completed the learning tasks and activities.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.).

Constructivist is a theory of education that indicates that knowledge is constructed individually by the student and that learning occurs in a social environment (classroom) with experiences that have been carefully constructed by the teacher prior to entering the school

Brainstorming: is an approach to teaching whereby ideas are generated from student and put together in order to arrive at a concrete answer

Role play: is a structured, activity permitting students to take the part of a person in an imaginary situation and to act the part in a realistic manner as possible.

1.10 Organisation of the Study

The study is organised into six chapters. Chapter one includes the background to the study, the statement of the problem, the purpose, objectives and the research questions. It also includes the significance of the study, limitation of the study, delimitation of the study, the operational definitions of terms and the organisation of the study. Chapter Two deals with the literature review; this is the review of relevant literature related to the subject under study that is what others have done about the problem and the gaps that are needed to be filled. Chapter Three presents methodology in the study. This included research design, study area, research setting, population, sampling and sampling techniques, research instrument, issues of validity and reliability, pre-testing, data collection procedures, data analysis procedure and ethical consideration. Chapter Four contains data analysis and presentation of findings. It describes the results of the data collected towards the achievement of the stated objectives of the study. That is, presentation of result on demographic

characteristics of respondent, instructional strategies adopted by social studies teachers, mode of assessment employed by social studies teachers, teacher's interaction with student as well as the result of the observation guide and the discussion of findings. The final chapter presents the summary, conclusions, recommendations as well as implications of the findings on social studies teacher's classroom practices in selected Senior High Schools in the Agona area of the Central Region of Ghana.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the literature on the topic “an exploration of Social Studies teacher’s classroom practices”. Perspectives of a variety of literature will be discussed from a historical viewpoint to current thinking on this topic.

The section looks at other works on Social Studies teacher classroom practices, theoretical framework as well as proposed conceptual framework for the study. The review of literature will particularly provide information with regards to the Historical Development of Social Studies Education, Concept of Social Studies Education, Purpose and Objectives of Social Studies Education scope of social studies Education, Attributes of Social Studies, qualities of a Social Studies teacher, as well as the role of Social Studies teacher in the development of Social Studies education. It also provides an understanding of the concept of assessment, forms of assessment, classroom assessment practices and the purpose and importance of assessment. The literature also suggests a variety of strategies for teaching Social Studies which includes question and answer, lecture, role-play, simulation, discussion, project, field work, demonstration and team teaching. To conclude on the literature review, it looked at literature regarding Social Studies under the theoretical review, the study adapted the Constructivism Learning Theory (CLT). The conceptual framework also provided a clear path for the researcher to navigate around.

2.1 Historical Development of Social Studies Education

The contemporary Social Studies Education has its roots in the progressive education movement of the early twentieth century (National Council for the Social Studies [NCSS], 1994) with emphasis on the nature of the individual learner and the process of learning itself. The movement challenged the assumptions of subject-centered curricula. Until this time, the Social Studies Curriculum was composed of discrete subject areas with emphasis on History, Geography and Civics. By 1893, there were indications that change was coming based on the report of the committee on Secondary School Studies. The committee advocated an interdisciplinary approach to Social Studies. By 1916, the National Education Association (NEA), committee on Social Studies was urging that an interdisciplinary course of instruction be created based on the Social Sciences. When the NEA report established Social Studies as the name of the content area, it presented the scope and sequence that is still in the use at the start of the twenty-first century.

Social Studies received further support when the 1918 cardinal principles of Secondary Education called for the unified study of the subject areas heretofore taught in isolation. This course Social Studies, would have as its main goal, the cultivation of good citizens. Citizenship development was the main emphasis because of increased in migration across the world into America due to the First World War (NCSS, 1979). Indeed, Citizenship Education was one of the main missions of the NCSS. It was intended to close the gap between Social Scientist and Secondary School Teachers to advance an integrated study of the course and a broader conception of Social Studies Education (NCSS, 1979).

For some time, these subjects (Civic, History & Geography) have been taught as separate disciplines in African countries instead of using the integrated approach as in the case of the United State of America. Due to these, a conference was organized in the United State of America between June to July 29th 1961, at Endicott Summer House Study, Massachusetts Institute of Technology for educators from Africa, America and Britain to find out problems associated with education in the newly independent African states and come out with solutions to solve them (Tamakloe, 1988). The sub-committee on the Humanities and Social Studies made several suggestions and recommendations. (African Social Studies Programme [ASSP], 1977, p. 57) stated that:

The teaching of Geography, History and Civic as separate disciplines in Primary Schools in Africa introduces an artificial division in the Social Sciences as an integrated field of study and should be made to appreciate right from the start of his education, the close relationship between disciplines which later emerge as distinct fields of learning.

In 1967, a conference was held at Queens College, Oxford by the sub-committee to further give more attention to the development of Social Studies Education in African Primary Schools. The sub-committee again recommended that a Social Studies conference be called in Mombasa, Kenya the following year. Eleven (11) Anglophone African countries including Ghana attended the conference where the leader of Ghana's delegation was elected the chairman. The conference gave birth to the African Social Studies programme (ASSP) in 1969 (Tamakloe, 1988). By 1975, the membership has risen to seventeen (17). Since then, Nairobi, Kenya has served as the headquarters of the ASSP. By 1987, Social Studies has taken a firm root in the new educational reform in Ghana with an approved curriculum in the Public Junior Secondary Schools, where it is taught as an integrated subject by equipping the learner with knowledge, skills and desirable attitudes to be able to fit and function

well in the society (Ghana Education Service [GES], 1987). This implies that Social Studies is recognized in the Ghanaian context as a subject which borrows various relevant ideas and combines them as a whole to provide learners with relevant knowledge of cultural, values, skills to enable them function effectively in society.

2.2 Concept of Social Studies Education

One of the most significant dimensions of the history of Social Studies is the lack of agreement among its scholars over the definition of the subject. Various definitions have been offered by different writers which revealed a variety of perspectives on the subject. According to Jasim (2008) “Social Studies are the integrated study of the Social Sciences and Humanities to promote effective citizenry” (p.ii). To him, the subject prepares the individual to fit into the society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. To Linguist (1995), it is “an integration of knowledge, skills and processes that provide powerful learning in the Humanities and Social Sciences for helping children to be good problem solvers and wise decision makers” (p. 1).

In a similar definition, the NCSS (1994) sees it as the “integrated studies of Social Sciences and Humanities to promote civic competence” (p. 105). From the above definitions, it is gathered that Social Studies draw.” This means using the various Social Sciences and Humanities such as History, Geography, Economics, and Government taught as a unit or themes to equip the learners with knowledge, skills and desirable attitudes to be able to fit and function well in the society. In this regard, Martorella (1994) states that the field of Social Studies gains a significant portion of its identity from the disciplines of the Social Sciences. He adds that the methods of

enquiry used in the Social Sciences are important sources of Social Studies subject matter. He gave a threefold definitions of Social Studies as follows: The Social Studies are selected information from any area that relates directly to an understanding of individuals, groups and societies and application of the selected information to Citizenship Education.

Another dimension to the concept of Social Studies is that, “it is that part of the School Curriculum which deals with human relationships and aims to contribute to the development of good citizenship” (Tabachnick, 1991, p. 36). To Banks (1990) “it is that part of the elementary and high school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in a democratic society” (p. 8). “It is also the study of the problems of society.” (Ministry of Education Science and Sports [MESS], 2007, p. 1.). The subject prepares the individual to fit into society by equipping him/her with knowledge about the culture and ways of life of their society, its problems, values and hope for the future. Barr, Barth, and Shermis (1977) see it as “an integration of experience and knowledge concerning human relations for the purpose of Citizenship Education” (p. 16). Wesley (1984) on the other hand, views the subject in terms of the method and purpose of teaching it when he states that “the Social Studies are the Social Sciences simplified for pedagogical purposes” (p. 34). Kenworthy (1969) in the same vein states that “Social Studies is a kind of shorthand for the study of people by pupils in elementary and secondary schools” (p. 6).

Tamakloe (1994) agrees to the assertions raised by the writers that “Social Studies deal with man in relation to his environment” (p. 4). It can be inferred that, irrespective of the dimensions on the subject, man is paramount in the development of

the society with the requisite knowledge, skills, and desirable attitudes acquired. Michealis (1953) also shares in the same view of the writers when he says “Social Studies are concerned with man and his interaction with his social and physical environment, they deal with human relationships” (p. 2). But in a rather sharp contrast, Jerolimek (1971) sees the subject as how young learners grow in their understanding of sensitivity to the physical and social forces at work around them in order that they may shape their lives in harmony with those forces. He went further that the subject must be based on wisdom, reason, and rational processes not on myth, superstition and ignorance. This dimension to the concept clearly paints the picture that Social Studies is indeed wide in scope.

Jerolimek and Walsh (1965) explained that a Social Studies programme which is designed to maximize the ability of learners to understand and satisfactorily explain human and natural problems should incorporate within itself relevant topics and activities. Aggarwal (1998) also sees Social Studies as “the life of a man in some particular place, at some particular time” (p. 2). Social Studies is indeed a subject with wide coverage area and it behoves on the educators of the subject to be up-to-date on knowledge and information. Social studies covers every facet of human life.

2.3 Purpose and Objectives of Social Studies Education

Like the definition of Social Studies, it appears to have unlimited goals and importance. According to Jasim (2008) “the subject prepares the individual to fit into society” (p. ii). Again, it helps the learners to understand their society better; helps them to investigate how their society functions and hence assist them to develop their critical and at the same time developmental kind of mind that transforms societies. To the Ministry of Education Science and Sports (2007) the subject is designed to help

the learners to develop the ability to adapt to the developing and ever-changing Ghanaian society; develop positive attitudes and values towards individual and societal issues, develop critical and analytical skills in assessing issues for objective decision-making; develop national consciousness and unity; develop enquiry and problem-solving skills for solving personal and societal problems and become responsible citizens capable and willing to contribute to societal advancement. To Banks (1994) the subject “is to prepare citizens who can make reflective decisions and participate successfully in the civic life of the local community, nation and the world” (p. 9). Martorella (1994) also shares a similar view point as He opines that the basic purpose of Social Studies is to develop reflective competent and concerned citizens.

Also, NCSS (1994) asserts on the same line of thought that, the primary purpose of Social Studies is “to help young people develop their abilities to make informed and reasonable decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world” (p. 105). It can be deduced from the above explanations that, there appears to be similarities about the purpose and objectives of the subject, in that, it is to prepare young citizens so that they possess the knowledge, skills and values needed for an enlightened citizen to participate in society. According to (NCSS, 1994) the body of knowledge relevant to Social Studies Education should be what it calls “Social Understanding” (p. 10). It explains it as knowledge of human beings’ social world. These includes a deep sense of appreciation for the people and places on earth, their relationships, similarities and differences among them, the problems they encounter and social trend and processes that are likely to shape the future. Social Studies also inculcate in learners the right type of attitude, knowledge and values needed for the survival of the individual and society. Aggarwal (1982)

warns that the development of desirable attitudes and values should not be done through indoctrination via lecturing or preaching, rather it should be the natural outcome of all the discussions and activities carried on by the class. He emphasizes that values and attitudes are caught but not taught. This assertion confirms the fact that learners are to develop reflective competent and become concerned citizens Martorella (1994). Even though Social Studies out to provided learners with skills , attitudes and values to be critical thinkers, it teaching have to be carried out through child centered pedagogies other through indoctrination.

2.4 Scope of Social Studies Education

The scope of Social Studies has been viewed by writers from different points. Some explained the scope in terms of the subject discipline, from the perspective of the community, as an integrated body or theme and in terms of the societal life. However, to Mess (2007) the subject at the basic and senior high levels, is concerned with equipping the learner with an integrated body of knowledge, skills and attitudes that will help the student develop a broader perspective of Ghana and the world. To Banks (1985) the scope of Social Studies at the lower grades is based on “Institutions and Communities such as the Home, Family, School, Neighbourhood and the Community” (p.9). To him, at the high school level, schools offer a variety of elective courses such as Sociology, Psychology and the problems of Democracy. On the other hand, Martorella (1985) sees the scope as “gaining its identity from the Social Sciences, namely History, Political Science, Geography, Economics, Sociology, Anthropology and Psychology” (p. 5). Again the scope is discipline based, dimension based and concern based. Beard (1963) described it as a “seamless Web too large for any human eye” (p. 5). To Barr et al. (1977), “it is a Schizophrenic bastard child” (p. 12). Aggarwal (1982) confirms the assertions raised by the writers that, the scope is

“very vast and wide, and in fact, as wide as the world itself and as lengthy as the history of man on this earth” (p. 3). Mahlinger and Davis Jr. (1981) add that the scope “lacks a consistently discernable heart” (p. 1). It can be deduced from the above dimensions on the scope of Social Studies that, it is not limited but cuts across all fields of human endeavour. Social studies draws its contents from contemporary issues happening around us.

2.5 Attributes of Social Studies Education

One major attribute of Social Studies is that; it is integrated in nature. Tamakloe (1991) referred to it “as the pith and core of Social studies” (p. 1). Thus it is the blending of disciplines and curriculum elements. To him, integration breaks the artificial wall of partition between and among disciplines so that each one makes an in-road into the territory of the other. Farrant (1982) sums it up by saying that “any pursuits of learning that tries to restrict such interaction, soon becomes sterile and dead” (p. 32). It can be seen from Tamakloe (1991) that learners in their natural learning situations do not draw dividing line between subjects, they do not compartmentalize knowledge into subjects but rather the knowledge and skills acquired are the results of learning experiences gained through the integration of the relevant aspects of the various subjects. The basic objective of integration is to address issues, problems, topics and phenomenon intelligently and holistically to help learners create meaning and order out of the world in which they find themselves by involving in the world beyond the classroom (Mathias, 1973).

The subject also places emphasis on the development of student’s ability to acquire, investigate and discover. It encourages active, integrative and participatory learning in which the learner is personally involved. Tamakloe (1991) explains that “the subject

seeks to break the traditional two-by-four type of education where it is limited to that two end of the textbook and the four corners of the classroom” (p. 43). To Nesiah (1965) he sees it as “the inquiry into nature and the process of interaction with and between human groups, community as related to their environment” (p. 31).

From the above, it can be deduced that for Social Studies to achieve its attributes, there is the need for learners and teachers to change from the traditional ultimate giver and taker of knowledge but by exploring the world beyond the classroom through enquiry, local study, field work, project work, out-of-door activities in a bid to finding solutions to the problems that confront us.

2.6 Qualities of a Social Studies Teacher

The core purpose of Social Studies is Citizenship Education MESS (2007). He reiterated that the subject at the basic and senior high levels is concerned with equipping the learner with an integrated body of knowledge, skills and attitudes that will help the student develop a broader perspective of Ghana and the world. A good Social Studies teacher is invariably a good citizen in the society. Martorella (1994) explains that one quality of a Social Studies teacher for that matter a good citizen is that “the person must be reflective, competent and concern” (p. 10). Thus the person has knowledge of a body of facts, concepts and generalizations concerning the organization, the understanding and development of individual groups in society. He went further to defend the fact that, the person can also formulate hypothesis that can be tested, think critically, make decisions and solve problems on the basis of the best evidence available. Furthermore, the person serves as a reservoir of knowledge from which learners draw their knowledge and are abreast with current issues and changing trends in the society. To Parker and Jarolimek (1997) a good Social Studies teacher

exhibits the ideals of a democratic free society by involving in civic activities such as elections, paying of tax, and obeying the constitution.

Aggarwal (1982) opines that, a good Social Studies teacher is tolerant and broad-minded, a good leader, a patriot, devoted to freedom, make independent decisions and believes in the ideals of a democratic free society. This assertion was also confirmed by Brophy (1988) when he described the teacher as someone who is an informed person, skilled in the process of free society, who is committed to democratic values and who not only is able to but feels obliged to participate in social, physical, political and economic processes in the society. A good Social Studies teacher has a store of skills to make decisions and solve problems. The person has an awareness of his or her rights and the privileges in the nation. Again, the person has a sense of social consciousness and a well-grounded framework for deciding what is right or wrong for acting on decisions. Furthermore, the person can identify and analyze issues and to suspend judgments concerning alternative beliefs, attitudes, values, customs and cultures (Banks, 1990).

From the above qualities espoused by the various writers, it is evidently clear that, the qualities of a good Social Studies teacher depend on the kind of environment in which the individual is, the values cherished in the community and the individual's temperaments. Therefore, the qualities of a Social Studies teacher range from the passive compliance member of the community and nation to the active informed citizen who is committed to improving existing conditions. Again, a good Social Studies teacher should be natural thus speaks in a normal voice and express feelings of not pretending, be warm, pleasant, approachable and tolerant to learners. Thus individual differences of learners and colleagues must be prized high, respect the

opinion of others and establish a fine base for personal relationships. Kenworthy (1969) “a good Social Studies teacher has eight qualities that makes him or her effective” (p.236). Listed below are the qualities:

2.6.1 Subject area knowledge

The best Social Studies teachers know a great deal. They have read much. They have travelled widely. They are “saturated” in subject matter. But they are also able to organize this subject matter around important concepts, generalizations, or “bit ideas”.

