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STUDENTS' PERCEPTIONS OF THE METHODS TEACHING SOCIAL STUDIES AND ITS IMPLICATIONS ON THEIR LEARNING OUTCOMES IN THE CAPE COAST METROPOLIS

SARAH FREMPONG

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BY

SARAH FREMPONG

Thesis submitted to the Department of Basic Education of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy degree in Basic Education

JULY 2022

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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.

Candidate's Signature: …….. Date: ….....

Name: ……

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were 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 examine students' perceptions of the methods teaching Social Studies and its influence on their learning outcomes in junior high schools within the Cape Coast Metropolis. The descriptive survey design was used in the conduct of the study. A sample size of 160 respondents were carefully chosen through the disproportionate sampling procedure. Questionnaires were used to gather data from respondents. Secondary data were also collected on students' academic performance. The data collected were analyzed using means and standard deviations as well as multiple linear regression. The findings of the study revealed that, students generally had positive perceptions about the methods used in teaching Social Studies. Again, the study revealed that teachers used the appropriate methods in teaching Social Studies; that is, student-centered and teacher-centered methods. Students preferred student–centered methods to teacher-centered methods. Finally, the study indicated that, students' perceptions of Social Studies teaching method was a significant positive predictor of students' learning outcomes. Based on the findings of this study, it was recommended that circuit supervisors in the Cape Coast Metropolis should organize seminars and workshops once a while for Social Studies teachers to consider the current trends of teaching Social Studies in the classroom.

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DEDICATION

To the Frempong Family

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CHAPTER ONE

INTRODUCTION

Background to the Study

As long as human society still exists, it has become expedient for countries to Study Social Studies as part of their school curriculum. This is because Social Studies addresses issues relating to humans and their relationship to their environment. This makes Social Studies a life-liked subject that studies persons in the factual life circumstances. The recognition of individuals and society as the most expedient aspect of learning and improvement of persistent expertise and understanding to facilitate them to function well in the society is one of prominent datum derived from the learning of Social Studies. Cobbold (2013) suggested that Social Studies is an incorporated field that draws its subject matter from the various disciplines. Social Studies as a subject, is cohesive in nature. It is the 'unified study of the Social Sciences and humanities to promote civic competence', as suggested by National Council for the Social Studies' (NCSS, 1994).

Social Studies is one of the integrated themes in the Ghanaian educational programme from the basic level to the University level. It plays a significant role in shaping learners' values and behaviours. It allows learners to understand each other better of the physical and social forces at work around them and their responsiveness that their lives can be shifted in accordance with those powers (Jaromlimek, 1989). Social Studies has been incorporated into the Ghanaian curriculum, with a main objective of providing education for

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citizenship. Jaromlimek, (1989) identified three categories of Social Studies objectives for the achievement of education in citizenship first, perception of information and awareness; Second, behaviour related to interest, respect, values and feelings; third, competencies interrelated to the use and application of learning in Social Studies and the ability to acquire new understanding. This indicates that the goals of Social Studies cover the cognitive, affective and psychomotor domains. Information and awareness method are the logical component, while thoughts, behaviour, emotions, beliefs, empathy, principles are the affective component. The psychomotor domain is being able to apply the acquired information in new contexts that deal with manipulation of learning Social Studies. The topics under Social Studies are developed with good purpose and objectives, its progress can only be seen by successful assessment which can be achieved with the use of applicable teaching procedures. The evaluation of the learning outcomes is central to this assessment. The assessment is to decide how well the instructional plan and its expected goals have been accomplished.

The nature of Social Studies makes it necessary to teach the subject with care, thus the integrated nature of Social Studies demands teaching with integrated approach as well considering the multidisciplinary nature of Social Studies. This assertion is in agreement with Martorella (1994) when he stated that, the expanse of Social Studies gains a substantial quota of its uniqueness from the important sources of Social Studies subject matter, which includes the disciplines of the Social Science and means of enquiry, used in the Social Sciences.

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In primary, secondary and the university, Social Studies is most commonly renowned as the name of some options or set of courses studied. All over the globe, it may also denote to the study of facets of human society in schools and colleges. Social Studies largely concentrates on the indigenous community and family at the Junior High School (JHS) level. By middle and high school, the Social Studies prospectus grow into more discipline-based and content-specific. Social Studies differ greatly as a subject between countries and curricula, according to the needs of society, consequently, Social Studies courses habitually comprise of a general and discussions that are opinion-based (Sawer, 2015).

Ghana has a way of teaching Social Studies where at the Junior High School and Senior High School, Social Studies is imparted as a subject and studied at the tertiary level as a course. The Junior High School syllabus has been alienated into three segments. Section one which is 'the Environment', Section two is also 'Governance, Politics and Stability'. Final, section three is 'Socio-Economic Development' (Ministry of Education, 2001). Each section has four units with topics for teachers to teach. The nature of topics in the syllabus demands varied teaching methods in order to make the topics interesting and meaningful to learners.

Despite the fact that the syllabus provides teaching and learning activities for each topic, it appears that instructors in most schools do not always use the appropriate method in instruction, hence students have the perception that Social Studies is boring. (Chiodo & Byford, 2006)

The Social Studies teacher should, therefore, be well prepared more than any other subject teacher, this necessitates a well-organized, conscious teacher of

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sound knowledge (Aggarwal, 1982). These call for sound professional preparation in teaching theory and art and assessing the teachers' learning goals so that they can fulfill the intended role of Social Studies in producing responsible people. The topic is intended to trigger change in the life, beliefs and behaviour of the person, leading to a healthy and responsible citizenship. The Social Studies teaching syllabus has aims geared toward this positive aim of creating responsible people.

Some of the problems in the Ghanaian classroom may include; Teachers use of inappropriate teaching and learning materials, teachers' content knowledge and the fact that, teachers teach the subject in isolation. The integrated nature of Social Studies seems to confuse the students. Also, the issue of the preferred methods students enjoy during the teaching of Social Studies appears not to have been identified. For these reasons Students must be clear with the concepts of Social Studies in order to clear misconceptions about the subject and to make the subject interesting and effective.

Studies have been conducted on some methods teachers perceive to be effective when used in teaching Social Studies. Abdu-Raheem, (2015) teachers' perceptions of effectiveness of methods of teaching Social Studies in the Ekiti State, Nigeria. Russel and Waters (2010) also conducted a study on what students like and dislike about Social Studies. Bolinger and Wilson (2007) conducted a similar study on the effectiveness of teaching methods.

Even though, studies have suggested some methods teachers perceive to be effective, students hold on the notion that Social Studies is boring (Chiodo & Byford, 2006). The researcher agrees with this notion because, teachers seem to have less idea on methods that are preferred by students and

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therefore use methods that they are comfortable with and neglect the choices of students, this is because several studies fail to take one very critical aspect into account, how do students enjoy studying Social Studies? The above problem can be suggested to be the reason some students' still record low performance in Social Studies. This suggests that, the goal of achieving maximum understanding of the subject has not been reached to high extent. Therefore, the current study therefore attempted to find out the students' perceptions of the Social Studies methods and how it affects their learning outcomes. Students' perception of the teaching method is essential since students are the immediate beneficiaries of the teaching and learning process. Manifestations of students having negative perceptions about teaching methods may include, students not taking lessons seriously, poor understanding of lesson delivery which can result in poor academic performance.

Despite the effort made by the Ghana Education Service with the syllabus to help teachers, students still hold on the notion that Social Studies is boring (Chiodo & Byford, 2006). It is against this background of students' perceptions' that the researcher wants to investigate currently what is being demonstrated in the class and find out students' perceptions on the Social Studies methods and how it affects their learning outcomes in the Cape Coast Metropolis.

Statement of the Problem

The perception that Social Studies is boring has been a matter of concern to many class room teachers (Russel & Waters, 2010). This is because the perceptions students have about a subject may affect their attitude

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regarding their dedication towards the study of that particular subject. In attempt to deal with this problem, empirical studies have been conducted to examine this notion in order to find out whether the aforementioned argument is true or not (Campbell et al., 2001; Abdu-Raheem, 2015; Bolinger & Wilson, 2007).

For instance, in the study conducted by Campbell et al (2001), 10 teachers were randomly sampled and were asked to give their view on how they perceive the methods of teaching Social Studies. The findings suggested, teachers preferred the use of students-centered methods which includes role playing and group discussion in teaching social studies. Similarly, a study was conducted by Abdu-Raheem, (2015) on teachers' perceptions of methods of teaching Social Studies in the Ekiti State, Nigeria. The sample for the study was 320 teachers. The findings of the study revealed that teachers perceived learner centered methods of teaching Social Studies as the best method that could be adopted in teaching Social Studies compared to the teacher-centered method. The results of Abdu-Raheem's study suggested that the adoption of learner centered method such as inquiry method, discussion as well as role play were more effective in teaching Social Studies compared to other methods.

Also, Bolinger and Wilson (2007) conducted a study on teachers' perception of effectiveness of teaching methods. Teachers were interviewed to give their views on the effectiveness of teaching methods. In their findings, it was discovered that, students feel involved in the lesson delivery when they take active part in the lesson delivery. This finding suggested that teachers

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regarded the students centered methods as more effective compared to other methods adopted in teaching Social Studies as a subject.

Interestingly, although the aforementioned studies investigated the issue of teachers' perception regarding the methods adopted in teaching Social Studies, it appears most of the studies conducted focused on teachers. Although students happen to be the main beneficiary of any teaching method, it appears there is little or no study that engages students regarding the appropriate method of teaching Social Studies in the classroom. Seeking the views of students on the appropriate teaching method that could be adopted in teaching Social Studies as a subject, could go a long way to assist teachers on the methods to adopt in the classroom.

Again, the current study seeks to fill some methodological gaps in literature, in that, this study adopted the quantitative method of inquiry which was in contrast with the qualitative method adopted by Bolinger and Wilson (2007) in their quest to investigate teachers' perception regarding the effectiveness of teaching methods. That is to say, unlike the qualitative method of enquiry which often involves the use of smaller sample size, this study used a larger sample size because it adopted the quantitative method of enquiry. This to a very large extent could increase the external validity of the study.

Similarly, it is quite intriguing to state that among the literature reviewed, it appears majority of the studies focused on teachers' perceptions concerning the methods of teaching Social Studies (Campbell et al., 2001; Abdu-Raheem, 2015; Bolinger & Wilson, 2007). In the case of the effect of teaching methods on students' learning outcomes, it appears much has not

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been documented. This gap, therefore triggers the need to conduct this current study. Thus, this study sought to establish whether the method adopted by teachers in teaching Social Studies could have any influence on students' learning outcome. It is important to put on records that, since students are the main beneficiaries of any "teaching and learning interaction," they are likely to support the productivity of the country if such students perform excellently in their respective learning endeavours. A study of such nature is very important, since it would bring to the fore, students' perceptions regarding the methods of teaching Social Studies and its influence on their learning outcome in the Cape Coast Metropolis.

Purpose of the Study

The general purpose of the study was to find out students' perceptions of the methods teaching Social Studies and its implications on their learning outcomes in Junior High School (JHS) in some selected schools of the Cape Coast Metropolis. Specifically, the study sought to:

1. examine students' perception regarding the methods of teaching Social Studies.
2. identify the methods teachers use in teaching Social Studies.
3. examine the influence of students' perception of Social Studies teaching methods on their learning outcomes.

Research Questions

The current study was guided by the following research questions:

1. What perceptions do Junior High School (JHS3) students hold regarding methods of teaching Social Studies?
2. What methods do teachers use in teaching Social Studies?

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Research Hypothesis

One hypothesis was tested to establish the relationship between students' perception regarding the content of assessment mode and their learning out comes.

H_1: There is a significant effect of students' perception of Social Studies teaching methods on their learning outcome.

Significance of the Study

The study provided information on how Students perceive the methods used in teaching Social Studies and the relationship between their perception and their learning outcomes. To begin, the study could help identify the desired and appropriate teaching methods and techniques in teaching and learning Social Studies. Further, the results of the study may also help the curriculum planners to consider the nature of teaching Social Studies when planning the curriculum in order to enhance effective teaching and learning of Social Studies.

Also, the findings would guide the Ghana Education Service (GES) through on the job training to stimulate interest in the teaching of the subject. Lastly, the study would add up to existing literature on the perceptions students have on the teaching methods used in teaching Social Studies and how it affects learning outcome, that is, the findings from this study would serve as a basis for other researchers to build upon to investigate other related issues.

Delimitation

The focus of the study was to find out students' perception of the methods of teaching Social Studies and its' effects on their learning outcome. Such study is of great importance and could have covered all the schools in the

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country; however, the researcher confined the study to the public schools in the Cape Coast metropolis. Also, the study was delimited to the JHS three students in four selected schools in the Metropolis. The researcher delimited the work to form three pupils due to the fact that they were the best respondents for the study since they had studied Social Studies for a longer period of time than the rest of the classes.

Organization of the Study

The study was organized into five chapters. The first chapter comprises of the background to the study, the statement of the problem, purpose of the study, research question and hypothesis, significance of the study, delimitation as well as the limitations of the study. The Chapter two (2) of the study focused on the reviewed literature relevant to the study. It examined some theoretical and empirical studies on the topic. Chapter three (3) entailed the research methods. It dealt with the research design, study area, population sampling procedure, data collection instrument, data collection procedures and how the data was analyzed after its collection. The chapter four (4) contained the results and discussion. Chapter five (5) comprises summary, conclusion and recommendations.

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CHAPTER TWO

LITERATURE REVIEW

Under this section, substantial literature linked to the study variables were reviewed. Specifically, theoretical review on contextual relevance of the Theory of Constructivism, Theory of Cognitive Development was also reviewed. The concept of Social Studies, the scope of Social Studies, objectives and goals of Social Studies, Social integration, aims of the Junior High School Social Studies syllabus in Ghana, and attitudes of the public towards Social Studies were discussed. Additionally, empirical literature in relation to the research questions and hypothesis stated were reviewed.

Also, perceptions of students' and learning outcomes, students' perception towards the teaching and learning of Social Studies, family size and students learning outcomes in Social Studies, the relationship amongst family size and children's educational achievement in Social Studies**,** Socio-economic status of parent on children's educational achievement in Social Studies and the methods of teaching Social Studies (Teacher-centered and Students -centered) were included.

Theoretical Review

Piaget's Theory of Cognitive Development: Jean Piaget (1896-1980)

The Cognitive Development theory was propounded by Piaget. According to Piaget (1929) the theory is a logical theory about human cleverness's origin and development. The theory compacts with the core of information itself and how it is gained progressively by humans Paradigm.

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The theory of Piaget is mainly recognized as a theory of the developmental stage. Cognitive growth for Piaget is a gradual reshuffle of mental progressions ascending from biological fruition and experience in the surroundings. He thought that progenies cultivate an alertness of the universe, come across irregularities in what they are previously aware of what they see in their environs and amend their thoughts accordingly (Tuddenham, 1966) In adding, Piaget contended that cognitive development is at the core of the hominoid organism, and dialect be contingent on the attainment of information and understanding through cognitive development.

Linking the theory of Cognitive Development to the Study

The current study can be situated in this theory since the theory agrees with the use of teaching methods that can help children to understand the things around them and how they can affect their development. Child-centered methods is therefore appropriate for the child's cognitive development. Child-centred and 'open education' classroom are direct applications of Piaget's views (Kwao, Antwi-Danso & Atter, 2018).

Contextual Relevance of the theory of Social Constructivism: Vygostky (1896-1934)

Social Constructivism is a learning theory propounded by Lev Vygostky (Vygostky, 1978). Social Constructivism is also collaborative learning because it is based on interaction, discussion and sharing among students (Akan, Igwe, Ikechukwu, & Okoro, 2020) The present study employed the Constructivism theory of learning to help explain the two main methods used in teaching Social Studies. That is Teacher centred- methods and Learner centred- methods. This theory is applicable to the study since it

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supports the idea of using blended teaching ways and knowledge about the teaching of Social Studies. Constructivism believes that awareness that arises through the interface between acquaintance and knowledge is not exterior to the innovation that he or she is informed of and awaiting; rather, understanding is procreated over a progression of new evidence that interacts with previous learners' understanding and capabilities (Du plessis & Muzaffer, 2010). When it is being used rather than when it is presented in a unique manner that separates it from previous capability and from the potential for interaction with it some scholars regard information as important for teachers and students. This can be expounded as; pupils will learn best when they are taught with methods that allows them to interact with other pupils in the classroom thus the learner- centred methods such as Group Activity Method of teaching.

Teachers should establish circumstances for pupils to discern and actively construct knowledge, according to constructivism. Learning how to learn through inquiry-oriented classroom lessons, helps to improve the higher order thought skills of interpretation and synthesis. From this perspective, modules ought to be drawn upon, bond and analyse their prior acquaintance and practices through self-discovery and interface with other pupils and with the instructors. The crucial rule is to occupy pupils in creative, hands-on undertakings, working in groups and amalgamation of awareness across traditional subject areas (Du Plesis & Muzaffer, 2010).

The above theory suggests that learning should take place under a condition that supports interaction, hence the need to critically examine the teaching methods to know which of them are preferred by students. This study

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is centered on the constructivism theory because the study is to examine the teaching methods used in teaching Social Studies and what students perceive about them and also to find out how their perception affect their learning outcomes.

Linking the Constructivism Theory to this Study

The Constructivism theory of learning basically talks about the fact that learning should be done through an external medium thus, interaction. In the context of this study, the theory can be explained through the use of the two main methods used in teaching Social Studies. That is Teacher centred-methods and Learner centred- methods. In the use of a method like the discussion method, individual students will have the opportunity to interact with other students. Also, for a method like the lecture method, the teacher is able to interact with the students in the lesson delivery. Hence the theory is significant to the study.

