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TEACHERS' PERCEPTIONS OF THE NEW HISTORY CURRICULUM

AT THE BASIC SCHOOL IN THE CAPE COAST METROPOLIS
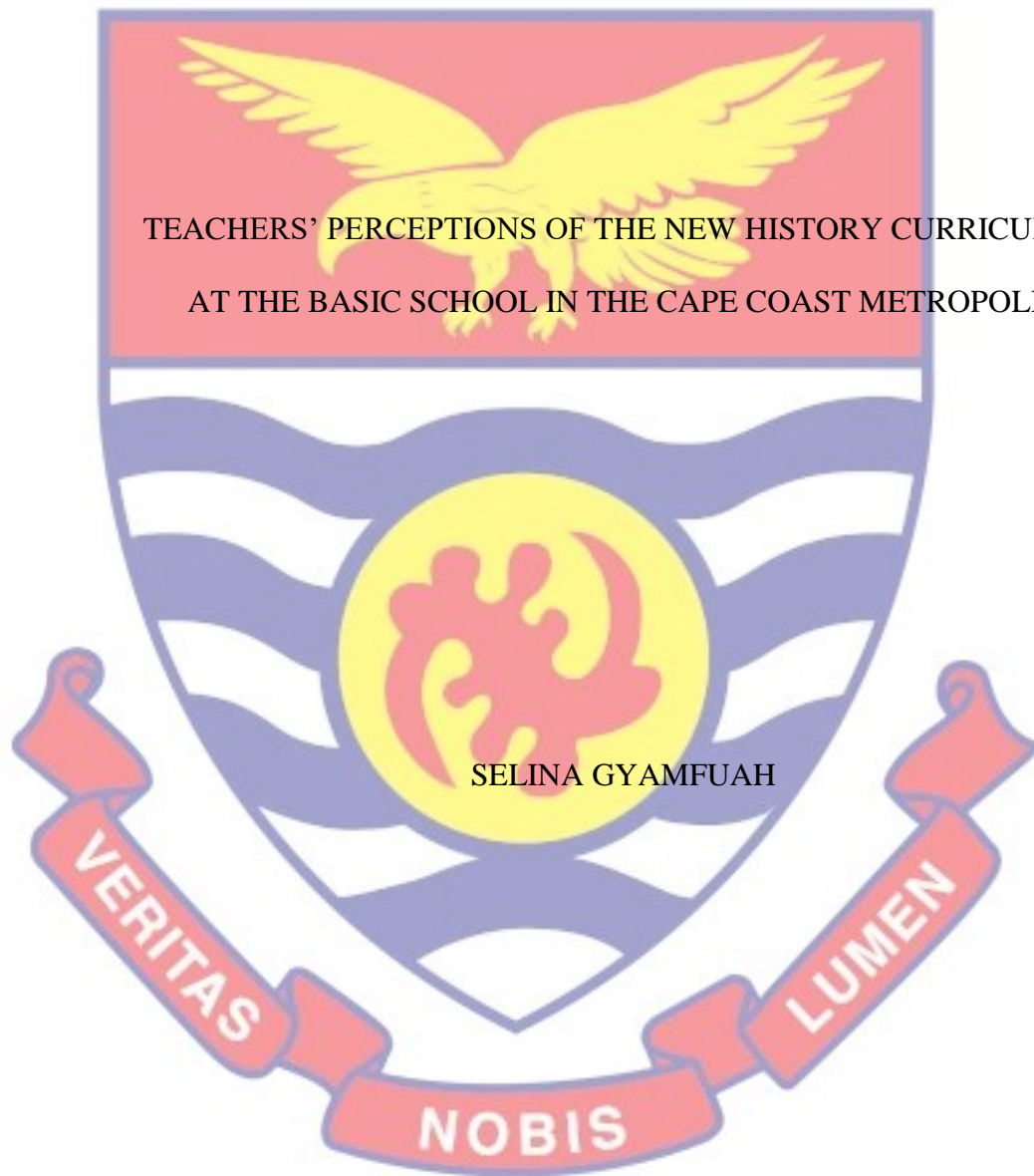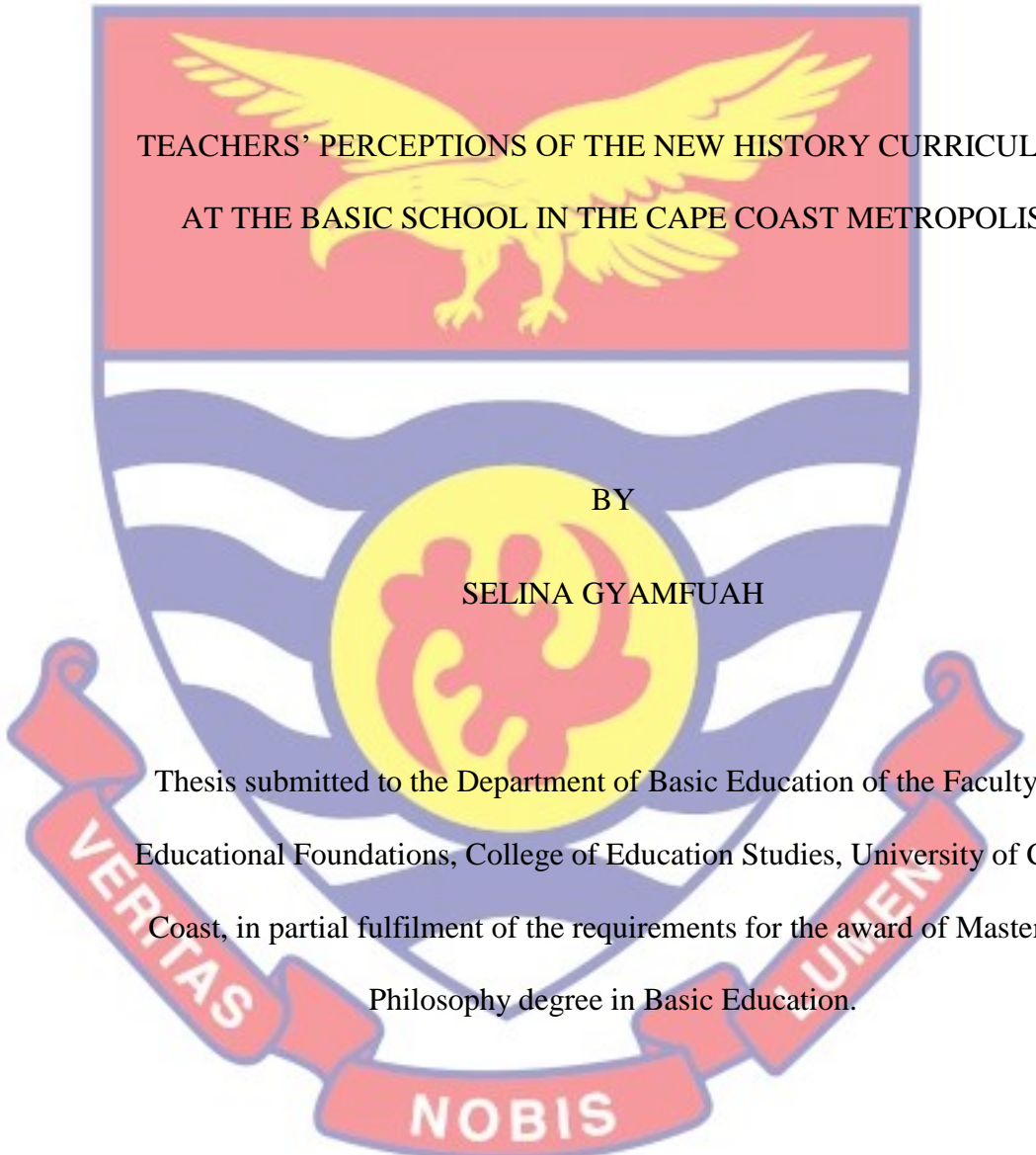
SELINA GYAMFUAH

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TEACHERS' PERCEPTIONS OF THE NEW HISTORY CURRICULUM

AT THE BASIC SCHOOL IN THE CAPE COAST METROPOLIS

BY

SELINA GYAMFUAH

Thesis submitted to the Department of Basic Education of the Faculty of

Educational Foundations, College of Education Studies, University of Cape

Coast, in partial fulfilment of the requirements for the award of Master of

Philosophy degree in Basic Education.

AUGUST 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.
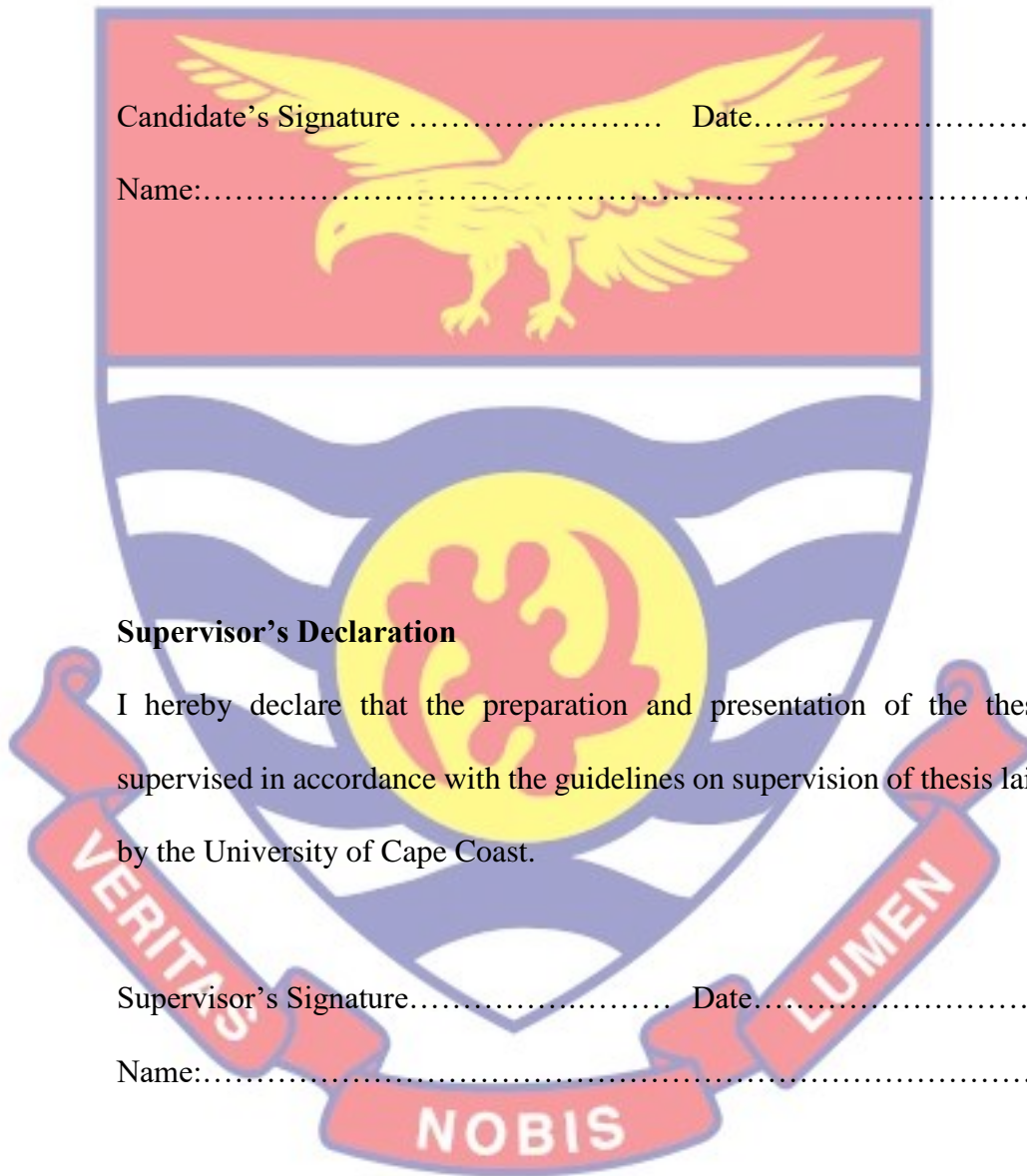
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Name:………………………………………………………………………….

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature…………………… Date…………………………

Name:………………………………………………………………………….

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ABSTRACT

The study sought to explore teachers' perceptions of the new History curriculum at the basic school level in the Cape Coast Metropolis. Five research questions and one hypothesis guided the study. The study adopted the quantitative approach, specifically a descriptive survey research design. A systematic sampling was used to select 35 schools from 70 schools. Purposive sampling was used to select 225 teachers comprising 49 males and 176 females from the 35 schools selected. A closed ended questionnaire was employed in collecting data for the study. Analysis of data was done with the use of both descriptive and inferential statistics. The specific descriptive statistics adopted in analysing the research questions were frequency counts and percentages, means, and standard deviation. Inferential statistics specifically, One-Way-Analysis of Variance was used to analyse the hypothesis. The study found that teachers had a positive perception about the new history curriculum at the basic school level; teachers had positive perceptions of the content of the new history curriculum for pupils, although they reported that the content of the new history curriculum was overloaded; and teachers agreed that the teaching and learning resources (TLRs) needed in the teaching and learning of the new history curriculum were unavailable. The study recommended that teachers should make a conscious effort to instil in pupils the values of the new history curriculum since they have a positive perception about the curriculum; the National Council for Curriculum and Assessment (NaCCA) should review the content of the new history curriculum so that some topics will be fused into other topics; school heads should collaborate with organisations and prominent individuals to help them acquire the needed TLRs for teaching history.

KEYWORDS

Curriculum

History

Knowledge

Perception
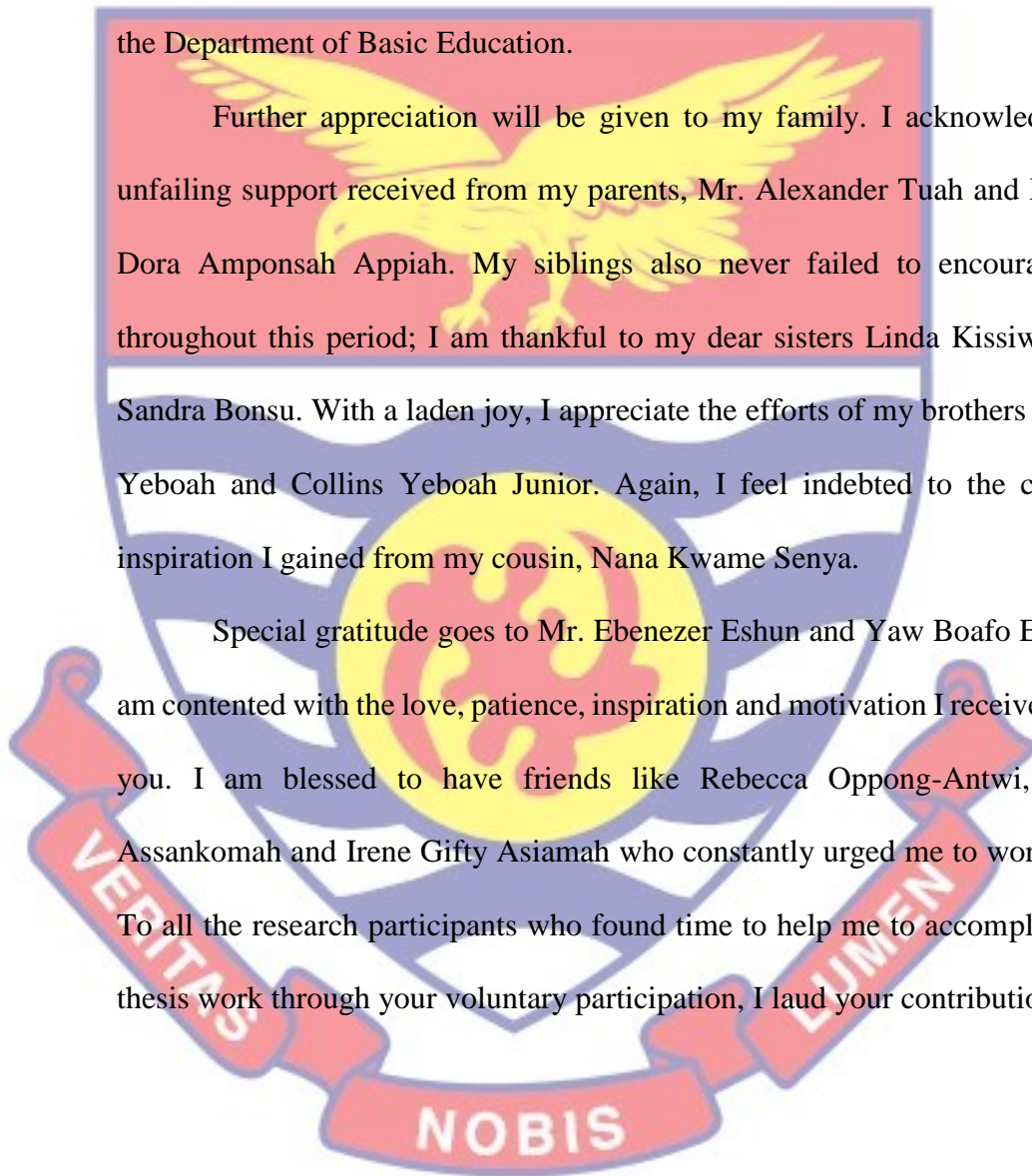
Teaching and Learning Resources

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DEDICATION

To my uncle, Mr. Oppong Appiah.

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LIST OF ACRONYMS

ADP	Accelerated Development Plan
ANOVA	One-Way-Analysis of Variance
BS	Basic School
CAI	Computer-Assisted Instruction
CCM	Cape Coast Metropolis
CCMDEO	Cape Coast Metropolitan Directorate of Education Office
CCTV	Close Circuit Television
CMI	Computer-Managed Instruction
CPP	Conventional Peoples Party
FCUBE	Free Compulsory Universal Basic Education
HND	Higher National Diploma
ICT	Information Communication Technology
IRB	Institutional Review Board
JHS	Junior High School
JSS	Junior Secondary School
KCSE	Kenya Certificate of Secondary Education
KEEA	Komenda/Edina/Eguafo/Abrirem
MMDA	Metropolitan, Municipal and District Assemblies
NaCCA	National Council for Curriculum and Assessment
NCERT	National Council of Educational Research and Training
NLC	National Liberation Council
NPTECF	National Pre-Tertiary Educational Curriculum Framework
NRC	National Redemption Council
OHP	Overhead Projector

PE	Physical Education
RME	Religion and Moral Education
SHS	Senior High School
SPSS	Statistical Package for Service Solution
SSS	Senior Secondary School
TLRs	Teaching and Learning Resources
UCC	University of Cape Coast

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CHAPTER ONE

INTRODUCTION

Introduction

The chapter consists of the introduction of the study. Specifically, it emphases on the background to the study, statement of the problem, purpose of the study, research questions, research hypothesis, significance of the study, delimitations, limitations, operational definition of terms, and organisation of the study.

Background to the Study

Globally, education is cherished by all people of different cultural backgrounds and races. Education has proven to be fruitful in developing the country. Education has yielded a positive impact in the sense that education serves as a major channel to prepare pupils with knowledge and expertise needed to fill occupational gaps within the society in order to reduce inequality and enhance wealth gain for individuals (Addo, 2019). According to Annoh (1995), education in Ghana can be categorised into three forms; Quranic Education, School Education and Traditional Education. However, the emphasis will be laid on school education for the purpose of this study. Annoh (1995) stipulated that school education is the form of education which evolved in Ghana with the arrival of the Europeans. Wilson (2009) concurred by asserting that formal education started with the arrival of the Europeans through the establishment of schools along the coast.

Although there was the existence of education in Gold Coast before the arrival of the Europeans that is traditional education, the Europeans activities were noted to bring into light school education which is also known as formal

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education. According to McWilliam and Kwamena-Poh as cited in Wilson (2009), an initial attempt to formally instruct people took place in 1529 by the Portuguese traders in the Elmina castle. The focus of their education was on arithmetic, reading and writing in Portuguese. It was followed by the Dutch in 1637 after they conquered the Elmina castle. Apart from the Portuguese and the Dutch, the British after establishing the Cape Coast Castle also started a school in 1694. The Danes also initiated some castle school education in the Christiansburg Castle. The initiator was John Chiltman but the attempt was short-lived. It was renewed in 1712 by Rev. John Jameson. During this era, there was a prominence of religion in the school curriculum aside from literacy and numeracy.

The primary purpose of education focused on training the young people to cater for commercial activities on the coast, which led to the castle education system in Gold Coast. The best-known Castle schools included the school built by the British at Cape Coast castle, the Danish school at Christiansburg and the school built by the Dutch which was situated at the former Portuguese fortress at Elmina. The castle schools focused on the provision of only basic education. Basically, in the late 18th century and the middle 19th centuries, the people who partook in the school consisted mostly of prominent families of local chiefs and rich African merchants found on the coast.

Even though education was previously in the hands of the Portuguese and the Dutch, there was a major revolution in the education system at the time the castles and forts were captured by the British (Wilson, 2009). Wilson further asserted that the castle schools were used to entice the missionaries to Gold Coast to support the British to develop, sustain and expand them. According to

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Adu-Gyamfi et al. (2016), formal education then took a decisive turn due to the notable contributions of missionaries like Wesleyan and Basel with the aim of providing Christian education on the Coast. During this period, formal education was found mainly along the coastal areas of Ghana. However, the Basel mission extended the schools to the Akuapem Ridge. Also, teachers were trained and the schools were used as a medium for the spreading of Christianity. During the first half of the twentieth century, despite the colonial efforts to support and regulate schools, the provision of education in the Gold Coast was mainly provided by the Christian denomination.

Although formal education was initiated through the castle school system, the missionary bodies were the ones who made meaningful contributions. The western-style education was initiated into the Gold Coast by the missionaries (Wilson, 2009). Some of the prominent missionaries included Wesleyan, Catholic, Bremen and Presbyterian missionaries. They extended the schools beyond the castle and their surroundings to other inland areas. Also, the missionary bodies were the pioneers of elementary, secondary, technical and teacher training education.

For a long time, the Colonial government did not have interest to participate in the educational provision of the country. Any relevant government engagement in the provision of education was during the Governorship of Sir Gordon Guggisberg. According to Boakye (2019) initial government participation in education at that time took the form of education policy guidelines termed as ordinance. Such ordinances included the Education Ordinance of 1852, the 1882 Education Ordinance and the Education Ordinance of 1887. In the beginning years of the 20th century, many educational

developments were associated with Sir Gordon Guggisberg. He came up with his 16 principles and made drastic reforms in the education system in Gold Coast (Boakye 2019).