2.6.2 Confident

Such teachers have confident in themselves and in their pupils. They know their shortcomings, but also their strengths. Because they have relatively secured themselves, they are free to help others.

2.6.3 Caring

The best teachers care a great deal about boys and girls and about society. And they know how to communicate their caring about boys and girls and about society. And they know how to communicate their caring.

2.6.4 Communication

One can know a great deal and not be a master teacher. The master teacher has studied carefully the various means of communication and knows well how ideas are communicated to learners.

2.6.5 Creativity

The effective teacher has imagination. To him or her history is drama – the pageant of mankind. People - all people are important. Such a teacher has a wide variety of methods or strategies to make the present and the past live for children.

2.6.6 Curiosity

Effective teachers are never satisfied with what they know. They are eager to explore, to inquire, to discover. They are continuously learning.

2.6.7 Commitment

Effective Social Studies teachers are not dogmatic. But they have developed a set of values to which they are committed, including commitment to a better world for children as well as adults and a world of diversity.

2.6.8 Catalytic power

Above all, the effective Social Studies teacher is a catalyst. He or she knows how to excite children, to arouse them, to stimulate them and to spur them on to better learning. Indeed, the quality of a Social Studies teacher is endless. It ranges from his or her personal qualities, level of knowledge, social relationships, temperaments and the desire to aspire to greater heights to the development of Social Studies Education. It can therefore be said that, a good Social Studies teacher should be someone who is knowledgeable and well informed person who is committed and is able to diversify his instructional strategies to and provide siren environment to aid learning.

2.7 Role of Social Studies Teachers in the Development of Social Studies

Education

According to NCSS (1994) “Social Studies Education was immersed in disagreement on the scope and sequence” (p.10). Thus dissent ensued among teacher educators, content specialist and certification requirements in the subject were non-existent. The founders of the council envisioned its unification and played a leadership role in promoting an integrated study of the subject and offer support and services to its members. This brings to light the role of the teachers in the development of the

subject. In this regard, the roles of the teacher changes from the traditional ultimate giver of knowledge to a guide, director, facilitator and motivator. The result of actively engaging the students in the teaching and learning process through enquiry is that learning extends to the world and beyond the classroom Tamakloe (1991). He further explains that, teachers are to regard their environment – the textbook for learning Social Studies. Every theme needs to be directly and related to some problem or issue of society and students motivated to identify themselves with such issues and voluntarily seek solutions to them. Frey and Schmitt, (2010) consider the teacher as a developer of learners to be able to understand and carry out their civic responsibilities as required of by a democracy and learners who can think critically and solve problems in order to make wise, civic, social and personal decisions and choices. Another major role of the teacher is fostering a feeling of importance in the subject, should be paramount (Haladyna & Shaughnessy 1982). The way to foster this feeling is by showing students the relevance of the curriculum to their lives. By including more community based and real-world experiences (Schug et al., 1984).

Also by including more diverse experiences and shifting away from traditional methods. Teachers could present the Social Studies Curriculum with more variety and active approaches (Schug et al., 1984). NCSS (1994) (cited in Wade,2002) suggests that teachers can develop Social Studies by formulating programmes that reflects the changing nature of knowledge, fostering entirely new and highly integrate approaches to solving issues of significance to humanity. The level of teacher's enthusiasm also affects learner's achievements (McKinney & Larkins, 1982). To them, in order to achieve the necessary enthusiasm, teachers are to vary their vocal delivery, use their eyes more frequently, include more hand gestures and body movement, including facial expression and vary energy level to demonstrate enthusiasm to learners. In

addition to increase enthusiasm of teachers, Hawkins (1997) says “History lessons should be taught in a thematic manner” (p. 18). In this way the whole scope of the Curriculum will be addressed. This means that Social Studies teachers should place the subject on their heart and provide learners with the favourable environment as well as employ variety child centered strategies to motivate the learners to get actively involved in the teaching and learning process thereby helping to achieve the goal of the subject.

2.8 Concept of Assessment

Assessment can be defined as all activities that teachers and students undertake to get information that can be used to alter teaching and learning (Amua-Sekyi, 2016). The activities include teacher observation and analysis of student work (homework, tests, essays, reports, practical procedures and classroom discussion of issues). The focus is on gathering information on what a student may or may not know. According to Meador (2017), in its simplest form, classroom assessment is about collecting data, looking for mastery of content and guiding instruction. Meador argued further that the assessment process is complex and teachers may view the process as time-consuming, often monotonous, and seemingly never ending.

Assessment goes beyond just assigning grades for students in their assignments and tests. Linn and Miller (2005) also viewed assessment of student learning as a systematic process of collecting information about student progress towards particular learning goals. Assessment in the context of education has therefore been used primarily “in deciding, collecting and making judgments about evidence relating to the goals of the learning being assessed” (Harlen, 2006, p. 103). In this sense, Bloom cited in William (2008, p. 58) asserts that when assessment is aligned with the process

of teaching and learning, it will have "a positive effect on students' learning and their motivation". This means that assessment accounts for "supporting learning (formative), certifying the achievement or potential of individuals (summative), and evaluating the quality of educational institutions or programs (evaluative) (William, 2008).

Black and William (2004) put more emphasis on the use of assessment to support learning; however, they also acknowledge the importance of using assessment for certification and evaluation. Moreover, there is a rising consensus among educators that assessment should be used to diagnose students' achievement and measure their performance etc. However, others argue for the use of assessment to enhance student learning and performance (Brookhart & Bronowicz, 2003). However, traditionally, assessment has been perceived as an unpleasant burden resented by students, while interrupting the core duties of educators, namely teaching and learning. In this sense, Brookhart and Bronowicz (2003) argued that students often see assessment as an instrument of identifying failure rather than documenting development and success.

Thus, in general, students see assessment as a neutral, isolated element of teaching and learning. The opinions, conceptions, beliefs and perceptions of teachers and learners concerning classroom assessment practices indicate that assessment has over the years become an end in itself without any link to specific needs in education (Brookhart, 2011). This should however not be the case. This is because higher order learning skills and outcomes cannot be achieved if assessment does not allow for learners' capacity to develop and grow. If such skills are to be attained, varying degrees of adequacy needs to be demonstrated and therefore assessment tools, techniques and methods must reflect the attainment of quality measures and standards (Ryan & Deci 2000a).

2.9 Forms of Classroom Assessment

Assessment is integral to the teaching–learning process, facilitating student learning and improving instruction, and can take a variety of forms. Classroom assessment is generally divided into assessment *for* learning, assessment *of* learning and assessment *as* learning. Previously, assessment has always focused on formative or summative depending on how the results are used (Dunn & Mulvenon, 2009). However, assessment *as* learning is of importance consideration in this age of technology.

2.9.1 Assessment for learning (Formative assessment)

Assessment *for* learning is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful. This assessment provides students with the timely, specific feedback that they need to make adjustments to their learning. Formative assessment takes place when teachers and students respond to students' work, making judgements about what is good learning with feedback from this dialogue being used to improve the learning experience of the student (Nicol, 2009; Nicol & Macfarlane-Dick, 2006). The feedback covers information about how the student's present state of learning and performance (actual outcome) relates to goals and standards (desired outcome) in the classroom setting.

Hattie (2009) identified feedback as the single most powerful educational tool available for improving student performance. Formative feedback is therefore exploratory, provisional and aims at prompting further engagement from the students as part of an on-going dialogue between and amongst students and teachers (Pryor & Crossand, 2008; Attwood, 2009). Thus, feedback from formative assessment is not the end result but forms part of the process of the assessment. Pryor and Crossand

(2008) argued further that formative assessment involves a much more dialogic form of language, often moved away from the traditional classroom interaction where the teacher initiates, students respond and teacher gives feedback.

The philosophy behind assessment for learning is that assessment and teaching should be integrated into a whole (McNamee & Chen, 2005). After teaching a lesson, there is the need to determine whether the lesson was accessible to all students while still challenging to the more capable. It should cover what the students learned and still need to know; how we can improve the lesson to make it more effective; and, if necessary, what other lesson we might offer as a better alternative. This form of continual evaluation of instructional choices is at the heart of improving our teaching practice (Burns, 2005).

2.9.2 Assessment of learning (Summative assessment)

Assessment *of* learning is the snapshot in time that lets the teacher, students and their parents know how well each student has completed the learning tasks and activities. It provides information about student achievement. However, it often has little effect on learning. It is referred to as Summative Assessment. Summative assessment creates tests, marks, academic reports and qualifications which are socially highly valued (Biggs, 2003). Summative assessment events are usually designed to help make a (final) judgement about a student's achievement on a programme and potential subsequent achievement (Awoniyi & Fletcher, 2014). Further, summative assessment involves certifying achievement, providing formal evidence of a student's competence and awarding a qualification to help make decisions about entry to other learning programmes and providing information that will help others make selection decisions (Awoniyi & Fletcher, 2014). Invariably, education is largely controlled by

assessment, especially summative assessment as a result of the ways in which the results are used.

2.9.3 Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning:

- i. encourages students to take responsibility for their own learning
- ii. requires students to ask questions about their learning
- iii. involves teachers and students creating learning goals to encourage growth and development
- iv. provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- v. encourages peer assessment, self-assessment and reflection.

2.10 Classroom Assessment Practices of Teachers

Assessment continues to be at the center of a lively debate taking place in educational reform (Kankam et al., 2014). The measure of student learning, whether the assessment is standardized or alternative, inevitably includes theories, techniques, practices, applications and outcomes. This requires teachers use various methods of assessment to determine students' progress in learning and their academic achievement. According to Linn and Miller (2005), assessment methods refer to any of a variety of procedures used to obtain information about student performance. Classroom assessment embraces a broad spectrum of activities ranging from constructing paper-pencil tests and performance measures, to grading, interpreting

standardized test scores, communicating test results, and using assessment results in decision-making.

Therefore, in the classroom, teachers usually use written test and performance assessment or authentic assessment such as observation and questioning to obtain information about students' learning (Brookhart, 2011). An important consideration however is that teachers need to be aware of the strengths and weaknesses of various assessment methods, and choose appropriate formats to assess different achievement targets in the teaching and learning process (Frey & Schmitt 2010). Classroom assessment can occur at various times over the course of an instructional unit, can take many forms, and can serve a multitude of purposes (Furtak, Morrison, & Iverson, 2014).

An assessment given at the beginning of a new unit might help a teacher know where his or her efforts might be most effectively focused. Assessment forms such as quizzes, exit tickets, and daily check-in questions, can help students and teachers track students' progress. End-of-unit exams and semester or end-of-year finals are however often used in a summative way for students and teachers to evaluate students' knowledge and skills about a topic or across a longer time period. It has been argued by O'Brien (2000) that teachers can use whatever methods are appropriate for specific students. This implies that students have different capabilities and as such no single technique can be appropriate for all at all times. However, Killen (2003) opined that any strategy or method chosen should be based on the desired outcomes to be attained by students.

2.11 Purpose and Importance of Classroom Assessment

The purpose of gathering assessment information is to help teachers make decisions in the classroom implying that, assessment is not an end by itself, but a means to another end (Javid, 2009). In other words, good assessment information is any information that helps teachers to make accurate decisions in their classrooms. To accomplish these activities, teachers or instructors may use various techniques of assessment. From these techniques, tests and exams are used most commonly in different class levels starting from lower class levels up to higher institutions (Angela & Cross, 1993).

Assessment is important because where the stakes attached to the assessment are high, they influence what is taught, how it is taught, what is learned and how it is learned (Paige, 2006; Stobart, 2008). This happens because teachers and students will align teaching and learning to their form and content to meet its demands. According to Amua-Sekyi (2016), assessment in its various forms has always been a central part of educational practice. Amua-Sekyi indicates further that evidence from the empirical literature suggests that assessment, especially high stakes external assessment has effect on how teachers teach and consequently, how students learn. Thus, assessment can influence the teaching and learning process.

Further, Kahn (2000) purported that teachers assess learning for a wide variety of purposes. This includes judging the degree of mastery, monitoring progress, diagnosing learning difficulties, evaluating teacher and instructional effectiveness, informing students about their own achievement, individualizing instruction, and providing a basis for school marks. Again, teacher-designed assessment may serve important roles in the classroom such as maintaining student motivation, cooperation,

and attention; justifying to students the inclusion of certain instructional activities; encouraging students to read a particular text, listen to a lecture, or take notes; and rewarding those who cooperate and work hard by completing assignments and listening attentively while penalizing those who do not (Rust, 2005). Overall, assessment is also used in „selecting, controlling or motivating students, and to satisfy public expectations as to standards and accountability“ (Biggs, 2003, p.141). The very importance of assessment is improving teaching practice (Eshun et al., 2014) is what makes the subject of assessment an interest to researchers.

2.12 Common Classroom Assessment Practices of Teachers

Several researchers have sought to identify the common classroom assessment practices of teachers. For instance, Amua-Sekyi (2016) carried out a study on assessment practices in colleges of education in Ghana. The study used focus group discussions to draw upon the experiences of 12 tutors and 18 student-teachers in 3 colleges of education in Ghana. The study revealed that although teachers are expected to nurture evaluative thinking skills in their pupils/students this is not reflected in the assessment and teaching and learning practices of student-teachers. This implied that the teachers were not adhering to the right assessment practices. The study therefore concluded that for teachers to be effective in promoting the desired goals of the basic school curriculum, greater recognition must be accorded to the influence of assessment on teaching and learning.

Again, Hao and Johnson (2013) investigated the relationship between teachers' uses of various types of classroom assessments and their fourth-graders' reading literacy achievement, reading self-concept, and attitudes toward reading. The results showed the varied classroom assessment practices that teachers use included multiple-choice

items, short-answer and paragraph writing, and oral communication. A study conducted by Eshun et al. (2014) on nine (9) College of Education Social Studies tutors in central region of Ghana revealed that classroom assessment techniques is an integral part of teaching and learning.

Further, Morgan and Watson (2002) also reported that most middle and high school teachers use teacher-constructed tests to assess students' achievement. In addition, Morgan and Watson found that most teachers view classroom assessment as an added requirement to their teaching job and not as a tool to improve their teaching and so should not be time consuming. Frey and Schmitt (2010) also carried out a study to examine classroom assessment practices of 3rd- through 12th-grade teachers in a Midwestern state. In addition to determining the frequency with which specific assessment item formats were utilized, the level of use of selected "best practice" approaches to assessment was considered (performance-based assessment, teacher-made tests, and formative assessment). The study showed that essays and written assignments were the most common assessment formats reported. Again, there was substantial use of performance-based assessments across grade levels and subject, but traditional paper-and-pencil testing remained the predominant classroom assessment format.

Frey and Schmitt (2010) also revealed further that though teachers designed their own classroom assessments, they routinely relied on tests or items written by others. Formative assessment was however not common. The implication is that teachers did not mostly use formative assessment. Ndalichako (2013) examined classroom assessment practices of secondary school teachers in Tanzania. The major purpose was to establish the classroom assessment practices of teachers and the kind of

support they receive from school authorities in conducting assessment. Findings of the study revealed that the traditional methods of assessment were dominantly used in schools.

2.13 Strategies for Teaching Social Studies

Instructional strategies are instructional methods that include specialized instructional phases in line with the particular purposes of the subject and the features of the content area so that learners can gain the target behavior (Silver et al. 1996). Instructional strategies include activities that help create the classroom environment for good-quality learning to occur. These activities should consider instructional goals as well as the content of the curriculum.

Lack of student engagement at school is a serious concern for educators and policy makers because disengaged students are more likely to struggle academically, to drop out of school, and to have problem behaviors (Fredricks, Blumenfeld & Paris, 2004). Researchers and educators (Lee & Smith, 1993) have emphasized the significant influence of schools on student engagement and academic performance. Highly engaged students are also less likely to drop out of school (Finn & Rock, 1997).

Given the lofty goals of citizenry and productivity, what are the best practices in social studies teaching? Lawrence Resnick and Leopold Klopfer suggest that knowledge is acquired not from the information communicated and memorized but from the information that students elaborate, question, and use. It is the utilization or application of acquired knowledge which is both the product and process of social studies education.). Siler (1998) explained that teachers tend to use only one teaching style day after day, which denies students the opportunity of a variety of teaching techniques.

Research concludes that students have more interest in a topic when a variety of teaching methods are implemented (Bonwell & Eisen, 1991; Chiodo & Byford, 2006; Byford & Russell, 2006; Mills & Durden, 1992; Slavin, 1994). To support this assertion, Tamakloe (1991) also says if the organization of social studies is to be effective, the teacher must be well versed in the use of a variety of teaching methods and strategies besides the possession of adequate knowledge. This implies that appropriate and varying instructional strategies employed by teachers are paramount to good social studies education.

Aggarwal (1982) says a good method of teaching social studies should aim at the inculcation of love of work, developing the desire to work effectively to the best of one's ability, providing numerous opportunities of participation by the learner and developing the capability for clear thinking among others. These are what Banks (1990) summed up when he said skillful teaching in social studies is paramount. Without it, effective learning cannot take place. Commonly used in social studies include the following: Lecture, discussion, project work, simulation, role play, fieldwork, team teaching and inquiry.

