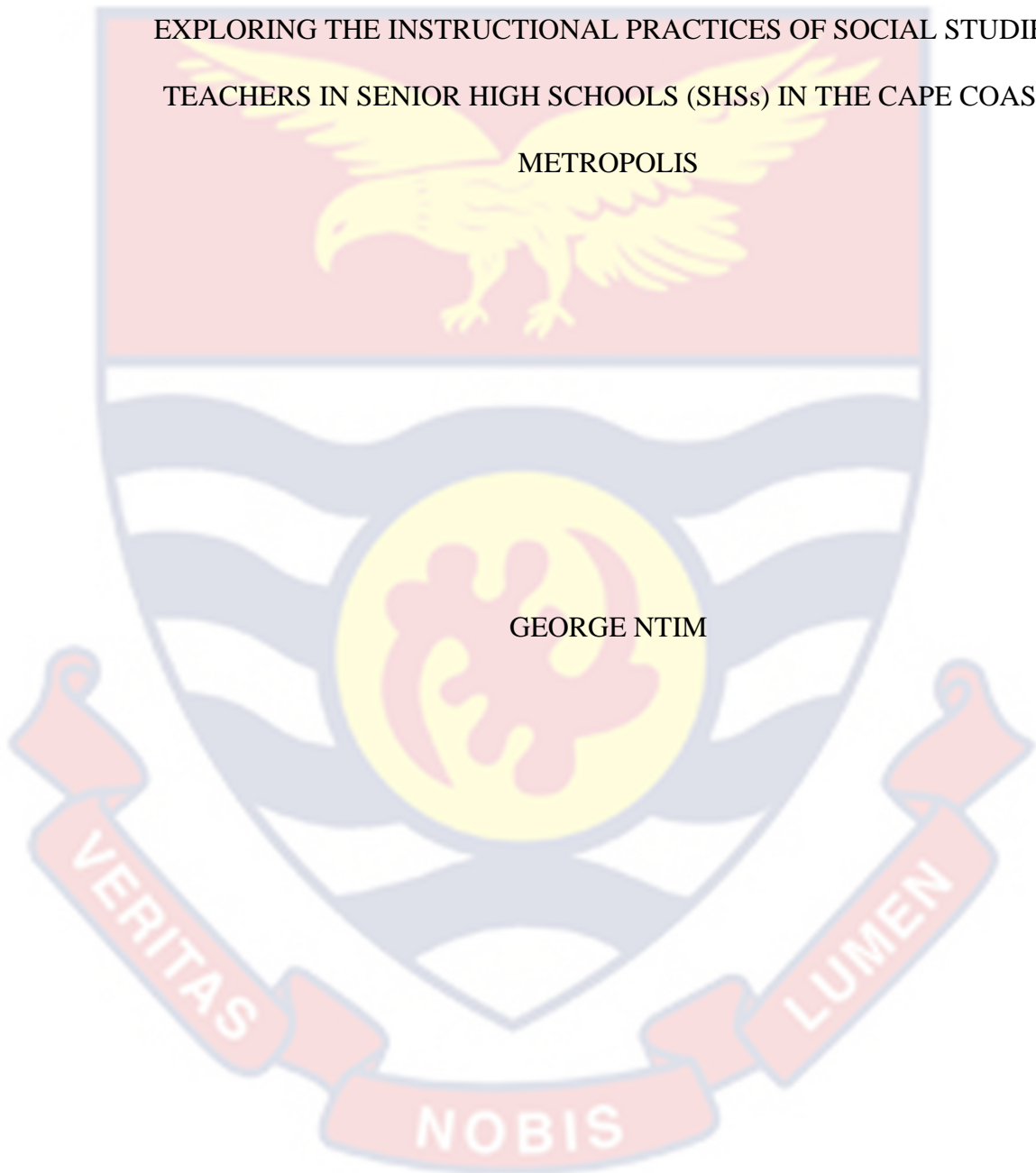


UNIVERSITY OF CAPE COAST

EXPLORING THE INSTRUCTIONAL PRACTICES OF SOCIAL STUDIES
TEACHERS IN SENIOR HIGH SCHOOLS (SHSs) IN THE CAPE COAST

METROPOLIS

GEORGE NTIM



2021



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METROPOLIS

BY

GEORGE NTIM

Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education,
College of Education Studies, University of Cape Coast, in partial fulfilment
of the requirements for the award of a Master of Philosophy Degree in
Curriculum and Teaching

NOVEMBER 2021

DECLARATIONS

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:

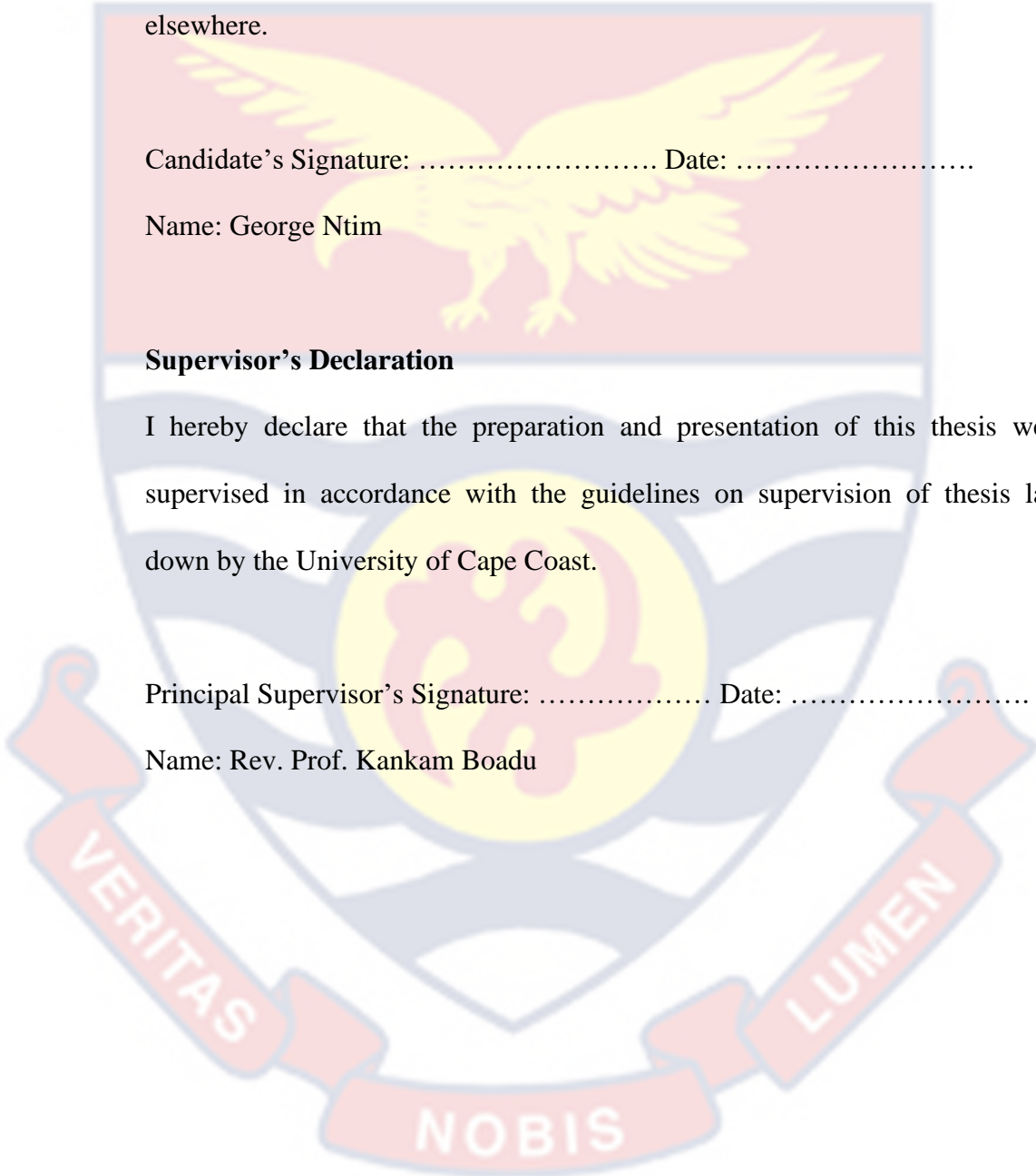
Name: George Ntim

Supervisor's Declaration

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

Principal Supervisor's Signature: Date:

Name: Rev. Prof. Kankam Boadu



ABSTRACT

This study sought to explore the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis. The embedded mixed method design was employed to study the research problem. All Social Studies instructors (98) were considered in the quantitative phase of the study. In order to triangulate, 20 instructors were conveniently sampled from the population for observation. Finally, 10 Social Studies unit heads were purposively sampled for a semi-structured interview. The results showed among others that: teachers had adequate knowledge of the aims of the subject; the major lesson planning practices was the writing of scheme of work, and that instructors were reluctant in developing comprehensive lesson plans; teachers' self-reported teaching techniques did not necessarily materialise in the classroom condition; however, classroom observation revealed they did not give students adequate time to extend their thinking. The dominant challenges that impeded the achievement of syllabus aims were reluctance to plan and misplaced practices of out-of-field teachers. It was concluded that: Instructors have in-depth knowledge of the aims of the Social Studies teaching syllabus; the scheme of work dominates the planning of lessons; teachers usually resort to the use of teacher dominated-techniques and that teachers were startled to increase wait-time; the challenges teachers face contributes to the slow achievement of the aims of the subject. It was recommended among others that teachers should: continue to update their knowledge on the aims of the subject; prepare documentary evidence of lessons; employ learner-dominated techniques in teaching; government must recruit qualified Social Studies professionals to handle the subject at the SHS level.

KEYWORDS

Instructional Practices

Lesson Planning

Questioning

Social Studies Teachers

Syllabus Aims

Teaching

Techniques



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I am indebted to the School of Graduate Studies and the Department of Business and Social Sciences Education, University of Cape Coast, for giving me a second chance at a point when I nearly gave up. To Mr Eugene Hesse and Dr Bernard Acquah Sekyi, I say a big thank you. A special thank you to Dr Collins Adjei of the Department of Geography and Regional Planning.

I am equally grateful to the Social Studies facilitators whose classes I used for this study. However, I am entirely responsible for any errors and omissions that may be found in this thesis.

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DEDICATION

To my late grandmother, Comfort Abena Sika



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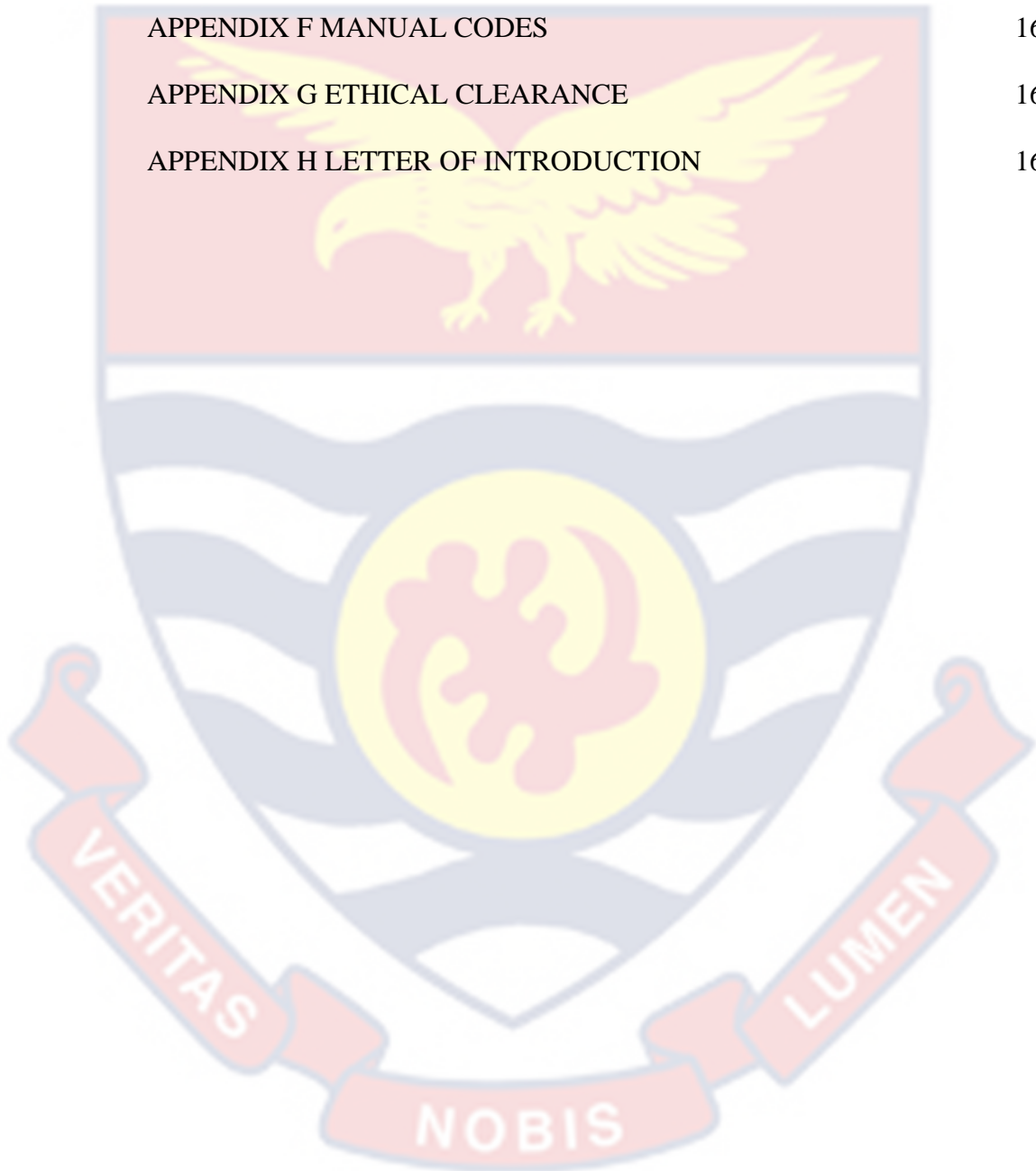
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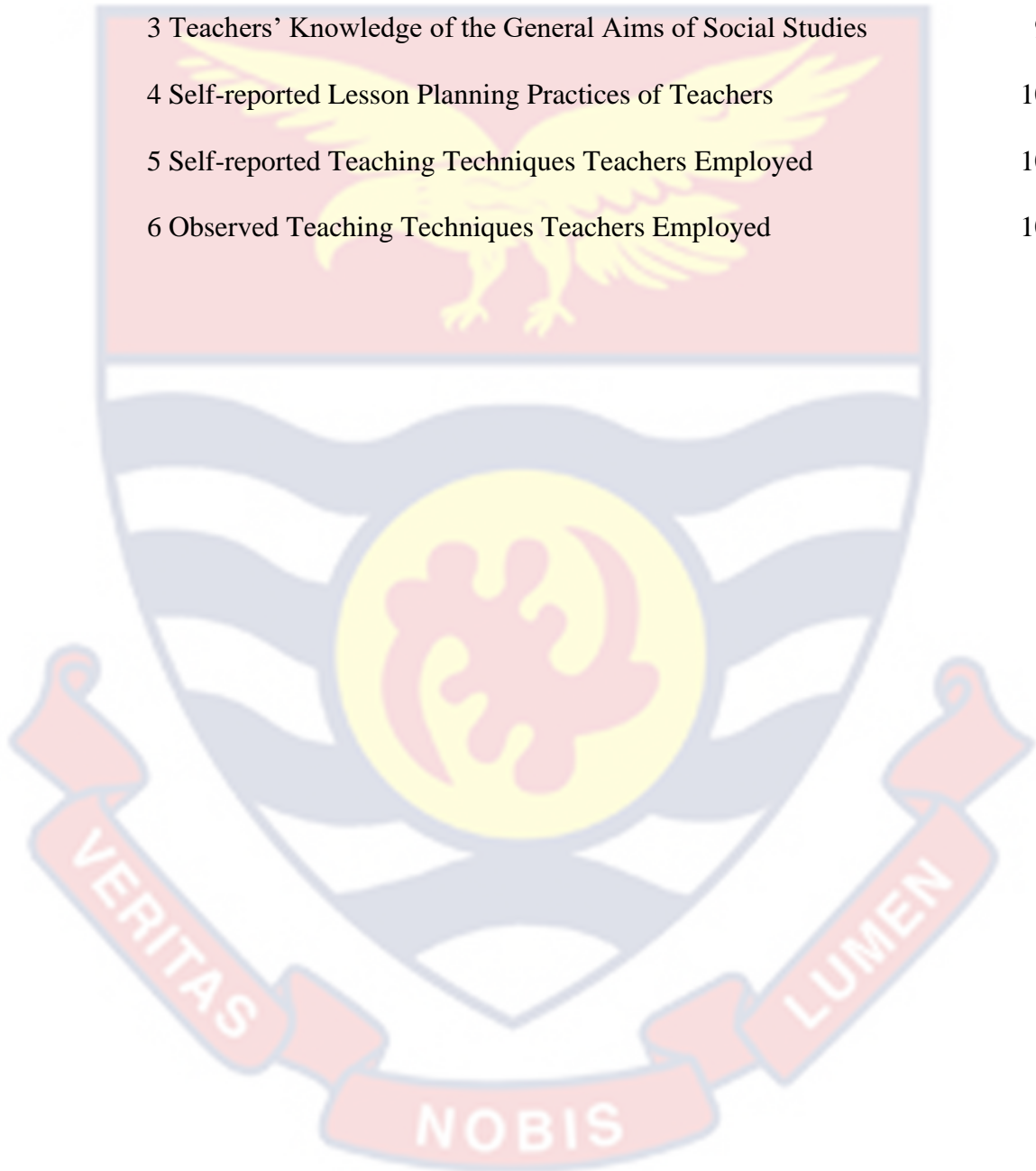
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CHAPTER ONE

INTRODUCTION

Overview

Conventional wisdom has it that Social Studies as a subject in schools has contributed particularly in solving social and environmental problems by building civic competence the world over. Yet, it appears the general aims of the subject have not been well achieved in the Ghanaian context following the proliferation of social decadence and rising environmental problems. Scholars in the past had attributed this to teacher factors, student factors or policy factors. Judging from literature vis-à-vis the time the research was being conducted, it appeared to the researcher, the instructional practices of Social Studies teachers had not been given much attention. Consequently, the researcher took the position that variables like teachers' knowledge of the aims of Social Studies teaching syllabus, lesson planning, and teaching techniques employed by teachers needed to be explored to decipher their contribution or otherwise to the achievement of the general aims of the SHS Social Studies curriculum, as well as to illuminate the challenges that clouded this process. This chapter covers: Background to the Study, Statement of the Problem, Purpose of the Study, Research Questions, Significance of the Study Delimitations, Limitations of the Study, Definition of Terms, Organisation of the Study, and Chapter Summary.

Background to the Study

Social Studies first originated in Great Britain during the 1820s and quickly moved to the USA (Saxe, 1991; Dwomoh, 2018). This marked the cradle of the field. As a school subject, Social Studies emerged and developed

during the period of the late 19th and early 20th century (Karabulut, 2009). This was an attempt to use education as a ‘vessel’ to enhance social welfare (Dwomoh, 2018). To take a case in point, in the USA, Social Studies education had an indelible impact on attitudes of citizens after the society was torn apart by social, economic and political problems (Kankam, 2013; Abudulai, 2019). The ills of humanity and the problems that bedevilled society (deviance) was the aches of the Social Studies discipline (Saxe, 1991) at the time. Consequently, this idea later defused to other parts of the world.

In Ghana, the development of the Social Studies was marked with an unstable history (Tamakloe, 1991; Kankam, 2016b) until consolidating its associated problems in the late 1980s. For instance, Tamakloe described the Social Studies field as one bedevilled with a chequered history. Perhaps the most common reason for the unstable history of the Social Studies curriculum is that it was a herculean task correcting the inherited colonial curriculum which was primarily a separate subject curriculum. In trying to elaborate the entrenchment of Social Studies in the Ghanaian curriculum, Kankam asserted that Social Studies was established firmly in the Ghanaian education system in the late 1980s and early 1990s when the subject was recognised nationwide as a core subject in first and second cycle levels of education and subsequently introduced into the curriculum of teacher training institutions in Ghana. Regarding its introduction in SHS, however, the teaching of Social Studies as a core subject began in 1998 (Cobbold, 2013). This was characterised with a comprehensive syllabus harbouring well stipulated aims for the teaching of the subject.

Since then, it has remained quite uncertain if the subject has achieved (or is achieving) its aim of inculcating effective citizenship in learners. In recent times, Ghana is entangled with many challenges which bedevil the very fabric of the society and prevent national development (Abudulai, 2019). These include social and environmental problems. To Ayaaba et al. (as cited in Abudulai, 2019), the proliferation of moral decadence, apathy, blatant disregard for established authority, careless driving on our roads, indecent dressing, bribery and corruption, cybercrime just to mention but a few, are signs of problems of citizenship education in Ghana. Cobbold (2013) expands the social problems to include lackadaisical attitude to work, armed robbery, and domestic violence. Cobbold, also, identifies the major environmental problems facing Ghana to include land degradation, air and water pollution, poor sanitation and improper waste management. The evidence, therefore, shows that the aims of the Social Studies subject have been overlooked. If we are right about the fact that the aims of the syllabus have been overlooked, then major consequences follow for there will be more social and environmental problems manifesting in Ghana.

There has been significant consensus that the proper aim of Social Studies is citizenship education (Barr et al., 1977; Longstreet, 1985; Stanley, 1985; Marker & Mehlinger, 1992; Shaver, 1997; Teachers' Curriculum Institute [TCI], 2010; Kankam, 2013; Cobbold, 2013), and that it is the pivot for the development of skills, values, knowledge, and understanding required to become active and responsible citizens who are needed to solve the challenges of the society and adapt themselves to the ever-changing Ghanaian society. In the views of Nodding (2007), aims are purposes stated at the

highest level of generality. Nodding further noted that aims of a curriculum are to guide teachers in making educational choices. Adding to Nodding's argument, the researcher pointed out that aims of a syllabus dictates the problems that are to be studied as well as the instructional techniques and planning the teacher employs to guide students. The Social Studies teaching syllabus for SHSs in Ghana identified the following as its general aims: To help students to

1. fit in the evolving and dynamic Ghanaian community;
2. establish constructive attitudes and values regarding individual and social concerns;
3. hone critical and analytical abilities in evaluating situations in order to make objective decisions;
4. foster a sense of national unity and mindfulness;
5. solve personal and social concerns using inquiry and issues solving abilities; and
6. transform into responsible individuals who are able and eager to promote the growth of society (Curriculum Research and Development Division [CRDD], 2010).

Despite these goals, students sometimes dismiss Social Studies as useless, uninteresting, or dull (Chiodo & Byford, 2006). As a result, Shaughnessy and Haladyna (1985) are of the view that it is the instructor who is important about what integrated Social Studies will be for the learner. In support of this argument, Lounsbury (1988) claimed that the instructor's inability to recognise significant and pertinent aims was the cause of learners' lack of regard toward Social Studies. The researcher's view is that teachers

should incorporate variety of teaching approaches in lessons to help pupils understand the importance of the curriculum.

Yet instruction tends to be teacher-dominated. On the one hand, Siler (1998) applauds the fact that educators prefer to follow the same teaching style every day, denying pupils the opportunity to learn from a range of methods. It is obvious instructors frequently depend primarily on text, lectures, worksheets, and traditional assessments (Ellis et al., 1992). Students, on the other hand, are more interested in a subject when a myriad of teaching approaches are incorporated in lessons (Byford & Russell, 2006; Chiodo & Byford, 2006). Essentially, the issue here is that, based on the researcher's personal experience as a teacher, it seemed teacher-centred activities predominate in Social Studies classes.

Even more importantly, understanding the syllabus' goals is critical to achieving them. In contrast to this assertion, Botwe (2018) found that most Social Studies instructors in JHSs had just a rudimentary understanding of the subject's goals and values as stated in the curriculum. This raises a lot of concerns since it has the potential to divert instructors from teaching in accordance with the subject's objectives. Botwe's findings support the claim that further study is needed to decode Social Studies instructors' awareness of the subject's goals in the SHS level.

Ross et al. (1992) celebrate the fact that pedagogical concerns cannot be effectively addressed or analysed without taking into account instructors' teaching approaches. Obviously, as important as the curriculum objectives are, Social Studies sessions are intended to be fun. That is, lessons must be jam-packed with activities that assist students in developing their beliefs and

values necessary to perform well in society (Russell & Waters, 2010a). For example, Dow (1979), suggested data collection, direct observation, reading, role-playing, creating projects, and viewing films, as excellent ways to present pupils with fresh knowledge. Russell and Byford (2006) also say that employing simulations piqued students' curiosity and improved comprehension. In terms of civic learning, research shows that including students in discussions, investigations, and analyses of civic issues they face in their everyday lives can help them become more conscious and as well boost their civic identities (Hess, 2009; Rubin & Hayes, 2010). Cobbold (1999) discovered that whole-class debate, lecture, and inquiry are common instructional techniques employed by Social Studies educators in teacher training colleges in Ghana. Virtual fieldtrips, according to Wilson et al. (2000), improve students' engagement in Social Studies by providing a hands-on, interesting, and realistic teaching approach. Overall, constructivist-focused approaches that ignite learners' interest in exploring personal problems and getting their own solutions (Brooks & Brooks 1993; Hope, 1996) work effectively. Since students have varying degrees of academic attainment and ability, Tompkins (2011) advised teaching approaches that allowed for meaningful and active classroom discussion.

It is clear from the foregoing, that instructors ought to have a toolkit of instructional practices. The teaching techniques that are obvious to positively impact learners' attitudes, values, and abilities are deemed paramount. Besides, it can hardly be denied that as part of the instructional decision-making process, instructors do considerably more than pick instructional techniques to accomplish formally accepted curricular goals (Ross, 2006).

Ross is of the view that other factors such as lesson design, questioning, and curricular objectives, come into play. Vogler (2005), for example, claims that questions can assist the check of understanding, draw links to earlier learning, and foster cognitive progress. Undeniably, to ensure satisfactory fulfilment of syllabus targets, therefore, lesson planning, instructional techniques to be employed, questioning strategies and instructors' awareness of the goals of the Social Studies curriculum must all align with constructivist perspectives. This is because constructivist approach to teaching is the foundation for achieving the goals of Social Studies (National Council for Social Studies [NCSS], 2009). As a result, the current research attempted to explore the instructional practices of Social Studies instructors in SHSs throughout the Cape Coast Metropolis.

Statement of the Problem

Social Studies aims at promoting citizenship education (Banks, 1990; Cobbold, 1999; Biesta, 2006; NCSS, 2009; Curriculum Research and Development Division [CRDD], 2010; Teachers' Curriculum Institute [TCI], 2010; Mukhongo, 2010; Kankam, 2013; Kankam, 2016a). This implies that the Social Studies curriculum is intricately linked to educating the individual to be good citizen capable of solving problems of the society. Arguably, the six major aims of Ghana's 2010 Social Studies teaching syllabus sum up to promoting citizenship education. The aims of the subject, therefore, guide Social Studies teachers in planning, selecting appropriate teaching techniques and questioning strategies for effective instructional practices.