In 1951, Kwame Nkrumah launched the Accelerated Development Plan (ADP) for Education. The ADP aimed at widening education in all sub-sectors with a goal on the growth of education at all levels (Adu-Gyamfi et al., 2016). The ADP was employed to substitute the colonial administration's ten year education plan (1946-1956) which had intended to achieve universal primary education within a period of 15years (Boakye, 2019). According to Foster (1965), the ADP was politically motivated. The ADP resulted in the abolishing of primary school fees since Nkrumah's administration planned to provide universal primary education which was free for all Ghanaians (Boakye, 2019). According to Palmer (2005), during that period, Ghana's pre-tertiary education covered a period of seventeen years; six years primary school, four years middle school; five years secondary school; and two years sixth-form.

The 1961 Education Act, which was put into effect by the Conventional Peoples Party (CPP) administration in November 1960, also attempted to make basic education free and mandatory beginning in September 1961 (Poku et al., 2013). Furthermore, they claimed that although primary education was mostly free, students still had to pay for stationery and books for practical work. According to Mankoe (2002), the Education Act of 1961 represented a significant first step in ensuring the continuation of high-quality education because it included a variety of educational requirements aimed at consolidating and enhancing the accomplishments already made in education. "Although the Act made proposals for educational refinement, quality of education attained

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thereafter was far from satisfactory in terms of the socio-economic needs of the country" (Mankoe, 2005). The Education Act of 1961 outlined the management and organisation of Ghana's education during that period (Apeanti & Asiedu-Addo, 2009).

In 1967, the National Liberation Council (NLC) established the Kwapong Committee, which was presided over by Professor Alex Kwapong, the vice chancellor of the University of Ghana (Mankoe, 2005). The NLC established the middle school system, a two-year pre-vocational continuation program (continuation schools) that was centered on the nation's agricultural and industrial needs (Poku et al., 2013). It was the 1967 committee proposals that were used in the administration of Ghana's education until some loopholes were identified which resulted in dissatisfaction of the system. For example, the discontentment was associated with the bookish mode and the lengthy duration of the pre-tertiary education.

The identified loopholes led the National Redemption Council (NRC) to establish the Dzobo committee in 1972 which resulted in developing a new content and structure of education in Ghana. The report of the Dzobo Committee was published in 1974. It was until 1987 that the recommendation was implemented nationwide since it was initially implemented in some urban areas on pilot basis. According to Mankoe (2005), based on the report of the committee, secondary education was proposed to cover a period of four years (two year senior secondary lower and two year senior secondary upper). The two levels were then modified to be a three year senior secondary education in Ghana. Consequently In 1974, another educational committee was set up based on the 1972 Dzobo Educational Reform Committee. It was the 1974 committee

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that introduced Junior Secondary School (JSS) concept on an experimental basis into Ghana's education system

In 1987, the Evans-Anfom committee was formed which resulted in another massive reform in education. This reform resulted in the change of the structure, duration and content of basic and secondary education in Ghana. Middle school was replaced with JSS due to the reform. The 1987 reforms made a change of the duration of pre- tertiary education to a nine year basic education (6 years primary education and 3 years JSS) which marked a departure from the 10 year basic education (6 year primary education and 4 year middle education). Successful candidates from the JSS then proceeded to a 3 year senior secondary education.

In January 2002, President Kuffour convened a brand-new committee of Review of Educational Reforms. The committee's report was examined by the government, which then created "The White Paper on Educational Reforms" as a white paper (Ministry of Education, Youth and Sports, 2004). The proposed Educational Reform became operational in September, 2007 (Akyeampong, 2008). The new reforms that were launched were composed of Free Compulsory Universal Basic Education (FCUBE) for eleven years and Senior High School (SHS) formerly Senior Secondary School (SSS) for four years. The new system introduced kindergarten (KG) as part of the basic school (BS) in Ghana. Thus, at the age of four, pupils start KG; at the age of 12, pupil has attained his/her primary education; and progress to JHS for three years till the pupil is 15 years.

According to the National Pre-Tertiary Educational Curriculum Framework [NPECF] (2018), formal Basic Education constituted KG, Primary and JHS, after which pupils could progress to the SHS, Vocational Education

and Training, Distance Learning or Direct Entry to Employment or Distance Learning. However, in the recent education reforms, formal Basic Education has been extended to include SHS (NPECF, 2018). The National Council for Curriculum and Assessment (NaCCA) has introduced a new curriculum which was implemented in September 2019 in only the KG and the primary schools and yet to be implemented in the JHS.

With respect to the current pre-tertiary educational reform, it did not only pertain to the structure but also the content of the curriculum. This is because the review of the curriculum was to focus on the identified gaps in the existing curriculum in order for the Ghanaian curriculum to become globally standardised (NPECF, 2018). As such, in the implementation, there have been changes made regarding the subjects studied at both KG and primary schools. At the KG stage, Environmental Studies, Science and Technology and Physical Development are no longer taught as a single subject of study. There has been an introduction of a new subject called Our World and Our People constituting Geography, History, Physical Education (PE), Religious and Moral Education (RME) and Science (NPECF, 2018).

In terms of the change in subjects of the new curriculum which is being implemented in the primary school, ICT, PE and RME, do not hold any longer as a single subjects of study at the lower primary level at the BS but have been integrated with other disciplines to form a new subject called Our World & Our People (Agriculture, Computing, Geography, PE and RME). Also, at the upper primary level, Citizenship Education and RME are no longer single subjects of study. However, RME has been integrated with other disciplines to form a new

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subject termed as Our World and Our People (Integrated Discipline: Agriculture, Civics, Geography and RME).

The study of history has been reintroduced as a compulsory subject in the pre-tertiary education in Ghana although in the 1987 educational reform, history was merged with other subjects to form Social Studies at the JSS level whiles it became an elective subject at the SSS level (Adjepong & Kwarteng, 2017). The new curriculum has also reintroduced history as a subject of study in both the lower primary and upper primary level at the BS. History is part of the integrated themes that forms the new subject termed as Our World and Our People at the KG level. Although history was an elective subject of study at the senior high school level, it was initially not a subject of study in the existing curriculum at the BS. History was integrated with other disciplines to form a single subject which was known as Citizenship Education at the upper primary school in 2002 and also termed as Social Studies at the JHS.

It can be argued that basic education has now become a basic human right in most countries both developed and developing and a necessity for survival in the modern era. From the foregone discussion it can be realised that Ghana has also made tremendous contributions to its education system as well. As such, basic education has over the years become an important function and policy area of the state and its government institutions at both national and local levels. Thus, under the direction of the state, education has undergone several changes through official policy in order to increase its quality and accessibility with the aim of achieving equity and the wellbeing of the citizens (Boakye, 2019). However, an underlying fact is that in every educational reform pertaining to the basic BS curriculum, teachers are the key implementers. As

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such, they facilitate the attainment of the desired goals of any reform made in the educational curriculum. The key roles teachers play as implementers of the curriculum has necessitated the need to conduct research on teacher's perceptions of the new history curriculum at the BS which has resulted from an educational reform.

Statement of the Problem

The problem to be investigated is teachers' perceptions of the new history curriculum at the BS in the Cape Coast Metropolis (CCM) which was introduced in 2019 and implemented in September 2019/2020 academic year at the primary school level. Several changes have been made regarding the educational curriculum at the BS in Ghana. Among those changes, history has been reintroduced as one of the new subjects of study at the BS. Research indicates that there is a specific objective that underlies any curriculum reform (Aboagye & Yawson, 2020; Bello, 2007). Therefore, an objective of introducing history is geared towards instilling in pupils the values and cultural heritage of the country (NPECF, 2018). However, it is worthy to note that the teacher factor (that is, perception) is indispensable to be able to achieve this intended objective.

As such, Bekoe et al. (2014) argued that teachers show commitment and good attitude if they have positive perception which yields a better performance and aid in the success of their effort. Although few studies have investigated teachers' perception; teachers' perception about history was done at the secondary school in Ghana (Oppong, 2009), teachers' perception about Information Communication Technology (Acquah, 2012) and teachers' perception about citizenship education (Boadu, 2013). From accessible

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literature, it appears little has been done on teachers' perceptions of the new history curriculum at the BS in the CCM. However, history has its' unique relevance in the school curriculum; thus, transmitting moral values to pupils, developing tolerance, promoting patriotism, enhancing critical thinking abilities of pupils and developing imaginative abilities of pupils (Cobbold & Oppong, 2010). As such, it necessitates research to be conducted on teachers who have the role of guiding pupils to learn the new history curriculum. Hence, this study explored teachers' perceptions of the new history curriculum at the BS in the CCM.

Purpose of the Study

The general purpose of this study was to explore teachers' perceptions of the new history curriculum at the BS in the CCM. Specifically, this study sought to:

1. identify teachers' perceptions of the new history curriculum at the BS.

2. ascertain teachers' perceptions of the content of the new history curriculum for pupils at the BS.

3. explore teachers' perceptions of the TLRs needed in teaching and learning of the new history curriculum at the BS.

4. examine teachers' perceptions of the teaching methods required to teach the new history curriculum at the BS.

5. investigate teachers' perceptions regarding their content knowledge about the new history curriculum at the BS.

6. find if there is a statistically significant difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS.

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Research Questions

This study was guided by the following research questions:

1. What are teachers' perceptions of the new history curriculum at the BS in the CCM?

2. What are teachers' perceptions of the content of the new history curriculum for pupils at the BS in the CCM?

3. What are teachers' perceptions of the resources needed in teaching and learning the new history curriculum at the BS in the CCM?

4. What are teachers' perceptions of the teaching methods required to teach the new history curriculum at the BS in the CCM?

5. What are teachers' perceptions of their content knowledge regarding the new history curriculum at the BS in the CCM?

Hypothesis

This study was guided by one research hypothesis.

1. H_o: There is no statistically significant difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS in the CCM.

   H_1: There is a statistically significant difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS in the CCM.

Significance of the Study

The study will be significant to teachers, head teachers, GES, District Education Directorate and other researchers. The study will be significant to teachers because; it will enable them to make a conscious effort to instil in pupils the values of the new history curriculum since they have a positive perception about

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the curriculum; it will urge head teachers to encourage and closely supervise teachers to use the teaching methods prescribed in the new history curriculum; and it will enable them to see the need to collaborate with organisations and prominent individuals to help them acquire the needed TLRs for teaching history.

Also, the study will enable GES to consider increasing the teaching hours per week in order to give teachers ample time to complete the content of the History curriculum; it will enhance reviewing of the curriculum in order to fuse some topics into other topics; it would aid them in promoting the professional growth of teachers irrespective of their educational qualification through regular training and workshops.

Again, the study will enable the District Education Directorate to organise in-service training workshops that will be geared towards providing teachers with up-to-date skills to implement the history curriculum. Lastly, the study will reveal other areas for future research to be conducted to add knowledge to the existing literature.

Delimitations

Delimitation is the geographical areas covered or excluded, targeted population, and the specific variables the scope of the research focus on (Theofanidis & Fountouki, 2018). The study was delimited to selected schools in the CCM. It focused on teachers who teach history at the lower and upper primary level at the BS in the CCM. The study also focused on exploring only teachers' perceptions of the history curriculum at the primary school in the CCM. The study was delimited to only teachers at the primary school since the new history curriculum is being implemented in only the primary school, is yet

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to be implemented in the JHS and history is not a single subject of study at the KG. The study focused on teachers' perceptions because they are the key implementers of the curriculum and the success or failure of it largely depends on them. Teachers' perceptions were limited to the content of the new history curriculum for pupils, teaching methods required to teach the new history curriculum, the needed TLRs, and their content knowledge required to teach the new history curriculum.

Limitations

The self-reported nature of the questionnaire was likely to be associated with challenges such as; involving non research participants and discussing with other participants although the questionnaire was an individual participants' responsibility. To minimise the impact of the aforementioned limitations, research participants were assured of anonymity and confidentiality. They were informed that information given was for academic purpose.

Operational Definition of Terms

This section presents the operational definition of terms used in the study.

Curriculum: Curriculum is the totality of the learning experiences provided to pupils by a school so that they can attain general knowledge and skills at a verity of learning sites.

History: History is the study of past origins of humans' social, political, economic and spiritual phase.

Perception: Perception is the importance attached to something based on one's feelings and experiences.

Knowledge: Knowledge is one's understanding of facts and having the precision of the correctness of a subject through studying.

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Traditional Method of Teaching: Traditional method of teaching is the teaching approach in which a teacher's voice serves as the major TLR with minimal pupil participation other than copying notes.

Organisation of the Rest of the Study

Chapter Two reviewed literature that is related to the study. The review consisted of the theoretical framework of the study, conceptual review, and empirical review. The Third Chapter described the methodology that was used for the study (that is, research design, population, sample and sampling technique, data collection instrument, data collection procedures, ethical consideration, data processing and analysis). Results and discussion of data collected was done in Chapter Four. Finally, a summary, conclusion, recommendations, and areas for further research was presented in Chapter Five.
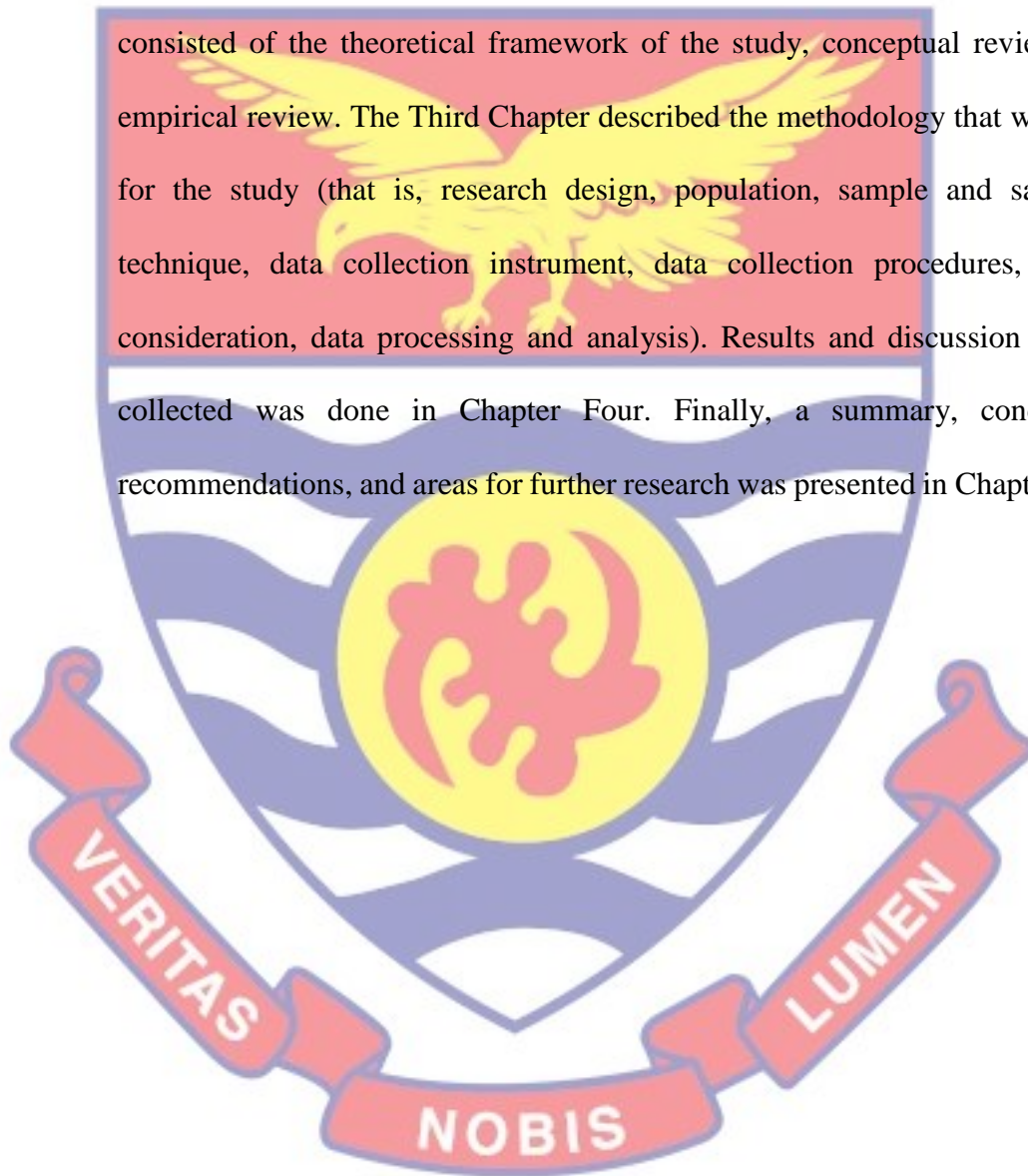
CHAPTER TWO
LITERATURE REVIEW

Introduction

The importance of reviewing literature in research work cannot be underrated. This is because it aids in putting the problem under investigation in its proper perspective. This chapter reviews literature under the following major sub-headings:

a) Theoretical framework

b) Conceptual review

c) Empirical review

d) Conceptual framework

Theoretical Framework

The study was based on the functionalist theory of education. This theory aids in outlining the function of education to the larger society. Some of the prominent proponents of this theory include Herbert Spencer, Emile Durkheim, Talcott Parsons and Robert Merton. Some of the ideas proposed by Emile Durkheim, and Talcott Parsons on functionalism were used in the study. Generally, the functionalism approach views the society as interrelated components which come together to form a whole by a common shared culture. That is, the functionalists see society as an organism whereby each part of the organism is special and has its own unique role to play to seek its survival. Similarly, the functionalism approach sees society as a system of connected elements that harmoniously cooperate to create a stable state (Mooney et al., 2007).

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The inter-related parts of the organised structure which make society as a whole is referred to as institutions (Livesey, 2010). Livesey (2010) termed an institution as a broad pattern of shared, stable and social relationships which influences the behaviour of people in the society. The society consists of institutions such as the family, religious organisation, education, mass media and others which also connotes the interrelated parts within the society. Functionalists examine society by looking primarily at the interrelatedness of the various institutions which come together to make the society a whole or unit. Furthermore, the theory holds that each of the interrelated components has its own function to perform for the existence of the society. As such, the aim of the functionalist relies on exploring the function of education (i.e. the school) for the society. Therefore, the functionalist approach seeks to examine social phenomena in ways that the needs of society are attained through the interrelated components of society which include the school. This implies that there is a close relationship between institutions in order to determine the structure of the society as a whole or as a unit.

Functionalist Perspective of Émile Durkheim (1858-1917)

French sociologist Durkheim holds the view that sociology ought to be a scientific discipline that uses the same scientific methods as the natural sciences to investigate human society objectively. Durkheim identified social solidarity and the teacching of specialized knowledge as the two purposes of education (Thompson, 2003). To him, there is the need for society to attain a sense of solidarity so that individual members would have a sense of belongingness in the community hence; education performs such a function through the transmission of society's culture. Therefore, it is of utmost

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importance for school to teach subjects that have the aim to transmit the society's culture at the early years of pupils' education. Durkheim gave an example that the teaching of a country's history has the capability to develop in children a sense of a shared legacy, heritage and a dedication to the larger social group. Oppong (2019) reiterated that "the main intent for the introduction of history was to encourage the people to think of themselves as Ghanaians, and not as differing and unrelated ethnic groups. The long-term objective was to promote national consciousness after colonial rule" p. 2. As such, the newly introduced curriculum at the BS is relevant for pupils because it will enhance the development of historical thinking at the early years since it is essential to nurture young one's historical thinking (Bickford, 2013). Furthermore, aside the transmission of society's culture, education enables pupils to acquire specialised skills, by preparing pupils to occupy diverse job opportunities within the society.

Functionalist Perspective of Talcott Parsons (1902 - 1979)

According to Sever (2012), Talcott Parsons refined the ideas of Durkheim by introducing another form of the functionalist approach (Meighan, 1981). Parsons argued that the school, as the main socialisation agency, is a true image of society due to its tendency to impart skills and roles (Selakovich, 1984). Also, Parsons saw school as a common ground for pupils where they are treated equally in order to attain skills and knowledge to be useful members of the society. Although, equal opportunity is granted to individuals at school but the variances in achievement is due to diverse family orientation, ability and motivation of individuals. Parsons accepts the variations in educational attainment because he is of the view that pupils are born on an unequal ground

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(diverse culture and diverse material condition). However, education has the ability to eradicate those variations (Parsons, 1961). Blackedge and Hunt (1985) affirm the assertion by opining that the "natural" outcomes that exist do not change the notion that schools are organised to create and grant equal opportunity to all people within society who possess such "common culture". In respect, there should be subjects that create that sense of national integration since education is structured to create equal opportunity to pupils. Therefore, history as a subject has the tendency to instil values in pupils which will enable them to prioritise national interest before the interest of their individual ethnic groups (Oppong, 2019).

Implication of the Functionalist Theory of Education to the Study

Durkheim (1911) opined that every society, when viewed at a specific point in its evolution, has an educational system that is meant to be imposed on its citizens. Filloux (1993) asserted that the society set a guideline to create a distinct human ideal, an ideal which depicts the nature of members of the society in terms of their physical being, social being, intellectual being, moral being, and spiritual being; such human ideal is the core of education. As such, the function of education is to mould the individual whose nature reflects the 'human ideal' of their specific society. Therefore, any curriculum content selected for pupils, in every society, seeks to make the individual an ideal human who will fit into the society. In the BS, pupils study various subjects which form part of the school curriculum content. These various subject areas are selected with respect to the society and the individual lives within in order to shape and form a holistic individual who fits perfectly into the society after completion of BS. The NPECF (2018) affirms that it is expected that pupils are moulded to be

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creative, honest and responsible citizens after they have been educated thoroughly.

The reintroduction of history as a subject of study at the BS level is to buttress the function of education to society. This is because the study of history seeks to enable pupils to sever to the past, appreciate Ghana's heritage and values and become responsible citizens (NPECF, 2018). Also, Adjepong and Kwarteng (2017) argued that the study of history is to ensure human survival because history enable one to gain a specific identity; acquire a sense of pride and enlightenment through one's experience with his/her cultural heritage; preserve one's cultural heritage; foster tolerance and national unity; gain an understanding of our present and have insight of the future; and mould patriotic and democratic citizens. The function of the school to turn individuals into social beings will be duly accomplished through teaching history as a subject. In support of this, Filloux (1993) asserted that through education, a person is transformed into a 'social being'. A subject such as history can accomplish the role of moulding pupils into social beings.