The Concept of Social Studies

It seems like, over the years, Social Studies researchers have not been able to reach an agreement about what Social Studies entails. Therefore, many authors have attempted to describe Social Studies on the basis of their own cultural experience Longstreet and Shane (1993) suggest that since its introduction in 1916 Social Studies area has been troubled by the problem of meaning. Similarly, Barr, Barth and Shermis (1977) conclude saying, the area of Social Studies is jammed up with uncertainty, discrepancy and ambiguity, which is a dynamic educational perplexity that defies any final concept appropriate to all “What is Social Studies?” also raises these concerns. Or what are research in social sciences? "Is it history with a focus on present

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events?" "Are history, geography, civics, economics, sociology, and all other Social Sciences merged together?" Is it a mix of courses such as career schooling, environmental schoolwork, and masculinity studies? "In terms of cultivating skills such as interpersonal relations and critical thinking, is it a field that defines its objectives?" Over time, field leaders have also wrestled with this concept. Then this is a strong agreement with Tabachnik, Keith-Spiegel and Pope (1991) when they suggested that "general concepts for Social Studies provided by educators whose particular interest is in education in Social Studies that will serve as a guidance and statement of intent for Social Studies" should be discussed in attempting to figure out what Social Studies is. Some educators have never agreed on common definitions, that is whether the subject uses a singular verb ''is'' or a plural verb ''are'' (Zevin, 2000). McClendon (1965) indicated that, a professional usage demonstrates convincingly that the term Social Studies is properly regarded as a plural verb. This notwithstanding, the term Social Studies must be used in a generic sense which takes the singular verb "is". The above suggests that Social Studies can be defined by an individual's perspective depending on his or her cultural background or depending on the context in which he or she is defining Social Studies.

Tamakloe (1994) describes Social Studies as a topic that compacts with human beings and their relation to their environs. A detailed study of this indicates that the teaching of Social Studies should strive to introduce learners to society's culture and to understand that humans, animals and all other plants rely on themselves for endurance. Martorella (1994) stated that, Social Studies are selected Social Science knowledge and study types, carefully chosen

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evidence from any field unswervingly related to the thoughtfulness of people, groups and communities, and the application of the information selected to citizenship edification. Social Studies was also identified by Linguist (1995) as an amalgamation of information, practices, skills and continues to claim that the topic offers potent humanities and Social Science learning to help progenies absorb to be virtuous delinquent solvers and astute decision-makers. These scholars are of the outlook that Social Studies should be imparted using Social Science principles, themes and values with a view to inculcating and elevating citizenship. The meanings mentioned by Martorella (1994) and Linguist (1995) clearly demonstrate that the subjects of Social Science are the basis for the learning and education of Social Studies. They are in other words, the subject matter of Social Studies. To a significant degree, the Social Studies Promote other related subjects.

As they specifically support the growth of temporal and spatial competencies and sustainable living, these are the three primary disciplines of Social Studies. Whereas history collects and assesses important traces of past events and offers the key concepts of chronology, cause and impact and historical records to Social Studies, speaking about Land Types, Migration, Climate, Ecosystem and Sustainable Economic Growth and Economics, the Geography in Social Studies curriculum is about learning how we use resources to meet our needs and needs, and these are clearly laid out in the syllabus of Social Studies.

Welton and Mallan, (1992) notes that Social Sciences are also paradigms formed to assist in the scholarly pursuit of knowledge with the content and results of the Social Sciences that provide the raw materials on

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which the Social Studies curriculum is based. This is because there are several other fields that add important understanding, apart from the Social Science subjects listed earlier. However, it may be true to an extent that the Social Sciences provide the foundational concept-matrix for Social Studies, but it appears that, Social Studies is broader in terms of coverage than the individual Social Science subjects.

Social Studies writers like Barr, Barth and Shermis (1977) define the subject and relate it to the education of Citizen as 'the Social Studies is an amalgamation of practice concerning human dealings for the tenacity of Citizenship Education'. Hayford (1992) seems to have had the same idea, but used various terms, suggesting that citizenship means having the knowledge and skills required to support democracy. African Social and Environmental Studies Program (ASESP, 1994) perceives Social Studies as the incorporation of the goal of encouraging and practicing successful solving of problem, endorsing citizenship aids in social, economic and political matters and difficulties.

The Social Studies syllabus (2001) of the Ministry of Education (MOE) also described Social Studies as cohesive bodies of information, attitudes and skills that will help students cultivate a comprehensive view of Ghana and the world. To solve social problems, the approved definition of the National Council for Social Studies [NCSS] (2003) includes a resilient interdisciplinary emphasis. It states that "Social Studies is the integrated study of the Social Sciences and humanities within the school programme to promote civic competence." For the NCSS, since public problems as fitness precaution and law-breaking are multi-disciplinary in nature, multi-

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disciplinary education is needed to understand these issues. Which means that Social Studies draws problems from various kinds of fields. One distinct aspect that is an indication that Social Studies attract several fields of study and through vital defiance and skills, required to engage in the public lifespan of their local communities, the population and the world is pointed out by the above definitions.

Banks (1990) added by saying that, pupils need understanding of the present world in which they live and its chronological precursor which guide individual to develop well as good citizens. This definition acknowledges the use of concentric slant in the learning and teaching of Social Studies. This is what Hanna (1963) proposed as the sequence and scope design for Social Studies of 'expanding societies.' Basic to this technique, otherwise referred to as Expanding Environments or Expanding Horizons or concentric approach (Cobbold, 2013). In connection with this, MOE adopted it as a model that began from the elementary level for studying at schools. While the principle of the focused approach is well known, some teachers do not teach in the classroom with desired methods and this can be merged into the Frazee and Aryers (2003) writings as the growing atmosphere is fruitless. For the reason that they center on how Social Studies should be imparted in fundamental schoolrooms rather than on material awareness that should be the inventiveness of teaching and reading. Social Studies has also been defined as the blending of humanities and social sciences concepts, theories, values, generalization and knowledge to help students integrate well into society (Kankam, 2016).

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In order to foster civic expertise, the National Council for Social Studies (1994) offered an inclusive concept of Social Studies as an assimilated study of social sciences and humanities. Social Studies offers organized structured research within the school curriculum, drawing on disciplines such as Sociology, Political Science, History, Geography, Psychology, Religion, Economics, Anthropology, and Law as well as relevant humanities, mathematics and thesis material. Such principles allow one to consider Social Studies as an interconnected area that magnets its subject substance from the various other fields. The above meanings reflect the fact that Social Studies has a wider reach and thus needs to be accurately treated. In order for teachers to use the desired methods for schooling Social Studies, the integrated nature of Social Studies requires a methodological way of teaching the subject, so it is necessary to determine how students view the subject and the methods teachers use in teaching Social Studies.

The Scope of Social Studies

The word scope used in the educational system especially used in the syllabuses and textbooks and other relevance documents became very known after the World War II. The developments since the two World Wars have contributed to the introduction of new patterns of material collection for the programme of Social Studies. Until recently, the word reach had been changing. (Tamakloe, 1994). This is in agreement in what Sawer (2015) said, "The Scope of Social Studies was not stable or did not dwell on one thing. Curriculum experts are yet to agree on what the term, scope of Social Studies, is as it varies from writer to writer". All the above authors are of the view that, there has not been a single definition for the word scope for its definition

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changes from one writer to the other depending on their point of view. These are some of the views of how some writers see the term scope.

Banks (1990) is of the view that, at the lower grade in school the scope of the subject is based on institutions and communities such as the home, family, the school, the neighbourhood and the community and at the higher level, a variety of elective courses such as sociology, psychology and problems of democracy are offered. Martorella (1994) also claimed that most educationalists would agree that Social Studies, such as times past, political science, natural features, economics, sociology, anthropology and consciousness, derive some of their identity from the Social Sciences MOE (2010) explain the Scope of Social Studies by stating that from geography, history, economics and civic education, Social Studies takes its source and incorporates it in a manner that creates a subject of its own.

It is summed up by Ravitch (2003) that Social Studies is seen as a wide umbrella covering a variety of topics, disciplines, and skills. Cobbold (2013) further explained, it is significant to note that where subject areas are used to define scope of Social Studies, the structure and contributions of the individual disciplines are used as the building blocks for Social Studies. The aims here is to promote the understandings, abilities and values associated with the subject areas. Aggarwal (1982) suggests that, the scope of Social Studies should embrace a study of relationships, functional study of natural Sciences and arts and a study of current affairs. In keeping with this thematic nature, it was also written by Tamakloe (1991) that the structure of the content selected for the learning and teaching process in Social Studies must be such that it cuts through disciplines in keeping with this thematic nature.

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He believes this can be possible if the content is thematic in nature. He includes subjects such as the school community, our local community, the national community, our continent and others like citizenship, cooperation, interdependence and nationalism easily lend themselves to organization which relies heavily on the use of concepts, facts, skills and values from various disciplines. However, this can be stressed by the fact that Social Studies and social sciences are separate fields of study. Social Studies promotes learning environments that have both a distinct subject emphasis and process focus to achieve their full objectives.

For example, the final one offers opportunities for learners to become actively involved in information analysis and judgment. From the debate, it could be linked that the Social Studies reach is indefinite. To support this assertion Lerning and Ellington (2003) define the scope of Social Studies as endless, eschewing applicable content and lacking focus for effective exercise. They went on to claim that learners rate options of Social Studies as one of their minimum favorite topics, and textbooks on Social Studies are mostly artificial and poor. Tamakloe (1994) writes that the limitless nature exhibited by the scope of the multiplicity of concepts, skills, knowledge, and values that can be utilized to explain issues, phenomena and solve any problem which faces society. Commenting on the nature of Social Studies

Ross and Marker (2005) Social Studies is the most detailed of all subjects, and assessing the limits of whatever is learned in Social Studies involves deciding what social information is most important, what abilities and deeds are most cherished, and what morals are most notable. As a result, the field curriculum terrain is, has been, and will continue to be subject to

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deliberation. It looks as if the problem of selection of scope is due partly to subject matter multiplying in Social Studies and also curriculum innovations, as Preston (1985) records, these inventions, guidance not only method of study but seek to shape the Social Studies scope and structure. It can be seen that a serious problem for education in Social Studies is the large variety of substance material and the aggregate of observable resources that may be used in Social Studies. It should be accepted that because of its conflicting vision and inconsistencies, selection of what to learn is a major problem in planning education in Social Studies (Evans, 2004).

Although Social Studies seems not have an apparent core content, the test for curriculum developers in Social Studies is to design an educational program that underscores the penetration of expedient thinking inside an acceptable jurisdiction of coverage of the subject. The choice of material must therefore form the learner's needs and the essence of society as they complement each other. It relies heavily on the kind of approaches used to teach the learner in order for the learner to benefit from Social Studies. In order to help teachers, use the preferred methods of students in teaching Social Studies, it is also necessary to have access to the expectation's students have about the methods being used to teach them.

Goals and Objectives of Social Studies

Cobbold (2013) stated that, "Various terms are used to describe the terminal expectation of education. These includes words purpose, aims, goals and objectives, but it is often not clear what particular educational outcomes each of these words refer to since they are used interchangeably in the literature". (p.17). Therefore, most researchers in an attempt to explain the

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term Social Studies also try to explain it goals and objectives. The term goal which is being used interchangeably with the word purpose refer to the long-term expectations of Social Studies as distinct from objectives which are more specific and with short term expectation. There have been divisive debates about the aims of Social Studies, as well as their scope.

Ross and Marker (2005) Note that the identical nonexistence of bargain on the purpose of the arena; perchance more than any other characteristics have become the assurance of Social Studies. They added, teachers of Social Studies have often pitched a large tent with plenty of space for different points of view, and the answer to disagreements over priorities most often was to look for how we could all get along. Ravitch (2003) supports this view when she adds that leaders of Social Studies have struggled with their goals and objectives. She also said the Social Studies field has willingly defined its aims again to meet what so ever the socio-political difficulties of the time of life were. The above statement suggests that there exist to some extent a disagreement among those who supports the various "traditions" of Social education, although there seems to be no consensus among educators in Social Studies about what the objectives of Social Studies are, it is widely conventional that the most important pedagogical objective of Social Studies is to relief students as they understand their environment and have urgency as people, as described by (Vinson & Ross, 2001).

The main aim of Social Studies, therefore, is to promote education of inhabitants. Notwithstanding some writers have interrogated the standing of citizenship education as the main purpose of Social Studies. They dispute that the term citizenship has not been visibly defined as goal of Social Studies.

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(Leming, Ellington, & Porter-Magee, 2003). The role of 'contrarians' in Social Studies explicitly points to the central problem in identifying the aims of Social Studies. Ross and Marker (2005) claimed that there is no scientifically objective response to the issue of the resolutions of education for citizenship since those purposes are not items that can be disclosed. In response to what Banks (1990) said, nationality schooling is the primary goal of Social Studies in the institute prospectus, which facilitates beneficial partaking nationality. While the other curriculum areas often enable pupils to acquire some of the aids required to engage in an autonomous culture, Banks continued that Social Studies is the only curriculum field with the main goals of improving civic proficiencies and skills.

Tamakloe (1991) accepted by explaining that the aim of Social Studies is to facilitate students to be able to make resolutions in order to personally solve issues and affect public policy. When it comes to knowledge of the goals of citizenship, the above is important for Tamakloe. The aim of Social Studies is education of citizen to provide prospects for students to analyze, gauge and change past traditions, current social practices and Ross and Marker (2005) problem solving model. Homana, Barber and Torney-Puurta (2006) have described education of citizens as the breaks offered by schools for pupil to take part in substantive understandings of education and other coaching approaches to encourage their growth as individuals who are socially and politically accountable. The National Council for Social Studies (NCSS, 2006) reiterated the primary persistence of education by specifying that students should be productive citizens and that students ought to have the ability to

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spread on their skills as civils to disentangle problems in departments through the curriculum.

Martorella (2001) surmises it up by saying that the straightforward tenacity of Social Studies prospectus crosswise the rank is to develop philosophical, experienced and fretful inhabitants. Contemplative individuals are thinkers who are critical make verdicts and elucidate problems. Capable inhabitants possess a catalogue of expertise to aid them in decision-making and problem disentangling. Apprehensive people investigate their social sphere, identify issues as major, exercise their responsibility as affiliates of a social municipal. The above statement means Social Studies teachers are responsible for training students to develop their knowledge skills and also affective aspect of the individual because they are reflection of good citizens. Martorella (2001) debates that the general persistence of the Social Studies should be education of people; the objective is to produce reflective, proficient and concerned inhabitants who are critical and have an inquiring mind. By thinking reflectively, students are able to apply the best course of action among alternatives. Philosophical thinking therefore disrupts prejudices and deliberates on issues that are fair to everyone involved (Parker, 2002). Since residency is the principal determination of Social Studies as well as the bed rock upon which school function (Hamot, 2000).

It can be concluded from literature that, the intentions of Social Studies can be attained in the long term whiles the objectives can be attained in the short term, teachers should provide appropriate content of the subject to help close the chapter on confusion when it comes to Objectives and Goals of Social Studies. This will require the use of desirable teaching method that

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will enable students to obtain holistic development, therefore there is the need to know the perceptions students have about the teaching methods used in teaching Social Studies.

Social Integration

The act of putting two or more items together is integration, in Social Studies, Integration means to blend the teaching and learning phase of important ideas, specifics and evidence in themes that are allied to form entirely new part. Dada (2008) views amalgamation as the direct connection between the innumerable disciplines within the program of study, which relates what is learned in mathematics to what is learned in science by using the ideas produced in the literature reading to school the acuity of historical period as unfolding to concepts of historical causality as it operates in the dynamics of unrestricted life. (Dada) 2008 agrees that Tyler's outlook of integration in this nous is not altered from the model of subject correlation, which have been publicized in educational literature but not often meritoriously used during classroom tutoring

The integrated approach was submitted because of the increasing discontent with courses delivered under separate subjects that alienated students from their old-fashioned culture and made them to be abashed (Dada, 2008). He bowed to the fact that the transdisciplinary approach was in line with conventional African education. The above interpretations agree with Vygosky's view that erudition is socially created and that society should create a structure for the enlargement of an infant. A myth is the idea that affirmative expansions have been made to better teach that the curriculum is organized according to the colonial model.

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It appears, however that the subject's teaching has persisted dull and does not allow for more accessible and productive learning. The lack of integrative teaching approaches may be the cause of schools' fruitless or pitiable impacting of Social Studies. Therefore, knowledge when integrated allows students to make current conclusions on the unruly of existing, to spot knowledge from the Social Sciences and human race through newfangled general insights and situations based on the creation of fruitful and industrious citizenship; it also allows students to have a universal view of the world as a combined body. The Social Studies method is grounded on the core principles promoted for learning and teaching (Bamusiime, 2010).

Integrated nature of Social Studies demands the practice of diverse teaching procedures in direction to enhance comprehensive instruction and learning. Therefore, it is expedient to be sensitive to the perceptions pupils have regarding the teaching methods used in teaching Social Studies and how it affects their learning outcomes.

Aims of the Junior High School Social Studies in Ghana

In Ghana, there has been a new curriculum introduced from February, 2020 which also means a change of the Social Studies syllabus in the Junior High School. For the determination of this study, the aims and objectives of each syllabus was discussed since the study revolves around both syllabi.

For every curriculum to be implemented there is the need for a statement of objectives which are formulated based on the aims of that curriculum to direct the implementations. These objectives specify what the learner ought to be able to do or achieve at the expiration of each tutoring process and at the entire end of the programme. Tyler (1949) in support of the

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argument, it is key to understand that every testimonial of school goal had better be an avowal of improvements to take place in students, because the real drive is not to make the teacher conduct those tasks but to bring about substantial vicissitudes in the behaviour array of the students.