In addition, Hoagland (2000) observed that teachers need to connect the content to the individual interests of the students, thus increasing student interest in the content and actively engaging students in the learning process. This entails utilizing a variety of teaching techniques that help engage students in the learning process. Some examples of engaging instructional methods include cooperative learning, role playing, and technology (Driscoll, 2005). Therefore, using a variety of instructional strategies that get learners to be intrinsically motivated to participate in the learning process leads to effective learning of social studies.

2.14 Common Strategies used in Social Studies Education

Modern understandings regarding instructional strategies acknowledge that instructional goals are complex and sophisticated and that instructors are supposed to have a variety of approaches to the educational needs of students from different socio-cultural environments and to help them achieve effective learning. In this respect, it could be stated that today, instructors should prefer among various instructional strategies to help learners gain active learning experiences in cognitive, affective and kinetic fields (Williams 2004).

Using various teaching strategies is considered by many a best practice, and numerous studies conclude positive results with regard to the use of various instructional methods. For example, Dow (1979) concluded that direct observation, data gathering, demonstration, role-playing, field trip, simulation, constructing projects, and watching films are all excellent ways to provide students with new information.

2.15 Question and Answer Method

Questions are stimulants which activate student's cognitive skills and they have functioned as a primary educational tool for centuries (Aydemir & Ciftci, 2008). Supporting this view, Cotton (1988) stated that improving academic achievement as well developing meta- cognitive thinking are some of the benefits of asking questions to students. This means that the use of questions and answers helps build students intellectual ability. The use of questions is very important as it serve as a means of motivating and ensuring their active participation (Gall, 1984; Cotton, 1988), leading students to think (Costa, 2001) and develop their own problem solving skills (Hu, 2015). This implies that, high level questioning stimulates student's active participation and facilitates learning. Furthermore, asking questions triggers and

interrelates student's prior knowledge with new information and assist them in reconstructing of knowledge (Penick, 1996). Although asking questions is important, its effectiveness depends on how intentionally teachers choose their questions to accomplish certain goals (Strother, 1989)

2.16 Lecture Method

This method is one of the most frequently used in instruction. It is frequently used because; it has dominated formal education over the years. Merryfield and Muyanda-Mutebi (1991) indicated that several researchers in Africa indicate that social studies teachers use the same expository, teacher centered methods of teaching history, and geography. What these authors were implying is that lecture method does not involve students but only the teacher performs all the activities in the learning process and this was the main method of teaching history and geography. Fokuo as cited in Adu-Yeboah (2008) asserts that, the lecture method which places emphasis on rote learning is the main method of teaching social studies in many colleges in Ghana. If the method places value on rote learning then, it does not encourage understanding and participation and that is lecture method. Vella (1992) sees the lecture as the formal presentation of content by the educator for the subsequent learning and recall in examination by students. Lyule (1995) adds that, the lecture is the oral presentation of instructional material. This implies that, since the teacher alone does the oral presentation to the students, they cannot apply what have been learnt in another situation but only recall the same thing as it was given when asked. It cannot lead to behavioural change in students.

Bligh (2002) gives a fitting summary of the outcomes associated with these lecture method as: The balance of evidence favours this conclusion. Use lectures to teach

information but do not rely on them to improve thought or change attitude or behavioural skills (p.20). This means that, lecture is used to clarify information to a large group in a short period of time. This method is used mainly to cover certain amount of contents it permits the greater amount of materials to be presented. It is normally characterized by the one-way communication of Ideas or concepts are presented by the teacher while students listen and take down notes (Adu-Yeboah, 2008). The implication is that, though it is one of the methods, its way of delivery does not allow students contribution and care is not taken of behavioural change and so, the affective learning is not taken care off. This method is the most commonly used mode by the teachers.

2.17 Role Play

As indicated by Clark (1973), role playing is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization (p 73). Melinger (1981) defines role playing as structured, activity permitting students to take the part of a person in an imaginary situation and to act the part in a realistic manner as possible. Shaftel and Shaftel (1982) also describe role playing as a group problem solving method that enables young people to explore human problems in a spontaneous enactments followed by guided discussion (p.9). Jacob, Honey and Jordan (2002) supported this when they pointed out that it is a spontaneous acting out a situation to show the emotion reaction of the people in a real situation. Its use in the classroom is to train students in effective problem solving as students pick social problems for study (Martorella, 2001). For, to be able to act a role perfectly, he or she adopts the affective learning hierarchy either Krathwohl or Neuman,s hierarchy. This is because one cannot point to a problem if he or she has not identified it. Again, it is after one has successfully solved the identified problem that he or she can place value on him or

herself. In others, what he or she is capable of doing better than others characterized someone.

Comer (2003) found that role play increased students understanding and improved their examination performance. The use of role play get student to participate in the learning thereby improving student performance.

2.18 Simulation

Billings and Halstead (2005) defined simulation as „near representation of an actual life event; may be represented by using computer software, role-play , case study or games that represent realities and actively involve learners in applying the of the lesson. Simulation is the promotion of understanding by „doing“ Billings and Halstead (2005).

Adu-Yeboah (2008) described simulation as closely related to role play (p. 56). Giley (1991) defines simulation as a technique which enables learners to obtain skills, competencies, knowledge or behaviours by becoming involved in situations that are similar to those in real situation. ASESP (1994) also defines simulation as pretending, an imitation. It further state that in some cases, simulation is role playing an imaginary event that, there is a similarity in simulation and role playing. What are being acted in simulation are imaginary but the acting is guided by set of rules. Clark (1973) states that simulation combines role playing and problem solving and it consists of students performing a contrived situation that duplicates a real situation so that children will understand the real situation. Adu-Yeboah (2008) in an attempt of analyzing Clark,s statement, said that, simulation then is a model of physical reality. It tries to simplify a complex social reality,, (p.57). In dealing with simulation, the game is sometimes encountered and Martorella (1994) says simulation rely on gaming

techniques and consequently are sometimes called simulation games. A simulation game is, therefore, a blend of simulation and game which allows students to assume positions of other people and make decisions for them. It does allow students to be less dependent on the teacher as they actively participate in the lesson rather than passive observers (Adu-Yeboah, 2008). It has been suggested that confidence may improve if simulation is used (Alinier, 2003; Mayne et al., 2004). The structure of a well-designed simulation is rich enough to examine many different aspect of the problem presented (Brozik & Zapaska, 2002a; Brozik & Zapaska, 2003b). Overall simulation is more effective at enhancing self-efficacy compared to the case studies and are better at increasing written communication skills (Thompson & Dass, 2003). Simulation encourage motivation, provides the opportunity for student involvement, allow for the generation of new insight increases the formulation of new concepts and create the ability for student to solve problem within a realistic and controlled environment (Queen, 1984). Woolfolk (2004) cites that one of the ways to make learning fun is to create an instructional design that employs games and simulation. Simulation assist a student by consolidating his or her skills and addresses skill deficit (Wilford & Doyle 2006). Therefore, it can be stated that, simulation provides the learner with a variety of decision making situations, the opportunity to use prerequisite skills and the refinement of communication skills, the ability to apply theory to real world problems; and non-traditional learning environment where students have the opportunity for creative problem solving.

2.19 Discussion Method

Amoah (1998) says discussion in the popular method used in teaching social studies, apparently based on the fact that discussion ensures democracy in the classroom and also leads towards achieving affective ends especially in social studies learning. In the

discussion, learners are made to value others view, be tolerant, co-operative, accommodate and assimilate others cultural differences. Also Brookfield and Preskill (2005, p.6) defined it as an alternative serious and playful effort by a group of two or more to share view and engage in mutual and reciprocal critique. Research on the efficacy of group discussion method has shown that team learning and student lead discussions produce favorable student performance outcomes, and foster greater participation, self-confidence and leadership ability (Yoder & Hochevor, 2005).

Similarly, Brookfield (1991) describes discussion as both inclusionary and participatory because it implies that everyone has some useful contribution to make to the education effort and because it claims to be successful with actively involving learners (p.14). Discussion as a teaching method is one of the key ways to involve students to take active part in what they are supposed to be taught and learnt. and this can be done by the teacher possessing a number of pertinent questions on a theme or topic to invite student,,s ideas, views or opinions on the topic or theme. This means that discussion has the tendency to motivate students to participate in the learning process

Arends (1998) sees the discussion method as an approach with three ingredients. First, both student and teacher talk are required; students are expected to enter into dialogue and conversation with academic i55nto dialogue and conversation with academic materials; and students are expected to practice and publicly display their thinking (p. 352). Through the dialogue learners acquire some form of learning cognitive, affective or psychomotor which are manifested with a change of behaviour. This is what Brookfield (1991) meant by saying that, the purpose of discussion is to engender change in learners what teachers define as desirable attitude,,,(p.189). This is

applicable in social studies since most of the topics are controversial and need varying views to clear the air. Classroom discussions are valuable for developing critical thinking when student learn how to arrange their ideas and then present them convincingly (Silverthorn, 2006; Mckeachie & Svinicki, 2006).

Proper discussion would assist learner participation to reach a critically informed understanding of the topic, self- awareness and capacity for self-critique, appreciation of diversity and informed actions (Applebee et al; 2003). The tendency of the discussion method to make student effectively participate in the lesson may lead to better understanding of the idea being communicated.

Blumberg (2008) claims that interaction during discussion would encourage students to exchange ideas and experiences which run alongside what is learnt from the lecture. Some scholars believe that the use of discussion may help student in later part of life as identified by Brookfield and Preskill (2005) that later in life student may find themselves in situations where they participate actively in social debates. Therefore, the use of discussion will not help the learner only in the current but future as well. Despite the importance of the discussion, Critics argue that some problem may show up such as that several participant dominate the discussion sessions while other students remain passive and often resentful (Brookfield & Perskill, 2005). Also discussion could also include other limitation such as that item may get of track or that only few students may dominate it during the whole session (Howard, 2015). However, some of these limitation can be limited by making participation in a class discussion be voluntary to avoid embarrassment of shy or introvert participants and would be achieved by creating a supportive climate (Rotenberg, 2010). The usefulness of discussion cannot be overemphasized as it helps study to get involved in the study, makes teaching and learning lively as well as stimulating the thinking

ability of learners but to be able to realize these benefits it has to be carefully designed so the outspoken student does not take full control at the detriment of the introvert.

2.20 Project Method

Kilpatrick, as cited in Adu-Yeboah (2008), defines project method as a hearty purposely act,, Knoll (1997) says, it is considered a means by which students develop independence and responsibility and practice social and democratic modes of behaviours. Adu-Yeboah (2008) contends that the varied approaches to teaching social studies also call for the project method. The earlier definition indicates clearly that project is a child centred activity carried on by learners to accomplish a definite goal (Adu-Yeboah, 2008). The project which had its origin in the professionalization of an occupation was introduced in the curriculum so that students could learn at school to work independently and combine theory with practice. Individual or group undertakes a study which could be an independent observation to help them solve a problem and this is a project method. This is where the learner or a group of learners get to understand the meaning of the problem to be solved. Since social studies concern itself with the study of environment, the project method may involve a local study whereby learners may be assigned to phenomenon investigate and write a report about their local community. Within the report, it may include the location, occupation of the indigenes and festivals being celebrated by the people in that geographical area. Normally, the groups write and share findings they come across in their study. Project method considers the abilities of the students and places students of varied abilities in a group so that, the weaker ones would be helped by the stronger ones. Fast writers will help slow writers. It is an approach which does not breed selfishness but co-operation, tolerance and unity. Peterson (1999) puts it as, the students who is a good writer can help to revise and edit a weaker writer's essay; the

learning process is, therefore, integrated., On the other hand, in project work, students develop skills of analyzing and formulating hypothesis; through this students came to a logical understanding of the problem or issues to be solved (Adu-Yeboah, 2008). I see project method with its potential of promoting unity among students, tolerance and co-operation; it is a good method and strategy of teaching the affective domain.

2.21 Field Work

Field works have been described by Kilpatrick (1965) as fieldstrips, excursions, study trips and educated walks. Adu-Yeboah (2008) also explained fieldwork as the teaching and learning which takes place outside the classroom or laboratories, usually planned and organized to take place within the school, the environs of the school, the local community. On his part, Tamakloe (1991) recognizes that, the nature of the learning collects information in his immediate and 57 wider environments. Later Hayford (1992) says field trips are explained excursions to sites beyond the classroom for the purpose of obtaining information and provides an opportunity for first hand observation of phenomena. In the first instance, all these experts see fieldwork as very important tool for social studies teaching and learning. These motivate the teacher to extend his or her lessons beyond the four corners of the classroom into the environment for fresh information which is not diluted from the field. So Kilpatrick (1965) term excursions do not mean sightseeing but educated walks which means the purpose of fieldwork is educational knowledge to be gained by learners. The learners after their movement to the site acquire some body of knowledge which they were lacking or had misconception about earlier. Fieldwork activities can be organized under three stages. Anderson and Piscitella (2002) observed field trip activities having long lasting consequences for students, typically involving memories of specific

content. If social studies teaching are to be successful, fieldwork activities become prominent.

2.22 Demonstrations

Demonstrations are the repetition of series of planned actions designed to illustrate certain phenomena. Shakhashiri (1992) remarked that “educators have often searched for various ways to teach science” the use of demonstration is one numerous pedagogical interventions that have been adopted for enhancing student interest.

Hofstein and Lunetta (2004) their comprehensive review, came to the conclusion that demonstration have the potential to enhance learning motivation and attitudes. Gardner (1978) suggest that demonstration may enable learners to evoke the “wow” experience. This may increase their curiosity and enhance their reasoning abilities.

The use of demonstration consequently impart positively on students learning as remarked by (Gerber, Cavallo & Marek, 2001) that demonstration may have an impact on students achievement. Demonstration in use as a teaching strategy may prove beneficial for students with different or special learning needs. It is assumed that, when combined with traditional method, demonstration can be effective for low achieving students with visual and special intelligence but with limited cognitive abilities (Radem, 2009). Though demonstration is useful, there are occasions in which teacher demonstrations are more educationally more effective than are student’s own experimentations (Hofstein & Lunetta, 2004). However, in doing demonstration, it may be beneficial to include elements of cooperative learning in demonstrations lessons in order to improve students understanding of what is taught (Eilks, Prins & Lazarowitz, 2013)

2.23 Team Teaching

The nature of social studies in terms of the wide array of specialised topics calls for collaborative teaching as a pedagogical method (Adu-Yeaboah, 2008). For many social studies educators, one way to address the problem of teachers for class is through team teaching (Booth, Dixon, Brown & Kohut, 2003). According to Davis (1997), there have been several contrasting definitions. With this, Bess (2000) defines team teaching as a process in which all team members are equally involved and responsible for students' instruction, assessment and the setting and meeting of learning objectives. In the same vein, Goetz (2000) defines team teaching as a group of two teachers working together to plan, conduct and evaluate the learning activities for the same group of teachers. Davis (1997) suggested that team teaching refers most often to the teaching done in interdisciplinary course by the several team members who have joined together to produce that course. To these authors, social studies is interdisciplinary and therefore, methods should be varied and a group of teachers of two or more can teach the same subject by each of them taking a group or aspect to achieve the same goal. In teaching therefore members are equally involved in all aspects of the 50 management and delivery of the subject (George & Davis-Wiley, 2000).

Even though, there are problems associated with team teaching as a result of lack of collaboration and cohesiveness among team members, there are several pedagogical advantages for teachers and the traditional form of teaching which was teacher isolated in the classroom as students receive instruction from expert knowledge (Buckley, 2000; Goetz, 2000; Letterman & Dugan, 2004). As exchange of ideas goes on in the classroom, teachers learn new ways or methods of teaching and this helps to foster professional development among teachers. Team teaching can aid in improving

friendship between teachers (Adu-Yeboah, 2008). He said further that, students are exposed to variety of teaching styles and approaches which increase the potential for the team to meet the various learning styles of students (Goetz, 2000; Helm, Alvis & Wellis, 2005). Buckley (2000) states that students also benefit through the 52 opportunity to receive instruction from experts in specific areas of a discipline, knowledge base which expose them to alternative issues.

Importance of instructional strategies

Marzamo (2003) states that instructional strategies influence learner's achievement and let teachers diversify the instructional application. This means that, when instructional process is structured, applied and evaluated in a purposeful, planned and systematic way, it encourages student achievement vary instructional application.

Providing students with real-life situations and experiences such as field trips can motivate students through increased interest and curiosity, which improves long-term retention of concepts (Jensen, 2000). Real-life situations also enhance the learning of abstract concepts and help students view learning as a practical component of life and not just a classroom activity (Huang 2006). In Huang's study, brain-based teaching strategies and technique. According to Huang, Metacognitive strategies help students to learn and remember through outlining, rehearsing, and repeating.

Instructional strategies help to promote effective teaching as it helps in capturing the attention of student. in support of this, Tamakloe (1991) also says if the teaching of social studies is to be effective, the teacher must be well versed in the use of a variety of teaching methods and strategies besides the possession of adequate knowledge in several.