Durkheim (1911) gave an example that the teaching of a country's history has the capability to foster in children a sense of a common heritage and a commitment to the wider society. Therefore, it is of utmost importance that history has been reintroduced as a single subject of study at the BS level. According to Audu and Osuala (2014), when history is separated from the society, the society becomes handicap thereby rendering the entire system ineffective or not functional. Therefore, it is important for the history of the country to be carved on the heart of individuals so that it does not become alienated to make society handicapped. Parsons (1950) attested that the school

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takes over as the principal socialization agent after initial socialization inside the family is achieved. In order to prepare the child to be a valuable and responsible member of society, the school serves as a bridge between the home and society.

Furthermore, it is important to emphasise that the achievement of the intended goals of the new history curriculum greatly relies on the teacher factor. This is because teachers are regarded as the front-line agents of schooling who influence the aims of the educational institution and are the significant change agents in times of education reforms (Ng, 2009). The underlying fact is that teachers are viewed as moral people who should only instruct for the benefit of society as agents of legitimate knowledge transmission, and moral role models. (Sever, 2012). From the literature presented, it can be argued that any 'change' in the education system is fostered by teachers to meet current social needs and address specific needs of the system. Similarly, Durkheim (1990) argued that an ideal cannot be decreed; it must be understood, appreciated and wanted by all those whose duty it is to realise it. This implies that teachers who are to implement the curriculum need to have a positive perception of the methods, content, resources and mastery of subject matter about the new history curriculum. Therefore, it can be said that teachers' perceptions of the new history curriculum at the BS will depict how the intended goals of the curriculum will be achieved.

From the foregoing discussion, it can be realised that the teacher factor has a great influence on education becoming functional to the society. Mandla (2000) attested that teaching is a social service career and no career is of more value to society than teaching therefore, teachers should view their profession

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as the one that provides the greatest potential to help others. Hence, for the desired goals of education to be attained, they must have the correct mindset and a better perception of the profession. In order for the new history curriculum to serve its intended purpose, teachers' perceptions are crucial. For education to be a functional component of the society, Teachers must be devoted to presenting (the rule) as the agents, not the authors, of a moral authority that is higher to them and devoid of personal preferences. (Durkheim, as cited in Meighan, 1981).

Criticism of the Functionalist Theory

Functionalist theory of education, although beneficial, has been criticised in various ways. First, it has been criticised for neglecting the role of ideology and conflict in society (Karabel & Halsey, 1977). Also, the notion that "schools are neutral places," has been challenged by many studies, mainly Coleman's 1966 report. Coleman's research in 1966 about educational opportunity and its relation to pupils' backgrounds was set to uncover to what extent pupils' social background influenced their chance to school experiences and how their life opportunities are impacted based on their success and failure in school (Coleman, 1968). According to Demaine (2003), other theories such as the reproduction theory schools have considered as agencies of dominant culture or class which exist to foster the diverse power relations, patterns, and set of behaviours while serving to the economic and ideological interests of people in power.

Conceptual Review

The section discusses relevant concepts related to the study. The concepts include perception, the concept of history, knowledge, teaching methods, and teaching resources.

The Concept of Perception

Essentially, teachers are recognised as organisers in the education system. This is because they are very important to the development of education. Hence, their task as organisers is to function efficiently for the attainment of a common goal. According to Boadu (2013), perception is an attribute which aids in the formation of individuals' world view and attitude. Also, Qiong (2017) regarded perception in cognitive science, psychology and philosophy as the process of gaining understanding or awareness in relation to sensory information. Therefore, the way we perceive something or information has an influence on our attitude and character.

From the above definitions, it can be said that perception deals with receiving, seizing and accepting information or an idea with one's senses or mind. Perception is an important phenomenon in education. Research has indicated that teachers' perception has an influence on their attitude and their attitude will have an effect on pupils' performance (Mandla, 2000). Research has discovered that the perceptions teachers have has the potential to influence the quality of education; teachers' negative perception and attitude they depict has an adverse effect on pupils' achievements and may render the efforts of government meaningless (Olaleye, 2011; Omah, 2002).

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The Concept of History

There does not exist a single unified definition of history. There are many distinct definitions of history. Some of the definitions include; Carr (1990) defined history as a process that is in a continuum since it is unending and draws on facts which links the present with the past experiences. Dhuwaib (2013) termed history as the study of past origins of humans' social, political, economic and spiritual phase. According to Subhash (2018), although the definition of history is viewed in diverse dimensions by different authors, one key dimension that the various definitions revolve around is the experiences of the past. Therefore, history connotes the notable experiences of the happenings in the past that are worthy and significant to be known in the present time.

The Concept of Curriculum

The curriculum can be thought of as a tool for achieving particular educational objectives and goals. In this vein, a curriculum might be viewed as a checklist of expected results (Su, 2012). Curriculum is the entire learning experience designed to take place in the classroom (Begg, 2005). Again, curriculum connotes all the skills pupils are entitled to gain through their experiences in education (Brown, 2006). Silva (2009) argued that a curriculum entails how pupils can be functional with the acquired knowledge rather than the quantum of knowledge they possess which is of utmost importance in the 21st century. As such, a curriculum should be an embodiment of the intended aim of education which logically outlines the programme of education (Mulenga, 2018). Curriculum is also regarded as the official pool of knowledge stakeholders of education intends to impact in pupils (Eshun, 2013). This is

because a curriculum is a deliberately well organised pool of educational goals taught to pupils (Ikehi et al., 2014).

Mulenga (2018) opined that a curriculum refers to a well-structured, integrated and an evaluative knowledge to mould pupils to be functional because it reflects how well learners acquire knowledge and skills either through conscious or unconscious means with the guidance of the school. He further asserted that if education takes place through the implementation of a curriculum, it is imperative that the curriculum should be dynamic for education to be functional to the society. In this vein, a curriculum that addresses the needs of the society should be tentative in order to stand the test of time.

The Concept of Knowledge

According to Bolisani and Bratianu (2018) knowledge defies a single definition yet a powerful concept. Bolisani and Bratianu (2018) further said that knowledge denotes one's necessary and sufficient condition to be assured about the truth or facts, and having the precision of its correctness. Also, Haradhan (2016) defined knowledge as a state of apprehending truth by thinking to obtain a stance of knowing something with ease. Vega-Encabo (2016) also referred to knowledge as an individual's familiarity or conversance with facts, truths, ethics or specific subject which is gained from studying or exploring. As such, Knowledge of teaching denotes all the required cognitive understanding through studying and investigation in order to create an effective teaching and learning environment.

According to Deng (2018), the knowledge of a teacher's academic specialty serves as a crucial foundation for transforming content for classroom instruction. Therefore, teachers' content knowledge is the knowledge teachers

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possess about the subject and its organising structures (Shulman, 1987). That is their familiarity, and sufficient condition of possessing concepts, facts and ideas with ease of a specific subject area. It can also be seen as knowledge teachers possess about the scope of a particular subject as well as their mastery of a specific subject matter. Bello (2016) reiterated that the effectiveness of the teacher depends on his knowledge of content or subject matter. Ekperi (2018) argued that in order to enhance pupils' interest and understanding, teachers have to depict a flexible and refined understanding of subject matter knowledge in order to attain the set objectives in the classroom.

Also, in order to teach to enhance understanding of pupils, teachers are required to have a sufficient understanding of a subject and its interaction with other subjects. Deku (2013) concurred that "teaching is a complicated practice that requires an interweaving of many kinds of specialised knowledge" p. 2221. Hence, knowledge of content or subject matter reflects adventurous mode and interesting ways in which a teacher teaches a subject effectively by drawing linkages and conclusions from other relevant disciplines. As such, the knowledge teachers' have about the subject matter influences the mode they teach. Barton and Levstik (2003) reported that teachers' knowledge of subject matter depicts how they handle classroom instruction. Therefore, teachers who possess inadequate content knowledge usually employ the didactic way of teaching a subject and may skip teaching complex aspects of it with minimal pupils' participation and questioning and fail to draw upon important concepts (Banks et al., 2005).

In respect, Olutayo (2015) argued that the model history teacher should be someone who has mastery of the content and exhibits interest in history as a

subject. He further said that such an ideal history teacher should keep his professional interest alive through reading widely and travelling to gain knowledge on current developments. Most importantly, Olutayo (2015) further asserted that the history teacher who has mastery of content should be able to relate history to other subjects from time to time. Although content knowledge is essential for the successful teaching of any subject, Sadler et al. (2013) revealed that the mere mastery of content knowledge does not guarantee pupils success unless teachers also possess knowledge of how their pupils learn.
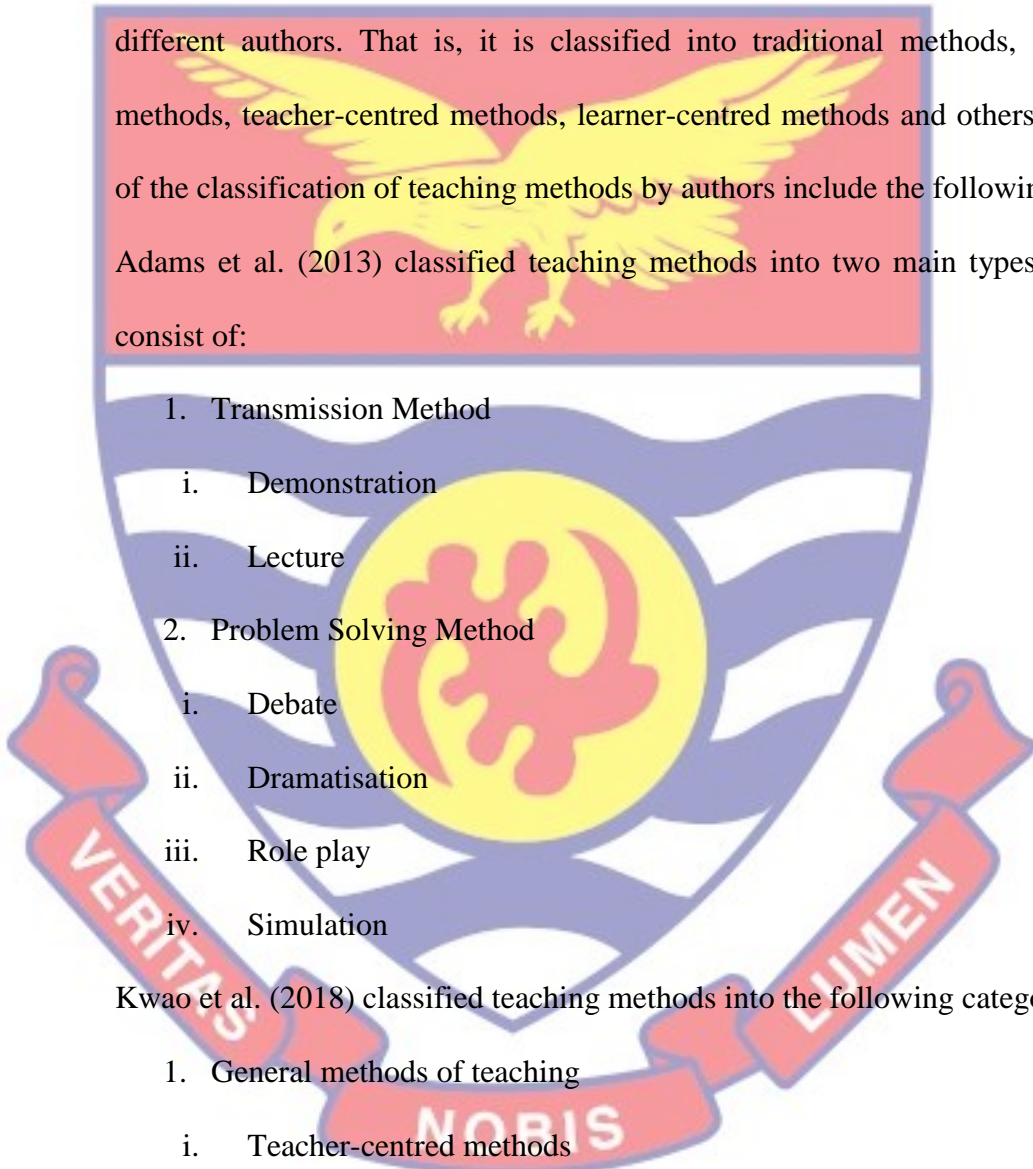
Teaching Methods

Several authors have their own views about teaching methods. There is a diverse definition attributed to what a teaching method connotes. According to Dorgu (2016), a teaching method refers to the strategy, path or plan by which teachers convey knowledge or subject matter to the pupils based on some determined instructional goals in order to stimulate learning in the pupils. Also, Adom et al. (2016) viewed teaching methods as a plan that depicts the way that subject matter or activities are consolidated or carried out during the teaching process. Akimenko (2016) opined that some authors view teaching methods as the way pupils are taught which involves the type of teaching and learning activities employed to deliver the subject matter to pupils while other authors see it as the teaching approach which can be in the form of demonstration, lecture or discussion. On the other hand, Amadioha (2017) argued that "a teaching method therefore is recurrent instructional technique applicable to other subjects which can be learned and applied by any teacher" p. 21. Furthermore, Ndirangu (2018) asserted that teaching method is simply a way of conveying the real teaching in the 'classroom'. That is, the means by which the

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teacher adopts to instruct the intended learning or experience. Simply put, the teaching method emphasises the channel through which the teacher who is an organiser of instruction conveys and imparts skills or subject matter to pupils in order to meet a set learning target.

Teaching methods have been classified into diverse categories by different authors. That is, it is classified into traditional methods, general methods, teacher-centred methods, learner-centred methods and others. Some of the classification of teaching methods by authors include the following: Adams et al. (2013) classified teaching methods into two main types which consist of:

1. Transmission Method

   i. Demonstration

  ii. Lecture

2. Problem Solving Method

   i. Debate

  ii. Dramatisation

iii. Role play

iv. Simulation

Kwao et al. (2018) classified teaching methods into the following categories:

1. General methods of teaching

   i. Teacher-centred methods

  ii. Child-centred method

2. Specific methods of teaching

   i. Discussion method

  ii. Role play method

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iii.   Lecture method

iv.   Question and answer method

v.   Activity method

Also, Landoy et al. (2020) classified teaching method based on the individual who is the focus of the learning activity during the teaching and learning process as the following:

1. Teacher-centred/expository method:

   i.   Explanation

  ii.   Lecture

 iii.   Story telling

2. Teacher and Learner-centred method

   i.   Conversation

  ii.   Collective discussion

 iii.   Demonstration

 iv.   Problem solving

  v.   Modelling

3. Learner-centred/active-participatory methods

   i.   Methods of graphical visualisation techniques include clusters, the conceptual map, and the mosaic or reciprocal teaching method.

  ii.   Methods of stimulating creativity such as brainstorming discussion and panel.

 iii.   Methods to facilitate metacognition such as reflective reading and walking through the pictures.

Kochhar (1992) identifies the following features as a good method of teaching history and government:

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1. A good method should stimulate and enhance the desire and interest of pupils to learn.

2. It should place more focus on learning through deliberate, concrete, and realistic experiences than verbalism and memorization.

3. It should arouse and encourage interest in additional investigation and exploration.

Furthermore, Kochhar (1992) argued that packing of historical facts will not help in the attainment of historical knowledge as knowledge has to be made tangible and realistic through suitable methods that are linked with pupils' experiences. There are several methods employed by teachers to teach history. Some of the teaching methods that are used in teaching history namely:

1. Lecture method

2. Question and answer method

3. Discussion method

4. Fieldtrip and

5. Role play/Dramatisation

Lecture Method of Teaching

The lecture method of teaching is regarded as one of the teacher-centred methods of teaching. Akimenko (2016) affirms by arguing that the lecture method is the most typical example of teacher-centred teaching method. It is also seen as a traditional method of teaching (Landoy et al., 2020). Furthermore, Amadioha (2010) opined that the lecture method is a 'Talk-Chalk' method of teaching as it involves the teacher talking most of the time during the instructional time to present information to pupils. In respect, the lecture method is a type of teaching method whereby the teacher becomes the focus of the

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teaching activity during the instructional time. The teacher uses oral communication to present facts, concepts and ideas to pupils. Usually, the teacher uses the chalk and board to aid him in conveying information to the pupils but sometimes uses demonstration and visual aids. It must be noted that this type of teaching method makes pupils passive participants of the lesson throughout the instructional time. That is, pupils' participation is minimal because the pupils get the chance to present their ideas only through answering questions. The main task of pupils primarily involves copying core points and salient ideas jotted on the board or dictated by the teacher. Tamakloe et al. (2005) buttressed this by positing that the lecture method makes teachers active participants while pupils become passive participants during the process of lesson delivery.

Advantages of Lecture Method of Teaching

1. It is fast and not time consuming. The teacher or lecturer gets the opportunity to present facts, ideas or concepts by covering a lot of topics within a short timeframe. This is because pupils do not perform any activity that will interrupt the lesson delivery.

2. It aids pupils to develop the skills in expressing themselves. Learners get the opportunity to know how to present concepts by imitating their teachers.

3. It enables teachers to deliver their lesson to a heterogeneous group and larger class size of pupil without much difficulty.

Disadvantages of Lecture Method of Teaching

1. It has an inability to consider the learning differences of pupils in the class. This type of teaching method will be very efficient for auditory

learners. However, in the classroom setting learners have diverse learning styles. Therefore, learners who cannot learn only by hearing will be at the losing end.

2. It aids in promoting learning of facts and concepts which undermines pupil understanding of lessons. It fosters rote learning since pupils are required to memorise facts and concepts during the lesson. That is, it undermines pupils' understanding of the lesson. According to Akimenko (2017) the lecture method of teaching creates a "tell me" mind-set by promoting memorisation without the understanding of concepts.

3. It does not promote active learning since pupils are usually at the receiving end. This is because pupils do not actively participate in the lesson. Their task during the lesson is mainly focused on listening to the teacher and writing important points.

Question and Answer Method of Teaching

According to Kwao et al. (2018), question and answer method of teaching is a type of teaching method that enables the teacher to ask leading questions which pupils answer to come out with a concept. It is the type of teaching method which involves the participation of both the teacher and the pupils. With this type of teaching method, the teacher asks pupils to express their ideas and provide their views on how they understand concepts through asking questions. Teachers usually ask the leading and probing questions when using this type of teaching method to solicit information from pupils during the instructional time.

Advantages of Question and Answer Method of Teaching

1. It promotes active participation of pupils.

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2. It is an effective method for gaining pupils' attention during the lesson. This is because pupils become alert since any of them can be called at any point in time to answer a question.

Disadvantages of Question and Answer Method of Teaching

1. Some pupils might feel reluctant to answer questions posed by the teacher, especially the introverts. Therefore, the class activity can be centred on a particular group of pupils (extroverts) when using this method.

2. It requires much time to use this method.

Discussion Method of Teaching

It is a pupil-centred method of teaching that requires pupils to collaboratively develop ideas and concepts during the teaching and learning process. Discussion can take the form of group discussion or whole class discussion. In group discussion, the teacher groups pupils into smaller groups while providing them with a definite time to work with. The pupils in each group appoint their own leader to lead the discussion. After pupils have consumed the time given by the teacher, they move back to their original seating arrangements before the group discussion took place. Afterwards it turns to a whole class discussion, where pupils present information they have discussed. The information obtained during discussion is usually presented by the group leader or secretary who was appointed by the members of the group during the group discussion period. On the other hand, whole class discussion is done without pupils forming smaller groups. The whole class provides information to the teacher through individual contribution by some members of the class. Kwao et al. (2018) viewed this method as the type of teaching method in which pupils

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talk together to come up with an idea to a concept or problem given during the teaching and learning process.

Advantages of Discussion Method of Teaching

1. It helps pupils to learn how to listen and tolerate the views and opinions of others during discussion. Kwao et al. (2018) added that discussion provides training in a democratic way.

2. It enables pupils to be active participants during the teaching and learning process. Therefore, it leads to easy retention of information. According to Akimenko (2016), research has indicated that knowledge gained through discussion tends to last longer in the memory of pupils.

Disadvantages of Discussion Method of Teaching

Pupils who have confidence usually engage in the discussion. Therefore, those pupils with confidence dominate the discussion during the teaching and learning period. That is, it might give the brighter pupils the chance to show off during the discussion (Kwao et al., 2018). Also, Linneman (2019) asserted that discussion makes brighter pupils who actively participate become smarter while those who feel hesitant to actively participate miss that opportunity to become smarter.

Role Play/Dramatisation Method of Teaching

Dramatisation/role play connotes displaying of an information or skill to be learnt through performing specific characteristics of an adopted and assigned role. Orlich et al. (2012) contends that role play is a group performance which enables pupils to perform to reflect a real-life situation. Also, Amadioha (2018) argued that role play is a method that enables pupils to exhibit some features to symbolise a role identified. It can be said that role play/drama

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enables one or more pupils to adopt a specified role and attempt to behave in ways which replicate the characteristics of the adopted role. Dramatisation and role play are normally used interchangeably. Although to dramatise reflects role playing, there exist some distinct differences among the two methods. A difference is that role play is usually an unplanned activity while dramatisation is a planned or structured activity which requires rehearsal by the participants. Also, role play does not require any appropriate costume in its performance. On the other hand, participants who engage in dramatisation are required to use the appropriate costume that reflects their performance. In role play, limited time is given to the pupils while in dramatisation the time is not limited.

However, both role play/dramatisation takes the form of the teacher assigning specific roles to pupils who wish to perform a role. Adom et al. (2016) argued that a major step is that the teacher defines the problem situation and assigns roles based on the defined problem. Again, pupils who have volunteered to participate are provided with time to organise their ideas while those who are to observe are instructed on the specific skills to look out for during the performance.

Advantages of Role Play/ Dramatisation Method of Teaching

1. It boosts and sustains the interest of pupils throughout the lesson by alleviating boredom.

2. It is a method that ensures active and practical participation of pupils.

3. It fosters creativity on the part of the pupils.

4. It thrives on the use of most of the senses of participants. Therefore, it aids in easy understanding of lessons.

5. Active participation of all members of the class is encouraged.

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6. It encourages the imaginative skills of pupils. Therefore, it has the tendency to shape the behaviour of pupils since some of the pupils will have the desire to imitate the lives of their role models.

Disadvantages of Role Play/Dramatisation Method of Teaching

1. It tends to consume time, it might take most of the instructional time if the teacher does not moderate the use of the method effectively.

2. Pupils might lose focus on the purpose of the performance and see the whole performance as a mere entertainment.

3. It has the tendency to create a disruptive classroom environment if the performance is not well managed by the teacher.

