UNIVERSITY OF CAPE COAST

SOCIAL STUDIES TEACHERS' COMPETENCE IN TEACHING AND

ASSESSING LEARNING OUTCOMES IN THE AFFECTIVE DOMAIN IN

NEW JUABEN MUNICIPAL SENIOR HIGH SCHOOLS

MAXWELL TEYE SAWER

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BY

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DECLARATION

Candidate's Declaration

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

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

Name: Maxwell Teye Sawer

Supervisors' Declaration

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

Principal Supervisor's Signature: …………………Date ……………………

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Name: Prof. Kankam Boadu

ABSTRACT

The purpose of the study was to assess the competence of Social Studies teachers of senior high schools in New Juaben Municipality in Eastern Region of Ghana in teaching and assessing the affective domain. A census of 55 teachers was taken from eight public senior high schools in New Juaben Municipality.

A 32-item questionnaire was used to collect data from these social studies teachers. Areas examined included teachers competence in formulating affective objectives, the extent to which teachers have skills in teaching to achieve affective learning outcomes, differences that teaching experience make in teaching the affective domain as well as the techniques teachers employ in assessing affective learning outcomes.

The results show that, a large number of social studies teachers were not abreast of the formulation of the affective objectives. The teachers ignored the affective domain entirely due to the fact that WAEC does not assess it in any way. The study also revealed that teachers lacked the skills in teaching to achieve the affective learning outcomes. They gave reasons that character, values attitudes are difficult to transform.

The study also showed that social studies teachers never used any technique for assessing affective learning outcomes. It is recommended that in-service training course is organised for the teachers to equip them on the task.The coordinators for second cycle teachers should monitor social studies teachers in teaching affective domain. The training institution should also strengthen the teaching of the use of techniques for assessing the affective domain.

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DEDICATION

To my wife, Gloria Nakuor, my children, Priscilla, Wendybell and Rufus

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CHAPTER ONE

INTRODUCTION

Background to the Study

Social studies is one of the integrated subjects in the Ghanaian educational system from the basic to the University level. It plays a major role in influencing the beliefs and attitudes of learners. It helps learners to grow in their understanding of and sensitivity to the physical and social forces at work around them in order that they may shift their lives in harmony with those forces (Jeromlimek, 1971).

Social studies was introduced into the Ghanaian curriculum with a major goal of providing citizenship education. Jeromlimek (1971) stated three categories of the objectives of social studies for the achievement of citizenship education. First, understanding which deals with knowledge and knowing; second, attitude which relate to value, appreciation, ideals and feeling; third, skills which relate to using and applying social studies learning and ability to gain new learning. This is to say that the objectives of social studies cut across the cognitive, affective and psychomotor domains. The knowledge and the process involved in knowing are the cognitive aspect whereas feelings, attitude, emotions, values, appreciation, ideals are the affective. Being able to apply the knowledge gained in new situations which deal with manipulation is the psychomotor domain. The types of knowledge, skills and values that are stressed in social studies curriculum

generally depend on the affective goals that are considered as central (Bloom, Hastings &Madaus, 1971).

Though social studies is a subject designed with good intention and goals, its success can only be seen through effective evaluation. Central to this evaluation is the assessment of learning outcomes. The evaluation is to determine how well the instructional programme and its intended targets have been achieved. Social studies deals with human beings and their social environment. It has gained firm roots in the schools in Ghana and so it is important to understand how it started in Ghana. It appeared in the country's curriculum in the 1940s when some teacher training colleges, namely, Presbyterian Training College in Akropong Akuapem, the Achimota Training College in Accra and Wesley Training College in Kumasi started offering courses in the teaching of integrated social studies (Cobbold, 1999; Tawiah-Dadzie, 2000). Courses were run for these teachers by the Institute of Education of the University College of the Gold Coast (now the University of Ghana, Legon). The attempt in the 1940s did not last. It collapsed in the 1950s. An attempt was made again to push the programme through by sending teachers to Wales and Bristol to study integrated social studies. They returned from their studies in 1971 and were posted to the teacher colleges to engineer the development of the integrated programme which they had studied abroad (Cobbold, 1999; Tawiah-Dadzie, 2000).

An educational review committee led by Dzobo (1972) recommended the establishment of experimental junior secondary schools. Consequently, the teacher training colleges were re-organized to prepare teachers for the teaching of social

studies and other subjects in 1976. This re-birth of social studies faced some challenges which called for its termination. The programme saw a new day light in 1980 when the teacher training colleges reintroduced specialization in social studies to prepare teachers to teach the subject in the junior secondary schools when the middle schools were phased out in September 1987.

In contrast to other subjects, social studies differs regarding how it is taught and learnt. It is a problem solving subject and draws ideas, themes, values and concepts from many subjects. It tries to break the boundaries between subjects by identifying problems and solving by using concepts and principles from various disciplines. The social studies teacher should, therefore, be well prepared. Thus, social studies, more than any other subject, demands a well prepared, conscious teacher of sound knowledge (Aggarwal, 1982). These call for a sound professional training in the theory and art of teaching and assessing the learning objectives for the teachers to be able to meet the role expected of social studies to produce responsible citizens. The subject aims at effecting change in the individual's life, values and attitudes which are perceived to contribute to good, responsible citizenship. The teaching syllabi of social studies have objectives geared towards this desirable goal of producing responsible citizens.

Statement of the Problem

The introduction of social studies into the Ghanaian school curriculum was meant to shape values, attitudes, provide character training, and help individuals to control their emotions, have fellow feeling and develop love for

the nation and fellow citizens. All these are issues to be addressed by objectives in affective domain in social studies. Despite these provisions in the social studies syllabi, the media have been reporting horrendous cases of rape, murder, theft and other social vices among the youth many of whom have been taught social studies. It is therefore, important to know how the affective aspects of social studies teaching are handled. I have not come across any research study that has tried to throw light on this issue. The present study was, therefore, designed to find out the competence of teachers in teaching and assessing learning outcomes that concern the affective domain.

Purpose of the Study

The main purpose of this study was to find out social studies teachers' competence in teaching and assessing learning outcomes concerned with the affective domain in senior high schools in the New Juaben Municipality. It was specifically to: investigate the social studies teachers' competence in formulating affective objectives for teaching social studies in New Juaben. It was also to find out the extent to which teachers have skills in teaching to achieve affective learning outcomes in New Juaben. In addition, it was find the difference teaching experience of social studies teachers make in teaching of the affective domain social studies in New Juaben. Furthermore it was meant to find out the techniques for assessing the affective learning outcomes.

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Research Questions

The following research questions were formulated to guide the study.

1. How competent are social studies teachers in the SHS in New Juaben Municipality in formulating affective objectives of their social studies lessons?

2. To what extent do the social studies teachers in the New Juaben Municipality have skills in teaching to achieve affective learning outcome in students?

3. What difference does the teaching experience of social studies teachers make in the teaching of the affective domain in social studies in New Juaben Municipality?

4. What techniques do the social studies teachers in the New Juaben Municipality employ to assess the affective learning outcomes?

Significance of the Study

By researching into the competencies of social studies teachers in terms of teaching of content and assessment of learning outcomes in the affective domain in some selected senior high school within New Juaben Municipality, it is envisaged that, the findings will provide strategies for monitoring teachers. This can be done by giving them the necessary support to improve their skills in teaching content and assessing learning outcomes in the affective domain in social studies.

The findings of the study will also help curriculum designers to identify areas within the affective objectives in social studies which need attention in terms of innovation. The findings may further provide a basis to give in-service training to teachers who have been in the service for more than five years or enrich the training given to the new teachers of social studies by their pre-service training institutions.

Delimitation of the Study

The focus of the study was to assess social studies teachers' competence in teaching and skills in assessing learning outcomes in the affective domain in social studies in the senior high schools in New Juaben Municipality. It looked at the setting of affective learning objectives, teaching the affective domain and assessing the affective learning outcomes. The other learning objectives such as the cognitive and psychomotor domains were not of interest to the study. The study also considered only social studies teachers within New Juaben Municipality.

Limitations of the Study

The participants in this study were social studies teachers in the New Juaben Municipality, just around the Eastern Regional capital, Koforidua. The area has better facilities in terms of building and logistics better than some other senior high schools in the hinterlands. Therefore, New Juaben municipal senior high schools have the potential to attract a lot of qualified graduate social studies

teachers of better quality than elsewhere. Due to this, it is possible that the results might not necessarily reflect what happens to other senior high schools outside the schools surveyed. Again, the instrument used was a questionnaire which is a self-reporting instrument and so, some respondents might not have given accurate information about themselves, despite the assurance that information provided would be anonymous. Unintentionally, my personal opinions might have influenced the discussion of the findings especially in the open-ended items. However, there were few open-ended items for discussion and as a result, the effect of that bias might be minimised.

Organisation of the Rest of the Study

Chapter Two reviews related literature. It takes a brief look at the historical overview of social studies, the affective domain aspect of the objective, the methods and strategies in teaching the affective domain in social studies and how the affective domain in social studies and its learning outcomes are assessed in social studies.

Chapter Three describes the research methods employed for the study. It comprises the population and the sample size, sample and sampling procedures, research design, instrument for data collection, development of questionnaire, procedures for data collection, coding and analysis. Chapter Four presents the findings of the study and the final Chapter Five provides a summary, draws conclusions and makes recommendations to improve practice, and suggests areas for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

This chapter reviews the contributions of other researchers on the issues of social studies teachers' competence in teaching social studies content and assessing learning outcomes in the affective domain. It is structured under six main parts. The first part deals with the historical overview of social studies. The overview examines the perspective of social studies focusing on its meaning, scope, purpose and objectives of social studies. The second part covers issues on the nature of Ghana's senior high school social studies syllabus. It focuses on the organization and description of the syllabus, aims and objectives of the senior high school social studies syllabus. The third part deals with academic competence and professional background of social studies teachers and their training and experience. The fourth part is about the affective learning. It reviews the literature on affective learning, the taxonomy of learning, the revised affective learning hierarchy and teaching in affective domain. The fifth part deals with the methods part deals with assessment procedures in assessing affective learning outcomes in social studies in the senior high school.

Historical Overview of the Social Studies Programme

The field of social studies was developed in the early years of the 20th century in the United States of America. It was built on the foundations of history which was recognized as the central study of social studies. The change from the traditional subjects of history to social studies occurred in the Jones Report (see Ravitch, 2003) on social studies; incorporated into the famous Cardinal Principle Report of the National Education Association in 1918 which suggested that the goal of social studies was good citizenship and that historical studies that did not contribute to social change had no value. This report gave a strong boost to social studies teaching. The study of history was considered too "academic" and far removed from students' immediate needs and that they need no contributions to social efficiency. It was in the field of social efficiency that social studies was born.

The idea was to teach students facts and skills that were relevant to the institutions of their own society and also to prepare them for the real world that would confront them when they left school. By the 1930s, the social studies programme had displaced history with its expanding environment concept that is, the home, neighbourhood and community (Ravitch, 2003). Social studies is, therefore, intended to provide an integrative education aimed at students as decision makers.

In Africa, ideas on how to modernize the teaching of social studies in the school curriculum were expressed as early as 1961 at the Endicott Summer House

Study in Massachusetts Institute of Technology (MIT), USA where prominent African, British and American educationalists addressed themselves to the issues of education problems facing post-war Africa, especially the newly independent nations and how to find solutions to their educational problems in the humanities and social sciences, language, mathematics, science and teacher education. At the various sub- committees on social studies, they decided among other things that, the teaching of geography, history and civics as separate disciplines in the primary schools in Africa introduce artificial divisions in the social sciences which should be discouraged in the early years of schooling. The child should be introduced to the social sciences as an integrated field of study and should be made to appreciate right from the beginning of his education the relationship between the disciplines which later emerge as distinct field of learning (ASSP Report, 1977, p.57). This, in the view of the group was to make the child aware that he and the community were geographically, historically, socially and economically one. For want of a suitable name, the sub-committee suggested that such an integrated area of study should be known as 'social studies'. In 1967, meeting was held at Queens College, Oxford where participants decided on the need to give attention to the development of social studies in primary schools. This meeting was sponsored by the Education Development Centre (EDC) and Centre for Research and Educational Development Overseas (CREDO). In 1968 another conference was held in Mombassa, Kenya.