The use of role-play in the classroom is to train students in effective problem solving as students pick social problems for study (Martorella, 2001). This implies that the use of instructional strategy such as role-play prepares student to be effective problem solvers as they are challenge in the classroom to pick up a social problem to study.

Instructional strategies allow students to be less dependent on the teacher as they actively participate in the lesson rather than passive observers (Adu-Yeboah, 2008). During all these participations in the activities, students work together with others and try to accommodate them by assimilating the values of others.

Instructional strategy like discussion provides opportunities for student thoughtfulness about the information received in class (Newmann, 1988). This means that, instructional strategy helps enhance their thinking ability of study as they are compared to think before bringing their view on an issue during discussion.

2.24 Social Studies Teacher's Interaction with Student

The classroom is a social system in which the teacher and the students interact as organizational members. The quality of classroom relations is dependent on the activities of both the instructor and the students. Several environmental conditions and circumstances often tend to either improve or depress the academic performances of students in defiance of their natural academic endowments. Pianta (1999) defines the student-teacher relationship, as “emotions-based experiences that emerge out of teachers” on-going interactions with their students.” This means that student teacher relationship is sensational -based encounters that arise as teachers repeatedly engages student in the classroom.

In his seminal study, Jackson (1968) studied life in classrooms and determined that “there is a social intimacy in schools that is unmatched elsewhere in our society” (p.

11). According to Jackson, the teacher is charged with managing the flow of the classroom dialogue. In elementary classrooms, he writes, “teachers can engage in as many as one thousand interpersonal exchanges a day” (p. 11). That being the case, the study of those interpersonal exchanges could yield important information regarding the learning that results from those interactions.

A supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. Fredricks, Blumenfeld, & Paris (2004) shares similar view as they stated that, lack of student engagement at school is a serious concern for educators and policy makers because disengaged students are more likely to struggle academically, to drop out of school, and to have problem behaviors

A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, para1 2009). Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher’s role is vital to the effect of the language learning. The relationship between teachers and students affects the quality of students’ motivation to learn and classroom learning experiences. According to Davis (2003), Operating as socializing agents, teachers can influence students’ social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom

contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioral, and academic skills. Moreover, supportive relationships with teachers may play an important developmental role during the transition to and through middle school. However, developing relationships with an early adolescent presents unique challenges to middle school teachers (p.207). It is important to have a teacher who cares for their students' needs and strengths, It is important to have a teacher who cares for their students' needs and strengths, and who holds a supportive relationship with their students, giving them the same chances and opportunities to participate in the learning process. These opportunities make students feel comfortable and free to interact in the classroom and improve their academic skills.

A teacher who cares about their students transmits knowledge affectively and has a good interaction with them. In addition he/she also provides the students the opportunity to create an emotional link. Allen, Gregory, Mikami, Lun, Hamre & Pianta (2013) suggest that "improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents" (p. 77).

Mazer et al. (2013, p.255), found that when students consider their classroom work to be meaningful, have the opportunity to demonstrate their competence, and believe their input is vital to the course, they are motivated to communicate with their instructors for relational, functional, and participatory reasons. Interested and involved students learn better. "Students with high interest perceive a content area to be important, are active and involved in the subject, and feel knowledgeable in the subject matter" (Mitchell, 1993).

According to, Krapp, Hidi and Renninger, 1992 (cited by Joseph P. Mazer, 2013, p. 256) “Interest is often triggered in the moment by certain environmental factors (e.g., teacher behavior) and can be characterized from the perspective of the cause (the conditions that induce interest) or from the standpoint of the person who is interested.

Mazer (2012) notes “Students who experience heightened emotional interest are pulled toward a content area because they are energized, excited, and emotionally engaged by the material” (p.99). It is crucial to be inserted in a safe environment where students can feel engaged and motivated to learn, share their experiences, and demonstrate their competence

Teacher beliefs, behaviors, and actions also affect teacher-student relationships. A considerable body of research indicates that teachers who hold high expectations of students in terms of their levels of achievement and their social behaviors in the classroom can affect student motivation and engagement (National Research Council, 2004). Classroom structure is important to prevent classroom misbehavior, so it is important to create a good environment capable of enhancing students’ learning process.

Manatt and Stow (1984) found the variables of effective teaching behaviors are productive teaching techniques, organized structured classroom management, positive interpersonal relations, and professional responsibilities. Teacher-student relationships can be the key to whether positive or negative motivations exist in students’ attitude toward learning, and relationships can have a deep effect on someone’s life style. By having a supportive relationship with teachers, students will be motivated, will feel protected and this sense of security and friendship will create an empathy which is

important to get students interested and desirable to succeed. Hargreaves (1994) stated:

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. (p. 835). Undoubtedly, good teaching includes the ability to cultivate relationships; it is caring for and supporting our students, not just transferring knowledge to them.

According to Murray and Pianta (2009), "Classroom structures, rules, routines, and activities convey a sense of community and continuity to students. All teachers are aware of the importance of creating classroom environments that have structures in place that ensure the safety of students, promote positive behavior, and ensure the flow of classroom activities in ways that minimize distractions and disruptions" (p.108). Murray & Pianta (2009) also believe that:

Such structures can also promote positive relationships within classrooms. A well-managed classroom environment provides students with a consistent, safe setting where expectations for appropriate behaviors are clearly stated and consistently reinforced. Such settings allow students to develop a sense of trust and comfort with all members of the classroom community. Such environments also provide teachers with an increased number of opportunities to develop and sustain meaningful relationships with individual members of the classroom because teachers in such settings have the freedom to engage in more positive interactions with students rather than constant disciplinary duties. Although most teachers recognize the importance of establishing clear rules and routines in the classroom, the methods through which these rules and routines are conveyed to students can vary radically. (p.108). This shows that teacher student interaction plays a pivotal role in enhancing social studies education.

Gibb, 1961; Hays 1970 state that “classroom communication climate is dependent largely on whether students consider their instructors to communicate with them in either a supportive or a defensive manner” (cited in Myers et al., 2012 p. 389). Darling and Civikly (1987) supported this finding by saying that “When instructors communicate with their students in a supportive manner, they establish a classroom climate in which communication is efficient and characterized by few distortions, effective listening behaviors, and clear message transmission” (cited in Myers et al., 2012 p. 389). In contrast Rosenfeld (1983) stated that “when instructors communicate with their students in a defensive manner, they establish a classroom climate in which students feel threatened and react by engaging in resistance, rebellion, and defiance” (cited in Myers). This implies that the way and manner which teachers interact with their student plays vital role if success is to be achieved.

2.25 Importance of Good Teacher- Student Interaction

Students’ ability to connect with their teachers is one attribute that can make a great difference in students’ learning achievement. Research in the area of motivation indicates that the quality of teacher student relationships affects students’ emotional and behavioral engagement in school (National Research Council, 2004; Rosenfeld, Richman, & Bowen, 2000). In the same line of thinking, Koplow (2002) proposed that effective student teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. Students need the confidence and motivation to learn, which can be stimulated by the relationship they hold with their teachers.

Students are more behaviorally and emotionally engaged when they had positive relationships with their teachers and this further contributed to their academic achievement (Hughes, Luo, Kwok, & Loyd, 2008; O'Connor & McCartney, 2007). This implies that, Students also perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students. When teachers believe in students' ability to succeed it motivates them because students don't want to let them down but it also makes students believe that they are more capable than they even imagined. Lee and Smith (1999) found that the relationship between social support and learning are contingent on the academic press of the school.

In addition Cazden (2001) states that "children's intellectual functioning, at school, as at home, is intimately related to the social relationships in which it becomes embedded. Cazden believes in the importance of creating a learning environment that incorporates building an affective interpersonal relationship with students. Creating a learning environment that all the stakeholders are invested in will have a positive impact on the learning that will take place

To support this claim, Marzano (2003) suggests a useful question for anyone wishing to understand factors that improve student achievement is to ask "What influence does an individual teacher have on a student apart from what the school does?" (p. 71). He indicates that all researchers agree that the impact of decisions made by an individual teacher is far greater than the impact of decisions made at the school level. Marzano writes "the core of effective teacher-student relationships is a healthy balance between dominance and cooperation" (p.49). Showing interest in students as individuals has a positive impact on their learning according to Marzano. McCombs and Whisler (1997) posit that the need for the teacher to show a personal interest in their students

is vital to their learning. Similarly, Hamre & Pianta cite a study by Gregory & Weinstein (2004) that indicated that student-perceived teacher connection was the factor most closely associated with growth in achievement from 8th to 12th grade (p. 50).

Downey (2008), too, recommends the use of reciprocal teaching as an effective instructional strategy; one that requires the building of strong interaction between teacher and students as they “develop an inquiry oriented approach to learning” (p. 60). Building strong affective relationships with students would give teachers additional instructional capacity that could promote learning from a range of student interests and strengths. The above literature indicates that the positive relationship that exist between a teacher and a student really cause improvement I the student performance.

It is believed that children are more likely to internalize and adopt values and rules when their relationships with the socialization agents are nurturing and supportive (Grusec & Hastings, 2007; Ryan & Deci, 2000a). In harmony with this, the self-determination theory (Ryan & Deci, 2000b), proposed that, individuals become willing to perform desired actions when they internalize the values and expectations of socializing agents. An individual’s interpersonal relationship with socializing 18 agents is believed to be critical to the process of internalization. Thus, it is understandable that students who had positive relationships with teachers made more effort and persevered in learning because they internalized the academic values and expectations appreciated by teachers.

Hallinan (2008) writes “Learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized” (p. 271).

Mohrman, Tenkasi, and Mohrman (2003) assert “lasting change does not result from plans, blueprints, and events, rather change occurs through interaction of participants” (p. 321). Strong teacher-student relationships may be one of the most important environmental factors in changing a child’s educational path (Baker, 2006). This means that for a total change to occur in a child’s life, then there should be a strong connection between the child and his or her socialising agent of which the teacher is part.

As Cazden (2001) asserts, the establishment of social relationships can seriously impact effective teaching and accurate evaluation in a classroom. A good deal of literature provides evidence that strong relationships between students and their teachers are essential to the development of all students in school (Hamre & Pianta, 2006; Birch & Ladd, 1998). Hamre and Pianta report that positive student-teacher relationships are a valuable resource for students. They suggest that having a positive relationship with a teacher allows students to be able to work on their own because they know they can count on their teacher if problems arise – that the teacher will recognize and respond to the problem.

The concept of teachers building relationships with their students in order to be seen as a credible and trustworthy source of information is a worthwhile endeavor for long term learning (McCombs & Whisler, 1997; Wubbels & Brekelmans, 2005; Langer, 1997).

Jones and Jones (2004), identify several areas of knowledge and skill in the conceptualization of classroom management: establishing teacher-students and peer relationships that builds a supportive environment, using instructional methods that optimize learning, gaining a commitment from students to appropriate behaviour standards, creating safe and caring classroom community, and using counseling and behavioral methods to change students' inappropriate behaviour. McCroskey et al., (2004), add that the classroom environment takes into account elements such as the institutional culture, the level of instruction, the physical and social climate of the classroom, and the nature of the classroom, which undoubtedly affect whether and how students are motivated to communicate with their instructors (cited in Myers et al., 2012, p.387).

Mazer, (2013) stated that "engaged students display many behaviors inside and outside of the classroom that reflect their interest, engagement and management in learning. They often have the opportunity to listen attentively, verbally contribute during interest and engagement discussions, take notes, and ask questions of instructors" (p.257). This implies that, good teacher student relationship helps to maintain class control as student will willingly participate in a lesson instead of being dormant.

2.26 Theoretical Framework

Theoretical Framework is vital for guiding a research, ensuring coherence and for establishing the boundaries of the study (Bak, 2004). Theories and constructs are like spectacles; they help the researcher to see more clearly the object of concern. This is in line with Vitahl, Jansen and Jansen (2013) who also see theoretical framework as a well-developed, coherent explanation of an event/phenomenon. In other words, the

theoretical perspectives and assumptions about what counts as knowledge, the nature of that knowledge and how it is acquired, makes it possible to make sense of a set of data. Although theories take several forms, many scholars have agreed that they assist in interpreting and understanding events in the world. One of the major functions of theory is to order experience with the help of concepts. It also selects relevant aspects and data among the enormous multitude of “facts” that confront the investigator of social phenomena (Coser, 1981). Similarly, the purpose of a theory is to provide tools for the interpretation of collected data, prevent the fragmentation of knowledge by ordering, give the inquiry a focus, and provide theoretical explanations and deeper understanding of what is being investigated. A major criticism levelled against the usage of theories is inconsistency. Generally, major concepts and constructs of a study should be consistent with the theory’s framework and as a result takes away the originality of the study. In addition, a theory sets standard for scholarly discourse that does not go beyond the boundary of an academic discipline, therefore the logic of theoretical discourse is too abstract to be applicable to the experience of the practitioners. This study adapted the Constructivism Learning Theory (CLT). The CLT is basically an instructional theory based on observation that evaluates how people learn. Constructivism is a paradigm in which learning is hypothesized as an effective, contextualized or constructive process. The student acts as an information builder. Students build knowledge on their own experience and environmental hypotheses (Khalid & Azeem, 2012). Constructivism argues that learners are not a blank slate (tabula rasa). In the situation, learners can construct new information in past experiences and cultural factors. Building activates the innate curiosity of the student regarding the real world, to observe how things function. Constructivism assumes that all knowledge is constructed from the learner’s previous knowledge,

regardless of how one is taught (Khalid & Azeem, 2012). The constructivist view of learning can point to several teaching practices in classrooms. Generally speaking, it means encouraging students to use experiments, problems resolving in the real world in order to create more knowledge and then to reflect on what they do and how their understanding changes (Khalid and Azeem, 2012). The teacher makes sure that he understands the students' pre-existing conceptions, and guides the activity to address them and then build on them. Constructivism modifies role of teacher that he facilitates and help students to construct knowledge rather than to reproduce a series of facts (Khalid & Azeem, 2012).

Constructivism is a theory of learning. As such, a constructivist approach to learning sees the learning environment as a “mini-society, a community of learners engaged in activity, discourse, interpretation, justification, and reflection” (Fosnot, 2005; p. ix). While constructivist theory of education indicates that knowledge is constructed individually by the student that learning occurs in a social environment (classroom) with experiences that have been carefully constructed by the teacher. In biological theorists’ terms, there is “an active interplay of the surround (environment) to evolution and to learning” (p. 11).

New information from the realm of cognitive science tells us that students learn through progressive structuring and restructuring of knowledge experience, “that deep conceptual learning is about structural shifts in cognition; without exchange with the environment, entropy would result” (p. 279). That knowledge is actively constructed is a pervasive tenet of constructivist thinking. The way a teacher listens and talks to children helps them become learners who think critically and deeply about what they read and write (Fosnot, p. 102). By regularly engaging with the student

collaboratively, a teacher increases his/her understanding of how a particular learner acquires knowledge and therefore becomes responsive to the learner's needs.

The constructivist teacher encourages a consideration of others' points of views and a mutual respect, allowing the development of independent and creative thinking. From a constructivist perspective, meaning is understood to be the result of individuals (in this case, teachers) "setting up relationships, reflecting on their actions, and modeling and constructing explanations" (Fosnot, p. 280). Contemporary theorists and researchers' beliefs have shifted from isolated student mastery of concepts to ideas that real learning is about interaction, growth, and development (Fosnot, 2005). Most contemporary qualitative researchers promote the belief that knowledge is constructed rather than discovered (Stake, 1995).

Social constructivists seek understanding of the world using open-ended questions so participants can construct the meaning of situation (Stake, 1995, 2010; Creswell, 2009) One premise of the constructivist theoretical framework is that "meanings are constructed by human beings as they engage with the world they are interpreting" (p.8). Constructivists focus on deeply understanding specific cases of a phenomenon under examination. The researcher adopted the constructivist theory because she is of the view that the teaching of social studies is premised on actively engaging student to discover knowledge for themselves other than feeding them with knowledge and which the constructivist also shares the same view as Blumer (1978) believes that one has to immerse oneself in a situation in order to know what is going on in it.

2.27 Conceptual Framework

According to Ogula (1998), conceptual framework is a description of the main independent and dependent variables of the study and relationship among them. Also, according to Dewey (1938) cited in Passos (2009), conceptual framework is like a map which helps the researcher in navigating through the process of research. He adds that in educational research, some of the conceptual frameworks are already made and adapted but some must be created from theories (Passos, 2009). The conceptual framework to guide this study is a created framework by the researcher (as shown in Figure 1).



Figure 1: Proposed conceptual framework for the study

Source: Researcher's Construct, (2020)

The researcher is of the view that the interconnectedness of teacher's interaction with student, instructional strategies employed by teachers as well as mode of assessment adopted by social studies teachers are key factors that may contribute effectively to enhancement of social studies education.

In light of this, the researcher believes that, Social Studies teachers classroom practices are crucial in enhancing Social Studies education. That is the classroom is a

social environment and that the quality of classroom relation is very necessary for meaningful learning to take place. This implies that, effective teacher student interaction can offer to student chances to be motivated and be actively engaged in the learning process instead of being passive learner as supported by Mazer (2012) that student who experience heightened emotional interest are pulled towards a content area because they are energized, excited and emotionally engaged by the material p. 99).