Field Trip Method of Teaching

Nasibi (2003) defined field trip as a method of teaching and learning which enables pupils to acquire information through visiting and interacting with the natural setting (people, materials and places) around them. Also, Tal and Morag (2009) described field trip as a planned educational learning experiences pupils acquire through interacting with specific educational environments outside the classroom. Field trip is a method of teaching that permits pupils to visit various educational sites in order to acquire knowledge through interacting with diverse materials, people and things outside the classroom environment. Trips can be organised to places that have either geographical, historical or social purposes.

Behrendt and Franklin (2014) grouped field trip into two kinds namely, formal and informal field trip. Formal field trip is the type of field trip which is well planned with a sequential mode of how pupils interact with the environment to achieve the intended learning experiences for which the trip was

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organised. That is, with this kind of field trip, activities and experiments are usually carried out by the venue's personnel or resource person. On the other hand, an informal field trip is the kind that offers pupils liberty to choose their own way of interacting with the environment.

Kochhar (1992) identified the following aims of field trip as a method of teaching history:

1. To aid pupils in the acquisition of concrete information to buttress their classroom knowledge in order to realise that history is not merely a story.

2. Field trips can be organised to enable pupils to spend time away from the boundaries of the classroom that sometimes creates boredom.

3. To stimulate pupils' interest in the learning of the subject.

Also, Behrendt and Franklin (2014) outlined five purposes for using field trip in teaching as:

1. To enable pupils to have concrete experience to support their learning.

2. To boost interest and motivation of pupils in learning a subject.

3. To add relevance to pupils learning by creating linkages and interrelationships

4. To fortify the observation and perception skills of pupils.

5. To promote the social development of pupils (Kizitas & Sak, 2018).

Noel (2007) identified three main elements to attain a successful field trip where he notes that:

1. Field trips should be planned to link pupils' learning experiences to the outside learning environment and it should be timed to line up logically.

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2. Teachers need to collaborate with staff on site visits to promote pupils' learning.

3. Pupils should be adequately educated concerning the trip.

Although, field trip is a method which is rarely adopted by history teachers, research has revealed that it is an effective method for teaching history. Kipkoech (2013) attested by arguing that it is a critical method to achieve effective teaching of history. That is, pupils can link and analyse concepts learned to historic sites which promotes learning activities that are meaningful and worthwhile.

Advantages of Field Trip as a Method of Teaching

1. It promotes the development of healthy social relationships. According to Dillon et al. (2005), field trip create improvement in teacher and pupil relationships which may enable teachers to adopt suitable methods to teach pupils based on their clearer understanding of pupils' social characteristics.

2. It promotes first-hand learning experiences concretely to pupils. It enables pupils to link abstract learning to their practical or concrete experiences obtained.

Kochhar (1992) identified some disadvantages of this teaching method as follows:

1. It affects the general planned schedule of the school routine.

2. This is a method that requires enough resources.

3. The method is very time consuming.

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4. It thrives on the efficiency of the teacher to coordinate pupils' engagement else it will lose its focus and turn to a pleasure-seeking activity.

It is of utmost importance that teachers are well versed and conversant with the diverse teaching methods. This is because teaching methods serve as the channel to convey the relevant information to pupils. As such having command of the substantive and syntactic content of history is necessary however, it thrives on the pedagogical skills of the teacher to achieve the goals of the subject (Yilmaz, 2008). History can be taught with diverse methods of teaching while learners actively construct their own knowledge. However, the traditional method of teaching is what teachers often adopt in the history classroom (Wiersma, 2008). From literature, the most commonly method teachers usually prefer to use to teach history include the lecture method and discussion to the neglect of expository methods like field trip and roleplay which is more learner-centred in nature (Abdi, 2011; Boadu et al., 2020; Nyongesa, 2019). Kipkoech (2021) attested to this notion when he stipulated that although several strategies have been put in place through diverse educational policies and reform so as to promote learning centred pedagogy which fosters critical thinking of pupils, however this objective seems to be vague since teachers still have preference for didactic methods of teaching.

Teaching and Learning Resources (TLRs)

Amadioha (2009) referred to TLRs as those substitute modes of communication, which is adopted by teachers to make a concept clearer and real during teaching and learning process. Also, Agbadzi (2009) sees teaching resources as available instruments and materials used to enhance effective

teaching. Moreover, Dahan and Faize (2011) defined TLRs as both print and non-print instruments used to convey ideas and knowledge to pupils in the educational process. In addition, TLRs can be defined as the materials and devices which are used to aid in presentation and transmission of information to pupils (Busljeta, 2013). Furthermore, Biney (2018) defined TLRs as items that a teacher adopts to simplify and facilitate his teaching. From the definition discussed, TLRs can be regarded as either materials, items, objects or equipment used by teachers or pupils to influence the smooth transmission of knowledge and skills to be acquired by pupils during the process of teaching.

The National Council of Educational Research and Training [NCERT] (2005) categorises TLRs into three types namely Audio, Visual and Audio-Visual based. The materials were grouped based on the audio and audio visual properties created by the resources. NCERT (2005) further explained the categories as:

1. Audio Aids: Audio Aids are materials that appeal to the sense of hearing by contributing to teaching through listening. Examples include Radio, Cassette and CD player.

2. Visual Aids: Visual aids are the materials that appeal to the visual senses of learners through seeing. Some examples include black board, posters, textbooks, charts, pictures, globe and others.

3. Audio-Visual Aids: Audio-Visual Aids are the equipment that rely on both the auditory and visual senses which assist pupils to learn through listening and viewing. Examples of such resources are television, phones and computer-assisted instruction.

Pradhan et al. (2018) also grouped TLRs under the following:

Audio Media

1. Human voice: It is the sound that is created from talking. It is regarded as the most common type of audio media. Pradhan et al. (2018) asserted that the human voice can be used effectively as a teaching resource through modulating the voice. This is because modulating of voice enables teachers to emphasise where and when to pause, highlighting important information in order to be good communicators during the teaching and learning process.

2. Audio Tape or Tape Recording: Audio tape or tape recording is one of the general teaching aids that enables the teacher to make live recordings of both pupil and teacher discussion and conversation on an information. It also has the role of playing back a message or information recorded.

3. Radio: radio is regarded as a prevalent mass medium globally with its highest outreach. It possesses a unique feature of speed and immediacy. In using it as a teaching resource, it can serve as a channel for broadcasting of drama, stories, educational programmes and educational news. However, it is most suitable to use in topics that strive for verbal communication. Also, in addition to sound; special audio effects and music can be used in audio programmes in order to create visual images through sound.

Visual Non-Projected three-Dimensional Media

1. Models: Models are seen as TLRs adopted to demonstrate the three-dimensional representation of real things. Examples include, model of the solar systems and sex organs. Some of the advantages of using a model as a TLR is that it has the capability to reduce very large objects

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to a smaller size that can be handled and observed by pupils during the instructional time. An example is a model of the solar system or the earth. It also assists in gaining precise and clarity demonstration of inner structures of objects. An example is the cross section of the different layers of the earth.

2. Maps: Maps are objects that symbolise the parts of the earth or the earth as a whole upon a flat surface. The earth is characterised through using of signs, colours, dots and words on a map. Some categories of map include the following:

i. Physical maps: Physical maps are maps that present resources, climate and others.

ii. Political maps: Political maps are maps that signify political partition of countries, regions and others.

iii. Economic maps: Economic maps are maps that display tourist sites, mining centres and others.

iv. Social maps: Social maps depict the distribution of ethnic groups, languages, different kinds of food by diverse people and others.

v. Historical maps: Historical maps are maps that outline the boundary of a specific kingdom, settlements and others.

3. Puppets: Puppets are essential teaching resources that aid in dramatising ideas. For instance, they can be used as essential aids to dramatise a historical events like lifestyle of people in a past era or war. They are essential resources in the teaching of history and drama topics.

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Visual Projected (Motionless) Media

1. Overhead Projector (OHP): OHP is a device used to display visual materials and information through projection on the screen. It is gaining wide use as a teaching tool in the classroom and other learning environments since it possesses some advantages over the use of other visual teaching aids. Some of such advantages OHP has include:

    i. The ability to promote effective two-way communication: the teacher can maintain eye contact with his pupils when displayed during the process of teaching.

    ii. It has the ability to save time. This is because teachers do not use the instructional time to write down important information on the black board since the information is directly displayed for pupils to copy during the teaching process.

2. Computer: A computer is an electronic device that receives data by analysing the data through some processes to give a response. It conveys an essential feature that can be exploited during the teaching and learning process which include its ability to record, analyse and react to pupils' responses. Additional ways to use it to support instruction include using it to manipulate and to keep information.

The Role of Computer in Teaching

A computer can be used in a variety of ways during the teaching and learning process. The most significant use of computers in teaching pupils include Computer-Assisted Instruction (CAI) and Computer-Managed Instruction (CMI).

1. Computer-Assisted Instruction: In this mode of instruction, there exists the flow of information and interaction between pupil and the computer. That is, pupils work together with encoded information of lessons delivered directly to them. It also gives feedback to pupils' response in order for the pupils to know their level of performance on a task. In effect, the computer performs by portraying the work of the teacher. CAI has several forms in assisting teaching. They involve the following;

   i. Drill and practice: In this mode, a series of tasks are provided to pupils to work on by providing correct reply to the specific task. It provides feedback for a completed task. Also, pupils can usually progress to the next activity after mastery is achieved on a previous task.

   ii. Tutorial mode: In the tutorial mode, skills or information to be mastered are provided to pupils in learnable bits after which trial questions are posed to the pupil to answer. The pupil receives an instant response analysed by the computer.

   iii. Simulation mode: it presents task on real life situation to the pupils on a computer

   iv. Discovery mode: The inductive approach to learning is used in the discovery mode, which involves giving students problems to solve through trial and error.

   v. Gaming mode: the gaming mode enables pupils to acquire information and knowledge through the use of a designed play.

2. Computer-Managed Instruction: In CMI, the computer collects, keeps, and organises information to facilitate pupils through personal learning experiences. The computer supports the pupil to move through a diverse

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series of tasks corresponding to their capabilities at different times. It assigns individualised instructional processes through a variety of steps which include checking progress, diagnosing tests, scoring tests and others.

Audio-Visual Projected (With Motion) Media

1. Motion Picture Film: A motion picture is a series of still pictures which is usually termed as a movie or film. Films have varied length when displayed. It can range from a minute or less to an hour or more. Motion picture films can serve as an essential teaching resource in teaching various subjects. They can be employed in the teaching of history, drama and geography.

2. Close Circuit Television (CCTV): CCTV is a form of instructional television which provides signals to the receiver through a cable. Therefore, its coverage is restricted to the cable's interval. It is regarded as a very beneficial resource for teaching a large group of learners. For instance, in the medical colleges it is used during operation when it is not possible to accommodate all learners in the operating room. Therefore, with the use of CCTV, learners access the activities of the operation rooms. Hence, it enhances the accessibility of instruction beyond the classroom to include other relevant locations. Also, it can be used by the teacher to display and demonstrate information which is not possible to display in a classroom situation.

TLRs are regarded as a means to an end and not an end in itself. This is because its usage thrives on some factors in order to achieve their intended purpose. The mere use of the resource does not seek to achieve its efficiency.

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Regardless of the teaching resource adopted by the teacher, some factors must be considered in its usage in order to utilise it effectively.

Busljeta (2013) outlined three phases on the usage of teaching resources. The phases include, the selection and initial evaluation phase, the presentation and interpretation phase and final evaluation phase.

1. Selection and initial evaluation phase: The selection and initial evaluation phase deals with gathering relevant and adequate materials for teaching. Factors to be considered during this phase include:

   i. Teaching objectives and tasks to be performed by the pupils: Teaching objectives are the basis of the teaching process which serve as a starting point in the selection of TLRs.

   ii. The pupil's personality: According to Reints (2002), a teacher should always consider the unique characteristics of each pupil in the selection of teaching resources since they possess different learning styles.

   iii. The teacher's abilities and education level: every teacher who is deemed as an organiser of the instructional process should possess the requisite knowledge to allocate potential resources.

   iv. Characteristics of TLRs: Resources should have the capability to appeal to the senses of pupils and should be easily accessible.

   v. The school's level of adequacy of resources: teachers' use of resources becomes limited due to its availability of diverse resources in the school.

2. Presentation and interpretation phase: The presentation and interpretation phase deals with the actual use of TLRs in teaching. The management of this phase is through the use of interaction while

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communicating effectively by teachers and pupils. Factors to be considered during this phase include:

i. The initial analysis of the materials picked for instruction and learning: The purpose of this phase is to identify the TLR's source, name, and author as well as the type of resource being used in the teaching process.

ii. Collection and classification: this is the process of analysing the resources value derived from organising the information to be acquired through the use of resources.

iii. Synthesising: conclusions should be drawn from the information gathered throughout the lesson.

3. Final evaluation. This phase assesses the relevancy of selected and presented resources, its contribution to the achievement of objectives and any limitations encountered during its selection and administration.

Subhash (2018) outlined the TLRs used in the teaching of history to include:

Textbook: Textbook is seen as a print which is systematically organised to provide knowledge. Also, it is not any mere printed book which contains bare statements but it is a teaching tool used to attain an intended instructional aim. Some of the purposes of using textbooks are; the provision of vital knowledge at a spot, promoting self-learning on the part of pupils and the provision of wide-ranging and sound learning materials for both teachers and pupils.

Museum: Museum is a place for storing historic and cultural objects where information and education can be sought from through the provision of facts in a sense of reality. It is worthy to note that museums should contain real objects which include coins, archives, paintings, flags and others.

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Maps: Maps portray the surface of the earth through a flat representation by carrying information through the use of symbols, lines, colours and words. Maps generally symbolise the appearance of the notion of space.

Charts: Charts represent the pictorial and graphical media together to provide logical and visual relationship of ideas. Types of charts used in history teaching include chronology charts, flow charts, genealogy charts and tabulation charts.

Archive: Archive is a place of visit where the original source of information can be gained from available evidence such as letters, memos, notes, photographs and others. Some of the things stored as archives are audio-visual tapes, manuscripts, oral history, photographs, transcripts and others.

Artefacts: Artefacts are items created by men with the notion to put it to use at a later stage. They symbolise diverse cultures, geographic and historical eras. Some examples are clothing, household items, weapons etc.

A lot of resources have been outlined as necessary in the teaching and learning process. However, TLRs is not a means to an end. The mere availability of prominent and essential resources does not provide a sufficient condition for its essence. It is important that a teacher possess the ability to use resources effectively during the teaching and learning process so as to optimise its essence. TLRs serve as a mode of closing the gap between the teacher and the pupil in order to achieve the intended teaching and learning objective only when utilised effectively (Makhate, 2020). Ayerteye et al. (2019) posited that the basic philosophy of TLRs rely on the teachers' role to gather, utilise and maintain the TLRs efficiently. Effective use of resources can serve as a medium to eliminate the gap between the teacher and the learner in the realisation of teaching and learning objectives. However, studies have identified inadequate

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TLRs in schools which is a major challenge in implementing the educational curriculum (Ani-Boi, 2009; Apeanti & Asiedu-Addo, 2009; Cobbold, 2017). On the other hand, Ayerteye et al. (2019), identified that teachers rarely incorporated TLRs in teaching at the BS level. Thus, teachers used TLRs only on instances when they were being externally supervised by the district education office for their promotion (Ayerteye et al., 2019).

Empirical Review

Literature has been reviewed under the following areas which include teachers' perceptions of teaching history, methods used in teaching history, methods that impact pupils' performance, methods that influence pupils' interest about history, content knowledge of teachers in teaching, problems inhibiting the effective teaching of history, and the TLRs used in teaching history and its impact on academic achievement.

Teachers' Perceptions of Teaching History

Oppong (2009) revealed in his study conducted at the secondary school in Ghana that teachers possess a positive perception about the teaching of history. Thus, 16 (53.3%) teachers strongly agreed that they enjoy teaching history whiles 10 (33.3%) teachers agreed they enjoy teaching history, and four (13.3%) teachers disagreed while none of the teachers used for the study strongly disagreed with the teaching of history. Also, Helyer (2016) in a study conducted in elementary schools in Arkansas, Texas, and Kansas concluded that the perception of teachers regarding the teaching of history was positive. This is because most of the teachers used for the study agreed on the significance of teaching history. Her findings revealed that 62.75% of teachers agreed and 31.37% strongly agreed on the importance of teaching history at the elementary

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school while 5.8% disagreed, but none of the teachers strongly disagreed on the importance of teaching history at the elementary school. Furthermore, a qualitative study conducted by Namamba and Rao (2017) was in line with the importance of teaching history. The study identified that teachers had a positive perception of teaching history in secondary schools in Tanzania since they viewed history as an important subject.

Helyer (2016) found that most teachers representing 94.2% saw the teaching of history as important in elementary classrooms. Similarly, the findings of Namamba and Rao (2017) in a qualitative study they conducted revealed that teachers greatly perceived the teaching of history as a relevant subject in secondary school in Tanzania. Therefore, it can be argued that research indicates that the perception of teachers regarding the teaching of history is positive in several countries and at different levels of education too (Helyer, 2016; Namamba & Rao, 2017; Oppong, 2009). Hence, it might contribute positively on the academic achievement of pupils in history. As affirmed by Adu and Olatundun (2007) in that the perceptions of teachers have an impact on the performance of pupils. Therefore, the above findings indicate that teachers have positive perception of the new history curriculum.

Methods Used in Teaching History

From the results of an interview of a study conducted by Mwathwana et al. (2014a), it was identified that the most preferred method used for teaching history was the lecture method. It was indicated that 65% of the teachers used the method very often, 17.5% often used it, and 12.5% occasionally used it while 2.5% rarely and the remaining 2.5% never used it. The findings discovered by Mwathwana et al. (2014a) was congruent with the findings of

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Khosa et al. (2015) as identified that the lecture method was the most prominent teaching method employed to teach history in a study conducted to ascertain the effective teaching method by comparing the lecture method with the group discussion method in the teaching of history at the secondary school in Zimbabwe. In another study conducted by Nyongesa (2019), it buttressed the use of the lecture method as the frequently used method of teaching history. He also found that the most commonly used method of teaching History and Government was the lecture method. The findings of Nyongesa (2019) indicated that the use of the lecture method was the most preferred method as 75% of participants used it, followed by the question and answer method that was also used by 71% of participants, then the discussion method which was used by 58% of the participants.

Pertaining to methods adopted in the teaching of history, Namamba and Rao (2017) revealed in a study that role play was a method that was least utilised to teach history. It was found that only a teacher preferred to use role play out of 15 teachers who were used for the study. In another study, Nyongesa (2019) found that role play and field trip were the least used methods in the teaching of history. He revealed that 71% of the teachers responded that they have never used role play in teaching history while 72.4 % of the respondents confirmed that they rarely went for field trip. Again, on the use of field trip as one of the least method employed in the teaching of history, Abdi (2011) discovered that 91.5% of teachers never used field trip, 5.5% rarely used it, 3% of teachers used it when the need arouse and none of the teachers regularly used it to teach history. Kipkoech (2013) affirms the findings of Abdi (2011) by revealing in his study that 60% of teachers responded that they have never organised field

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trip for history and government lessons throughout their teaching career. In a recent study by Kipkoech (2021), he buttressed the previous findings when he revealed that only 8% of teachers used field trip as a method to teach history and government in secondary schools in Kenya. His findings identified that 30% of teachers had preference for discussion and 48% of them also preferred using the lecture method as compared to using fieldtrip to teach history.

Methods that Influence Pupils' Performance

Again, there exist differences in performance due to a specific teaching method used to teach history. Mwathwana et al. (2014a) examined the teaching method that relates to high academic achievement in Kenya Certificate of Secondary Education (KCSE) History examination in Kenya. Mwathwana et al. (2014b) found that there existed a linkage between several methods of teaching and KCSE History examination performances. They revealed that the debate method, brainstorming method and panel which had a significant level greater than .05, showed a positive influence on pupils' achievement than the lecture method, and questioning and answer method which had a significance level which was below 0.5. Therefore, they concluded that the association between the methods of teaching and KCSE History examination achievement for 2007 and 2008 were significant because the methods which were employed influenced performance positively. The disparities in pupils' performance that was ascertained with the use of different methods of teaching was consistent with a study conducted by Khosa et al. (2015). They revealed in their study that the lecture method which was the most often used method had a mean of 47.46 less than that of the discussion method which had a mean of 63.8. Therefore,

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the differences in the mean indicated that discussion method had a positive influence on pupils' achievement than the lecture method.

Methods that Influence Pupils' Interest about a Subject

The fact that teaching methods are linked with pupil's achievement, research has also indicated that it has an impact on pupils' interest in a subject as well. The results obtained by Watts (2006) in an experimental study discovered that there was an existence of differences in pupils' interest when storytelling method of teaching and conventional method of teaching were employed in teaching history. It was found that there was no significant difference in the mean scores of the control group who were taught with conventional methods for both their pre-test and post-test scores. That is, the mean score obtained for pre-test was 2.58 while the mean score obtained for the post-test was 2.50. Whereas, the pre-test mean score obtained for the experimental group was 2.51 while the mean score obtained for the post-test was 3.43. Therefore, a difference of .924 was achieved in the mean score after the study and it indicated that there was a notable difference in the interest of pupils after the story telling method of teaching was employed to teach history. The findings of Adom et al. (2016) are in line with the study of Watts (2006) after they observed their research participants in their study. They reiterated that some teaching methods have the tendency to boost pupils' interest in a subject while others can create a feeling of dislike for a subject.

In line with the reviewed literature, it can be argued that the findings of Mwathwana et al. (2014a), Khosa Ncube and Tshabalala (2015) and Nyongesa (2019) are consistent. That is, they all revealed in their study that the lecture method is the highly prominent method of teaching history. Also, Mwathwana

et al. (2014a) and Khosa et al. (2015) both found in their study that although the lecture method is the most used method of teaching, it does not contribute to higher performance when compared with other methods of teaching. In addition, it depicts that teachers usually employ the traditional methods which are didactic in nature at the expense of discovery methods such as field trip. Boadu et al. (2020) affirms this assertion as found in their study that 14 of out of 24 participants sampled for their study acknowledged that they often used didactic approach for their history lessons.

Content Knowledge of Teachers in Teaching

A study conducted by Bordoh et al. (2015) revealed that 100% of teachers who were observed teaching Social Studies lacked content knowledge in the teaching of the subject, although they affirmed that Social Studies was Citizenship Education. Aslan (2020) study conducted in Turkey was congruent with the findings of Bordoh et al. (2015). Aslan (2020) revealed in his study that only three participants representing 15% of teachers asserted that they do not have problems teaching the content of history subjects while 17 representing 85% affirmed that they have problems teaching the content of the subject.