According to Tamakloe (1988), the Mombassa conference marked the turning point in the development of social studies in Africa. This conference gave

birth to the African Social Studies Programme (ASSP) whose primary purpose was to assist African countries by:

Collecting and disseminating information of social studies projects in Africa and elsewhere through reports, news letter and original documents. Assisting member countries to organize workshops, courses, seminars, and conferences for the exchange of ideas and for in-service training of teachers to enable them adapt to the new approach to the teaching of social studies. Encouraging the initiation of research in social studies teaching in the development of materials for primary and secondary schools in Africa and involve professional and university people (Dondo, Krystall & Thomas, as cited in Melinger, 1981, p. 314).

It is important to note that the major objective of the African Social Studies Programme, now African Social and Environmental Studies Programme (ASESP) is that, social studies should be taught as an integrated discipline. On the Ghanaian scene, Bruce (1988) reported that, there had been attempts at 'integration of a sort' in the social sciences. According to him, between 1950 and 1954, some form of integration appeared in the syllabus of teacher training colleges notably, Wesley College at Kumasi, Government Teacher Training College at Accra and Presbyterian Training College at Akropong Akuapem. However, by 1955 the programme had collapsed due to lack of personnel to teach the integrated subject. Tamakloe (1976) also points out that before 1968, there existed an area of study

termed 'centres of interest' in the primary school curriculum which appeared to be an integration of subjects like; history, geography, and civics which was only undertaken at the lower primary level (primary one to three). He further observed that, this programme "consisted of just topics which had been jumbled up in the name of integration; the topics [*however*] lacked cohesion" (p.16).

The development of the social studies programme in Ghana began in 1967 with the setting up of the Curriculum Research and Development Division (CRDD). Between August and September 1968, a conference was held at the Advanced Teacher Training College at Winneba under the auspices of the British Council. From there, a pilot programme on social studies teaching was started in four selected centres namely; Saltpond and Assin Fosu in the Central Region, and Ho and Hohoe in the Volta Region. According to Tamakloe (1976) "there was a great controversy on the choice of name for the new programme being developed. While one group felt it should be called social studies, one group contended it should be called environmental studies" (p.16). The programme in its fourth year of pilot testing saw the inauguration of the National Association of Curriculum and Courses (NACC). All primary syllabuses were reviewed and improved with the sub-committee on social studies agreeing that the new programme should be officially called environmental studies.

With the advent of the Education Reform in 1987, the term 'social studies' was once again officially used for the subject in all levels of the school system. In 1988, the Curriculum Research and Development Division (CRDD) published new textbooks 'Ghana Social Studies Series' to replace the environmental studies

programme in all schools. In 1996, when the Free Compulsory and Universal Basic Education (FCUBE) was introduced, the term 'social studies' was still used for the subject at both the primary and the then junior secondary school but in the syllabus that was introduced in the primary schools in 1988, the term 'environmental studies' was once again used at the primary school level. Since 1988 the subject has been referred to as 'environmental studies' at the primary school while at the junior and senior high schools, the term social studies is used. At the College of Education, the term environmental studies is used and at the University level such as the University of Cape Coast and the University of Education, Winneba, the term 'social studies is used as a programme. The same term is used in the University of Ghana-Legon for a faculty, whereas some private universities, like the Methodist University College, use it as a Department.

It has been necessary to trace the development of the integrated social studies programme from both international and local scenes in order to appreciate the "chequered" history of social studies. This is with regard to its name and scope and to find out how competent the social studies teachers are in teaching and assessing the affective domain in social studies in senior high schools within New Juaben Municipality in particular.

The Perspective and the Nature of the Social Studies Curriculum

Meaning of Social Studies

Over the years there has not been consensus among social studies scholars as to what the term social studies means. Many writers have therefore sought to define social studies based on their own cultural background. Longstreet and Shane (1993) indicate that, "the question of definition has plagued the field of social studies since its inception in 1916" (p.262). Similarly, Bar, Barth and Shermis (1977) are of the view that the field of social studies is caught up with ambiguity, inconsistency and contradiction that represents a complex educational enigma which defies any final definition acceptable to all. Again on the question of definition, Ravitch (2003) also poses these questions:

> What is social studies? Or what are social studies? Is it history with attention to current events? Is it a merger of history, geography, civics, economics, sociology, and all other social sciences? Is it a mishmash of courses such as career education, gender studies, and environmental studies? Is it a field that defines its goals in terms of cultivating skills like interpersonal relations and critical thinking? Over time leaders of the field have frequently wrestled with… their definition (p. 1).

Then, this is a clear agreement with Tabachnik (1991) that in trying to find out what social studies is, "one should examine general definitions for social studies

offered by educators whose special interest is in social studies education which will serve as guideline and statement of purpose for social studies" (p.726).

Since the beginning, some educators have never agreed on common definitions, that is' whether the subject uses a singular verb "is" or a plural verb "are" (Zevin, 2000). McClendon (1965) indicated that, a professional usage demonstrates convincingly that the term social studies is properly regarded as a plural verb. This notwithstanding, the term social studies must be used in a generic sense which takes the singular verb "is".

Tamakloe (1994) looks at social studies as a subject that deals with man and his relationship to his environment. A careful analysis of this shows that, it has explained the fact that teaching of social studies should aim at exposing learners to the way of life of the society and the realization that, humans, plants and all the other animals are dependent on one another for survival. Martorella (1994) said,

> The social studies are selected information and modes of investigation from the social sciences, selected information from any area that relates directly to an understanding of individuals, groups and societies, and application of the selected information to citizenship education"(p.7). Linguist (1995) also gave a definition of social studies as "an integration of knowledge, skill and processes and goes on to say that "the subject provides powerful learning in the humanities and social science for

the purposes of helping children learn to be good problem

solvers and wise decision makers" (p. 1).

These writers have the opinion that social studies should be taught with the view of inculcation and promotion of citizenship with the use of concepts, themes and values from the social sciences. It is evidently clear in the definitions stated by Martorella (1994) and Linguist (1995) that, the social science subjects are the base in the teaching and learning of social studies. In other words, they are the subject matter of social studies. To a large extent, the framework of social studies promotes history, geography and economics. These are the three major disciplines of social studies since they directly promote the development of temporal and spatial competencies and sustainable living. Whereas history gathers and evaluates relevant traces of past event and provides social studies with the key concepts of chronology, cause and effects and historical records, geography in social studies curriculum talks about land forms, migration, climate, ecosystem and sustainable economic development and economics is about the study of how we use resources to satisfy our wants and needs and these are spelt out clearly in the social studies syllabus. The social sciences are therefore constructs developed to aid in the scholarly pursuit of knowledge with the content and findings from the social sciences furnishing the raw materials on which the social studies programme is built (Welton & Mallan, 1992).This is because, apart from the social science subjects stated earlier, there are some other fields which add essential understanding and competencies to social studies such as anthropology, political science, sociology and social psychology.

Though it may be true to an extent that the social sciences provide the foundational concept-matrix for social studies, it seems that, social studies is broader in terms of coverage than the individual social science subjects. Social studies writers like Bar and Shermis (1977) define the subject and relate it to citizenship education as "the social studies is an integration of experience concerning human relations for the purpose of citizenship education" (p.69). Hayford (1992) appears to have had the same idea but used different words and stated that citizenship implies the acquisition of the knowledge and skills needed for the promotion of democracy.

Similarly, the African Social and Environmental Studies Programme (ASESP,1994) sees social studies as "the integration of purpose of promoting and practicing effective problem solving, promoting citizenship skills in social, political and economic issues and problems" (p.5). Ministry of Education (MOE) social studies syllabus (2001) also defined social studies as "integrated bodies of knowledge, skills, and attitudes that will help the pupils develop a broader perspective of Ghana and the world" (p. iii). The official definition of the National Council for the Social Studies [NCSS] (2003) contains a strong inter-disciplinary focus with the aim of solving social problems. It states that social studies is the integrated study of the social sciences and humanities to promote civic competence within the school programme. To the NCSS, because civic issues such as health care and crime are multi-disciplinary in nature, understanding these issues require multi-disciplinary education.

All these definitions point out one distinct characteristic which is an indication that social studies draw many fields of study and through critical thinking, all these fields are integrated as a whole for students learning. Through integration pupils acquire a variety of skills including those of inquiry, investigation and discovery as they are actively involved in the teaching and learning process. Banks (1990) appears to have given an in-depth description of social studies in relation to its nature when he states that:

the social studies is that part of the elementary and secondary school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world (p.3).

What Banks (1990) means is that, learners need knowledge of the contemporary world in which they live and its historical antecedent which guide individual to develop well as good citizens. This definition endorses the use of concentric approach in the teaching and learning of social studies. This is what Hanna (1963) stressed as expanding environment concept in which schools centre their activities on the home, neighbourhood and the community. Following this theory, the MOE has adopted it as a model for studying at schools which started from the basic level. Though the concentric approach theory is well known, some do not take it and this is indicated by some writers like Frazee and Aryers (2003) as "the expanding environment is ineffective because they focus on how social

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studies should be taught in elementary classrooms rather than on content knowledge that should be the enterprise for teaching and learning" (p.111). Even though there are dissenters against this approach, it has come to stay in teaching and learning of social studies due to the numerous advantages it has compared to the other approaches.

The Scope of Social Studies

The term "scope" as used in educational sector in syllabuses and textbooks, became very popular after the World War II in 1945 Developments between the two world wars led to the emergence of new patterns of selecting the content for social studies programme. Until quite recently the term "scope of social studies" had been shifting sand (Tamakloe, 1994). What Tamakloe meant was that, the scope of social studies was not stable or did not dwell on one thing. Curriculum experts are yet to agree on what the term, scope of social studies, is as it varies from writer to writer. According to Banks (1990) at the lower grade in school the scope of the subject is based on institutions and communities such as the home, family, the school, the neighbourhood and the community. And at the higher level, a variety of elective courses such as sociology, psychology and problems of democracy are offered. Martorella (1994) also writes that most educators would concede that social studies gain some of its identity from the social sciences, such as history, political science, geography, economics, sociology, anthropology and psychology.

In explaining the scope of social studies, MOE (2010) emphasizes that social studies takes its source from geography, history, economics and civic education and integrates it in a fashion that creates a subject of its own. Ravitch (2003) sums it up by saying, "social studies is seen as a broad umbrella that covers a range of subjects, disciplines, and skills" (p.1). It is significant to note that when subject areas are used to define the scope of social studies, perhaps the objective is to promote understanding and values associated with the subject areas. For Aggarwal (1982) the scope of social studies should include a study of relationships, functional study of natural sciences and arts and a study of current affairs. In keeping with this thematic nature, Tamakloe (1991) writes that "the structure of the content selected for the teaching and learning process in social studies must be such that it cuts across disciplines" (p.46). To him this can be possible if the content is thematic in nature. He adds:

> Themes such as the school community, our local community, the national community, our continent and others like citizenship, cooperation, interdependence and nationalism easily lend themselves to organization which relies heavily on the use of concepts, facts, skills and values from various disciplines (p.46).