Also, when teachers employ effective teaching strategies that catch the attention of all students, coupled with already created good relationship, will lead to stimulation of student interest, capturing the attention of students and consequently leading to lasting retention of knowledge acquired. In harmony with this, Jensen (2000) stated that, providing student with real life situations and experiences such as field trip can motivate student through increased interest and curiosity which improves long term retention of concepts.

More so, when teachers uses effective mode of assessment by taking into consideration individual difference and that designing assessment that will take into account the profile dimension, it will help in improving teaching as teachers will get to know if their teaching was effective or if not them the precautions to take to improve as supported by (Eshun et al., 2014) that the very importance of assessment in improving teaching practice is what makes the subject of assessment an interest to researchers.

This implies that, the instructional strategies employed by teachers, their interaction with student as well as how teachers assess classroom instruction is paramount to effective teaching of Social Studies as opined by Manalt et al. (1984) that the

variables of effective teaching behaviours are productive teaching techniques, organised structures, classroom management, effective assessment, positive interpersonal relations and professional responsibility.

2.28 Chapter Summary

The literature reviewed looked at other works surrounding social studies teacher classroom practices, theoretical framework as well as proposed conceptual framework for the study. The review of literature has provided a background with regards to : Historical Development of Social Studies Education, Concept of Social Studies Education , Purpose and Objectives of Social Studies Education, scope of social studies education ,attributes of social studies, qualities of a social studies teacher, as well as the role of social studies teacher in the development of social studies education.it also provide a understanding of the concept of assessment, forms of assessment, classroom assessment practices and the purpose and importance of assessment. The literature also suggested a variety of strategies for teaching social studies which includes question and answer, lecture, role-play, simulation, discussion, project, field work, demonstration ad team teaching. To conclude on the literature review, it also discussed the constructivist learning theory as the theory to guide the study. The conceptual framework also provided a clear path for the researcher to navigate around.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were employed to guide the study; the researcher discussed researcher's methodological disposition, research design, study area, population, sampling technique, and sample size, instrument for data collection, procedure for data collection and data analysis procedure as well as ethical considerations.

3.1 Research Approach

The study was therefore structured basically within the framework of mixed method. A mixed method research design is a procedure for collecting, analysing and mixing quantitative and qualitative research methods in a single study to understand a research problem. In harmony with this, Creswell (2003) stated that with mixed method approach to research, researchers incorporate methods of collecting and analysing data from the quantitative and qualitative research approaches in a single research study. That is researchers collect and analyse not only numerical which is quantitative research but also narrative data which is a norm for qualitative research in order to address a research question(s) defined for a particular study. The goal of researchers using mixed method approach to research is to draw from the strength and minimize the weaknesses of the quantitative and qualitative research approaches (Johnson & onwuegvuzie, 2004).

The researcher chose the mixed method approach because she purport to provide in-depth insight into the phenomenon by selecting a small but informative sample which is qualitative and also use inferential statistics to quantify the results which is typical

of quantitative research. Mixed method approach to research can be classified according to Creswell (2003) as triangulation design, embedded design, explanatory design as well as the exploratory design.

However, the researcher adopted the explanatory mixed method approach for the study. The explanatory design is a two- phased mixed method design which involves using a qualitative data to help explain or build upon initial quantitative results (Creswell, Plano, Clark et al., 2003). The design was applied in two phases. The first phase involved the collection and analysis of the quantitative data and the second phase involved the collection of the qualitative data (Creswell, Plano & Clark et al., 2011). Therefore, the questionnaire was employed to collect the quantitative data and it was followed by using observation guide to collect qualitative data to complement the quantitative data in order to properly assess the variables being dealt with.

An explanatory mixed method was employed for the following reasons. The results of the qualitative research was thought to help explain and gain insight into the quantitative results. The researcher also employed mixed method because the combination of quantitative and qualitative approach provides a more complete understanding of the research problem than the use of only one method. Although the quantitative methods may identify the variables that are systematically of statistically related, the method may fail to provide insight into why the variables are related. Therefore, the qualitative explication can helps to clarify the important concepts and to corroborate the findings from the statistical analysis. The integration of the two methods provides as far richer understanding of the research problem than by either method alone.

Despite the importance of explanatory mixed method, its utilisation requires a lengthy amount of time for implementing the two phases especially the qualitative phase. The researcher avoided this shortfall by developing a time table and went strictly according to that to limit this short coming of the design.

3.2 Research Design

A research design is seen as a plan, structure and strategy of conducting investigation in order to obtain answers to research questions and their operational implications to the final analysis of data (Fraenkel & Wallen, 2010). Also, a research design is a set of guidelines and instructions that are followed in conducting research. The choice of research design for a particular study is based on the purpose of the study (Cohen, Manion & Morrison, 2007). The research design in any investigation must fit the research problem or question. The descriptive survey design was considered suitable. According to Gay (1992), the descriptive survey is an attempt to collect data from members of the population in order to determine the current status of that population with respect to one or more variables. This justifies the choice of descriptive survey design by the researcher because that is exactly what this study is all about.

Osuala (2001) also indicated that descriptive survey research gives a picture of a situation, or a population. It is basic for all types of research in assessing the situation as a pre-requisite for inferences and generalizations. It also helps or enables the researcher to collect data on a large number of people. Descriptive research design is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on a group of people, a researcher can describe the average member, or the average performance of a member, of the particular group being studied. Descriptive research design is highly regarded by

policy makers in the social sciences where large populations are dealt with using questionnaires, which are widely used in educational research since data gathered by way of descriptive survey represents field conditions (Osuala, 2001).

Surveys permit the researcher to study more variables at one time than is typically possible in laboratory or field experiments. It is an efficient and accurate means of determining information about a given population. The results from surveys are provided relatively quickly, and ensure higher reliability than some other techniques. Baumgartner, Strong and Hensley (2002), stated in their publication that, „descriptive survey involves determining the views or practices of a group through interviews or by administering a questionnaire“. In a nutshell, it can be said that the aim of a survey is to obtain information which can be analyzed and patterns extracted and comparisons made (Sandoval & Bell, 2004). However, the researcher was not oblivious of some of the weaknesses associated with survey design.

According to Tuckman (1972), sampling error may occur due to chance selection of different individuals. Osuala (2001) has also pointed out that the descriptive study may have the problem of low response rates that can have adverse effect on the results of the survey. Furthermore, according to Leedy (1985) “one of the most subtly and ineradicably shortcomings of descriptive survey is the presence of bias” (p.132) and especially when one uses questionnaires. The following measures were employed to reduce the bias nature of descriptive survey: Questions answered were clear and not misleading, getting respondents to answer them thoughtfully and honestly.

3.3 Study Area

The study was conducted in the Agona East and West Districts in the Central Region of Ghana. The Agona area has two districts namely Agona West Municipal district in the Central Region of south Ghana and Agona East district in the south west centre of the Central Region of Ghana respectively. The capital of Agona West is Agona Swedru and that of Agona East is Agona Nsaba. According to data from 2010 population and Housing census, the resource base of the municipality is determined by natural resource of the area. This has made the municipality economy predominantly agriculture oriented. Cash crop production dominates all farming activities of the municipality example: cocoa, citrus, oil palm and coconut. This makes agriculture the major economic activity in the Agona East and West Districts as it engages more than 64% of the municipal population according to the 2010 population and Housing census. Basically, there are seven (7) public Senior High Schools in the Agona East and West Districts comprising of Nsaba Senior High, Agona Namonwora Commercial Senior High, Kwanyako Senior High and Swedru Senior High, Swedru School of Business, Nyakrom Day Senior High and Sidiq Technical Vocational Senior High School. Out of these, Kwanyako Senior High, Swedru Senior High, Swedru School of Business, and Agona Namonwora Commercial Senior High were chosen and purposively sampled for the reason of convenience and easy accessibility of respondents.

3.4 Population of the Study

The central objective of the research was to explore Social Studies teacher's classroom practices in selected senior high schools within the Agona East and West Districts of the Central Region of Ghana.

According to Polit and Hungler (1999), the population of the study is the aggregate of all the objects, subjects, members which conform to the set of specification pertaining to the study. The study population is the entire set of individuals or objects of the same characteristics. The target population for this study is primarily the senior high school Social Studies Teachers (SST) in the Agona East and West Districts of the Central Region of Ghana. However, thirty -one Social Studies teachers were conveniently sampled for the study.

Their views or perception on Social Studies teacher's classroom practices was explored. These teachers, constituting the respondents, were observed and were given questionnaire to fill to establish the extent to which the observation and the questionnaire correlates. Four public senior high schools comprising of Swedru Senior High School, Swedru School of Business, Kwanyako Senior High and Namawora Senior High School were conveniently selected out of seven public senior high schools. Thirty-one Social Studies teachers from these four senior high schools constituted the accessible population. Refer to Table 3.1.

3.5 Sampling Size and Sampling Procedure

According to Kumeckpor (2000) the worth of any educational research findings depends on the extent to which the sample reflects or represents the target population. Sampling is the procedure used by a researcher to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). According to Koihari (2009), a sampling technique refers to the specific plan or technique for obtaining a sample from a sampling frame.

Specifically, the convenient sampling technique was used in selecting the schools while the purposive and convenient sampling techniques were used in selecting the teachers respectively. The convenient sampling technique was employed in selecting the schools because of the nearness of these schools to the researcher. While the purposive sampling technique was employed in selecting the Social Studies teachers from the other subject teachers. And the convenient sampling technique was also employed in selecting the Social Studies teachers who were available at that time. Only four senior high schools were conveniently sampled for the study. Eight Social Studies teachers were selected from three of the schools and seven Social Studies teachers were selected from one of the school making a total of thirty-one (31) Social Studies teachers

A total of thirty-one (31) Social Studies teachers (SSTs) were used. The distribution of the population of the SST is presented in Table 1 below.

Table 1: Schools and number of social studies teachers

Name of School	Number of Respondents
Swedru Senior High School	8 Social Studies teachers
Swedru School Of Business	7 Social Studies teachers
Namawora Senior High	8 Social Studies teachers
Kwanarko Senior High School	8 Social Studies teachers
Total	31

3.6 Instrumentation

A research instrument is a tool used by researchers to gather information from respondents (Creswell, 2005). The rationale for using this data collection instrument is informed by the need to draw direct responses from the respondents. In this study, the researcher used both structure questionnaire and observation guide to gather data. The questionnaire consisted of four sections (A, B, C & D). Section A focused on the

demographic characteristics of respondents while Sections B, C and D respectively focused on the instructional strategies adopted by Social Studies teachers, modes of assessment adopted by Social Studies teachers and Social Studies teachers' interactions with students. The respondents were made to respond by writing or making a tick on the questionnaire. The questionnaires contained both closed-ended and open-ended questions. According to Orodho (2009), open-ended questions are type of questions in which the respondents are given complete freedom to express their views about a particular phenomenon. On the other hand, closed-ended questions are the ones in which a list of possible alternative options are given to respondents to select the response that best describe their opinions.

Questionnaires are useful in collecting data over a large sample and saves time (Kombo & Tromp, 2006). Questionnaire can be given to a large number of people at the same time (Creswell, 2005). Also, respondents had opportunities to seek clarity on the survey topic; and once again, they had time to think about their responses as they were not compulsorily required to reply immediately. In addition to the survey questionnaires, observation guide was adopted to gather information to complement the result of the questionnaires. Questionnaire was employed by the researcher as a result of the need to solicit information from the teachers directly on how they perform their classroom practices as well as the observation guide to complement the validity of the information provided on the questionnaires.

3.7 Pre-Testing of Instruments

Piloting of the instrument was carried with selected schools which are outside the target population. Social Studies teachers (SSTs) were selected from two (2) SHSs in the Awutu Senya West District for the pilot test. These schools are Obrachire Senior

High and Bontrase Senior High School. This enabled the researcher to revise the questions in terms of relevance and their suitability to the research objectives. Secondly, it helped the researcher refocus the questions to meet respondent's orientation in all aspect. Finally, it allowed the testing of the instrument to see its reliability. It also offered the researcher opportunity to identifying some of the problems that could have been encountered in the main study and this informed necessary corrections.

3.8 Validity and Reliability of Instruments

3.8.1 Validity

Validity is often defined as the extent to which an instrument measures what it asserts to measure (Blumberg et al., 2005). Validity of research is an extent at which requirements of scientific research method have been followed during the process of generating research findings. It is the degree to which the results are truthful.

Content Validity is about how much a measurement tool represents every single element of a specific construct and asks whether a specific construct and element enhance from a test or the research questions (Dzakadzie, 2015). In establishing the content validity, an expert in research, (supervisor) reviewed the items. He analyzed unclear, biased and deficient items and evaluated sections where items have been placed. The suggestions of the expert helped to subject the items to both face and content validity.

Also, the researcher drew appropriate time scale for the study and also utilized appropriate methodology taking into account the characteristics of the study. The most suitable sample method for the study was selected. The respondents were not pressured in any way to select specific choices among the answer sets. The researcher

made sure the goals and objectives are clearly defined and operationalized. The assessment measure was matched to the goals and objectives of research. All these measures stated above help in ensuring the validity.

3.8.2 Reliability

According to Polit, and Berck (2004), reliability is the extent to which the results are consistent over time, if the results of the study can be produced in with a similar methodology the research instrument is considered reliable. The reliability of the questionnaires was ensured through pre-testing. Internal consistency established to determine the reliability of the questionnaires through a pilot test.

Nature of Data

The data for this study were collected from two (2) main sources; secondary and the primary sources of data. Analysis of secondary sources was used to complement the primary data. The essence was to review literature on social studies teacher's classroom practices. The review of conceptual framework served as empirical base for the analysis of data collected. The primary sources are the information obtained with the help of the questionnaire as well as those retrieved with the help of the observation guide reflecting the actual practice in the classroom.

3.9 Data Collection Procedures

In conducting a study, Creswell (2005) advises researchers to seek and obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. In line with this, an introductory letter was obtained from the Head of Department of Social Studies Education, University of Education, Winneba. A permission of conduct was submitted to the Agona West and East District Directors of Education for permission/approval. A formal letter was then

sent to the head teachers and teachers sampled to be included of the selected SHSs. This letter provided the details of the study, including the instruments for data collection, and issues of confidentiality and anonymity. After permission was granted to the researcher to conduct the study, attention was drawn to each of the sampled teachers. The researcher informed the participants of the impending administration of the instruments. A date was scheduled and the researcher personally administered the questionnaires to the participant and explained the objective and purpose of filling the questionnaires to them. This was followed by observation of some of the teachers who filled the questionnaires. The time and place for the interview and the observation were agreed upon by the researcher and the respondents. the researcher spent two weeks in each of the school. The entire data collection lasted for two months.

3.10 Data Presentation and Analysis

Data screening was conducted to ensure that data was properly recorded and that the distribution of variables used in the analysis was normal. The data was analyzed using mixed methods. The data was represented on tables and then transformed into frequencies and percentages for ease of understanding. After going over the data several times, major themes were developed and the data was organized along those themes according to each research question raised, and this were presented in tables.). The data is first organised by the researcher, generated themes, and described them in line with the sub-themes to correspond with the research questions posed for the study (Gay, Mills & Airasian, 2009). Kusi (2012) refers to this kind as pre-set themes. In the same vein, Miles and Huberman, (1994, p.21, cited in Silverman, 2000, p.177) believe that the analysis began with data reduction; this involved selecting, focusing, simplifying, abstracting and transforming the raw data. The process also involved making decision about the particular data that provided the initial focus of the study.

The next stage was to draw conclusions from the coded data based on the findings and as well baking it with relevant literature. According to Blaxter, Hughes and Tight (2013), descriptive research provides an accurate portrayal of characteristics of particular individual, situation or groups for the purpose of discovering new meaning, describing what exists, determining the frequency of its occurrence and categorising information.

3.11 Ethical Considerations

Drew and Hardman (2008) state that it is of importance that educational researchers respect the rights, privacy, dignity, and sensitivities of their research populations and also the integrity of the institutions within which the research occurs. Ethical considerations in research are broadly referred to as conducting a research study within the rightful moral and legal framework. It is vital for the integrity of every research work to observe the appropriate ethical practices at all stages of the research. The significance of embracing research ethics is mainly due to the use of human participants as respondents or subject of the research. In a study by Akaranga and Makau (2016), the necessary ethical concerns for consideration include voluntary participation, deception, privacy concerns and harm to others. In research study, it is unethical for the researcher to conceal or deceive the respondents about the purpose of the research. Even, revealing only a part of the truth or omitting certain necessary bits of information could amount to deception.

Therefore, the researcher endeavours to be entirely truthful with the bits of information regarding the research study especially during the fieldwork. The researcher went for an introductory letter from the University of Education, Winneba, and Department of social studies to ensure full participation of respondents. The

researcher,s introductory letter introduced her as a student of the above-mentioned institution seeking permission to undertake her research. The researcher also wrote a letter asking for permission in addition to the introductory letter. She took the letters to the required authorities. She also obtained the consent of the respondents and informed them of their participation in the research. She responsibly explained the objectives and the purpose of the study and its findings respectively. Furthermore, privacy, anonymity and confidentiality are essential in gathering information especially where the revelations of the study would negatively affect or influence the situation. In this regard, the researcher ensured that the identities of the respondents were protected, as well as the information provided. She refrained from referring to the respondents by their names. Numbers were instead used to represent their names.