On one hand, students of Social Studies are expected to be "disciples" of the aims of the syllabus. On the other hand, citizenship behaviours are

learned behaviours and hence need to be nurtured, facilitated, and developed through education (Karabulut, 2009, p.1). In line with this, the attainment of curriculum goals and general aims of Social Studies is inescapably linked to instructional practices (Poatob, 2015), and that the specific aims the teaching syllabus seeks to achieve must be placed at the centre of teaching (Cobbold, 1999) in as much as we want to place the learner at the centre. So, instructional practices play a key role in achieving syllabus aims. This is because putting curriculum aims into practice requires an implementing agent (Bekoe & Eshun, 2013) and this is not divorced from the instructional practices of the supposed implementing agent, if the aims of the teaching syllabus are to be achieved.

The heightening moral decadence among the youth, especially, Senior High School Students reveals the fact that the teaching of Social Studies is beset by some limiting factors. Judging from the uprising social decadence, it appears to the researcher, Social Studies teachers are not helping to achieve the aims of Ghana's 2010 Social Studies teaching syllabus. Abudulai (2019) attributed this to the shallow knowledge Social Studies instructors have of the aims of the syllabus. Abudulai found that teaching was not guided by the aims of the subject. However, the findings of this study could not be generalised because it adopted a non-probability sampling technique to select the sample. Also, the data was collected using only qualitative instrument.

Indeed, the problem seemed to have not been adequately explored in the field of Social Studies, particularly in Ghana. Evidently, existing studies mainly investigated assessment practices and management practices (Onyame, 2018; Sasu, 2017), and in other fields (Bonsu, 2017; Francisco & Celon, 2020;

Yakubu, 2015; Koomson, 2018). Besides, there appears to be scanty empirical evidence (Bordoh, et al., 2015; Poatob, 2015; Abudulai, 2019; Botwe, 2018) on the instructional practices Social Studies teachers employ in achieving the general aims of the Ghana's 2010 Social Studies teaching syllabus. Needless to say, most of the studies (Khan & Inamullah, 2011; Bailey, et al., 2006; Russell, 2010; Russell & Waters, 2010; İlter, 2017; Siegel-Stechler, 2021; Bayram & Öztürk, 2021) conducted in the field of Social Studies were not contextualised in Ghana. Hence, the present study sought to examine the problem extensively in the field of Social Studies with emphasis on Ghana.

One wonders, sometimes, if the challenges Social Studies teachers face impede instructional practices that help in achieving the aims of the subject. Kwenin (2021) has identified difficulty in using recommended teaching techniques as one of the problems that confront Social Studies teachers. This was not, however, linked to practices that scaffold the achievement of syllabus aims. The researcher took the position that further research must be conducted to provide additional empirical evidence on the challenges that impede the achievement of the aims of the Social Studies teaching syllabus.

It can hardly be denied that other variables like teachers' knowledge of syllabus aims, lesson planning, and techniques employed in teaching could be explored in order to ascertain their contributions or otherwise to the achievement of Social Studies teaching syllabus' aims as well as the challenges that cloud the process. Hence, it is precisely in this context that the present study sought to explore the instructional practices of teachers. In particular, the thesis sought to explore the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis with specific focus on

their knowledge of the aims of the subject, lesson planning, and teaching techniques employed to achieve the general aims of the 2010 SHS Social Studies teaching syllabus.

Purpose of the Study

The study sought to explore the instructional practices of Social Studies teachers in relation to achieving the general aims of Ghana's 2010 Social Studies teaching syllabus. More specifically, the study sought to:

1. ascertain teachers' knowledge of the aims of Ghana's 2010 Social Studies teaching syllabus.
2. investigate the lesson planning practices teachers employ to achieve the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis.
3. explore the instructional techniques teachers employ to achieve the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis.
4. explore the challenges impeding the achievement of the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis.

Research Questions

The following research questions directed the study:

1. What is teachers' knowledge of the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis?

2. What lesson planning practices do teachers employ to achieve the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis?
3. What teaching techniques do teachers employ to achieve the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis?
4. What challenges impede the achievement of the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis?

Significance of the Study

It can hardly be denied that every research work is intended to add to or improve understanding of existing knowledge. This thesis is no exception. In view of this, the findings of the study contribute to filling knowledge gap on teachers' instructional practices in relation to the achievement of the syllabus aims of the Social Studies curriculum in SHSs in the Cape Coast Metropolis. The present study fills the missing gap in this interesting and fascinating debate. Needless to say, the present study is expected to make an important contribution to the existing body of knowledge on instructional practices in the field of Social Studies in the context of Ghana.

Also, the findings of the present study will be beneficial to other researchers, particularly, those in the field of Social Studies. It is obvious the findings of the present study shall boost researchers' morale in exploring other variables of instructional practices which have not been captured. Besides, the research proposals will guide future researchers so as to saturate the research problem.

Moreover, the findings of the study will be beneficial to both teachers as well as supervisors in the Ghana Education Service, particularly, those whose activities are dominated in the SHS level. Obtaining information on teachers' instructional practices would help Social Studies teachers reflect on areas of their teaching practices which need to be improved or changed so as to enhance the achievement of the general aims of Ghana's 2010 Social Studies teaching syllabus. The researcher argued that the present study is expected to guide teachers in terms of lesson planning and preparation (knowledge of syllabus aims and lesson planning) and Instruction (instructional techniques) that coincided with constructivist perspective. In addition, the study unearthed the challenges teachers faced in teaching Social Studies in SHSs in the Cape Coast Metropolis. This afforded the researcher to suggest pragmatic measures to be taken in order to curb the anomaly.

Last but not least, the study will serve the benefit of the entire research community. Novice researchers and experienced researchers in the field of Social Studies could "stand on the shoulders" of the present study in order to explore similar research problem till saturation point is reached. Besides, the research proposals suggested by the researcher shall serve the benefit of the research community.

Delimitations

The study area was delimited to public SHSs in the Cape Coast Metropolis. Teachers' instructional practices was delimited to teachers' knowledge on syllabus aims, teachers' lesson planning practices, and teaching techniques teachers employed in teaching Social Studies. The task of researching into instructional practices is too wide and varied to be considered

in a single study, hence, the researcher's choice to delimit the study to the above variables. The general aims of Social Studies were delimited to that which has been explicitly stated in the Ghana's 2010 Social Studies teaching syllabus. Ultimately, only Social Studies teachers in public SHSs were considered for the study. The geographical scope of the study was delimited to SHSs in the Cape Coast Metropolis. Last but not least, the research design was delimited to embedded mixed method.

Limitations of the Study

The limitations of a study of this nature emanated from technical issues the researcher had no control over. First, the embedded research design did not allow the secondary data (qualitative) to be highlighted. Hence, the qualitative data provided just a supplementary role, thereby, nesting and reducing the role of the qualitative data in the present study. Besides, the researcher employed nonprobability sampling. Therefore, the use of convenience sampling technique and purposive sampling technique affected the generalisability of the research.

Also, the choice of research instruments revealed some weaknesses. The questionnaire required teachers to rate their understanding of the general aims of the Social Studies teaching syllabus. Certainly, some respondents attempted to fake their responses to protect their professional integrity. Besides, the structured observation gave room for some teachers to fake their instructional practices by having arranged classes in the name of protecting their professional integrity.

The researcher took the following steps to address the limitations of the study. Regarding the credibility of the findings, the interview transcripts

were sent back to participants to confirm if the transcripts reflected their views. Besides, observation was done twice for all participants considered in the observational study.

Definition of Terms

For the ultimate purpose of the study, the following terminologies have been defined:

General aims of Social Studies: Aims of Studies as stipulated in Ghana's 2010 Social Studies teaching syllabus.

In-classroom techniques: Instructional techniques that mainly take place in the classroom environment. Examples include lecture, teacher-led discussion, student-led discussion, brainstorming, role playing, think-pair-share, showing videos/film, among others.

In-field-teachers: Teachers who were trained specifically to teach Social Studies.

Instructional practices: It encompasses instruction (teaching techniques and questioning strategies) and lesson planning and preparation (teachers' knowledge of syllabus aims and lesson planning) incorporated in the Social Studies lessons to achieve the general aims of Ghana's 2010 Social Studies teaching Syllabus.

Learner-dominated: Teaching practices that place learners at the centre of teaching.

Lesson notes: Teacher self-prepared content to be given to learners.

Lesson plan: A comprehensive documentary evidence of the topic, objectives, procedures (techniques, questions, timing) and evaluation of a lesson within a specified time.

Lesson planning: This can be defined as Social Studies teachers' instructional practices that precede the engagement phase of teaching. It includes teachers' knowledge of the syllabus aims and documenting lesson plans.

Out-of-classroom techniques: Instructional techniques that mainly take place outside the four corners of the classroom. Examples include fieldtrip, projects, community engagement approach, Business visits, among others.

Out-of-field teachers: Teachers who were not trained specifically to teach Social Studies.

Public SHSs: SHSs which are funded by the government of Ghana.

Senior High School (s) (SHS or SHSs): An institution or institutions that serve(s) as a transition between junior high and higher education and often provides general, technical, vocational, or university-preparatory programmes.

Teacher-dominated: Teachers are at the centre of teaching activities.

Teachers: Social Studies facilitators or instructors at the SHS level.

Techniques: These are specific tasks that teachers urge their students to undertake during a class to help them learn.

Organisation of the Study

The research was divided into five sections. The introduction was the subject of the first chapter. The second chapter focused on literature review by highlighting conceptual and empirical reviews. The research methodologies were also covered in chapter three. In addition, the fourth chapter concentrated on the findings and debate. Finally, chapter five included a summary of findings, conclusions, recommendations, and research proposals.

Chapter Summary

This chapter focused on the introduction. First, the researcher gave an overview of the chapter. Consequently, the main sections in the chapter were highlighted. Regarding the background of the study, the researcher highlighted the origin of Social Studies tracing it from Great Britain to the USA and finally to Africa and Ghana. The major statement of the problem was that it appeared Social Studies teachers are not helping to achieve the aims of the Ghana's 2010 Social Studies teaching Syllabus. The purpose of the study was to explore the instructional practices of Social Studies teachers in relation to achieving the general aims of Ghana's 2010 Social Studies teaching syllabus. Four research questions guided the study. The researcher stressed the study was significant because it filled in the knowledge gap on teachers' instructional practices, and that the findings will be beneficial to teachers and supervisors in the Ghana Education Service as well as the entire research community. Meanwhile, the study was delimited to public SHSs in the Cape Coast Metropolis. Besides, teachers' instructional practices were delimited to teachers' knowledge of syllabus aims, teachers' lesson planning practices and teaching techniques. The limitations of the study, thus, the methodological weaknesses, were also highlighted in this chapter. The researcher stressed, among others, that the use of non-probability sampling affected the generalisation of the study. Moreover, definition of terms include; General aims of Social Studies, In-classroom techniques, instruction, and learner dominated, teacher dominated, lesson planning, among others. Last, organisation of the study was highlighted in the chapter.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter included a survey of associated publications that largely supplied crucial points of knowledge in relation to the present study. Specifically, the researcher conducted a literature study to reflect the historical development of Social Studies in the globalised world, as well as a theoretical, conceptual, and empirical evaluation. The theoretical review emphasised the constructivist theory. The conceptual review examined ideas, important variables, and theories that were useful and applicable to describe the aspects of the research. And the empirical literature addressed findings of studies undertaken by other researchers about teachers' instructional practices.

Social Studies in the Global Village: A Historical Overview

This section is focused on the slow evolution of Social Studies as a subject in the USA until it eventually expanded to Africa, notably Ghana. Scholarly evidence (Saxe, 1991, Dwomoh, 2018) links the origin of Social Studies to the United Kingdom (UK). Saxe asserted Social Studies originated in the Great Britain and took an abrupt turn to the USA. On the one hand, the researcher concluded that the foundations of Social Studies were built in the UK. On the other hand, most of the historical data on the subject's growth was created in the early eighteenth century by the extraordinary contribution of Americans (USA). This meant that the subject received most of its footing in the USA, from which it received international prominence.

It is obvious some academics are eager to credit the USA with the creation of Social Studies as a subject (Dwomoh, 2018; Kankam, 2013; Salia-Bao, 1990). To give an example, Salia-Bao (1990) noted that:

Social Studies teaching began in the USA, where the Social Studies movement developed as a result of the influence of John Dewey, an American philosopher who lived in the 1930s, and resulted in the formation of the progressive education movement known as the pragmatists. They stressed on the progressive concept of education, which is founded on child-centred learning, inquiry, and discovery. (p.1).

Salia-Bao identified three major issues in his claim; he claimed that the subject originated in the USA. That the subject's philosophical foundation is based on pragmatists. Finally, the teaching strategies for the field included inquiry and discovery learning. The researcher agrees with Salia-Bao in that Saxe provided just a cursory account of the evolution of Social Studies in the UK. Despite the fact that Social Studies originated in the UK in the early 1920s (Dwomoh, 2018), it was developed as a field of study in the USA. Evans (2004), who subscribed to this viewpoint, claimed that Social Studies emerged in the early 1900s in the USA as a direct attack on the distinct courses (especially history).

At the time, economic, political and social problems overshadowed Americans (Kankam, 2013) and social science scholars challenged history's claim of developing citizenship education. Put in another way, the rising social decadence coupled with the economic hardship and industrial issues in the USA in the 1900s paved way for Social Studies thought to permeate

institutional politics (Saxe, 1991) so as to dispute the undisputed sway notion of historians that history is for citizenship education. Scarfe (as cited in Salia-Bao, 1990) wrote:

The Social Studies were, in fact, a reluctant revolt against old traditional disciplines of the school, which, in their content, had not kept up-to-date with modern knowledge in their outlook, had not kept abreast of child psychology and had in their methods of teaching become stereotyped and stultifying. (p. 2).

Scarfe's point was that the content of the separate subjects was unrelated to the problems and unfolding issues confronting Americans at the time. This was re-echoed by Ikwumelu and Oyibe (2014) when they asserted that: "The institutionalisation of Social Studies as a school subject rose out of the realisation that the study of man and his society was not adequately covered by single discipline in the social sciences" (p.10). In light of this argument, then, probably the major reason for the attack on historical content was the fact that it was kind of too difficult for young children to study the nitty-gritties of the subject at the time. So too, the stereotypical and the stultifying nature of the old traditional disciplines (history, geography, sociology etc.) was evident in the teacher-centeredness of its practitioners. It followed, then, a subject that catered for the psychological needs of children, as well as capable of solving the social and economic problems at the time was needed. That is to say Social Studies emerged as a result of efforts being made to approach history and other social sciences in an integrated way (Dwomoh, 2018) so as to solve the social problems confronting the American society at the time. This philosophical underpinning of Social Studies thought later

defused to other parts of the world including Africa (Kankam, 2013; Salia-Bao, 1990).

But the Social Studies movement in its early stages in the USA waned (Salia-Bao, 1990). First, the subject was fiercely attacked by scholars and politicians at the time. Besides, students were much at home with the separate subject approach. Consequently, Salia-Bao asserted that many students did not express interest in the interdisciplinary approach. Perhaps the content of the interdisciplinary approach could not effectively resolve the earlier problems identified in the traditional disciplines. Salia-Bao further indicated early Social Studies content (Man: A Course of Study) in the USA comprised humanistic principles to the detriment of strong values that incorporated the unfolding problems at the time. Perhaps this explained the fierce opposition to the Social Studies curriculum at its early beginning in the USA.

Despite the numerous oppositions to Social Studies, its philosophical thinking did not entirely come to a halt (Salia-Bao, 1990). One remarkable historical event which added impetus to the development of Social Studies in the United States in the midst of the opposition was the activities of the National Council for Social Studies (NCSS). While requisite to discuss the development of Social Studies in the USA, the researcher contended a more in-depth discussion on the development of the subject in Africa. Better served was considering the historical development of Social Studies in Ghana as the present study was situated in the context of Ghana. In the next section, therefore, the historical development of Social Studies in Ghana was explicitly presented.

Development of Social Studies in Ghana

In chapter one, the researcher supported Tamakloe's (1991) description of the historic growth of Social Studies in Ghana as one bedevilled with a chequered history. This position is taken up, and further expanded in the present section. It cannot be doubted that Social Studies was introduced in the Ghanaian school system in the early 1940s (Cobbold, 2013; Kankam, 2001; Tamakloe; 1988). As a colonial subject, its major goal was to inculcate European values (Dwomoh, 2018). Agreeing with Dwomoh, the researcher was of the view that, the idea behind the introduction of Social Studies by the British colonial government was a direct attempt to train Ghanaians in a way that will make them act as good citizens willing to respect British colonial leadership. Consequently, Social Studies was first experimented in three teacher training Colleges, that is, Wesley College in Kumasi, Achimota College in Accra and Presbyterian College in Akropong-Akuapem. It is to be noted that, at the time, separate subject experts were hired from the University of Ghana to handle the subject.

The experiment was, however, short-lived (Cobbold, 2013) as teachers and students at the time expressed negative perception towards the Social Studies programme (Agyemang-Fokuo, 1994). Cobbold (1999), explained this by indicating that teachers who were sent from the University of Ghana to teach the subject at the training college level could not grapple with the integrated approach, and that student-teachers preferred the social science approach to the integrated Social Studies approach, as they thought a firm foundation in the latter could help them attempt the General Certificate of Education, and Ordinary and Advanced level Examinations. Probably the

European-driven content of the programme heightened the negative perception of students and teachers towards the subject. As a result, by the early 1950s the separate subject disciplines had overtaken the integrated approach.

Two historical events paved way for the resurgence of Social Studies in the early 1960s in Ghana. First, the activities of the African Education Programme (AEP) and subsequently African Social Studies Programme (ASSP) awakened African leaders to embrace the Social Studies curriculum (Salia-Bao, 1990). Actually, educators who attended such conferences returned with renewed conviction to champion the philosophical thinking of Social Studies in Ghana. Secondly, eminent Ghanaian scholars who had been trained in the integrated approach in Britain and Bristol returned home. By extension, the problem of students trained in the separate subject disciplines from the University of Ghana to handle the subject at the training college was solved. Consequently, by 1971 Social Studies instructors (14 in number) had been posted to teacher training colleges to champion the development of an integrated Social Studies curriculum (Kankam, 2016b). But the proper development of the subject in basic schools would have to await the specialisation of pre-service teachers undergoing training in the integrated Social Studies approach at teacher training colleges.

In the late 1970s, Social Studies was introduced in basic schools; starting in experimental Junior High Schools in all the ten regional capitals and some district capitals in Ghana (Cobbold, 2013). Perhaps this was an effort to replace the colonial content with a more Ghanaian focused content so as to train individuals to be receptive to societal issues and to act as responsible citizens.

Yet the initiation of Social Studies in basic schools in Ghana was characterised with quite a number of challenges. The fact that the subject was not examined externally at the Junior Secondary School level at the time made students and teachers disliked the integrated Social Studies. So too, the glut of pre-service teachers from training colleges heightened the problem. Needless to say, teachers and students at the primary level were deterred from developing interest in the learning and teaching of the Social Studies course due to the increase in unemployment caused by the glut and the consequent abandonment of the Social Studies programme at teacher training institutions in 1981/82. Perhaps these circumstances hampered efficient Social Studies teaching and learning in primary schools in the 1970s. In a reversal of fortune, in the early 1980s, the experimental JHS was also abandoned (Cobbold, 2013).

Meanwhile, in 1987, attempts were undertaken to put the Dzobo Committee's suggestions into practice, and as a result, Social Studies was revitalised in the Ghanaian curriculum (Kankam, 2016b). After careful deliberation, Ghana's New Educational Reform Programme was started in 1987, resulting in the introduction of Social Studies as a major subject in primary and Junior Secondary School (JSS), as well as an elective subject in teacher training institutions (Cobbold, 2013). Cobbold does not state it explicitly, but he appears to believe that the New Educational Reform Programme (NERP) helped to stabilise the shaky history of Social Studies in Ghana's curriculum.

The main teaching and learning universities in Ghana decided to implement the Social Studies programme after being inspired by the New Educational Reform Programme in 1987. First, at the same time that the

NERP was founded, the University of Cape Coast opened a bachelor's degree programme in Social Studies (Cobbold, 2013). The primary goal was to prepare Social Studies instructors to teach at the secondary school, community college, and university levels. In a similar vein, towards the end of the 1980s, the University of Education, Winneba, became involved in the training of Social Studies educators by launching a Diploma programme in the subject. The implementation of Social Studies at the SHS, on the other hand, had to wait until the first cohort of pre-service instructors had completed their training at the country's several higher educational levels.

While waiting for Social Studies to be officially introduced as a curriculum in SHSs, the subject was viewed and taught as a set of life skills. This misunderstanding persisted until the late 1990s, when the subject was made mandatory in all SHSs across the country. This echoed in the views of Cobbold (1999) when he asserted that in 1997, Social Studies was regarded a compulsory subject at the SHS level. Obviously, this was in response to the 1994 Educational Review Committee's suggestion that life skills be replaced with Social Studies (Bekoe & Eshun, 2013). So Social Studies was made a mandatory course for all students in Senior Secondary Schools at the time.

It must be pointed out that by the end of the twentieth century, Social Studies had been entrenched in the Ghanaian educational curriculum as a field that is examined for certification at the pre-secondary, secondary, and postsecondary educational levels (Cobbold, 2013). Since its inception as a core and elective subject in Ghana's educational system, the integrated Social Studies subject has stayed a mandatory course in SHSs.

Having just argued that Social Studies became relatively stable by the close of the 20th century, let us turn our attention to the current trends in the field. In this way, educators in the field of Social Studies sought to devise ways to prevent future unrest in the field. As a consequence, the first national conference on Social Studies was conducted in Winneba in 2018 at the Jophus Anamua-Mensah Conference Centre. The National Social Studies Association (NaSSA) was founded as a result of this. Perhaps the NaSSA served as a watchdog body to counteract future efforts by subject specialists and politicians to wreak havoc on the Social Studies community.

Theoretical Review

The constructivist theory was examined in depth in this part as the study's primary theoretical basis. The cognitive and social constructivist approaches were given a lot of attention.

Constructivist theory

As previously stated, constructivism served as the study's major theoretical foundation. Constructivism has been used extensively in philosophy, theory, and education (Doolittle & Hicks, 2003). The researcher, on the other hand, saw constructivism as a theory for the purposes of this review. Vygotsky, Jean Piaget, John Dewey, and Brunner are all major proponents of constructivism.

The theory of constructivism is that information is not sitting to be found, but rather is built by learners via contact with the environment and with each other (Xu & Shi, 2018). This notion of constructivism emphasises both individual and collaborative knowledge production. Constructivist theory, according to Lee-Cornu and Peters (2005), has to do with the fact that learners

take active part in the development of their own information. Rather than accepting that students are thoughtless, constructivists are of the view that students always bring their experiences to bear (Eastwell, 2002). The prior experience of the students, therefore, is deemed paramount.

Wheatley (1991) clarified the constructivist theory with two main assumptions. First, knowledge is actively generated by the cognising subjects rather than passively absorbed by learners. To Wheatley, it is cumbersome for a teacher to implant concepts in the minds of individuals and expect them to recollect in future. Second, people can only learn about the actual world by personal experience. Students may feel more at ease when instruction is based on their own experiences, since such experiences pique their interest in coming up with their own ideas rather than those poured into their minds by the instructor.

The consequence is that constructivist pedagogies regard learning as knowledge that is built. And that the learner is, therefore, considered to be the central figure in the development and generation of knowledge (Damarin, 2004). In other words, constructivists despise “wholesale” information transmission from instructors to students. Needless to say, a series of researches based on constructivist theory have found that genuine knowledge is acquired when students are actively involved in building and extending their knowledge, as well as figuring out how to use their skills to solve issues (Jadallah, 2000; Windschitl, 2002). The educational strategies used by the Social Studies instructor, therefore, must be compatible with the learners’ worldview in order for them to be able to properly digest and accept materials.

It cannot be doubted that students comprehend, and that knowledge is constructed as they solve problems (Black, McCormick, James & Pedder, 2006). This, of course, is not dissimilar to what Social Studies aims to instil in students. After all, the basic aim of Social Studies is to confront students with social problems and to empower them to create solutions to these difficult issues. Yet the argument over whether learning should be based on personal cognitive abilities or social construct is still a heated debate among constructivists (Le-Cornu & Peters, 2005). As a result of this idea, two significant constructivist theoretical viewpoints have emerged. On the one hand, there is the cognitive constructivist theory, which has Jean Piaget as its main proponent. The social constructivist theory, on the other hand, has Vygotsky as its main proponent.

Cognitive constructivism

Cognitive constructivism, according to Piaget (as cited in Windschitl, 2002), is a set of theories for how humans adapt and develop their knowledge. To Piaget, knowledge is created in the person's brain. This has been interpreted to mean that the teacher provides a learning atmosphere in which the student may investigate and unearth problems, as well as establish connections between new subject matter and past knowledge (Fosnot, 2013). Teaching is viewed as students' active engagement in class activities while still drawing on their own experiences (Holt-Reynolds, 2000).

To cognitive constructivists, the concept of accommodation and adaptation, as proposed by Piaget, are perhaps most important. In this regard, the cognitive constructivist considers the stages of growth of the individual learner to be crucial. Cognitive constructivists, therefore, are pretty much

interested in how people use tools, knowledge, resources, and feedback from others to develop more complex mental representations and issue solving abilities.

Social constructivism

Vygotsky is credited with developing the social constructivist theory (Von-Glasersfeld, 1984). According to the social constructivism idea, individuals learn by being influenced by others or by interacting with them (Shepard, 2005). That is to say, knowledge creation and ignition are only feasible when an individual interacts substantially with other members of the learning community (Xu & Shi, 2018). Vygotsky's social constructivism theory, therefore, is crucial because it gives insight on how people interact with one another. In a sense, both personal and societal elements are emphasised, and they cannot be considered distinct in any substantial manner (Windschitl, 2002).

Learning is by nature a participatory act in which individuals improve their ideas with one another in the school environment. Holt-Reynolds (2000) carried the argument a step further by indicating that inquiries and co-construction, and several other student-dominated activities are recognised as prevailing in classrooms. Needless to say, this type of educational environment promotes cooperative and active learning, as well as creativeness (Black et al., 2006).

Not many will doubt that the method wherein Social Studies is learned is dependent on the interactions of individuals with society. For example, Gergen (1996) argued that social constructivists are pretty much interested in replacing individualised based activity with a more social interest and

collaborative activity. It may be assumed, therefore, that social constructivists are less concerned with individual-based knowledge production. They rather favour the learner's capacity to engage with others to generate experience. Learning, in turn, is viewed as improving one's ability to cooperate with others in meaningful actions.

Moreover, the teacher has a pivotal role to play to promote constructivist activities. Following a thorough examination of literature, Eastwell (2002) summarised the social constructivist approach by pointing out what the instructor should do to help students. These include:

1. Connect learning to real-life situations;
2. Evoke current ideas from learners, along with any alternate viewpoints;
3. Use exercises that build on students' present conceptions while also challenging them to think about things differently. Discrepant occurrences and learner expectations, for instance, are effective instruments for challenging misunderstandings among students;
4. Plan and employ higher-order inquiries, such as how and why questions, rather than just what questions. And because difficult questions need time to consider, the instructor must continue to provide for waiting period;
5. Allow people to take charge of their own education, which involves reporting on their own learning and thinking activities.
6. Create a social connection strategy for both instructors and societal interactions;

7. Instead of being a “tack on” just for practical training, useful practise should be an essential component of the learning process;
8. Be prepared for the reality that learners, in regards to providing diverse past experiences, will;
9. Formative assessment procedures must be deemed paramount; and
10. Use a range of assessment strategies, such as authentic assessment, which takes place when learners are exposed in non-contrived activities such as realistic labour or even other real-life scenarios.