It must be emphasized, however, that social studies and social sciences are distinct fields of study. To achieve its overall goals social studies promotes learning experiences that have both a distinct content focus and process focus. The latter, for instance, provides opportunities for learners to become actively involved

with interpreting and judging knowledge. It could be inferred from the discussion that the scope of social studies is unlimited. It is in this light that Leming and Ellington (2003) describe the scope of social studies as "boundless, eschewing substantive content and lacking focus for effective practice". They add, "students rank social studies courses as one of their least liked subjects and social studies textbooks are largely superficial and vapid" (p . i-ii). Zevin (2000) in his "personal prologue" writes that, "part of the reason social studies is disliked by so many students is the…arguments, knowledge of facts, names, places [and all] the facts they had to know" (p.xiv). Perhaps the debate about the scope of social studies may be partly due to the nature of the subject.

According to Tamakloe (1994) the boundless nature exhibited by the scope of the multiplicity of concepts, skills, knowledge, and values that can be utilized to explain issues, phenomena and solve any problem which faces society. Commenting on the nature of social studies Ross and Marker (2005) remarked that:

> Social studies is the most inclusive of all subjects and determining the boundaries of what is taught in social studies requires decision about what social knowledge is most important, which skills and behaviours are most valuable, and what values are most significant. As a result, the field curriculum terrain is, has been, and will continue to be subject to debate (p.139).

It appears the problem of selection of scope is due partly to subject matter proliferation in social studies and also curriculum innovations. In the words of Preston (1985) "these innovations, influence not only method of study but seek to shape the social studies scope and sequence …" (p.34). The broad scope of subject matter and the amount of material that could be included in social studies is a serious concern for social studies education. All agree that selection of what to study is a major issue in planning social studies instruction due to its "competing vision and contradictions" (Evans, 2004).

Although social studies appears not to have an apparent core content, the challenge for social studies curriculum developers is to design an instructional programme that emphasizes depth of important ideas within appropriate breath of topic coverage. Thus, the selection of content must shape the needs of the learner and the nature of the society as they complement each other. A well rounded social studies scope must therefore provide for the development of competencies and dispositions which will enable the learner to be creative, productive and innovative that serves as gateway to quality of life.

Goals and Objectives of Social Studies

Most writers in an attempt to define what the term social studies is also try to explain its goals and objectives. The term "goal" which is being used interchangeably with the word "purpose" refer to the long term expectations of social studies as distinct from objectives which are more specific and with short term expectation. Like its scope, there has been contentious debates' regarding the

goals of social studies. Ross and Marker (2005) remark that, "the very lack of agreement regarding the purpose of the field, perhaps more than any other characteristics has become the hallmark of social studies" (p. 2). They add " social studies educators have always pitched a big tent, with plenty of room for diverse perspectives, and the response to conflicts over goals has most often been to look for how we could all just get along" (p. 7). This view is given credence by Ravitch (2003) when she echoes that "over the time, the leaders of the field social studies have frequently wrestled with their goals and purposes. She continues "the social studies field has readily redefined its aims to meet what so ever the socio political demands of the age were" (p.1).The foregoing comments seem to suggest to a great extent the kind of disagreement and factionalism among those who advocate the various "traditions" of social studies education. It is therefore no wonder that Whelan (2001) comments that "the disagreement has become so adversarial as to threaten the field with factionalism, thereby undermining the pluralism from which social studies has frequently benefited" (p. 43). While it appears there is no agreement among social studies educators over what the goals of social studies is, it is generally agreed that the primary pedagogical goal of social studies is to support students as they come to understand their world and have urgency as citizens (Vinson & Ross, 2001). The main goal of social studies therefore is to promote citizenship education.

Some authors however, have questioned the status of citizenship education as the main purpose of social studies. They argue that the term citizenship has not been clearly defined as goal of social studies (Leming, Ellington & Porter-Magee,

2003; Longstreet & Shane, 1993). Clearly, the social studies 'contrarians' position points to the key problem in determining purposes of social studies. But it must be borne in mind that there is no "scientifically objective" answer to the question of the purposes of citizenship education because those purposes are not things that can be discovered (Ross & Marker, 2005). In reaction to the above reasoning by the social studies sceptics, Banks (1990) writes that citizenship education is the primary focus of social studies in the school curriculum which promotes desirable participatory citizenship. According to Banks, while the other curriculum areas also help students to attain some of the skills needed to participate in a democratic society, the social studies is the only curriculum area which has the development of civic competencies and skills as its main goals (p.3).

Subscribing to this view Tamakloe (1991) says that the main goal of social studies is to help students to be able to make informed decisions for the purpose of resolving personal problems and influencing public policy. To him these are important for the realization of the aims of citizenship. Ross and Marker (2005) state that "the purpose of social studies is citizenship education aimed at providing students opportunities for an examination, critique and revision of past traditions, existing social practices and model of problem solving'' (p.140).

Homana, Barber and Torney-Purta (2006) define citizenship education as: The opportunities provided by schools to engage students in meaningful learning experiences…and other teaching strategies to facilitate their development as socially and politically responsible individuals. This is supported by the National Council for the Social Studies, (NCSS, 2006) which has long been a leading

advocate in the area of social studies. According to the NCSS the primary goal of education is to prepare students to be effective citizens and that through the curriculum students should have the opportunity to apply their civic knowledge to solve problems in schools. Martorella (2001) sums it up by saying that:

the basic purpose of social studies curriculum across the grade is to develop reflective, competent and concerned citizens. Reflective individual are critical thinkers who make decisions and solve problems. Competent citizens possess a repertoire of skills to aid them in decision making and problem solving. Concerned citizens investigate their social world, identify issues as significant, exercise their responsibility as members of a social community. *Social studies should be seen as* [italics added] the head, the hand and the heart. The head represents reflection; the hand denotes competencies and the heart symbolizes concern (p. 29).

From the foregoing, it means that social studies teachers have the sole responsibility of training students not only develop their knowledge and skills but also affective aspect of the individual, these are reflection of good citizens which Martorella refer to as "effective citizen." Martorella argues that the general purpose of the social studies should be citizenship education; the objective is to produce reflective, competent and concerned citizens who are critical and have an inquiring mind. By thinking reflectively, students are able to apply the best course

of action among alternatives. Reflective thinking therefore disrupts prejudices and deliberates on issues that are "fair to everyone concerned" (Parker, 2003; p. 111). Since citizenship is the central purpose of social studies as well as the bed rock upon which school function (Hamot, 2000), teachers should provide reflective classrooms to help close the chapter on problematic areas of our society. This will require effective method of reflection that should be applied to the school curriculum and organization (Kumashiro, 2004).

Objectives of Social Studies

In order to achieve social studies goals, specific objectives need to be stated. Like its goals, different writers state specific objectives for the realization of the general aims. However, despite different words used, the general consensus is to achieve the goal of citizenship. Barth (1983) writes: "teachers should help students gain knowledge, process information, develop skills to examine values and, finally to apply knowledge through an active civic participation''. He adds, "if students practice these four objectives then social studies is taught as citizenship education" (p.4). According to Barth the social studies builds around four capacities and this is given credence by Banks (1990); Parker and Jaromelik (1997); Martorella (2001) and NCSS (2006). These four capacities are acquisition of knowledge, acquisition of skills, development of desirable attitudes and values and civic participation. Each capacity uniquely leads to responsible citizenship as they mirror the essential ingredient that characterizes sound social studies education. If students are to be effective citizens then they must possess the

knowledge, skills and values which will prepare them to take appropriate civic action as individual or as members of groups devoted to civic improvement.

Gaining knowledge is an integral part of citizenship skills which allows for reflective decision making. According to Taba (1962) knowledge of any sort is an index of one's acquaintance with reality. As an individual increases his knowledge he also increases his understanding of the world around him. Often the maturity and intelligence of an individual is judged by the amount of knowledge he possesses (p.212).

Galston (2001) agrees by positing seven important links between knowledge and citizenship. Civic knowledge helps citizens understand their interest as individuals and members of groups. The more knowledge we have, the better we can understand the impact of public policies because:

1. Civic knowledge increases the ideological consistency of views across issues and time.

2. Unless citizens possess a basic level of civic knowledge it is difficult to understand political events or integrate new information into an existing framework.

3. General knowledge can alter our view on specific public issues.

4. The more knowledge of civic affairs the likely [citizens] are to experience a generalized mistrust of, or alienation from civic life.

5. Civic knowledge promotes support for democratic values.

6. Civic knowledge promotes political participation (p. 223-224).

From the above quotations it is discernible that if students are to make reflective decisions and participate fully in their civic communities they must build knowledge in order to understand how things work within the society in which they find themselves. It is therefore clear that a rich store of knowledge is an essential base to citizenship.

In addition to knowledge, skill goals are essential to social studies teaching; they identify in particular what students will be able to do. Skills goals according to Banks (1990) can be categorized into four groups; these are thinking skills, inquiry skills, academic or study skills and group skills.

Thinking skills include the ability to gather and analyze information before making a decision. According to Banks thinking skills include the ability to conceptualize, interpret, analyze, generalize, apply knowledge and evaluate knowledge. Thus through thinking skills students are able to act constructively by evaluating evidence through rational conclusions.

Inquiry skills: These skills include the ability to formulate scientific questions and hypothesis to collect data and to use the data to test hypothesis to derive generalization. Inquiry raises the curiosity of students and prompts them in seeking further explanation to questionable situations.

Study skills: Studying is the way people learn new ideas. In social studies these include the ability to locate, organize and acquire information through listening and observing, communicate orally and in writing, read and interpret maps. Through study skills students make sense of new ideas for meaningful understanding of issues.

Group skills: These include the ability to perform effectively both as a leader and as a follower in solving group problems, to use power efficiently, and fairly in group situation, to make useful contributions to group progress to communicate effectively in a group and to resolve controversy in groups (Banks, 1990).

Attitudes and values: An important area of human development is attitude and values which are mainly concerned with the affective domain. Attitudes in particular affect how people evaluate situations. Positive attitudes allow people to view human conditions from a variety of perspectives.

Values on the other hand, constitute essentials of human relations, Human likes, patriotism, respect of dignity; hard work and right of others provide an area of reflective development. Since values are so central to decision making it behold on schools to teach students to think critically about issues affecting society by analyzing event both past and present to bring harmony within society. It is in this light that Maclaughlin (2004) suggests that schools should provide opportunity for the youth to engage in a way that leads to confidence in the value of participatory problem solving. While desirable attitudes and values are central to what humans do, the central focus and purpose of civic participation is to foster the development of citizens who will participate actively in and outside the school.

It must be emphasised that knowledge, skills, attitudes and values gained, provide gateway for active community participation. Social studies teachers should therefore provide active teaching strategies to facilitate the development of students as responsible individuals. In sum, when teachers help students to gain

knowledge, process information, develop the skill to examine values, and finally apply knowledge through an active civic participation, then social studies is taught as citizenship education.

The Nature of the Senior High School Social Studies Syllabus

To be able to find out of how competent social studies teachers are in the teaching and assessing of the affective learning outcomes of the affective domain in the senior high school, it is important to highlight its major features. This will help to find out whether the programme really caters for the affective domain well by the MOE. The social studies syllabus of the senior high school describes in detail the teacher's strategies, approaches and assessment strategies to be used.

The top-down approach was used in developing the curriculum with the intent of progressive development which started in the junior high school to be continued in the senior high. The syllabus focuses on preparing the individual to fit into society by equipping him or her with knowledge about the culture and ways of life of their society, problems of the society, its values and its hopes for the future. It focuses on "citizenship education" and this is given prominence in the introductory section of the syllabus which states the rationale as; faster growth in development (MOE, 2010, p. ii).

The projects incorporate knowledge, skills, values and attitudes as essential to the development of a total understanding of social studies. The MOE (2010), states that the subject is multi-disciplinary and takes its sources from many subjects such as "Geography, history, sociology, psychology, economics and civic

education" (p. ii). This implies that, the teacher of social studies should possess both the pedagogical and content knowledge in all of these subjects. Lucan (1981) called this "integration while preserving discipline identification" (p. 63).