3.12 Chapter Summary

This chapter presented the methods that were employed to guide the study; the researcher discussed researcher's methodological disposition, research design, study area, population, sampling technique, sample size and sampling procedure, instrument for data collection, pre-testing of instruments, validity and reliability, nature of data, procedure for data collection and data analysis procedure as well as ethical considerations.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

The purpose of the study is to explore Social Studies Teachers classroom practices in selected Senior High Schools (SHSs) in the Agona Area of the Central Region of Ghana. This chapter presents the study's results and findings pertaining to the variables under study. The sample size used was 31 social studies teachers from four Senior High Schools in the selected districts. All of the questionnaires were filled and returned to the researcher. Hence, there was 100% response rate. Data was collected with the aid of a well-structured questionnaire, an observation guide, and analysis was carried out using the mixed method. The chapter is further divided into four sections, namely; Demographic Characteristics of Teachers; Instructional Strategies Adopted by Social Studies Teachers; Modes of Assessment Adopted by Social Studies Teachers as well as Social Studies Teachers' Interactions with Students. The results on these variables are presented below.

4.1 Demographic Characteristics of Respondents

The demographic variables of the respondents were important in this study. Demographic variables such as gender, age distribution, lengths of service as well as academic qualification of respondents were looked at. The responses are presented in Table 2.

Table 2: Demographic characteristics of respondents

Demographic Variables	Frequency	Percentage (%)
<i>Length of Service</i>		
Below 5 years	6	19.4
6-9 years	5	16.1
10-14 years	10	32.3
15 years and above	10	32.3
<i>Professional / academic qualification</i>		
Bed Social Studies	16	51.6
B. A social Studies	5	16.1
B.A Geography	2	6.4
MPhil / MA Social Studies	6	19.2
B. A History	2	6.4

Table 2 presents information on the demographic characteristics of the respondents. Concerning the length of service of the teachers, we observed that 32% of the teachers have been teaching for the past 10 to 14 years and above 15 years. This was followed by about 20% for those who have worked for less than 5 years while the least was 16% for those who have taught for the past 5 to 9 years. This means that these selected schools have more experienced teachers and that more experienced teachers are more likely to utilize effective classroom strategies.

Finally, with reference to the professional/ academic qualification of the teachers, it was observed that about 52% of the teachers are holders of Bed Social Studies certificates. This was followed by about 19% for those with MPhil / M.A. Social Studies certificates. Also about 16% of the teachers have B. A Social Science. The least was 6% each for the teachers who were holders of B.A Geography and B. A History respectively. In summary concerning the demographic characteristics of the teachers, the study revealed that about (80%) of the social studies teachers in the selected schools in the district have been teaching for the past 5 years. Finally, majority (about 84%) of the teachers are holders of BED Social Studies, B. A Social

Science and MPhil / M.A Social Studies certificate in the various selected SHS in the district. This demonstrate that the school have more professional social studies teachers and that Social Studies can be taught best by teachers who hold appropriate qualification in the subject area.

4.2 Instructional Strategies Adopted by Social Studies Teachers

The research envisaged to find out the instructional strategies that were adopted by the social studies teachers in the selected schools. The results of the data analyses are presented in the tables and table below.

Table 3: use of lecture as a method of teaching

Options	Frequency	Percentage (%)
Always	3	9.7
Often	4	12.8
Rarely	24	77.3
Total	31	100.0

Table 3 presents information on the views of the teachers regarding the use of lecture as a method of teaching. As evident on the above table, about 77.3% of the teachers rarely use the lecture as a method of teaching. Whiles 9.7% always use lecture as a method of teaching. Also about 12.8% teachers often use lecture as a method of teaching.

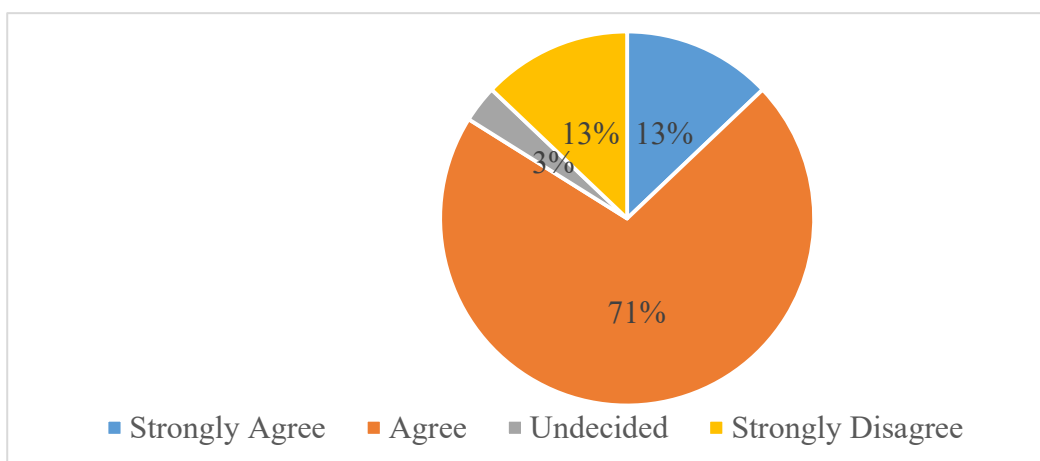


Figure 2: Use of oral answering of in the course of teaching

On whether teachers use questions and answers in the course of teaching, we observed that 71% of the teachers agreed with the assertion that they use questions and answers in the course of teaching. This was followed by about 13% each for those who strongly agreed and strongly disagreed. However, only about 3% of the teachers could not ascertain whether they use questions and answers in the course of teaching or not.

Respondent stated that, they use questions and answers to review student's previous knowledge on what has been learnt. It was also employed to summarise the salient points of the lesson as well as to complement the other methods of teaching.

Table 4: Giving of students project to undertake

Options	Frequency	Percentage (%)
Probably	10	32.3
Possibly	18	58.1
Probably Not	3	9.7
Total	31	100.0

Concerning the strategy of teachers giving students' project to undertake, it was observed that about 58% of the teachers possibly do so. This was followed by about 32% of them who also do so probably. However, only about 10% of the teachers probably do not give students' project to undertake. It was indicated by the

respondents that, they give projects to enable student to thinks critically since they are compelled to think in order to analyse issues before they come to a logical understanding of a phenomena.

Table 5: Social Studies teachers use effective classroom strategies

Options	Frequency	Percentage (%)
Very True	4	12.9
Sometimes True	10	32.3
Usually True	16	51.6
Not True	1	3.2
Total	31	100.0

Table 5 presents information on the views of the teachers on the use of effective teaching strategies. The study revealed that about 52% of them usually use effective classroom strategies during teaching whiles about 32% sometimes use it. This was followed by about 13% for those who are of the strong conviction that the classroom strategies they use are very effective. However, only about 3% of them think otherwise.

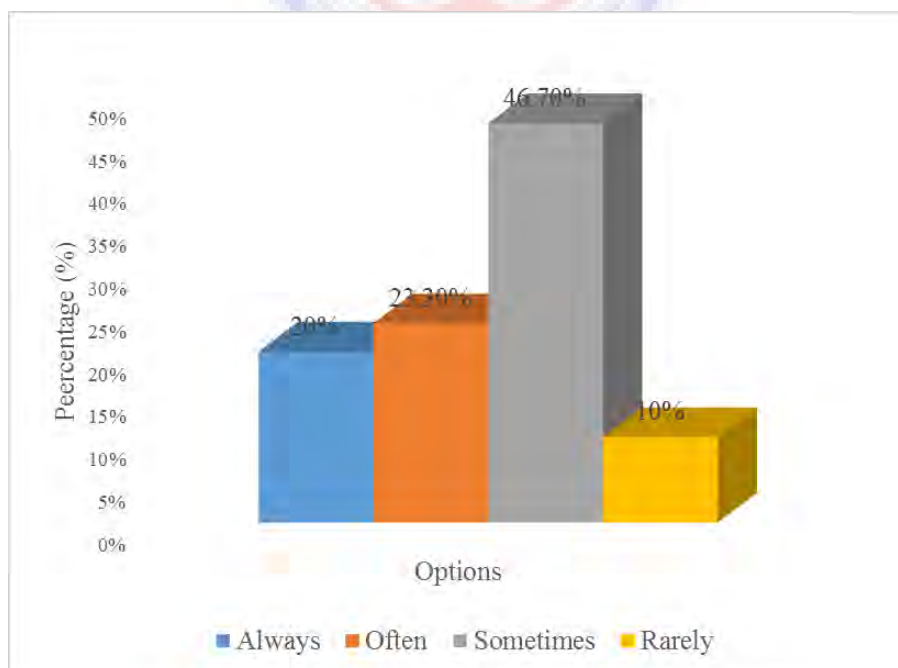


Figure 3: Teachers allow students to demonstrate skills in the course of teaching

With respect to teachers allowing students to demonstrate their skills in the course of teaching, the study indicated that about 47% of the teachers sometime do. This was followed by about 23% and 20 of the teachers who often and always do so respectively. However, 10% of the teachers do not allow the students to demonstrate their skills during the course of teaching. According to the respondents, they use demonstration in order to cater for students with different learning needs. They also indicated that, they use demonstration as a means to motivate student to get involved in the learning process.

In summary, the study revealed that majority (77%) of the social studies teachers in the sample do rarely use lecture as a method of teaching. This approach is important because it makes the lesson more of a learner centered as opposed to a teacher centered learning. Another majority (84%) of the teachers use questions and answers in the course of teaching. Also, most (90%) of the teachers give students' project to undertake. Moreover, 97% of the social studies teachers believed that they usually use effective classroom strategies in engaging their students. Finally, about 90% of the teachers in one way or the other allows the students to demonstrate their skills during the course of teaching. In a nutshell, the main instructional strategies adopted by social studies teachers include: using questions and answers in the course of teaching; giving students' project to undertake; as well as allowing students to demonstrate their skills during the course of teaching.

4.3 Modes of Assessment Adopted by Social Studies Teachers

The researcher sought to evaluate some of the modes of assessment adopted by the social studies teachers. The responses are presented in the tables and figures below.

Table 6: Use of different kinds of assessment items in the classroom

Options	Frequency	Percentage (%)
Strongly Agree	14	45.2
Agree	13	41.9
Undecided	3	9.7
Disagree	1	3.2
Total	31	100.0

Table 6 presents information on the views of the teachers as to whether they use different kinds of assessment items in the classroom or not. It was observed that about 45% of them strongly agreed with the fact that they use different kinds of assessment items while about 42% also agreed. The least was about 3% for those who disagreed. However, about 10% of them are undecided as to whether they use different kinds of assessment items in the classroom or not. It was indicated by the respondent that, they use different kinds of assessment items in order to effectively measure the degree of students learning and also to provide room to cater for individual differences.

Table 7: Frequency of assessment of classroom instructions by teachers

Options	Frequency	Percentage (%)
Everyday	8	25.8
Almost Every day	7	22.6
Occasionally	12	38.7
Rarely	4	12.9
Total	31	100.0

It was also of interest to the researcher to assess how often teachers assess classroom instructions. The result in Table 7 shows that about 39% of the teachers assess classroom instructions occasionally while about 26% do so every day. Those who assess classroom instructions almost every day represents about 23%. The least was about 13% for those who rarely assess classroom instructions.

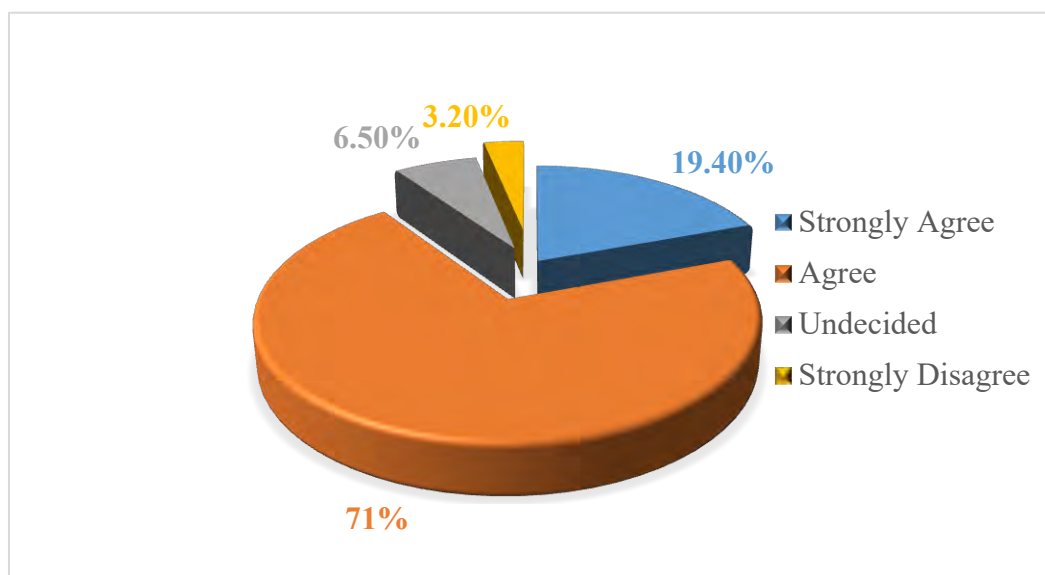


Figure 4: Giving of feedback on students assessments by teachers

Figure 4 provides information on the views of the teachers as to whether they give students feedbacks on their assessment. We observed that 71% agreed while about 19% of them strongly agreed. Also, about 7% were undecided as to whether they give students feedbacks on their assessment or not. However, about 3% of them disagreed. It was indicated by the respondent that, they give feedback on students assessment to make room to correct mistakes that may be likely to reoccur in subsequent examinations.

Table 8: Extent of satisfaction of students with feedback on assessments

Options	Frequency	Percentage (%)
Highly Satisfied	3	9.7
Satisfied	18	58.5
Somehow	7	22.8
Not Satisfied	3	9.7
Total	31	100.0

Table 8 provides information on the extent of satisfaction of students with the feedback given to them on their assessment. We observed that about 59% of the teachers believe that students are satisfied with the feedback on assessments while only about 10% of them think students are highly satisfied. However, about 23% of

them think student are only somehow satisfied with the feedbacks on assessment. Also about 10% of the students are not satisfied with the feedback on assessment.

Table 9: Teachers use of essay test in assessing students

Options	Frequency	Percentage (%)
Strongly Agree	12	38.7
Agree	15	48.4
Undecided	1	3.2
Disagree	3	9.7
Total	31	100.0

Table 9 presents information of teachers on whether they mostly use essay tests in assessing students or not. It was observed that about 48% and 39% of them agreed and strongly agreed respectively. About 10% disagreed while only about 3% were undecided as to whether they use essay types test in assessing students or not. Respondents stated that they give essay test to enable them to get a better indication of pupil's real achievement in learning. Also, the preparation of essay test is less stressful and less time consuming.

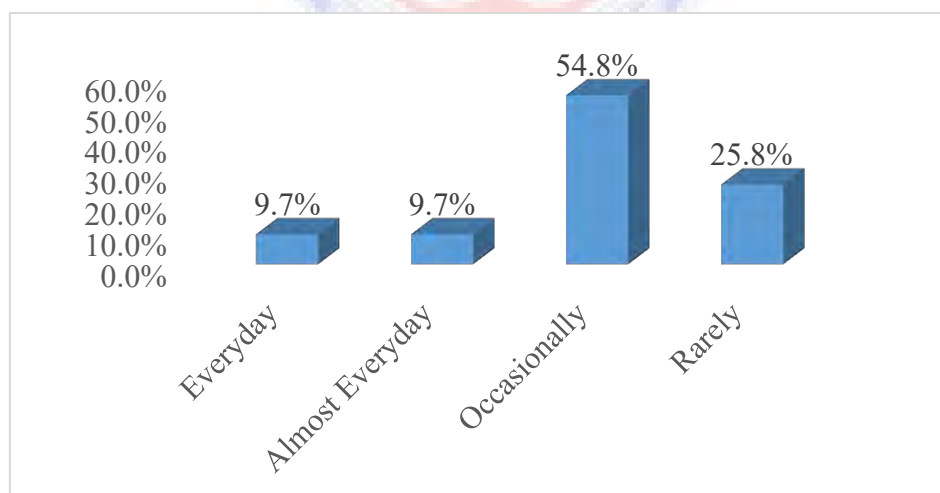


Figure 5: Frequency of the use of multiple choice test items by teachers

Figure 5 presents information on the frequency of usage of multiple test items by teachers. We observed that about 55% of them do so occasionally. Also, about 10% of

the teachers use multiple test items almost every day and every day. However, about 26% of the social studies teachers rarely use multiple test items in assessing their students. Respondents employ objective test because it affords them the chance to provide immediate feedback on assessment. Also statistical report on student performance are produced with less efforts.