The researcher’s own view is that even though the findings of Eastwell were justified in the field of science education, it indisputably echoes in the field of Social Studies. First, in Social Studies classrooms, teacher consideration of the context of learners is very paramount as this enables learners to dwell on their prior experiences to construct their own meaning. Besides, higher order questions set students thinking which eventually arouses their interest in solving perplexing societal problems. And if this process would be worthwhile, instructional periods ought to be increased so as to pave way for teachers to extend wait time. What more, planning teacher-student experience allows considerable teacher professional touch, thereby culminating into effective practices. Perhaps the best reason for planning learner-learner experience is to ignite collaboration among students.

Teaching and Constructivism

The constructivist approach to teaching and learning has significant consequences for classroom operations. It entails a movement from a teacher-centred to a learner-centred approach to teaching and learning, or from a behaviourist to a constructivist perspective on learning (Halt-Reynolds, 2000).

That is, a teacher designs lessons to put students at the centre of instruction and acts primarily as a facilitator. Furthermore, Xu and Shi (2018) affirm that the backbone of effective Social Studies teaching is the use of instructional tactics as well as the use of formative questions that provide rapid feedback. In this direction, the teacher's primary job is that of a facilitator. Therefore, instead of being passive consumers of environmental stimulation, learners are active architects of information, and the instructor is a facilitator of the learning process instead of a knowledge instructor and dictator.

In light of this, the traditional role played by the teacher as the ultimate source and giver of knowledge has been transformed into facilitating the learning process. The constructivist teacher does not perceive information provided in the textbook as the foundation for teaching, rather the learner is perceived as the ultimate encyclopaedia (Xu & Shi, 2018). This implies that any attempt to place the textbook at the centre of teaching is tantamount to defying constructivist practices. Perhaps Russell et al. (2014) offer a good reason when they stated "...People have differing values, priorities, and viewpoints" (p.16). And because of such differing positions of people, forcing students to cling to the content of a particular textbook is detrimental to the philosophical underpinning of the field of Social Studies.

Understanding the teaching and learning process is very paramount. Danielson (2007) proposed a comprehensive explanation as to the best practices that translate into effective teaching. Danielson believed efforts to place the learner at the centre depends heavily on the teacher's possession of certain competence that will in turn translate into learning. Particularly, Danielson has split this competence into twenty-two constituent parts, and this

has also been grouped into four domains of teaching responsibility. For Danielson, the teaching responsibility has to do with planning and preparation; the classroom environment; instruction; and professional responsibility.

The instructor's conception of the material that they intend kids to learn is highlighted in the first domain of planning and preparation. The hallmark of this domain include: teacher familiarity with content and methodology, consideration of the students' background information, the ability to establish teaching objectives, and resource expertise. The instructor ought to be able to provide intelligible education and assessment procedures for students. The second domain stresses the classroom environment and this is the non-instructional interaction process in a school. Instructors in this area are expected to foster a climate of compassion and consideration among students and toward the instructor. Developing a learning culture, enhancing classroom management, controlling learners' behaviour, and organising the physical environment of the classroom are all included in this area. The domain of 'instruction' is the third consideration. Here, active students' involvement in the learning process is deemed paramount. And there should be evidence of clear communication, appropriate questions, use of conversation strategies to engage students, and delivering immediate feedback to learners. The last domain, professional obligations, emphasises the importance of teachers' duties beyond the classrooms. This involves the instructors' capacity to reflect on their instruction while also learning and expanding intellectually and displaying professionalism on a constant basis.

Effective teaching is not divorced from the teacher's knowledge. Therefore, it cannot be doubted that there is some form of knowledge basis for

teaching (Shulman, 1987) which influences what the teacher does in the classroom. Effective instruction, according to Shulman, is inextricably linked to the facilitator's course material, overall pedagogical skills, knowledge of content, student insight, learning objectives and main concepts, expertise of learning setting, and pedagogical knowledge. The instructor will be able to operate successfully if he/she has a toolbox full of this diverse information. In terms of knowledge of subject matter, Shulman believes that a teacher should have a thorough understanding of the content they want to teach students. This suggests that the Social Studies teacher's comprehension of what learners are meant to absorb is the first step in teaching. And the instructor uses his base of knowledge to guide and steer the learners rather than indoctrinate them. Second, generic pedagogical content knowledge refers to a teacher's toolbox of approaches, tactics, and strategies related to a certain subject. As a result, Social Studies instructors are required to use instructional approaches that help to put students at the centre of the learning process. Last but not least, the teacher must have a thorough understanding of the curriculum in order to effectively employ it to enhance learning.

It is difficult to deny that Social Studies instructors must be aware of constructivist-focused activities and those that diverge from constructivist approaches. Ravitz et al. (2000) identified two significant practices in their study report. That is, transmission-focused and constructivist focused instruction. They argued that traditional transmission-focused education is founded on the assumption that learners acquire facts, thoughts, and conceptions by memorizing material in text and responding to relevant questions depending on the substance of their teacher's description. As a

result, the instructor's task includes arranging a range of activities in which learners are introduced to specific content knowledge, as well as explicitly specifying processes for students' autonomous work so that it is completed effectively with few mistakes and misunderstanding. To Ravitz et al., constructivist-focused instruction, on the other hand, is based on the premise that knowledge can only be achieved by the learner's sustained participation in associating fresh concepts and justifications to his or her own existing beliefs. The facilitator's duty is to encourage learner-designed efforts, promoting education as personalised, proactive, and self-directed endeavour by establishing learning conditions that allow students to take ownership of the process. The present study, therefore, seeks to explore teachers' adherence to such constructivist-focused practices or otherwise.

Conceptual Review

In this section, major conceptual issues related to the study were reviewed extensively to include: Aims of Social Studies, instructional planning and preparation, instructional techniques for Social Studies instruction, questioning strategies for Social Studies instruction, and challenges to the teaching of Social Studies.

Aims of social studies

There is no clear-cut agreement among scholars regarding the aim of Social Studies. Russell et al. (2014) attributed this to the search for cohesive identity of Social Studies as a subject. Russell et al. added that throughout history, many scholars have expressed divergent opinions regarding the aims of Social Studies. Cobbold (2013) affirmed this when he hinted, "Like its definition, the purpose, goal and objectives of Social Studies remain

contentious among educators in the field” (p.19). Similarly, Kankam et al. (2014) asserted there is contradictory conceptualisation of Social Studies in terms of its meaning, content, objectives, and assessing its outcomes. Perhaps this has in a way contributed to the rich scholarly information on the aims, purposes and goals of the Social Studies.

It can hardly be denied that knowledge of the aims of a subject is crucial. According to the National Council for Social Studies [NCSS] (2010), “The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (p.25). Similarly, Banks (1990) claimed the ultimate aim of Social Studies is to produce citizens who are capable of making informed decisions and willing to contribute winsomely to the society. Banks did not say directly, but probably, he meant to say Social Studies helps the individual to be a critical thinker. Certainly, all students learn if a teacher shows them how to think and discover knowledge by themselves (Teachers’ Curriculum Institute [TCI], 2010).

In connection with the above, Barr et al. (1977), after a careful cross-examination of the Social Studies curriculum, including that of Australia, USA and Canada, concluded that the major aim of Social Studies is to enable the learner to understand the global village and involvement in the society as a responsible citizen. It could be inferred that such countries have two major aims of Social Studies. First, is exposing the individual to content that will equip him to appreciate the happening in the world so as to tolerate diversity in the world. Barr et al. discussed that fostering understanding in Social

Studies is expressed in exposing the learner to ideas, concepts and generalisations in the social sciences and beyond. The second is conditioning the individual to act in a certain way that illuminates responsible citizenship. Barr et al. added that such responsible citizens participate in decision making and solve perplexing problems that confront the society.

Russell et al. (2014) seemed to have consolidated the aims of Social Studies. They concluded that while scholars may hold divergent opinion regarding the aims of Social Studies, the following list highlight the most common aims of all Social Studies programmes:

1. educating responsible individuals for the country, province, and local communities;
2. preparing learners for colleges by ensuring they have the necessary understanding and skills in Social Studies;
3. raising awareness and comprehension of current social concerns;
4. developing a positive self-image;
5. instructing students in social scientist approaches;
6. encouraging kids to be interested in Social Studies;
7. improving problem-solving and decision-making abilities; and
8. educating culturally aware “global” citizenry (p.16).

Russell et al. findings partially aligned with the aims of Social Studies as stated in the Ghana’s 2010 SHS Social Studies curriculum. The aims of Social Studies, according to Ghana’s 2010 SHS Social Studies syllabus, are to enable students:

1. find a way to adapt to the current society in Ghana;

2. establish constructive attitudes with respect for individual and social concerns;
3. hone critical and reflective abilities in evaluating situations in order to make objective decisions;
4. foster a sense of national identity and solidarity;
5. solve personal and social problems using inquiry and problem-solving skills; and
6. develop responsibility within citizens who are able and eager to support the growth of society.

Following a thorough assessment of the foregoing objectives, it is reasonable to conclude that the subject's six goals total up to civic education and, clearly, issue resolution in society. In line with this argument, Lindquist (as cited in Cobbold, 2013) celebrated the fact that excellent citizens are well grounded in solving intriguing problems of the society.

In view of this, facilitators ought to have perspectives that are aligned with the goals of the syllabus in order to effectively instruct Social Studies (Bordoh, et al., 2015). If we are correct that the appropriate goal of Social Studies is civic instruction, then, competent instructors who will regularly evaluate learning and teaching results while keeping the overall goals of the subject in sight are required (Kankam et al. 2014, p. 139). Yet, the Ghana Education Service keeps on posting out-of-field teachers, obviously incompetent, to handle the Social Studies Subject at the SHS level. This makes it quite cumbersome to address the problem of teachers' "nonprofessional touch" to evaluation as well as teachers' unreceptiveness to keeping the

overall goals of the subject in sight. The next section considered scholarly evidence on Social Studies classroom design and preparation.

Social Studies instructional planning and preparation

Hlebowitsh (1999) stated that teachers pick subject material standards, elements that effect learners' learning processes, and alternate tactics and approaches for involving students with the information throughout the planning stage. This means that major and small impacts on student performance, the viability of teaching approaches and inquiry strategies, and all other things relevant to the attainment of Social Studies goals are taken into account while planning. Sapriya (as cited in Mardiana et al., 2020) sees planning in Social Studies education as encompassing all prior efforts in integrating teaching methods in the form of explicit methods for accomplishing goals in order to get good results.

It might be deduced that in order to attain the goals of Social Studies, teachers must carefully prepare before classes (Mardiana et al., 2020). The development of a scheme of work, the production of lesson plans, mental preparation, familiarisation with subject objectives, and examining the practicality of teaching and learning materials are all important factors to consider while organising lessons. Clearly, none of the aims of the subject should be jeopardised or overemphasised at the expense of the others. That is, teachers must successfully identify what to teach, the right structuring of objectives, and the purposeful selection of testable techniques and tactics to teach the subject, as well as justifiable means of assessing students (Yell et al., 2008). This helps to make great Social Studies teaching and learning possible. Howard and Aleman (2008), and Milner (2010), however, are of the view that

teachers in the twenty-first century face more difficult tasks as a result of the need to establish a deeper analysis of the choice making procedure in making plans for guidance in diverse cultural and linguistic contexts, which seriously impedes effective planning. The planning process should not be oriented toward a heavy dependence on textbooks (Russell et al., 2014). This is due to the fact that mental analysis is based on a range of sources and information that learners may study and evaluate (NCSS, 2013).

It can hardly be denied that using textbooks reduce the preparation that go into planning, thereby subsidizing the teachers' decision as to the relevant information students are expected to learn (Education Market Research, 2012). In view of this, Russell et al. (2014) suggested three compelling reasons why the Social Studies teacher must not over-rely on textbooks in the planning of lessons. The first is that it does not make the teacher, the Social Studies curriculum, as well as the classroom enjoyable to students. Besides, it puts students in the mode of reading and answering questions which later does not make the subject meaningful and purposeful to students. The last is that there is minimal teacher satisfactory gained from the textbook approach of planning. Notwithstanding, Russell et al. (2014) celebrate the fact that teaching becomes captivating if the teacher realises planned activities have materialised in class, and that students are portraying what they have been taught. In connection with this, it is the researcher's contention that if teachers' plans materialise, future positive instructional practices are realised.

As a matter of clarity, Russell et al. (2014) consider the hallmarks of effective planning in Social Studies to involve a sense of anticipation on the parts of audience, a feeling of direction, an awareness that is more than

knowledge and continuity, an atmosphere of involvement in planning, and an awareness of leadership. Regarding the predictions on the part of students, they must be assured something unique is going to happen in the classroom and they must have some considerable knowledge of that. Also important is that the planning must illuminate students' feeling of why they are there and what the class is all about. Besides, the planning must invite promises that what is done today relates to yesterday as well as tomorrow. In connection with involvement in planning process is the teacher creating a sense of family that recognises planning with students. To Russell et al., if the above is done effectively, then, we are sure of plans materialising.

Teachers draw on myriad knowledge base in order to arrive at what to put in the lesson (Lee & Dimmock, 1999). In line with this, Lee and Dimmock noted that teachers rely on subject-matter knowledge that aided them in their planning. Several other academic gurus (Dawkins et al., 2008; Howard & Aleman, 2008; Penso & Shoham, 2003) suggested that pedagogical knowledge is the key indicator of high-quality instruction. According to them, pedagogical knowledge is related to teaching techniques teachers employ in order to make knowledge available to learners. Howard and Aleman (2008) specifically celebrate the fact that the teacher must adequately possess knowledge of such techniques prior to instruction; failure of which will lead to the non-materialisation of such plans. Besides, the teachers' knowledge of a subject aims forms part of the assortment of the knowledge base of planning for instruction (Gonzalez, 2012). Perhaps adequate blend of teachers' knowledge of teaching techniques and subject aims enable them to concretise

their instructional decisions as well as embark on worthwhile reflective practices to influence future instruction.

Approaches and techniques of teaching social studies

In the previous section, it was emphasised that teacher receptiveness to acquaint with the accumulated knowledge in the field of Social Studies vis-à-vis the proper documentations of lesson plans and the checking of feasibility of techniques contribute to the achievement of the aims of the subject. In the present section, the researcher discusses scholarly evidence on the approaches and techniques for teaching and learning of Social Studies.

It is crucial to point out from the on-set that the terms methods and techniques have been used interchangeably. And scholars over the years have reviewed literature on these two terminologies (Abudulai, 2019). On the one hand, methods have been viewed as the general way teachers approach their teaching. On the other hand, techniques have been conceptualised as the activities the teacher would want students to perform. Better served, would be an extensive discussion of the two conceptions.

Approaches to teaching social studies

Methods specifically apply to the general way a Social Studies teacher approaches his teaching (Salia-Bao, 1990). In other words, method is synonymously linked to approach. In this sense, a teacher may be the centrepiece of teaching or learners may be the centrepiece of teaching. This echoed pretty much in the teaching style of the educator. There exist several methods to the instruction of Social Studies. The researcher, however, sampled a few of such approaches and placed them in the context of the present study.

Hacker and Carter (1987) discovered three approaches to teaching Social Studies to include the social scientist method/style, the knowledge transmitter approach/method and the social inquiry. Teachers who subscribe to the social scientist style employ the problem-solving approach to the teaching of Social Studies. Hacker and Carter are of the view that such teachers place much premium on observation and the use of multimedia resources, and analysing and concluding from these observations in order to solve challenges and concepts. So, multimedia teaching materials like maps, diagrams, graphs, tables and pictures are incorporated in lessons to enhance the skills of the learner. And high-level talk reflects active participation in class.

In addition, teachers who lean much on the knowledge transmitter approach place much premium on the acquisition of facts with some kind of convergent problem solving. This approach is much of teacher directed and didactic, with high frequencies of teacher information. In this approach, there are low levels of learner participation in lessons. Probably, Shaver (1989) offered a much deeper insight into the reasons behind teachers' insistence to clinch to this approach by asserting that material-oriented instructors, who are used to reading material books are unsure how to shift away from that perspective. Shaver further notes that such teachers are also concerned that if they deviate from the plan, their students will not acquire the information that will be required of them in subsequent school years. So, teachers who subscribe to the teacher transmitter approach with unwavering desire to switch to a much student focused approach do so for fear of students' disinclination to accept new practices.

In connection with Hacker and Carter's (1987) approaches to teaching Social Studies, the last approach, that is, the social inquirer approach, is a process orientation to Social Studies teaching, with emphasis on the mental and individual growth through probing public issues. To Hacker and Carter, Social Studies content is learned to enhance the so called intellectual and individual growth of the student. With this approach, there are high levels of teachers' questions and statements, with speculative interactions designed to raise issues, help pupils clarify underlying problems and analyse values stances. And there are high levels of oral talk among students.

Cobbold (2013) divided the ways to teaching Social Studies into five sections based on a thorough literature analysis on the teaching of citizenship education in Social Studies. To him, scholarly evidence (Shaver, 1997; Parker & Jarolimek, 1984; Barr, et al., 1987) offer divergent approaches to the teaching of civic education in Social Studies along the lines of conveying of cultural legacy, teaching social science, teaching reflective enquiry, and teaching informed criticism. The focus on the transfer of traditional learning and beliefs to the individual is emphasised in the transmission of cultural heritage approach. In terms of social science education, attempts are made to help students comprehend ideas, generalisations, and procedures so that they may construct a solid foundation for future learning. Reflective enquiry education also entails using a thinking and learning process in which information is developed from what people need to consider when making decisions. Besides, the instruction of knowledgeable social criticism implies giving chances for the analysis, critique, and revision of previous traditions, present social practices, and problem-solving methods.

It is clear from the forgoing that Social Studies teachers take cues from quite a number of approaches. And the approach selected by a teacher dictates prior instructional considerations as well as teaching techniques and questioning strategies employed to engage students in Social Studies lessons. For all these reasons, “the individual teacher’s perception regarding what makes a good citizen helps to determine their teaching approaches” (Kankam, 2013, p.20). It will certainly be correct to say that imbibing the aims of the subject has the potential to psyche teachers to consider approaches that are pretty much in tune with constructivist techniques. The next section discusses techniques for teaching Social Studies.

Teaching techniques in social studies

Generally speaking, teaching technique has much to do with incorporating activities in lessons with the aim of promoting learning. Recent research (Ayaaba, 2006; Abudulai, 2019; İlter, 2017; Russell, 2010) have found that teachers have a toolbox of instructional techniques they employ. In view of this, scholarly suggested instructional techniques include but not limited to lecture, discussion, project, brainstorming, think-pair-share, storytelling, quickwrite, showing videos/films, fieldtrips, and roleplaying. And each of these techniques could be put under any of the above discussed approaches to teaching in the preceding section. That is to say, while some techniques reflect teacher-domination others are more skewed to learner-domination. It must be noted that not all techniques are best applied in the classroom condition. Obviously, some techniques must build students’ competence in exploring problems outside the confines of the classroom (Tamakloe et al., 2005).

A considerable achievement of the general objectives of Social Studies depends on the kind of techniques used by the teacher, since, instructors are the direct implementers of the curriculum (Abudulai, 2019). In line with this, VanTassel-Baska (2003) asserted that teachers should consider the relationship of techniques with subject purposes, use diverse techniques, the techniques should mesh with the cognitive style of teachers and students, and must balance active and passive students. Following the same lines of thinking, Dynneson and Gross (1999) maintained that it is the responsibility of every Social Studies teacher to select a particular technique that will provide for the active involvement of learners. Social Studies teachers, therefore, should use instructional techniques that work in tandem with the aims of the subject (Abudulai, 2019). This echoed in the views of Aggarwal (2006) that “Every teacher and educationist with experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right technique of teaching and the right teachers” (p. 91).

This obviously underscores the relevance of teaching techniques in the Social Studies fraternity. Teachers, therefore, must possess considerable knowledge of the techniques that promote learning as well as how to effectively incorporate them in lessons. In connection with the above statement, the researcher reviewed literature on some techniques used in teaching Social Studies.

Project technique

To Salia-Bao (1990) the project technique can be attributed to the pragmatist philosophy of education as well as the ideas of John Dewey. Stevenson (as cited in Salia-Bao, 1990) defined project techniques as a

problematic act carried to the completion in its natural setting. The project technique is unique from other problem-solving techniques because it sometimes results in learners producing concrete or tangible objects such as a model, map, among others or even research activities (Tamakloe, et al., 2005).

A project may be done by individual learners, in groups or even entire class.

For the effective implementation of the project technique, some critical guidelines must be followed. Dewey (as cited in Salia-Bao, 1990) developed the following principles as the basis of project technique:

1. The pupils must propose what they actually do;
2. they should be allowed to do only those things which will build up certain attitudes;
3. all learning should be done only if it is necessary for what the pupil have actually proposed; and
4. what the pupils are allowed to do should be guided so as to enrich the subsequent experience.

The researcher also thinks along the same lines. Inferring from the above, students are allowed to propose their own problems of interest in order to whip self-motivation and interest throughout the entire learning process. Secondly, the emphasis on attitudinal development in the project is to balance the entire learning process with building civic competence in learners. It must be pointed out that guiding students to successfully embark on the project automatically defines the role of the teacher as a facilitator but not an indoctrinator.

Discussion technique

Perhaps discussion technique presents a much open-ended opportunity for students to express their thoughts. This technique is directly in line with social constructivist theoretical thinking in which learning exists in a conversation between learner and educator, and where learning is social and active, but the educator plays a role in majestically guiding and facilitating social interactions (Hemmings, 2000; Vygotsky, 1978). There may be a worthwhile dialogue between the teacher and the students, which the teacher merely facilitates, rather than generally leading (Cummins, 1986, p. 28). To McQuillan (2005) building learners' competence through discussion-focused instruction enables them to own their learning. It is expected that the teacher promotes conversation in which everyone feels safe to speak and all voices are respected (McQuillan, 2005). For Aggarwal (2006), discussion as a technique stimulates mental activity, develop fluency and increases expressions, clarity of ideas in thinking and training in the presentation of one's ideas and facts. The main purpose of discussion is to cause change in learners, build desirable and positive attitudes and values; hence making them to contribute meaningfully to the development of their societies. Gall (1985) also reported that discussion technique is an effective strategy for encouraging higher-level thinking in students, for shaping student attitudes and improving the abilities of students for moral reasoning.

Miller (1989) asserted application of student-led instructional techniques in teaching and learning will boost skills acquisition and development of attitudes and values relevant to shape the lives of students. Subscribing to this, Borich (2011) views self-directed instructional techniques

as one capable to helping learners unveil their imaginative and intuitive capacities through learning. Giving learners the opportunity to do their own discussion ignites tolerance of the excesses of peers, leading to optimal control of understanding, collaboration and students' receptiveness. The researcher also thinks along this line, as he perceives self-directed learning as compatible and coincidental with the constructivist philosophy of Social Studies. In this regard, the talking and chalking paradigm is defeated.

The importance of discussion technique in the teaching of Social Studies is relevant because of the connection the subject is thought to have on students' social interactions and civic participation (Gross & Zeleny, 1958). Andolina et al. (2003) found that 18 to 24 years old who reported they had discussed issues in their high school classes were more likely to say they had participated in civic activities such as signing a written petition, participating in a boycott, and following political news most of the time. This underscores the fact that if Social Studies teachers expect students to contribute to such civic practices, discussions must be a hallmark of the instructional process.

Larson (1997) is however of the view that discussion techniques employed by teachers in classrooms varies and this has an impact on planning and expectations of discussions in the teaching of Social Studies. Larson outlined six (6) concepts or techniques that are employed by teachers in the teaching of Social Studies. This included: discussion by recitation, discussion as teacher directed conversation, discussion as open-ended conversation, discussion through question, discussion as guided transfer of knowledge to the world outside the classroom and discussion as practice at verbal interactions.

Amongst the various discussion techniques, recitations seem to be prominent over the other techniques (Goodlad, 1984) and is usually referred to as discussions (Dillon, 1984). Recitations involve questions from the teacher and response from students and a subsequent evaluation of responses (Larson, 1997). In teacher directed conversations, students contribute knowledge to a topic or point as directed by the teacher while the teacher judges the relevance of the knowledge shared. This differs from open-ended conversations as teachers do not direct the course of the conversations but students are allowed to freely debate on the topic. Teachers may also guide students to relate issues discussed to happenings in the outside world in order to enhance transfer of knowledge (Larson, 1997).

Film/video as an illustration technique

It cannot be doubted that film as an illustrative technique had proved worthwhile in the teaching of Social Studies (Russell, 2007; Russell, 2009; Russell, 2012). To Russell (2012), film particularly arouses emotions of students and can function as an effective conveyor of information to the learner. Besides, it enables learners to have in-depth comprehension of the subject matter by providing visual images (Russell, 2009). This obviously helps to boost the critical thinking skills of students. In recent years, critical thinking abilities have undoubtedly become pivotal to the emphasis of educational reforms in most nations including Ghana. Perhaps it is most important in achieving the goals of Social Studies.

The effective use of film as an illustrative technique requires rigorous processes or steps. Russell (2007) suggested four processes for using film in the teaching of Social Studies. The steps included:

- i. Planning stage. This is the stage where Social Studies teachers consider incorporating the film in their lesson plans, ascertaining the goal for using the film, and obtain the necessary permissions for the show of the film.
- ii. Pre-viewing stage. Before students are allowed to view the film, teachers must explicitly explain the purpose for showing the film, direct students as to areas where they should focus so as to achieve objectives set for lessons.
- iii. Viewing stage. This is the stage where teachers actually allow students to watch the film. However, occasionally, teachers might pause in order to emphasise specific scenes that relate to the objectives of the lesson.
- iv. The culminating activity stage. This stage is necessary after the film had been played. Here, the teachers may summarise what had been watched or may call students at random to summarise what had been observed. Besides, the teachers may decide to give students a written assignment based on the film show. Also, roleplaying activities or student-led discussion may be potential follow-up activities.

It could be inferred that the film/video illustrative technique has the potential to arouse students' understanding at almost all stages of an instructional session. First, the planning stage allows the teacher to select scenes that will best help in accomplishing the objectives of the subject. Secondly, the previewing stage allows students to dwell on the repertoire of their previous knowledge to scaffold comprehension of the content of the film. Also, occasional pauses of film boost students understanding and help them to

make connection with subsequent scenes. And lastly, the culminating activity stage allows the Social Studies teacher decipher accomplishment or otherwise of topic aims. Besides, the film technique lends itself to other learner-dominated techniques such as student-led discussion, roleplaying, among others, as follow-ups.

Brainstorming

Osborn (as cited in Al-Shammari, 2015) popularised brainstorming techniques. Osborn asserted that coming up with a concept on one's own is less effective than generating new ideas during brainstorming. Brainstorming may be characterised as a creative approach by a person or group of people in which efforts are made to find a definitive solution for a specific issue by acquiring evidence in the form of a list of recommendations that are voluntarily offered by the participants (Rowan, 2014). When employed as an approach for instructing Social Studies, particularly when introducing new topics, brainstorming is easy and successful. In connection with this, UNC (as cited in Al-Shammari, 2015) claimed brainstorming technique works because it draws on the students' prior knowledge and picks their curiosity. Therefore, while the students are studying, the instructor can assess whether or not they have sufficient prior knowledge to continue with the lecture.