Organisation and Description of the Syllabus

The social studies syllabus for senior high schools (MOE, 2010) contains 23 topics which were grouped according to class and under three main headings. The headings are: Environment; Governance, Polities and Stability; and Socio-economic development. In the first year of the senior high school, students are to study eight topics under the three headings stated above. Topics such as Self Identity; Adolescent Reproductive Health; Our culture and National Identity, are grouped under the major heading "Environment". Topics such as National Independence and self- Reliance, and Peace building and conflict Resolution, are under "Governance, Polities and Stability". Also topics such as, the youth and National Development, and resource utilization in Ghana are under "Socio-economic Development".

The second year of the senior high school, students are expected to learn nine topics also arranged the three main headings as stated in the above paragraph. Students will learn the Institution of marriage, Individual obligation in the family, Responsible parenting, Socialization and Our social environment. These topics fall under the main heading "Environment". She or he will also learn leadership and fellowship, and our constitution, democracy and national building, under "Governance, Polities and Stability". Finally, the role of the individual in

community development is to promote national socio-economic development, sustainable development. These three latter topics belong to "Socio-Economic Development".

The third and the final year as the student is preparing to write the West African Senior High Certificate Examination, he or she is taken through six topic before revision for the external examination. These topics are; our physical environment and environmental challenges, education and societal change. These two topics belong to Environment. Also topics such as Right and Responsibilities of the individual, Ghana and the international community belong to governance, Politics and Stability. Lastly the student will be made to learn Population Growth and Development, and the World of Work and Entrepreneurship. The latter two topics are under socio-Economic Development (MOE, 2010). From page one of the syllabus, the individual topics are addressed and are presented on a page under five rows. The first row is headed 'unit' and below it are the topics and the problems that each topic was designed to address. The second row is also headed specific objectives. Below this heading, the specific objectives which direct the teaching of the topic should be able to identify the stated. The third row is captioned content. Everything about the topic, in other words, a body of knowledge that student is supposed to acquire is summarized under this heading to help the teacher. Even though this will not be enough for the students, the teachers supplement this with information from other textbooks on the topic. Activities to be performed by the teacher as well as student during and after the lessons are specified under the fourth row.

Finally, the success of the lesson is determined through evaluation which is stated and occupied the fifth row. Each of the sub-headings for the topic groupings begin with general objectives are stated to cover all the three domains of the educational objectives. For instance, the beginning sub-heading of the first year, Environment, has the following general objectives:

1. Use knowledge of their potentials and capabilities for guiding their self development.

2. Acquire life-long positive attitudes and values.

3. Maintain good health and gender relations with friends and family

4. Avoid irresponsible behaviour and adopt culturally approved behaviours (GES, 2010).

It is clear that, the first one deals with cognitive, the second and third deal with the affective whilst the fourth one deals with psychomotor domain. It is also clear that the other specific objectives are formulated from the general objectives and lessons are taught with that direction.

Governance, Politics, and Stability of the first year also has these general objectives:

1. Adapt the spirit of hard work in an independent Ghana

2. Live a life of peace and harmony with fellow Ghanaians and with people of other cultures (MOE, 2010).

These two general objectives are interwoven of the three domains even through only were stated. The socio-economic development of the first year is structure around these general objectives:

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1. Acquire knowledge and skills for dealing with the challenges facing the youth.

2. Make adequate preparation for employment

3. Plan a programme for their financial security

4. Recognize the benefits of science and technology for national development.

5. Recognized the interaction between human and natural resource and natural development.

In achieving these objectives, some of them if not all, are designed around the three domains of the educational objectives. Knowledge deals with cognitive, preparation and planning deals with attitudinal change and interaction between human and resources is related to behavioural which is psychomotor domain. The subsequent years also follow the same pattern and all these contribute to the realization of good citizenship.

Aims and Objectives of the Social Studies Syllabus of the Senior High School

Every curriculum implementation need a statement of objectives which are formulated based on the aims of that curriculum to direct the implementation. These objectives specify what the learner should be able to do or achieve at the end of each segment of instruction and at the entire end of the programme. It is upon this notion that Tyler (1949) explains that " since the real purpose is not to have the instructor perform certain activities but to bring about significant changes in the students pattern of behaviour, it becomes important to recognize that any statement of objectives of the school should be a statement of changes to take

place in students '' (p.44). The preamble of the 2010 social studies syllabus for senior high schools is made up of the general aims. They are purposely designed and stated to determine how students should behave in order to attain good citizenship. Specifically, the general aims are six (6) and cater for the three domains as stated by Bloom (1956) taxonomy of educational objectives.

1. The syllabus is designed to help students to develop the ability to adapt to the developing and ever-changing Ghanaian society.

2. Acquire positive attitudes and values towards individual and societal issue

3. Develop critical and analytical skills in assessing issues for objective decision making.

4. Develop national consciousness and unity.

5. Use enquiry and problem-solving skills for solving personal and societal problems

6. Become responsible citizen capable and willing to contribute to advancement (p. ii).

In column 4 of the syllabus for senior high schools also specified teaching and learning activities. Teaching and learning activities that will ensure maximum student participation in the lessons are presented in C Column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate.'' The emphasis is to assist your students to develop analytical thinking, practise problem solving techniques and acquisition of positive attitudes and values (MOE, 2010, p.v).

The profile dimensions stated below on the same page are also related to the Blooms (1956) taxonomy of education. Profile dimensions describe the underlying behaviours of subject and are useful as the focus for teaching, learning and assessment. In social studies, the three profile dimensions that have been specified for teaching, learning and testing are:

i.   Knowledge and understanding

ii. Use of knowledge

iii. Attitudes and values (MOE, 2010, p.v).

All these are stated in line with the three domains to develop the totality of the individual to be able to think critically gained about to solve such problems and have good attitudes and values to live harmoniously in the society with others. The syllabus therefore, seeks to help learners develop as good citizens.

Overview of Affective Learning

Affective learning involves changes in feeling, attitude and values that shape thinking and behaviour (Allen & Friedman, 2010). Also Turk (2002) includes personal and aesthetic development, as well as meta-learning in the affective domain, as these relate to creating a desire for lifelong learning and an appreciation for truth, beauty and knowledge. Again, Brown, Ferrill, Hinton and Shek (2001) explain that, affective characteristics such as motivation, initiative, honesty, advocacy, commitment, optimism, respect and self-confidence lead to behaviours that typically produce professional excellence (p. 241). As students learning social studies to prepare them to fit into the country as good citizens,

internalization of values including service to one another and the nation, justice, dignity and worth of the person, the importance of human relationship, integrity and competence are key and very valuable.

There are two aspects of affective learning first deals involves the learner's attitude, motivation and feelings about the learning environment, the material, and the instructor, or conditions external to the learner (Allen & Friedman,2010). Stone and Glascott (1997), Keogh (1998), Flowerway and Schraw (2003), Miller (2005), Ainley (2006), Bye, Pushkar and Conway (2007) have explained that affective learning is concerned with providing strategies to enhance external conditions that promote motivation, attention and retention.

But this does not describe actual learning; rather it describes a student's motivation and attitude about a particular learning experience (Allen & Friedman, 2010). Actually as Allen & Friedman explain, affective learning relates to feelings, explored, and modified in some way because of the learning experience. It is beneficial to differentiate between attitudes about a learning experience is not properly stated in many of the literature on affective learning. For any learning to take place, cognitive, affective or psychomotor, the student must be attentive, engaged, and receptive. In social studies, we assume that students are motivated to explore the affective domain to develop good attitude, and values needed in the society.

The hierarchy of the affective learning was proposed by Bloom (1956) and Krathwohl, Bloom and Masia (1964). David Krathwohl is credited with this model that includes five levels: receiving, responding, valuing, organizing, and

characterization (Allen & Friedman, 2010). Figure 1 presents the taxonomy of affective learning.
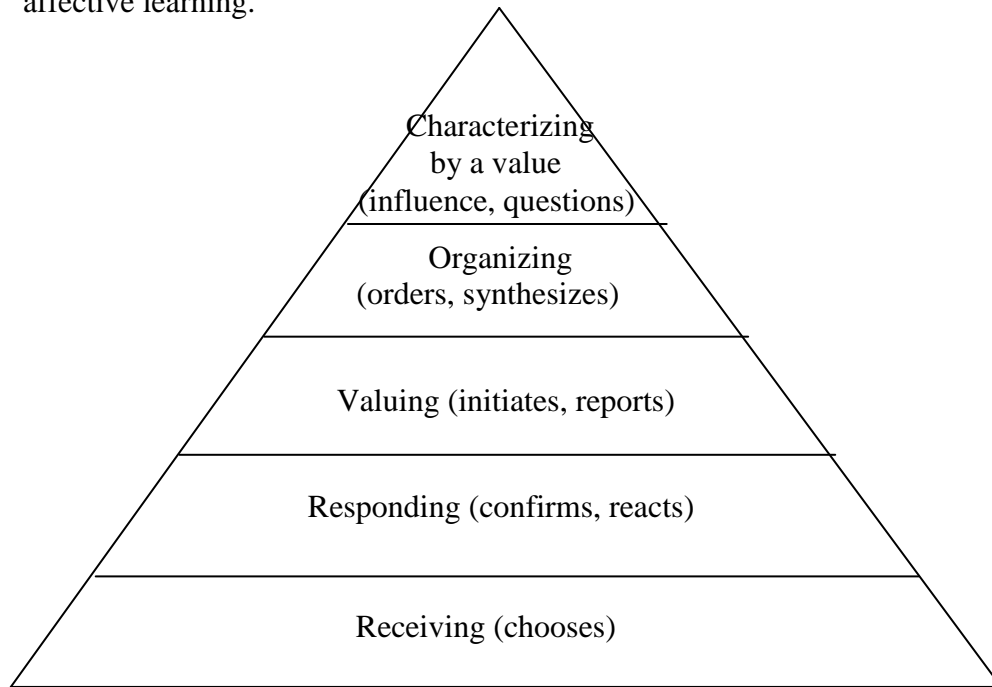
Figure 1: Krathwohl's Taxonomy of Affective learning

Source: Krathwohl et al (1964)

Figure 1 implies in learning a material for the first time, the learner becomes confused in his or her attitude, responsiveness, and attentiveness in terms of changes the material is to make in the student as a result of the instruction or learning. In ascending order as shown on the Figure 2, the learner begins to process the learning as he or she compares and contrasts the newly learnt material with ideas, beliefs and attitudes he or she is imbibed with. This is the third level known as valuing. This is where the learner in taken through a new material, articulates a value, defends it, and describes its origin and rationale (Allen & Friedman, 2010). The fourth level that Krathwohl identified is organization. They say it describes the learner's process of conceptualizing and organizing their value

system in the light of affective learning that has taken place (Allen & Friedman, 2010). Allen and Friedman described it and said a suitable metaphor might be to consider the way in which a new star is discovered.

Characterization by a value is the fifth and also the final level of the taxonomy of the affective learning. It refers to the way in which an individual is now characterized by a generalized, comprehensive set of values and a philosophy of life and learning. Turk (2002) alludes to this with reference to meta-learning and personal and aesthetic development. What this level implies is that, the individual's world view, the way in which he explores, learns, and builds understandings, has been changed rather than just isolated attitudes and beliefs. We rather say that, the character of the person is now different. (Allen & Friedman, 2010) put it as "individuals, who are characterized by an integrated, tested, and justified system of attitudes and beliefs seek out evidence before reaching a conclusion, follow a systematic process of inquire, value lifelong learning, put effort to enriching their understandings, and are often leaders because they value contributing to others. Bloom, Krathwohl and Masia (1964) showed that, their main concern was not on the behavioural aspect of the learning due to where these people were teaching. But whenever any learning is being evaluated, the main requirement is the observation of the behaviour changes in student which is in line with the objectives of the lesson.