The 2007 Social Studies syllabus identified seven goals, called general objectives, for teaching the subject. They are to help the pupil to:

1. comprehend the interrelationship between the physical and social environment as well as their effect on Ghana's development;
2. increase in value the influence of the past on recent and forthcoming enlargement determinations of the nation;
3. comprehend the different environmental elements and how they should be protected to guarantee justifiable improvement;
4. identify Ghana's major challenges and be able to ripen fundamental gen and expertise to deal with the task;
5. comprehend the changes of improvement in the world and their impact on expansion in Ghana;
6. improve the information, attitudes and needed skills for personal development, respect, and diplomatic co-existence for publics of other homelands;
7. grow a feeling of national awareness and national uniqueness (Ministry of Education, Science and Sports, 2007).

Below are the current aims of the new Social Studies syllabus.

The new curriculum introduced from February, 2020 which also means a change of the syllabus in Social Studies of the Junior High School.

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For the purpose of this study, the aims and objectives of each syllabus was discussed since the study revolves around both syllabi.

For every curriculum to be implemented there is the need for a statement of objectives which are formulated based on the aims of that curriculum to direct its' use. These objectives specify what the learner ought to be able to do or achieve at the end of each coaching process and at the entire end of the programme. Tyler (1949) in backing of the avowal explains that since the tangible drive is not to have the mentor carry out assured undertakings but to bring about momentous fluctuations in the pupils' array of behaviour, it turns out to be imperative to spot that any proclamation of intents of the school should be a statement of changes to take place in students.

Below are the current aims of the new Social Studies syllabus. (2020)

1. Explore and protect the environment
2. Exhibits sense of belonging to the family and community
3. Appreciate themselves as unique individuals
4. Demonstrate responsible citizenship
5. Develop attitudes for healthy and peaceful co-existence
6. Ensure sustainable use of resources
7. Develop sense of patriotism and national pride
8. Make themselves globally competitive (Ministry of Education 2020)

The views of the researcher concerning the two aims include the fact that both aims are similar in meaning and in the same context the difference is the simplicity in the length of the current aims. Also, both syllabi serve the same purpose that is to make the students become critical thinkers and good citizens. Both syllabi emphasizes on the use of learner-centered approaches or

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techniques, in schooling the topics in the syllabus. Lastly the current curriculum has been broadening to be able to gratify for the current needs of the pupils in education. For the purpose of this study the researcher focused on the old syllabus since the sample of this study deals with Junior High School three students (J H S '3').

It can be noted that for the aims of every syllabus to be implemented they must be with the use of teaching methods. Therefore, there is the need to know of students' perceptions about the teaching methods used in coaching Social Studies if relevant.

Concept of Perception

Perception can be described as toughly held views that represent the views and feelings of people and can sometimes be expressed in character. As we travel around the world and construct an ideal of how the world works, the study of cognitive psychologists indicates that, meaning, we feel the neutral of the universe, but our perceptions chart to perceptions, and those perceptions are transient, in the same way that math's assumes that they are temporary. (Morris, 1973). Our expectations change as we learn new knowledge. Beliefs are stuff that we do not challenge or filter on our own in life. As they are, we use them. They involve the conventions we have interpreted and refer to a system or way of thinking or socket of view however; it is the sifter of any involvement on our principles.

A vital part of just how we interpret stuffs or individuals has to do with what we feel they are or should be (Morris, 1973). The understanding of Social Studies depends on what students themselves consider Social Studies to be. Therefore, since pupils have been constrained in what they can remark,

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they are vastly discerning in what they want to pinpoint and what is important to them. Although they are from the same physical world, different people may react differently in this filtering process. The same familiarities, thus memories, will not always be open to them. Therefore, expectations contribute to the way we behave or react. What results in our behaviours is the way we do our thought (perception). Therefore, our behaviour can be dictated by our perceptions. The capacity to interpret corporeal capability is called perceptual selectivity Perceptual discernment is inclined by both external and internal factors. External variables are linked to stimulus contexts in which people interact, while internal variables are linked to learning, personality, and motivation, for example, such that the perceiver constructs it in the most appropriately informative manner so that it is built in the most informative way by the perceiver (Morris, 1973). It appears that, perceptual proceeds in excess of out of duty makes people see just what they assume and to see.

The person involved pays courtesy to only tiny portions of incitements in a way and thus relics uninformed of certain items that he does not anticipate. Their perceptual selectivity should be manifested in mandate to influence the response of students to Social Studies. Therefore, the perceptual selectivity in Social Studies may be improved by the use of preferred Social Studies teaching techniques, which ensures that media and other prominent outlets can follow-up, reviews and updates on the situation in schools.

Therefore, by using preferred teaching methods in Social Studies, the perceptual selectivity in Social Studies can be strengthened, meaning that media and other influential sources can follow-up, study and update the situation in classrooms. Frankfort - Nachmias (1992) articulates the perception

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of readiness as a neural or mental situation exemplified by cognizance, emotions and actions, structured over intentional erudition and freedom through experience. This is discussed as a directive or a forceful encouragement on an individual's reaction to all situations and objects which are related to him or her. Perceptions therefore, according to Moore (1997) have three fundamental components:

i. Thinking constituent.

ii. Emotion constituents.

iii. Acts or elements of behaviour.

The three are connected; they are always present whenever attitudes are held by an individual. A more apparent problem in Social Studies perception research is that these do not be made up of a singly one paradigm, rather a bulky number of sub-constructs, all of which lead to shifting proportions towards the perception of Social Studies by a person. Studies conducted by Oliver and Simpson (1988) included a collection of constituents in their procedures of perceptions to science. It can be deduced from the literature that, the way teacher handle Social Studies can affect greatly the perception of pupils and perception can also affect the performance of pupils. Hence, the need to investigate into Students' perception of the methods teachers use in teaching Social Studies and their learning out comes in order to clear any misconceptions and doubt students may have about Social Studies.

Figure 1 and figure 2 present empirical diagrams on content integration and method integration.

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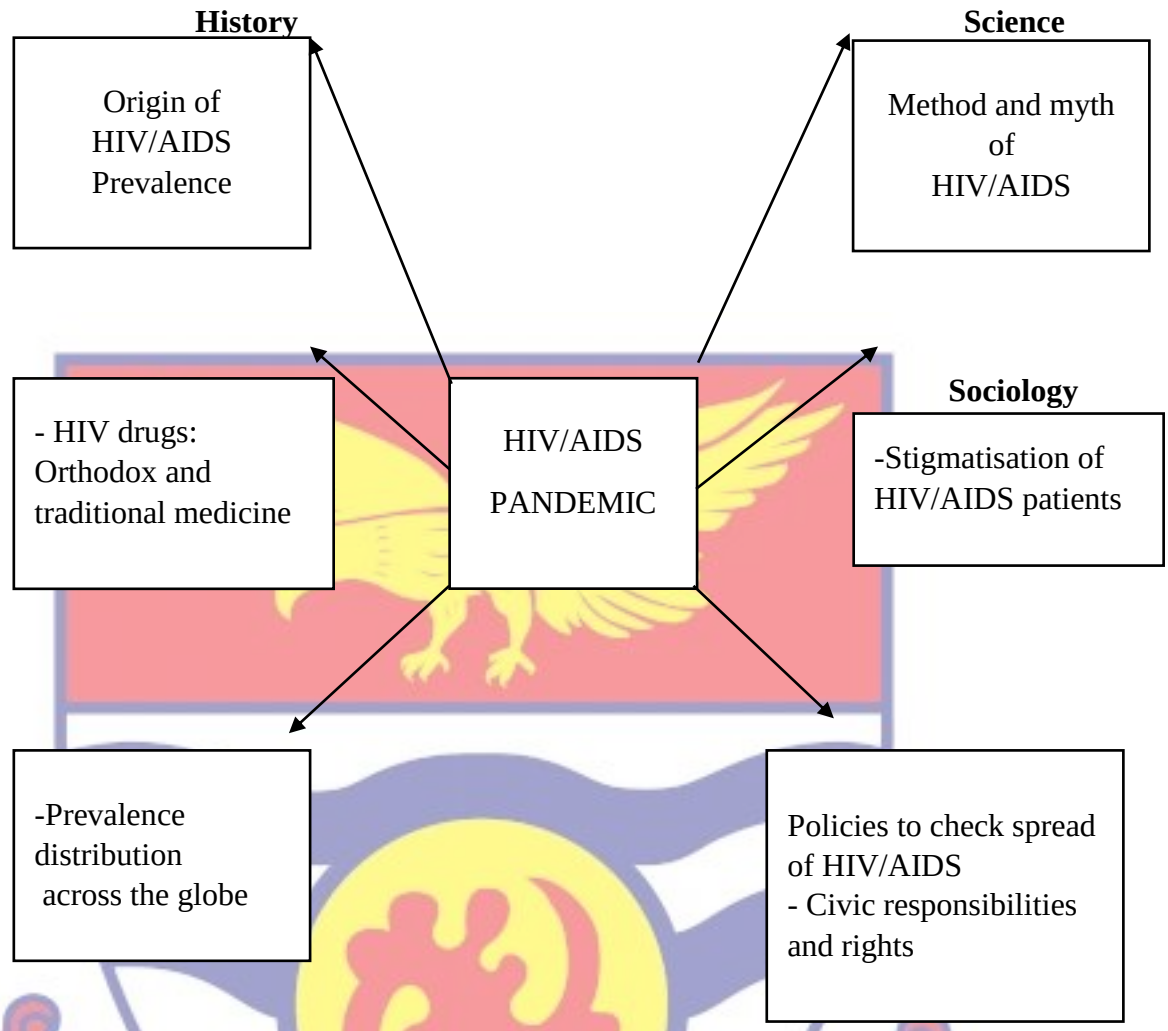

Figure 1- Diagrammatic representation of content integration. Adapted from Kwao, and Antwi- Danso, (2018)

Figure 1 shows that subject areas such as History, Economic, Geography, Government, Sociology and Science can yield facts, concepts, principles and ideas that are built on themes to demonstrate a curriculum web on HIV/ AIDS

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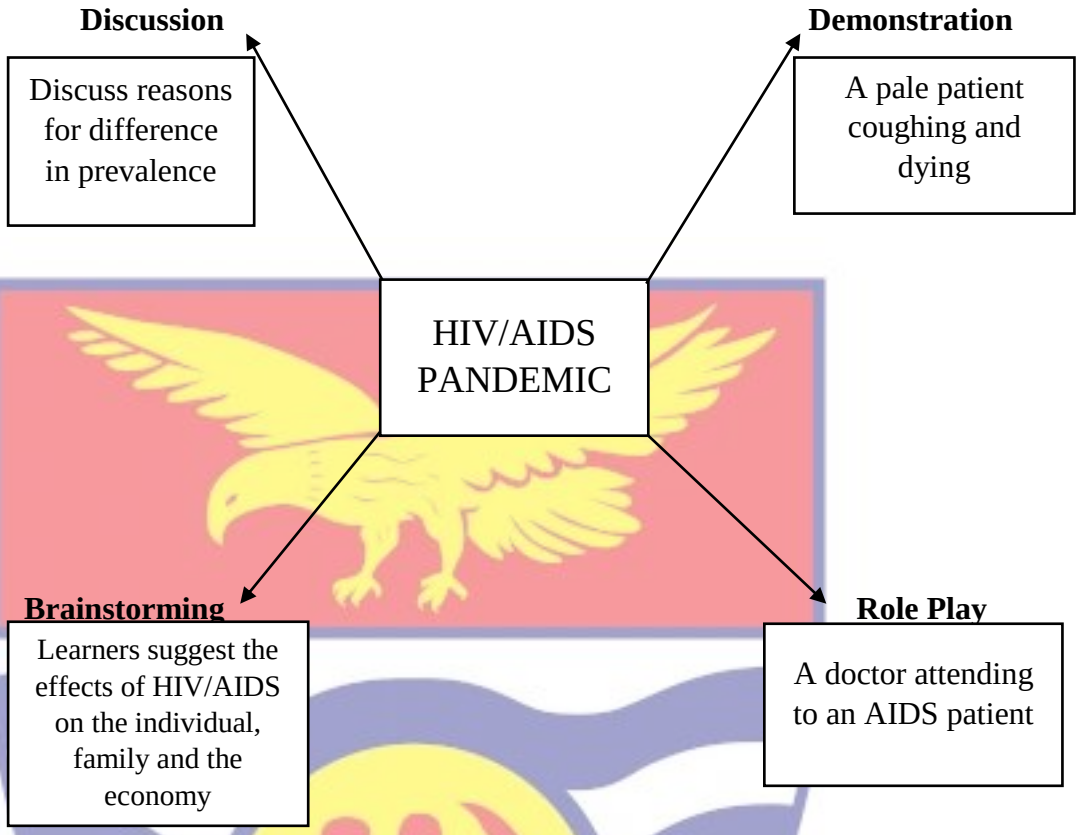

Figure 2- Diagrammatic representation of method integration, adapted from Kwao and Antwi- Danso (2018)

The method Integration works the application of teaching principles. This leads to integration and the harmonization of various methods, techniques, strategies and modes of investigation or inquiry, demonstrate, illustrate, disseminate subject matter, events, conditions or solve a problem. The method integration is intertwined and inextricably interwoven (Kwao, Antwi-Danso, & Atter 2018).

Importance of Integration

This aspect has proven quite revealing and broader in context. It discusses the importance of integration

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1. It enables leaners at early stages of schooling to look at knowledge and skills in a holistic manner.
2. It promotes the development of inquiry mind or curiosity instinct of learners beyond artificial barriers of subject areas.
3. It prepares young learners broadly for future specialization in specific field of higher education
4. Integration enhances retention of what is understood by learners beyond the classroom interactions
5. It helps learners to translate school learning into problem solving situation in life. In this way, learners become continuous, life-long students through problem solving.
6. It brings a reflection of society into the learning of students since issues learnt do not come from one source but various disciplinary areas.
7. It eschews boredom in the teaching-learning process since learners are active participants via different methods and techniques.
8. Integration endangers active participation of learners of lessons.
9. Classroom interactions becomes meaningful leading to retention.
10. Transfer of knowledge also becomes eminent.

Empirical Review

The review of related studies is further divided into several sub themes that reflects the objectives of the study. They include;

Relationship between Perception and Learning Outcomes

Kuppuswamy, (1991) defined perception as the manner of formation impressions of sense over incorporation, association and clarification of senses and as result of connections among the sensual tissues and the vital system of

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nervous, as well as learning outcomes can be demarcated as the skill sustained demonstrated by a pupil in the substance on which he/she is confirmed (Adeniyi 2006). Also, learning outcomes denotes to the regular expertise a pupil presents in a theme or sequence of study underneath satisfactory circumstances. Academic success can be viewed as student output as dignified by the results of their interior and peripheral exams (Raji, 1995). Three students whose repeated average scores in a subject are 70 %, 50 % and 30 % percent can be alleged to have high learning outcomes, regular learning outcomes and low learning outcomes, correspondingly, in accordance with these meanings.

The correlation between motivation and learning describes the relationship between perception and academic success. Educational motivation utters any element that increases curiosity in research (Kuppuswamy, 1991). Abdullah, Cano, Descals, and Guarro (1998) the classroom scenario, of motivation is defined to embrace all those variables that convince, sustain and direct individual erudition." Such variables include: interest, parental encouragement, support for teachers, resources availability and job prospects, attitudes of viscount groups, special aims and aspirations, and rewards in their different forms. "Therefore, spur may be internal (i.e., the learner's personal objectives or interests) or external (i.e., inducements or incentives from factors outside the learner) Research has shown that drive characteristics description for 23-27 percent of the overall adjustment in college accomplishment.

Adeniyi (2006) suggested that, the Law of Readiness of Thorndike situates that when an entity is all set to do a thing, it is rewarding to do the task, but when it is not ready, the effect is unsatisfactory. In order to achieve

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success, readiness is therefore necessary. Readiness is conditioned by motivation; if they have no motivation to do the thing people would hardly be ready to do something. The relevant argument is that sound educational success can only come as a consequence of efficient erudition; without strong motivation to learn, there can be no successful learning; and spur to absorb something can only evolve from a favorable understanding of that entity. In other words, if students in Social Studies do not have a sound perception of the theme and its strategies, they would not be inspired to research or practice it effectively in order to achieve high academic success.

There are several studies showing the presence of a link between motivation for achievement and higher dreams (Ajayi, 2002). Students of Social Studies need be proud of them as students of Social Studies before they can be expected to report extraordinary success in the subject. In Social Studies students, the need for good learning encouragement, nurtured by sound perception, turn out to be even more imperious once it is remembered that Social Studies is a problem-solving theme. A field that is supposed to provide explanations to evolving complications in society definitely needs a high sense of creativity on the part of its academics and origination requires researchers, as Akinboye (2003) commented that for one to truly have a goal, there is no gainsaying one must partake a clear sense of mission and undaunted guarantee to one's grounds.

Students' Perception towards Methods Teaching Social Studies

Few studies have been conducted on the perception of students on the methods of Social Studies. The method can be linked to methods of teaching Social Studies like brainstorming and discussion method. These include a

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study steered by Russell and Waters (2010) to examine what Middle school pupils prefer and distaste about Social Studies tuition in the southeastern states of Nigeria. The researchers used the survey process, using a convenient sample, using a total of 480 students from middle school. The researchers administered open ended questionnaire. The study's outcome revealed that students hated when the content mode of assessment is linked to the lecture, memorization or rote note taking, worksheets, textbook coursework and busy work. This suggests that learners prefer learner-centered techniques to teacher-centered techniques.