In summing up, the study indicated that about most (87%) of the social studies teachers use different kinds of assessment items in their classrooms. Moreover, majority (87%) of the social studies teachers in one way or the other assess their classroom instructions. Also, a greater proportion (90%) of the social studies in the selected schools give feedback on students' assessments. Furthermore, results showed that (74%) of the teachers believe that the students are satisfied with the feedbacks on assessment. Also, (87%) of the social studies teachers mostly use essay tests in assessing students. Finally, the study showed that a greater proportion (74%) of the social studies teachers do not use multiple test items.

4.4 Social Studies Teachers' Interactions with Students

The researcher sought to examine how the Social Studies teachers in the selected schools interact with their student. The responses from the teachers with respect to their interactions with their students are presented in the tables and figures below.

Table 10: Teachers effective interaction with students

Options	Frequency	Percentage (%)
Very True	16	51.6
Sometimes True	13	41.9
Not True	2	6.5
Total	31	100.0

Table 10 gives results of the analysis on whether social studies teachers interact effectively with the students. We observed that about 52%, of the teachers believe that it is very true that they interact effectively with their students. This was closely followed by about 42% for those who think they sometimes interact effectively with their students. The least however, is about 7% for those teachers who are of the view that it is not true that they effectively interact with their student. Respondent assert that when they maintain effective interaction with, it motivates them to get involved in the teaching and learning process.

Table 11: Frequency of soliciting for students previous knowledge before the introduction of new lesson

Options	Frequency	Percentage (%)
Always	19	61.3
Often	11	35.5
Rarely	1	3.2
Total	31	100.0

Table 11 provides information on the frequency of soliciting for students' previous knowledge before introducing a new lesson by teachers. We observed that about 61% of the teachers always solicit for previous knowledge from students before introducing a new lesson while 36% often do so. However, only about 3% of the social studies teachers rarely solicit for previous knowledge from students before introducing a new lesson. It was reiterated by respondent that reviewing student previous knowledge enable them to know whether students have any idea about what is to taught and this help them to start at a level that favours everyone.

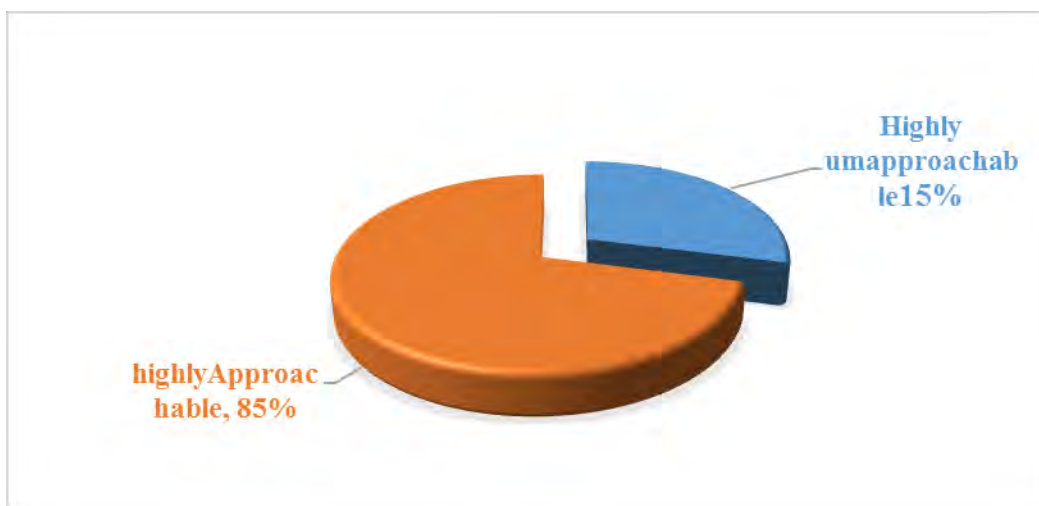


Figure 6: Nature of the social distance between teachers and students

Figure 6 gives results on the nature of social distance between teachers and students. It was observed that 85% of the teachers believe that the social distance between them and the students is highly approachable while the remaining proportion also thinks it is highly unapproachable.

Table 12: Extent to which teachers support students during classroom interactions

Options	Frequency	Percentage (%)
Always Supported	6	19.4
Very Supported	23	74.2
Rarely Supported	2	6.5
Total	31	100.0

Table 12 presents results of the extent to which teachers support students during classroom interactions. We observed that 74% of the teachers believe that students feel much supported by teachers during classroom interactions. This was followed by about 19% for those who think the students feel always supported during classroom interactions. The least was about 7% for teachers who also think students rarely feel supported by the teachers during classroom interactions.

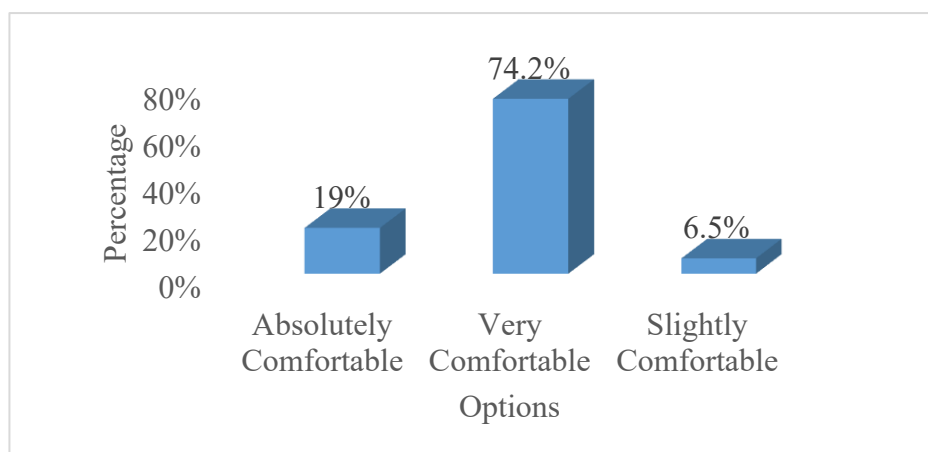


Figure 7: Extent to which students feel comfortable with teachers during classroom interactions

Figure 7 presents information on the extent to which students feel comfortable with teachers during classroom interactions. It was observed that 74% of the teachers believe that students very feel comfortable during classroom interaction. Whereas 19% of the teachers think that student feel absolutely comfortable during classroom interaction. However, the least was about 7% for teachers who also think students slightly feel comfortable during classroom interactions.

In summary, the study revealed that about 52% of the teachers effectively interact with their students. Also, greater percentages (97%) of the teachers solicit for previous knowledge from students before introducing a new lesson. Moreover, 85% of the teachers are of the view that the social distance between them and students is highly approachable. Another majority (93%) of the social studies teachers in the selected schools in the district think that their students to a large extent feel supported by their teachers during classroom interactions. Finally, (93%) of the social studies teachers are of the view that their students to a large extent feel supported by their teachers during classroom interactions. In a nutshell, the teachers mainly interact with the students by soliciting for previous knowledge from students before introducing a new lesson; ensuring that the social distance between them and students is friendly;

teachers ensuring that students are supported during classroom interactions, and finally, teachers making sure that, students feel comfortable during classroom interactions.

Data from Observation

In addition to the data collected with the help of the questionnaire, the researcher also moved to the various schools to observe the teacher's classroom practices to ascertain the extent to which the answers provided on the questionnaire reflect their actual practice in the classroom.

The participants were observed with the view of identifying the instructional strategies they employ in teaching, their modes of assessment as well as how they interact with students in the classroom. The following are results that came out of the observed responses.

Results from the observation on instructional strategies employed by social studies teachers

With reference to the instructional strategies used by the teachers, the researcher observed that the teachers engaged the students by putting them in groups to engage in discussion. Also it was identified that the teachers use questions and answers in the cause of teaching. That is, the teachers were seen using questions and answers to solicit student's ideas on a concept raised. Teachers were seen using demonstrations in the cause of teaching. That is teachers called students in groups and individually to come and demonstrate a skill in the process of teaching. In addition, group presentations were also adopted as a method of teaching. Teachers were intermittently seen using the lecture method in the process of teaching. That is teachers were using

the lecture method to complement the other methods already spoken about to give further clarification of issues.

Results from the observation on mode of assessment employed by social studies teachers

Regarding the modes of assessment adopted by social studies teachers, it was observed that, the type of assessment items used by the teachers includes classwork, homework and group presentation as well as using oral questions and answers. Also the constituents of these assessment items were mostly essay type test. It was also observed that most teachers normally do not give feedback on student's assessment but a few of them do that by discussing some of the shortfalls of the assessment.

Results from the observation on how social studies teachers interact with their students

In terms of social studies teachers' interactions with students, it was observed that most of the teachers call students privately to have a conversation with them in order to discover their problems and in a way offer possible solutions to those problems. It was also observed that, the relationship between teachers and students is very cordial. The researcher observed that, the teachers support students during classroom instruction. Also, teachers respond to different kinds of behaviours by advising, counselling, and punishing them where necessary.

Discussion of Data

In this section, the researcher used the empirical data to analyse Social Studies teacher's classroom practices in the Agona East and West districts in the central region of Ghana. The results or findings obtained from the current study are aligned with findings from other studies to compare and contrast their congruencies or otherwise. This chapter is in four sections. Section one discusses about the

demographic characteristics of the respondents Section two shows a more detailed account of the instructional strategies adopted by Social Studies teachers in the Agona East and West districts in the central region of Ghana. Section three looks at the mode of assessment adopted by Social Studies teachers. Then the final section illustrates how social studies teachers interact with students and how this interactions aid or discourages students learning.

Demographic characteristics of respondents

The demographic characteristic of the respondents was looked at under the lengths of service of teachers as well as the professional qualification of teachers. With regards to the lengths of service, the data unveiled that about (80%) of the social studies teachers in the selected schools in the district have been teaching for the past 5 years. It can be deduced that most teachers in these selected schools are well experienced. When teachers are very experienced, they tend to be very efficient when it comes to their instructional delivery thereby limiting the challenges that are likely to be encountered. Adding to the dilemma is a realization that is often the inexperienced teachers who got the most difficult assignment (Andrews et al 2008).

More so, majority (about 84%) of the teachers are holders of BED Social Studies, B. A Social Studies and MPhil / M.A Social Studies certificate in the selected SHS in the district. This implies that these teachers are likely to use appropriate classroom practices in their daily interaction with students. Some studies on teacher's content knowledge emphasize that teachers who are knowledgeable about the content of the subject curriculum can teach and evaluate social studies best (Calderhead, 1996; Eshun, Bordoh, Bassaw, and Mensah 2014; Quashigah, Eshun & Mensah 2013; Strong, Thomas, Perini and Silver 2004). This means that the teaching of social studies can be well done by teachers who are more grounded in the subject area as

reiterated by (Adjei, 2016) that, it is not appropriate for the teaching of social studies to be done by graduate degree in history, geography or other social sciences.

Instructional strategies adopted by social studies teachers.

The following analysis of the data will illustrate the instructional strategies adopted by Social Studies teachers in the Agona East and West districts in the central region of Ghana.

With reference to the use of lecture as a method of teaching, evidence from the questionnaires illustrated that about 77% of teachers rarely use lecture as a method of teaching. Subsidiary to this, the result of the observation proved that, most teachers did not completely use lecture as a method of teaching as teachers tried to engage students through demonstrations, group presentations and questions and answers method of teaching. This consequently prevents mere communication of facts to students thereby preventing memorization of concept by students. In harmony with this Fokuo as cited in Adu-Yeboah (2008) asserts that, the lecture method which places emphasis on rote learning is the main method of teaching Social Studies in many colleges in Ghana.

The empirical data collected with the help of the questionnaires showed that, majority (84%) of the social studies teachers use questions and answers in the course of teaching. supporting this, the observation checklist also depicted that large number of Social Studies teachers uses questions and answers method in teaching. This questions and answers helps teachers to interact effectively with students as they are made to think critically before coming out with the views on a concept raised and consequently leading to effective teaching of social studies. After more than 30 years

of research, researchers have concluded that regular questioning by teachers correlates positively with student gains in achievement (Brophy & Good, 2000).

Also, most (90%) of the teachers give students“ group presentation to undertake. This result is the same as the ones obtained with the aid of the observation guide as the researcher observed that, the teachers present a concept to student for them to research and present the outcome in class. Therefore, it can be stated that the use of presentation enables the learners to be active participant in the learning process but not passive learners thereby reducing the dull nature ascribed to the teaching of social studies. Some examples of engaging instructional methods include cooperative learning, role playing, group presentation, and technology (Driscoll, 2005).

It was discovered with help of the questionnaire that about 90% of the teachers intermittently the students to demonstrate their skills in the cause of teaching. Supporting this, it was gathered from the observation checklist that, Students were made to repeat series of planned actions designed to illustrate certain phenomena. Demonstration as a strategy for teaching is vital because it enable learners to be involved in the lesson as they are made to demonstrate how something is done which consequently causes improvement in their performance as well as stimulating their interest in education. Sharing the same view, Fredricks, Blumenfeld and Paris (2004) postulated. Lack of student engagement at school is a serious concern for educators and policy makers because disengaged students are more likely to struggle academically, to drop out of school, and to have problem with their behaviours.

It Can Therefore Be Concluded That Teachers Utilised Effective Classroom Strategies Since They employed questions and answers, discussion, role-play and demonstration as methods of teaching. The use of these child centred of teaching enable to willingly

participate in the learner's process of learning, stimulate student interest. For instance, the use of enhance skill since the learner is made to practice or demonstrate how something is done which very key in teaching skill acquisition.

Therefore, it can be said that there was effective teaching of social studies since these teachers utilised a variety of instructional strategies. This assertion is supported by Tamakloe (1999) as he stated that if the organisation and teaching of social studies is to be effective, then the teacher must be well versed in the use of a variety of teaching methods and strategies aside the possession of adequate knowledge in several disciplines.

Mode of assessment adopted by social studies teachers

The study also revealed some of the modes of assessment adopted by the social studies teachers in the selected schools in the district. It was gathered from the questionnaire that majority (87%) of the social studies teachers assesses their classroom instructions. Similarly, the researcher observed on the field that the social studies teachers assess their classroom instruction. Assessing classroom instruction is paramount in social studies education because it provides chance for the teacher to modify or maintain the instructional strategies employed which leads to enhancement of social studies education as postulated that the very importance of assessment is improving teaching practice (Eshun et al., 2014) is what makes the subject of assessment an interest to researchers.

From the questionnaire it was also identified that, about (87%) of the social studies teachers use different kinds of assessment items in their classrooms. This result is the same as the one obtained with the observation guide as the researcher observed the teachers as they used different kinds of assessment items like classwork, homework

and group presentation as well as using oral questions and answers. This means that there was no fixed means of assessing the students. McMillan and Workman (1998) concluded that assessment and grading continue to be a private activity, with considerable variation among teachers, which means there is no fixed worldwide established means and process of assessment.

Also, a greater proportion (90%) of the social studies teachers in the selected schools contends that they give feedback on students' assessments. However, the results of the observation do not correspond with that of the questionnaire as the researcher observed that most teachers do not give feedback on student's assessment. When teachers do not discuss with students the outcome of assessment, students may not know their shortfalls and the possible way to improve which may hinder improvement of student output of assessment. This conclusion also supports that of Hattie (2009) who identified feedback as the single most powerful educational tool available for improving student performance. Sharing the same view, Attwood (2009) and Pryor and Croussand (2008) to Formative feedback is therefore exploratory, provisional and aims at prompting further engagement of the students as part of an on-going dialogue between and amongst students and teachers.

Data gathered with the questionnaire indicated, about (87%) of the social studies teachers mostly use essay tests in assessing students and that about (74%) of the social studies teachers do not use multiple test items. Similarly, the result of the observation proved that; even though teachers assess classroom instruction, the constituents of these assessment items were mostly essay type test as against the other assessment items like the objective test, fill in and short answers, and multiple choice items.

The findings indicate that, though social studies teachers assessed classroom instruction, these assessment practices were not effective. This is because, these teachers failed to give feedback on students' assessment. Feedback is very important when it comes to assessing classroom instruction. They also did not vary their test items as they resorted to only essay type test as against the objective test item; resulting to only one type of test may prevent the teachers from assessing all the domains of knowledge being cognitive, affective or psychomotor which consequently prevent the teacher from knowing the totality of students' achievement thereby hindering the realisation of the actual impact of assessment. For instance, Kahm (2000) purported that teachers assess learning for a variety of purposes which includes finding the degree of mastery, monitoring progress, diagnosing learning difficulties, evaluating teacher and instructional effectiveness, informing students about their own achievements, individualising instruction and providing a basis for school marks. However, when assessment is not effectively done, these well stated purpose of assessment cannot be realised as it will fail to provide the true picture of student achievement.

How Social Studies teachers interact with their students.

With regards to the questionnaire, the study revealed that about 52% of the teachers effectively interact with their students. In congruence with the questionnaire, the results of the observation proved that teachers interact effectively as they called students privately to have a conversation with them in order to discover their problems and in a way offer possible solutions to those problems as well as maintaining friendly relationship in the classroom. When there is effective teacher student interaction, it enables students put up a good conduct in the classroom which consequently leads to improvement of learning. Students are more behaviorally and emotionally engaged

when they had positive relationships with their teachers and this further contributed to their academic achievement (Hughes, Luo, Kwok, & Loyd, 2008; O'Connor & McCartney, 2007).