Revised Affective Learning Hierarchy

      The revised affective learning model was developed by Neuman (Figure 3) and was reported in Neuman and Friedman (2008). It assumes that the issue of gaining attention and receptivity and motivation are separate teaching concerns that occur in any and all learning situations (Allen & Friedman, 2010). Neuman explained further that, whether teaching in cognitive, behavioural, or affective domain, the teacher must employ strategies to get and maintain the student's motivation and attention. To him, the idea of designing instruction that moves through successively more complex levels of affective learning. This model was developed as a result of the limitations identified with the Krathwohl's model which does not distinguish between the learner's attitudes about the learning experience and the actual affective learning. Again, Krathwohl's model does not suggest directly teaching strategies to facilitate movement through the sequence (Allen & Friedman, 2010).

    The hierarchy in Figure 2 begins with identification which requires that students to identify and articulate their own beliefs, values and attitudes. Haynes (1999) indicates that, the development of values starts when students begin to critically examine their personal assumptions. In teaching therefore, it is very important to let students be able to distinguish between ideas, cognitions, proofs and feelings and to recognize how uniquely are their perspectives as opposed others. It proceeded with the second level which is clarification. Here, students are made to clarify their feelings and values and consider the sources of them as well as implications.
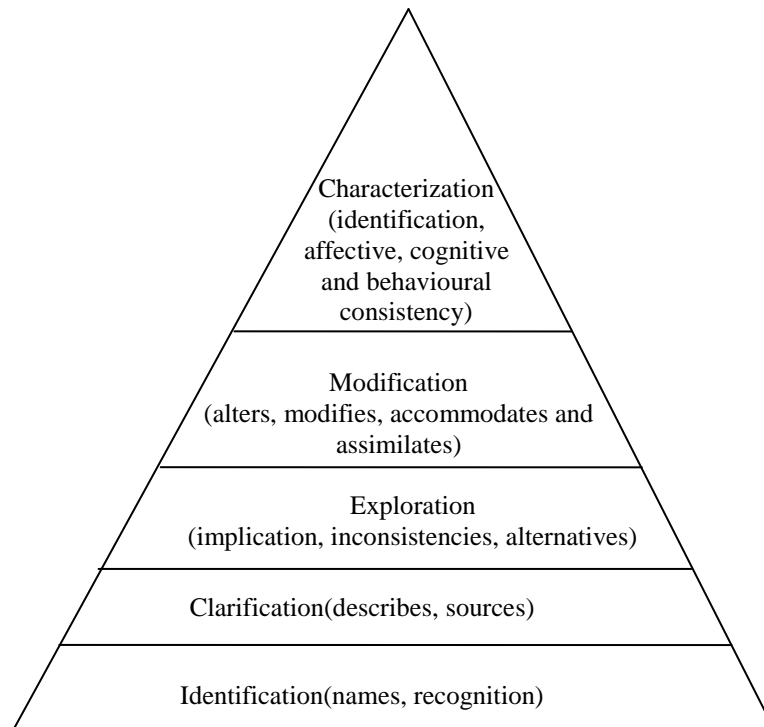
Figure 2: Neuman's taxonomy of affective learning

Source: Allen and Neuman (2000)

The two preceding stages concern themselves with value of which the latter clarifies. According to Simon, Howe and Kirshenbaum (1972), to have fully expressed and internalized a value, an individual much choose it freely from alternatives, prize and affirm the choice, act upon the choice, and behave consistently with the choice repeatedly over time. This, Krathwohl's hierarchy was lacking and this makes Neuman's hierarchy of affective learning implicit in the learning process. Again, if consideration is made to identification and clarification, it is easy to suggest teaching strategies.

The third level deals with the exploration of the limitations and implications of their viewpoints and compare and contrast them with others. For instance, in a group work like project work, if a student acknowledges that they may be difficulties working with one particular student due to the cultural background of that student, how does this fit in valuing the cultural diversity and the individual differences.

The fourth level is modification. It occurs when students alter their beliefs, value, or attitudes or try to modify the alternative position in such a way as to be acceptable to them. This is what Piaget (1952) described as assimilation and accommodation. Taking these two words separately, assimilation refers to external information generated in the environment and how it is modified to fit into an existing internal, cognitive structure of the learner. In accommodation, the internal structure itself is modified to accept the incoming information. What the above implies is that, if a student is to assimilate the values being inculcated into him or her regarding the value of the inherent dignity and worth of each individual, he or she must interpret this new material so that it is consistent with ideas already held. If an individual recognizes that all people have dignity and are worthy, he or she will be able to stay harmoniously with others. In doing so, there is accommodation and both our original attitudes and beliefs are modified and that of others. At the end is characterization which is just similar to the last two levels in Krathwohl's model.

The student has developed an understanding of their attitudes, values, beliefs, and feelings, and has organised them into a coherent structure that now

characterizes the learner (Allen & Friedman, 2010) put it as "the extent to which behavioural consistency is demonstrated is a reflection of the extent of internalization as well as maturity".

Teaching in Affective Domain

The topics and the arrangement in the syllabus of social studies for senior high schools are done on the pattern of the revised taxonomy of the affective learning. This revised taxonomy easily leads itself to guiding instruction to create learning experience (Allen & Friedman, 2010). This is because, as the first level is also identification of an identity. The individual is guided to recognize values, beliefs and attitudes already found in him or her and how uniquely he or she was made of. Proceeding onto the second level of the taxonomy which deals with clarification, the individual is guided to clarify feelings and values and consider their sources and implication. This is where Simon et al (1972) referred to by stating that the individual must choose freely from alternative, prize and affirm the choice and act upon the chosen one and behave consistently with the choice repeatedly over time.

The syllabus is designed in a way to help the individual further to explore. This refers to the third level of the hierarchy where students from diverse cultural background are put into different groups of different kinds of people to carry out project work. One at this stage identifies the implications, inconsistencies that opposing values, beliefs and attitudes may cause. The student then looks out for alternative solutions to overcome which leads to the fourth level of the hierarchy-

modification. Having been able to cope with the situation by absorbing whichever obstacle or values to adapt in a new situation are what Neuman cited in Neuman and Friedman (2010) refers to as assimilation and accommodation. These help in preparing or equipping a good citizen who is co-operative and tolerant.

After teaching a student through all of the above, he or she is characterized distinctly by indentifying who he or she is and the knowledge acquired together with the modified attitudes, values and beliefs; it is manifested in his or her behaviour by being participative in the civic society. Civic participation is one of the tools of citizenship.

Other teachers prefer teaching the affective domain using Krathwohl's model. With the use of this hierarchy of affective domain, the social studies teacher guides the learner to receive the concept, values and attitudes so that he or she can choose which of the values, attitudes are desirable and may be preferable in the society. The teacher secondly guides learner to respond to whichever values, attitudes and beliefs by confirming and reacting upon the choice made. According to Allen and Friedman (2010) the first two levels of the hierarchy confuse the learner's attitude, responsiveness, and attentiveness to the learning material with actual learning or changes in the student that are the result of instruction (learning). For instance, in teaching the a topic like 'Self-identity' in the senior high school social studies syllabus, the learner is guided to explain what is meant by self. This is the receiving aspect of the hierarchy. He or she is guided to compare what self is to himself or herself as unique individual. The learner confirms what the good self identity is supposed to be and react by changing his or

her identity for better. This is responding. The learner at the third level values the self identity that is good and initiates steps to acquire good self identity. It can also be done by reporting to others what good identity is supposed to be. Valuing is the third hierarchy of the Krathwohl's model. A fourth level begins when the learner is guided to organize his value, attitudes and behaviours. The procedure the teacher adopts involves guiding the learner to order his or her behaviour and synthesizes it. In other words, he or she weighs the behaviour pattern he puts up and endorses the good ones. All these are done through the guide of the teacher who becomes part-learner and learners become active participants.

Through the series of discussions, role playing, simulation, about the self identity and the guide of the teacher, the learner is characterized by a value. This is the fifth level of the hierarchy and the learner is able to differentiate himself with a character that is unique. He or she begins to influence others with unique values, attitudes and behaviour (Krathwohl et al, 1964). He or she further questions some behaviour that society frowns upon. This becomes the change of behaviour that the subject as well as the topic is design to do and are assessed.

Methods and Strategies used in Teaching the Affective Domain in Social Studies

The affective domain is not isolated in teaching social studies and as a result, the methods and strategies which are used in teaching social studies are reviewed. Also reviewed is how each of them touches on the affective learning outcomes. Melinger (1981) refers to methods as a particular style of instruction,

while strategy is the overall plan used by a teacher to guide instruction during a period of time. Byrne (1983) also suggested that:

> It is surely plausible…that in so far as a teacher's knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies for teaching it to the particular types of pupils to whom it will be taught (p. 14).

What Byrne was implying is that, teaching does not involves only knowledge of the subject matter that the teacher possess but very good skills of pedagogy which may interact with subject matter to bolster or reduce teacher performance (Darling-Hammond, 2000). Darling-Hammond explains further that, the overall positive approach employed by the teacher ensures successful teaching and learning.

ASESP (1994) points out that method is the overall approach to teaching, while strategy is about sequencing of the technique during a class period. What Melinger, Byrne and ASESP said about method and strategy indicate that, there should be blend of a degree of pedagogical skills with the amount of the subject matter knowledge the teacher acquires and these lead to systematic presentation and delivery of the lesson.

Tamakloe (1991) also says if the organisation of social studies is to be effective, the teacher must be well versed in the use of a variety of teaching methods and strategies besides the possession of adequate knowledge in several

disciplines. It means that, the teacher should be knowledgeable in the various disciplines which constitute social studies, plan them under topics and not the various subjects guided by objectives and employ variety of methods by involving the learners to cause a change in their behaviour. The approach to teaching that a teacher adopts depends on the extent of good method of teaching. Aggarwal (1982) says a good method of teaching social studies should aim at the inculcation of love of work, developing the desire to work effectively to the best of one's ability, providing numerous opportunities of participation by the learner and developing the capability for clear thinking among others. Every plan and strategy as well as approaches are employed to impact knowledge into the learner with citizenship as the focus. So to Aggarwal, the learner must be made to love work. The desire to work efficiently must be developed to the best of the ability of the student. Opportunities for participation must be provided.

This is to say that, laziness does not build a nation. These are what Banks (1990) summed up when he said skilful teaching in social studies is paramount without it effective learning cannot take place. Methods commonly used in social studies include the following: Lecture, discussion, project work, simulation, role play, fieldwork, team teaching and inquiry. Some of these methods cannot be used in teaching the affective domain in social studies. These will be discussed in the review.

Lecture Method

This method is one of the most frequently used in instruction. It is frequently used because; it has dominated formal education over the years.

Merryfield and Muyanda-Mutebi (1991) indicated that several researchers in Africa indicate that social studies teachers use the same expository, teacher centred methods of teaching history, and geography. What these authors were implying is that lecture method does not involve students but only the teacher performs all the activities in the learning process and this was the main method of teaching history and geography. Fokuo as cited in Adu-Yeboah (2008) asserts that, the lecture method which places emphasis on rote learning in the main method of teaching social studies in many colleges in Ghana. If the method places value on rote learning then, it does not encourage understanding and participation and that is lecture method.

Vella (1992) sees the lecture as the formal presentation of content by the educator for the subsequent learning and recall in examination by students. Lyule (1995) adds that, the lecture is the oral presentation of instructional material. This implies that, since the teacher alone does the oral presentation to the students, they cannot apply what have been learnt in another situation but only recall the same thing as it was given when asked. It cannot lead to behavioural change in students.