This coincides with the claims that the interpretation of Social Studies by students has to do with how students perceive the subject on the basis of the information obtained by their senses and how this evidence has been measured and interpreted (Schung, Todd, & Berry 1982). Students have less interest in learning Social Studies, permitting to a report by the National Council for Social Studies (2006), because they view the subject as simple and thus do not see the need to study it and pay critical attention to it. This shows that students have negative perception towards the study of Social Studies and as such they pay little attention to it. Todd and Berry (1984) performed a study on the understanding of Social Studies by schoolchildren and found that the subject was considered by most students to be uninteresting, unimportant and immaterial. Their research also found that most students thought that the subject matter and teaching methods of Social Studies were uninteresting. This has made these students to perceive the subject as tedious and unimportant. This implies that, most students will dodge Social Studies classes to attend

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Science, Mathematics and English classes where they think essential things are taught.

A study conducted by Shaughnessey and Haladyna (1985) revealed that, most students perceive the methods of teaching Social Studies education as uninteresting and irrelevant. To these writers, students see Social Studies subject to have little meaning to their future lives. This really implies that; students see no need to include Social Studies into the school curriculum since it cannot help them to achieve their objects. Another research in Western Australia by Moroz (1996) established that students perceive Social Studies to be interesting subject of study in the primary schools up to year 6 and begin to perceive Social Studies as less interesting subject from year 7 upwards.

The study saw a 23.22% decline in student's interest towards Social Studies in primary schools between years 4 and 7. This was much more pronounced than the decline towards any other subject. Moroz found out that student's fondness for Social Studies decline as students' progress to upper primary, junior and senior high schools. This can imply that instructors who teach students in the higher primary classes might not have been using the appropriate or the desired teaching methods there by making the lesson boring.

A study conducted by Fouts (1990) also on students' perception toward regarding the methods of teaching Social Studies showed that girls perceived Social Studies in a less satisfactory manner than boys. The girls surveyed saw Social Studies as less importance and unattractive than the boys who were surveyed, however, girls like Social Studies than boys when they had a female teacher. This implies that gender also determines whether students will have

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negative or positive perception towards the methods of teaching Social Studies when linked to the teacher centered methods of teaching Social Studies.

Literature has suggested that most students have negative perception regarding the methods of teaching Social Studies when linked to methods like lecture method of teaching Social Studies.

Teaching Methods

Teaching is an uninterrupted operation, according to Ayeni (2011), which involves taking necessary deviations in learners, concluded using appropriate means. Adunola (2011) stated that schooling approaches used by teachers ought to be preeminent for the subject matter in edict to convey required improvements to pupils. In addition, Bharadwaj and Pal (2011) conserved that schooling methods work meritoriously predominantly if they meet the needs of pupils for each apprentice deduces and respond to questions in a specific way (Chang, 2010). As such, the role of schooling strategies with the needs of students and chosen erudition affects the learning outcomes of students (Zeeb, 2004).

Teacher-Centred Method

A teacher-centered method can be referred to as the teacher communication method. This is because the activities in the classroom are mostly performed by the teacher. That is, the teacher's methodology is to let the pupils know what is happening in the class. This way could lead to lecture and may not help children to internalize acceptable information. It may also render the classroom environment as influential (Kwao et al., 2018).

With this technique, learners merely acquire facts starting with the teacher without erection of their nomination stage of the subject to be educated

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(Boud & Feletti, 1991). This style is less concrete, more speculative and erudition by rote (Teo & Wong, 2000). It does not apply to action grounded learning to boost pupils to acquire real life complications created on pragmatic understanding. In the meantime, the instructor reins the communication and partaking of acquaintance, the teacher may try to adventure the sending of evidence while diminishing effort and time and as a result, the students may have difficult in understanding the lesson.

To differ on the point above, Zakaria and Daud (2010) counted that schooling ought not to simply emphasis on supervision of rubrics, and measures delineations for pupils to commit to memory, but ought to also enthusiastically engross pupils as principal partakers. The teacher centred is not out of place or is not a bad method to be used sometimes because learners can effectively understand some topics in the Social Studies syllabus if only teachers do most of the teaching for, example topics like history of Ghana where learners have limited input to give, nevertheless it is not appropriate to use only the teacher centered method to teach a whole topic. The methods must be blended. Teacher centered methods includes, lecture method and drill and practice.

Student-Centered Method

A Student – Centered Technique of schooling can also be referred to as problem-solving technique which is part of activity-oriented method. In this method, children are guided to explore, examine, investigate and create things from their own imagination. Within the instructional process, most of the activities performed by the learner are described as Students –centered

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methods. Children are exposed to greater freedom to involve themselves massively and that accounts for good class participation.

The inputs made by children are part of educational democratization and such are the outcomes that promote critical thinking among children. (Kwao et al., 2018). With the emergence of the idea of exploration learning, more versatile student-centered approaches are commonly embraced today by many academics to boost learning actively (Greitzer, 2002). The student-centered approach is used by most teachers today to encourage curiosity, investigative enquiry, serious thinking and gratification midst pupils (Hesson & Shad, 2007). The instruction means is considered further productive since the flow of information from the instructor to the pupil is not centralized (Linguist, 1995). Barker and Moroz, W (1997) Social Studies as an elementary topic tariffs well with schoolchildren when teaching approaches are collaborative and student-centered. The technique also promotes student goal that are oriented in actions, so the approach is very successful in gaining more pupils accomplishment (Slavin, 1996)

Although, students should be involved in the delivering of lessons, it appears that, students tend to be quiet in class when the topic on board is quite unfamiliar. Example can be the migration of Ethnic groups into Ghana and other historical topics that might be found in the Social Studies syllabus of the Junior High School (JHS) in Ghana. This study seeks to discuss and know what students perceive about the methods of teaching in Social Studies.

Question and Answer Method

It is a growing instruction approach used by tutors. The instructor in this system poses a query and then acknowledges one pupil who addresses the

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query. The instructor then orally responds to the student's reaction. The series will start with the instructor inquiring questions and a pupil at a time reacting to the question. A circumstance can occur when another pupil may be asked to respond to the beforehand given response therefore, questioning and answering is a mechanism whereby the instructor asks a query, a student answers it, the teacher then responds and asks another question which is answered by another pupil, etc. The method of questioning and responding can be used in a lecture, or part of it. This technique helps in assessing the level and scope of knowledge of the pupils.

The approach keeps teachers and pupils alike engaged during the lesson. A Social Studies teacher using this process should remember that adequate preparation and management is required. A carefully guided questioning technique may provide answers about the immediate environment of the students. Themes such as Man and Climate, Man and Economic Activities etc. may thus be effectively educated done through the system of questions and answers. The questions are to be clear, accurate and explicit (Ramaraj, 2018) Students can best appreciate Social Studies teachers ask relevant and serious questions about a topic.

Dramatization Method

It is one of the utmost influential means to encourage the pupils in whatever they learn. It's a common way student openly share their appreciation of their everyday life. The approach allows for a significant amount of physical, emotional and mental interaction and participation by the students. In circumstances where an experience or theme is dry, dramatization can help to sustain the pupils' devotion and attentiveness effectively.

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Dramatization includes simple and specific methods that can be allocated for these techniques, such as letting mining play and role-playing. The instructor will participate in practical work with the less involved students. The opportunity will establish a sense of belonging among them. To let the partakers, know what place to play in, the instructor needs to prepare properly. To make it effective and acceptable, the show to be performed needs to rely a greatly treaty on the realistic creativity of the pupils.

Regrettably, often the creativity can be too practical to be important. While students' written plays are valuable, and repeatedly the most expedient part of the implementation, a lot of time that can be deemed unjustified by the teacher. However, dramatization offers, among other things, an outlet for consideration for others' views, the assertiveness of working together amongst the other actors, the growth of helpful aids, confidence and self-efficacy, and the ability for students to openly speak out. Pupils can be led to play up family function, father or mother position, integrity, leadership, nationality and other themes in the Social Studies syllabus.

Assignment

This can be done within a limited period of time. These home assignments need to be mesmerizing and important to the issue. It ought not to be given as discipline, or pupils may grow a deleterious assertiveness outside the classroom mission against something. Home assignment may be precise in any subject in Social Studies. It possibly will be reading commitment, finding answers to some queries or searching for evidence on a particular topic, etc., not a manner but a ploy that can be used to absorb pupils outside of the lesson. In the light of the assertiveness of students towards homework, the instructor

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should offer assignments that can calculate the level of intelligence of the students in order for students to improve on their learning. Home assignment when given appropriately can motivate students to have good perception about Social Studies. This is because, assignment help students to understand better the lessons taught in the class.

Demonstration Method

Demonstrations are the replication of planned sequence of acts intended to demonstrate such phenomena. The students or teachers will give demonstrations. The use of demonstration is for clarifying some details. Demonstration may also be used by providing some vibrant examples to introduce a given subject for research. This may either be seen as the preparatory plug for a Social Studies instructional piece, or as a conclusive end. There are several demonstration gains, particularly when there is a shortage of equipment for Social Studies. Themes such as cultural standards such as a certain tribe's dance, melody, and dressing style, etc. may be excellently imparted by demonstration. A good Social Studies teacher can teach a greater number of pupils by carefully planned presentations than he could through any other process. A simple way of disseminating vast volumes of material knowledge in a short time frame is to cover the content with the lecture process. Therefore, in order to teach efficiently, teachers need to know the kinds of approaches students want.

Simulation Method of Teaching

Simulation has been closely linked to role play by Adu-Yeboah (2008). By this he is trying to say that the actions involved in simulation are similar to that of the role play. The concept of simulation is a tool that allows

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learners to develop skills, competencies, expertise or behaviour by engaging in scenarios similar to those in real circumstances, this is in agreement with what Adu-Yeboah suggested about the simulation method. ASESP (1994) also explains simulation as pretending to imitate.

It further state that in some cases, simulation is role playing an imaginary event that, there is a similarity in simulation and role playing. What are being acted in simulation is imaginary but the acting is guided by set of rules. Simulation conglomerates problem solving and role playing and it comprises of schoolchildren acting as unnatural situation that replicates a real circumstance so that children will understand the real situation (Clark, 1973). This statement was further elaborated by Adu-Yeboah (2008) by saying that, "simulation then is a model of physical reality. It tries to simplify a complex social reality (p.57).

It was noted by Sawer (2015) that sometimes you deal with games when using the simulation method of teaching, this has been expanded when Martorella (1994) says simulation depend on gaming procedures and therefore are sometimes called simulation games. A simulation game is, therefore, a blend of simulation and game which allows students to assume positions of other people and make decisions for them. It does allow students to be less dependent on the teacher as they actively partake in the lesson rather than inactive observers. Sawer (2015). The literature above has suggested the ways in which simulation methods can be used to teach in the class room and it similarity to the role play method of teaching.

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Field Work

There has been a lot said on the field work method by many writers and how it is significant in the teaching of Social Studies. Fieldwork has been suggested as the teaching and learning method used when lessons will take place outside the classroom or laboratories, usually planned and organized to take place within the school, the environs of the school, the local community (AduYeboah 2008) Tamakloe (1991) is also of the view that the learning of nature helps students to collect information for personal development. For Hayford (1992) field trip includes an activity that goes beyond the classroom for the purpose of obtaining information and providing opportunities for observation and experimentation.

Sawer (2015) is of the view that fieldwork is very important when it comes to the schooling and erudition of Social Studies. These influence the teacher to extend his or her lessons beyond the classroom into the environment for fresh information from the environment. I had been emphasized by sawer (2015) that excursion goes beyond just sightseeing but educated walks which means the purpose of fieldwork is educational knowledge to be gained by learners. The learners after their involvement obtain some bulk of knowledge which they were lacking or had delusion about earlier. Fieldwork activities can be organized under three stages. These are the pre -field work activities which deal with all the necessary arrangements put in place before the actual fieldwork activities which concern the exodus with the class on the fixed day, row call and the other activities carried out on that day and the return to school. Post Fieldwork activities is the final stage and it deals with the activities which take place after the trip and report writing as well as

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expressing of appreciation to the authorities of where the studies took place. Normally, fieldwork activities are not organized to anywhere but areas of economic, historical, geographical and cultural value.

Fieldwork offers learners the procedure to resolve problems since the class is taken out to the field, the capacity to think critically, how to work in group. It also helps pupils to be able to locate and construe information obtained from books and other sources. Being able to work in a group by tolerating varying views and working collaboratively with people from different cultural background and able to understand the subject holistically provision for that, it is very specific content. Social Studies teaching becomes successful when fieldwork activities become prominent (Sawer, 2015). Hence it is significant for teachers to learn how to engage pupils learn with this method of teaching. Anderson and Piscitella (2002) detected field trip activities having long lasting significances for students, typically including memories of the activities they saw during the field trip.

Resource Persons

Every community may have most vital professionals whom can serve as resource persons. Adu-Yeboah (2008) agrees by saying, within the community there are personalities who possess special skills which can be employed for the benefit of students. A resource person can be termed as someone other than the regular class or subject teacher who is proficient or expert in an area of learning or experience who may be called upon to assist learning. The resource person is therefore, expected to have a richer experience in his area of specialty than the teacher.

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The community may have professional personalities such as doctors, nurses, village heads and police officers who can be invited to handle some key topics in Social Studies syllabus. Merlinger (1981) says these people can be asked to be guest speakers. The reason for a resource person is that, the Social Studies teacher in the classroom might not come from the area and may not have much knowledge in the area. For example, festivals and the other socio-cultural practices can be handled better by the expert in the community. Their ability to deliver the topic will increase the interest student have in the subject. Respect is one of the components of citizenship and should be fortified. The use of resource persons makes lesson more exciting as it pauses down teacher's familiarity with learners (Adu-Yeboah, 2008).

Discussion Method

Discussion as a teaching method is one of the key ways to involve students to take active part in what they are supposed to be taught and learnt. In this strategy, the teacher poses a number of pertinent questions on a theme or topic to invite student' ideas, views or opinions on the topic or theme. Sometimes, students' perceived idea on a topic may be a misconception and it should be invited first and cleared before the correct concept is taught. The new is built upon the old when it is correct. Brookfield (1991) discussion is characterized as both inclusive and partaking since it means that everyone has a helpful role to contribute to the determination of education and for the reason that its entitlements to be efficient in energetically concerning novices. Arend (1998) sees the discussion method as an approach with three ingredients. First, both student and teacher talk are required; students are expected to enter into dialogue and conversation with academic materials; and

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students are expected to practice and publicly display their thinking. Through the dialogue, learners acquire a form of learning cognitive, affective and psychomotor which are manifested with a change of behaviour. This is what Brookfield (1991) meant by saying that, the purpose of discussion is to engender change in learners what teachers define as desirable attitude. This is applicable in Social Studies since most of the topics are debatable and need varying views to clear the air. For example, the concept of 'Human Right' that is found in the Social Studies syllabus of the Junior High School (JHS) in Ghana.

Amoah (1998) says discussion is the popular process used in schooling Social Studies, apparently based on the fact that discussion ensures democracy in the classroom and also leads towards achieving affective ends especially in Social Studies learning. In the discussion, learners are made to value others view, be tolerant, co-operative sometime in debates and accommodate and assimilate others cultural differences.

The above literature can be summarized in line with Kwao et al., (2018) discussion method is developed as a teaching method that encourages students to speak together to share information about a theme or issue or to seek available evidence on a clarification to a delinquent. They continued by saying, discussion methods of teaching are characterized by increased participation and lively participation of pupils. This is because with the discussion method of teaching, after the teacher has given the problem, he stays at the background and allows the pupils to pursue the discussion towards the attainment of the goal. The children talk with one another, suggest

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solutions to the problems before them, evaluate alternatives and draw conclusions.

Project Method

The project method has been defined as a method that is a 'hearty purposely' act by Adu-Yeboah (2008) it has been considered as a way by which a pupil develops independence and obligation and practice social and democratic modes of behaviours (Knoll, 1997). Adu-Yeboah (2008) state that the varied approaches to teaching Social Studies also call for the project method. The earlier definition indicates clearly that project is a child centred activity carried on by learners to accomplish a definite goal therefore the need for instructors to use it in teaching Social Studies is important.

The project which had its origin in the professionalization of an occupation can be introduced by teachers in the class room. Students could learn to work independently and combine theory with training. Individual or group undertakes a study which could be an independent observation to help them solve a problem and this is a project method. This is where the beginner or a group of pupils get to appreciate the meaning of the problem to be solved (Sawer, 2015). This is because, Social Studies is involved with individuals and their setting. The use of the project method can help students to study the environment and also be able to have deeper understanding of their culture which is part of the environment.

Role- Play

Role play is a teaching system that encourages pupils to survey practical scenarios by engaging in a controlled manner with other pupils to gain experience in a supported environment. Pupils might play a role similar

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to their own, depending on the strength of the operation (or their prospective one in the yet to come). Role play is a fascinating instance of an active technique for teaching and learning. Drama, simulations, games and presentations of real life cases related to any subject can be integrated (Schelling, 2006). The replication is not only from a tutorial point of view but also as a valuable knowledge and analytical method in terms of its advantages. There are some variations in length, imagination and versatility, all these approaches will serve as a rehearsal for real life for learners and encourage learners to achieve their goals in life and in a thorough way.

Children are given unique roles to perform in a conversation or other activity in role play, such as e-mail exchange, typical of their subject area or an instruction subject. As an abusive client, detailed instructions on how to behave or what to say may be provided. For example, based on the requirements of the exercise, it was important to act and respond in their own way.

The students would then carry out the situation and then reflect and discuss the experiences, such as different ways of coping with the situation, afterwards. With modifications based on the result of the debate, the scenario can then be played out again. Clark (1973) also suggested that role play is an attempt to make a situation understandable or to solve a problem through unrehearsed dramatization. Menlinger (1981) role-play is characterized as a structured activity that allows students to take part in an imaginary situation and to behave as truthfully as probable.