Brainstorming technique is important for the improvement of students' achievement in diverse fields (Al-Shammari, 2015). Brainstorming has been reported to be an effective teaching technique for Social Studies instructional sessions. It cannot be doubted that this technique if used in teaching could instil in Social Studies students creative skills, ability to generate ideas, and to think critically about issues (Filgona, et al., 2016). Studies (Filgona et al.,

2016; Sabet & Ghorbanpour, 2014) have also shown that students exposed to brainstorming techniques outperform those taught mainly through lectures. Perhaps such students outperform their colleagues because they are given the opportunity to own their learning, thereby producing what has been experienced practically to reflect academic excellence. The implication is that brainstorming ought to be a key activity in Social Studies instructional sessions.

Technique of “Think-Pair-Share”

Collaboration among students is valued highly in the twenty-first century. One of such highly valued collaborative activity is technique of “Think-pair-share” (Azlina, 2010). Lyman (as cited in Ledlow, 2001) was the first to devise this method. To Lyman, this technique ignites the thinking and collaborative powers of students. McTighe and Lyman Jr (1988) asserted that think-pair-share is a debate cycle wherein learners listen to a presentation, have chance to ponder alone, communicate with one another in pairs, and then share replies with the broader group. Yerigan (2008) confirmed that it is indeed a learning method that incorporates processed time waiting to improve the scope and depth of thought. Azlina (2010) claimed that the basic idea behind the think-pair-share method is for students to consider or solve an issue calmly on their own, then partner up and discuss their ideas or solutions with another.

The facilitator, therefore, ought to follow scholarly procedures in implementing such a collaborative technique. According to Lyman (as stated in Ledlow, 2001), the following steps should be performed when using the think-pair-share technique:

1. following posing a question, instruct students to evaluate their responses silently. You might also have them write their own replies as a variation.
2. The teacher provides up to five minutes for the student to work solely based on the intricacy of the topic and the length of time that is acceptable for the exercise.
3. The teacher instructs students to form pairs to compare and discuss their replies.
4. Finally, the instructor selects a few students at random to summarise their conversation or provide a response. The randomised calls are necessary to guarantee that each student is held personally responsible for their participation.

It could be inferred from the foregoing that Social Studies facilitators play a critical role in the implementation of the think-pair-share method. Having enough understanding of the tactics to utilise in implementing such a strategy in teaching is maybe the most crucial job. Social Studies instructors ought to master the skill of constructing appropriate questions that encourage students to think critically. In addition, by evaluating the degree of difficulty of the problems, a deliberate attempt is made to enable pupils to dwell on them.

The think-pair-share method has a number of consequences for teaching Social Studies. For starters, when a teacher uses the think-pair-share technique, students are able to think independently, connect with their partners, and exchange knowledge with the rest of the class and their instructor (Azlina, 2010). By exchanging all of the knowledge, ideas, and

abilities, this strategy aids pupils in improving and enhancing their knowledge (Ledlow, 2001). Therefore, instead of being a passive learner, it teaches learners to be much more dynamic and engaged in the process of learning. The researcher's view is that it is obvious such a technique would require expanded wait-time for students to engage in in-depth thinking, however, the problem of limited time for the teaching of Social Studies at the SHS level might prevent most teachers from subscribing to the use this technique. Besides, starters or novice Social Studies teachers are likely to encounter a discursive class if care is not taken.

Quickwrite as a critical thinking technique

According to Vigil (2017), “incorporating techniques that pave way for students to think and defend their stance is a necessity” (p.1). Vigil expands the argument by indicating that the quickwrite technique is one of the 21st century techniques that is capable of adding value instantaneously to Social Studies lessons and get students learning. Subscribing to this, Teachers' Curriculum Institute [TCI] (2010) recommended that students' pairing should not be devoid of their effort to record information individually. Activities such as persuasive quick writes and timed short written responses enable students to think, plan, and quickly respond to a topic or prompt (Mason et al., 2011). Perhaps students' ability to intelligently write something about a topic whip their critical thinking skill and add up to their problem-solving skill; that which is seen as the focus of Social Studies.

Social Studies teachers' insistence on students writing of thoughts before talking about them enhances recall. This is because written expression beyond recall knowledge allows students to construct their own

representations leading to eventual facility with newly learned subject matter (TCI, 2010). The researcher agrees with this position in the sense that assortment of such record keeping on the part of students build their repertoire of knowledge and appreciation of the ever-changing world. Much the same way, recent Studies like Vigil's (2017) shed light on the role of quickwrite in the teaching practices of the Social Studies teacher. To Vigil, with this technique in use, the teacher is able to guide students to create personal records on their thoughts on a controversial issue.

Questioning strategies

The capacity to intelligently formulate questions that might frame and progress an investigation is important to a good Social Studies experience (NCSS, 2013). The instructor's probing ability, therefore, must reflect educational motives, and the unique aims of Social Studies as civic preparedness. Stevens (as cited in Brualdi-Timmins, 1998) conducted a study in 1921 and found that the teacher spends around 80% of his or her classroom day asking respondents questions. It has not altered, according to more recent study on instructor questioning habits and attitudes. For example, Leven and Long (1981) in a study discovered that teachers pose between 300-400 questions per day.

Facilitators of Social Studies pose questions for quite a number of reasons. Perhaps Morgan and Saxon (1991) best summarised the reasons why instructors pose questions. To them, this is to: enhance easy expression of thoughts on the part of students; keep learners actively engaged in learnings; allow other learners to hear possible interpretations of the information from

their colleagues; and enable educators stride their classes and regulate student attitudes.

Social Studies teachers must therefore organise their questions well. Black et al. (2003) are of the view that teachers in classrooms should organise their questions across three aspects: “frame discussions” from around the concept that are important to ask; extending the “waiting period” so that learners can believe and convey their answers; and enabling “follow up” specific question or efforts to make sure participants understand.

In the twenty-first century, the role of learners in interrogating is critical. The capacity of students to ask and respond to questions when reading, writing, speaking, and listening is a key aspect of literacy and serves as a basis for Social Studies (NCSS, 2013). According to Black et al. (2003), instructors should not only produce more meaningful questions, but also create an atmosphere in which learners must think critically and give their personal responses to their questions. This is due to the fact that inquiries are only the beginning of an investigation (NCSS, 2013). As a result, in order to assist students to achieve higher thinking levels, the Social Studies instructor must delve into the students’ concealed levels of awareness and knowledge when practising the craft of successful teaching (Locke & Lindley, 2007). Instructors are advised the following research-backed approaches to create improved student success in a study of questioning methods as described by Wilen and Clegg (1986):

1. ask inquiries that are well phrased;

2. pause for three seconds after a question has been asked before seeking a learner's response, especially if the question is of high cognitive level;
3. enable learners to react to each topic in certain ways;
4. weigh answers from non-volunteering to volunteering learners;
5. provoke a high number of accurate replies from students and help with wrong ones; and
6. recognise pupils' correct replies and provide praise selectively and precisely.

This, of course, is required to effectively engage the learners in the instructional process so as to enhance the realisation of the Social Studies curriculum goals. Inasmuch as this research process is concerned, the researcher has conceptualised higher students' achievement as effective citizenship which is also highly influenced by achieving the broad syllabus objectives of the SHS Social Studies curriculum.

Challenges to the teaching of social studies

The teaching of Social Studies, like all other subjects, is faced with challenges in terms of teaching and the implementation of curriculum for teaching. Effective teaching of Social Studies would require that teachers have enough formation drawn from personal experiences or from social interactions and from previous knowledge. However, some teachers of the subject have been identified not to have adequate knowledge for teaching. The lack of knowledge on the content of Social Studies as well as the lack of multicultural and global literacy has been identified as major challenges to teaching Social Studies (Owens, 1997). A study conducted by Bekoe et al. (2014) in Ghana

identified that teachers lack the needed knowledge and skills to teach Social Studies to students. Their current knowledge regarding Social Studies as a tool for problem solving was not enough. Bekoe et al. (2014) advance this argument and propose that current knowledge on content of Social Studies is not enough for addressing all challenges faced in the teaching of the subject in recent times. They propose that for effective teaching, critical thinking approaches should be adopted for solving problems, research and discovery in Social Studies.

Research conducted by Bekoe and Eshun (2013) on challenges regarding the implementation of the Social Studies curriculum in Ghana, revealed that institutions responsible for training teachers preferred to use different concepts for the training of graduate teachers. Quashigah et al. (2014) identified diverse concepts of knowledge on Social Studies among final year trainee teachers and their idea of how to effectively teach Social Studies. In the study, it was reported that trainee teachers were unclear as to whether Social Studies should focus on teaching current or past knowledge.

Empirical Review

This section sheds light on studies that have been conducted by other researchers on knowledge of the aims of Social Studies, lesson planning practices, instructional techniques, questioning strategies and the challenges that impede the teaching of Social Studies. Specifically, the review focuses on researches conducted in Africa, USA, Europe and Asia.

Teachers' knowledge on the aims of Ghana's 2010 social studies teaching syllabus

Bordoh et al. (2015) investigated how SHS Social Studies instructors comprehended the substance of what they were teaching in order to fulfil the subject's objectives, focusing on a sample of 54 instructors. The results unfolded that majority of instructors did not demonstrate understanding Social Studies content and were not instructing to build values, attitudes, skills, and knowledge. Despite the fact that all 54 survey respondents agreed that instructors' understanding of Social Studies aids in the achievement of the subject's aims and priorities, many had no idea as to what the subject's overall goals were. It was decided that because Social Studies teachers were unaware of the subject's overall goals, they did not pick facts and concepts that appropriately addressed those goals.

Poatob (2015) examined SHS instructors' thoughts about the aims of Social Studies and its influence on their teaching by conveniently sampling 22 instructors in five SHSs in the Cape Coast Metropolis. Poatob interview of the teachers and further analysis was done with thick description of events. The study revealed that less experienced teachers had superficial knowledge of the goals of Social Studies. It was revealed that teachers saw the goals of the subject as not the guiding force to direct them in yielding the expected results because they had tested the potency of past question and past marking schemes in yielding better results. Poatob recommended conferences be organised by government and stakeholders for Social Studies instructors in order to update them on current practices in terms of teaching techniques to be employed to achieve the goals of the subject.

A critique of the research showed that the qualitative data vis-à-vis the small sample size was not representative of the teachers teaching Social Studies in the Cape Coast Metropolis. Since the field data was obtained in 2011, it did not necessarily represent the views of Social Studies teachers at the time the research report was published (in 2015). The data, therefore, was too rusty. Besides, the study only considered teachers' understanding of the general aims of the Social Studies. The researcher (in the present study), therefore, argued that a more recent study was necessary in order to confirm Social Studies teachers' knowledge of the aims of the subject. Besides, deeper insight into the teaching techniques and questioning strategies teachers employed in teaching could have been better.

Eshun and Mensah (2013a) used a mixed methods approach to assess the pedagogical subject knowledge of Social Studies instructors, sampling 72 instructors from 12 SHSs in Ghana's Western Region. The study unfolded those instructors saw Social Studies as civic education. Clearly, 70 (97.2%) of respondents agreed that the primary goal of Social Studies is to develop the skills necessary for students. The research by Eshun and Mensah, on the other hand, was confined to teachers' pedagogical understanding in terms of syllabus goals. Notwithstanding, other areas which could have been considered in the study were teaching techniques and preparation.

Botwe (2018) looked at the content knowledge of Social Studies instructors and how that knowledge affected how the subject was taught in JHSs in the Municipality of West Akim in Ghana's Eastern Region. The topic was investigated using a descriptive survey with a purposive sample of 70 Social Studies instructors. Questionnaire, interview guide, and observation

checklist were utilised as instruments. Per the finding of the study, facilitators of Social Studies had insufficient content knowledge. The observational study unfolded that majority of Social Studies facilitators had no idea as to what the subject's main aims were, or what the issue indicated in the curriculum meant.

Teachers were also observed to be unable to facilitate the growth of the necessary attitudes, values, and abilities in their students through their instruction. Botwe suggested that pre-service teachers be given more value-oriented, skills-development, and problem-solving content in Social Studies curricula so that they can thoroughly foster the growth of the necessary values, behaviours, understanding, and skills in students during lessons.

In a qualitative study of instructors' understanding of the objectives of Social Studies and aspects they pretty much emphasise, Opare (2019) unearthed that teachers in SHSs in the Suhum Municipality of Ghana had adequate knowledge of the syllabus objectives of Social Studies. It was also discovered that instructors' knowledge of the objectives of the subject did not necessarily influence assessment procedures as teachers were observed to be frequently using paper and pencil test. Since the study considered only 10 teachers, the researcher (in the present study) was of the view that the finding could not be representative of the entire Social Studies teaching population in SHSs in Ghana.

Lesson planning practices employed by teachers

Bonsu (2017) assessed the teaching practices employed by accounting teachers in some SHSs in the Central and Brong Ahafo Regions of Ghana. Employing descriptive survey, 81 accounting teachers were sampled to respond to a questionnaire. In addition, 12 teachers were purposively sampled

for interview and classroom observation. Also, a census was used to select 482 students. It was found that teachers did not write comprehensive lesson notes but rather had skeletal plans to guide their teaching. The study revealed that teachers were aware of the teaching and learning materials that enhanced effective teaching but they did not plan to use them. Besides, instructors specifically were reluctant in using higher order questions to involve students in class. Teachers showed reluctance in allowing students to work individually or in groups nor did they allow students to practise self-assessment. It was found that teachers employed appropriate reinforcement techniques to involve students but due to large class sizes teachers had difficulty managing students' behaviours. A major recommendation was that teachers should document their lesson plans to cater for the diverse needs of students.

Despite the interesting findings, it should be noted that Bonsu's study was conducted among teachers and students of accounting. Besides, the research did not adequately capture the challenges that prevented teachers from using recommended instructional practices. The researcher (in the present study), therefore, argued that there was the need to examine the research problem in other fields, particularly, in the field of Social Studies.

Francisco and Celon (2020) reported in their study that teachers deliberately drafting teaching materials with great hopes meant to push and excite students ($M=3.59$) and deliberately using teaching strategies that enhance higher order-thinking abilities ($M=3.59$) were found to be the most common planning approaches. It was also discovered that one of the most common instructional strategies utilised by instructors was creating social contact among students that boosted learning by pushing learners to work in a

group with both groups and individuals (M=4.5). However, the research looked into how instructors' instructional approaches impact students' academic achievement in English, Math, Science, Filipino, and Araling Panlipunan. Besides, students' performance in Social Studies was not taken into account in the study. Furthermore, the research was not done in a Ghanaian context.

Through assessing the perspectives, knowledge, and practices of Social Studies instructors for comprehensive education in Turkey, Bayram and Öztürk (2021) aimed to uncover flaws and requirements in the present educational system. The study was conducted using a survey design and a sample of 313 Social Studies instructors. The data was gathered through the use of a questionnaire. Despite having strong attitudes toward inclusive education, the data indicated that a large number of instructors lacked appropriate and efficient knowledge and in-class procedures. Instructors' subjective attitudes, self-efficacy beliefs, and classroom practices for education system that is inclusive differed in terms of gender, work experiences, education level, and foreknowledge. Interestingly, curricula, social awareness, and practices were viewed as the most significant hurdles to education system that is inclusive.

Instructional techniques

Koomson (2018) investigated variables that influenced the instructional practices RME facilitators incorporated in their lessons. The study unfolded that institutional context factors that influenced instruction included class size, children's skill levels, existence of resources, pressure from external testing bodies, and interaction with colleagues, workshops and

seminars attended by teachers. Also, teacher related factors like teachers' content and pedagogical competence, initial training and belief that effective instruction demands rigorous planning influenced facilitator's instructional practices. Surprisingly, the participants were indifferent to curriculum factors that influenced their choice of instructional practices in the classroom. However, they accepted that curriculum materials as well as co-curricular activities in a way influenced instruction. Koomson concluded that institutional context variables such as overwhelming class sizes, teaching resources, and level of students' understanding among others cannot be overlooked as a major influence. It was also concluded that curriculum materials and co-curricular activities influence teachers' instructional practices. And that instructors' overdependence on curriculum materials such as textbooks to determine their instructional practices in the learning of RME thwarts effective practices.

In a qualitative study, Abudulai (2019) explored the teaching practices of Social Studies instructors in SHSs in the West Mamprusi of Ghana by interviewing 11 instructors and observing three others (one from each institution). The study unfolded that none of the three teachers who were observed used field work, inquiry, or cooperative learning strategies. The three instructors who were observed also regularly gave notes and relied extensively on traditional textbooks. Abudulai also noticed that lecturing was a common approach used by teachers, and that dictating of notes was common. It was found that despite the fact that all the teachers interviewed had taught the subject for several years; only seven teachers were able to articulate the aims of the subject. Obviously, four out-of-field teachers could not articulate the

aims of the subject. It was found that the celebrated instructional techniques of the participants were the lecture and discussion methods. It was found that majority of the teachers preferred to use lecture and whole class discussion as a result of limited time to cover the syllabus. It was also observed that teachers' reported techniques were at variance with what actually materialised in class. It was recommended that recruitment of teachers into the Ghana Education Service should be based on professional qualification.

While Abudulai's study provided rich qualitative information on the instructional practices of teachers, coverage of three schools implied the findings cannot be generalised. Also, the study was only contextualised in the West Mamprusi Municipality to the neglect of other Regions in Ghana. Besides, the unstructured observation coupled with the unsystematic presentation of how the researcher generated the codes necessitated a study that took care of the lacuna. The researcher, therefore, argued that a similar study was necessary to be conducted in other regions, hence, the present study.

Ayaaba (2006) sought to ascertain the state of concept teaching and learning in Social Studies in the teacher training colleges in Ghana by concentrating on tutors and students in all seven teacher training colleges in the Northern, Upper East and Upper West Regions of Ghana. A sample of 200 students were purposively drawn from the population. The major instruments employed were questionnaire and lesson observation guide. It was found that discussion and lecture were popular techniques used in teaching Social Studies concepts. And that the use of fieldtrip was not a popular technique. The study unfolded that problem-solving method was not quite often used in teaching Social Studies. Besides, techniques such as pre-reading, activity for concepts

enrolment, Point/Link/Use/Questions (PLUQ), cooperative learning, debate, dramatization and simulation which tend to be powerful in facilitating learning and teaching did not find favour with the tutors. It was found that teachers use performance assessment techniques like projects to assess students.

Russell and Waters (2010) surveyed 480 middle school (6-8) students in the southeast state of USA and discovered that students prefer to study Social Studies in a diverse way. The study also brought to the limelight that students disliked passive learning such as listening to a lecture (74 per cent), excessive note-taking, busy work (63 per cent), worksheets (70 per cent), and rote memorization (74 per cent). Russell and Waters came to the conclusion that learners should be educated using diverse teaching techniques. And that learners longed for the transformation of passive classrooms into active classrooms. It was also concluded that the employment of passive teaching approaches might stifle learners' desire to work with instructors to understand the knowledge presented to them. The researcher (in this study) suggested that the Ghanaian setting might provide a lot of insight into the problem. It was also necessary to investigate qualitatively the barriers that hindered instructors from employing a range of teaching techniques.

By using semi-structured interview, İlter (2017) sought to unearth the viewpoints and perceptions of Social Studies teachers in schools (5th to 8th grade) in Bayport, Turkey, to decipher the extent to which students' acquired knowledge is anchored by instructors' experiences and self-reported practices. The study considered a sample of 35 Social Studies teachers. Furthermore, the interview was analysed using text analysis tools. The majority of individuals (28 out of 38) agreed that operational definitions, techniques of education

were successful for teaching crucial ideas. The terminology self-collection method was by far the most often reported educational tool among Social Studies instructors when asked about their teaching techniques. Instructors were found to seldom apply the list-group-label technique or create an illustrated class dictionary. The majority of the instructors' activities reflected conventional tasks and procedures that did not take into account how new ideas were learnt but instead focused on greater definitional understanding of terms. Further observation studies, according to the researcher (in this study), may have served to support the results.

Focusing on a sample of US Social Studies classes, Siegel-Stechler (2021) investigated how teacher instructional practices promote open classroom environment for discussion at the school level. The research included four surveys: student evaluations and questionnaires, instructor surveys, and principal surveys. Some teaching approaches were shown to be linked to increased learners' perceptions of an open classroom atmosphere conducive to debate. It was also discovered that lecture hall conversation of news events or affairs is significantly connected to open group discussions, and that other student-centred activities such as simulation, discussion and inquiry-focused guidance are linked to specific characteristics of an open classroom climate. The conclusion drawn was that knowing which instructional approaches are linked to an open classroom atmosphere for debate can help schools and districts build policy environments that foster such teaching practices.

The Siegel-Stechler research, however, placed an excessive focus on teacher self-reported teaching strategies and set of questions. The researcher

(in this study) believed that an observational study of the research problem is necessary to confirm or disapprove these findings. Besides, since the study's data was obtained in 1999, it is safe to assume that it is too outdated to be utilised to describe teachers' instructional practices in the second decade of the 21st century. It cannot be doubted that over the last two decades, instructors' practices and learners' perceptions may have shifted dramatically.

Russell (2010) investigated the methods and practices used by instructors to facilitate Social Studies in the twenty-first century. A sample of 281 secondary Social Studies teachers (Grades 6-12) from around the USA answered a 35-question Likert-style online survey about their teaching practices. The survey found that instructors in 21st-century Social Studies classrooms in the USA were unfazed by teacher-dominated methods of instruction, as the favourite technique of teachers, that is, allowing pupils to listen to a lecture, received more than 90% of replies. That is, 14.99 per cent said they used it virtually all of the time, 36.29% said they used it more than half of the time, 39.14 per cent said they used it half of the time, and 9.60 per cent said they used it less than half of the time. Surprisingly, the participants believed that they could not teach without using the lecture technique. No other approach or practice was shown to be as highly biased more toward regular scale as the lecture. It was also shown that over 80% of participants make their pupils take notes practically all of the time. According to the findings, Social Studies instructors are not utilizing their ability for educating twenty-first century learners through the implementation of diversified curricula and instructional techniques. The insatiable predilection for lecturing, note taking, and the use of conventional textbooks was found to be

depressing when it came to the techniques and practices used by the instructors. As a result, teachers used passive and non-engaging ways more often than methods that were praised for making students engaged.

The researcher (in the present study) argued that the study by Russell was only representative of the Social Studies teachers in the USA. Certainly, the finding that emerged from the study may not necessarily reflect the contextual practices of instructors in Ghana. In addition, the study did not consider observing teaching in-class and out-class activities. Perhaps the self-reported instrument paved way for teachers to fake their responses. It is argued, therefore, that an observational study was necessarily to validate the findings. It was also the contention of the study that an investigation into challenges that prevent teachers from using some specific instructional practices could have provided interesting insight into the research problem.

Bailey et al. (2006) wanted to know how much time was spent by teachers on Social Studies classes in school and what kinds of teaching strategies were employed. Data was gathered on the amount of actual minutes for instructing Social Studies, the instructional strategies employed, and the utilisation of technology in the classroom. According to the findings, instructional strategies were confined to “read the text and answer questions” or “identify vocabulary words”. It was discovered that period allocated for the teaching of Social Studies was not inadequate. The study also unfolded that inquiry was not part of the top three techniques employed by instructors. Surprisingly the pre-service instructors demonstrated competence in using technology but in the case of classroom instructors it was otherwise.

In an observational study, Kalu-Uche et al. (2015) compared science teachers' (biology, physics, and chemistry teachers') self-reported classroom practices with what they actually do. The study found that science instructors used a variety of transmissionist and constructivist-learning approaches in the classroom, and that there were substantial disparities between what instructors reported and what they saw. According to the findings of the study, science instructors should be advised to participate in seminars and workshops to increase their usage of student-centred teaching approaches that are compatible with recent research findings and curricular principles. It was found that 80.6% of the teachers self-reported the use of teacher-led whole-class discussion, and that this surfaced in the classroom. Despite the educational benefits of the findings, the researcher (in this study) was of the view that Kalu-Uche et al.'s study focused solely on science teachers. Therefore, a similar study in the field of Social Studies would be beneficial in illuminating instructors' teaching practices. Another constraint of Kalu-Uche et al.'s study is that it was contextualised in Nigeria; hence, it is possible diverse finding could emerge in the Ghanaian context.

Ikwumelu and Oyibe (2014) investigated the impact of self-directed teaching methods on secondary school students' success in Social Studies. They used a quasi-experimental research method with JSSII learners (265) who were participants and randomised to the experiment (134) and control (131) groups. The study was guided by a hypothesis. The study unfolded students who were taught Social Studies utilising a self-directed teaching approach scored higher ($SD=5.81$, Mean = 83.92) than those who were taught by placing emphasis on other traditional learning techniques ($SD=7.03$,

M=55.76). The research showed a substantial change in results between learners who were instructed using self-directed educational practices and those who were taught using traditional techniques. The researchers' conclusion was that Social Studies instructors should acquaint themselves with the use of student self-directed strategies since they can help learners improve their academic success. It was suggested that the Government of Nigeria, in partnership with the Ministry of Education, provide a suitable environment for students to learn. The study, on the other hand, was quiet on the specific self-directed and traditional instructional approaches used by teachers in the classroom.

Questioning strategies employed by teachers

Eshun and Mensah (2013b) inspected the domain of educational aims Social Studies instructors emphasised in relation to questioning practices in SHS in Ghana. The study employed explanatory design with document analysis of 299 questions from five instructors. The results of the research showed that out of the 299 questions posed, 190 were at the recall level, 77 were at the comprehension level, 10 were at the evaluation level, 2 were at the application level, and no question was set at the level of synthesis. Eshun and Mensah's results are indicative of the fact that lower order questions dominated the teachers' assessment.

Sasu (2017) rather sought to find whether teachers in JHS in the Cape Coast Metropolis testing practices resonate laid down testing procedures. Descriptive survey was employed while still considering a sample of 300 teachers in 50 selected JHSs within 5 circuits in the Cape Coast Metropolis for the study. The major instrument was questionnaire. A statistically significant

difference was found among teachers and their subject areas of specialisation (Maths, Social Studies, Science and Religious and Moral Education). This implies that each subject area has its own peculiar way of assessment. A teacher trained in mathematics automatically becomes naïve to assess Social Studies lessons. Interestingly, it was found that mathematics teachers performed better than teachers in other subject areas (Religious and Moral Education, English, and Social Studies) in their test administration practices. It was concluded that the low performance of teachers on the construction and scoring of tests stemmed from the fact that they are comfortable with negative practices without recognising its impact on validity and reliability.

Using Benjamin Bloom's Taxonomy, Khan and Inamullah (2011) investigated the questions instructors ask at the SHS level by monitoring a sample of 20 teachers from diverse subject areas. Per the finding of Khan and Inamullah, teachers were observed to ask a lot of questions. It was also discovered that lower order questions took precedence over all facilitators' posed questions. Clearly, 67% of the 276 questions posed by instructors were knowledge-based, 23% were understanding questions, 7% were applications questions, 2% were analytical questions, and 1% were syntheses questions. The researchers were surprised to find that instructors did not pose evaluation questions.

Despite the intriguing findings, the study was done in Pakistan. The researcher (in the present study) argued that the overt nature of the observational research may have paved way for participants to have structured lessons to safeguard their professional reputation. Besides, the research was silent on the shared contribution of Social Studies instructors to the 276

questions the instructors posed. The study's flaws were compounded by the study's failure to assess the strategies teachers used when asking questions.