Bligh (2002) gives a fitting summary of the outcomes associated with these lecture method as: "The balance of evidence favours this conclusion. Use lectures to teach information but do not rely on them to improve thought or change attitude or behavioural skills" (p.20). This means that, lecture is used to clarify information to a large group in a short period of time. This method is used mainly to cover certain amount of contents it permits the greater amount of materials to be presented. It is normally characterized by the one-way communication. Ideas or

concepts are presented by the teacher while students listen and take down notes (Adu-Yeboah, 2008). The implication is that, though it is one of the methods, its way of delivery does not allow students contribution and care is not taken of behavioural change and so, the affective learning is not taken care off.

Team Teaching

The nature of social studies in terms of the wide array of specialised topics calls for collaborative teaching as a pedagogical method (Adu-Yeaboah, 2008). For many social studies educators, one way to address the problem of teachers for class is through team teaching (Booth, Dixon, Brown &Kohut, 2003). According to Davis (1997), there have been several contrasting definitions. With this, Bess (2000) defines team teaching as a process in which all team members are equally involved and responsible for students' instruction, assessment and the setting and meeting of learning objectives. In the same vein, Goetz (2000) defines team teaching as a group of two teachers working together to plan, conduct and evaluate the learning activities for the same group of teachers.

Davis (1997) suggested that team teaching refers most often to the teaching done in interdisciplinary course by the several team members who have joined together to produce that course. To these authors, social studies is interdisciplinary and therefore, methods should be varied and a group of teachers of two or more can teach the same subject by each of them taking a group or aspect to achieve the same goal. In teaching therefore members are equally involved in all aspects of the

management and delivery of the subject (George & Davis-Wiley, 2000).Maroney (1995) on her part identifies five models for teaching social studies. These include:

1. **Traditional Team Teaching**: in this case the teachers actively share the instruction of content and skills to all students. As frequent application of this approach is when one teacher present the new information to all class while the other teachers take notes or constructs a semantic map on the overhead projector as the student listen and observe. In traditional team teaching both teachers accept equal responsibility for the education of all students and are actively involved throughout the class period.

2. **Complementary, supportive team teaching**: this situation occur when one of the teachers is responsible for teaching the content to the student while the other teacher takes charge of providing follow-up activities nor related topics.

3. **Parallel instruction**: the class is divided into two groups each teacher responsible for teaching the same material to his or her students.

4. **Differentiated split class**: this type involves dividing the class into smaller groups according to learning needs, one teacher would challenge the learners who grasped the concepts more quickly while one teacher would review or challenge those who need further instruction.

5. **Monitoring Teacher**: this situation occurs when one teacher assumes the responsibility for instructing the entire class, while the other teacher circulates the room and monitors students understanding and behaviour. Maroney's model is characterised in two ways. The first is that, two or

more teachers share the responsibility of teaching a group of students at the same time.

The second is the regular class teacher or a coordinator plans the teaching of a class that the greater the number of members teaching as part of a team, the higher the probability that a student will encounter a teacher who matches their learning style' (p 3). Indeed as the number of the teachers increase from two onwards, and their methods and approaches vary, their personal characters will also vary and as role models, these teachers can make impact on the lives of the students. This method considers the affective domain because whilst a teacher delivers, the other teachers can monitor the learning environment and the attitudes, beliefs and values of the students in the class. Even though, there are problems associated with team teaching as a result of lack of collaboration and cohesiveness among team members, there are several pedagogical advantages for teachers and the traditional form of teaching which was teacher isolated in the classroom as students receive instruction from expert knowledge (Buckley, 2000; Goetz, 2000; Letterman & Dugan, 2004). As exchange of ideas goes on in the classroom, teachers learn new ways or methods of teaching and this helps to foster professional development among teachers. Team teaching can aid in improving friendship between teachers (Adu-Yeboah, 2008). He said further that, students are exposed to variety of teaching styles and approaches which increase the potential for the team to meet the various learning styles of students (Goetz, 2000; Helm, Alvis & Wellis, 2005). Buckley (2000) states that students also benefit through the

opportunity to receive instruction from expects in specific areas of a discipline's knowledge base which expose them to alternative issues.

Role Play

As indicated by Clark (1973), role playing is an attempt to make a situation clear or to solve a problem by unrehearsed dramatization (p 73). Melinger (1981) defines role playing as structured, activity permitting students to take the part of a person in an imaginary situation and to act the part in a realistic manner as possible. Shaftel and Shaftel (1982) also describe role playing as a group problem solving method that enables young people to explore human problems in a spontaneous enactments followed by guided discussion (p.9).

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

Simulation

Adu-Yeboah (2008) described simulation as closely related to role play (p. 56). Giley (1991) defines simulation as a technique which enables learners to obtain skills, competencies, knowledge or behaviours by becoming involved in situations that are similar to those in real situation. ASESP (1994) also defines simulation as pretending, an imitation. It further state that in some cases, simulation is role playing an imaginary event that, there is a similarity in simulation and role playing. What are being acted in simulation are imaginary but the acting is guided by set of rules.

Clark (1973) states that simulation combines role playing and problem solving and it consists of students performing a contrived situation that duplicates a real situation so that children will understand the real situation. Adu-Yeboah (2008) in an attempt of analyzing Clark's statement, said that, 'simulation then is a model of physical reality. It tries to simplify a complex social reality' (p.57).

In dealing with simulation, the game is sometimes encountered and Martorella (1994) says simulation rely on gaming techniques and consequently are sometimes called simulation games. A simulation game is, therefore, a blend of simulation and game which allows students to assume positions of other people and make decisions for them. It does allow students to be less dependent on the teacher as they actively participate in the lesson rather than passive observers (Adu-Yeboah, 2008). During all these participation in the activities, students work together with others and try to accommodate them by assimilating the values of others. All these are affective learning.

Discussion

Discussion as a teaching method is one of the key ways to involve students to take active part in what they are supposed to be taught and learnt. In this strategy, the teacher poses a number of pertinent questions on a theme or topic to invite student's ideas, views or opinions on the topic or theme. Sometimes, student's perceived idea on a topic may be a misconception and it should be invited first and cleared before the correct concept is taught. The new is built upon the old when it is correct. Brookfield (1991) describes discussion as both inclusionary and participatory because it implies that everyone has some useful contribution to make to the education effort and because it claims to be successful with actively involving learners (p.14).

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

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

Project Method

Kilpatrick, as cited in Adu-Yeboah (2008), defines project method as a 'hearty purposely act', Knoll (1997) says, it is considered a means by which students develop independence and responsibility and practice social and democratic modes of behaviours. Adu-Yeboah (2008) contends that the varied approaches to teaching social studies also call for the project method. The earlier definition indicates clearly that project is a child centred activity carried on by learners to accomplish a definite goal (Adu-Yeboah, 2008). The project which had its origin in the professionalization of an occupation was introduced in the curriculum so that students could learn at school to work independently and combine theory with practice. Individual or group undertakes a study which could be an independent observation to help them solve a problem and this is a project method. This is where the learner or a group of learners get to understand the meaning of the problem to be solved.

Since social studies concern itself with the study of environment, the project method may involved a local study whereby learners may be assigned to

investigate and write a report about their local community. Within the report, it may include the location, occupation of the indigenes and festivals being celebrated by the people in that geographical area.

Normally, the groups write and share findings they come across in their study. Project method consider the abilities of the students and place students of varied abilities in a group so that, the weaker ones would be helped by the stronger ones. Fast writers will help slow writers. It is an approach which does not breed selfishness but co-operation, tolerance and unity. Peterson (1999) puts it as, the students who is a good writer can help to revise and edit a weaker writer's essay; the learning process is, therefore, integrated'. On the other hand, in project work, students develop skills of analyzing and formulating hypothesis; through this students came to a logical understanding of the problem or issues to be solved (Adu-Yeboah, 2008). I see project method with its potential of promoting unity among students, tolerance and co-operation; it is a good method and strategy of teaching the affective domain.

Field Work

Field works have been described by Krilpatrick (1965) as fieldstrips, excursions, study trips and educated walks. Adu-Yeboah (2008) also explained fieldwork as the teaching and learning which takes place outside the classroom or laboratories, usually planned and organized to take place within the school, the environs of the school, the local community. On his part, Tamakloe (1991) recognizes that, the nature of the learning collect information in his immediate and

wider environment. Later Hayford (1992) says field trips are explained excursions to sites beyond the classroom for the purpose of obtaining information and provides an opportunity for first hand observation of phenomena. In the first instance, all these experts see fieldwork as very important tool for social studies teaching and learning. These motivate the teacher to extend his or her lessons beyond the four corners of the classroom into the environment for fresh information which is not diluted from the field. So Kilpatrick (1965) term excursions do not mean sightseeing but educated walks which means the purpose of fieldwork is educational knowledge to be gained by learners. The learners after their movement to the site acquire some body of knowledge which they were lacking or had misconception about earlier.

Fieldwork activities can be organized under three stages. These are the pre-field work activities which deal with all the necessary arrangements put in place before the actual fieldwork activities which concern the exodus with the class on the fixed day, row call and the other activities carried out on that day and the return to school. Post Fieldwork activities is the final stage and it deals with the activities which take place after the trip and report writing as well as expressing of appreciation to the authorities of where the studies took place. Normally, fieldwork activities are not organized to anywhere but areas of economic, historical, geographical and cultural value.

Fieldwork provide learners the technique to solve problems since the class is taken out to the field, the ability to think critically, how to work in group. It also helps students to be able to locate and interpret information obtained from books

and other sources. Being able to work in a group by tolerating varying views and working collaboratively with people from diverse cultural background are characters affective domain nurture and since fieldwork activities make provision for that, it is very pedagogical approach in teaching social studies. Anderson and Piscitella (2002) observed field trip activities having long lasting consequences for students, typically involving memories of specific content. If social studies teaching is to be successful, fieldwork activities become prominent.

Inquiry Method

The nature and objectives of social studies in Ghanaian senior high schools emphasize students' familiarity with their physical and social environment. Inquiry method is one of the best methods for the purpose of familiarity of students with their environment. Akintola (2001) described inquiry method as a teaching learning situation which emphasizes students' active participation in the learning process. ASSP (1990) defines inquiry method as situations where students are encouraged to assess evidence, establish and test hypotheses, make an inference, discover relationships and draw conclusion. Since learners gain insight into situations that exist by discovering things for themselves through inquiry and hypothesis drawn themselves, this method is, therefore, very important in the teaching of social studies.

The method promote retention and remembrance of knowledge acquired through their own inquiry. Kadeef (2000) puts it that, through inquiry, students become familiar with needs and problems in their environment. As good citizens,

we should be able to investigate into problems that affect development and try to find solutions to them. Inquiry method is one of the key methods that create this opportunity in learners. Social studies as a subject for citizenship education should not leave out inquiry method as a means of delivery.

Resource Persons

People in a community are the most vital resource the community possesses. Adu-Yeboah (2008) says, within the community there are individuals who possess special skills which can be tapped for the benefit of students. A resource person can be described as someone other than the regular class or subject teacher who is well versed or knowledgeable in an area of learning or experience who may be called upon to facilitate learning. The resource person is therefore, supposed to have a richer experience in his area of specialty than the teacher.

The community has persons such as doctors, nurses, village heads, police officers, etc who can be invited to handle some key topics such as sexually transmitted infections; festivals; child abuse, labour, neglect, etc. Merlinger (1981) says these people can be invited as guest speakers. The reason for a resource person is that, the social studies teacher in the classroom might not come from the area and may not have much knowledge in the area. For instance, festivals and the other socio-cultural practices can be handled better by the knowledgeable people in the community. Their ability to deliver the topic well increase the respect student has for people in the community. Respect is one of the ingredient of

citizenship and should be encouraged. This method as said by Adu-Yeboah (2008) 'makes lesson more exciteful as it breaks down teacher's familiarity with learners'.