Shaftel and Shaftel (1982) often define role-playing as a form of group problem solving that encourages young people to explore human problems in

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a spontaneous act followed by directed dialogue. Jacob and Honey (2002) supported this when they pointed out that it is a spontaneous acting out a situation to show the emotion reaction of the people in a real situation. Its use in the classroom to train students in effective problem solving as students pick social problems for study (Martorella, 2001). For, to be able to act a role perfectly, he or she adopts the affective learning hierarchy either Krathwohl or Neuman‘s hierarchy. This is because one cannot point to a problem if he or she has not identified it. Again, it is after one has successfully solved the identified problem that he or she can place value on themselves and what they are capable of doing better than others characterized someone.

Group Activity

Group work is also one of the learner-centered approaches used in Social Studies learning and teaching. As part of the learning process, this approach uses interaction between learners. Depending on the size of the classroom, it includes the assignment of learners in classes. Specific tasks are assigned to the groups to perform under a teacher's supervision. Group work offers the opportunity for students to work together and thereby improve important social skills (Kagan, 1995). Teachers express their knowledge of a problem, even though apprentices seek advice from each other can use this learner-centered approach. To help initiates learning from each other, develop a sagacity of unity and inculcate solidarity, many teachers use group work. Group work can be an important tool for inspiring learners, promoting active learning, and improving essential thinking acute, communication, and making decision, skills, according to Caruso & Woolley (2008). Therefore, has been

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shown that supportive community interactions lead to student learning, retention and successful outcomes.

Astin (1993) suggests that group learning can also help students build skills unique to team efforts, helping students to discuss more nuanced topics than they might on their own, share various viewpoints, assign roles and duties. Maloch (1999) also echoes that group work allows students to gain social support and motivation, to take chances, to establish newfangled tactics to distinction firmness and to form a conjoint identity with fellows of the group. The instructor takes on the role of a facilitator either as a community member or as an observer, almost in the role of a consultant (Brandes & Ginnis, 1996). Engelbrecht (2000) avows that group work is a significant mainstay of learner-centered edification, corresponding planning and presentation efficiencies and incompetence, but if it can be done well, there is no query of their impending contribution to more productive erudition and more enthusiastic novices and instructors. Logical and logical thought leading to structural solutions is facilitated through group practice. Responsibilities are shared by community members and, as such, students are responsible for their own and other learning.

Engelbrecht (2000) further points out that if the advancement of group work is to be successful, group activities must involve both goals for the entire group and individual accountability. It is said that to seek the opinions of others is better than doing things alone, the more the merrier: more hands for lighter work. Therefore, group work promotes logical and cogent discerning leading to systematic results privations merit because it does not elucidate on how this is achieved by group work.

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Activity Method

The activity method can be described as the practice of training in which the child is placed at the center of the schooling and education manner. It is popularly referred to as child centered method of teaching. In such situation all pupils in the class are made to interact with materials provided either by the teacher, parents, and perhaps by the resource centre or by the children to discover concept and facts unaided or with the minimum teacher interaction by serving as a guide and a facilitator. In activity method, the child is allowed to learn through immediate experience by interacting with materials so as to develop his or her own concept, skills and experience (Kwao et al., 2018).

Inquiry Method

The nature of some topics in Social Studies in Ghanaian junior high school syllabus, underscore pupils understanding with their somatic and social surroundings. Inquiry method is one of the best methods for the purpose of familiarity of students with their environment. Inquiry method can be described as a teaching learning situation which emphasizes students' active participation in the learning process. African Social Studies Programme (1990) defines inquiry method as situations where students are encouraged to assess evidence, establish and test hypotheses, make an inference, discover relationships and draw conclusion. Since learners gain insight into situations that exist by discovering things for themselves through inquiry and hypothesis drawn by themselves, this method is, therefore, very imperative in the instruction of Social Studies.

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The method promotes retention and remembrance of knowledge acquired through their own inquiry. Kadeef (2000) puts it that, through inquiry, students become accustomed with necessities and glitches in their surroundings. As good citizens we should be able to investigate into problems that affect development and try to find solutions to them. Inquiry method is one of the key methods that create this opportunity in learners. Social Studies as a subject for citizenship education should not leave out inquiry method as a means of delivery. This implies that inquiry method enables students to find out the answers for themselves. This will help students in the progression of erudition how to learn and the exploration of acquaintance. It also helps pupil to actively discover the information and knowledge, thereby increasing retention in the study of Social Studies.

Lecture Method

The lecture technique is an exercise in which an instructor uses predominantly verbal exposition to instruct a clutch of pupils and considers the class as a unit of equal learning capacity. Individual differences are not recognized between students. The teacher's main role is to communicate or provide information as the learners listen to the lesson with very little involvement. However, the instructor may sometimes ask the learners a question, or the learners may ask a question. This technique is one of the most widely used in teaching. It is widely used since, over the years, it has dominated formal education. Merryfield and Muyanda-Mutebi (1991) revealed that many African researchers reported that teachers of Social Studies use the same expository, teacher-centered teaching techniques. This means that teachers should not include students in the teaching of Social Studies, making

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students passive participants in the learning process, but teachers conduct all the teaching and learning tasks, and this was the primary scheme of schooling Social Studies.

Adu-Yeboah (2008) asserts that, the lecture method which places emphasis on rote learning is the main means of teaching Social Studies in many institutions in Ghana. If the method places value on rote learning then, it does not encourage understanding and participation among students. Vella (1992) appreciates the speech as the appropriate appearance of content by the instructor for the succeeding erudition and recollection in analysis by pupils. Lyule (1995) adds that, the talk is the oral presentation of instructional material. This infers that, since the teacher alone does the oral appearance to the pupils, they cannot apply what have been learnt in another situation but only recall the same thing as it was given when asked. It cannot lead to behavioral change in students.

Bligh (2000) offers a suitable instantaneous of the results associated with these lecture methods as the steadiness of evidence favours this deduction. Use lectures to teach information but do not rely on them to improve thought or change attitude or behavioural skills. This means that, homily is used to illuminate gen to a hefty assemblage in a short era of time. This method is used mainly to cover certain amount of contents it permits the greater amount of materials to be presented. It is normally characterized by the one-way communication. Designs are accessible by the instructor while pupils listen and take notes (Adu-Yeboah, 2008). This implies that, though lecture is a method of teaching, students are not able to participate fully during lessons

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and this does not bring behavioural change thereby affecting the affective domain.

Brainstorming Method

In the schooling and erudition of Social Studies, brainstorming is one of the most important and commonly used techniques. Brainstorming is the name given to a series of methods used to generate and gather concepts (Townsend, 1993). It is an activity of enormous or trivial community that allows beginners to reflect on a subject and underwrite to the flow of unrestricted ideas. Brainstorming activity contenders are acknowledged shorn of critique or judgment and are generally summarized by the instructor on a whiteboard. The basic principle is that learners suggest ideas which may be collected, brainstorming encourages learners to speak out and share ideas (Davis, 2001). Brainstorming supports and encourages thought abilities as new members are asked to meditate about all aspects applicable to an impression they are only asked as it encompasses their thoughtful expertise. It is expedient for the reason that it bangs into aforementioned gen, offer all pupils notions, eradicate frightens, showing reverence for each other, try to some degree without fear, tap into personality and inventiveness and abolish alarm of enchanting risk (Osborne,1998).

According to Osborne (1998) by turning over and heeding to what different people say during brainstorming, pupils regulate their previous awareness or accepting, lodge fangled information and intensify their ranks of responsiveness. The ambition of brainstorming is to distillate the courtesy of pupils on explicit focus, generate a number of ideas, teach receiving and reverence for specific people, embolden novices to take risks in sharing their

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thoughts and estimations, show greenhorns that their gen and language Aids are accepted and, valued introduce idea, congregation practice prior to preliminary tasks such as writing or unraveling problems, and provide novices with prospect to share ideas and expand their existing knowledge by building on the impact of each other.

Chapter Summary

This chapter presented research works that were related to the study under investigation. It was therefore treated based on the relevant components of literature review. The theories underpinning the current study are Constructivism philosophy of education and the Cognitive Development theory. The Constructivism theory states that, knowledge is co-constructed and that, people learn from one another. Thus, learning transpires with the aid of other people. This suggests that, the use of activity-based methods in teaching Social Studies can help learners to acquire more knowledge in the class room. The Cognitive Development theory also suggested that, pupils create an understanding of the world around them through a progressive reform of mental processes resulting from biological maturation and environmental experience. From this theory it can be concluded that, students centered methods like the inquiry method can help the child develop a good cognitive understanding.

The principles of Social Studies, the scope and goals of the Social Studies programme in Ghana and the objectives of the Social Studies syllabus and the principle of perception have also been discussed. Literature indicated that only when children are engaged in the learning process can Social Studies be meaningful, so the use of student-centered approaches is important.

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The empirical review based on the study's research questions shows that there is a relationship between perception and learning results that is consistent with the current study. In teaching Social Studies, learner-centered approaches that include role play, group activity, and brainstorming and enquiry methods are often used by teachers, and literature has shown that these methods are often successful. However, when used alone in teaching Social Studies, teacher-centered approaches such as lecture and drill practice have been found to be less successful.

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CHAPTER THREE

RESEARCH METHODS

Introduction

The intention of the researcher was to investigate students 'perceptions of the teaching methods used in teaching Social Studies and learning outcomes of the JHS three students in the Cape Coast Metropolis. Therefore, this chapter consists of systematic methods that were followed in carrying out this study. It covers areas such as research design, research population, sample and sampling procedure, study area, data collection instruments, data collection procedures which include pilot-testing of the instrument and also ethical consideration, finally the data processing and analysis.

Research Design

A research design provides the glue that keeps the research together, according to (Trochim, 2000). He described that the design is used to organize the study, explaining how all the major components of the study work together to resolve the core research problem. The study adopted the descriptive research designed which is purely quantitative.

Cohen, Manion and Morrison (2007) indicated that the research design option for a specific study depends on the study's intent. Since the aim of the research is to find out the perception of the teaching methods and learning results of Social Studies by students. The researcher used the descriptive research design of the survey as its research design since it enables the

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researcher to meet a greater number of the target population and explain the characteristics of the large population as well.

Study Area

The study area refers to the place where the data was collected. In this study, data was collected from JHS three pupils in four public schools in the Cape Coast Metropolis. Cape Coast is the capital town of the Central Region of Ghana. Cape Coast has major physical features like the sea, lagoons and hills. It has 5 out of the 55 grade 'A' senior high schools in Ghana. Also, there are 80 public schools, 117 private schools and six circuits in the Cape Coast Metropolis Educational Management Informational System, 2021 (EMIS). The schools involved in the research are located around Cape Coast University.

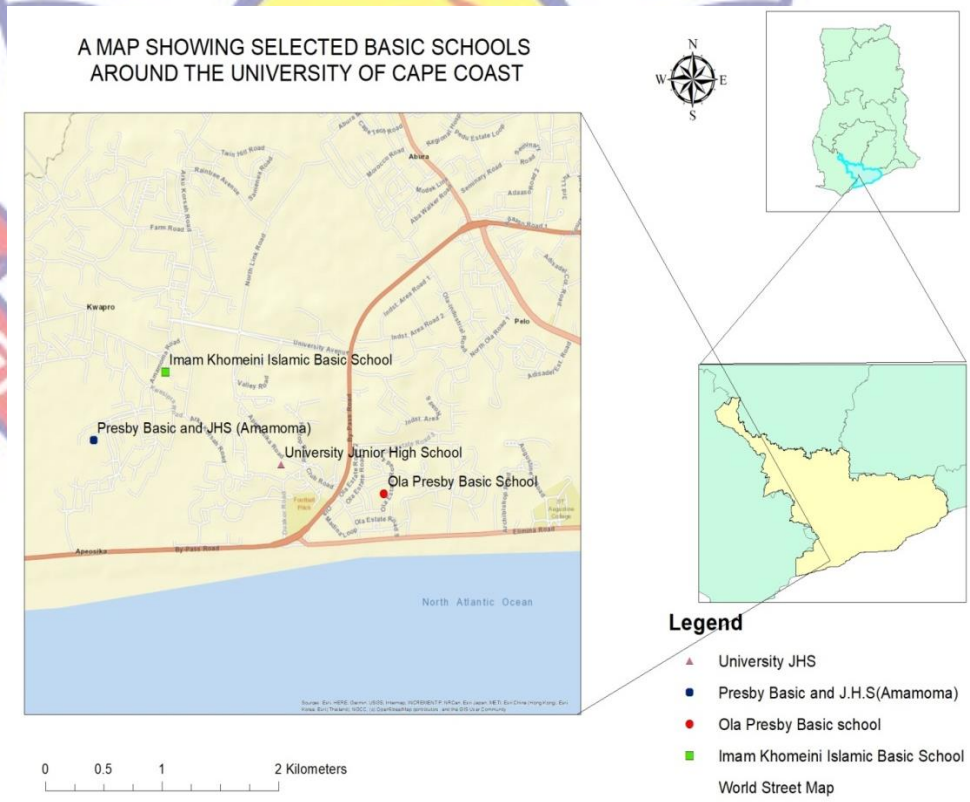

Figure 3- A map showing selected basic schools of study area around the University of Cape Coast.

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Population

The population can be identified as all the elements that satisfy the criteria for inclusion in the sample (Burn and Grove 2010). It includes all elements, individuals or units that meet the criteria for the study. The population of the study was from the JHS three of four public schools of the Cape Coast Metropolis. Target population was three hundred and thirty-five (335) JHS three students from all four schools. The researcher computed the distribution table according to the number of pupils in the form three class of each school. Table 1 provides details of the population distribution

Table 1 – *Population Distribution of students*

SCHOOLS	M	F	TOTAL
University JHS	62	178	240
Imam Komeini JHS	14	16	30
Ola Presbyterian JHS	12	18	30
Amamoma Presbyterian JHS	14	21	35
TOTAL	102	233	335

Source: Field Data (2020)

From Table 1, the population of students from the four schools are distributed or grouped into males (M) and females (F). University JHS: 62 males and 178 females total making 240 students. Imam Komeini: 14 males and 16 females total making 30 students. Ola Presbyterian JHS: 12 Males and 18 females total making 30 students. Last, Amamoma Presbyterian JHS: 14

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males and 21 females total making 35. The total population of the students was 335.

Sample and Sampling Procedure

Orodho (2014) notes that the sample should be chosen for any educational study in such a way that one is confident that such subgroups in the population will be reflected in the sample in proportion to the proportional numbers themselves. It is predicted that a research sample would mirror the population from which it comes (Trochim &Donnelly, 2005). The sample size for this study was determined using Krejcie and Morgan's (1970) sample determination table. Based on the table, a total population of 335 attracted a sample size of 181. As a result, a sample size of 181 respondents was used for the study. To get the individual respondents for the study, the disproportionate sampling procedure was used to select the respondents for the study. According to Amedahe and Asamoah-Gyimah, (2015), the disproportionate sampling procedure is often used when the sub-groups within the population are relatively smaller while others are relatively bigger. The authors further explained that in situations like this, the proportionate sampling procedure cannot be used because most of the sub-groups within the population could be under-represented or over-represented. As a result, the researcher used the disproportionate procedure to determine the number of respondents to select from each sub-group of the population. The simple random sampling procedure was then used to select the individual respondents for the study. Table 2 provides details of the sample distribution of the respondents.

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Table 2- *Sample Distribution of Respondents*

SCHOOLS	M	F	TOTAL
University JHS	22	64	86
Imam Komeini JHS	14	16	30
Ola Presbyterian JHS	12	18	30
Amamoma Presbyterian JHS	14	21	35
TOTAL	62	119	181

Source: Field Data (2020)

Data Collection Instruments

The researcher used a questionnaire and mock examination as the research instruments. Questionnaire is a well-established method in social science research to collect information on the social characteristics of participants, current and past actions, behavioural expectations and their belief or justification for action with regard to a subject under investigation (Bulmer, 2004). It is also used in measuring attitude and intended behaviours in a larger population when direct observation of behaviours is not possible (Dillman, 2000). For this study, the researcher also used data collected from Students and Students' Mock results from the teachers of each school. Also the questionnaires were students' questionnaires. The mock result showed the performances of students in a mock examination on Social Studies. With reference to the students' questionnaire, the researcher constructed the questionnaires grounded on the review of literature and the supervisor's

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guidance. The questionnaire was divided into sections based on the specific research questions formulated. The details are as follows:

Questionnaire for Students

The students' questionnaire consisted of three sections. Section A covered demographic data such as gender, age and name of school. Section B was about students' perceptions regarding the content of assessment mode of teaching Social Studies. Section C was concerned with the methods used in teaching Social Studies. Based on the research objectives, the instruments were designed. The questionnaires contained items on a 4 point Likert-type scale tables (Strongly Disagree, Disagree, Agree and Strongly Agree.) The result from a common mock written by all the schools was used to get students learning outcome. Proper orientation like students washing their hands before and after the data collection and also keeping their social distances were practiced in order to observe Covid 19 protocols. Also students were guided to give correct responses to be able to get varied views on the perception of students on the methods used in teaching Social Studies in some selected schools in the Cape Coast Metropolis.

The Performance of students in the last mock examination before B.E.C.E (2020) was also considered with this, all students who participated in the answering of the questionnaire's Social Studies mock results were obtained. This was used as a measure of output/outcome in Social Studies. The results were taken from the head teachers of each school.

Pilot-Testing of Research Instrument

To assess the clarity, reliability and applicability of the tools used for the study for data collection, a pilot-testing was conducted with a sample of 20

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pupils. The primary purpose of pilot testing of the instrument was to help refine the instruments, thus whether the items on the instrument measure the traits they were supposed to measure. The pilot- testing was done in school at Takoradi. This school was considered because the school had the same characteristics as the schools sampled for the study. Secondly, the school was not part of the sample.