Francisco and Celon (2020) investigated the impact of teachers' preparation, instruction, and evaluation on the academic performance of students. The descriptive correlational approach was used by focusing on a sample of 55 instructors and 295 students from private colleges in the Philippines' Meycauayan city. Francisco and Celon discovered that instructors' teaching approaches have varied degrees of impact on students' academic achievement in Mathematics, English, Filipino, Araling Panlipunan and Science. Assessment methods had the biggest effects on learners' academic achievement in English, Mathematics, and Filipino, out of the three instructional practices that affect students' academi performance. Written works, performance activities, and quarterly evaluation to evaluate pupils were the most common assessment strategies identified. However, the study was not conducted in the field of Social Studies. Besides, the study was not conducted in the Ghanaian Context.

Challenges that impede achievements of the aims of social studies

Yakubu (2015) explored Ghanaian primary school mathematics teachers' conception and practices of constructivist instructional techniques by concentrating on a sample of 252 mathematics teachers in primary schools in the Upper East region of Ghana. Yakubu, identified lack of teaching resources, limited instructional period, large class size, and lack of experience, as some of the challenges for teaching mathematics at primary school level. In all, lack of teaching and learning materials was the predominant challenge. The second

major challenge was lack of experience to use constructivist instructional techniques in mathematics classrooms.

Twumasi (2018) conducted a descriptive survey using a questionnaire as the primary data collection instrument by purposively sampling 96 teachers (school principals, assistant school principal, and classroom instructors) with at least five years of teaching experience from all three SHS in the Bantama sub-metropolis. Twumasi discovered that there was a significant statistically link between the leadership behaviours of heads of departments and the instructional practices of instructors. Teachers did not space out lessons to accommodate slow learners, according to the findings. Twumasi came to the conclusion that instructors at Kumasi's SHS used suitable teaching approaches. The research, on the other hand, did not focus on Social Studies in particular. It is possible that the findings may not reflect the opinions of Social Studies instructors. Aside from that, the questionnaire as the primary data collecting tool failed to elicit participant accounts on the unique effect of school leadership on teachers' instructional techniques.

Onyame (2018) used a cross-sectional descriptive survey design to study school based supervisory practices in selected public Junior High Schools and SHS in the Cape Coast Metropolis. The multi-stage sampling techniques was used to sample 120 and 24 heads from the Junior High Schools and simple random sampling technique, specifically, the lottery method was used to select 181 and 4 head teachers from the SHS. The major instrument for data collection was questionnaire. Onyame concluded that to enhance supervisory practices, public SHS and JHS school supervisors should note down teachers' mistakes in lesson delivery for discussion after the lesson, give

immediate feedback to teachers after lesson observation, improve on their interpersonal relationship with their supervisees and help teachers to analyse their lesson delivery. Supervisors should also set the criteria for evaluating teaching and learning and supervisors need to regularly train to be abreast of current supervisory practices. As well, teachers should be made to undertake short courses and partake in in-service training.

Kwenin (2021) examined the difficulties instructors have when adopting the integrated Social Studies programme in Ghana's SHSs. The study used a cross-sectional approach, focusing on all 129 instructors (census) in SHSs in the Cape Coast Metropolis at the time of the investigation. The most common data gathering tool was the questionnaire. The study unfolded that 16 of the 120 Social Studies instructors had a Post Graduate Diploma in Education (PGDE) and 6 (4.8%) had a Bachelor of Arts. According to the findings, Social Studies instructors had trouble implementing suggested teaching techniques such as inquiry and problem-solving methods effectively. Perhaps a semi-structured interview session with the participants would have been a better way to uncover the difficulties that teachers had when teaching the subject.

In Abudulai's (2019) study of Social Studies teachers in the West Mamprusi of Ghana it was discovered that out-of-field teachers who teach Social Studies at SHS are specially trained in the fields of geography, sociology, and economics. The study revealed that the bulk of the participants had not been exposed to in-service training courses in a long time. It was also observed that out-of-field teachers taught Social Studies without having in mind techniques that best help in achieving the aims of the subject.

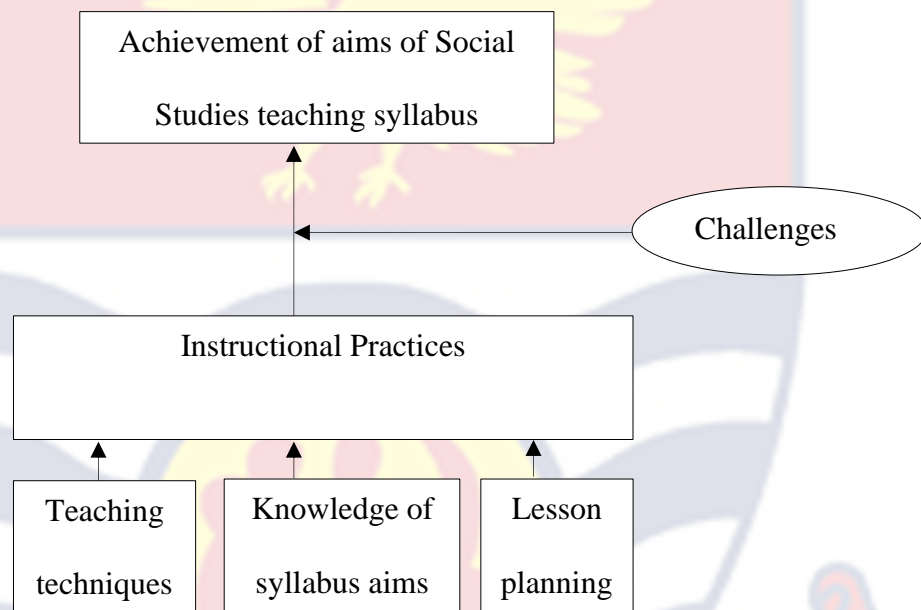
In a case study of teachers and students in SHSs in the Akuapem-North District and New Juabeng Municipality of Ghana, Akraasi (2002) examined the status of the teaching and learning of Social Studies. The researcher employed descriptive research design by concentrating on a sample of 204 students consisting of 118 males and 86 females. Research instruments employed were questionnaire, interview guide, observation checklist, and documents. The study unfolded students and teachers were knowledgeable about the sequence of Social Studies. It was found that lecture was the dominant technique for the teaching of Social Studies at the SHS level. Besides, the limited instructional period for Social Studies was a hindrance to the use of learner dominated techniques such as discussion, fieldtrip, inquiry, discovery, dramatization and project-based learning. The study further unfolded that there were lack of teaching-learning resources and facilities in the schools studied. Also, students had apathetic attitudes towards the teaching and learning of Social Studies. Social Studies teachers were not enthusiastic about the teaching of the subject. The researcher argued that Akraasi's study did not capture Social Studies teachers' knowledge on the aims of the Subject. Besides, contextual finding in other regions of Ghana were needed to saturate the research problem.

From the above empirical review, the researcher concluded that much research had not been done to incorporate other variables of instructional practices of Social Studies teachers like lesson planning and questioning practices. While little research has been done on the instructional techniques employed by teachers in the Ghanaian context, the current study contributed to knowledge creation in the field of Social Studies by adding other variables like lesson planning practices and questioning practices, while still illuminating the

challenges that impede the achievement of the aims of the subject. The next section emphasised the conceptual framework for the study.

Conceptual Framework

After the theoretical, conceptual and empirical reviews, the researcher curved his own conceptual framework regarding what he thinks instructional practices should be. The conceptual framework is represented in figure 1.



Source: Researcher's Own Construct (2021)

It could be inferred from Figure 1, that the dependent variable was the general aims of Social Studies teaching syllabus. The independent variable was instructional practices (lesson planning, knowledge of aims of teaching syllabus, teaching techniques). The arrows pointing to the general aims indicate the independent instructional practice variables.

The broad general objectives of Social Studies summed up to enhancing citizenship education. In order for the teacher to achieve the syllabus objectives, therefore, it is expected that cognisance be given to instructional practices.

The researcher conceptualised lesson planning as all activities that surfaced at the pre-engagement phase of a lesson. That is, acquisition of relevant knowledge of the aims of Social Studies, mastery of the content, preparation of the lesson plan, preparation of lesson notes, developing scheme of work, assessing the feasibility of instructional techniques, and reflecting on previous lesson.

Also, the teaching techniques component of the instructional practices could be either teacher-dominated or learner-dominated. Teacher dominated techniques include lecture, teacher-led discussion, and note-taking. Learner-dominated activities include student-led discussion, brainstorming, think-pair-share, storytelling, taking students on trips, quickwrite, using film/video in teaching, and allowing students to partake in roleplaying. Effective questioning strategies were also required for the teacher to effectively engage students in the instructional process. The researcher argued that effective use of teaching techniques that are learner-dominated as well as questioning strategies based on constructivist practices will contribute effectively to the achievement of the aims of the Ghana's 2010 Social Studies teaching syllabus.

The variable labelled 'challenge' with the intercepting arrow suggests that the application of instructional practices to achieving the aims of the syllabus was clouded by a lot of challenges. If the challenges overshadow the teacher, the achievement of the aims of the Ghana's 2010 Social Studies teaching syllabus were not realised.

Chapter Summary

This chapter dealt with the review of related literature. The researcher gave a brief historical development of Social Studies, pointing out that Social

Studies as a subject emerged from the USA and later diffused to other parts of the world including Africa and for that matter Ghana. The researcher also did an extensive review on the constructivist theory with emphasis on Piaget's cognitive constructivist theory and Vygotsky's social constructivist theory.

Besides, major conceptual issues were reviewed to include the aims of Social Studies, lesson planning and preparation, teaching approaches and techniques, questioning strategies, and challenges to the teaching of Social Studies. Empirical review was done to reflect studies conducted in Europe, America, Asia, Middle East and Africa. It is obvious from the review of literature that teachers' instructional practices is a well-researched area, however, the issue has not been given much weight in the Ghanaian context. Again, the variables used to determine teachers' instructional practices differed from one study to the other. Based on the literature review, the conceptual framework was self-developed, while still giving detailed explanation of its interrelated parts. In order to fill the gaps identified in the literature review, the present study sought to explore the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis.

CHAPTER THREE

RESEARCH METHODS

Overview

The study aimed at exploring the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis. This chapter considered a description of the research methods that the researcher employed to study the problem. Consequently, the chapter was broken under the following sub-headings: Research Design, Population, Sample and Sampling Procedures, Data Collection Instruments, Validity and Reliability, Data Collection Procedures, Data Processing and Analysis, and Ethical Consideration.

Research Design

Mixed method design was deemed appropriate for the study. More specifically, the embedded mixed method design was used to study the research problem. According to Creswell (2012), “The purpose of the embedded design is to collect quantitative and qualitative data concurrently or sequentially, to have one form of data play a supportive role to the other form of data” (p.544). However, “...the design can be predominantly either qualitative or quantitative” (Maruyama & Ryan, 2014, p.447). The researcher, therefore, collected quantitative and qualitative data concurrently. However, the qualitative method provided supportive role to the quantitative method, while still addressing a different research question.

In connection with the embedded mixed method design, the specific notation system was “QUAN + qual” (Morse, 1991; Leedy & Ormrod, 2015) and that this was the hallmark of the present study. The plus (+) sign meant

both quantitative and qualitative data were collected concurrently (Creswell, 2012). Furthermore, 'QUAN' implied the entire study was dominated by quantitative data. In addition, the 'qual' implied qualitative data provided supportive role (secondary method), while still addressing a different research question (research question five).

Creswell (2012) argued that in choosing an embedded design it is important to explain the purpose of the secondary data collection. The researcher, therefore, made a compelling argument that the secondary (qualitative) data explored the challenges that impeded the achievement of the aims of Ghana's 2010 Social Studies teaching syllabus, and its purpose was to provide additional information to the primary method. This implied the second type of information was subordinated within the design (Maruyama & Ryan, 2014). The embedded research design is illustrated in Figure 2:

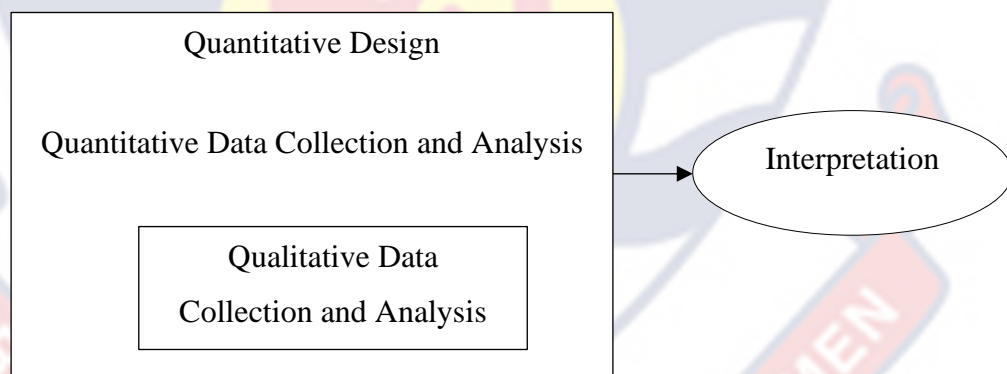


Figure 2: Embedded Research Design.

Source: Adapted from Creswell (2012)

From Figure 2, it can be inferred that quantitative and qualitative data were collected and analysed concurrently. Actually, the primary method for the research was mainly quantitative data collection. In addition, qualitative method served as secondary source of data. This implied that qualitative data

was collected to answer only one research question: What challenges impede the achievement of the aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis? The quantitative and qualitative data collection and analysis were followed up with data interpretation.

One advantage of the embedded research design was that it combined the strengths of both the quantitative and qualitative designs (Creswell, 2012). Adding to Creswell's argument, the researcher pointed out that the present study afforded the researcher to explore further in order to provide additional information to the primary data. That is, the merging of quantitative and qualitative methods made it possible for a more enabled insight into the research problem.

On the disadvantages of the embedded design, the quantitative and qualitative data may not be easily compared because they address different research questions (Creswell, 2012). Creswell added that the simultaneous data collection of quantitative and qualitative data may be labour intensive for single researcher. The researcher agrees that these were major demerits that emanated from the use of the embedded design as it was evident in the present study. The researcher argued, however, that the most appropriate design that offered a pragmatic paradigm to attacking the research problem was the embedded design.

Population of the Study

The target population for the study comprised all Social Studies teachers in public SHSs in the Cape Coast Metropolis during the 2021/22 academic year. In all, there existed 11 public SHSs in the Cape Coast Metropolis at the time the research was conducted. However, 10 schools

constituted the accessible population. A total of 98 Social Studies teachers existed in the 10 public SHSs in the Cape Coast Metropolis at the time the research was conducted (Field Data, 2021).

All Social Studies teachers (98) in the public SHSs (10) in the Cape Coast Metropolis were included (Census) as participants in the study. The researcher chose the census technique for the primary quantitative data collection because of the small size of Social Studies teachers in public SHSs in the Cape Coast Metropolis. Besides, the researcher was able to access the complete sampling frame of teachers that constituted the accessible population and this informed the use of the census technique. For the purpose of anonymity and confidentiality, however, the researcher kept the elements in the sampling frame away from the general public.

Sample and Sampling Procedures

The convenience sampling technique was used to select participants (20) for observation. This technique enabled the researcher to concentrate on participants who were available for the study (Vanderstoep & Johnson, 2009). Thus, convenience sampling was appropriate as accessibility was key in this sampling process. And that the cardinal selection yardstick related to the ease of obtaining a sample (Lavrakas, 2008). The researcher, therefore, argued that only Social Studies teachers who readily accepted for their lessons to be observed constituted the sample for observation. In view of this, lessons of Social Studies two teachers in each of the 10 accessible schools were observed. In all, lessons of 20 Social Studies teachers were observed by the researcher.

Last but not least, purposive sampling was used to select unit heads (10) in the qualitative phase of the study. Mathews and Ross (2010) argued that in purposive sampling participants are chosen with purpose to enable the researcher to explore the research questions. In addition, “it involves handpicking cases to form samples that researchers deem satisfactory for their needs” (Maruyama, & Ryan, 2014, p.235). In view of this, the selection of the unit heads was based on the premise that they had taught for many years and therefore were in a better position to provide the requisite information to the researcher. That is, the researcher made a compelling argument that Social Studies unit heads (also teachers) were pretty much conversant with the current problems impeding the achievement of Ghana’s 2010 Social Studies teaching syllabus aims vis-à-vis instructional practices employed, hence, their choice.

Data Collection Instruments

The data collection instruments were questionnaire, observation checklist and semi-structured interview guide. The researcher described the research instruments as follows:

Questionnaire

First, questionnaire was a major data collection instrument (See Appendix A). The questionnaire was designed for only Social Studies instructors. Using the questionnaire as a survey instrument was important because it did not allow the researcher to influence the participants. In addition, the anonymity of the participants was guaranteed. Most of the items on the questionnaire were closed ended questions with few (only 4) open-ended questions. The survey questionnaire was self-developed by the

researcher to obtain quantitative data. For clarification, items on the instrument were based on biographic data (Items 1-2) and the research questions (Research questions 1-3) of the study.

The items on the questionnaire were put into four main sections. By extension, the items on the questionnaire summed up to 31 items. Specifically, Section 'A' was meant to gather biographic data and it comprised 2 items (Items 1-2). Additionally, Section 'B' enabled the researcher solicit data on teachers' knowledge of the general aims of Ghana's 2010 Social Studies teaching syllabus. Items 3-8 took care of this section. Furthermore, Section 'C' focused on lesson planning practices of Social Studies teachers. Items 9-14 took care of section 'C'. In addition, Section 'D' focused on the teaching techniques Social Studies teachers employed in achieving the general aims of Ghana's 2010 Social Studies teaching syllabus. Items 15-31 took care of section 'D'. For the sake of clarity, with the exception of items on the biographic data, all items in the questionnaire were placed on a five-point Likert-Scale: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), and 5=Strongly Agree (SA).

One advantage of the questionnaire was that it ensured wider coverage and enabled the researcher to approach the respondents. The researcher also chose to use the questionnaire because it was time saving and covered a lot of participants within a short time. However, the use of the questionnaire did not pave way for the researcher to observe and make meaning from the instructional practices (With emphasis on teaching techniques) of the teachers.

Observation Checklist

A structured observation checklist was developed (See Appendix B). This enabled the researcher to clearly stipulate the criteria for observation (Maruyama, & Ryan, 2014). The purpose of the observation checklist was to confirm the self-reported teaching techniques and questioning strategies employed by Social Studies teachers in achieving the aims of Ghana's 2010 Social Studies teaching syllabus. Besides, it enabled the researcher to capture both diverse practices and more nuanced experiences and attitudes.

The observation checklist comprised 16 items. These items were meant to confirm the self-reported teaching techniques employed by Social Studies teachers. The researcher ticked 'Yes' after realising teachers' instructional practices (with emphasis on teaching techniques) met the criterion set in the observation checklist and vice versa.

One advantage of the observation checklist was that it was time and labour efficient. This enabled the researcher to cover all the schools (10) with ease. Besides, the criteria for observation allowed the researcher to observe specific teacher instructional practices that led to the achievement of the aims of the syllabus or otherwise. However, regarding the disadvantage of the observation checklist, data gathering could have been biased or incorrectly rated by the researcher. Besides, there was loss of details as the criteria for observation was predetermined in the study. Notwithstanding, the researcher immersed himself in the study, while still ensuring objectivity.

Interview guide

The main instrument for data gathering at the qualitative phase was Semi-Structured interviews (See Appendix C). This was meant to provide

additional information to the primary data. Consequently, the interview guide served the purpose of secondary data collection. The preliminaries of the interview guide provided such information as purpose of interview, date of interview, pseudonym of interviewee, school, location, time interview commenced, as well as time interview ended. The exploratory question emphasized the challenges that impeded the achievement of the aims of the Ghana's 2010 Social Studies teaching syllabus. In all, seven (7) sub-questions guided the interview.

One advantage of the semi-structured interviews was that it afforded the researcher to generate large number of details. However, the open-ended questions were difficult to analyse. This further complicated the comparison of the interview results.

Validity and Reliability

In determining the properties of the instrument, issues of validity and reliability were considered. This is because validity and reliability are deemed paramount in all measurements (Neuman, 2014). Stressing validity property, Field (2013), argued that it has to do with whether the instrument measures what it is set out to measure. Field further argued that reliability property of an instrument has to do with whether an instrument can be interpreted consistently across different situations. Therefore, the researcher did the following to ensure validity and reliability of the research instruments:

First, in ascertaining the validity of the instruments (questionnaire, observation checklist, and interview guide), copies were sent to the researcher's supervisor and other experts in the field of Social Studies for

meticulous vetting. Consequently, suggestions and comments from the experts were embraced and the necessary corrections were made.

Pilot Testing

In the preceding section, the researcher emphasised the validity of the data collection instruments. In connection with reliability, however, the researcher pilot-tested the primary data collection instrument (questionnaire) in two SHSs (That is, Jukwa SHS and Hemang SHS) in Twifo-Hemang Lower Denkyira, in the Central Region of Ghana. Twifo-Hemang Lower Denkyira was chosen for pilot testing because the researcher anticipated teachers from Twifo-Hemang District and Cape Coast Metropolis had similar characteristics in terms of academic and professional qualifications. To be sure, the quantitative data gathered was analysed and the Cronbach's alpha established to determine the reliability co-efficient of the instrument. As a result, the Cronbach's alpha was found to be 0.94 which showed the instrument was good for the study. This reflected the view of DeVellis (1991) that reliability coefficient of 0.70 or more is appropriate for determining the reliability of an instrument.

Data Collection Procedures

The researcher sought to obtain the necessary approvals from his institution (University of Cape Coast) before the commencement of the data collection. In doing this, ethical clearance was obtained from the Institutional Review Board (See Appendix G). Besides, the researcher took a letter of introduction from the Department of Business and Social Sciences Education (See Appendix H). With these approvals, the researcher entered the research field.

The researcher contacted the heads of all the SHSs under study to seek permission to distribute the questionnaire, observe teachers' lessons, as well as conduct semi-structured interviews. Later, the researcher met with the Head of Departments (Social Science or Social Studies) in the various schools. Social Studies Units Heads as well as teachers of the various schools under study were contacted. This was done as part of the steps the researcher took in order to obtain permissions, book appointments, and to agree on the date and time to administer the instruments.

The participants were told to make themselves comfortable, to read the instructions, and to ask about anything they did not understand. The schools (10) were covered in a matter of 26 days. Since data was gathered concurrently, the timelines spanned 10th September 2021 to 5th October 2021. The specific timelines for the administration of each research instrument were summarised in Table 1.

Table 1: Instrument Administration Timelines

Instrument	Timeline
Questionnaire	10 th September 2021 – 14 th September 2021
Observation Checklist	15 th September 2021 – 1 st October 2021
Semi-structured Interviews	2 nd October 2021 – 5 th October 2021

Research Timelines (2021)

From Table 1, it took the researcher 26 days to concurrently administer the research instruments. First, the researcher used 5 days (that is, 10th September 2021 – 14th September 2021) to administer the questionnaire. Secondly, it took 17 days (that is, 15th September 2021 – 1st October 2021) to administer the observation checklist. Lastly, it took 4 days (that is, 2nd October

2021 – 5th October 2021) to administer the semi-structured interviews. The instruments, however, were self-administered, and that the researcher was not a “slave to the timelines”. That is to say some teachers were interviewed within the timeline for observation. Besides, the embedded design allowed the data collection process to move back and forth. This was done to enable the researcher complete the study on time.

One major challenge the researcher faced during the data collection procedure was accessibility to the research field. Honestly speaking, this research was conducted in the midst of a pandemic (COVID-19). Therefore, accessibility to the field was major challenge as head teachers in the study area “tossed the researcher up and down”. Booking interview appointments and observation appointments was a mixed feeling. As a result, the researcher could not cover all the 11 SHSs in the Cape Coast Metropolis. That is to say, the researcher was able to access only 10 schools.

Data Processing and Analysis

The primary quantitative data was analysed by using the statistical Product and Service Solution (SPSS, v. 21); with emphasis on descriptive statistics. However, the secondary qualitative data was analysed by using descriptive-focused and interpretative-focused coding. This is because in using the embedded design, “...the two datasets are analysed separately and they address different research questions” (Creswell, 2012, p.545). The biographic data, and the individual research questions were analysed as follows:

First, frequencies and percentages were the main statistical tools used for analysing the biographic data. In the case of the main quantitative data, the descriptive statistical tools were adopted to analyse it as follows:

Research question '1': What is teachers' knowledge of the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis? The descriptive statistical tools used for analysing this research question were means and standard deviation. The Standard Deviation (SD) was interpreted: homogeneous (below 1.0) and heterogeneous (above 1).

Research question '2': What lesson planning practices do teachers employ in achieving the aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis? The descriptive statistical tools for analysis of the research question were means and standard deviation. The Standard Deviation (SD) was interpreted: homogeneous (below 1.0) and heterogeneous (above 1).

Research question '3': What instructional techniques do teachers employ in achieving the aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis? In analysing this research question, two main statistical tools were considered. First, means and standard deviation were used to analyse the survey questionnaire. The Standard Deviation (SD) was interpreted: homogeneous (below 1.0) and heterogeneous (above 1). Secondly, frequencies and percentages were used to analyse the items in the observation checklist. The purpose of this was for instrument triangulation.

Last but not least, research question '4': What challenges impede the achievement of the general aims of Ghana's 2010 Social Studies teaching

syllabus in SHSs in the Cape Coast Metropolis? This research question was analysed using descriptive-focused and interpretative-focused coding strategies (Saldaña, 2013). That is, the qualitative data generated from the interviews included voice recorded during the interviews followed up with transcription after each interview. An anchor code was given to the research question five. Then, Empirical Indicators (EI) or relevant excerpts were identified from the transcripts. Empirical indicators were labelled leading to the generation of codes. The codes were sorted and categorised into 7 clusters, and each cluster was labelled leading to the emergence of 7 themes. The data was described and interpreted with supporting quotes from participants.

Trustworthiness was a major consideration. First, the researcher interpreted the transcribed data based on what the participants reported in the interviews. In doing this, the excerpts of actual words of participants in the interviews were sifted and presented in the work. Besides, broad quotes were used to unearth the feelings, tones and emotions of participants. In addition, the transcripts were given back to participants to confirm their views. The researcher took these steps to strengthen the trustworthiness of the qualitative data.

Ethical Consideration

To ensure that the rights of the participants were protected, the researcher did the following:

- a. Ethical clearance was obtained from the Institutional Review Board, University of Cape Coast (See Appendix G).