Academic Competence and Professional Background of Social Studies Teachers

For any given programme to be implemented effectively, much rest on the competency level of implementers which, in this case, are the social studies teachers. Certain skill and knowledge are expected to be displayed by the professional teachers on a given subject within a particular time. This skill and knowledge of a particular subject area is known as subject matter knowledge to which Shulman (1987) refers as the amount and organization of the knowledge per se in the mind of the teachers.

Stanley (1991) says that the effectiveness of the teacher depends on his knowledge of the subject matter. He ended that: Effective teachers continually monitor their students' progress and give them enough homework. This is done gradually to ensure that the students learn rapidly. What Stanley was implying was that, the subject matter knowledge of a teacher is demonstrated through the good classroom and outside school practices by the teacher. MacNamara (1991), writing on effective teaching suggested the following arguments for teachers' subject matter knowledge:

1. If the aim of teaching is to enhance children understanding, the teachers themselves must have a flexible and sophisticated understanding of subject

matter knowledge in order to achieve this purpose in the classroom. This in turn requires teachers to have a sophisticated understanding of a subject and its interaction with other subjects.

2. At the heart of teaching is the notion of forms of representation and the significant degree of teaching entails knowing about and formulating subject matter so that it can be understood by children.

3. Teachers' subject matter knowledge influences the way in which they teach and teachers who know about a subject will be more interesting and adventurous in the way in which they teach and more effective. Teachers' with only a limited knowledge of the subject may avoid teaching difficult or complex aspects of it and teach in a didactic manner without pupil's participation and questioning and fails to draw upon children's experience. Knowledge of subject matter is necessary to evaluate textbook and other teaching aids and medium of instructions (p. 113).

It is clear from these three suggestions that, if social studies teacher is to be able to inculcate good character, values and desirable attitudes so that they can fit into society as good citizens who would be able to identify problems and find suitable solutions to them, the teacher's subject matter knowledge is crucial. This is to say that, teacher effectiveness is an indispensable factor for successful teaching and learning of social studies in schools. Melton (1994) explained that competency is that which is adequate, for the purpose, suitable, sufficient, qualified and capable. Jordan and Powell (1995) explained further that, to be competent is both to have a set of skills to employ them using a flexible responsive

set of higher order strategies that bring the desired outcomes. In effect, some skills are required of a teacher to make him or her suitable for a particular subject, qualified, and capable to be able to employ other strategies to bring about the needed outcomes expected of the future generation.

Dynnneson and Gross (1999) analysed teachers' effectiveness in social studies and ten general principles found to be important in teaching and subject effectively. These include;

1. Clarity of presentation,

2. Variety in strategies and activities used,

3. Staying on task,

4. Engaging student's activities in learning processes without disruptions,

5. Providing clear structure in teaching,

6. Engaging students in cognitive development,

7. Expanding upon the knowledge base students' have,

8. Promoting and building upon student self confidence,

9. Students participation,

10. Teacher enthusiasm of the subject matter being taught.

These principles identified by Dynneson and Gross (1999) suggest what is known as "effective social studies teacher behaviour". These principles are clearer indications of the importance of the classroom teacher in the implementation of any programme of instruction.

Looking closely at what these experts have written, competency is about adequate knowledge, preparation of teachers and how they can cause change in the

behaviour of students. As Rice (2003) puts it, the teacher's knowledge of content of coursework in the subject area taught, and pedagogy contribute to positive teacher effectiveness at all grades levels. As content is dynamic and changes in complexity, the knowledge of the teacher should be upgraded to match the content or subject matter of the subject been taught.

Laczko-Kerr and Berliner (2002) explained that as subject matter becomes more complex, teachers need a much deeper knowledge of that subject area in order to be effective. Hill, Roman and Ball (2004) and Goldhaber and Brewer (2000) also noted that it is critical as it is associated with students learning.

Professional Training and Experience of Social Studies Teachers

For a teacher of any given subject to perform well, he or she needs a sound professional training in addition to the academic knowledge that he or she has acquired. Despite this professional training and academic qualification, the teacher needs some period of experience. All these help in equipping a teacher with an accumulated body of knowledge and requisite skills to perform well as a classroom teacher. It is upon this that Leming (1991) asserts that the characteristics of social studies teachers such as professional values and experience are potentially valuable for understanding the art of teaching and the influence of teachers.

Desimone, Porter, Garet, Yoon and Birman (2002) support the view that professional development is essential to improving teacher quality and that changes in teaching practice will occur if teachers have a consistent and high

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quality professional training. Wenglinsky (2002) showed that there exists a link between teacher quality and students' performance. Thus, it is his belief that teachers' inputs can influence student's performance. He noted further that, the greatest influence on students' achievement come from classroom practices and the professional development that supports them. Therefore, he concluded that, "regardless of the level of preparation students bring into the classroom, decisions that teachers make about classroom practices can either greatly facilitate student learning or serve as an obstacle to it"(p 7).

Wenglinsky's (2002) conclusion implies that good quality teachers have impact on the performance of the students in the classroom in terms of their achievement. No matter how good or bad the student is before coming into the class, there is a great influence from the teacher's practices in the classroom. Darling-Hammond (2000) asserts that assigning teachers to teach courses that they are not trained to teach has a negative effect on students' achievement. Darling-Hammond, Berry and Thoreson (2001) further added that teachers' who are trained and teach in the area in which they are certified outperform teachers who have no certification. What Darling-Hammond and his colleagues meant is that, a teacher who was trained in a certain or specific field and is assigned to teach that field performs better than another teacher who was trained in a particular subject but is given different subject to teach.

The argument of Darling-Hammond is convincing since a "veterinary doctor" cannot be expected to diagnose and administer treatment to human beings better than the one whose initial training was on providing medical care to human

beings. Goldhaber and Brewer (2000) on their part noted that, not all certified teachers' are assigned to teach in the areas for which they had been trained. Ingersoll (2003) added that, a large number of teachers is assigned duties for which their certification is irrelevant. While supporting Goldhaberr and Brewer, Ingersoll noted that, one of the least recognised undesirable practices is the phenomenon known as ''out-of-field teaching'', that is, teachers assigned to teach subject for which they have little training or education. Seamstrom, Gruber, Henke, McGrath and Cohen (2002) also complained that many teachers' lack adequate academic training, certification or both. These are indications that, some teachers receive training in different subjects and sometimes, either due to insufficient teachers in another subject area or for wants to be in a particular community to teach, they are assigned subjects they were not trained for and claim they could teach. This happens a lot in the field of social studies since anybody trained in any of the social science subjects decide to teach social studies and heads of institutions also allow them.

Ossindi as cited in Adu-Yeboah, (2008); in trying to identify the limitations on effective social studies instruction in one of the Districts of Kenya called Kissi, concluded that untrained teachers and lack of in-service training education were major limiting factors. Some 22 years later, Rossenfield (2004) agreed by stating that social studies teachers receive fewer professional development opportunities than teachers in other discipline. In-service training is necessary to provide the necessary knowledge and skills for teachers to improve upon their performance in the classroom. Looking at the dynamic nature of the

world, the content of social studies from the 1987 in Ghana may not be relevant today and the methods and strategies which were used for teaching in those days may also differ. A social studies teacher trained into the field at that time needs some in-service training to be abreast of the changing trends of the subject.

Some experts came of experience as either limiting factor to teacher performance or a booster. Even though earlier research findings have concluded that relationship between teacher experience and student achievement may not be linear, recent research however has documented the importance of teacher experience to student achievement (Cimbrix, 2002). A study on national teacher supply policy for education conducted by Darling-Hammond and Sykes (2003) stated that, the right way to meet the highly qualified teacher challenge beyond verbal skill, subject matter knowledge, experience makes an important difference in student learning.

Also, Rivkin, Hanushek and Kain (2005) indicate that "beginning teachers are not as effective as teachers with more years of teaching experience with brand new teachers being the least effective" (p.449). What this actually means is that, the amount of experience teachers acquire in the field of teaching is a very important variable that influences the attainment of higher academic performance by students.

Procedures for Assessing the Affective Domain in Social Studies

Procedures and instruments for assessing the suitability or others of an instruction programme or student performance are essential elements in any

teaching learning situation in that their use provide data which illuminates the teachers" performance and learners achievement (Adu-Yeboah, 2008). The procedures and instruments for assessing the worth of the programme should be carefully selected to be directed towards the attainment of the goals in mind.

Unlike the previous teaching syllabus, the 2010 Senior High School Social Studies Syllabus is designed on the concept of profile dimension which is the basis on which the progress of students" is monitored. This is because, the student is expected to gain mastery of these dimensions indicated by the syllabus. These profile dimensions are; knowledge and understanding, use of knowledge, and attitudes and values (MOE, 2010).

It is clear that these profile dimensions are in objectives, that is; cognitive, affective and psychomotor domains (Bloom et al.,1956). The acquisition and understanding of knowledge had been acquired related to cognitive domain. The use of the knowledge relates to psychomotor since it employs the manipulations. Acquisition of desirable attitudes and values concern the affective domain.

Since the subject stresses these three domains, the evaluation should also consider them as well. This is because, of been laid on the cognitive as Matthew (1989) observed. Perhaps most important, the most of the taxonomy focused attention on the intellectual emphasis in the curriculum. It is all too apparent that the assessment of the outcomes of the curriculum paid little regard either to affective behaviour or to motor behaviour; pupils might write about their feelings, but they do not have the opportunity to display them; they do not actually have to do them; they might know that, but not necessary known how (p. 10).

Any curriculum designed to bring about change in the life of the people and improvement should also consider assessment procedures which will help in achieving such aims of the curriculum. The syllabus made provision for some assessment procedures to break the gap of disparities. Again, teachers can also adopt some assessment procedures which will be appropriate in assessing some learning outcomes. Some of these assessment procedures are formal and informal. For the purpose of this study, procedures which can be used in assessing the affective learning outcomes were reviewed. Most of these procedures are informal assessment procedures which include anecdotal records, checklist, conferences, journals and learning logs, observation, peer assessment, portfolio assessment, project or demonstration, self-assessment, sociometry, etc. According to Adu-Yeboah (2008) informal assessment procedures includes observational techniques, unobtrusive measures in which the teacher is to use cumulative record forms and anecdotal records on individual pupils. The senior high schools are assessed using the School Based Assessment (SBA) which involves project works, group assignments, field works, all of which involve the use of these assessment procedures indicated above.

Informal assessment is a quick way of finding about pupils' performance (Adu-Yeboah 2008). He continues to say that, it gives a general picture of their achievement, character and attitudes. The procedures were reviewed in detail below.

Anecdotal Records

Anecdotal record was defined in the Scholastic Literacy Place [SLP], (2000) Assessment Handbook as 'an informal record of an event or behaviour observed in the classroom (p. 1). I think that, as teacher and for that matter, the social studies teacher in the senior high school observes behaviours as he or she continue to teach and be with the students. These behaviours and characters being demonstrated should be recorded which should be used to track the behaviour subsequently and advice for change or improvement upon such behaviour.

Checklist

Checklist is an assessment guideline listing skills, behaviours, or characteristics to help guide and record teacher observation of students as they perform certain tasks (SLP, 2000). There are also student checklists that can be used by students for self-assessment purpose (SLP, 2000). The social studies teacher plans to identify some skills, behaviours, characters, values and attitudes which he or she would wish to impact and in the process of the lessons, tick them depending on the impact being made. Another checklist is also developed for student to monitor his progress and improvement and how his or her life is being inspired by the lessons.