Validity of the Instrument

According to Fraenkel et al. (2012), the content and face validity of research instrument must be determined by expert judgment. Therefore, to ascertain the content validity and reliability, the items on the questionnaire were shown to the supervisor for expert review. This was to examine whether: (a) the items were related to the research questions; (b) the items elicited the appropriate responses from the respondents; (c) the vocabulary structure was appropriate; (d) the items were properly arranged; (e) the items fitted into sections they had been placed; and (f) if any of the items were ambiguous. The suggestions given by the supervisor were used to improve the instrument and thereby helped to establish the content and face validity of the instrument.

Reliability of the Instrument

Reliability is described by Joppe (2000) as the degree to which outcomes are consistent over time and the total population under study is accurately represented. To determine the reliability of the items on the questionnaires Cronbach Alpha (α) was used to estimate the internal consistency and define the accuracy of the items on the questionnaires of the sub-sections of the instruments. An alpha value of 0.70 or above is considered

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appropriate (Karagoz, 2016). The alpha values of the instruments were from 0.70 to 0.90. Details of the reliability coefficients are presented in Table 3.

Table 3- *Reliability Co-efficient*

Name of Scale	No. of Items	Cronbach's Alpha	
Teaching Methods		Before Pilot Testing	After Pilot Testing
Brainstorming	4	0.71	0.71
Discussion	4	0.73	0.73
Drilling	4	0.72	0.72
Role play	4	0.88	0.88
Lecture Method	4	0.72	0.72
Inquiry	4	0.90	0.90
Group Activity	4	0.70	0.71
Total		0.85	0.89
Perception (Methods)			
Brainstorming	4	0.79	0.79
Discussion	4	0.82	0.82
Drilling	4	0.83	0.83
Role play	4	0.81	0.81
Lecture Method	4	0.71	0.71
Inquiry	4	0.87	0.87
Group Activity	4	0.77	0.77
Total		0.94	0.94

Source: Field Data (2020)

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As shown in Table 3, the reliability coefficient of the instrument before and after the pilot testing have been shown. From the table, the reliability coefficients of the scales of the instrument before the pilot testing ranged from 0.70 aggregate to of 0.90 for the methods used in teaching Social Studies and for students' perception ranged from 0.79 to 0. 94, corrections were made before the final data collection.

At the end of the final data collection, the reliability coefficients of the instrument ranged from 0.71 to 0.90 for the methods used in teaching Social Studies and for students' perception ranged from 0.79 to 0.94, these coefficients are good indicators of internal consistency, since they were not below 0 .70. (Karagoz, 2016)

Ethical Consideration

Ethical clearance form was taken from Institutional Review Board at the University of Cape Coast. The form spelt out the purpose of the study, the need for individual participation, anonymity as well as confidentiality of respondents' responses. Informed consent was sought from participants by explaining the purpose of the study to them

Informed Consent: For the study, informed consent from the participants was obtained. This was achieved by indicating the intent of the study and voluntarily requesting the participation of participants. In addition, the research instrument and data collection mode were clarified, advantages, expected risks and discomfort likely to occur in the process of collecting data from participants were also explained to encourage them to choose to participate in the study.

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Anonymity: Participants were assured that questionnaires had no part that can link participants' identity to information provided.

Confidentiality: The confidentiality of the participants was secured. The information provided was not disclosed to third parties and for use other than stated in the research.

Data Storage: Data collected during this research was kept by the researcher under lock. The data was not made available for other third parties to make use of them.

Data Collection Procedure

An introductory letter was taken from the Department of Basic Education to introduce the researcher as a student of the University of Cape Coast. Necessary ethical clearance and permissions were sought from ethical review board of the College of Education Studies, University of Cape Coast, after the letter was submitted to the schools involved. Follow up was done to arrange for time and dates which were convenient for the data to be collected since the teachers were preparing the students for the Basic Education Certificate Examination (B.E.C.E)

The data was collected in March 2020. The researcher used four days for the data collection since she went to a school at a particular time, at every school she familiarized herself and briefly elucidated the purpose of the study as well as the need to conduct the study (Creswell, 2012) to the form three pupils involved in the study. The nature of the study demanded that the name of pupils taking part of the data collection to be written by the researcher in order for the mock result of each student to be identified. The researcher assured the students of the confidentiality of their result. The questionnaires

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were distributed to all the schools and the respondents were assisted in answering them.

The result from a common mock written by all the schools was used to get students learning outcome. The results of the students were taken from the head teachers of the four schools.

The mock examination was based on the contents of what is taught. This is to ascertain whether the data presented determines students' performance. The Mock test reflect the content of the syllabus and past questions. Proper orientation was done in other to ensure good hygienic practices since the data was collected in the era of the corona virus pandemic. The researcher ensured that all students washed their hands with liquid soap before and after the exercise. Also, students were guided to give correct responses to be able to get varied views on the perception of students on the methods used in teaching Social Studies in some selected schools in the Cape Coast Metropolis. The researcher had a return rate of 160 out of 181 questionnaires. The returned rate was 88%, hence the analyses were based on that data.

Data Processing and Analysis

Data analysis is a critical analysis of content to understand its components and relationships and to define its patterns (Twumasi, 2001). The analysis of the data that was gathered from this research was in two parts. The first part, which is the preliminary analysis and the rest which used descriptive research design that mainly informed the researcher as to the characteristics of the population and also what the researcher sought to find out.

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According to Martin and Bridgmon (2012), respondents who did not respond to more than 50% of the items of the questionnaire should be eliminated. None of the respondent was eliminated since they all answered more than 50% of the questionnaire. The questionnaires were then numbered from one (1) to the last number (160). Statistical Package for Social Science (SPSS version 23.) was used for the analysis. Below are how the research questions were analyzed.

The instrument was a self–designed instrument. It was made up of three sections with a total number of 51 items including three items under demographic data and 24 items each of the remaining two sections. For the instrument on the students' perception regarding the content mode of assessment in Social Studies, it was based on the integration of methods of Social Studies and the instrument for the methods that teachers use in teaching Social Studies was also based on the pedagogy of teaching Social Studies (Kwao & Antwi-Danso ,2017). Both had 24 items with four-point Likert scale (Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4).

Research Question One

What are the perceptions students hold regarding the methods of teaching Social Studies?

To find out the perceptions students hold regarding the content and assessment mode in teaching Social Studies, standard deviation and means were used to analyze the data.

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Research Question Two

What methods do teachers use in teaching Social Studies?

To find out the methods teachers use in teaching Social Studies, means and standard deviation was be used to analyze the data.

Hypothesis

H_1: *There is a significant influence of students' perception regarding the methods of teaching Social studies on their learning outcome.*

The hypothesis was tested using multiple linear regression.

Chapter Summary

The researcher used the descriptive survey design in the study with a quantitative approach. The study targeted J.H.S 3 in four schools surrounding the University of Cape Coast, in the Cape Coast Metropolis. The study used self- designed instruments and standardized texts results. The first instruments measured the perceptions students had about the Social Studies teaching methods and the second was to find out the methods teachers used in teaching Social Studies. Both had 24 items each. Through a disproportionate sampling technique, the questionnaires were administered to 181 students, but the researcher received 160 questionnaires as returns rate. Effort was made to ensure validity and reliability of the results throughout the conduct of the study. Percentages and frequencies as well as standard deviation and means were used to analyze the data to answer the research questions. For the hypothesis, multiple linear regression analysis was used to test this hypothesis.

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CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of data. The purpose of the study was to assess students' perceptions of the methods of teaching Social Studies and its effects on their learning outcomes. Specifically, to ascertain (a) students' perceptions of the methods used in teaching Social Studies (b) Then methods used in teaching Social Studies and (c) The effect of their perception on their learning outcomes. Questionnaire was used to gather data from the respondents. Out of the 181 questionnaires administered, 160 of them were completely responded to and returned. This led to a response rate of 88.4%. Hence, all the analysis in this chapter was based on 160 respondents. This chapter represents the background data of the respondents as well as the results and discussion of the study.

Background characteristics of respondents

This section presents results on the respondents based on demographic distribution. The demographic information included gender, age-category and schools. Table 4 presents details of the demographic distribution of J H S three pupils of four selected schools.

The results in Table 4 revealed that out of 160 respondents, 60 (37.5%) were male students while 100 (62.5%) were female students. This implies that the schools which the researcher used in the study were dominated by females, therefore, female students contributed more to the perception of students regarding the methods teachers use in teaching Social Studies. The results

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further indicated that majority of the respondents 134 (83.8.3%) were between the ages of 13-15 years. Whiles 26 (16.3%) of the respondents were in the ages of 16 and above years. This clearly indicates that all the students used for the study are in their adolescent stage. Table 4 provides details of the demographic distributions

Table 4- *Demographic Distributions*

Variable	**Frequency**	**Percentage (%)**
Gender		
Male	60	37.5
Female	100	62.5
Age-ranged		
13-15years	134	83.8
16 and above	26	16.2
Schools		
University Junior High	65	40.6
Imam Khomeini Junior High	30	18.8
Ola Presbyterian Junior High	30	18.8
Amamoma Presbyterian Junior High	35	21.8

Source: Field Data (2020)

Regarding the schools used in the study, it can be seen that four schools were used for the study (Table 4). University Junior High 65(40.65%), Imam Khomeini Junior High 30(18.8%), Ola Presbyterian Junior High 30(18.8%) and Amamoma Presbyterian Junior High 35(21.8%). It can be observed that University Junior High School had the highest number of respondents participating in the study followed by Amamoma Presbyterian

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Junior High and Imam Khomeini and Ola Presbyterian had the least participants.

Analysis in Response to the Research Questions and Hypothesis

This section of the research report focuses on the research questions in statements form. The analysis was done to address the following specific objectives:

1. Examine students' perception regarding the methods of teaching Social Studies?
2. Assess the methods teachers use in teaching Social Studies?
3. Examine the influence of students' perception of Social Studies teaching method on their learning outcome?

Research Question 1

What perception do JHS 3 students hold regarding the methods of teaching Social Studies?

This research question was focused on the perceptions students have regarding the content and assessment mode in Social Studies. The mode of assessment lays emphasis on the content knowledge of teaching Social Studies. Respondents were asked to select Strongly Disagree, Disagree, Agree and Strongly Agree in responding to list of items pertaining to their perception. Twenty-four (24) items were used in measuring this construct which were on a four-point Likert-type scale (Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). These items had six sub dimensions. The mean of means was also computed for all the sections. The details of the results are presented in Tables 5-11

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Table 5 - *Students Perception Regarding the methods of teaching Social Studies*

Brain storming method of teaching	**Mean**	**SD**
Lesson becomes interesting when my Social Studies teacher allows me to give any answer to a question whether right or wrong and later helps pupils to know the correct answer.	3.52	.84
Lesson becomes interesting when my Social Studies teacher writes all answers on the board whether correct or wrong.	2.78	1.12
Lesson becomes interesting when my Social Studies teacher allows me to choose the correct answer from the board.	2.93	1.07
Lesson becomes interesting when my Social Studies teacher and I finally choose the correct answer from the board.	2.88	1.04
Overall Mean	3.03	.70

Source: Fieldwork (2020), Mean sand Standard Deviation = SD

As shown in Table 5, students responded to the questions pertaining to the perceptions students have regarding the methods of teaching Social Studies. The first method is Brainstorming (M= 3.03, SD=.70). Respondents agreed to all the assertions recorded. This was reflected in the various sub perception questions as follows; “Lesson becomes interesting when my Social Studies teacher allows me to give any answer to a question whether right or wrong and later helps pupils to know the correct answer” (M=3.52, SD=.84) , “Lesson becomes interesting when Social Studies teacher writes all answers

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on the board whether correct or wrong".(M=2.78, SD=.12), "Lesson becomes interesting when my Social Studies teacher allows me to choose the correct answer from the board" (M= 2.23, SD =1.07), "Lesson becomes interesting when my Social Studies teacher and finally choose the correct answer from the board" (M = 2.88, SD = 1.04).

It was patent from the findings of the current study that, students had positive perceptions about Brain storming as a Social Studies teaching method as they agreed on positive questions like "Lesson becomes interesting when Social Studies teacher allows me to give any answer to a question whether right or wrong and later helps pupils to know the correct answer" (M=3.52, SD=.84)

The result of this study implies that students will take the study of Social Studies more seriously when they are taught by Brain storming using the assessment mode

Table 6 - *Students Perceptions Regarding the methods of teaching Social Studies*

Discussion method of teaching	**Mean**	**SD**
Lesson becomes interesting when my social teacher Social Studies teacher allows me to contribute during teaching	3.32	.86
Lesson becomes interesting when my Social Studies teacher allows my peers to contribute during teaching.	3.33	.88
Social Studies teacher allows me to ask questions in class during teaching.	3.45	.72
Social Studies teacher allows my peers to ask questions during teaching.	3.18	.95
Overall Mean	3.33	.68

Source: Fieldwork (2020), Standard Deviation = SD

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The second method shown in Table 6 is the discussion method. Respondents highly agreed to all the perception statements under the discussion method of teaching (M=3.33, SD=.68). This was obvious in the various perception statements of discussion method. "Lesson becomes interesting when my Social Studies teacher allows me to contribute during teaching" (M = 3.32, SD = .86), "Lesson becomes interesting when my Social Studies teacher allows my peers to contribute during teaching "(M = 3.33, SD = .88), "Social Studies teacher allows me to ask questions in class during teaching". (M = 3.45, SD = .72), and "Social Studies teacher allows my peers to ask questions during teaching." (M = 3.18, SD = .95).

From the results of the study, it is evident that students have positive perceptions about the discussion teaching method as they agreed to perceptions like ["Lesson becomes interesting when my social teacher Social Studies teacher allows me to contribute during teaching" (M = 3.32, SD = .86)]

The result of the study suggests that students will contribute more when teachers use the discussion method in teaching some relevant topics in Social Studies.

Table 7- *Students Perceptions Regarding the methods of teaching Social Studies*

Role playing method of teaching	**Mean**	**SD**
Lesson becomes more interesting when my Social Studies teacher presents real life situations in teaching.	3.17	1.04
Lesson becomes more interesting when my teacher allows pupils to play the role of others when my teaching sometimes.	3.12	1.05
Lesson becomes more interesting when my Social Studies teacher allow me to express myself like the person I am acting to be.	3.60	4.57
Lesson becomes more interesting when my Social Studies teacher gives me guidance when am acting like someone in a role play	3.21	1.01
Overall Mean	3.30	1.45

Source: Fieldwork (2020), Standard Deviation = SD

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The fourth mode to be discussed from Table 7 is the Role play method of teaching. Respondents highly agreed to all the perception statements under the role play Method of teaching (M=3.30, SD=1.45). This was obvious in the various perception statements of role playing methods. These perception statements are as follows; "Lesson becomes more interesting when my Social Studies teacher presents real life situations in teaching" (M = 3.17, SD = 1.04), "Lesson becomes more interesting when my teacher allows pupils to play the role of others when teaching sometimes". (M = 3.12, SD = 1.05), "Lesson becomes more interesting when my Social Studies teacher allow me to express myself like the person I am acting to be" (M = 3.60, SD = 4.57), "Lesson becomes more interesting when my Social Studies teacher gives me guidance when am acting like someone in a role play" (M=3.30.17, SD=1.45).

The result of this present study offers ample evidence to support the fact that students have a positive perception about the role playing method of teaching. This is because they agreed on the perception statements stated in the study. Thus "Lesson becomes more interesting when my teacher allows pupils to play the role of others when teaching sometimes". (M = 3.12, SD = 1.05),

The result of the study can be implied that students may find Social Studies to be innovative and practical when teachers use role play for teaching topic that are more human oriented or practical lessons.

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Table 8 - *Students Perception Regarding methods of teaching Social Studies*

Inquiry method of teaching	**Mean**	**SD**
Lesson becomes interesting when my Social Studies teacher presents problem for me to solve during teaching.	3.28	.94
Lesson becomes more interesting when my Social Studies teacher allows me to find solution to the problems in my own way	3.33	.91
Lesson becomes more interesting when my Social Studies teacher sometimes allows me to identify my own situation and find solution to them	3.36	.83
Lesson becomes more interesting when my Social Studies teacher sometimes provides clue to the solution of the problem.	3.32	.92
Overall mean	3.35	.74

Source: Fieldwork (2020), Standard Deviation = SD

Again, as shown in Table 8 Students responded to all the questions pertaining to the perceptions students have regarding the methods of teaching Social Studies. The next method, Inquiry method (M= 33.35, SD=.74). Respondents agreed to all the perceptions recorded. This was reflected in the various sub perception questions as follows; "Lesson becomes interesting when my Social Studies teacher presents problem for me to solve during teaching" (M = 3.28, SD = .94), "Lesson becomes more interesting when my Social Studies teacher allows me to find solution to the problems in my own way" (M = 3.33, SD = .91), "Lesson becomes more interesting when my

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Social Studies teacher sometimes allows me to identify my own situation and find solution to them" (M = 3.36, SD = .83) and "Lesson becomes more interesting when my Social Studies teacher sometimes provides clue to the solution of the problem". (M = 3.32, SD = .92). It was obvious from the current study that, students have positive perception about the Inquiry method of teaching. This can be seen from the findings where all the students agreed to the statements on the method "Lesson becomes more interesting when Social Studies teacher allows me to find solution to the problems in my own way" (M = 3.33, SD = .91).

The results of this study suggest that students can absorb best in Social Studies when they are taught with Inquiry method which will allow them to find solution to problems in their own way.