A contradictory finding was revealed by Aboagye and Yawson (2020), who found out in their study that teachers have mastery to teach the content of the newly introduced BS curriculum because they disagreed that the curriculum content was difficult to teach. In another study conducted by Alemnge and Meshi (2021) to find out the focus on teaching methods and materials in teachers' implementation of the History syllabus content: an assessment of learner competency in form five classes of government bilingual grammar school, it was revealed that teachers have inadequate content knowledge to

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teach history. That is, through observation conducted by the researchers and pupils' perception, it was identified that the subject content was neither well taught nor completely taught. Teachers' content knowledge has been identified as a relatively higher contributing factor that hinders pupils' achievement. Ajayi et al. (2020), revealed in their study that teacher's content knowledge (45. 8%) was the highest predictor of pupils' academic performance when compared with teachers' qualification (12.1%) and attitude (9.5%).

Problems Inhibiting the Effective Teaching of History

Among the problems inhibiting the effective teaching of history, Ajayi (2015) revealed in his study that the content of the SHS History syllabus was overloaded, which serves as a barrier to effective teaching of history. That is, it was found that 70 respondents constituting 58.34% agreed that the content of the history syllabus was overloaded while 48 respondents representing 41.66% disagreed with the overloaded content of the History syllabus. Another study conducted by Boadu (2016) to examine what History teachers' perceive as factors that hinders the effective teaching of history in Ghana was congruent with the discoveries of Ajayi (2015). Again, Ajayi (2015) revealed that the overloading nature of the SHS history syllabus was the major problem facing the teaching of history aside insufficient human and material resources identified as problems. It was indicated that 12 of the respondents representing 37.5% of the teachers regarded it as a serious problem while 13 participants representing 40.6% reckoned it as a very severe problem. Additionally, large class size and lack of administrative backing for the subject were some of the additional challenges facing the teaching of history.

Moreover, in a recent study conducted by Boadu et al. (2020), it was confirmed that the content of the SHS history syllabus was overloaded. That is, they clearly indicated that the curriculum was overloaded with topics which were to be taught within a three-year time frame at the secondary level of education in Ghana. This is because the history curriculum outlines 22 units to be completed within a three-year period. It can be concluded that although several studies have indicated diverse problems facing the teaching of history, the most prominent and consistent problem identified by several studies is the overloaded content of the history syllabus. In effect, it called for the use of didactic methods of teaching history with the emphasis on the lecture method prevailing among the traditional methods usually adopted in teaching the subject. This assertion is in line with evidence obtained through a participant's response during an interview conducted by Boadu et al. (2020) in a study; "*Jake, for example, stated: 'I do not think any history teacher can complete the syllabus within three years. I am often compelled to talk to pupils, sometimes using the lecture method*".

Teaching and Learning Resources (TLRs)

In a study conducted by Abdi (2011) to explore how TLRs are utilised by history teachers in Somalia, it was discovered that all the teachers representing 100% of respondents used the chalkboard and textbook as their main TLR whiles maps were also used by 75% of the teachers as resources in teaching. The least used TLRs were charts which were used by 25% of teachers and diagrams which were also used by only 12.5% of teachers as resources in teaching history. He further revealed from the information obtained that 83% of the pupil responses indicated that the history teachers never used resource

person in teaching history while 11.5% of the pupils indicated that resource person was used on instances when pupils needed them.

Also, Mwathwana et al. (2014b), identified that there were inadequate resources in schools. That is, the 30 out of 40 schools consisting of 75.0% of the schools sampled for the study had inadequate History resources, while the remaining 10 schools representing the 25% group of schools sampled for the study had adequate History resources. The findings of their study also confirmed that 75% of schools did not have a library while 25% had one in their school. In addition, Boadu (2016) found that unavailability of audio-visual resources was a problem facing the teaching of history. That is, 19 participants representing 59.4% saw it as a major problem while four of the participants representing 12.5% saw the problem as profound.

Tety (2016) conducted a study in Tanzania to examine the impact of TLRs on the academic performance of community secondary schools. The study discovered that the most commonly used instructional materials adopted to teach were posters, maps and past questions which represented 39%, 26% and 22% respectively. Also, it was further indicated that TLRs had an influence on pupils' academic achievement. That is, the responses to ascertain how significant TLRs help pupils to learn when used by teachers to teach indicated that 17% of pupils admitted that teaching and learning material was a tool to aid them to pass their examination while 83% of participants recognised the significant role that TLRs play by enabling them to improve upon their acquisition of knowledge and skills.

Again, another study conducted by Bukoye (2019) to investigate how teaching and learning materials are utilised effectively to influence pupils'

academic performance in Nigeria revealed that the most adequate instructional resources available in both public and private schools which participated in the study were textbooks and blackboards. The findings indicated that blackboards and textbooks were agreed to be available in both public and private schools with high means of 5.16, 5.50 (public schools) and 5.65, 3.64 (private schools) respectively. Also, it was found that the available materials in the public schools were not even utilised effectively. That is, maps which were highly used instructional resource had a mean of 2.18 which was below the established mean for the study. Alemnge and Meshi (2021) buttressed the assertion of Bukoye (2019) by concluding that teaching and learning materials usage was low and on instances where the available materials were used in the teaching of history, they were not effectively used after they conducted a similar study in Cameroon.

That is, Alemnge and Meshi (2021), discovered from the observation conducted during the study in six different classes that all the teachers in all the six classes used textbooks to teach history, four of the teachers in four classes partially used photographs to teach history and none of the teachers in all the six classes neither used museums nor resource persons to teach history. However, all the teachers who participated representing 100% agreed that TLRs which include text books and audio visual materials were excellently effective in the teaching of history while visual materials (photographs/ pictures and maps) were approved to have effectiveness on pupils learning in the teaching of history.

It is evident that TLRs have an impact on the academic performance of pupils. That is, Mwathwana et al. (2014b) concluded in a study that one of the prominent detrimental causes of low performance of pupils in KCSE history

examination was attributed to the inadequacy of TLRs. Also, Tety (2016) concluded in his study that teachers reckoned TLRs as a notable influence on the academic success of pupils. The findings of Makhate (2020) was in agreement with the findings of both Mwathwana et al. (2014b) and Tety (2016) that inadequate TLRs negatively have an impact on pupils' performance. Also, the most common teaching resources used by teachers are usually chalkboard and text books. However, it was indicated that the text book teacher ratio is high (Mwathana et al., 2014). In addition, the use of maps as another dominating teaching resource aside the use of chalkboard and textbooks is consistent in several studies reviewed (Abdi, 2011; Bukoye, 2019; Tety, 2016).

Conceptual Framework
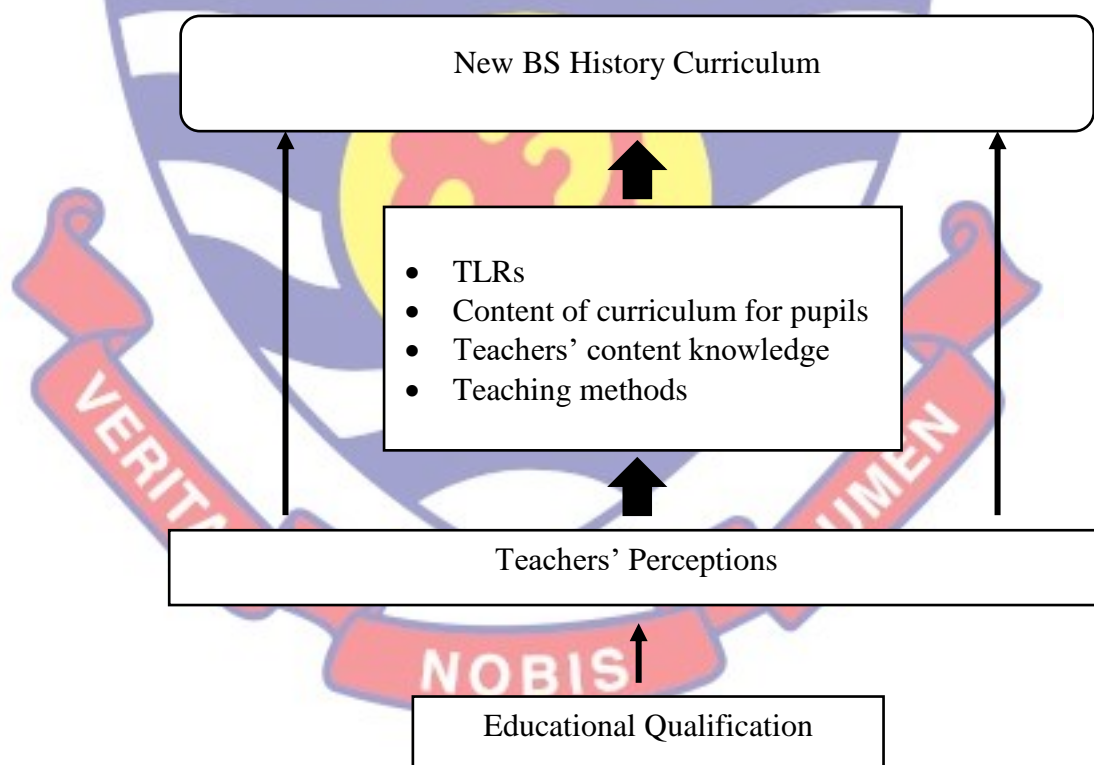
Figure 1: Conceptual framework on teachers' perceptions of the new history curriculum at the BS in the CCM.

Source: Author's construct, 2021.

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Figure 1 shows the conceptual framework illustrating the dependent and independent variables in the study. The conceptual framework depicts the interaction of educational qualification on teachers' perceptions and teachers' perceptions of the new history curriculum at the BS. Teachers' perceptions of the new history curriculum were explored based on the following aspects:

1. TLRs

2. Content of curriculum for pupils

3. Teachers' content knowledge

4. Teaching methods

The conceptual framework depicts the interaction between teachers' perceptions and the required resources required to teach the new history curriculum at the BS level in Ghana effectively. First and foremost, perception is an important concept to be looked into because teachers are regarded as the implementers of the curriculum. According to Qiong (2017), perception deals with how one creates meaning and structure for something physically or socially. Therefore, the perceptions teachers have will influence how they develop the meaning of the curriculum.

Robbins as cited in Qiong (2017) viewed expectations and motives as a driving force of perception. In this vein, the content and TLRs provided for implementing the curriculum will determine the expectation teachers have about the subject which would in turn influence their perception about the subject. Also, Adu and Olatundun (2007) reported that teachers' perception has a significant relationship on pupils' performance. Therefore, they concluded that teachers' perception influences pupils' academic achievement. Although, from the conceptual framework, perception has a linkage with both TLRs and

the content of the history curriculum for pupils, the focus of the study is to explore and describe the situation and not look at the exact impact that exists among the variables discussed.

In addition, the framework depicts teachers' perceptions of the content of the new history curriculum for pupils at theSBS. It is necessary to explore the perceptions the main implementers of the curriculum possess with regards to the content of the subject; either below the cognitive level of pupils, above their cognitive level or meets their cognitive level. Also, the conceptual framework shows teachers' perceptions of the teaching methods required to teach the history curriculum at the BS in the CCM. That is, if teachers' perceptions of the teaching methods conform or oppose the prescribed teaching methods needed to teach the subject. Also, if they are abreast with the teaching methods necessary to effectively convey the content of the history curriculum to the pupils at the BS.

Lastly, the conceptual framework shows teachers' perceptions of the content knowledge teachers have on the new history curriculum at the BS in the CCM. Knowledge is essential for a successful completion of any worthwhile task. As such, the main implementers need adequate knowledge of the newly introduced history curriculum if its success can be achieved. According to Bordoh et al. (2015), content knowledge and pedagogical knowledge is an essential component in teaching since they involve the most useful ways of expressing and communicating content and how pupils' learn the detailed concepts and topics of a subject effectively. Also, An et al. as cited in Bordoh et al. (2015) affirmed that the knowledge teachers have about both the content and methods of teaching are beneficial to attaining effective teaching and

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learning. Consequently, it becomes necessary to investigate the perceptions of teachers about the content knowledge they have about the new history curriculum and their perceptions of the teaching methods required to teach the new history curriculum at the BS. Hence, the conceptual framework exhibits teachers' perceptions of the content knowledge they have on the content of the history curriculum and their perceptions of the teaching methods is being examined without looking at its influence.

Summary

This study sought to explore teachers' perceptions of the new history curriculum. The functionalist theory was used as the theoretical base of the study. That is, the perspectives of Émile Durkheim (1858-1917) and Talcott Parsons (1902-1979). Concepts relating to the studies were reviewed. They include knowledge, perception, history, curriculum, teaching methods and teaching resources. Lastly, empirical studies were reviewed based on the research questions to provide insight into the methodological and literature gap.

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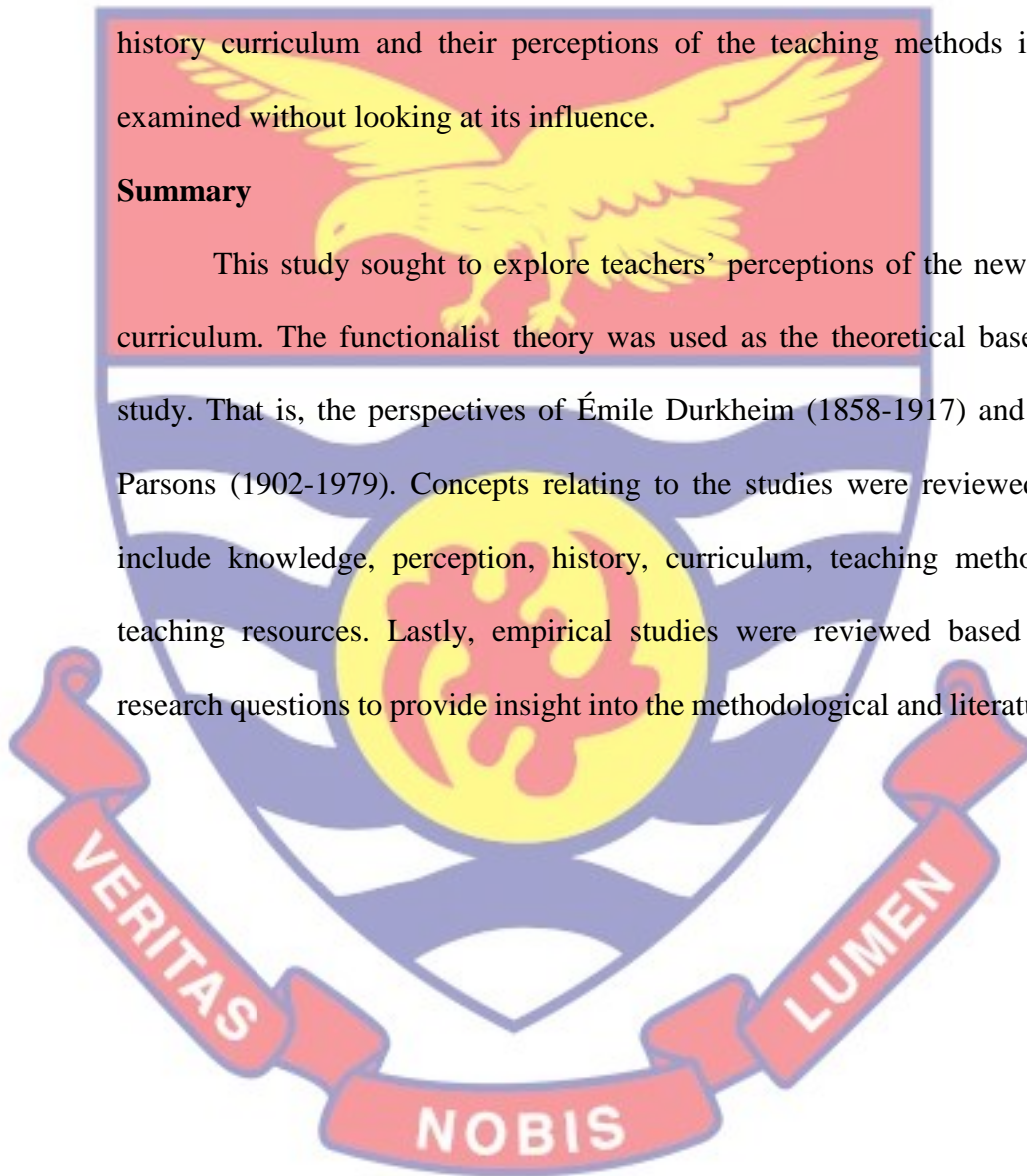
CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research methods that were adopted for the study. The research methods are presented under the following subheadings: research design, study area, population of the study, sample and sampling procedures, data collection instrument, validity of research instrument, reliability of research instrument, data collection procedures, ethical consideration, and data processing and analysis.

Research Design

Sileyew (2019) defined a research design as a plan that depicts a suitable framework envisioned to carry out a study. The study employed a quantitative approach specifically, a descriptive survey research design. This is because the study aims to describe a current situation about a phenomenon (that is, teachers' perceptions of the history curriculum at the BS). Another justification for using a descriptive survey research design is because the study aims to describe the current situation once at a given point in time. Consistent with this, Mertens (2010) posits that a descriptive survey approach denotes a one-shot mode of describing a sample at a given point in time.

The study adopted a quantitative approach because it aims to investigate and describe the study through the use of statistical tools and measurement of variables in quantifiable terms. Creswell (2018) added that quantitative research is mainly focused on describing and explaining; sometimes in a definitive manner of a phenomenon being investigated. It must be noted that descriptive survey research design has advantages and disadvantages. Advantages of using

descriptive survey research design include the likelihood to sample a huge number of people and the ability to generalise results to a population (Mertler, 2014). Despite the advantages of using a descriptive survey, there are some limitations. They include: it might result in low response rate since questionnaire is usually adopted as the main data collection instrument, it relies greatly on self-reported data since respondents provide their answer or opinions on their experiences based on what they believe to be true (Leedy & Ormrod, 2010).

Study Area

The study focused on public Basic Schools (BSs) in CCM, Ghana. CCM is made up of six circuits, namely, Aboom, Bakaano, Cape Coast, Efutu, Ola and Pedu/Abura (Ghana Statistical Service [GSS], 2018) and with a total of 80 public BSs (Cape Coast Metropolitan Directorate of Education Office [CCMDEO], 2021). Additionally, CCM forms part of the 22 Metropolitan, Municipal and District Assemblies (MMDAs) in the Central Region and is one of the 260 MMDAs in Ghana.

CCM is regarded as the smallest metropolis in Ghana since it covers an area of 122 square kilometres. It is located on latitude 5°06'N and latitude 1°15'W. It has Cape Coast as its administrative capital. CCM was given municipality status by LI 1373 in 1987 and was given metropolitan status by LI 1927 in 2007. The Gulf of Guinea, the Abura Asebu Kwamankese District, the Twifo Hemang Lower Denkyira District, and the Komenda/Edina/ Eguafo/Abrem (KEEA) Municipality are its southern, eastern, northern, and western borders, respectively. According to the 2010 population and housing

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census, there are 169,894 people living in the Metropolis, 87,084 of whom are women and 82,810 of whom are men.

Population

Population connotes the entire set of elements either in the form of a person or object that has some common attributes defined by the eligibility established in a study (Onen, 2020). Also, Otzen and Manterola (2017) defined a population as the entire pool from which a statistical representative is taken from to represent the entire group. Hence, Population in any research can be termed as all items or people who possess specific and common characteristics for which a researcher is interested to make inferences. The target population constitutes the entire group of objects or people the study is interested in to generalise the findings of the study (Onen, 2020). The target population for the study constituted all teachers at the BS. Onen (2020) further stipulated that the accessible population refers to the portion of the target population to which a researcher has reasonable access and from which a sample can be drawn.

The accessible population for the study was lower primary teachers and upper primary teachers. Lower primary teachers and upper primary teachers were selected for the study because the new history curriculum is not a single subject of study at the KG level. Additionally, the history curriculum has only been implemented at lower and upper primary levels and yet to be implemented at the JHS level. The target population for the study is estimated to be 1348 (Cape Coast Metropolitan Directorate of Education Office [CCMDEO], 2021). Public primary school teachers of both lower and upper primary levels in the CCM are made up 548 which constitute 177 males and 371 females in 70 public primary schools (CCMDEO, 2021). Therefore, the accessible population of the

study is estimated around 548 lower primary and upper primary level teachers in public BSs in the CCM.

Sample and Sampling Procedure

A sample is a set of people or things drawn out from the accessible population. Sampling refers to the process of picking a smaller group of people or objects to study from a larger group of people or objects of interest (Baltes & Ralph, 2020). The sample size for the study consisted of 225 (49 males and 176 females) selected lower primary level teachers and upper primary level teachers. Krejcie and Morgan (1970) formula for determining sample size was used to obtain the sample size. The females who participated in the study were more than males because naturally, females were dominating in the public primary schools in the CCM. Thus, data obtained indicated that public primary school teachers of both lower and upper primary levels in the CCM consist of 177 males and 371 females in all the public primary schools in the CCM (CCMDEO, 2021).

The sampling procedures that were employed for the study are systematic sampling and purposive sampling procedures. A systematic sampling procedure was used to select 35 schools from the 70 public primary schools in the CCM. Table 1 shows the sampling frame which illustrates the number of schools selected from each circuit within CCM.

Table 1: *Sampling Frame*

Circuit	Total No. of Schools	No. of School Selected
Aboom	11	6
OLA	8	3
Efutu	14	8
Abura/Pedu	13	7
Bakaano	11	6
Cape Coast	13	5
Total	70	35

A sample frame was drawn by arranging all the names of the 70 public primary schools in alphabetical order. A fixed periodic interval of two was used to sample the schools. Thus, the fixed periodic interval was obtained by dividing the total number of schools by the desired number of schools; (70/35=2). In sampling the selected schools, the first school was chosen at random whiles every second unit on the sample frame was selected. Systematic sampling procedure was used to select schools from the sample frame because it was done to ensure that all primary schools in the CCM had an equal chance of being selected. Baltes and Ralph (2020) argued that systematic sampling procedure gives an equal probability or chance of inclusion to all research participants. Thirty five schools were selected because it was deemed adequate to obtain the needed sample size (225) from both the upper and lower primary school level.

A purposive sampling procedure was used to select 225 participants from the schools sampled for the study to answer the questionnaire. A purposive sampling technique was used because the study focused on collecting data from knowledgeable, and experienced individuals who are knowledgeable about the new BS history curriculum. According to Fink (2003), eligibility is the characteristics a person must have in order to qualify to participate in a study.