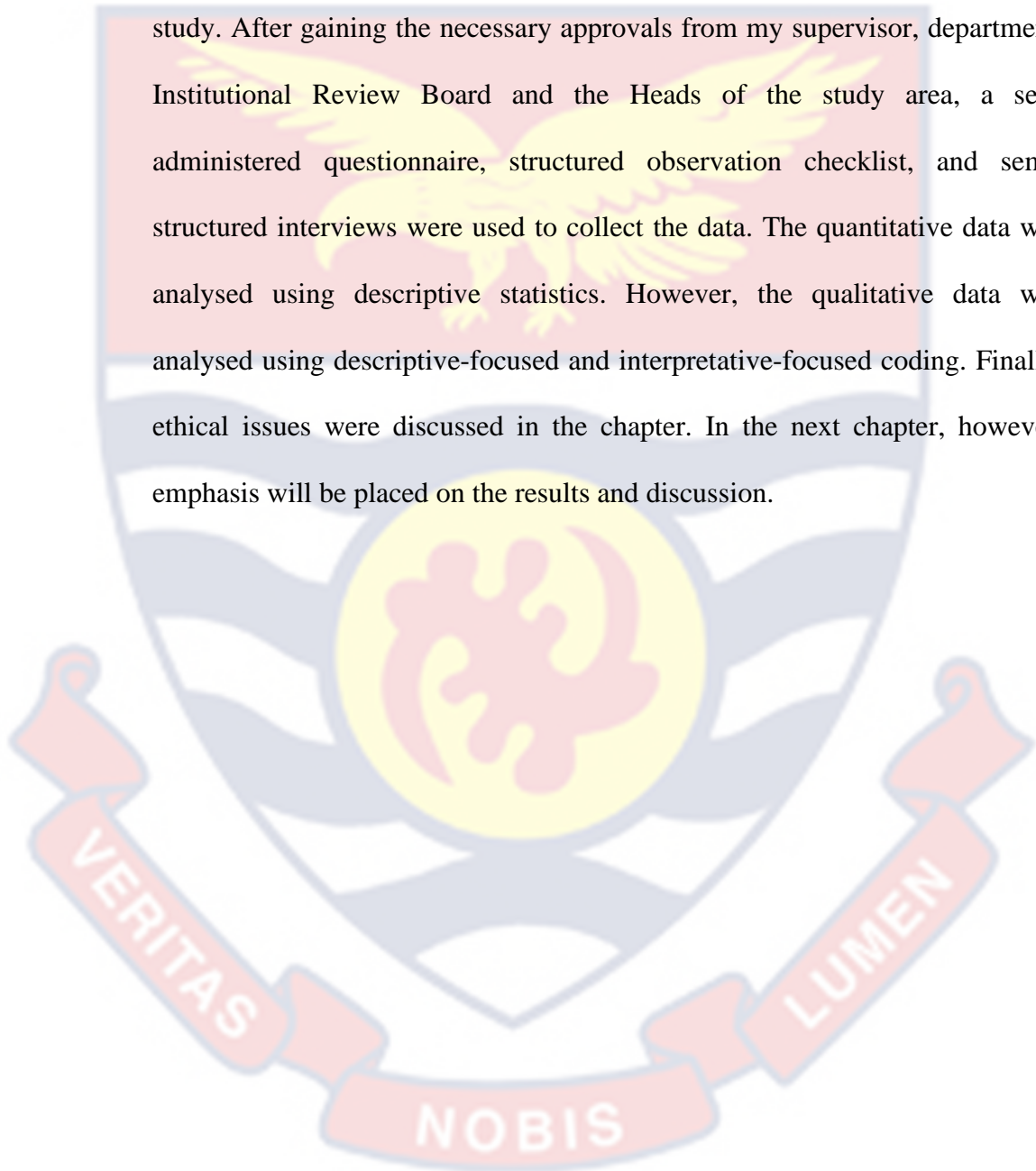
- b. The purpose of the research was articulated verbally and in writing to the participants and how the data was going to be used also described to them.
- c. The participants were informed of the data collection activities and the device used in collecting data.
- d. The participants' rights, interest and wishes were considered first when choices were being made regarding reporting the data and participants' anonymity assurance. Consequently, pseudonyms were used to represent schools and participants under study.

Fowler Jr and Fowler (1995) argued that in order to prevent participants from twisting their responses, the researcher assures confidentiality and communicate effectively that protection is in place. Fowler Jr and Fowler continues to say that one way of assuring confidentiality is minimising the use of names or other easy identifiers of research participants. The researcher, therefore, used pseudonyms to represent schools and participants. In view of this, the researcher chose to represent the 10 schools under study with pseudonyms (See Appendix D). In addition, the researcher chose to represent names of interviewees with pseudonyms (See Appendix E). So, the ultimate purpose of the pseudonyms was to cover the identity of the schools and participants, while still ensuring anonymity and confidentiality.

Chapter Summary

To sum up, this chapter discussed the research methods used to accomplish the purpose of the study. The research design for the study was concurrent embedded mixed method. By extension, the research gave much priority to quantitative data and treated qualitative data as secondary data.

Also, a census technique was used to select all Social Studies instructors (98) in 10 SHSs in the Cape Coast Metropolis for the study. In addition, 20 instructors were conveniently drawn from the census for observation. Besides, Social Studies unit heads (10) were purposively selected for the qualitative study. After gaining the necessary approvals from my supervisor, department, Institutional Review Board and the Heads of the study area, a self-administered questionnaire, structured observation checklist, and semi-structured interviews were used to collect the data. The quantitative data was analysed using descriptive statistics. However, the qualitative data was analysed using descriptive-focused and interpretative-focused coding. Finally, ethical issues were discussed in the chapter. In the next chapter, however, emphasis will be placed on the results and discussion.



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study aimed at exploring the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis. This chapter dealt with the results and discussion of the study. Particularly, it captured the biographic data of participants, teachers' knowledge of the general aims of Social Studies teaching syllabus, lesson planning practices employed by teachers, teaching techniques teachers employ, questioning strategies teachers employ, and the challenges that impede the achievements of the aims of Ghana's 2010 Social Studies teaching syllabus. The discussion was, however, enmeshed with the results.

Biographic Data of Participants

The researcher requested each participant to indicate his/her background characteristics since these characteristics and attributes could influence their responses. These included: highest level of education, and teaching experience. The biographic characteristics of the participants are presented in Table 2.

From Table 2, with the exception of Doctor of Philosophy degree in Social Studies, the participants possessed educational qualifications that included non-teaching degree (Bachelor of Arts or Bachelor of Science), Post-graduate Diploma in Education (PGDE), Bachelor of Education in Social Studies, Master of Education in Social Studies, Master of Philosophy in Social Studies and degrees in other fields. Out of a total population of 98 participants, 54 (55.2%) were found to be in-field Social Studies instructors. Surprisingly,

19 (19.4%) teachers had non-teaching degrees. This is serious as the affected teachers were likely to be swayed with respect to employing the right principles in teaching Social Studies as well as adequately conceptualising the aims of the subject stemming from their training (Ntim et al. 2016).

Table 2: Biographic Data

Variable	Subscale	Number of Teachers	%
Highest Educational Qualification	Non-teaching degree	19	19.4
	PGDE	1	1.0
	B.Ed. Social Studies	47	48.0
	M.Ed. Social Studies	3	3.1
	MPhil Social Studies	4	4.1
	PhD Social Studies	0	0.0
	Others, please specify	24	24.5
Teaching Experience	Less than five years	24	24.5
	5-10years	34	34.7
	11-15years	13	13.3
	16years and above	27	27.6
Field Data (2021)		Total Population (N) =98	

In addition, 24 (24.4%) of the participants possessed Bachelor of Education degrees in other fields. Manual analysis of the string variable revealed that four (16.7%) participants had degrees in guidance and counselling, six (25.0%) had degrees in art education, two (8.3%) had degrees in educational administration, six (25.0%) had degrees in social sciences education, one (4.2%) had degree in political science education, one (4.2%) had degree in management education, two (8.3%) had Post Graduate Diploma

Education (with emphasis on Science Education), one (4.4%) had English background, and one (4.2%) had degree in special education. A similar revelation was made by Abudulai (2019) that out-of-field teachers who handle Social Studies at the SHS level are trained specifically in the field of geography, sociology and economics.

It could be further inferred that despite the fact that majority of the teachers (54%) had Social Studies background, quite a number of them (46%) had degrees in other fields with only one participant having a Diploma. This is an indication of the fact that, the teaching of Social Studies in SHSs is populated with separate subject instructors particularly in the fields of history, geography, economics and religion. Such teachers will obviously train students to solve societal problem from the point of view of their fields. With these evidences, Thornton (2003) admitted that instructors might ignorantly compromise the purposes of the field by combining into one the content of the social sciences without the proper consideration of the scope of the Social Studies curriculum. Obviously, such teachers have no clue with regards to the philosophy and the methodology of teaching the Social Studies.

Meanwhile, the data in Table 2, also reveal that participants possessed divergent teaching experiences. Out of a total population of 98, it was recorded that majority (34.7%) of the participants had taught Social Studies at the SHS level for 5 to 10 years. A winsome number of 27 (27.6%) teachers had taught the subject for 16 years or more. In addition, 13 (13.3%) teachers indicated they had taught Social Studies in the SHS for 11 to 15 years. Surprisingly, 24 (24.5%) teachers were found to be novice teachers, as they indicated they had actually taught the subject for less than five years.

The data on teaching experience indicated that most Social Studies teachers at the SHS have diverse levels of teaching experience. The findings of Kwenin (2021) are consistent with the findings of the present study. In a cross-sectional survey of 120 Social Studies teachers in the Cape Coast Metropolis, Kwenin concluded that the instructors had varying degrees of teaching experiences. Kwenin, however asserted that teachers with many years of teaching are conversant with the class activities and tasks, methods, and instructional material to integrated teaching. Yet, the researcher, is of the view that there existed quite a number of novice teachers handling the subject per the findings of the present study, and this might thwart the effective use of recommended techniques in achieving the aims of the subject.

Presentation and Discussion of Main Data

Teachers' Knowledge of the General Aims of the Social Studies Teaching Syllabus

In order to answer research question one, the participants were requested to indicate their understanding of a number of statements relating to the general aims of the Ghana's 2010 Social Studies curriculum. Their levels of understanding were interpreted in terms of lines of disagreement (means that ranged 1.0 to 2.5), unsureness (means that ranged 2.6 to 3.5), and agreement (means that ranged 3.6 to 5.0). Also, the Standard Deviation (SD) was interpreted: homogeneous (below 1.0) and heterogeneous (above 1). The responses have been presented in Table 3.

It could be seen from Table 3, that Social Studies teachers demonstrated knowledge of the aims of the Ghana's 2010 Social Studies teaching syllabus as their responses reflected higher mean scores indicating

winsome agreement to all the items. This affirms the qualitative findings of Opare (2019) that Social Studies facilitators in SHSs in the Suhum Municipality of Ghana demonstrated familiarity with the aims of the SHS Social Studies teaching syllabus.

Table 3: Teachers' Knowledge of the General Aims of Social Studies

The aim of the Social Studies syllabus is to help students to:	M	SD
1. develop the ability to adapt to the development and ever-changing Ghanaian society.	4.4	0.6
2. acquire positive attitudes and values towards individual and societal issues.	4.6	0.5
3. develop critical and analytical skills in assessing issues for objective decision-making.	4.4	0.8
4. develop national consciousness and unity.	4.4	0.8
5. use enquiry for solving personal and societal problems and problem-solving skills.	4.3	0.8
6. become responsible citizens capable and willing to contribute to societal advancement.	4.6	0.6

Field Data (2021) Where M= Mean, SD =Standard Deviation, Totals (N) =98

Evidently, from Table 3, the aim that “Social Studies teaching syllabus helps students acquire positive attitudes and values towards individual and social issues” (M= 4.6, SD=0.5), and the aim that “Social Studies helps students become responsible citizens capable and willing to contribute to societal advancement” (M=4.6, SD= 0.6) were found to have recorded the highest means. However, the responses for the former were more clustered around the mean than the latter, as evidently, the standard deviations recorded were 0.5 and 0.6 respectively. Notwithstanding, the researcher is of the view

that development of positive attitudes and values is intricately linked to producing good citizens.

Even though the teachers agreed that Social Studies helps students to use enquiry for solving personal and societal problems and problem-solving skills ($M=4.3$, $SD= 0.8$), this item had the least mean recorded. Besides, the Standard Deviation was too spread-out. Perhaps the few teachers who accepted this position would of course decide not to apply enquiry approach in the teaching of the Social Studies.

Generally, it could be inferred from the data that the participants viewed Social Studies as citizenship education. Similarly, Eshun and Mensah (2013a) found that Social Studies instructors in SHSs in the Western Region of Ghana saw Social Studies as a subject for the promotion of civic education. Besides, the findings give credence to the findings of Kankam (2013) who found that pre-service teachers and Social Studies teachers at teacher training colleges in Ghana perceived the proper aim of Social Studies as citizenship education.

Lesson Planning Practices Teachers Employ

The essence of research question two was to decipher whether teachers plan their lessons effectively or otherwise. Self-reported lesson planning practices were interpreted with respect to levels of disagreement (means that ranged 1.0 to 2.5), unsureness (means that ranged 2.6 to 3.5), and agreement (means that ranged 3.6 to 5.0). Also, the Standard Deviation (SD) was interpreted: homogeneous (below 1.0) and heterogeneous (above 1). Details of the responses of the participants were captured in Table 4.

Table 4: Self-reported Lesson Planning Practices of Teachers

When planning lesson for students, I:	M	SD
1. consider the general aims of the Social Studies teaching Syllabus	4.1	1.2
2. consider the scheme of work	4.5	0.5
3. prepare a comprehensive documentary evidence on whatever I intended to teach	2.5	1.0
4. read content from diverse sources to come up with detailed lesson notes	4.3	0.9
5. assess the feasibility of teaching techniques	4.1	0.8

Field Data (2021) Where M= Mean, SD=Standard Deviation, Totals (N) =98

From Table 4, it could be inferred that Social Studies teachers employed diverse lesson planning practices. The Social Studies teachers agreed with each one another that the scheme of work was the top priority in the planning of lessons (M=4.5, SD=0.5). This was partially consistent with the assertion by Yel et al. (2008) that teachers must effectively determine what to teach, curate objectives properly, consciously select testable methods and strategies to teach the content, while still deciding on how to evaluate students' progress. The mere consideration of the scheme of work, therefore, will lead to superficial planning for Social Studies lessons.

The second most popular lesson planning practice employed by participants was reading content from diverse sources to come up with a detailed lesson notes (M=4.3, SD=0.9). Two other statements; "I consider the general aims of the Social Studies teaching Syllabus" and "I assess the feasibility of teaching techniques" recorded mean scores of 4.1 and 4.1 respectively. However, the standard deviation differed as the former and latter

recorded 1.2 and 0.8 respectively. This means that for the former, the responses of the teachers were not as homogeneous as the responses for the latter. This implied that teachers considered assessing the feasibility of instructional techniques more than considering the general aims of the subject at planning stage.

The responses ($M=2.5$, $SD=1.0$) revealed that teachers did not prepare a comprehensive documentary evidence on whatever they intended to teach. The standard deviation, however, revealed that the responses were not very much clustered around the mean. Probably some of the teachers may prepare a sketchy documentary evidence on whatever they intended to teach. The findings supported Bonsu (2017) findings that teachers did not write comprehensive lesson notes but rather have skeletal plans to guide their teaching.

It could be inferred from the results that at the planning stage of the lesson, the major consideration of teachers is the scheme of work followed by the reading of content from diverse sources. Although some teachers considered the general aims of the syllabus as well as assessed the feasibility of teaching techniques ($M=4.1$, $SD=0.8$), they, however, failed to put their decisions in a documentary form ($M=2.5$, $SD=1.0$). The Scheme of work seem to have replaced writing of lesson plans in the SHSs under study ($M=4.5$, $SD=0.5$). However, Mardiana et al. (2020) insist that in order to achieve the aims of the Social Studies, teachers must plan their lessons appropriately. Therefore, assessing the effectiveness of teaching techniques and questioning strategies would be quite problematic as there existed no guide for teaching.

This may, of course, lead to impulse instructional practices, and teachers would find it difficult to know whether their plans had materialised.

Teaching Techniques Teachers Employ

The essence of research question three was to decipher whether teachers employed learner-dominated teaching techniques or otherwise. Teachers were asked to respond to a number of statements relating to the teaching techniques they employed by self-reporting their levels of disagreement (means that ranged 1.0 to 2.5), unsure (means that ranged 2.6 to 3.5), and agreement (means that ranged 3.6 to 5.0). Also, the Standard Deviation (SD) was interpreted: homogeneous (below 1.0) and heterogeneous (above 1). In addition, a classroom observation was done to triangulate the results. Details of the results are captured in Tables 5 and 6 respectively.

Table 5: Self-reported Teaching Techniques Teachers Employed

Statement	M	SD
1. Most of the time I do the talking and demonstration.	2.8	1.3
2. Writing detailed notes on the board for students to copy is a major activity in my class.	3.8	1.0
3. I choose teacher-led discussion over student-led discussion.	3.3	1.3
4. I allow students to brainstorm.	4.3	0.7
5. I make students think-pair-share in class.	4.3	5.3
6. I use storytelling to bring Social Studies to live.	3.9	1.0
7. I take students out to experience real life problems.	3.2	1.3
8. I give projects to students for them to explore problems.	3.9	1.1
9. I use the quick-write technique.	3.0	1.0
10. I use videos/films in teaching Social Studies.	2.6	1.3
11. I allow students participate in role-playing activities.	3.6	1.3
12. I phrase questions clearly	4.3	0.8

Table 5 Cont'd

13. I allow three to five seconds of wait time after asking a question before requesting a student's response.	4.0	1.0
14. I inspire students to react in some way to each question posed.	4.1	0.9
15. I balance responses from volunteering and non-volunteering students.	4.2	0.9
16. I probe students' responses.	4.3	0.8

Field Data (2021) Where M=Mean, SD=Standard Deviation Totals (N) = 98

From Table 5, it can be seen that the learner-dominated techniques that recorded the highest mean score were the think-pair-share and brainstorming. And that teacher phrase questions clearly, and probe students' responses. However, the use of brainstorming (M=4.3, SD = 0.7), phrasing questions clearly (Mean=4.3, SD=0.8), and probing of students' responses (Mean=4.3, SD=0.8) were highly homogeneous. Perhaps teachers see these techniques as important for promoting academic gains in the field of Social Studies. Similarly, Al-Shammari (2015) argued that brainstorming technique is important for the improvement of students' achievement in diverse fields. The findings were also in line with Wilen and Clegg (1986) findings that phrasing of questions clearly is the top priority of teachers. Meanwhile, the lines of agreement to the use of "think-pairs-share" was highly spread out per the standard deviation recorded (M=4.3, SD=5.3) indicating that there was some level of indecisiveness on the part of teachers regarding the use of the think-pair-share technique. Perhaps their indecisiveness lies in the fact that such teachers may lack the skill to use this technique.

Also, the teachers were undecided (M=3.3, SD=1.3) regarding their choice of teacher led-discussion over student led discussion. However, the

value for the standard deviation revealed their indecisiveness were different, indicating a close link with their lines of disagreement to the statement. Probably some teachers chose student-led discussion over teacher-led discussion. In that case, most of the instructional activities was obviously teacher dominated.

Other techniques that teachers were indecisive regarding their use were taking students out to experience real life problems, and the use of quick-write. With regards to taking students out to experience real life problems, the responses were too spread-out ($M=3.2$, $SD=1.3$) indicating heterogeneity of indecisiveness on the part of participants. Perhaps the teachers do not take students out to experience real life problems. Surprisingly, per the self-reported practices, the least preferred technique was the use of videos or films ($M=2.6$, $SD=1.3$) in the teaching. This could be due to the absence of teaching resources like projectors and laptops to support the incorporation of films and videos in lessons.

In order to confirm the responses in Table 5, twenty participants were conveniently sampled from the population for classroom observation. The results are presented in Table 6:

From Table 6, with the exception of the use of brainstorming technique (75.0%), the participants employed teacher-dominated techniques like lecture, note-taking and teacher-led discussion. Evidently, the classroom observation revealed that all 20 (100%) teachers observed chose teacher-led discussion over student-led discussion. This clarified the indecisiveness on the part of teachers in the self-reported data. In addition, out of 20 teachers observed 15 (75.0%) were found doing the talking and demonstration to students. It could

be inferred from the data that Social Studies classrooms are undaunted with teacher-dominated activities. In an observational study of science teachers, Kalu-Uche et al. (2015) confirmed that teacher self-report practices regarding the use of teachers-led whole class discussion where students only listen and answered questions was a major instructional practice employed by teachers (80.6%). The implication is that the non-application of student-led techniques is likely to deny students the effective development of attitudes and values.

Table 6: Observed Teaching Techniques Teachers Employed

Criterion	N	No. of Ob.	Frequency	
			Yes	No
Most of the time teacher does the talking and demonstration to students.	20	2	15 75.0%	5 25.0%
Note taking forms a basic activity in the lesson delivery process.	20	2	18 90.0%	2 10.0%
Teacher chooses teacher-led discussion over student-led discussion.	20	2	20 100%	0 0.0%
Teacher allows students to brainstorm.	20	2	15 75.0%	5 25.0%
Teacher allows students think-pair-share.	20	2	2 10.0%	18 90.0%
Teacher uses storytelling to bring content to live.	20	2	8 40.0%	12 60.0%
Teacher takes students out to experience real life problems.	20	2	1 5.0%	19 95.00%
Teacher gives projects to students for them to explore problems in Social Studies.	20	2	7 35.0%	13 65.0%

Table 6 Cont'd

Teacher uses the quick-write strategy.	20	2	1	19
			5.0%	95.0%
Teacher uses videos/films in teaching social studies.	20	2	2	18
			10.0%	90.0%
Teacher allows students to participate in role-playing activities.	20	2	5	15
			25.0%	75.0%
Teacher phrases questions clearly.	20	2	18	2
			90.0%	10.0%
Teacher allows three to five seconds of wait time after asking a question before requesting response.	20	2	7	13
			35.0%	65.0%
Teacher inspires students to react in some way to each question posed.	20	2	15	5
			75.0%	25.0%
Teacher balances responses from volunteering and non-volunteering students	20	2	13	7
			65.0%	35.0%
Teacher probes students' responses.	20	2	11	9
			55.0%	35.0%

Where N=Number of Teachers No. of Ob.=Number of observations.

Also, out of a total population of 20 teachers, 18 (90.0%) considered note taking as a major activity in their class as they were spotted doing so. It was only two (10.0%) teachers who were found not giving notes to their students. This implied that most Social Studies teachers “spoon-fed” their students with notes, thereby, focusing on the accuracy of the content to the neglect of student initiative to finding information. This echoed in the study conducted by Russell (2020) when he found that almost all participants, that is 80%, emphasised note taking in their class as a major technique for teaching.

Similarly, Abudulai (2019) found that all three teachers observed were frequently spotted giving notes and relying heavily on traditional textbooks.

Surprisingly, from Table 6, it was observed that majority of the teachers did not employ learner-dominated techniques like think-pair-share, storytelling, field experience, quick-write, read-aloud, videos or film, and role-playing. The researcher was, however, shocked to find that only one of 20 teachers took their students out to experience real life problems. Ayaaba (2006) found a similar case in his research with teacher training colleges in the Northern, Upper East and Upper West Regions of Ghana. It was found that fieldtrip was not a popular technique used by Social Studies teachers. The findings in the present study also affirmed the findings of Kwenin (2021) that Social Studies teachers in SHSs in the Cape Coast Metropolis had difficulty in using recommended methods of teaching Social Studies such as inquiry and problem-solving methods. Similarly, Bailey et al. (2006) found that inquiry as an instructional method did not rank worthwhile in the top three strategies used to teach Social Studies.

Also, it was found that out of 20 participants, 13 (65.0%) balanced responses from volunteering students and non-volunteering students. The remaining seven (35.0%) did otherwise. Again, out of a total population 20 participants, 11 (55.0%) probed students' responses. The remaining nine (45.0%) refused to probe students' responses. This means that some Social Studies teachers left students to wallow in their confusion as they made no effort to probe students' answers for clarity.

The researcher was startled to discover that, out of a total of 20 participants observed, only seven teachers allowed three to five seconds of

wait time after asking a question before requesting response. The remaining 13 (65.0%) did otherwise. But Eastwell (2002) asserted that the teacher must remember to allow wait time, since challenging questions demand time to think.

Challenges that Impede the Achievement of the Aims of Ghana's 2010

Social Studies Teaching Syllabus

Exploring the challenges that impeded the achievement of the aims of a subject was very crucial as it afforded the researcher the opportunity to unveil issues that cascade down into making it difficult for teachers to employ effective instructional practices in the achievement of the aims of the syllabus. The researcher used both descriptive-focused and interpretative-focused coding to analyse the participant responses. This means that the researcher described the data and also made sense from relevant but hidden information in the data. This enabled the researcher to conveniently identify Empirical Indicators (EI) from participant transcripts. Empirical indicators (170 in all) were identified from the 10 participants' transcripts (See Appendix F).

Codes (25 in all) were assigned to empirical indicators; related empirical indicators were assigned the same codes (See Appendix F). Individual-based sorting was used to categorise the codes. That is, the researcher single-handedly and manually did the categorisation. All codes were compiled and arranged alphabetically, and codes were consolidated. In sorting the codes, a seven-column table was generated and the codes were categorised into clusters per their interrelatedness. The clusters were labelled, leading to the generation of seven themes. The themes generated were: influx of out-of-field teachers, inadequate teaching/learning resources, teacher disinclination to

plan, student disinclination to be active, inadequate weekly period allocation, unresolved misconception and interference by management, and limited exposure to in-service training.

Influx of out-of-field teachers

The most significant challenge identified by participants was the influx of out-of-field teachers. This was supported with an empirical indicator of 39. Participants were of the view that the challenges they faced in their respective units were misplaced practices of out-of-field teachers, too many out-of-field teachers, other professional thwarting students' interest and the zeal-killing activities of other professionals. Among these, the predominant challenge identified by participants was the misplaced practices of out-of-field teachers. Some of the unit heads made the following comments to reflect the challenges they faced as a unit:

“Hmm I’ve made an observation...is the out-of-field teachers...you see such colleagues in the unit are unable to create opportunities for students to come up with their own ideas” (P1Emma).

Another participant, with Social Studies background, who had taught the subject for five years made it simple:

“If somebody read business management, they know the philosophy of business management but they are ignorant of that of Social Studies. So, such person...will not be able to employ the requisite instructional practices in achieving the aims of the Social Studies. That is what is happening in our unit. So, I think out-of-field teachers in our unit are a major challenge” (P3Ramsey).

One other major challenge identified by participants was the fact that too many out-of-field teachers have populated the field of Social Studies in their unit. With this, 7 out of the 10 participants commented. One of the participants unveiled:

“...we are nine in all and only two did Social Studies” (P9Amfo).

P9Amfo gave evidence of the calibre of out-field teachers. The participant indicated:

“In my department we have somebody with special education teaching Social Studies in the School. Another person came with political science without education and was absorbed in the system. Another person did science education and is teaching Social Studies”

Another participant added:

“There are so many unqualified teachers in the field. As a result, students get knowledge superficially, and this does not encourage them to take the subject seriously” (P7Kweku).

Another participant topped up:

“Hmm it’s serious...hmm! This out-of-field teachers...even for them to break up the topics to the students is a major challenge. Sometimes they find it difficult explaining certain concepts to students” (P5Kwame).

The participants were also of the view that some other professionals thwarted students’ interest in the subject. Samples of their views included:

“So, students also have the mind-set that Social Studies is not a difficult subject, and you can use some few weeks to prepare and write an exam. I can tell you that this was put in their heads by teacher

colleagues from other units and sometimes teachers in our unit” (P7Kweku).