Also, a greater percentage (97%) of the teachers solicit for previous knowledge from students before introducing a new lesson. Harmonizing with this, the result of the observation illustrated that teachers solicit for student previous knowledge before introducing a new lesson. Soliciting for students' previous knowledge enable students to actively involved in the learning process which provides the fundamentality of students centered pedagogy. Corresponding with this view, Georgeson et al (2015), identified that promoting student's contributions is especially important for the students centered pedagogy that underpins many educational settings including preschool classroom.

Moreover, 85% of the teachers from the questionnaire are of the view that the social distance between them and students is highly approachable. Matching with this, the researcher observed that, the relationship between teachers and students is very cordial.). It is crucial to be inserted in a safe environment where students can feel engaged and motivated to learn, share their experiences, and demonstrate their competence. Ensuring approachable relationship between teachers and students may enhance students interest in what is being taught. Supporting this view, Mazer (2012) noted that "Students who experience heightened emotional interest are pulled toward a content area because they are energized, excited, and emotionally engaged by the material" (p.99

Finally, (93%) of the social studies teachers are of the view that their students to a large extent feel supported by their teachers during classroom interactions. Equivalent to the results of the questionnaire it was gathered from the observation that, students feel supported during classroom interaction as teachers moved ahead to provide individualistic tuition to students with learning difficulties. Supportive classroom interaction can enable students embrace certain tenets as teachers continue to provide support to students. It is believed that children are more likely to internalize and adopt values and rules when their relationships with the socialization agents are nurturing and supportive (Grusec & Hastings, 2007; Ryan & Deci, 2000a).

In terms of social studies teachers' interactions with students, it was observed that most of the teachers call students privately to have a conversation with them in order to discover their problems and in a way offer possible solutions to those problems. It was also observed that, the relationship between teachers and students is very cordial. Also, teachers respond to different kinds of behaviours by advising, counselling, and punishing them where necessary. A few of them ignore some of the bad behaviours of these students.

From the data gathered, it can be deduced that there was positive teacher student's relationship as these teachers maintained a cordial relationship between them and their student's. When there is positive student's relationship, it creates a good social climate whereby student's can feel free to communicate their worries/ feel secured, become motivated to participate in the teaching and learning process which leads to smooth acquisition of knowledge. In harmony with this, Jones and Jones (2004) identified several areas of knowledge and skill in the conceptualisation of classroom management: establishing positive teacher and peer relationship that build a supportive environment, using instructional methods that optimize learning, gaining a

commitment from student to appropriate behaviour standards, creating safe and caring classroom community and using counselling and behavioural methods to change student's inappropriate behaviour.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter sums up the main findings of the research. It brings the main themes together to present organised thoughts on the main themes together on the research questions which prompted this study. There are four subheadings under this chapter. The first chapter presents summary of the finding. The other sections however provide information on the conclusions, recommendations and suggestions for further studies respectively.

5.1 Summary of Research Findings

This section presents the main findings from the discussion of result. It presents answers to the main research questions that were developed to guide the research. The major findings are highlighted based on the main research questions that guided the study. As stated in the first chapter, the purpose of the study was to explore social studies teacher's classroom practice s in the Agona area of central region of Ghana. The objectives of the study were to:

- Explore the instructional strategies adopted by social studies teachers.
- Analyze the mode of assessment adopted by social studies teachers.
- Assess how social studies teachers interact with their students.

Based on the objectives; the research was guided by the following questions:

- What are the instructional strategies adopted by social studies teachers.
- What mode of assessment do social studies teachers utilize.
- How do social studies teachers interact with their students in the classroom,

5.1.1 Findings on demographic characteristic of respondents

The study revealed that about (80%) of the social studies teachers in the area have been teaching for the past five years. Evidence also indicate that, about (84%) of the teachers are holders of bed social studies, B.A social studies and MPhil/M.A social studies certificate in the selected senior high schools in the area.

5.1.2 Findings on instructional strategies employed by social studies teachers

The view concerning instructional strategies employed by Social Studies teachers. From the results, it can be argued that social studies teachers uses a variety of instructional strategies. The findings shows that (77%) of the social studies teachers in the sample do rarely use lecture as a method of teaching. the use of lecture as a method of teaching indicate that teachers may use instructional strategies that may enhance student learning as revealed by the finding that; about 97% of the social studies teachers usually use effective classroom strategies in engaging their students. This can be traced to fact that about (84%) of the teachers use questions and answers in the cause of teaching. This makes teachers ascertain the extent to which students had grasp a given concept. Also about 90% of teachers give students project to undertake in this sense. These project assisted student to develop their thinking and analyzing skills in their attempts to maintain creativity. Demonstration as a method of teaching was employed by about 90% of the teachers. The employing of demonstration as a method of teaching got student to participate effectively in the learning process. From the analyses based on the literature, the use of varied instructional strategies leads to effective teaching of social studies.

5.1.3 Findings on mode of assessment employed by social studies teachers?

From the analyses developed in this research, assessment plays a vital role in social studies education as it was discovered that about (87%) of the social studies assess their classroom instruction. Even though assessment is paramount, in constructing it, teachers should vary it to cater for different needs of student as the study indicated that about (87%) of the social studies teachers use different kinds of assessment items in their classroom.

It was also discovered that greater proportions of social studies teachers do not give feedback on student assessment. However, the few teachers who give feedback on student assessment, student seem not to be satisfied as identified that about (74%) of students are not satisfied with the feedback on assessment.

In addition, it was identified that about (90%) students to a large extent feel comfortable during classroom interaction and this can be illustrated in the reason why about (85%) of the teachers stated that the social distance between them and student is friendly. This friendly relationship energize student to get involved in the learning process.

Also, about (52%) of the teachers effectively interact with student in the classroom and this made learners effectively participate in the learning process. This can be linked to the fact that about (87%) they of the teachers attest that they use in assessing students.

To recall, their reasons was to provide a better indication of student's real achievement in learning. More so it was uneth that about (26%) of teachers rely on objective test items when assessing their student. This enable them to give immediate

feedback on their performance. In this context it makes using different kinds of assessment very necessary.

5.1.4 Findings on how social studies teachers interact with their students in the classroom

Regarding social studies teachers' interaction with their students, the study revealed that, a greater percentage (97%) of the teachers solicit for previous knowledge from students before introducing a new lesson. This enabled them to start a lesson at a level that favours the student.

Students feel that they are in a supportive classroom (environment) as the data provided that about (93%) of students to a large extent feel supported by their teachers during classroom environment. This supportive relationship made student have strong believe in their teachers and also makes the comport themselves during teaching and learning. Overall maintaining effective teacher student interaction is essential in enhancing the teaching of social studies as it create a friendly and supportive classroom environment which aids learning.

5.2 Conclusion

This research explored social studies teachers' classroom practices in relation to their instructional strategies employed by teachers, their made of assessment as well as how teachers interact with teachers.

The central thesis of this research is that, instructional strategies play vital role in the effective teaching of social studies. The findings indicate that there are several strategies that can be employed in the teaching of social studies. These instructional strategies include discussion, project work, question and answers, brainstorming lecture, group presentation etc. Even though all these strategies can be employed in

teaching social studies, teacher cannot solely rely on the lecture when teaching since it has the capacity to make the less boring when it get to the latter stage and that may persuade students to loose concentration in class. This means that the lecture can be used complement the other methods to aid understanding. Therefore it can be said that, effective teaching of social studies can be achieved when majority of teachers uses varieties of instructional strategies like demonstration, questions and answers, discussion and group presentation which encourages massive student participation.

The analyses developed around how teachers interact with students many. Teachers interact with student by soliciting for students' previous knowledge before introducing a lesson. Also a teacher makes sure that they maintain a friendly relationship between them and student.

In addition, teachers' also support student during classroom interaction by providing further explanations to students who are not clear with certain concept. Making sure that student feel comfortable during classroom interaction is another way by which teachers interacted with students.

This means that, positive students teacher interactions play a key role in enhancing student learning since it has the capacity to instil in student confidence and the motivation to learn.

Analyses on mode of assessment employed by social studies teachers. It was identified that assessing classroom instruction is important as majority of teachers assessed they are classroom instruction.

In addition, teachers employ different kinds of assessment items since they employed both the objective and essay type test in assessing student. Even though teacher assess their classroom interaction, these assessments were not effective. This is because

teachers mostly relied on essay test as against the objective test and usually did not give feedback on student assessment.

5.3 Recommendation

Several recommendations can be made on the findings of the research. The evidence presented highlights the importance of the use of effective instructional strategies in the teaching of social studies.

The finding shows the need to reorient social studies teachers to diversity their teaching strategies through workshops and short term courses on instructional strategies. Also child centred method of teaching is more appropriate for the teaching of social studies. This is because this method has the propensity to motivate learners to participate in the learning process. In light of this, teacher should desist from completely relying on lecture as a technique of teaching.

To maintain positive student's teacher interaction, courses on teacher student interaction should be introduced in teacher training institutions to equip teachers with the necessary skills to be able to interact effectively with student. Since it leads to the creation of siren classroom environment which aids learning.

The challenge of ineffective assessment can be rectified by given teachers enough preparatory and in-service education to have adequate understanding of the concept of assessment which would help re-orient their beliefs with regards to the conduct of assessment.

Consequently, the teachers will be able to rethink and conduct assessment in the right way and use it not only for improving student's performance but also to improve their own instructional practices. In addition to addressing the challenges of ineffective

assessment, it is recommended that the teaching of social studies should be done by teachers who hold appropriate qualification in the subject area since they are in the capacity to utilise effective mode of assessment

5.4 Suggestions for Further Studies

The study covered only Senior High School teachers in the Agona East and West districts in the central region of Ghana so it suggested that a similar study be carried out either in the same region but in a different metropolis or in other regions.

The findings of this study can only be regarded as a start towards numerous studies into the classroom assessment practices of social studies teachers.

It is suggested that further research work should try and use different method of analysis apart from the one used for this study.

A comparative study in the topic studied in another division can be carried out to confirm and compare the findings.

Similar study can be conducted with much larger sampling of participant.

An evaluation of the existing classroom assessment practices of social studies teachers in terms of content and methodology can be carried out to establish the strengths and weaknesses classroom assessment.

Removing all barriers which prevent the teacher of social studies in the second cycle from translating his/her pedagogical beliefs into actual practices in the classroom.

Holding training courses for teachers related to how to translate the pedagogical beliefs into practices in the classroom. Conducting a study similar to the current study coupled with introducing the method of observation and interviews as a tool for collecting data.

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APPENDICE

QUESTIONNAIRE ON SOCIAL STUDIES TEACHER'S CLASSROOM PRACTICES

Dear Respondent,

I am student of the University of education, Winneba, undertaking a study on the topic” *An exploration of Social Studies Teachers’ classroom Practices*”, in partial fulfilment of the requirement for the award of MPhil Social Studies. The study is academic-oriented, and you are assured that your responses will not be used for any other purpose other than those stated before. For the purposes of improving the quality of the study, you are humbly requested to take your time to read and understand the items on this questionnaire before responding to them. Objective responses offered will be highly appreciated. Please read the instruction(s) under each section of the questionnaire to assist you in your responses.

Thank you so much for your willingness to participate in this study.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

PLEASE TICK [√] THE APPROPRIATE RESPONSE AND PROVIDE

ANSWERS WHERE NECESSARY

1. Length of Service (years)-
Below 5 Years [] 5 - 9 Years [] 10 - 14 Years [] 15 years and above []
2. Academic Qualification:
Secondary/Vocational/Technical [] First Degree [] Second Degree []

Others (*Please Specify*).....

SECTION B: MAIN RESEARCH QUESTIONS

This section seeks your views on social studies classroom practices. It is divided into various segments with Liker scale and some open- ended questions.

INSTRUCTIONAL STRATEGIES ADOPTED BY SOCIAL STUDIES

Kindly provide responses to the following statements on the instructional strategies adopted by social studies teachers by ticking [✓] the appropriate responses.

Statements	Responses				
	Always	Often	Sometimes	Rarely	Never
How often do teachers encourage student participation in class?					
Teachers usually ask students to answer questions orally in the course of teaching	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Do teachers give students projects to undertake?	Probably	Possibly	Probably not	Possibly not	Definitely
Social Studies teachers, usually use effective classroom strategies?	Very True	Sometimes True	Usually True	Not True	Never True
How often do teachers allow student to demonstrate a skill in the course of teaching?	Always	Often	Sometimes	Rarely	Never

What other instructional strategies do you employ apart from those mentioned above?

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Why do you utilize these instructional strategies?

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MODES OF ASSESSMENT ADOPTED BY SOCIAL STUDIES TEACHERS

Kindly provide responses to the following statements on the modes of assessment adopted by social studies teachers by ticking [✓] the appropriate responses.

Statements	Responses				
Teachers use different kinds of assessment items in classroom work	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
How often do teachers assess classroom instruction?	Everyday	Almost everyday	Occasionally	Rarely	Never
Teachers mostly give feedback on students' assessment?	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
To what extent are students satisfied with the feedback on their assessment?	Highly satisfied	Satisfied	Somehow satisfied	Dissatisfied	Highly Dissatisfied
Teachers mostly use essay test in assessing students	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
How often do teachers use multiple test items	Everyday	Almost everyday	Occasionally	Rarely	Never

Why do you employ these modes of assessment?

.....

.....

SOCIAL STUDIES TEACHERS' INTERACTIONS WITH STUDENTS

Kindly provide responses to the following statements on how social studies teachers interact with their students by ticking [✓] the appropriate response.

Statements	Responses				
Teachers effectively interact with their student	Very True	True	Usually True	Not True	Never True
How often do teachers solicit for students' previous knowledge before the introduction of a new lesson?	Always	Often	Sometimes	Rarely	Never
What is the nature of the social distance between teachers and students?	Highly Approachable	Approachable	Unapproachable	Highly Unapproachable	Undecided
To what extent do student feel support by teachers during classroom interaction?	Always Supported	Very Supported	Rarely Supported	Never Supported	Not Supported
To what extent do students feel comfortable with teachers during classroom interaction?	Absolutely Comfortable	Very Comfortable	Slightly Comfortable	Uncomfortable	Absolutely Comfortable

Why do you interact with student this way?

.....

.....

.....

KEY

- **Always:** at all times
- **Often:** many times
- **Sometimes:** occasionally rather than all of the time
- **Rarely:** not often
- **Never:** not ever/ at no time in the past
- **Strongly agree:** totally / entirely agree
- **Agree:** only consent
- **Undecided:** have not made a decision
- **Disagree:** fail to agree
- **Strongly Disagree:** completely do not accept
- **Probably:** almost certain
- **Possibly:** actually happening
- **Probably Not:** not too sure
- **Possibly Not:** doubt
- **Definitely:** without doubt
- **Very True:** absolutely right
- **Sometimes True:** not always right
- **Usually True:** mostly true
- **Not True:** rarely true

- **Never True:** at no time true
- **Every Day:** happening everyday/ routine
- **Almost Every Day:** nearly
- **Occasionally:** not often
- **Highly Satisfied:** well pleased
- **Satisfied:** pleased
- **Somehow Satisfied:** in some way pleased
- **Dissatisfied:** not pleased
- **Highly Dissatisfied:** absolutely not happy
- **Highly Approachable:** really friendly/ easy to talk to
- **Approachable:** easy to talk to
- **Unapproachable:** not friendly
- **Highly Unapproachably:** extremely friendly
- **Undecided:** cannot ascertain
- **Always Supported:** really assisted
- **Rarely Supported:** not often given assistance to
- **Never Supported:** not in any way assisted
- **Absolutely Comfortable:** completely relaxed
- **Very Comfortable:** to some extent relaxed
- **Slightly Comfortable:** to some degree relaxed
- **Uncomfortable:** feel unease
- **Absolutely Uncomfortable:** extremely unease

OBSERVATION GUIDE

The researcher sort to observe social studies teacher’s classroom practices in relation to their instructional strategies employed, their mode of assessment as well as their interaction with students.

SECTION A: INSTRUCTIONAL STRATEGIES ADOPTED BY TEACHERS

1. How do teachers encourage student’s participation in class?
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2. How do teachers engage students?
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3. What strategies are mostly used by teachers in the classroom?
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.....
4. Does the classroom seating arrangement allow students to actively participate?
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SECTION B: MODES OF ASSESSMENT ADOPTED BY TEACHERS

1. How do teachers give feedback on student’s assessment?
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2. What kind of assessment item do teachers include in homework?
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.....
3. How do teachers assess classroom instruction?

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.....
4. Do teachers correct students mistake immediately after assessment?
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SECTION C: SOCIAL STUDIES TEACHERS' INTERACTIONS WITH STUDENTS

1. How do teachers engage students to find out their problems?
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2. How do teachers respond to different kinds of misbehaviours?
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.....
3. Do teachers correct students' mistakes consistently?
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