Hence, the purposive sampling procedure helped to select participants who were directly involved in the implementation of the new history curriculum at the BS. This is consistent with Baltes and Ralph (2020) who asserted that the capacity to choose participants based on particular qualities, aside from availability, that make them relevant to the study's goal is ensured through the purposive sampling procedure. Teachers were purposively selected on the criteria that he/she was previously teaching at the primary school before the new history curriculum was introduced and also had attended the workshop provided before the implementation started. This criterion was used as a yardstick to select teachers to participate in the study because their views were solicited on the workshop they attended prior to the implementation.

Data Collection Instrument

Questionnaire was used as the data collection instrument. The instruments for the study were self-designed based on existing literature. The closed-ended questionnaire was adopted for the study because it has the ability to obtain information in a standardised and quantifiable way about the feelings, perception, thoughts, attitudes, and values from a large population (Kalton, 2020). The closed-ended items on the questionnaire employed the four point Likert type scale, that is, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The questionnaire was developed with six sections (Section A-F). The first collected information on demographic data of the participants. That is, gender, present class teachers teach, programme studied, area of specialisation, educational qualification and years of teaching experience. The second elicited information on teachers' perceptions of the new history curriculum at the BS

with five items. The third section elicited information on teachers' perceptions of the content of history curriculum for pupils with six items. The fourth section elicited information on teachers' perceptions of the TLRs needed in the teaching and learning of history with six items. The fifth section elicited information on teachers' perceptions of the teaching methods required to teach history with seven items. The last section elicited information on teachers' perceptions regarding their content knowledge about the history curriculum with five items.

However, questionnaires with closed-ended items as data collection instruments have their own advantages and disadvantages. Advantages of closed-ended questionnaires as a data collection instrument include the ability to gather data quickly from a enormous number of people in a standardised way which is easy to analyse (Roopa & Rani, 2012). Roopa and Rani (2012) added that closed-ended item questionnaire format has a high tendency of protecting the identity of participants due to its anonymity. Lastly, it does not rely on the communication skills of the respondents, it allows for speedy response and it is easy to answer (Hyman & Sierra, 2016). On the other hand, the disadvantages associated with the use of closed-ended items questionnaire format are: respondents may ignore or lie about certain questions or answer inappropriately especially when items on the questionnaire are not well understood (Copeland, 2017).

Validity of Research Instrument

To achieve face validity, the questionnaire was given to an expert in the field of the study (that is, the supervisor) to review the appearance of the items in terms of clarity of language used, consistency of style, feasibility and readability (Taherdoost, 2017). Also, the questionnaire was pre-tested at Etsiapa

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Memorial Methodist Primary and Akobinsin Methodist Primary in KEEA Municipality, Central Region of Ghana since they possess similar characteristics as the participants that were adopted for the study. One week was used to carry out the pre-testing of the research instruments (that is, 17th May and ended on 21st May). Twenty three participants were used for the pilot-testing of the questionnaire. The pre-testing helped to make necessary corrections in the item construction, typographical errors, ambiguous words and statements, complex wordings and others so as to achieve the content validity of the research instrument. Gani et al. (2020) opined that pre-test is conducted in any research with the aim to ensure that validity is attained.

Reliability of Research Instrument

The internal consistency of the final questionnaire was achieved by using Cronbach's Alpha coefficient (SPSS software version 21). A reliability coefficient of 0.805, 0.609, 0.732, 0.849 and 0.615 for research question one, two, three, four and five respectively after the instrument was pre-tested. A reliability coefficient of 0.735 was obtained for all the items of the five research questions. High reliability was achieved for instrument which was designed for the study. This is because Hinton, Brownlow, McMurray and Cozens (2004) have suggested excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70), and low reliability (0.90 and below) are the four reliability cut-off points (0.5 and below). Nevertheless, Agyenim-Boateng et al. (2010) suggested an exceeding threshold of 0.6 is acceptable for research purposes.

Data Collection Procedure

Consent was sought from the school authorities by acquiring an introductory letter from the Department of Basic Education, University of Cape Coast (UCC). One month was used for the data collection. That is, from 31st of May, 2021 and ended on 2nd of July, 2021. Within the one month, the researcher visited each selected school three times. First, the initial visit focused on the acquired letter of introduction which was sent to the head teachers of each of the 35 schools selected. Also, the type of information to be solicited for were made known to the participants, the purpose of the information, and the role they would perform as a participant of the study. Convenient days and time were then scheduled with the teachers for the instrument to be administered. Secondly, the selected schools were visited to distribute the questionnaires on the scheduled day. A minimum of four days were given to the participants to answer the questionnaire. Follow up was made by contacting one of the participants on the phone in order to address any mishaps that were encountered such as replacing questionnaires that have been misplaced. On the last visit, all the questionnaires distributed were collected. The return rate of the questionnaire was 100%.

Ethical Considerations

Ethical consideration relates to the confidentiality, anonymity, informed consent and the opportunity granted to research participants to withdraw where they are no longer interested in continuing with the study (Rani & Sharma, 2012). The current study considered a number of ethical issues. First, ethical clearance was obtained from the Institutional Review Board (IRB), UCC, for clearance to conduct the study. Secondly, the consents of participants were

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sought. The participants were assured of anonymity. Thus, the names and identity of participants were not obtained during the data collection stage. Also, the participants were assured of confidentiality. That is, under no circumstance were information given made known to any third party. Lastly, the participants were assured of voluntary participation and they had the liberty to withdraw at any time without any penalty.

Data Processing and Analysis

Descriptive data analysis symbolises a phenomenon by detecting patterns in data to give appropriate response to questions about where, what, when, to what extent and who (Loeb et al., 2017). Also, descriptive data analysis enables researchers to provide a summary for in a systematic and standardised way through describing specific variables (Kaur et al., 2018). The responses of items on the closed-ended questionnaire were reviewed to check for errors. In addition, all the responses for each item on the questionnaire was analysed with Statistical Package for Service Solution (SPSS) version 21 for windows. Descriptive and inferential statistics, that is, frequency counts and percentages, and Means, Standard Deviation and One-way analysis of variance (ANOVA) were used to analyse the obtained data. Frequency counts and percentages were the statistical tool used to analyse the demographic data of the respondents. Research question one which deals with teachers' perceptions of the new history curriculum was analysed through the use of Means and standard deviation. Also, research question two which deals with teachers' perceptions of the content of history curriculum for pupils were analysed through the use of frequency counts and percentages, Means and standard deviation. Again, research question three which deals with teachers' perceptions of the resources needed in teaching and

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learning of history, research question four which deals with teachers' perceptions of the teaching methods required to teach history and research question five which deals with teachers' perceptions regarding their content knowledge about the history curriculum were analysed through the use of Means and standard deviation. Finally, the hypothesis (there is a statistically significant difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS) was analysed with the use of ANOVA.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the study. The study sought to explore teachers' perceptions of the new history curriculum at the BS level in Ghana. The study employed the quantitative approach with a descriptive survey as its research design. The sample size of the study constituted 225 lower and upper primary school level teachers at the BS. The main instrument used for collecting data for the study was a closed-ended item questionnaire. The study was guided by five research questions and a hypothesis while the background data of respondents were also solicited for. The five research questions were answered through the obtained data and were analysed with the use of descriptive statistics (frequency counts and percentages, means, and standard deviation) whiles the hypothesis was analysed with inferential statistics (One-Way Analysis of Variance, [ANOVA]) based on the obtained data.

Demographic Data of Participants

This section presents the demographic data of teachers who participated in the study. The demographic data of teachers include gender, present class taught, years of teaching experience, educational qualification, programme studied and area of specialisation which is shown in Table 2, 3, 4, 5, 6, and 7 respectively.

Table 2: *Gender of Teacher Participants*

Gender	Frequency (f)	Percentage (%)
Male	49	21.8
Female	176	78.2
Total	225	100

Source: Field Work (2021)

From Table 2, out of 225 participants used for the study, males were 49 (21.8%) while females were 176 (78.2%). It shows that females represent the majority of participants used for the study and the males constitute the minority group in terms of respondents used for the study.

Table 3: *Present Class Teachers Teach*

Class	Frequency (f)	Percentage (%)
Class 1	42	18.7
Class 2	38	16.9
Class 3	35	15.6
Class 4	33	14.6
Class 5	44	19.6
Class 6	33	14.6
Total	225	100

Source: Field Work (2021)

It is shown from Table 3 that 44 (19.6%) teachers taught in class five, 42 (18.7%) teachers were from class one, 38 (16.9%) teachers taught in class two, 35 (15.6%) taught in class three and the other 66 29.2) teachers taught in class four and class six.

Table 4: *Teachers' Years of Teaching Experience*

Teaching Experience	Frequency (f)	Percentage (%)
Less than 3 years	15	6.7
3-5 years	19	8.4
Above 5 years	191	84.9
Total	225	100

Source: Field Work (2021)

It can be seen from Table 4 that 191 (84.9%) teachers had teaching experience which was above 5 years and 34 (15.1%) teachers had less than five years of teaching experience. It can be seen that most of the respondents of the study had teaching experience which was above five years, followed by teachers who had three to five years of teaching experience while few had less than three years of teaching experience.

Table 5: *Teachers' Educational Qualification*

Teachers' Educational Qualification	Frequency (f)	Percentage (%)
Certificate A	1	0.4
Diploma	68	30.2
Higher National Diploma (HND)	2	0.9
Bachelor's Degree	141	62.7
Master's Degree	13	5.8
Total	225	100

Source: Field Work (2021)

From Table 5, 141 (62.7%) teachers had bachelor's degrees, 68 (30.2%) teachers had diplomas and the other 16 (7.1%) teachers had other educational qualifications. Most of the participants used for the study are represented by teachers who hold Bachelor's degrees.

Table 6: *Teachers' Programme Studied*

Teachers' Programme Studied	Frequency (f)	Percentage (%)
Basic Education	181	80.4
Early Childhood	25	11.1
Special Education	3	1.3
Home Economics Education	3	1.3
Educational Administration	3	1.3
Guidance and Counselling	2	0.9
Educational Management	2	0.9
Psychology in Education	2	0.9
Business Administration	1	0.4
Art Education	1	0.4
B. Com	1	0.4
Human Resource Management	1	0.4
Total	225	100

Source: Field Work (2021)

It can be seen from Table 6 that 181 (80.4%) teachers studied basic education, 25 (11.1%) teachers studied early childhood and 19 (8.5%) teachers studied other programmes. The data illustrates that most teachers used for the study are qualified to teach at the BS.

Table 7: *Teachers' Area of Specialisation*

Teachers' area of Specialisation	Frequency (f)	Percentage (%)
General	43	19
Food	36	16
Mathematics	30	13
Religious and Moral Education	27	12
Social Studies	27	12
Science	25	11
English Language	20	9
Visual Art	9	4
Ghanaian Language	3	1.3
Psychology	1	0.4
Religion	1	0.4
Art	1	0.4
Accounting	1	0.4
Management	1	0.4
Total	225	100

Source: Field Work (2021)

From Table 7, 43(19%) teachers did a general programme, 36 (14%) teachers had food as their area of specialisation, 30 (13%) teachers did mathematics as their area of specialisation, 27(12%) teachers had Social Studies as their area of specialisation and the remaining 132 (66%) teachers had other subject areas as their area of specialisation. It is clear that a minority of the teachers at the BS level had history related subjects (Social Studies) as their area of specialisation while the majority of the teachers had other subjects that are not history related as their area of specialisation.

Analysis of the Questionnaire Data

Five research questions were formulated for the study based on the specific purpose of the study. Also, one hypothesis was formulated for the study. All the research questions were analysed with the use of descriptive statistics (frequency counts and percentages, Means and Standard deviation). With the use of the Means, an average mean was established at 2.5. The average mean was obtained from the spread of the scale for the variables. That is Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA) and were coded as 1, 2, 3 and 4 respectively; the values were added together and divided by the scale of 4; (1+2+3+4=10), (10 ÷ 4= 2.5); hence a standard mean of 2.5 was obtained. In interpreting the Mean, a score above 2.5 indicates a positive relationship/response while a mean score less than 2.5 indicates a negative relationship/response. The standard deviation indicates the dispersion of responses given by the respondents to the mean. The standard deviation ranges from 0 to 1 where scores which fall within 0 indicate the homogeneity of responses while scores which fall within 1 indicate that the responses are

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heterogeneous or widely dispersed. The results of the five research questions are presented in Table 8, 9, 10, 11 and 12 respectively.

Results

Research Question One: What are teachers' perceptions of the new history curriculum at the BS in the CCM?

In order to ascertain teachers' perceptions of the new history curriculum at the BS, five items were formulated to elicit teachers' responses. The research question results are presented in Table 8.

Table 8: *Teachers' Perceptions of the New History Curriculum at the BS*

Item	SD (f)%	D (f)%	A (f)%	SA (f)%	Mean	Standard Deviation
History is an important subject	7 (3.1)	2 (.9)	116 (51.6)	100 (44.4)	3.37	.664
The teaching and learning of history is essential at the BS	7 (3.1)	19 (8.4)	141 (62.7)	58 (25.8)	3.11	.676
Teaching of history will have positive impact on the lives of pupils at the BS	8 (3.6)	13 (5.8)	128 (56.9)	76 (33.8)	3.21	.705
Pupils at the BS are matured enough to learn history of Ghana	12 (5.3)	42 (18.7)	151 (67.1)	20 (8.9)	2.80	.670
History should have been introduced earlier at the BS	17 (7.6)	17 (7.6)	151 (67.1)	40 (17.8)	3.00	.745
Mean of Means/ Standard Deviation					3.10	.692

Source: Field Work (2021)   Mean of means (3.10), Standard mean (2.50)

From Table 8, it is evident that most teachers have a positive perception of the new history curriculum at the BS since the mean of means score (3.10) is greater than the standard mean score (2.50). That is, teachers viewed history as an important subject (M=3.37> 2.50), the teaching and learning of history was deemed as essential at the BS (M=3.11> 2.50), teaching of history was believed to have positive impact on the lives of pupils at the BS (M=3.21> 2.50), pupils

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at the BS were considered as matured enough to learn history of Ghana (M=2.80> 2.50) and they confirmed that history should have been introduced earlier at the BS (M=3.0> 2.50). Also, the responses given by the respondents indicated that the responses are homogeneous with a standard deviation of .692.

Research Question Two: What are teachers' perceptions of the content of the new history curriculum for pupils at the BS in the CCM?

To answer this research question, six items were formulated to explore teachers' perceptions of the content of the new history curriculum for the pupils at the BS in the CCM. The results of this research question are presented in Table 9.

Table 9: *Teachers' Perceptions of the Content of the New History Curriculum for Pupils*

Item	SD F (%)	D F (%)	A F (%)	SA F (%)	Means	SD
The content of the history curriculum is relevant for the pupils	14 (6.2)	26 (11.6)	163 (72.4)	22 (9.8)	2.86	.667
The topics selected are above the level of the pupils	26 (11.6)	123 (54.7)	51 (22.7)	25 (11.1)	2.33	.824
The teaching content is easy for pupils to understand	14 (6.2)	65 (28.9)	124 (55.1)	22 (9.8)	2.68	.734
The content of the history curriculum meets the cognitive development of pupils	10 (4.4)	62 (27.6)	120 (53.3)	33 (14.7)	2.78	.745
The content promotes enthusiasm in the learning of history	12 (5.3)	47 (20.9)	130 (57.8)	36 (16)	2.84	.749
The content of the curriculum is overloaded for pupils	14 (6.2)	90 (40)	76 (33.8)	45 (20)	2.68	.864
Mean of Means/ Standard Deviations					2.7	.764

Source: Field Work (2021)   Mean of Means (2.7), Standard Mean (2.50)

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From Table 9, it indicates that teachers' perceptions of the content of the new history curriculum was positively significant with the mean of 2.7 which is greater than the standard mean of 2.5. Teachers also agreed that the curriculum was relevant for the pupils with a mean of 2.86, they however disagreed that the topics selected are above the level of pupils with a mean of 2.33, so the content of the new history curriculum was seen as easy for pupils to understand with the mean of 2.68 and the content of the new history curriculum was agreed to meet the cognitive development of pupils. On the other hand, teachers agreed that the content of the new history curriculum was overloaded (2.68) although they established that the content promotes enthusiasm in the learning of history (2.68). The established standard deviation (.764) depicts that the responses given were homogeneous.

Research Question Three: What are teachers' perceptions of the TLRs needed in teaching and learning the new history curriculum at the BS in the CCM?

The following TLRs (that is, books, teaching tools, visual materials, primary sources, computer software, and resource persons) have been outlined as the resources which are essential to the teaching of the new history curriculum. The study aimed to elicit the perceptions of teachers about the availability of these TLRs with six research questions. The results of this research question are presented in Table 10.

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Table 10: *Teachers' Perceptions of the* TLRs *Needed in Teaching and Learning the New History Curriculum*

Item	Mean	Mean Rank	Standard Deviation
History textbooks for pupils are not enough in the school to promote the effective teaching and learning of history	3.62	3rd	.747
Teaching tools including cameras, calculators, computer, phones, radios, and television sets are unavailable to teach history	3.56	4th	.603
Visual materials which include maps, models and charts are inadequate for the teaching of history	3.55	5th	.604
Primary sources which include archival documents, carvings, coins, newspapers, pottery, and wall paintings are unavailable to teach history	3.63	2nd	.487
Computer software like Microsoft Office packages (Excel, PowerPoints and Word) are unavailable to teach history	3.65	1st	.495
Resource persons are unavailable to be utilised to teach history	3.52	6th	.605
Mean of Means/ Standard Deviations	3.59		.590

Source: Field Work (2021)   Mean of Means (3.59), Standard Mean (2.50)

It is shown from Table 10 that majority of teachers generally agreed that the TLRs needed in the teaching and learning the new history curriculum are unavailable in the school. This was evident as the mean of means score of 3.59 which is greater than the established standard mean of (2.50) obtained. For instance, most of the teachers shared the view that history textbooks were not enough for pupils (M=3.62> 2.50), teaching tools including calculators, radios,

cameras, phones, television sets and computers were unavailable to teach history (M= 3.56> 2.50). They further agreed that visual materials (maps, models and charts} were inadequate for the teaching of history (M=3.55> 2.50) whiles primary sources which include pottery, wall paintings, carvings, coins, newspapers, archival documents and archaeological findings were unavailable to teach history (M=3.63> 2.50). Again, the teachers were of the viewpoint that computer software like Microsoft Office packages (Excel, PowerPoints and Word) as teaching and learning tools were unavailable to teach history (M= 3.65> 2.50). Finally, the majority of the teachers agreed that resource persons were unavailable to be utilised to teach history at the BS (M= 3.52> 2.50). The given responses provided by the respondents indicated that the responses are homogeneous with standard deviation of .590 which falls within 0. Therefore, teachers agreed that TLRs are unavailable for implementing the history curriculum.

Research Question Four: What are teachers' perceptions of the teaching methods required to teach the new history curriculum at the BS in the CCM?

The following (Recognising individual difference, using multiple methods, Learning-centred approach etc.) have been outlined as pedagogical approaches needed to teach the history curriculum. The study aimed to elicit the perceptions of teachers about these methods of teaching with seven items. The results are presented in Table 11

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Table 11: *Teachers' Perceptions of the Teaching Methods Required to Teach the New History Curriculum*

Item	Mean	Standard Deviation
Teaching methods should be selected with regards to pupils' individual characteristics.	2.95	.705
Multiple methods are required to teach history	3.16	.603
Teaching methods used in teaching history should promote pupils interest about history	3.38	.514
Learning-centred classrooms through the use of creative approaches is essential in history teaching	3.32	.577
Methods that engage pupils to debate among groups on various topics relating to history.is needed to teach history	3.36	.646
Teaching methods that enable pupils in observing and collecting historical evidence is needed to teach history	3.30	.596
Educational visit is needed in the teaching of history	3.64	.542
Mean of Means/ Standard Deviations	3.30	.596

Source: Field Work (2021)   Mean of Means (3.30), Standard Mean (2.50)

It is seen from Table 11 that most teachers agreed on the teaching methods required to teach the new history curriculum with a mean of mean score of 3.30 which is greater than the standard mean of 2.50. Basically, most teachers agreed that teaching methods should be selected with regards to pupils' individual characteristics (M= 2.95> 2.50). On the other hand, the majority of teachers agreed that Multiple methods are required to teach history (M= 3.16> 2.50) and promote pupils' interest in history (M= 3.38 > 2.50). Again, most teachers were of the view that learning-centred classrooms through the use of creative approaches is essential in history teaching with a mean of 3.32 which is greater than the standard mean of 2.50. In this vein, the majority of them agreed that teaching methods that are capable of engaging pupils to debate among groups on various topics relating to history are needed to teach history (M=3.36> 2.50). Finally, most teachers agreed that teaching methods needed to teach history should enable pupils to observe and collect historical evidence

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(M= 3.30> 2.50) therefore educational visit was confirmed by the majority of teachers as a method needed in the teaching of history (M= 3.64> 2.50).

Research Question Five*: What are teachers' perceptions of their content knowledge regarding the new history curriculum at the BS in the CCM?

Five items were formulated to examine teachers' perceptions of their content knowledge regarding the new history curriculum at the BS in the CCM. The results for this research question are presented in Table 12.

Table 12: *Teachers' Perceptions of their Content Knowledge Regarding the New History Curriculum*

Item	Mean	Standard Deviation
Few teachers at the BS have studied history related content/subject in their pre-service education	3.11	.682
Not all teachers are capable of teaching the content of the history curriculum due to their area of specialisation	3.07	.747
Teachers feel the content of the history curriculum is difficult to teach	2.62	.821
Teachers at the BS have inadequate training to implement the history curriculum effectively	2.93	.935
The training workshop for the implementation of the curriculum did not give teachers the mastery needed to teach history	3.40	.612
Mean of Means/ Standard Deviations	3.03	.759

Source: Field Work (2021)   Mean of Means (3.03), Standard Mean (2.5)

From Table 12, it was ascertained that most teachers shared the same view regarding their content knowledge regarding the new history curriculum with a mean of means score of 3.03 which is greater than the standard mean of 2.50. For instance, a mean of 3.11 which is greater than the standard mean was obtained as most teachers agreed that few teachers at the BS have studied history related content/subject in their pre-service education and so majority approved that not all teachers are capable of teaching the content of the history curriculum

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due to their area of specialisation (M=3.07> 2.50). Again, most teachers agreed that the content of the history curriculum was difficult to teach (M=2.62> 2.50) since teachers at the BS have inadequate training to implement the history curriculum effectively (M=2.93> 2.50). Finally, the majority of teachers were of the view that the training workshop for the implementation of the curriculum did not give them the mastery needed to teach history (M=3.40> 2.50).