Another participant summed the challenges:

“And some of the comments teachers make...it ends up demotivating students and so they do not take the subject seriously. They pass certain comments that make students think Social Studies is not a subject you need to pay much attention to. So, if Social Studies teachers are passing derogatory comments about the subject, students will not take the subject seriously and at the end the aims of the subject are not achieved” (P6John).

The least challenge observed by participants under this theme was the zeal-killing activities of other professionals. Samples of participant comments included:

“The perception of some social teachers also influences the use of interviews and enquiry. Because they think it will take a longer time and you may disrupt their classes so sometimes, they do not give in” (P3Ramsey).

Commenting on the zeal-killing activities of other professional a participant added:

“Sometimes some of the teachers see you with the tablet and they think that you are browsing and they will be like: Wow Social Studies teacher, what are you using tablet for?” (P3Ramsey).

Another participant reiterated that such behaviours discouraged teachers. The participant commented:

“Sometimes some people’s perception demotivates Social Studies teachers. Hmm...this problem is usually caused by those who are into the sciences” (P9Amfo).

The results showed that out-of-field teachers contributed extensively to the difficulty in achieving the aims of the subject. Unit heads reported that such teachers are unable to effectively use recommended instructional techniques in teaching Social Studies. Surprisingly, the unit heads reported that some out-of-field teachers in their various departments passed derogatory comments that thwarted students’ interest in learning and teachers’ interest in teaching the subject effectively. Being bombarded with these derogatory comments on occasion after occasion is very upsetting to teachers (Hope, 1996, p.149) and this does not encourage teachers to put in their best to enhance the achievement of the aims of the subject.

Inadequate teaching/learning resources

Participants identified inadequate teaching/learning resources as one of the impediments to the achievement of the aims of Ghana’s 2010 Social Studies teaching syllabus. Participants were of the view that the ICT tools are non-existent in their schools; there are inadequate textbooks, teachers use old-fashioned TLMs, and that there is absence of Social Studies rooms in their schools. Among all these challenges, the participants considered the non-existence of ICT tools as dominating.

Speaking on the non-existence of ICT tools as a challenge in their schools, one of the participants indicated:

“You don’t even have projectors and sockets in the classrooms. I think placing the learners at the centre of learning demands rigorous teaching and learning material, but they are non-existent” (P1Emma).

Another participant added:

“Hmm! helping students to adapt to the developing and ever-changing Ghanaian society requires certain gadgets or ICT tools to enable students observe happening in other Ghanaian societies but they are non-existent in the school. We don’t even have sockets in our classrooms to enable us fix projectors” (P2Sam).

Another participant explained why teachers in the unit planned to use ICT tools to place learners at the centre of teaching and how such plans ended up not materialising. The participant stated:

“So, the learner centred approach is defeated because we don’t have access to requisite material to teach them” (P3Ramsey).

Participants also indicated that there were inadequate textbooks for the teaching and learning of Social Studies. And this made it very difficult for them to place learners at the centre of teaching. Samples of their views included:

“Apart from the one government book provided there is no other material. And as a teacher you have to improvise and use your own money to buy other books” (P5Kwame).

Another participant added:

“The challenge is that the government does not provide teachers with enough books to plan. I use my own money to buy books to prepare for class because I do not rely only on the textbooks supplied by the

government. Teachers who don't have textbooks find it difficult getting the attention of students because students think what they are teaching is already in their textbooks" (P7Kweku).

It could be inferred from the foregoing that, achieving the aim of the syllabus was pretty much difficult for teachers as they were constrained with accessibility to recommended teaching and learning materials, especially ICT tools, for teaching Social Studies. The researcher is of the view that such teachers may resort to the use of traditional materials like cardboard, and this of course does not inspire learning of the Social Studies. The results confirmed the finding of Akraasi (2002) that the prevailing challenge in the teaching of Social Studies was the lack of teaching and learning resources.

Teacher disinclination to plan

The participants were of the view that some instructors have lackadaisical attitude towards lesson planning. In all, 8 of 10 participants indicated that some teachers were reluctant to document their lesson plans. This was supported with an empirical indicator of 14. Besides, 2 of 10 participants indicated that they had difficulty in getting the requisite resources to plan. This was buttressed with an empirical indicator of 2. On the issue of teacher reluctance to document lesson plans, samples of participants' views included:

"I must be frank, at the senior high school level, teachers do not want to write lesson plans. You tell teachers to submit their lesson plans and they will not show up" (P4Abraham).

Another participant affirmed the former view:

“Almost 90% of teachers have not been writing the lesson plan” (P9Amfo).

Surprisingly, one of the unit heads rather supported teachers who did not document their lesson plans. The participant had this to say:

“Let me tell you something; lesson planning is a useless thing. It might be good for beginners-or teachers who do not have focus on what they are going to teach about the content. It might be good for teachers who don't know what to teach about the concepts” (P7Kweku).

On the issue of difficulty in getting the requisite resources to plan, one of the participants had this to say:

“You see... if I am to plan effectively, I have to buy books and other resources which will broaden my understanding before I set foot in the classroom. But the reality is that the government is not giving us enough incentives in doing that so I also relax. I expect my employer to provide me with these resources but to no avail” (P6John).

It could be inferred from the foregoing that Social Studies teachers at the SHS level were reluctant to document their lesson. And it seems the scheme of work was replacing the proper documentation of lesson plans. Per the results, the researcher was of the view that teachers made impulsive decisions as to the techniques they wanted to incorporate in their lessons.

Student disinclination to be active

Participants echoed that student disinclination was a major challenge which impeded instructional practices that helped in achieving the aims of Ghana's 2010 Social Studies teaching syllabus. Evidence from empirical Indicators included students' reluctance to enquire, student inattentiveness in

class, and student intolerance. With these, the dominating challenge was students' reluctance to enquire. In fact, 7 of 10 participants expressed their views to reflect this position. This was buttressed with an empirical indicator of 12. Samples of the views of participants included:

“...Sometimes I feel that we should be interactive but the students will be sitting and looking you in the face without saying anything. The problem is that students are not willing to be placed at the centre of teaching” (P6John).

Another participant echoed:

“The problem is when you start asking probing questions or you use learner centred techniques students will be shouting the class is boring. So, they just want to get the notes and that ends the class. In fact, students don't want to enquire. Sometimes you give students a problem to enquire and you later come to class to ask of their progress and they give you wrong information” (P8Amakye).

P8Amakye, therefore, concluded students' disinclination dominated all the challenges of teaching Social Studies in the Senior High School level. The participant echoed:

“...I will place student inability or reluctance to cooperate whenever the teacher wants to use learner-dominated techniques as the major challenge”.

It could be inferred from the foregoing that students' disinclination probably demotivated Social Studies teachers from putting in place further efforts to place learners at the centre. That is, in a situation where the teacher posed questions and students continued to remain dormant in class, the teacher

in a bid to complete the syllabus resorted to the use of teacher-dominated techniques.

Inadequate weekly period allocation

Participants retorted that the weekly period allocated for the teaching of Social Studies was inadequate, and that this had over the years impeded the achievement of the aims of the subject. Evidence from empirical indicators included: learner-dominated techniques waste time, not enough period allocation, overwhelming class size, too many topics in the syllabus, and difficulty covering syllabus topics. The prevailing challenge was that learner-dominated techniques wasted a lot of time, as teachers were of the view that it did not commensurate the period allocated for the teaching of Social Studies. Specifically, 6 of 10 participants took this position. Additionally, 5 of 10 participants complained bitterly regarding the period allocation for Social Studies in the Senior High School. The following comments were made by some participants:

“As for time it is a major challenge. Because of time constraint most of the teachers, including me, ignore all the learner centred strategies and use the lectures method so that we can achieve the day’s objective. For social Studies we have only two hours” (P8Amakye).

Another participant added

“Yes! Because of the design of the scheme it will be quite difficult applying learner centred techniques. And when you try using it you may not finish the syllabus for the semester. I think this is not in line with the constructivist aim of the subject” (P4Abraham).

Another participant had this to say:

“...we used to have four periods, and they have taken a period leaving us with only three periods; and that is also a problem as it has made teaching very difficult for us” (P3Ramsey).

Another participant added:

“Sometimes we try to manage to catch up with time but the two hours given to Social Studies is not enough and this affects the instructional hours in the school” (P5Kwame).

Another Participant had this to say:

“I have only two periods for each class. I think this is not enough because I meet them once in a week....if you want to engage students more in class it is not possible; you have to cut everything short” (P10Florence).

Obviously as a result of the inadequate period allocation for the teaching of Social Studies, instructional practices that best help achieve the aims of the syllabus are neglected. Perhaps the constructivist philosophy of Social Studies failed to materialise in teachers’ lessons because the period allocated for the subject at the SHS level is incommensurable. This finding resonates with the findings of Akraasi (2002), that the limited instructional period for Social Studies is a hindrance to the use of other methods like discussion, fieldtrip, inquiry, discovery, dramatization and project-based learning.

Unresolved misconceptions and interference by management

Participants were also of the view that unresolved misconceptions and interference by management posed a serious threat to achievement of the aims of the subject. Evidence from empirical indicators included: non-granting of

permission to use fieldtrips, management interference with subject philosophy, difficulty in funding learner-dominated techniques, overemphasis on examination, overemphasis on note taking, not permitted to use ICT tools. Of all the challenges, participants responses revealed management unrelenting decision to not permit teachers and students embark on trips was the dominating challenge. Evidence from participants' transcripts revealed 8 empirical indicators. Additionally, 7 of 10 participants were of the view that they had difficulty in funding the use of learner-dominated techniques.

Commenting on reluctance to giving teachers and students' permission to embark on trips, one of the participants had this to say:

“But our school forbids us to go on fieldtrips. Currently the problem is getting the permission. The school management have a certain perception about Social Studies that it is something that can always be taught in class. They think you can just bring some pictures or movies and show it to them in class and that is all. Then that perception would hinder you being granted the permission” (P2Sam).

Another participant added:

“As the unit head my main challenge that I encounter is the lack of field work or excursion. You see, Social Studies is a reality of life and in the course of teaching, most of the time, there must be realities. So, when you stand in the classroom most of the time telling the children it becomes some kind of imagination” (P7Kweku).

P7Kweku added:

“...hmm! Management will not give you the permission to take students out. Here we don't go out on trips because we kind of

overprotect the students. And how do you expect the aims of Social Studies to be achieved if students are left to wallow in their imagination without seeing?”

Another major challenge identified under this theme was difficulty in funding the use of learner-dominated techniques. In all, 7 of 10 participants confirmed this problem per their views (EI=7). Samples of the views of participants included:

“The problem is that management will tell you there is no money to embark of field trips, and we are not supposed to collect money from students” (P8Amakye).

Another participant added:

“I think it is the funds. The teachers are willing to take students on trips but the funds are not there.... So, you see we have the competence to use it but the funds are not there” (P10Florence).

Surprisingly, one of 10 participants indicated that management does not permit teachers to use ICT tools in their respective school (EI=1). The following was the comment made by the participant:

“Management does not permit us to use our mobile phones; even if you have videos on your phone and you want to show to students the school forbids that. So even when you have video on your phone, or you have a speech on your phone that you want students to see or listen you cannot do that” (P3Ramsey).

The interpretation made per the findings of the study was that the unresolved misconception held by management was, of course, likely to do the field of Social Studies more harm than good. The reluctance on the part of

management to allow students to go on trips was discovered to be one of the challenges teachers faced in the teaching of Social Studies in the SHS. It cannot be doubted Social Studies teachers have been denied access to funds to embark on trips because management place little priority on the teaching of the subject. This of course hindered teachers from applying their accumulated competence in the use of out-classroom techniques that are likely to expose students to critical thinking and enquiry. Besides management reluctance to let teachers use ICT tools in teaching hindered teachers' effort in making the classes lively and placing learning in the context of the 21st century.

Limited exposure to in-service training

The participants also indicated that management hardly organised in-service training for them to upgrade themselves to meet the new trends of teaching Social Studies and this posed a serious threat to the achievement of the aims of Social Studies teaching syllabus. In all, five of 10 participants indicated that there was limited in-service training in their respective schools (EI=5). Surprisingly, one of 10 participants indicated that they were not aware of new trends of teaching Social Studies (EI=1). Samples of participant views included the following:

“We hardly have refresher courses in our school” (P3Ramsey)

Another participant added:

“I think in-services training or retraining has been a challenge. There has not been effective in-services training so we are not much abreast of the current trends in terms of strategies and techniques which could be employed to achieve the aims of the subject. I think we might have some shortcoming in some areas of the subject and it is through in-

service training that we might discover them, but we do not have that opportunity” (P6John).

P6John complained:

“.... there are more in-service training and workshops and others for science and mathematics teachers. However, Social Studies teachers are side-lined. They should do same for Social Studies.... Because as teachers are going through in-service training, they are reminded of the aims of Social Studies and the strategies they can use to achieve those aims, and once they are being reminded of these, it will enhance effective teaching” (P6John).

Another teacher added

“On the job training is a major problem. The issue is that Social Studies teachers are not exposed to refresher courses to update their knowledge and skills. You even apply for study leave and it takes too long a time to be granted permission” (P9Amfo)

On the issue of teacher unawareness of new trends of teaching Social Studies, one of the participants had this to say:

“We hardly have refresher courses in our school. And because of that most of us in the unit are unable to apply current trends in the teaching of the subject” (P3Ramsey).

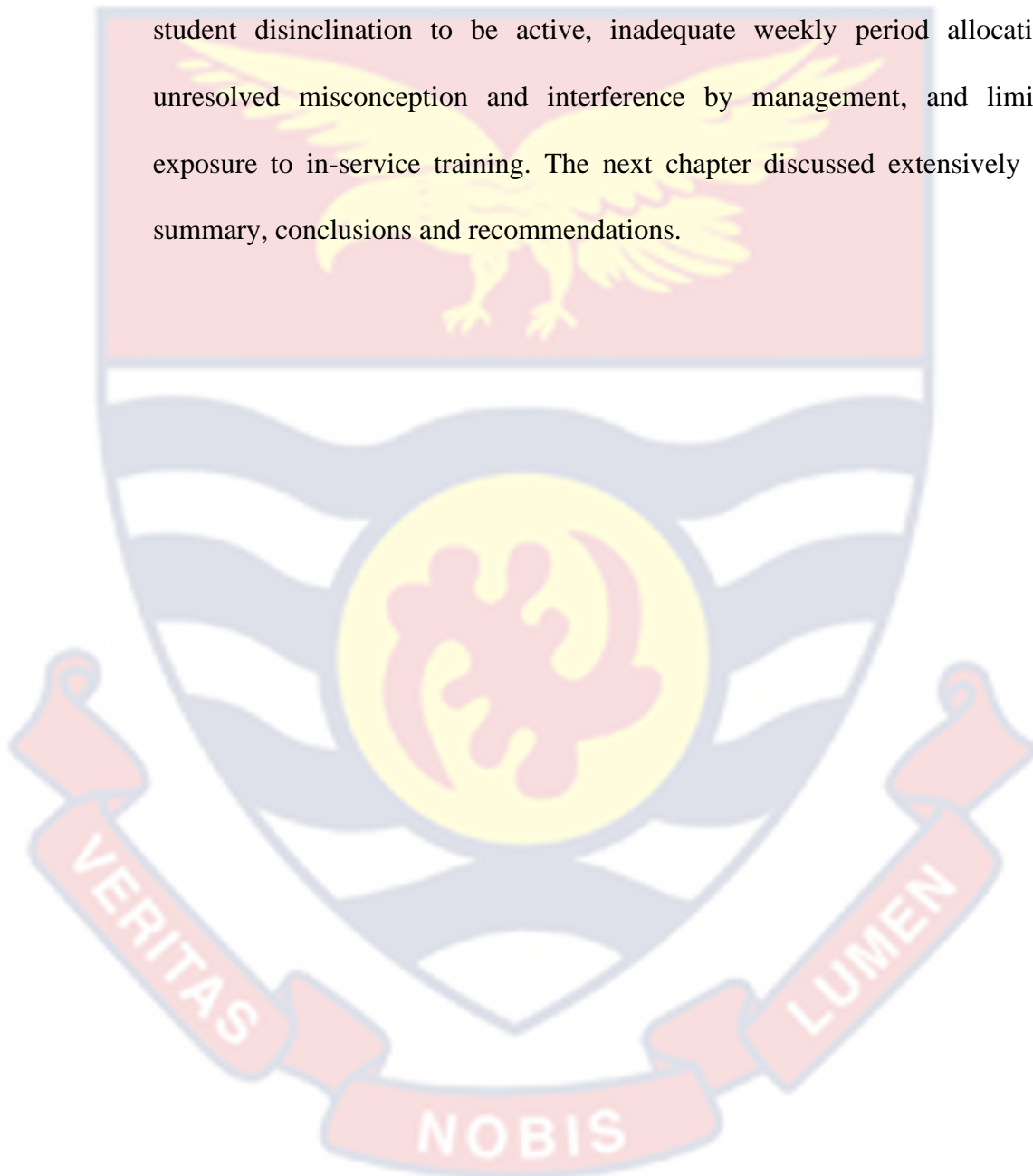
It could be inferred from the foregoing that Social Studies teachers in SHS had not been pretty much exposed to refresher courses. The finding was in consonance with Abudulai (2019) findings as his study discovered that majority of Social Studies teachers had not been exposed to in-service training courses for quite a long time. It was the researcher’s considered opinion that

incorporating 21st teaching practices like think-pair-share, quickwrite, fieldtrips among others required deeper understanding of such techniques and the skills to use them. Yet Social Studies teachers were side-lined. This, of course, is likely to cause Social Studies teachers to continue to cling to the use of traditional old techniques and strategies in teaching. In line with this, Poatob (2015) recommended conferences be organised by government and stakeholders for Social Studies teachers to update their knowledge on current practices in terms of teaching techniques to be employed to achieve the goals of the subject

Chapter Summary

To sum-up, the demographic data indicated that out of a total 98 Social Studies teachers used for the study, 54 had academic backgrounds in the field of Social Studies. Regarding the teaching experience of instructors, out of 98 teachers, 24 had taught the subject for less than five years, 34 had taught the subject for 5-10 years, 13 had taught the subject for 11-15 years, and 27 had taught the subject for 16 years and above. Meanwhile, the broad outcome of the study was mind-blowing. The first research question revealed that teachers had adequate knowledge of the aims of the subject. The second research question revealed that the dominant lesson planning practices of teachers was the writing of scheme of work with little emphasis on developing comprehensive lesson plans. The third research question revealed that teachers self-reported the use of learner-dominated techniques but the observation checklist proved otherwise. The fourth research question unveiled that self-reported questioning strategies of teachers and well as their observed practices were pretty much effective. However, they failed to allow enough

wait time for students to extend their thinking. Lastly, interviews with Social Studies unit heads revealed the teaching of Social Studies was constrained with quite a number of challenges to include: influx of out-of-field teachers, inadequate teaching or learning resources, teacher disinclination to plan, student disinclination to be active, inadequate weekly period allocation, unresolved misconception and interference by management, and limited exposure to in-service training. The next chapter discussed extensively the summary, conclusions and recommendations.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

In this chapter, the researcher focused on summary of the study, the conclusions drawn, and recommendations. In addition, suggestions for further studies were made to enable future researchers fill in gaps the present study could not capture.

Summary

The summary section was broken down into two main parts. First, the researcher gave a summary of the entire research process. Secondly, the researcher gave a summary of the key findings of the study.

Summary of Research Process

The purpose of the study was to explore the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis. Put succinctly, the study sought to: 1. ascertain teachers' knowledge of the aims of Ghana's 2010 Social Studies teaching syllabus, 2. investigate the lesson planning practices teachers employ in achieving the aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis, 3. explore the instructional techniques teachers employ in achieving the general aims of Ghana's 2010 Social Studies teaching syllabus in SHSs in the Cape Coast Metropolis, 4. explore the challenges that impede the achievement of the general aims of Ghana's 2010 Social Studies teaching Syllabus in SHSs in the Cape Coast Metropolis. These objectives were metamorphosed into four research questions which directed the study.

The study employed a mixed methods design, specifically, the embedded mixed method. The study was targeted at all Social Studies teachers (Census) in SHSs (11) in the Cape Coast Metropolis. However, the researcher was able to access 10 schools. All Social Studies teachers (census) totalling 98 in the 10 accessible school were considered for the quantitative phase of the study. Additionally, 20 Social Studies teachers were conveniently pulled out of the census for observation. Also, unit heads (10) were purposively selected (one in each school) for a semi-structured interview.

The major data collection instruments were questionnaire, observation checklist, and semi-structured interview guide. The questionnaire was put in four sections (A, B, C, and D) comprising 31 items. Section 'A' was meant to gather biographic data and it comprised 2 items (Items 1-2). Section 'B' enabled the researcher solicit data on teachers' knowledge of the general aims of Ghana's 2010 Social Studies teaching syllabus. Items 3-8 took care of this section. Furthermore, Section 'C' focused on lesson planning practices of Social Studies teachers. Items 9-14 took care of section 'C'. Section 'D' focused on the instructional techniques Social Studies teachers employed in achieving the general aims of Ghana's 2010 Social Studies teaching syllabus. Items 15-31 took care of section 'D'. With the exception of items on the biographic data, all items in the questionnaire were placed on a five-point Likert-Scale: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=strongly Agree. Besides, Standard Deviation below one was considered homogeneous while Standard Deviation above one was considered heterogeneous. Through the census technique, the questionnaires were administered to all Social Studies teachers (98) in SHSs in the Cape Coast

Metropolis. Items on the questionnaire were analysed using descriptive statistics; that is, means and standard deviation.

In addition, an observation checklist was used to collect data to triangulate the instructional techniques and questioning strategies employed by Social Studies teachers. The observation checklist consisted of 16 items. The researcher ticked 'Yes' after realising teachers' instructional practices (with emphasis on teaching techniques) met the criterion set in the observation checklist and vice versa. Descriptive statistics; that is, frequencies and percentages were used to analyse the data.

Also, a semi-structured interview was used to provide additional information to fathom the research problem. The qualitative questions emphasised the challenges that impeded the achievement of the aims of the Ghana's 2010 Social Studies teaching syllabus. In all, seven questions guided the interview. The researcher employed both descriptive-focused and interpretive-focused coding to analyse the data. The qualitative data generated from the interviews included voice quotes recorded during the interviews followed up with transcription of key quotes after each interview. In all, 170 empirical indicators were generated from the participants' views. Based on careful examination and scrutiny of the empirical indicators, the researcher assigned 25 codes to the empirical indicators. Thereafter, the codes were categorised and put under seven main themes. Description and interpretation of the codes with supported quotes from participants followed.

Summary of Key Findings

The following were the findings of the study:

1. It was found that Social Studies teachers had adequate knowledge of the aims of the Ghana's 2010 Social Studies teaching syllabus. Among the six aims stipulated in the syllabus, some of the participants considered the following as the dominant: develop in students' positive attitudes and values towards individual and societal issues; become responsible citizens capable and willing to contribute to societal advancement. This implied that the participants considered the aim of Social Studies as citizenship education.
2. The study revealed that writing of scheme of work was a major planning practices incorporated in the teaching of Social Studies at the SHS. That is, the scheme of work seems to have replaced the weekly comprehensive documentary evidence of whatever teachers taught. Other lesson planning practices of teachers included the consideration of the aims of the syllabus, reading content from diverse sources and assessing the feasibility of teaching techniques. However, the study unfolded teachers did not prepare comprehensive documentary evidence on whatever they intended to teach.
3. The study unfolded that there were a lot of discrepancies between teacher self-reported techniques used in teaching and observed teaching techniques employed. Teachers self-reported that the major teaching techniques they employed in teaching Social Studies in the SHS level were brainstorming and think-pair-share techniques. However, with the exception of the use of brainstorming technique, the

classroom observation proved otherwise as most of the teachers were spotted relying on teacher-dominated techniques like teacher-led discussion, lecture, and note-taking. The use of videos and field trips was virtually absent in the lessons of teachers. Besides, it was found that Social Studies teachers used divergent questioning strategies and that the dominant self-reported questioning strategy employed by Social Studies teachers was the probing of students' responses in order to have them clarify ideas, support a point of view, or extend their thinking. The classroom observation confirmed these practices of teachers. However, the classroom observation unfolded teachers did not allow three to five seconds of wait time after asking a question or before requesting response.

4. The study unearthed that Social Studies teachers in SHSs were constrained with quite a number of challenges which impede the use of appropriate instructional practices to achieve the aims of the Ghana's 2010 Social Studies teaching syllabus. Challenges that emerged included: influx of out-of-field teachers, inadequate teaching or learning resources, teacher disinclination to plan, student disinclination to be active, inadequate weekly period allocation, unresolved misconception and interference by management, and limited exposure to in-service training. The major challenges identified, however, was teacher reluctance to plan, and the misplaced practices of out-of-field teachers.

Conclusions

Based on the findings, the following conclusions were made by the researcher:

1. Teachers had in-depth knowledge on the aims of the Ghana's 2010 Social Studies teaching syllabus. Hence, it is obvious this will have a worthwhile impact on instructional decisions. That is, it is obvious teachers will be able to select instructional techniques as well as incorporate planning practices in tandem with the aims of the subject.
2. Since development of scheme of work dominated the planning of Social Studies lessons at SHS level, it is obvious teachers at the Senior High School level do not spend adequate time to do in-depth lesson planning beforehand. Certainly, teachers read the syllabus, consider the scheme of work and read several books but the outcome of their preparation is not documented and this may inhibit flow of presentation.
3. Teachers employed several techniques, like brainstorming, think-pair-share, teacher-led discussion and note-giving, in achieving the general objectives of the subject. However, they usually resort to teacher-centred techniques such as the lecture method, note-taking and teacher-led-discussion, and that teacher stated techniques do not necessarily materialise in the classroom condition. This implied that teaching techniques employed in the teaching of Social Studies did not align with the recommended teaching techniques suggested in the literature. Besides, teachers had incredible questioning strategies. But as a result

of time constraint, teachers were reluctant to allow enough wait time for students to gather their thoughts before reacting to questions.

4. Teachers faced a lot of challenges in their attempt to employ appropriate techniques to achieve the general objectives of the Social Studies subject, and this had contributed to the non-achievement of the aims of the Ghana's 2010 Social Studies teaching syllabus.

Recommendations

Based on the findings of the study and the conclusions drawn so far, the following recommendations were made by the researcher to guide development of policy and practice:

1. It is recommended that Social Studies teachers should continue to update their knowledge on the Social Studies syllabus. Even though the finding revealed that teachers have adequate knowledge of the aims of the syllabus, continuous acquaintance with the aims of the subject will renew the focus of teaching.
2. It is recommended that Social Studies teachers be made to prepare lesson plans on whatever they would like to teach, as this will help concretise their instructional practices. The Ghana Education Service must collaborate with the National Teaching Council in order to see to it that teachers make the preparation of comprehensive lesson plans a hallmark of the professional practices. Besides, Units heads and Head of Departments in various Senior High Schools should vigorously supervise the preparation of teachers' lesson plans. This will enable teachers assess the effectiveness of teaching.