Table 9 - *Students Regarding the methods of teaching Social Studies*

Group activity method of teaching	**Mean**	**SD**
Lesson becomes more interesting when pupils are put into groups to learn.	3.28	.87
Lesson becomes more interesting when my Social Studies teacher helps the pupils to form groups into equal members	3.27	.91
Lesson becomes more interesting when my Social Studies teacher explains the objectives of the group before activities are given to the class.	3.46	.77
Lesson becomes more interesting when my Social Studies teacher explains the benefits of group activities to pupils during teaching	3.38	.90
Overall mean	3.35	.75

Source: Fieldwork (2020), Standard Deviation = SD

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The sixth method discussed is the Group Activity of teaching Social Studies of teaching from Table 9, it was found that respondents highly responded to the statements positively. Overall mean of the Group Activity method (M = 3.3.5, SD = .75). This was reflected in the subsequent statements. “Lesson becomes more interesting when pupils are put into groups to learn” (M = 3.28, SD = .87), “Lesson becomes more interesting when my Social Studies teacher helps the pupils to form groups into equal members” (M = 3.27, SD = .91), “Lesson becomes more interesting when my Social Studies teacher explains the objectives before activities are given to the class” (M = 3.46, SD = .77),and “Lesson becomes more interesting when my Social Studies teacher explains the benefits of group activities to pupils during teaching” (M = 3.38, SD = .90),

In the results of the present analysis, it was obvious that, the Group activity method of teaching received positive perception from students. The evidence is [“Lesson becomes more interesting when my Social Studies teacher helps the pupils to form groups into equal members” (M = 3.27, SD = .91)]. The other statements also received positive responses.

The results of this study signify that Group Activity method of teaching helps students to learn through team work and collaboration.

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Table 10 - *Students Perception Regarding the methods of teaching Social Studies*

Lecture method of teaching	**Mean**	**SD**
Lesson becomes boring when my Social Studies teacher talks alone throughout the lesson.	3.03	1.07
Lesson becomes boring when my Social Studies teacher presents topic in an orderly way during teaching.	2.77	1.19
Lesson becomes boring when my Social Studies teacher uses a short period of time to teach many topics during teaching.	2.81	1.13
Lesson becomes boring when my Social Studies teacher allows me to ask questions when teaching.	2.53	1.21
Overall mean	3.35	.75

Source: Fieldwork (2020), Standard Deviation = SD

Lastly the Lecture mode is the last of the teaching methods analyzed. From Table 10, the Lecture method is the most rejected method of teaching according to this study. This is because respondents agreed negatively to the statement on perception (M = 3.35, SD = .75). This is demonstrated in the following responses; "Lesson becomes boring when my Social Studies teacher talks alone throughout the lesson" (M = 3.03, SD = 1.07), "Lesson becomes boring when my Social Studies teacher presents topic in an orderly way during teaching" (M = 2.77, SD = 1.19), "Lesson becomes boring when my Social Studies teacher uses a short period of time to teach many topics during teaching". (M = 2.81, SD = 1.13), and "Lesson becomes boring when my

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Social Studies teacher allows me to ask questions when teaching" (M = 2.53, SD = 1.21).

It was realized in the findings of the current study that students have negative perceptions about the Lecture method which has been proven by the result of the findings. Lesson becomes boring when my Social Studies teacher talks alone throughout the lesson (M = 3.03, SD = 1.07). The result of the study indicates that lesson becomes extremely boring when teachers do most of the talking when teaching Social Studies. The implication of the lecture method being boring is that students may not participate in the teaching process. Therefore, teachers should involve students in the teaching and learning of Social Studies.

Research Question 2

What methods do teachers use in teaching Social Studies?

The focus of the methods is based on the pedagogical components. This research question sought to examine the methods teachers use in teaching Social Studies. For this research questions there were 24 items on a 4-point Likert-type scale which were scored from 1 to 4 (thus, from Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). A mean score of 2.5 was used. The mean scores of all the items were summed and divided by the number of responses to get the overall mean. A mid-point of 2.5 was used as the baseline for comparison such that mean values above 2.5 indicated that most of the respondents were in agreement with the statement whereas a mean value less than 2.5 showed that most of the respondents were in disagreement with the statement. The details of the results were presented in Tables 11-17.

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Table 11- *Methods used by teachers in teaching Social Studies*

Brainstorming method	**Mean**	**SD**
Social Studies teacher allows me to give any answer to a question whether correct or wrong and later helps me to know the correct answer.	3.75	.53
Social Studies teacher writes all answers on the board whether correct or wrong.	2.53	.95
Social Studies teacher allows me to choose the correct answer from the board.	2.98	.89
Social Studies teacher helps pupils to finally choose the correct answer from the board.	3.22	.87
Overall mean	3.13	.59

Source: Fieldwork (2020), Standard Deviation = SD

As shown in Table 11, Students responded to the questions concerning the methods teachers use in teaching Social Studies students. The first method Brainstorming (M= 3.13 SD=.59). Respondents agreed that teachers use such a method in teaching Social Studies. This was reflected in the various sub statement: "Social Studies teacher allows me to give any answer to a question whether correct or wrong and later helps me to know the correct answer" (M = 3.75, SD = .53); "Social Studies teacher writes all answers on the board whether correct or wrong" (M= 2.53, SD=.95); "Social Studies teacher allows me to choose the correct answer from the board" (M= 2.98, SD=.89) and "Social Studies teacher helps pupils to finally choose the correct answer from the board" (M= 3.22, SD=.87).

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The result of the study delivers ample evidence to support the fact that Social Studies teachers use the Brainstorming method of teaching. This is because, respondents agreed to a large extent the various steps in involved in the brain storming method of teaching. "Social Studies teacher allows me to give any answer to a question whether correct or wrong and later helps me to know the correct answer" (M = 3.75, SD = .53) The result of the study indicates that lesson is sometimes taught with the Brain storming method of teaching with the appropriate steps too.

Table 12- *Methods used by teachers in teaching Social Studies (Discussion method)*

Discussion method	**Mean**	**SD**
Social Studies teacher allows me to contribute during teaching.	3.67	.65
Social Studies teacher allows my peers to contribute during teaching.	3.57	.68
Social Studies teacher allows me to ask questions in class during teaching.	3.73	.54
Social Studies teacher allows my peers to ask questions during teaching.	3.62	.60
Overall mean	3.65	.43

Source: Fieldwork (2020), Standard Deviation = SD

From Table 12 the discussion method was discussed. Respondents highly agreed to all the steps involve in the discussion method of teaching (M=3.65, SD=.43). This was obvious in the various steps involved in the discussion method; "Social Studies teacher allows me to contribute during

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teaching" (M = 3.67, SD = .65), "Social Studies teacher allows my peers to contribute during teaching" (M = 3.57, SD = .68), "Social Studies teacher allows me to ask questions in class during teaching". (M = 3.73, SD = .44), and "Social Studies teacher allows my peers to ask questions during teaching". (M = 3.62, SD =. 60).

The results of the study suggest that teachers use the discussion method in teaching as they agreed to the statements like "Social Studies teacher allows me to contribute during teaching" (M = 3.67, SD = .65), and other subsequent steps involved in the discussion method of teaching Social Studies. The result of the study indicates that lesson is sometimes taught with appropriate steps too.

Table 13- *Methods used by teachers in teaching Social Studies (Role play)*

Role playing method	**Mean**	**SD**
Social Studies teacher presents real life situations when teaching.	3.25	.89
Social Studies teacher allows me to act like certain people when teaching some specific topics.	2.73	.89
Social Studies teacher allows me to express myself like the person I act to be.	2.72	.92
Social Studies teacher gives me guidance when am acting like someone in a role play.	2.75	.89
Overall mean	2.87	.70

Source: Fieldwork (2020), Standard Deviation = SD

From Table 13, Role Play method of teaching Social Studies, was discussed. It found that respondents highly responded to the statements pertaining to the steps involved in Role Playing method. The overall mean of Role Play method (M = 2.87, SD = .70). This was reflected in the subsequent statements. "Social Studies teacher presents real life situations when teaching"

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(M = 3.25, SD = .89). "Social Studies teacher allows me to act like certain people when teaching some specific topics". (M = 2.73, SD = .89), "Social Studies teacher allows me to express myself like the person I act to be". (M = 2.72, SD = .92) and "Social Studies teacher gives me guidance when am acting like someone in a role play". (M = 2.75, SD = .89).

It was evident from the results of the present study that, the Role-Playing method of teaching Social Studies is being used in teaching students since students agreed to the steps involved in the Role-Playing method. The evidence is "Social Studies teacher presents real life situations when teaching" (M = 3.25, SD = .89). The other statements also agreed with the statements. The result of the study indicates that the lesson is sometimes taught with the Role-Playing method of teaching Social Studies with the appropriate steps too. Again, as shown in Table 14, Students responded to all the questions pertaining to the steps used in role playing teaching methods.

Table 14- *Methods used by teachers in teaching Social Studies (lecture method)*

Lecture method	**Mean**	**SD**
Social Studies teacher outlines the main points and organize them in an orderly way during teaching.	2.65	105.
Social Studies teacher uses examples and illustrations during teaching.	3.25	.92
Social Studies teacher uses a short time to teach many topics during teaching.	2.65	1.18
Social Studies teacher allows me to ask questions when teaching.	3.16	.98
Overall mean	2.93	.61

Source: Fieldwork (2020), Standard Deviation = SD

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The fourth method, Lecture method (M= 2.93, SD=.61). Respondents agreed to all the steps recorded. This was reflected in questions as follows; "Social Studies teacher outlines the main points and organize them in an orderly way during teaching". (M = 2.65, SD =1.05), "Social Studies teacher uses examples and illustrations during teaching" (M = 3.25, SD = .92), "Social Studies teacher uses a short time to teach many topics during teaching". (M = 2.65, SD =1 .18) and "Social Studies teacher allows me to ask questions when teaching". (M = 3.16, SD = .98).

It was obvious from the current study that, students recognize the Lecture method of teaching as being used in the class by Social Studies teachers. This can be seen from the findings where all the students agreed to the steps on the method "Social Studies teacher uses examples and illustrations during teaching" (M = 3.25, SD = .92). The results of this study suggest that students are aware of the fact that teachers use lecture in teaching Social Studies.

Table 15- *Methods used by teachers in teaching Social Studies (inquiry method)*

Inquiry method	**Mean**	**SD**
Social Studies teacher presents problem for me to solve during teaching.	3.11	.94
Social Studies teacher allows me to find solution to the problem in my own way.	3.18	.96
Social Studies teacher sometimes allows me to identify my own situation and find solution to them.	3.11	.96
Social Studies teacher sometimes provides clue to the solution of the problem.	3.31	.86
Overall mean	3.18	.74

Source: Fieldwork (2020), Standard Deviation = SD

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The teaching method to talk about in Table 15 is the inquiry method of teaching Social Studies. Students agreed to all the questions under this method with an overall mean (M= 3.18, SD=.74). The specifics were reflected in the subsequent responses to the steps involved in the inquiry method. The responses are as follows: "Social Studies teacher presents problem for me to solve during teaching" (M = 3.11, SD = .94), "Social Studies teacher allows me to find solution to the problem in my own way" (M = 3.18, SD = .96), "Social Studies teacher sometimes allows me to identify my own situation and find solution to them" (M = 3.11, SD = .96) and "Social Studies teacher sometimes provides clue to the solution of the problem". (M = 3.31, SD = .86) also received substantial response.

It was obvious from the findings of the current study that, the inquiry method of teaching Social Studies is being used in teaching students since students agreed to the steps involved in the inquiry teaching method. The evidence is "Social Studies teacher allows me to find solution to the problem in my own way" (M = 3.18, SD = .96), the other statements, students also agreed to them.

The result of the study indicates that the lesson is sometimes taught with the Inquiry method of teaching Social Studies with the appropriate steps too.

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Table 16- *Methods used by teachers in teaching Social Studies (Group Activity method)*

Group activity method	**Mean**	**SD**
Social Studies teacher sometimes put me into a group to learn.	3.03	1.07
Social Studies teacher helps the pupils to form groups into equal members.	2.77	1.19
Social Studies teacher explains the objectives of the group before activities are given to the class.	2.81	1.13
Social Studies teacher explains the benefits of group activities to pupils during teaching.,	2.53	1.21
Overall mean	2.79	1.01

Source: Fieldwork (2020), Standard Deviation = SD

Lastly group activity method is the last of the teaching methods analyzed in Table 16, students agreed to all the questions pertaining to the steps used in group activity teaching method with an overall mean of (M = 2.79, SD = 1.0), This was reflected in the subsequent statement: "Social Studies teacher sometimes put me into a group to learn" (M = 3.03, SD = 1.07), "Social Studies teacher helps the pupils to form groups into equal members" (M = 2.77, SD = 1.19), "Social Studies teacher explains the objectives of the group before activities are given to the class" (M = 2.81, SD =1 .13) and "Social Studies teacher explains the benefits of group activities to pupils during teaching" (M = 2.53, SD =1 .21). From the findings of the current study, it has been confirmed that teachers use Group Activity method in teaching Social Studies perhaps even appropriately since it has been proven

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by the result of the findings ["Social Studies teacher sometimes put me into a group to learn" (M = 3.03, SD = 1.07)]. The result of the study indicates that lesson is sometimes taught with the group activity method of teaching and with the appropriate steps too.

Hypothesis

There is a significant influence of students' perception of the content mode of assessment in Social Studies and their learning outcome.

This hypothesis sought to find out whether or not students' perception of the content mode of assessment in Social Studies will significantly influence their learning outcome (academic performance). The hypothesis was tested using multiple linear regression analysis at 0.05 level of significance. The predictor variable was students' perception regarding the content mode of assessment in Social Studies, which had six dimensions. These dimensions include: brainstorming method, discussion method, role play method, lecture method inquiry method and group activity method. The criterion variable on the other hand, was the students' performance. Both the criterion and the predictor variables were measured on a continuous basis. Preliminary analyses were done. First, normality assumption was checked, and adhered to (see Figure 3).

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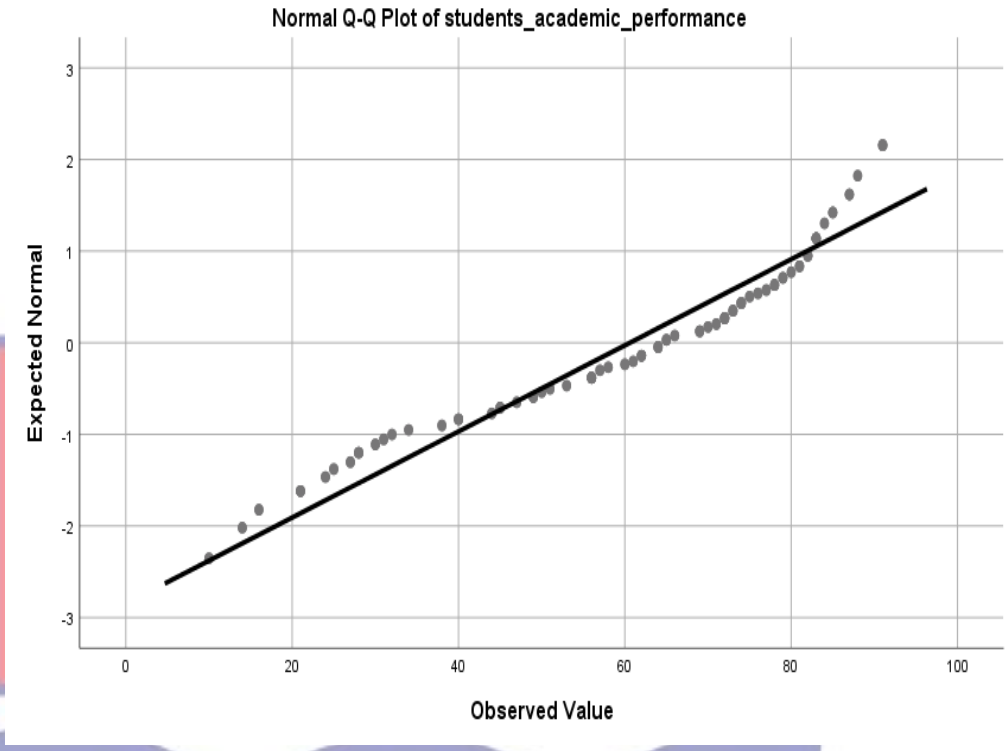

Figure 4- Normal Q-Q plot for students; academic performance

The distribution in Figure 4 shows that the data on students' learning outcomes (performance) was normally distributed. According to Pallant (2010), the significant of the Q-Q plot is to determine whether a data is normally distributed or not, the output of a normal Q-Q plot is often observed. Pallant argues that, if a data is normally distributed, then the data points will be close to the diagonal line. If the data points however stray from the diagonal line in an obvious non-linear fashion, then the data are not normally distributed. From this evidence, it can be said that, the data as presented in Figure 4 is normally distributed.

Based on meeting the normality assumption, multiple linear regression was employed to examine the influence of students' perception of the content mode of assessment in Social Studies on their learning outcome. Details of this analysis is presented in Table 17

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Table 17- *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error	Durbin-Watson
1	.383	.147	.113	20.03618	1.514

Source: Field survey (2020); $F(6, 153) = 4.391$, $p < .001$

a. Predictors: Brainstorming and content mode of assessment, Discussion content mode of assessment, Role-play method, Lecture content mode of assessment, Inquiry content mode of assessment, group activity content mode of assessment

b. Dependent Variable: Students' performance

From Table 17, the overall regression model was statistically significant, $F(6, 153) = 4.391$, $p < .001$, $R^2 = .147$. The result implies that all the six teaching methods, altogether explain 14.7% of the variations in the performance of the students. Table 18 presents the regression coefficients for brainstorm method, discussion method, role-play, lecture method, inquiry method, and group activity method.