Analysis of the Research Hypothesis

One hypothesis was formulated for the study. The hypothesis was formulated in a null and alternate form. The null hypothesis indicates that there is no statistically significant difference which implies that there is no difference between the means. The alternative hypothesis points to a statistically significance difference which implies that there is difference between the means. The hypothesis was analysed with the use of One-way analysis of variance (ANOVA). Results of the hypothesis are presented in Table 24. The level of significance was established at 0.05. Therefore, if an obtained Sig. value is less than 0.05, it indicates that the result is statistically significant hence, there is a difference between the means. On the other hand, if the Sig. value is greater than 0.05, it shows that the result is statistically not significant hence, there is no difference between the means. As such, an obtained Sig. value which is less than 0.05 will indicate that there is a difference in teachers' educational qualification and teachers' perception about the new history curriculum at the BS. Whereas, an obtained Sig. value greater than 0.05 will show that there is no difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS.

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Research Hypothesis: There is no statistically significant difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS in the CCM.

The objective of this research hypothesis was to determine the interaction effect of educational qualification on teachers' perceptions of the new history curriculum at the BS in the CCM. The results is presented in Table 13.

Table 13: *Difference in Teachers' Educational Qualification and their Perceptions of the New History Curriculum*

	Sum of squares	Df	Mean Square	F	Sig
Between Groups	15.362	4	3.841	.623	.647
Within Groups	1356.078	220	6.164		
Total	1371.440	224			

Source: Field Work (2021)

From Table 13, the obtained Sig. value (.647) is greater than the level of significance (.05). This provides evidence that the result is statistically not significant. Therefore, it indicates that there is no statistically significant difference between teachers' educational qualification and their perceptions of the new history curriculum at the BS.

Discussion

This section presents the discussion of the findings of the study. The discussion is presented in line with the research questions and research hypothesis that were formulated to guide the study.

Research Question One: What are teachers' perceptions of the new history curriculum at the BS in the CCM?

The research question was formulated to investigate the perceptions teachers have about the new history curriculum at the BS. Five items were formulated under this research question. The results of the study showed that teachers had a positive perception about the new history curriculum at the BS. That is, teachers at the BS perceived history as an important subject; teachers viewed the teaching and learning of history as essential at the basic; teachers were with the view that the teaching of history will have positive influence on the lives of pupils at the BS; teachers were of the view that pupils at the BS are matured enough to learn history of Ghana; and teachers agreed that history should have been introduced earlier at the BS.

The results showed that teachers at the BS perceived history as an important subject. This finding corroborates with the findings of a study conducted in Tanzania by Namamba and Rao (2017), that teachers see history as an important subject. Also, the results confirmed that teachers viewed the teaching and learning of history as essential at the BS. Consistent with this finding, a study conducted by Acquah (2012) revealed that teachers perceived the teaching of ICT as essential at the BS.

The results also showed that teachers perceived that the teaching of history will have a positive influence on the lives of the pupils at the BS. In line with the finding, Durkheim (1990) views that the teaching and learning of worthwhile subjects such as history will enable the school to be functional to the society. Also, Acquah (2012) found in his study conducted in Ghana that teachers view ICT as relevant to the lives of BS pupils. Again, the results

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revealed that teachers are of the view that pupils at the BS are matured enough to learn history of Ghana hence, history should have been introduced earlier at the BS. Consistent with this finding, Acquah (2012) revealed in a study conducted in Ghana that teachers perceive pupils at the BS level as matured enough to learn ICT so they disagreed that ICT should be limited to only higher levels of education. In the opinion of the researcher, teachers at the BS regarded the pupils as matured enough to learn history since they recognise the development of historical knowledge at the early years of pupils' education. According to Durkheim (1990) the school should teach subjects that have the aim to transmit the society's culture at the early years of pupils' education.

The findings revealed that teachers had a positive perception about the new history curriculum at the BS. This finding is in line with a previous study conducted in Ghana by Oppong (2009) that teachers have a positive perception of history at the secondary school level. Consistent with this, Helyer (2016) reported that teachers have a positive perception about the teaching of history in elementary school in the United States of America. The positive perception of teachers about the newly introduced history curriculum will set a good pace in contributing to the realisation of the intended aim of the new history curriculum. This is because there will be a significant influence of teachers' perception on the academic achievement of pupils in history. Durkheim (1990) attested by recognising the crucial role of the teachers as the main agents of change who need to appreciate, embrace and understand any changes in the educational curriculum in order for its goal to be achieved. As affirmed by Adu and Olatundun (2007), the perceptions of teachers have an influence on the performance of pupils.

Research Question Two: What are teachers' perceptions of the content of the new history curriculum for pupils at the BS in the CCM?

The research question was formulated to investigate teachers' perceptions of the content of the new history curriculum for pupils at the BS. This research question covered six items. The study revealed that; the content of the new history curriculum was relevant for the pupils; the topics selected were not above the level of the pupils; the content of the new history curriculum met the cognitive development of the pupils; the teaching content was easy for pupils to understand; Although teachers had positive perceptions of the new history curriculum, however, they reported that the content of the curriculum was overloaded for pupils.

The results showed that the content of the new history curriculum was relevant for pupils. Therefore it will have a positive influence on pupils' lives. As found in a study conducted by Boadu et al. (2015) that the content of the Social Studies curriculum is relevant for pupils to learn. This is because teachers use their acquired content knowledge to impact in pupils the accepted values when teaching the content of the Social Studies curriculum at the SHS in Ghana.

Again, the results revealed that the topics selected in the new history curriculum were not above the level of the pupils. The finding is in line with the study of Aboagye and Yawson (2020) that the content of the BS curriculum is not difficult for basic pupils in Ghana. This implies that the content of the new history curriculum meets pupils' cognitive development level as discovered in the study. In reference to the content of the history curriculum, the teachers confirmed that the history curriculum is easy for pupils to understand. On the other hand, Aslan (2020) discovered that teachers view the history content in

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the fourth grade Social Studies curriculum as difficult for pupils since it focused on memorisation of dates of historic events.

To stimulate the interest and participation of pupils in the classroom, it is important to ensure that the content of any curriculum is developed in accordance with the characteristics of pupils. These characteristics include learning style, socio-cultural background, and age among others. In support of this, Jean Piaget's cognitive development theory postulates that pupils' cognitive abilities should be considered when developing the curriculum in order to make its content age-appropriate.

Although it was found that the content of the new history curriculum was not above the cognitive development of the pupils, the teachers said that the content of the curriculum was overloaded. This finding is congruent with the work of Ajayi (2015) that the content of the SHS history syllabus in Nigeria is overloaded. Also, Boadu (2016) confirmed in his study conducted in Ghana that the SHS history syllabus was overloaded. Boadu (2016) found that the overloaded syllabus is a major problem facing the teaching and learning of history. On the other hand, Appiah (2015) revealed in a study conducted discovered that the JHS Social Studies is not overloaded.

The overloaded nature of the new history curriculum may probably be among the reasons why teachers adopt the teacher-centred approach or the lecture method in order to finish teaching the syllabus within the stipulated time. This assertion is in line with the findings of Boadu et al. (2020) that teachers are bound to use the lecture method to teach in order to complete the voluminous history syllabus. Similarly, a study conducted by Mwathwana et al. (2014a),

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revealed that the teachers' preferred method of teaching history was the lecture method.

Pupils who are not actively involved in the teaching and learning process, they may perform low academically. This is because traditional classrooms create boredom which serve as a probable factor to low academic achievement (Walcott & Corbin-Babb, 2016). In line with this assertion, Mwathwana et al. (2014a) reported that there is a relationship between teaching methods and KCSE history examination performances hence, teaching strategies that involve pupils such as debate and brainstorming had a positive influence on pupils' achievement.

Research Question Three: What are teachers' perceptions of the TLRs needed in teaching and learning the new history curriculum at the BS in the CCM?

The research question was aimed at exploring teachers' perceptions of the TLRs needed in the teaching and learning of new history curriculum at the BS. Six items were formulated under this research question. The results of the study revealed that TLRs were generally unavailable to teach the new history curriculum. That is, history textbooks were not enough in the school; teaching tools including cameras, calculators, computers, phones, radios, and television sets were unavailable; Primary sources which include archival documents, carvings, coins, newspapers, pottery, and wall paintings are unavailable; computer software like Microsoft Office packages (Excel, PowerPoints and Word) as teaching and learning tools were unavailable to teach history; visual materials which include maps, models and charts were inadequate; and resource persons were unavailable to be utilised to teach history.

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The results showed that history textbooks were not enough in the school for pupils. However, textbooks have been identified as the widely used TLRs for teaching (Abdi, 2011; Bukoye, 2019; Alemnge & Meshi, 2021). The finding is consistent with that of Namamba and Rao (2017) that history textbooks were not adequate in secondary schools in Tanzania. The teachers reported that the unavailability of textbooks was their major challenge as far as resources for teaching and learning of history is concerned. This is because Makari et al. (2019) regarded textbooks as the basic TLRs Contrary to this finding, Acquah (2012) revealed in his study that teachers perceived that there were adequate textbooks for teaching ICT at BSs in Ghana.

Additionally, the result of the study showed that teaching tools which are cameras, computers, phones, radios, and television sets were unavailable to teach history. However, Onuoha and Chukwueke (2020) found that teaching tools such as phones were available in government day secondary schools in Nigeria, although the phones were not utilised for teaching and learning. However, Ruto and Ndaloh (2013) found in a study that teachers have never used radio as a teaching tool in the teaching of history and government in Kenya because they are unavailable. Consistent with the unavailability of computer hardware as found in the study, Amengor (2011) identified that the inaccessibility of ICT resources is one reason that prevents the integration of technology in the teaching of history. In line with this finding, it was revealed in other studies that the unavailability of ICT resources is a challenge preventing teachers' use of technology in teaching at the secondary schools in Ghana (Boadu et al., 2014; Ampofo & Antwi, 2020). On the other hand, Gull et al. (2020) found in a study conducted in Pakistan that a challenge hindering the use

of ICT tools in the teaching of English was due to poor teacher proficiency in using ICT tools and not unavailability of ICT tools. Whereas Onuoha and Chukwueke (2020) identified in a study that although computers were available, they were not utilised for teaching and learning at the government day secondary schools in Nigeria.

Contrary to the findings of the current study which found that teaching tools were inadequate at the BS, a study conducted by Gerick et al. (2017) revealed that ICT resources were adequate in European schools. Thus, Gerick et al. (2017) found that lack of ICT resources was not identified as a factor hindering the use of ICT in the education system of Germany, Norway, Czech Republic and Australia. Contrasting to the current findings, a study conducted by Sam-Kayode et al. (2020) found that audio visual materials (computers and television) were available and adequate for the teaching and learning of mathematics at the Junior Secondary Schools in Oyo State therefore effective teaching was ensured. The inadequacy of audio-visual materials found in the study were among the teaching tools identified to be unavailable to teach the new history curriculum will inhibit the effective teaching of the curriculum. This is because teaching materials have an influence on pupils' performance and interest; a study conducted in Nigeria by Ibe and Abamuche (2019) revealed that pupils who were taught with audio visual materials had a mean score higher than those who were involved in the traditional teaching approach; also, the use of the audio visual materials to teach biology boosted pupils' interest than those who were taught biology with the traditional teaching approach.

Also, the results indicated that computer software such as Microsoft Office Package (Excel, Office Word and PowerPoints) as teaching and learning

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tools for teaching the new history curriculum were unavailable. However, Zhao (2007) found that Social Studies teachers claimed computer software was available for teaching. Also, a study conducted in Tanzania by Mwila (2018) reported that 70% of teachers used ICT components (PowerPoint and visual display) to teach at the secondary school because teachers had a positive attitude towards the integration of ICT in the teaching process. Hitherto et al. (2008) discovered that computer software was rarely used in teaching due to factors which include teachers' inadequate knowledge of using computer software and inadequate computer facilities in the school. In addition, a study conducted by Amenyedzi et al. (2011) revealed that teachers rarely used the computer as a TLRs due to factors such as limited computer resources and low proficiency knowledge of teachers in using the computer.

In the opinion of the researcher, the unavailability of computer resources (hardware and software) to be utilised in the teaching of history will affect pupils' motivation and creativity. Anderson (2005) reinforced this assertion by attesting that the use of ICT as a TLRs contribute to higher pupils' motivation, creativity and the acquisition of basic skills. Again, Adesote and Fatoki (2013) were of the view that in order to achieve quality education, the utilisation of ICT in the teaching of history is essential so as to influence and change the traditional teaching approach and learning of history.

Furthermore, it was found that visual materials such as maps, charts and models were needed in the teaching and learning of the new history curriculum. The utilisation of models as needed in teaching and learning is congruent with the findings of Makari et al. (2019) that principals were of the view that models are needed as TLRs for teaching at the secondary schools in Kenya. However,

teachers reported that maps and charts were the widely used TLRs available for teaching history; although they were found to be inadequate. On the other hand, the study showed that visual materials such as models were unavailable. In line with the finding, Agordzo (2020) discovered that models were unavailable for teaching history at the BS in Ghana. Again, the teachers were of the view that maps and charts were the widely used and available materials within the school setting despite the need to use a variety of materials in teaching and learning of history as indicated in the BS history curriculum. The use of maps by teachers as found in the study is consistent with the finding of Abdi (2011) that most teachers used maps in teaching their pupils.

The availability of charts as dominant TLRs for teaching the new history curriculum found in the study is in agreement with the findings of (Bukoye, 2019; Alemnge & Andongaba, 2021). They reported charts as the commonly found TLRs frequently used in teaching. Contrasting with the empirical review, Makari et al. (2019) discovered that charts were the rarely used visual materials in secondary school in Kenya due to its inadequacy. Whereas, a study conducted by Onuoha and Chukwueke (2020) revealed that although visual materials such as maps and charts were available, they were not used for teaching and learning at the government day school in Nigeria. Visual materials are indispensable in the teaching of the new history curriculum. This is because visual materials have been identified to influence pupils' performance as found in a study conducted by Ajoke (2017) which confirmed that there was a significant difference in the performance of pupils taught with the use of visual materials than those who were taught without visual materials.

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In addition, the result of the study revealed that primary sources of materials which are archival documents, archaeological findings, carvings, coins, newspapers, pottery and wall paintings for teaching and learning of the new history curriculum were unavailable in the school. Contrary to this finding, a study conducted in America by Hicks et al. (2004) discovered that primary sources of materials are available for teaching since Social Studies teachers usually used classroom-based primary sources of resources in teaching.

Furthermore, the results revealed that resource persons were unavailable to be utilised to teach the new history curriculum. This finding corroborates with the findings of Abdi (2011) that teachers rarely used resource persons to teach history since they are inaccessible. Also, Makari et al. (2019) discovered in a study conducted in Kenya that the use of resource persons was below average in secondary schools. Whereas, Alemnge and Andongaba (2021) found that teachers do not utilise resource persons in the teaching of citizenship education not because they are unavailable but because they view it to be time consuming and demanding.

From the findings of the study, the TLRs required to teach the new history curriculum which were revealed to be inadequate in the BSs constituted the outline resources stated in the curriculum (NaCCA, Ministry of Education 2019). Subhash (2018) described the aforementioned TLRs the required resources for effective teaching and learning of history in the school. The findings revealed that teachers perceived the TLRs required in the teaching and learning of the new history curriculum as inadequate. However, effective teaching of history thrives on the use of diverse resources (Boadu, 2015). Therefore, the effective teaching of new history curriculum would be negatively

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affected based on the current status of the TLRs in the BSs. In line with this, a study conducted by Mupa and Chinooneka (2015) discovered lack of TLRs as a contributing factor to ineffective teaching and learning in Zimbabwe primary schools. This assertion is buttressed by the findings of a study conducted by Mwathwana et al. (2014b) that one of the prominent detrimental causes of low performance of pupils in KCSE history examination was attributed to the inadequacy of TLRs. Consistent with this, a study in Tanzania conducted by Tety (2016) revealed that TLRs had an influence on pupils' academic achievement. Finally, in my view, the unavailability of TLRs is one of the contributing factors that might influence teachers' preference for a teacher-centred teaching approach. Therefore the inadequacy of ICT resources found in the study is likely to hinder purposeful teaching. Tirri (2018) argued that to ensure purposeful teaching, teachers need to teach to address pupils' needs. One of such needs in this era is the ability to acquire ICT competence in school.

Research Question Four: What are teachers' perceptions of the teaching methods needed in teaching the new history curriculum at the BS in the CCM?

The research question was formulated with seven items to elicit teachers' perceptions of the teaching methods needed in the teaching and learning of new history curriculum at the BS. The results of the study revealed that most teachers shared a similar view about the teaching methods needed in the teaching and learning of the new history curriculum at the BS. Thus, teachers agreed that multiple methods were needed in the teaching of history; teachers were of the view that learning-centred classrooms through the use of creative approaches was essential in history teaching; teachers agreed that teaching

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methods used in teaching history should promote pupils' interest; teachers perceived that educational visit was needed in the teaching of history; methods that enable pupils in observing and collecting historical evidence is needed to teach history; and teachers were of the view that methods that engage pupils to debate among groups on various topics relating to history was needed to teach history.

The results of the study revealed that multiple methods were needed in the teaching of new history curriculum. This finding confirms that of Boadu (2015) that effective teaching of history requires the use of multiple methods of teaching. The results of the study showed that learning-centred classrooms through the use of creative approaches is essential in history teaching. In my view, a learning-centred classroom provides pupils with diverse experiences through the use of a variety of teaching methods and activities while recognising the individual differences of pupils. According to Turner-Bisset (2012), pupils will be enthused with the use of a variety of teaching methods and approaches since they have a wide range of learning styles and needs.

Again, the findings of the study indicated that teachers agreed that teaching methods used in teaching the new history curriculum should promote pupils' interest in the subject. In addition, the majority of the teachers viewed role play method, fieldtrip and storytelling method as methods that promote pupils' interest about history. The lecture method and the question and answer method of teaching were confirmed by them as methods that do not promote pupils' interest in history. A study conducted by Watts (2006) corroborates with one of the findings when it was found that storytelling method of teaching promote pupils' interest in history while conventional methods of teaching did

not promote pupils' interest in learning history. Also, Medallon and Martinez (2014) revealed in a study conducted in the Philippines that the level of interest pupils acquire in a subject increases their level of learning of the subject.

Furthermore, the result of the study showed that educational visits were needed in the teaching the new history curriculum. This is because teachers agreed that educational visits will promote pupils' interest in history. Although educational visit was revealed as one of the methods needed to teach history, Kipkoech (2021) revealed in a study conducted to explore the utilisation of field trip method in government and history instruction in Kenyan secondary schools that educational visit was rarely used in teaching government and history. Also, Makari et al. (2019) found that the use of educational visits to teach at the secondary schools in Kenya was below average. Educational visit was viewed as a relevant method needed in the teaching of history because it can be argued that teachers recognised that the teaching of history should not be limited to the classroom setting. Cobbold (2013) stipulated that teachers should use the environment as a textbook that guides the teaching and learning of Social Studies due to its nature. Therefore the nature of history also requires that pupils learn outside the classroom setting in order to observe historical evidence. As such, the study revealed that teachers agreed that teaching methods that enable pupils in observing and collecting historical evidence are needed to teach history.

Additionally, the result of the study showed that teachers agreed that a method that engages pupils to debate among groups on various topics relating to history was needed to teach the new history curriculum. However, in a study conducted by Alemnge and Andongaba (2021) it was discovered that teachers

did not agree to the use of debate method as required to teach citizenship education. This is because they perceived its usage to be stressful and time consuming.

The findings of the study showed that teachers' perceptions on the teaching methods conformed to the needed teaching methods prescribed in the new history curriculum. On the contrary, a study conducted in Turkey by Aslan (2020) revealed that teachers' perceptions of the methods required to teach history did not conform to the stipulated methods outlined in the curriculum due to factors such as insufficient instructional time and failure of the methods to boost pupils' interest. In my view, although teachers' perception on the methods used in teaching history conformed to the prescribed teaching methods which are basically learner-centred and promote the interest of learners, in reality, it appears that the dominant teaching methods teachers usually prefer are teacher-centred in nature. Alemnge and Andongaba (2021) revealed in a study that teachers in Cameroon usually employed the teacher-centred method of teaching which was contradicting the learner-centred methods of teaching outlined in the citizenship education syllabus. In support of this, Kipkoech (2021) indicated that educational policies and reform emphasise the use of learning-centred pedagogy but teachers have preference for the use of teacher-centred methods of teaching. Also, a study conducted by Edwards et al. (2019) discovered during the needs assessment phase that teachers did not naturally apply the acquired well-pedagogical practices when teaching Physical Education. Similarly, previous studies have revealed that the most preferred methods used for teaching history was the lecture method (Mwathwana et al., 2014a; Nyongesa, 2019; Khosa et al., 2015). Whereas, learner-centred methods such as field trip

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and role play were the least utilised methods for teaching history (Abdi, 2011; Namamba & Rao, 2017; Nyongesa, 2019; Kipkoech, 2021; Kipkoech, 2013).

It can be argued that the unavailability of TLRs is one of the probable major contributing factors why teachers have preference for teacher–centred method of teaching to the neglect of learner-centred method of teaching. A study conducted by Victorini and Wambiya (2016) corroborated this assertion as it was discovered that unavailability of TLRs was a major challenge deterring the implementation of the learner-centred pedagogy in Tanzania. Contrary to the teacher-centred teaching approach, the findings of a study conducted by Eickelmann and Vennemann (2017), identified that teachers in European countries frequently incorporated ICT into their instruction. As such, from literature, it can be said that teachers in European countries would probably not rely on the use of the traditional method (lecture method) of teaching in delivering instruction as compared with teachers in African countries. Buttressing this assertion, the findings of a study conducted by Steven (2002) showed that teachers used the learner-centred teaching methods to teach citizenship education in America.

Research Question Five: What are teachers' perceptions of their content knowledge regarding the new history curriculum at the BS in the CCM?

This research question was formulated to explore the perceptions of teachers regarding their content knowledge of the new history curriculum. Six items were formulated to elicit teachers' perceptions on this research question. The findings of the study indicated that; teachers felt the content of the new history curriculum was difficult to teach; few teachers had studied history related content in their pre-service education; teachers at the BS had inadequate

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training to implement the new history curriculum; teachers do not have mastery of subject matter due to their area of specialisation; and the training workshop conducted for teachers before the implementation of the curriculum did not enable them to acquire enough mastery to implement the history curriculum.