3. Since the self-reported instructional techniques employed by the participants did not materialise in their observed practices, teachers be receptive to employing learner-dominated techniques, such as think-pair-share, quick-write, field experience, student-led discussion among others in teaching Social Studies. This is because such techniques commensurate with the philosophy of the subject. Notwithstanding, teacher-dominated techniques such as lecturing, note taking can be applied sparingly with learner-dominated techniques. It is not the researcher's intention to encourage sceptics or blindly advocate for teacher-dominated practices, however, if its usage will help solve the problem of limited instructional periods for teaching Social Studies at the SHS level, it must be incorporated partially and not overused. Besides, teachers should increase wait time in order to extend student line of thinking whenever questions are posed. This will enable students to be able to ponder over questions asked.
4. Social Studies professional be employed to handle the subject at the SHS level. The Ghana Education Service must see to it that only individuals who pursued Social Studies Education are employed to facilitate the teaching of the subject. Besides, unit heads must intensify supervision in order to make teachers receptive to planning of lessons. And that, adequate period be allocated for the teaching of Social Studies in SHSs. This will enhance the use of learner-dominated instructional practices.

Suggestions for Further Study

This research focussed on exploring the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis. The researcher employed embedded mixed methods to study the research problem. The followings were the suggestions for further research:

1. A comparative study between private and public SHS teachers could be carried out so as to unearth the instructional practices in these two variances.
2. A study should be carried out to decipher evidence of Social Studies teachers' philosophy in their teaching practices.
3. It is suggested that a similar study should be carried out in other regions of Ghana to have a nationwide representation.
4. Unstructured observational study must be conducted on the same topic.

Chapter Summary

This chapter focused on the summary, conclusions, and recommendations of the study. Regarding the summary of the entire study, the researcher indicated that four research questions guided the study. Besides, embedded mixed method was employed to study the research problem. The chapter highlighted the key findings to include: Social studies teachers had adequate knowledge of the aims of the Ghana's 2010 Social Studies teaching syllabus, writing of scheme of work as a major planning practice, discrepancies between teacher self-reported techniques and observed practices, teachers reluctance to plan and misplaced of out-of-field teachers as major challenges that constrained the teaching of Social Studies. The researcher concluded that teachers have in-depth knowledge of aims of Social Studies,

that the scheme of work dominates the planning of lessons in SHS, teachers employ several techniques in teaching but they usually resort to teacher-centred techniques, teaching of social studies is constraint by a number of challenges. Additionally, the researcher recommended that teachers should continue to update their knowledge on the Social Studies teaching syllabus, teachers be made to prepare lesson plans, teachers be receptive to employing learner dominated techniques, and that Social Studies professionals be employed to handle the subject at the SHS level. Lastly, the researcher put forward four research proposals to guide future research.



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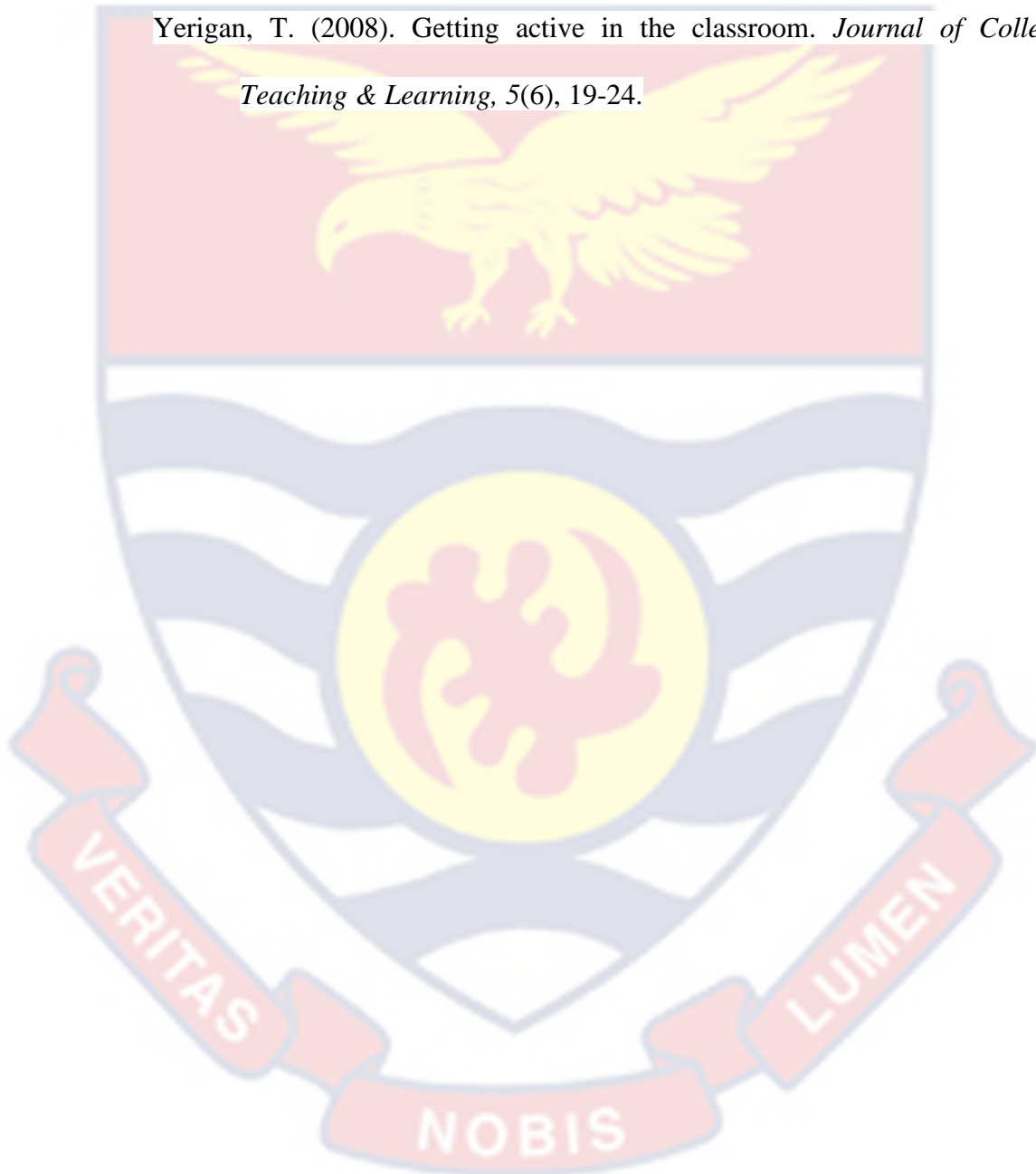
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APPENDICES

APPENDIX A

QUESTIONNAIRE

Hello Participant,

This questionnaire is intended to help the researcher collect valid data on the topic ‘exploring the instructional practices of Social Studies teachers in SHSs in the Cape Coast Metropolis’. This study is solely for academic purpose.

Kindly provide information on the items where applicable. Please, respond to the statements as truthfully and honestly as you can. The questionnaire should not take no more than 20 to 30 minutes to complete. You are assured of confidentiality and anonymity of any information you provide. The information you provide will be used for data analysis only.

Thank you very much for your time.

Section A

Biographic Data

Instruction: Please write or tick [] the appropriate response (s)

1. Highest Educational Qualification:

Non-teaching degree []

Diploma []

Bachelor of Education in Social Studies []

Master of Education in Social Studies []

Master of Philosophy in Social Studies []

Doctor of Philosophy in Social Studies []

Others, please Specify.....

2. Teaching experience

Less than five years []

5-10 years []

11-15 years []

16years and above []

Section B**Teachers' Knowledge of the General Aims of Social Studies****Teaching Syllabus**

Instruction: To respond to items in this section, please put a check mark (✓) in the appropriate box to indicate your level of agreement or disagreement with each statement: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Unsure (U), 4=Agree (A), and 5=Strongly Agree (SA).

Teachers' Knowledge of the General Aims of Social Studies

		SD	D	U	A	SD
	The aim of the Social Studies syllabus is to help students to:					
3	develop the ability to adapt to the development and ever-changing Ghanaian society					
4	acquire positive attitudes and values towards individual and societal issues					
5	develop critical and analytical skills in assessing issues for objective decision-making					
6	develop national consciousness and unity					
7	use enquiry for solving personal and societal problems and problem-solving skills					
8	become responsible citizens capable and willing to contribute to societal advancement					

Section C

Lesson Planning of Social Studies

Instruction: To respond to items in this section, please put a check mark (✓) in the appropriate box to indicate your level of agreement or disagreement with each statement: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Unsure (U), 4=Agree (A), and 5=Strongly Agree (SA).

Lesson Planning Practices

	When Planning Lesson for Students:	SD	D	U	A	SA
9	I consider the general aims of the Social Studies teaching syllabus					
10	I consider the scheme of work					
11	I prepare a comprehensive documentary evidence on whatever I intended to teach					
12	I read content from diverse sources to come up with detailed lesson notes					
13	I assess the feasibility of teaching techniques					

14. Others please Specify:

.....

.....

.....

Section D**The Teaching Techniques Social Studies Teachers****Employ in Achieving the General Aims of Ghana's 2010 Social Studies****Teaching Syllabus**

Instruction: To respond to items in this section, please put a check mark (✓) in the appropriate box to indicate your level of agreement or disagreement with each statement: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Unsure (U), 4=Agree (A), and 5=Strongly Agree (SA).

Instructional Techniques Social Studies Teachers Employ

	Statement	SD	D	U	A	SA
15	Most of the time I do the talking and demonstration to students					
16	Writing detailed notes on the board for students to copy is a major activity in my class					
17	I choose teacher-led discussion over student-led discussion					
18	I allow students to brainstorm					
19	I make students think-pair-share in class					
20	I use storytelling to bring Social Studies to live					
21	I normally take students out on trips to experience real life problems					
22	I give projects to students for them to explore problems in social studies					

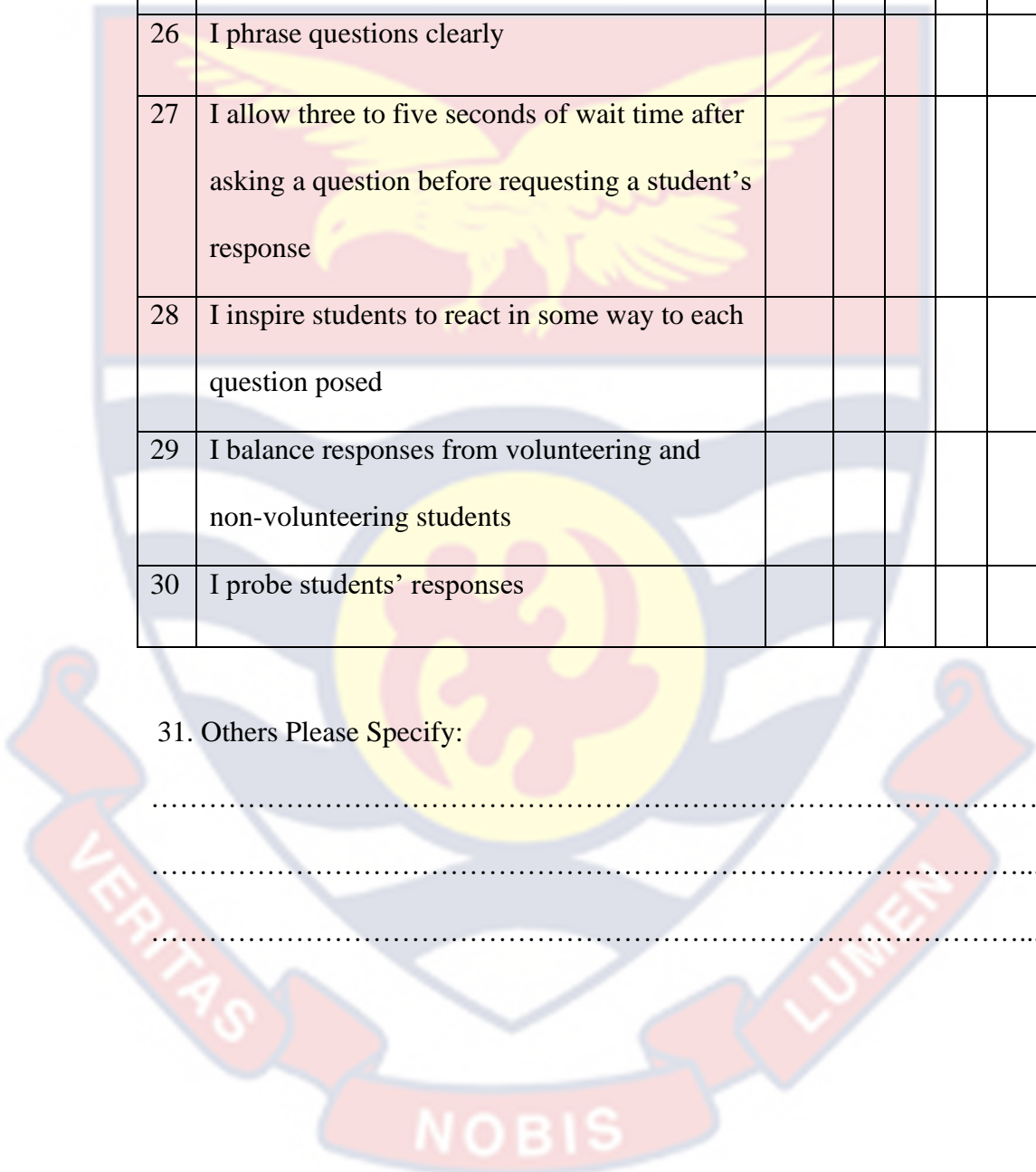
23	I use the quickwrite strategy					
24	I use videos/films in teaching					
25	I allow students participate in role-playing activities					
26	I phrase questions clearly					
27	I allow three to five seconds of wait time after asking a question before requesting a student's response					
28	I inspire students to react in some way to each question posed					
29	I balance responses from volunteering and non-volunteering students					
30	I probe students' responses					

31. Others Please Specify:

.....

.....

.....



APPENDIX B

STRUCTURED OBSERVATION CHECKLIST

School:

Instructor's pseudonym:

Schedule:

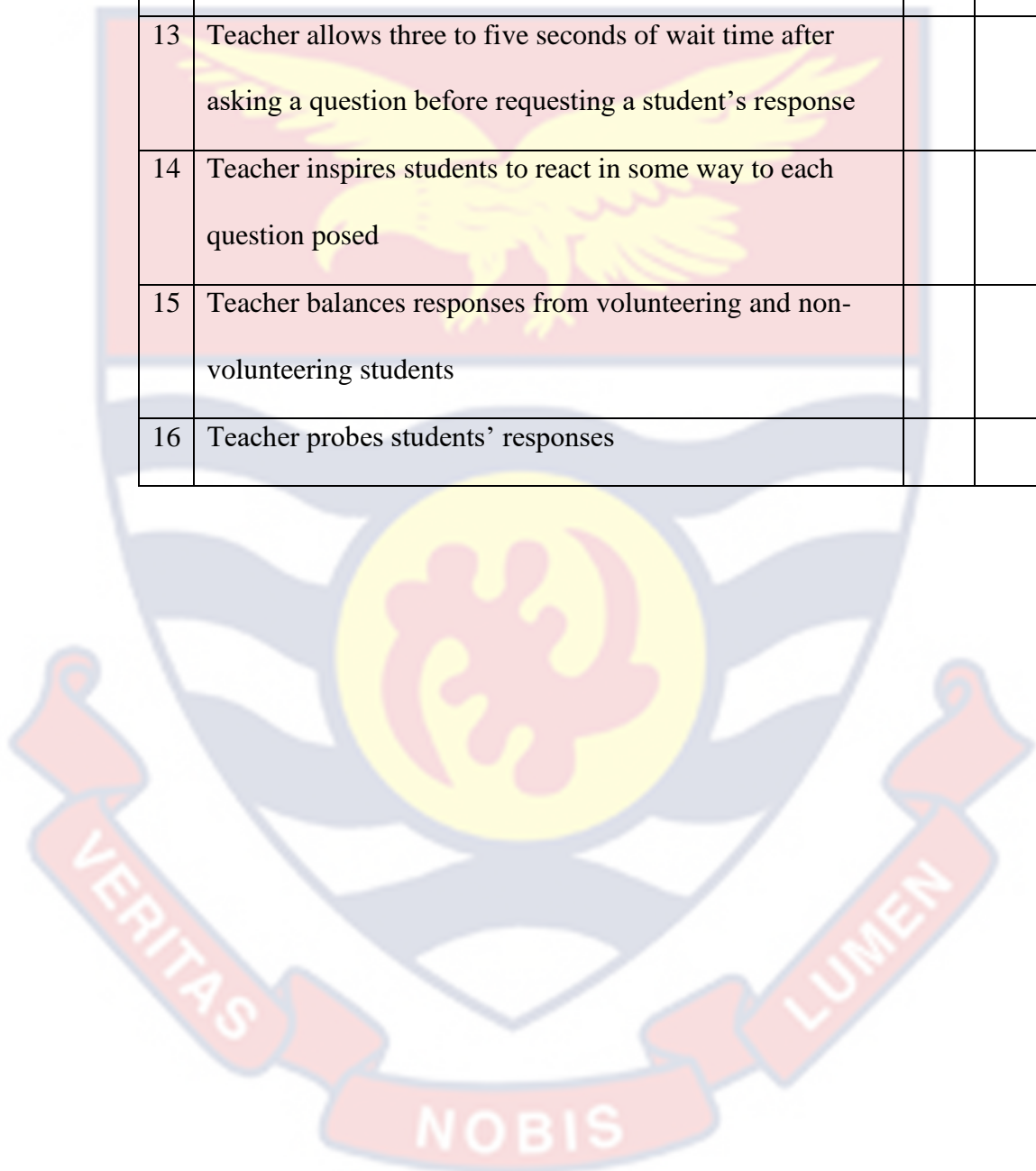
Date:

Instructional Techniques Teachers Employ

Instruction: This observation checklist will be used to confirm Social Studies teachers' self-reported techniques. The researcher ticks (√) 'Yes' if teaching techniques reflects the statement in the observation checklist. However, the researcher ticks (√) 'No' if otherwise.

	Criterion	Yes	No
1	Most of the time teacher does the talking and demonstration to students		
2	Note taking forms a basic activity in the lesson delivery process		
3	Teacher chooses teacher-led discussion over student-led discussion		
4	Teacher allows students to brainstorm		
5	Teacher allows students to think-pair-share		
6	Teacher uses storytelling to bring Social Studies to life		
7	Teacher takes students out to experience real life problems		
8	Teacher gives projects to students for them to explore problems		
9	Teacher uses the quick-write strategy		

10	Teacher uses videos/films in teaching social studies		
11	Teacher allows students to participate in role-playing activities		
12	Teacher phrases questions clearly		
13	Teacher allows three to five seconds of wait time after asking a question before requesting a student's response		
14	Teacher inspires students to react in some way to each question posed		
15	Teacher balances responses from volunteering and non-volunteering students		
16	Teacher probes students' responses		



APPENDIX C

INTERVIEW GUIDE FOR UNIT HEADS

Challenges That Impede the Achievement of the General Aims of

Ghana's 2010 Social Studies Teaching Syllabus

Purpose of Interview: To explore the challenges that impede the achievement of the general aims of Ghana's 2010 Social Studies teaching Syllabus in SHSs in the Cape Coast Metropolis.

Date of Interview:

Pseudonym of Interviewee:

School:

Location:

Time Interview Commenced: Time Interview Ended:

1. What is your highest level of educational qualification?
2. For how long have you been teaching Social Studies?
3. What do you think are the challenges teachers face in the teaching of Social Studies?

Prompts

4. What specific challenges do you face in relation to the achievement of the aims of Social Studies teaching syllabus aims?
5. Tell me more about the challenges you face in relation with the use of learner-dominated instructional practices in achieving the aims of Social Studies teaching syllabus?
6. Would you consider time as a major constraint that bedevils the use of learner-dominated instructional practices? If no why? If yes how does it manifest?

7. Tell me more about the challenges you face in relation with lesson planning that help in achieving the general aims of the syllabus. What would you consider as a major challenge? Why?

Interviewer's Comment: Thank you very much for your time.

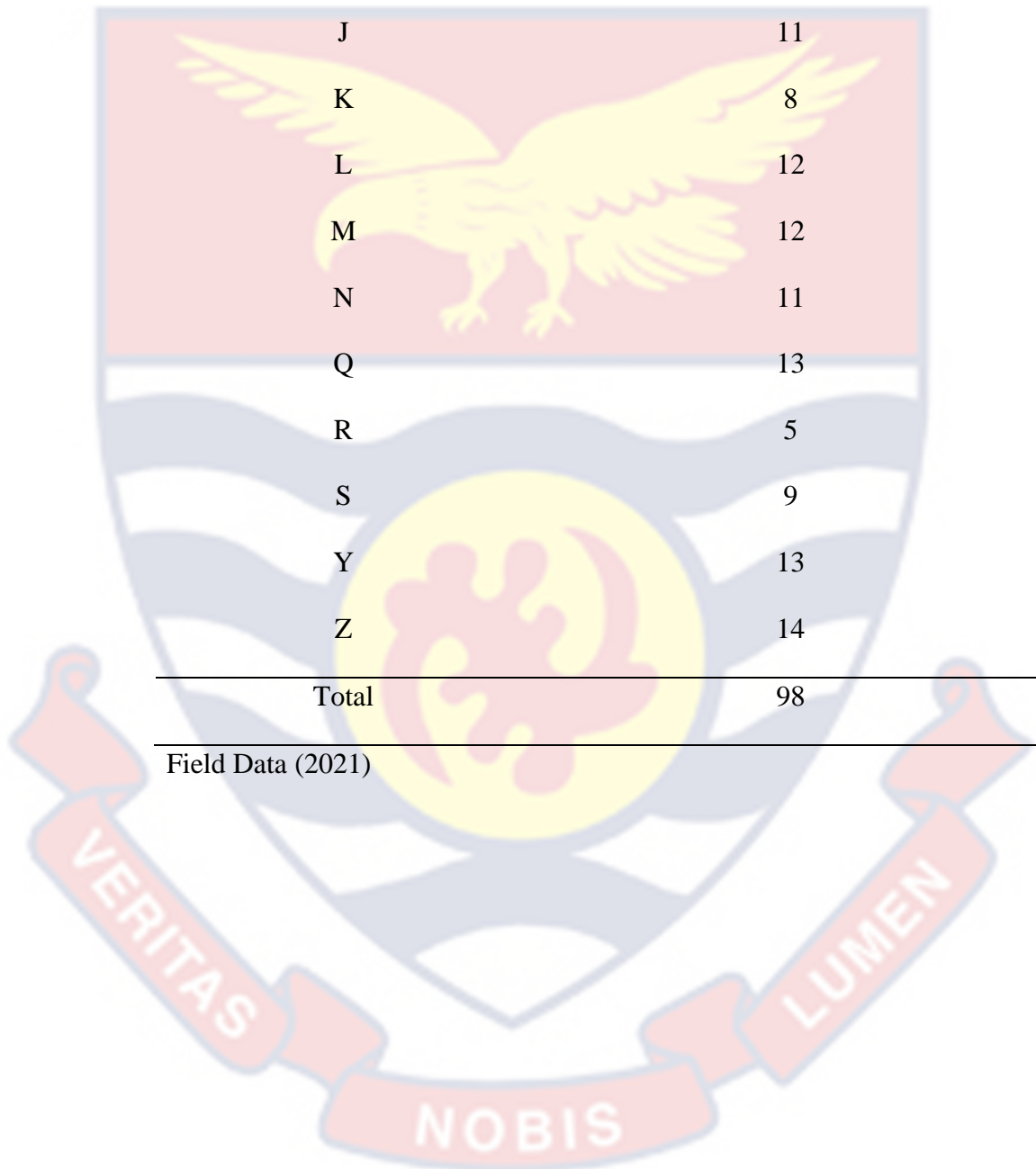


APPENDIX D

ACCESSIBLE SCHOOLS AND TEACHERS

SCHOOL(PSEUDONYM)	POPULATION
F	6
J	11
K	8
L	12
M	12
N	11
Q	13
R	5
S	9
Y	13
Z	14
Total	98

Field Data (2021)



APPENDIX E

PSEUDONYMS OF INTERVIEWEES

P1Emma

P2Sam

P3Ramsey

P4Abraham

P5Kwame

P6John

P7Kweku

P8Amakye

P9Amfo

P10Florence



APPENDIX F

MANUAL CODES

Themes	Code	F(EI)	F(PRC)
Influx of out-of-field teachers	Misplaced practices of out-of-field teachers	18	7 of 10
	Too many out-of-field teachers	12	7 of 10
	Other professionals thwarting students' interest	6	4 of 10
	Zeal-killing activities of other professionals	3	2 of 10
Inadequate teaching or learning resources	Non-existence of ICT tools	15	5 of 10
	Inadequate textbooks	6	5 of 10
	Old fashioned TLM	1	1 of 10
	Absence of Social Studies room	3	3 of 10
Teacher disinclination to plan	Reluctance to document lesson plans	14	8 of 10
	Difficulty in getting resources to plan	2	2 of 10
Student disinclination to be active	Students' reluctance to enquire	12	7 of 10
	Student inattentiveness in class	9	5 of 10
	Students' Intolerance	3	5 of 10
Inadequate weekly period allocation	Learner-dominated practices waste time	12	6 of 10
	Not enough period allocation	9	5 of 10
	Overwhelming class size	7	5 of 10
	Too many topics in syllabus	4	3 of 10
	Difficulty covering syllabus topics	1	1 of 10
Unresolved misconception and interference by management	Non-permission to use fieldtrips	8	5 of 10
	Management interference with subject philosophy	7	5 of 10
	Difficulty in funding learner-dominated techniques	7	7 of 10
	Overemphasis on examination	5	4 of 10
	Not permitted to use ICT tools	1	1 of 10
Limited exposure to in-service training	Limited in-service training	5	3 of 10
	Not aware of new trends	1	1 of 10
Totals	25	170	

Field Data (2021) N=10

Where F(EI) =Frequency of Empirical Indicator, F(PRC) =Frequency of

Participant Response to Code, N= Total participants

APPENDIX G

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
 E-MAIL: irb@ucc.edu.gh
 OUR REF: UCC/IRB/A/2016/1092
 YOUR REF:
 OMB NO: 0990-0279
 IORG #: IORG0009096

7TH SEPTEMBER 2021

Mr. George Ntim
 Department of Business and Social Sciences Education
 University of Cape Coast

Dear Mr. Ntim,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/82)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research titled **Assessing the Instructional Practices of Social Studies Teachers in Senior High Schools in the Cape Coast Metropolis**. This approval is valid from 7th September 2021 to 6th September 2022. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Prof. Paul K. Buah-Bassuah

UCCIRB Chairman

CHAIRPERSON
 INSTITUTIONAL REVIEW BOARD
 UNIVERSITY OF CAPE COAST

APPENDIX H

LETTER OF INTRODUCTION

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

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UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG

Date: 10th September, 2021

Our Ref:
Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

Mr. George Ntim is an MPhil Curriculum and Teaching student of this Department, and as a requirement for the programme, he is working on the research topic: **"Assessing the Instructional Practices of Social Studies Teachers in Senior High Schools in the Cape Coast Metropolis."**

The study seeks to assess Social Studies teachers' instructional practices in relation to teachers' knowledge of subject objectives, techniques employed by teachers in teaching, lesson planning and questioning skills.

In case he flouts any ethical requirement as the study may necessitate, kindly get in touch with his supervisor, Rev. Prof. Kankam Boadu, on 0244708348 or through e-mail kanakm.boadu@ucc.edu.gh. You may also get in touch with the Department on 0209408788 or through dbsse@ucc.edu.gh.

Thank you.

Yours faithfully,



Dr. Bernard Yaw Sekyi Acquah
Head