Table 18- *Regression Coefficients of Predictors*

	Unstandardized Coefficients		Standardized Coefficients			
Parameter	B	SE	B	T	Sig.	VIF
(Constant)	18.830	14.828		1.270	.206	
Brainstorming	-.986	.736	-.109	-1.340	.182	1.120
Discussion	*2.574	1.061	.217	2.426	.016	1.43
Role play method	-.987	.659	-.130	-1.496	.137	1.36
Lecture method	1.049	.751	.120	1.396	.165	1.33
Inquiry method	*2.277	.712	.317	3.198	.002	1.77
Group Activity	-.1011	.892	-.117	-1.133	.259	1.91

Source: Field survey (2020); *Significant, $p < .05$

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Multicollinearity was not detected among the predictor variables, as the VIFs were below 10. From Table 19, Discussion method (B =2.574, $p <$ .001) and Inquiry method (B = 2.277, $p <$ .001) were the only significant predictors of students' learning outcome (performance). The results imply that a unit increase each in discussion and inquiry method would lead to 2.57 and 2.28 units, increase in students' learning outcomes (performance) respectfully, Comparatively, inquiry method (β = .317) predicted more of performance of the students than discussion (β = .217).

On the contrary, brainstorming method (B = -.986, p = .182), role play method (B = -.987, p = .137), lecture method (B = .1049, p = .165) and group activity were not significant predictors of students' learning outcome (performance).

Discussion of Research Findings

It appears that students sometimes do not regard the study of Social Studies and therefore thinks it is boring and uninteresting (Chiodo & Byford, 2006). For this reason, the current study evaluated the perceptions students' have about the content mode of assessment in Social Studies and ascertained their views on whether teachers use the required teaching methods in the class. This section is to discuss the results of the current study. They are presented in accordance with the various research questions and the hypotheses.

Students' perceptions regarding the methods of teaching Social Studies

Students' perception of the methods used in teaching Social Studies, was based on the concepts of teaching Social Studies (Kwao et al., 2018). There were two main methods of teaching Social Studies discussed in this study thus the Teacher- centered methods (lecture and drill practice method)

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and Students-centered methods (brainstorming, discussion, role play, group activity and inquiry methods) of teaching Social Studies. Students had positive perception about the Students –centered methods and negative perception about the Teacher centered methods.

These results are in support with many studies reporting on teaching methods. In a study conducted by Campbell, Smith, Boulton-Lewis, Brownlee, Burnett, Carrington and Purdie. (2001), 10 teachers were sampled for the study. They concluded that, students preferred the use of students- centered aspects of the class which includes teaching methods and supportive environment. Most tutors today apply the student-centered methodology to endorse interest, analytical research, thinking critical and enjoyment among pupils (Hesson & Shad, 2007).

For instance, the findings is in support with a study conducted by Russel and Waters (2010), who evaluated what middle school pupils prefer and hate about Social Studies lessons. A sample of 480 students were used for the study in the southern state of USA. The study showed that 59% of the students liked to be taught with the 'Discussion method'. This represented more than half of the sample. Students might agree with Brookfield (1991) when he said that, the purpose of discussion is to encourage change in learners what teachers define as desirable attitude. Also, in the same study, 79% of the students liked to be taught with group activity method, which is also more than half of the sample used for the work. This is in agreement with the current study since it is indicating which of the methods preferred by students in the teaching of Social Studies.

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Again, in a study conducted by Abdu-Raheem, (2015) On Teachers' perceptions of effectiveness of methods of teaching Social Studies in the Ekiti State, Nigeria. The sample for the study was 320 teachers. The findings of the study revealed that teachers perceived the learner centered methods of teaching Social Studies as the best methods of teaching and the teacher-centered as less effective methods. The results were; inquiry methods ranked 2nd discussion ranked 3rd and Role play ranked 5th out of fourteen teaching methods. Thus, ranking the learner centered methods higher. In support to the above, researchers have indicated that students have positive perceptions about student-centered methods of teaching like role play, dramatization field trip and brainstorming methods. This implies that students have positive perceptions about the students-centred methods of teaching Social Studies.

The results of the study also disclosed that Pupils have negative perception about the teacher-centered methods of teaching, this is supported by the study conducted Russel and Waters (2010) indicated that 74% of the students disliked the use of the lecture method. Again, lecture and note-dictation methods were ranked 10th and 14th by teachers in a study conducted to assess the teachers' perception about the effective methods of teaching Social Studies (Abdu-Raheem, 2015). It can be concluded from the findings that; students' have positive perception about the students-centred methods of teaching Social Studies since the only teacher centered-method is the lecture method in the current study.

Methods Teachers use in teaching Social Studies

The method that teachers use in teaching Social Studies was also based on the content knowledge of teaching Social Studies. (Kwao et al.,

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2018). Considering the findings of research question two, it was concluded that, Teachers use both the Students- centered and Teacher –centered methods in teaching Social Studies in the class. The findings are in agreement with the result of other studies which indicate that, Social Studies teachers use both the teacher and students-centered methods in teaching.

The result is in accordance to a study conducted by Bolinger and Wilson (2007) with 240 full time teachers. The findings indicated that Social Studies use both methods in teaching as teachers answered questions pertaining to the use of both teacher-centered and students–centered methods. In the conclusion, it was suggested that teachers use inactive methods more than active methods which indicated that teachers use more of the teacher–centered method than students centered methods. However, the current study indicated that teachers use both methods in teaching. Also, the findings are in support of study conducted by Russel and Waters (2010), which was to evaluate what middle school students like and dislike about Social Studies instructions. The study concluded that students preferred the students-centered methods to the teacher-centered methods this indicates that, teachers mostly use both methods in teaching Social Studies, however the researcher noted that students disliked the teacher centered-methods.

Influence students' perceptions of Social Studies regarding the methods of teaching Social Studies on their learning outcome

The research hypothesis sought to find out whether or not students' perception of the Social Studies teaching methods will influence their learning outcomes. Generally, the overall regression model was statistically significant, that is the predictor (perception of teaching method) predicts the dependent

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variable (learning outcomes or performance). This implies that students' perception about Social Studies teaching methods was a positive significant predictor of students' academic performance. This suggests that the teaching methods teachers adopt in teaching Social Studies, affect students' academic performance. The result also suggests that student's perception regarding the methods teachers adopt in teaching students plays a significant role in the learning outcomes of students in Social Studies.

The findings of the study however contradict with Hassan (2009) who studied the relationship between students' performance and their academic performance in the Colleges of Education in Kaduna State. The findings showed no significant relationship between Students' perception and their academic performance in Social Studies. This might be as a result of the fact that he assessed the perception of Social Studies in general not considering only the teaching methods.

Grounded on the results of the study, the alternate hypothesis which is 'There is a significant influence of students' perception regarding the content mode of assessment of Social Studies and its' effect on their learning outcome' was accepted. The perception index therefore indicated that hypothesis was generally accepted.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of the study, the conclusions drawn, suggestion and recommendation for further studies based on the findings.

Summary

Overview of the study

The purpose of the study was to ascertain the Students' perceptions of the method of teaching Social Studies and their effects on their learning outcomes in the Junior High School form three students of the Cape Coast Metropolis. In more specific terms, the study sought to: (a) explore the perceptions students had about Social Studies teaching methods (b), determine whether teachers use the appropriate teaching methods in teaching Social Studies and (c) examine the influence of students' perception of Social Studies teaching method on their learning outcomes. These objectives were transformed into two research questions and one hypothesis which guided the study.

The study employed descriptive survey design with a quantitative approach in the conduct of the study. The study targeted JHS 3 students in four selected schools in the Cape Coast Metropolis. I used a self-designed questionnaire and results from a standardized test. Through disproportionate sampling technique, the questionnaire was administered to 181 JHS 3 Students 'frequencies and percentages' also 'standard deviations' and means were used

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to analyze the data to answer the research questions. The hypothesis was tested using multiple linear regression.

Key Findings

The following were the key f findings of the study:

1. The Pupils in the Cape Coast Metropolis have positive perception regarding the method of teaching Social Studies.
2. The study revealed that, teachers in the Cape Coast Metropolis use the appropriate methods in teaching Social Studies thus the Students-centered methods and the teacher –centered methods. However, the Pupils preferred more of the Students –Centered methods to the Teacher-Centered method.
3. The study also showed that pupils' perception of Social Studies teaching method was a significant positive predictor of their learning outcome.
4. Method that is not favorable for students includes lecture method.

Conclusions

It can be concluded that the JHS 3 Students in the Cape Coast Metropolis generally had positive perception about the methods teachers use in teaching Social Studies, perhaps similar to other students elsewhere in the country. This, suggests that Students in the Metropolis find Social Studies methods to be interesting and not boring.

Also, the Junior High School 3 Students in the Cape Coast Metropolis confirmed that their teachers use both Teacher-Centered and Learner-Centered Methods in the teaching of Social Studies. This suggests the use of blended methods. It can be implied that, teachers use the appropriate methods

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suggested by the Social Studies syllabus and therefore Students are able to understand the lesson when they are taught. It has the implication that, content and pedagogical approaches are appropriate and relevant.

Furthermore, since the study showed that there is a significant relationship between Students' perception of the methods of teaching Social Studies and their learning outcomes, it can be concluded that, as Students develop Positive perception about the methods of teaching Social Studies as well their learning out comes increase. This implies that, there is the need for teachers to create good impression about Social Studies and its' methods

Recommendations for Policy and Practice

Grounded on the findings of the study and the conclusions drawn, the following recommendations are made to guide policy and practice.

1. Circuit supervisors in the Cape Coast Metropolis should ensure supervision and monitoring of how teachers use the methods of teaching in order for them to maintain the positive perceptions of students.
2. Circuit supervisors in the Cape Coast Metropolis have to arrange seminars and workshops once a while for Social Studies teachers to consider the current trends of teaching Social Studies in the classroom in order to equip teachers for the best practices.
3. Teachers who do not partake in seminars and workshops in the metropolis should be encouraged by their circuit supervisors to also employ several teaching methods during teaching since this approach gives individual learner's opportunity to assess different capabilities, skills, interest and learning styles.

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Suggestion for Future Research

This study was to find out the effects of students' perceptions of the methods of teaching Social Studies on their learning outcomes in J.H.S 3 pupils in the Cape Coast Metropolis.

The following are the suggestion for further studies:

1. Similar studies should be conducted to examine Students' perceptions of the methods of teaching Social Studies and its effects on their learning outcomes in the basic schools in other metropolis in Ghana.
2. Further studies should be conducted to explore which of the teaching methods is best desired by Students when teaching of Social Studies.
3. There should be studies done on how teachers can blend the use of both the Teacher–Centered and Learner–Centered Methods in teaching Social Studies.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER

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

Telephone: +233-(0)3321-33379
Cables: University, Cape Coast
Email: basic.education@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DBE/32/V.3/

28th February, 2020

Your Ref:

Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter **Sarah Frempong** a level 800 student at the Department of Basic Education, University of Cape Coast.

She is undertaking a study on "STUDENTS' PERCEPTION ON THE METHODS OF TEACHING SOCIAL STUDIES AND LEARNING OUT COMES IN THE JUNIOR HIGH SCHOOLS OF THE CAPE COAST METROPOLIS". In connection with this, she needs 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.

Yours faithfully,

Thank you.

Nana (Dr.) Aaron Osafo-Acquah
HEAD OF DEPARTMENT

DEPARTMENT OF BASIC EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST

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APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v4/20-14

Date: 12.03.2020

Your Ref: .....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Sarah Frempong..., Reg. No. EF/BEP/18/0005 is an M.Phil. / ~~Ph.D~~. 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:

Students perception on the methods of teaching Social Studies and Learning outcome in Junior High Schools 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. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
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Secretary, CES-ERB
Prof. Linda Dzama Forde
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APPENDIX C

QUESTIONNAIRE

Dear respondent,

This questionnaire is being administered as part of a study being carried out under the auspices of the College of Education, University of Cape Coast. The information elicited by this questionnaire would be used for the study and would be treated as exclusively confidential. It is hoped that all respondents would give their maximum cooperation and as much as possible provide correct and accurate responses.

Section A

Demographic Characteristics

Please indicate your responses to the following questions with the appropriate answer by ticking [√] the space besides the information.

1. Sex
   a. Male [ ]
   b. Female [ ]
2. Age
   10-12yrs [ ]
   13-15yrs [ ]
   16 and above [ ]
3. School ……..

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SECTION B

This section seeks to know how students feel about the methods indicated above.

Respondents are to answer by ticking [√] strongly agree [S.A] Agree [A] Disagree [A] strongly disagree [S.D]. To the statements below

NO	ITEMS	S.A	A	S. D	D
1.	Lesson becomes interesting when Social Studies teacher allows me to give any answer to a question whether right or wrong and later helps pupils to know the correct answer.				
2.	Lesson becomes interesting when Social Studies teacher writes all answers on the board whether correct or wrong.				
3.	Lesson becomes interesting when my Social Studies teacher allows me to choose the correct answer from the board.				
4	Lesson becomes interesting when my Social Studies teacher and I finally choose the correct answer from the board.				
5.	Lesson becomes interesting when my social teacher Social Studies teacher allows me to contribute during teaching.				
6.	Lesson becomes interesting when my Social Studies teacher allows my peers to				

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	contribute during teaching.				
7.	Lesson becomes interesting when Social Studies teacher allows me to ask questions in class during teaching.				
8.	Lesson becomes interesting when Social Studies teacher allows my peers to ask questions during teaching.				
9.	Lesson becomes boring when my Social Studies teacher forces me to memorize things in class during teaching.(mnemonics)				
10.	Lesson becomes boring when Social Studies teacher allows me to recall things that I have memorize at the beginning of a new lesson.				
11.	Lesson becomes boring when Social Studies teacher reminds me of the facts when I forget them.				
12.	Lesson becomes more interesting when Social Studies teacher allow my peers to talk about the things they saw outside the class.				
13.	Lesson becomes more interesting when Social Studies teacher presents real life situations in teaching.				
14.	Lesson becomes more interesting when teacher allows pupils to play the role of others when teaching sometimes.				

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15.	Lesson becomes more interesting when Social Studies teacher allow me to express myself like the person am acting to be.				
16.	Lesson becomes more interesting when Social Studies teacher gives me guidance when am acting like someone in a role play.				
17.	Lesson becomes interesting when Social Studies teacher presents problem for me to solve during teaching.				
18.	Lesson becomes more interesting when Social Studies teacher allows me to find solution to the problems in my own way.				
19.	Lesson becomes more interesting when Social Studies teacher sometimes allows me to identify my own situation and find solution to them.				
20	Lesson becomes more interesting when Social Studies teacher sometimes provides clue to the solution of the problem.				
21.	Lesson becomes more interesting when pupils are put into groups to learn.				
22.	Lesson becomes more interesting when Social Studies teacher helps the pupils to form groups into equal members.				

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23.	Lesson becomes more interesting when Social Studies teacher explains the objectives of the group before activities are given to the class.				
24	Lesson becomes more interesting when Social Studies teacher explains the benefits of group activities to pupils during teaching.				
25.	Lesson becomes boring when Social Studies teacher talks alone throughout the lesson.				
26.	Lesson becomes boring when Social Studies teacher presents topic in an orderly way during teaching.				
27.	Lesson becomes boring when Social Studies teacher uses a short period of time to teach many topics during teaching.				
28.	Lesson becomes boring when Social Studies teacher allows me to ask questions when teaching.				

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SECTION C

The methods used in teaching Social Studies.

This section presents the activities involved in teaching Social Studies. Respondents are to answer by ticking [√] Strongly Disagree [S.D] Disagree [D] Agree [A] Strongly Agree [S.A] to indicate how teachers teach Social Studies.

N/O	ITEMS	SD	D	A	S.A
1	Social Studies teacher allows me to give any answer to a question whether correct or wrong and later helps me to know the correct answer.				
2	Social Studies teacher writes all answers on the board whether correct or wrong.				
3	Social Studies teacher allows me to choose the correct answer from the board.				
4	Social Studies teacher helps pupils to finally choose the correct answer from the board.				
5	Social Studies teacher allows me to contribute during teaching.				
6	Social Studies teacher allows my peers to contribute during teaching.				
7	Social Studies teacher allows me to ask questions in class during teaching.				
8	Social Studies teacher allows my peers to ask questions during teaching.				

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9	Social Studies teacher make pupils to memorize things in class during teaching.				
10	Social Studies teacher guides me to keep thing learnt into memory. (mnemonics)				
11	Social Studies teacher allows me to recall things that I have that I have memorize at the beginning of a new lesson.				
12	Social Studies teacher provides the model for drill practice.				
13	Social Studies teacher presents real life situations when teaching.				
14	Social Studies teacher allows me to act like certain people when teaching some specific topics.				
15	Social Studies teacher allows me to express myself like the person I act to be.				
16	Social Studies teacher gives me guidance when am acting like someone in a role play.				
17	Social Studies teacher outlines the main points and organize them in an orderly way during teaching.				
18	Social Studies teacher uses examples and illustrations during teaching.				
19	Social Studies teacher uses a short time to teach many topics during teaching.				

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20	Social Studies teacher allows me to ask questions when teaching.				
21	Social Studies teacher presents problem for me to solve during teaching.				
22	Social Studies teacher allows me to find solution to the problem in my own way.				
23	Social Studies teacher sometimes allows me to identify my own situation and find solution to them.				
24	Social Studies teacher sometimes provides clue to the solution of the problem.				
25	Social Studies teacher sometimes put me into a group to learn.				
26	Social Studies teacher helps the pupils to form groups into equal members.				
27	Social Studies teacher explains the objectives of the group before activities are given to the class.				
28	Social Studies teacher explains the benefits of group activities to pupils during teaching.				

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