The results revealed that teachers at the BS had inadequate training to implement the new history curriculum effectively. A contradictory finding was found in a study conducted in Ghana by Appiah (2015) that teachers have acquired adequate training through in-service training to teach Social Studies. This is because teachers confirmed in Appiah's (2015) study that the training received from the in-service training was linked to classroom practice and theory which equips them to teach Social Studies. Inadequate training of history teachers revealed in the study would attribute to the fact that they might lack a "satisfactory knowledge of and skills in the substantive and syntactic dimensions of history" which Yilmaz (2008, p. 41) asserts history teachers should possess. A probable factor for the inadequacy of the training as identified in the study may be ascribed to the reason that the content of the training offered for teachers was not in line with the current needs of the teachers.

Also, the results of the study suggested that teachers had inadequate knowledge to implement the new history curriculum. It was found in the study that teachers viewed the content of the history curriculum as difficult to teach. This finding confirms the findings of a study conducted in Turkey by Aslan (2020) that teachers agreed that the content of the history curriculum was difficult to teach. The findings of the study also contradicts with the findings of a study conducted by Aboagye and Yawson (2020) that the Ghanaian BS curriculum content of which history is part was seen as not difficult to teach.

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Whereas, Acquah (2012) revealed that teachers do not perceive ICT as a subject that is difficult to teach at the BS level in Ghana.

Concerning the knowledge teachers had to implement the new history curriculum, the results of the study revealed that few teachers at the BS had studied history related content in their preservice education. This is evident from the demographic data gathered which suggests that few teachers had studied history related content. According to Buabeng et al. (2020), the teacher preparation programme usually trains primary school teachers to teach at the primary school as generalists by teaching all the subjects studied at that level. In the opinion of the researcher, this could be attributed to the reason teachers found the history curriculum as difficult to teach. The inadequate knowledge of teachers might affect the effective teaching of the subject because according to Yilmaz (2008), for a teacher to implement the history curriculum, he or she needs to have a strong understanding of the conceptual foundations of history as a discipline. In my opinion, the few teachers who studied history or a related history content would possess a fair mastery of the subject matter to teach history effectively. In support of the researchers' opinion, Fitchett and Heafner (2018) reported that Social Studies teachers who had background in history engaged in classroom practices that resulted in an increase in pupils' performance. The findings of the current study confirms the findings of Torto (2017) that few of the teachers implementing the English curriculum at the BS level have studied English Language.

Furthermore, the results revealed that teachers do not have mastery of subject matter due to their area of specialisation during their pre-service training. In this vein, teachers' with no area of specialisation and non-history

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related area specialisation might negatively affect the effective instructional delivery of history content although most of the teachers are qualified to teach at the BS due to their educational qualification. As such, Okam (2012) stipulated that only teachers who have specialised in a subject can successfully attain a desired result in the teaching of the subject. A study conducted by Akubuilo et al. (2019) found that teachers' educational qualifications had a significant influence on the effective implementation of Social Studies curriculum. In addition, Garbett (2003) found that early childhood pupil teachers were identified to have poor background knowledge in science in New Zealand. However, Namamba and Rao (2017) discovered that teachers' area of specialisation had no influence on the performance of pupils.

Again, the study revealed that the training workshop conducted for teachers before the implementation of the curriculum was reported not to have enabled teachers to acquire enough mastery to implement the new history curriculum. The finding corroborates with the assertion of Namamba and Rao (2017) that workshops organised for professional training of teachers usually provide knowledge that are out of context. Similarly, Nzarirwehi and Atuhumuze (2019) in a study conducted in Uganda discovered that although teachers acquired adequate knowledge from in-service training, they were unable to apply it in the classroom because the acquired knowledge was not in line with the stipulated school syllabus. On the other hand, Appiah (2015) reported that in-service training organised for teachers was purposeful in providing them adequate teacher support to teach Social Studies at the JHS. In Australia, Edwards et al. (2019) revealed in a study that after intervention workshops for teachers, their knowledge of physical literacy increased. Training

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workshops organised for teachers to implement any educational curriculum should be purposeful to equip teachers with the needed skills. This is because teachers need constant professional growth to boost their knowledge and skills.

Based on the findings reported, it could be said that teachers perceived their content knowledge of the new history curriculum at the BS as inadequate. This is in line with Boakye and Ampiah (2017) that qualified science teachers have inadequate knowledge to teach science at the BS. Contrary to this, Acquah (2012) discovered in a study that teachers have adequate knowledge to implement the ICT curriculum at the BS. In my view, teachers' inadequate knowledge about the content of the history curriculum might negatively affect the effective teaching of history. This is because it is imperative for teachers to have adequate knowledge, else they become bound to teach partly something they have inadequate knowledge about. Therefore, Boakye and Ampiah (2017) found in a study conducted in Ghana that science teachers were forced to teach some topics in science partially due to the inadequate content knowledge they possess. Similarly, Alemnge and Meshi (2021) reported that the history content was neither well taught nor completely taught because teachers have inadequate knowledge about the content of the history curriculum. Teachers' inadequate knowledge about the history curriculum would result in a negative influence on pupils' achievement by enabling pupils' achievement to be poor. This assertion is buttressed by the findings of Ajayi et al. (2020) that inadequate knowledge of teachers is a relatively higher contributing factor that hinders pupils' achievement.

Research Hypothesis: There is no statistically significant difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS in the CCM.

The hypothesis was formulated to ascertain whether there is no statistically significant difference in teachers' educational qualification and their perceptions of the new history curriculum at the BS. The results revealed that there was no statistically significant difference in teachers' educational qualification (Certificate A, HND, diploma, Degree, Master's degree) and the perceptions they had about the new history curriculum at the BS. Consistent with this finding, Edu et al. (2012) discovered in a study conducted in Nigeria that teachers' educational qualification does not account for any difference in teachers' perception of difficult content in basic science. Also, Apau (2021) found that there was no statistically significant difference in teachers' educational qualification and their perception of the implementation of the new curriculum at the BS. On the contrary, a study conducted in Uganda by Nzarirwehi and Atuhumuze (2019), found a statistically significant difference between teachers' educational qualification and their perception in engaging in an in-service training. The findings of the study gives an indication that the educational qualification of teachers at the BS is not a condition that will influence teachers' perception about the new history curriculum either negatively or positively. Therefore, the educational qualification of teachers will not influence how a teacher will perceive the new history curriculum at the BS either negatively or positively. This might be attributed to the fact that teachers are not restricted due to their educational qualification as all teachers

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at the BS level are allowed to implement the history curriculum irrespective of
their educational qualification.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary, key findings, conclusions, recommendations of the study, and suggested areas for further research.

Summary

The purpose of the study was to explore teachers' perceptions of the new history curriculum at the BS level in the Cape Coast Metropolis (CCM). Five research questions and one hypothesis guided the study. A quantitative approach with a descriptive survey research design was adopted for the study. A systematic sampling was used to select 35 schools. Purposive sampling was used to select 225 teachers comprising 49 males and 176 females. A closed-ended questionnaire was used to collect data for the study. Analysis of data was done with the use of both descriptive and inferential statistics. The specific descriptive statistics adopted in analysing research questions one, two, three, four and five were frequency counts and percentages, means, and standard deviation. Inferential statistics specifically, ANOVA was used to analyse the hypothesis.

Key Findings

The following were the key findings based on the research questions and the hypothesis:

1. Teachers had a positive perception of the new history curriculum at the BS level. That is, teachers at the BS perceived history as an important subject and they viewed the teaching and learning of history as essential at the BS level.

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2. Teachers' perceptions of the content of the new history curriculum was positive. Although teachers had positive perceptions of the content of the new history curriculum, they reported that the content of the curriculum was overloaded for the pupils.

3. Teachers agreed that the TLRs needed in the teaching and learning of the new history curriculum were unavailable in the school. Books, teaching tools, primary sources, computer software, and resource persons were unavailable while visual materials (maps and charts) were available but inadequate.

4. Similar perception teachers shared about the teaching methods required to teach history conformed to the needed teaching methods prescribed in the new history curriculum. Teachers agreed that multiple methods were needed in the teaching of history.

5. Teachers viewed their content knowledge about the BS new history curriculum as inadequate. That is, teachers felt the history curriculum was difficult to teach. Few teachers had studied history related content in their pre-service education. Teachers had inadequate training to implement the history curriculum.

6. There was no statistically significant difference in teachers' educational qualification and the perceptions they had about the new history curriculum at the BS level. This is because the perception teachers had about the new history curriculum at the BS level was not influenced by their educational qualification.

Conclusions

From the findings, the following conclusions can be drawn:

1. Teachers perceived the acquisition of historical knowledge as a vital component of pupils' education at the early years of their education.

2. Teachers viewed the content of the new history curriculum as relevant to enable pupils to acquire the desired educational goals of learning history at the BS level.

3. Teachers regarded the unavailability of TLRs as a possible impediment to the effective implementation of the new history curriculum.

4. The perception teachers had of the methods of teaching conformed to the stated methods of teaching prescribed in the new history curriculum. Teachers saw the methods of teaching as effective to impact on the pupils the required educational goals of the history curriculum.

5. Teachers were aware that their inadequate knowledge of the subject matter could hinder the effective delivery of instruction.

6. Teachers did not consider their educational qualifications to have an influence on their perceptions of the new history curriculum at the BS level.

Recommendations

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

1. Teachers should make a conscious and deliberate effort to instil the values of the new history curriculum into pupils at the early years since they possess a positive perception about the new history curriculum.

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2.   The National Council for Curriculum and Assessment (NaCCA) should review the content of the new history curriculum so that some topics will be fused into other topics.

3.   School heads should collaborate with organisations and prominent individuals to help them acquire the needed TLRs for teaching the new history curriculum.

4.   Head teachers should encourage and closely supervise and encourage teachers to use the teaching methods prescribed in the new history curriculum which teachers were of the view that they were needed in teaching history.

5.   The District Education Directorate should organise in-service training workshops that will be geared towards providing teachers with up-to-date skills to implement the new history curriculum.

6.   The Ghana Education Service should promote the professional growth of all teachers irrespective of their educational qualification through regular training and workshops.

Suggested Areas for Further Research

The study explored teachers' perceptions of the new history curriculum at the BS level. The study adopted the quantitative approach with no emphasis on qualitative approach. Also, the extent to which teachers' perceptions influence the implementation of the new history curriculum was not examined in the current study. Finally, the study did not cover other geographical areas outside CCM. Therefore, the following are the suggested areas for further research recommended for other researchers:

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1. Future studies should employ a mixed method approach to obtain diverse information regarding the current study. This is because the qualitative aspect of the mixed method approach will provide additional insight into the phenomenon by providing in-depth information from the narratives of the participants.

2. Future studies should also investigate the influence of teachers' perceptions of the history curriculum on the implementation of the history curriculum at the BS level.

3. Further studies can also be conducted to replicate the study using different geographical areas aside CCM in order to identify if the findings of the study will contradict or conform to the findings of this current study.
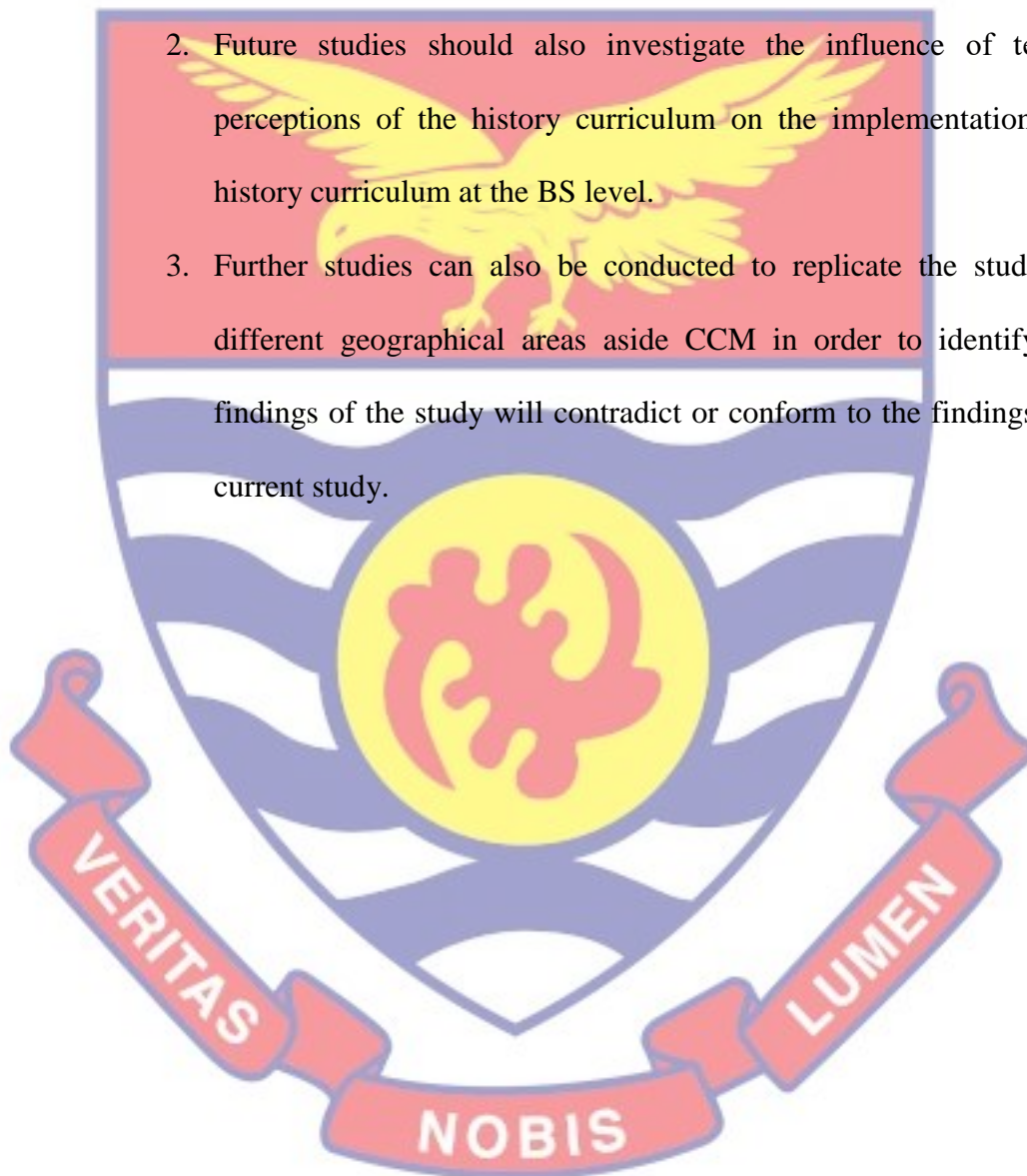
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APPENDICES

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APPENDIX A: ETHICAL CLEARANCE LETTER FROM

INSTITUTIONAL REVIEW BOARD, UCC

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v5/21-61

Date: 2nd July, 2021

Your Ref: ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Selina Gyamfuah, ..., Reg No. CES-ERB/19/0001 is an M.Phil. / PhD. student in the Department of ...... Basic Education .... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He/ She wishes to undertake a research study on the topic:

Teachers' perceptions and views about the History curriculum at the Basic School in the Cape Coast Metropolis

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

Chairman, CES-ERB
Prof. L. A. Quaicoe
jomolquim@ucc.edu.gh
0247542753

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244752357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0247822083

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APPENDIX B: INTRODUCTORY LETTER FROM THE

DEPARTMENT OF BASIC EDUCATION, UCC

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF BASIC EDUCATION

Telephone: 233-00-321-3329
Cables: University, Cape Coast
Email: basiced.ucc@gmail.com

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: PD/20/V.1/

17th May, 2021

Your Ref:

Dear Sir/Madam,

LETTER OF INTRODUCTION
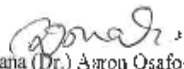
This is to inform you that Selina Gyamfuaa (EF/BEP/19/0001) an M.Phil student at the Department of Basic Education, University of Cape Coast.

She is undertaking a study on **"TEACHERS' PERCEPTIONS AND VIEWS ABOUT THE INTRODUCTION OF THE HISTORY CURRICULUM AT THE BASIC SCHOOL IN THE CAPE COAST METROPOLIS"**. In connection with this, she need to collect data.

The study is academic in purpose and data collected will be treated as confidential. We would therefore be grateful if you could give her the necessary assistance.

Thank you.

Yours faithfully,

Nana (Dr.) Aaron Osafo-Acquah
HEAD OF DEPARTMENT
DEPARTMENT OF BASIC EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST

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APPENDIX C: INTRODUCTORY LETTER FROM CAPE COAST

METROPOLITAN EDUCATION DIRECTORATE

GHANA EDUCATION SERVICE

In case of reply the
Number and date of this
Letter should be quoted

METROPOLITAN EDUCATION OFFICE
P O. BOX 164
CAPE COAST

REPUBLIC OF GHANA

Tel. 8244789302/024-975080
Email. ccmetroedumail@yahoo.com
My Ref. No GES/MD/EP/VOL.3/106

23rd June, 2021

DISTRIBUTION
THE HEADS OF SCHOOLS CONCERNED

PERMISSION TO COLLECT DATA IN SCHOOLS

This is to inform you that Management of the Directorate has granted permission to MS. SELINA GYAMFUAH an M.Phil student at the Department of Basic Education, University of Cape Coast, to collect data on the topic **"TEACHERS PERCEPTIONS AND VIEWS ABOUT THE INTRODUCTION OF THE HISTORY CURRICULUM AT THE BASIC SCHOOL IN THE CAPE COAS METROPOLIS".**

Please, kindly grant her the courtesies and assistance she requires in collecting the data. The data collection exercise, SHOULD NOT however disrupt teaching and learning activities. You are also reminded to STRICTLY ADHERE to all COVID-19 protocols.

Thank you.

DORCAS BRENDA ASARE (MS)
METRO DIRECTOR OF EDUCATION
CAPE COAST

cc
Head of Supervision, MEO, Cape Coast.
SISOs Concerned, MEO, Cape Coast

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APPENDIX D

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF BASIC EDUCATION

QUESTIONNAIRE FOR TEACHERS

Dear Teacher,

This questionnaire aims at exploring teachers' perceptions of the new history curriculum at the basic school (BS) in the Cape Coast Metropolis (CCM). This questionnaire would like to solicit for your opinions and concerns. Any information provided would remain confidential and would be used for solely academic purposes.

Section A: Background information

The statement provided below seeks information about you. Please provide an answer by ticking (√) in the box provided.

Gender: Male [ ]   2.Female [ ]

Name of School: [   ]

Present Class you Teach: BS 1[ ]   BS 2[ ]   BS 3[ ]

BS 4[ ]   BS 5[ ]   BS 6 [ ]

Years of Teaching Experience: Less than three years [ ]   3-5 years [ ]

Above 5 years [ ]

Teacher's Educational qualification: Diploma [ ]   HND   [ ]   Degree   [ ]

Master's Degree [ ]

Other, please Specify [   ]

Programme Studied: Early Childhood [ ]   Basic Education [ ]

Other, please specify [   ]

Teacher's Area of Specialisation. Please specify: [   ]

Section B: Teachers' perceptions of the new history curriculum at the BS.

Please provide your answer by ticking (√) in the box. SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

What are teachers' perceptions of the new history curriculum at the BS in the CCM?

	Item	SD	D	A	SA
1.	History is an important subject				
2.	The teaching and learning of history is essential at the BS.				
3.	Teaching history will have a positive impact on the lives of pupils at the BS.				
4.	Pupils at the BS are matured enough to learn history of Ghana				
5.	History should have been introduced earlier at the BS.				

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Section C: Teachers' Perceptions of the content of the new history curriculum for pupils.

Please provide your answer by ticking (√) in the box. SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

What are teachers' perceptions of the content of the new history curriculum for pupils at the BS in the CCM?

	Item	SD	D	A	SA
6.	The content of the history curriculum is relevant for the pupils				
7.	The topics selected are above the level of the pupils				
8.	The teaching content is easy for pupil to understand				
9.	The content of the history curriculum meets the cognitive development of pupil				
10.	The content promotes enthusiasm in the learning of the subject				
11.	The content of the curriculum is overloaded for pupil				

Section D: Teachers' perceptions of the TLRs needed in the teaching and learning the new history curriculum.

Please provide your answer by ticking (√) in the box. SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

What are teachers' perceptions of the TLRs needed in the teaching and learning the new history curriculum in the CCM?

	Item	SD	D	A	SA
12.	History textbooks for pupils are not enough in the school to promote the effective teaching and learning of history				
13.	Teaching tools including calculators, cameras, computer, phones, radios and television sets are unavailable to teach history				
14.	Visual materials which include maps, models and charts are inadequate for the teaching of history				
15.	Primary sources which include archaeological findings, archival documents, carvings, coins, newspapers, pottery, and wall paintings are unavailable to teach history				
16.	Computer software like Microsoft office packages (Excel, PowerPoints, and Office Word) as teaching and learning tools are unavailable to teach history.				
17.	Resource persons are unavailable to be utilised to teach history				

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Section E: Teachers' perceptions of the teaching methods required to teach the new history curriculum.

Please provide your answer by ticking (√) in the box. SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

What are teachers' perceptions of the teaching methods required to teach the new history curriculum at the BS in the CCM?

	Item	SD	D	A	SA
18.	Teaching method should be selected with regards to pupil' individual characteristics.				
19.	Multiple methods are required to teach history				
20.	Teaching methods that enable pupil in observing and collecting historical evidence is needed to teach history				
21.	Teaching methods used in teaching history should promote pupil interest of the subject				
22.	Learning-centred classrooms through the use of creative approaches is essential in history teaching				
23.	Methods that engage pupil to debate among groups on various topics relating to history.is needed to teach history				
24.	Educational visit is needed in the teaching of history				

Section F: Teachers' perceptions regarding their content knowledge of the new history curriculum

Please provide your answer by ticking (√) in the box. SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

What are teachers' perceptions regarding their content knowledge of the new history curriculum at the BS in the CCM?

	Items	SD	D	A	SA
25.	Teachers at the BS level have inadequate training to implement the history curriculum effectively				
26.	Few teachers at the primary school level have studied history related content/subject in their pre-service education				
27.	Not all teachers are capable of teaching the content of the history curriculum due to their area of specialisation				
28.	Teachers feel the content of the history curriculum is difficult to teach.				
29.	The training workshop for the implementation of the curriculum did not give teachers the mastery needed to teach history.				

Thank you

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