Conference

It is explained in the SLP (2000, p. 1) that conference is a meeting or conversation involving teacher, students, and or family members to discuss a

student's progress. It proceeded that, its purpose is to facilitate one-on-one exchange and allow students to express themselves. In a parent conference, the basic purpose is to inform parents of their children's progress and school performance. This procedure of assessment is good for social studies in the senior high schools in Ghana since it aims at helping students to acquire positive attitude and values towards individual and societal issues, developing critical and analytical skills in assessing issues for objectives decision-making, developing national consciousness and unity and also help then to become responsible citizens capable and willing to contribute to societal advancement (MOE, 2010, p. ii). A meeting or conversation with the students and discuss their progress in the change in their behaviour, attitudes and character is very important.

Journals and Learning Logs

Leaning lots and journals are tools designed to cause students to reflect on what they have learned or are learning. A journal is a notebook in which a student can write a spontaneous response to literature and assessment of personal progress with reading skills and strategies SLP, (2000). Journals encourage students' self-assessment and provide mechanism for making connections across the various subject to make connections, examine complex ideas, and think about ways to apply what they have learned over an extended period of time. Herman, Aschbacher and Winters (1992) indicate that the fundamental purpose of learning logs and journals is to allow students to communicate directly with the teacher

regarding individual progress, particular concerns, and reflections on the learning process (p. 2).

A distinction can be made between learning logs and journals though they are similar. Learning logs usually consist of short, objective entries under specific heading such as problem solving, observation, questions about content, lists of outside readings, homework, assignments, or other categories designed to facilitate record keeping (Burke, 1994). Student responses are typically brief, factual and impersonal. Fogarty and Bellanca (1987) recommend teachers provide lead-ins or stem statements that encourage students responses that are analytical (breaking something down into its parts), synthetic (putting, forming judgment about the worth of something).

Journals include more extensive information and are usually written in narrative form. They are more subjective and focus more on feelings, reflections, opinions, and personal experiences. Journal entries are more spontaneous, and longer than logs. They are often used to respond to situations, describe events, and reflect on personal experiences and feelings, connect what is being learned with past learning, and predict how what is being learned can be used in real life (Burke, 1993).

Observation

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with different learning situations provides insight into student learning and growth (Alberta Assessment Consortium

[AAC], 2005). The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects their learning and concentration and what students need to learn next. Observations may be informal or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the programme of studies. Observation checklists written in a yes or no format can be used to assist in observing students performance relative to specific criteria (AAC, 2005). They may be directed towards observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklists.

Before you use an observation checklist, ensure students understand what information will be gathered and how it will be used (AAC, 2005). Ensure checklist of a particular observation is dated to provide a record of observation over a period of time.

Peer Assessment

Peer assessment is the assessment of student work by other students. Peers assessment in which students comment on and judge their colleagues work, has a vital role to play in formative assessment, but it can also be used as a component in a summative assessment package (University of Technology Sydney [UTS], 2012).

One of the desirable outcomes of education should be an increased ability in the learner to make independent judgments of their own and others work. Peer and self-assessment exercises are seen as means by which these general skills can be developed and practiced. A peer rating format can encourage a greater sense of involvement and responsibility, establish a clearer framework and promote excellence, direct attention to skills and learning and provide increased feedback (Weaver & Cotrell, 1986).

In terms of summative assessment, studies have found student ratings of their colleagues to be both reliable and valid. Orpen (1982)) found no difference between lecturer and student ratings of assignments in terms of average ratings, variations in ratings, Arnold, Willoughby, Calkins, Gammon, and Eberhar, (1981) reported that peer ratings of medical students were internally consistent unbiased and valid. Other studies suggest these are variation according to factors which such as, age of students. Medical education have embraced this procedure of assessment because it is good and very appropriate to social studies which is basically, a problem solving subject and citizenship education. Since social studies lends itself to group activities, the individual members contributions of the group members should be assessed by the members within the group. Peer assessment does perfectly that duty.

Portfolio Assessment

A portfolio assessment is a form of authentic assessment in which students collect samples of their work in a portfolio to document their progress over time.

According to Paulson, Paulson and Meyer (1991) portfolio is a purposeful collection of student work that exhibits the students' efforts, progress, and achievements in one or more areas of the curriculum. A student portfolio is a systematic collection of student work and related material that depicts student's activities, accomplishments, and achievements' in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal is to help students assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievement (Venn, 2000).

Mueller (2012) says portfolio is a collection of a student's work specifically selected to tell a particular story about the story. With these, portfolio I think is a collection some work product by a student or group of students produced in some specific areas of study. Different types of portfolios include: showcase, which celebrate students' best work; descriptive, which demonstrates what students can do; evaluative, which assesses students' work against a standard and progress, which documents students' work overtime.

Process and product portfolios represent the two major types of portfolios. A process portfolio documents the stages of learning and provides a progressive record the student growth. A product portfolio demonstrates mastery of a learning task or a set of learning objectives and contains only the best work. Teachers use process portfolio to help students identify learning goals, document progress over time, and demonstrate learning mastery. Venn (2000) puts it that, in general,

teachers prefer to use process portfolios because they are ideal for documenting the stages that students go though as they learn and progress.

Due to the suitability of this assessment procedure, Venn states that it enable measurement of multiple dimensions of student progress by including different types of data materials.

Sociometry

Sociometry is a quantitative method for measuring social relationship (Morene, 1951). The term Sociometry relates to its Latin etymology, socius meaning companion, and metrum meaning measure. Moreno further defines Sociometry as the inquiry into the evolution and organization; it attacks the problem not from the outer structure of the group, the group surface, but from the inner structure. Sociometric explorations reveal the hidden structures that give a group its form: the alliances, the subgroups, the hidden beliefs, the forbidden agendas, the ideological agreements, the 'stars' of the show. Criswell as cited in Morene (1960) says a useful working definition of sociometry is that it is a methodology for tracking the energy vectors of interpersonal relationships in a group. He went further to say that, it shows the patterns of how individuals associate with each other when acting as a group towards a specified end or goal (p.140). Moreno himself defined Sociometry again as the mathematical study of psychological properties of populations, the experimental technique of and the results obtained by application of quantitative methods (Moreno, 1953, pp.15-16).

Social studies is a study of the problems of society (MOE, 2010). The social studies teaching syllabus for senior high school says that, the subject prepares the individual to fit into society by equipping him or her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. In this regard, the relationship of the people in the society within which the school is found, have the choice of whom to be friend with, work together with, isolate himself or herself from and Sociometry is use to study these relationship. It is based on the fact that people make choices in interpersonal relationships. Whenever people gather, they make choices, where to sit or stand; choices about who is perceived as friendly and who not, who is central to the group, who is rejected, who is isolated. As Moreno says choices are fundamental facts in all ongoing human relations, choices of people and choices of things. It is immaterial whether the motivations are known to the chooser or not; it is immaterial whether the choices are articulate or highly expressive, whether rational or irrational. They do not require any special justification as long as they are spontaneous and true to the self of the chooser. They are facts of the first existential order (Moreno, 1953, p. 720).

This is an assessment procedure which views attitude and relations of students about an issue or a person. The instruction is given requiring all students to indicate either their view or their choice of an issue or person.

CHAPTER THREE

METHODOLOGY

Overview

This chapter focuses on the methodological aspect of the study which comprises the study design that, the researcher used and the nature of the population and how such population was attained. It considered the sampling and data collecting procedures as well as how data were analysed.

Research Design

This study is a descriptive survey. The Descriptive survey design is the research design which deals with specifying the nature of a phenomenon and tries to find answers to the research questions. The design normally involves the collection of data in order to test the various research questions about the present status of the study (Gay, 1992). I chose this design because it provides a clear definition of the problems to be solved or the questions to be answered. This type of research is non-experimental because it studies relationship between non-manipulated variables in a natural rather than artificial setting. It basically inquires into the status-quo and attempt to measure what exists without questioning why it exists (Ary, Jacobs, & Razavieh, 1996). It is a design that can be used to take much information on a large number of people within a short period of time.

Though this design is good to work with, and gives detailed description of phenomenon, it is associated with some demerits. It is easily influenced by distortions as a result of biases in its measuring instruments. Time should be taken in the construction of the instrument to avoid such biases.

Population

The target population consisted of 55 social studies teachers in the eight public senior high schools in New Juaben municipality. I decided to use the entire 55 social studies teachers within the new Juaben municipality because the number was not so large to take sample of it. Table 1 indicates the various schools and their population.

Table 1: Population of the Study

Name of Schools	No. of Social Studies Teachers
Ghana Senior High School—Koforidua	8
Koforidua Senior High Technical	8
Pope John Senior High School—Koforidua	7
New Juaben Senior High School—Koforidua	7
Oti-Boateng Senior High School—Koforidua	6
Oyoko Methodist SHS—Koforidua	6
SDA S. H.S.—AsokoreKoforidua	6
Koforidua Technical Institute	7
Total	**55**

Source: Field Data, 2013

Sample and Sampling Procedure

All the 55 social studies teachers in the Municipality were included (census) in the study due to their size.

Instrument

The research instrument that was used is a questionnaire designed to cover the relevant themes if the study. Closed-ended and some open-ended types of questions were used. Highly structured, closed-ended questions are useful in that, they can generate frequencies of response amenable to statistical treatment and analysis.

In his opinion, Oppenheim (as cited in Cohen, Manion, & Morrison, 2007) stated that questionnaires enable comparisons to be made across groups in the sample. These closed-ended questions which may be dichotomous, multiple choice questions, contract sum and rating scale are quick to complete and straight forward to code them. These can be done using the Statistical Product for Service Solution. Despite the above, there is a demerit of the closed ended questions been that, they do not enable respondent to include remarks, qualifications and explanations to the categories and there is a risk that the categories will be exhaustive and there might be bias in them (Oppenhem as cited in Cohen et al (2007, pp. 321-322).

Validity and Reliability of the Instrument

The questionnaire was pilot-tested in two senior high schools within the Akuapem North District in the Eastern Region in order to identify the loopholes with the questionnaires and rectify them.

Pilot Study

In order to ascertain the validity and reliability of the questionnaire it was field tested at Akuapem North District in five senior high schools. The district was chosen as it shared boundary with New Juaben Municipality and has similar characteristics of the study area. The importance of pre-test has been addressed by various writers. Bryman (2004) asserts that it "ensures that the instrument as a whole functions well (p.159). in support Cohen, Manion and Morrison (2004) emphasised that there is the need for "the researcher to select appropriate levels for which to test the independent variables in order for differences to be observed [and] to identify possible snags in connection with any aspect of the investigation"(pp. 215-216). Based on these principles a representative sample of the category of the target respondents were used for the pilot test. The designed tentative questionnaire for 30 social studies teachers in the senior high schools within Akuapem North District was administered.

Results of the Pilot Test

Result of the pre-test was of tremendous help to the researcher. It revealed weaknesses in the wording of some of the questions which could have disturbed

the meaning of the responses. Responses to some of the items and some suggestions from the teachers helped to identify the items that were unclear. This enabled the researcher to arrive at the final instrument that was used for the study. The test of the reliability and validity of the instrument, frequencies and percentages were used to administer each teacher's competency level in teaching and assessing the affective learning outcomes in social studies in the Senior high schools. The reliability of the questionnaire was determined through the use of the Cronbach Alpha method. Cronbach Alpha reliability co-efficient showing the internal consistency of the items on the questionnaire for the teachers was computed to be 0.89. This was deemed good based on Fraenkel and Wallen (2000) that if the reliability co-efficient value is .70 and above then the instrument is reliable and good quality for collecting data for study.

Data Collection Procedure

A letter of introduction was taken from the Department of Arts and Social Sciences Education, University of Cape Coast (Appendix A). This letter was sent to the New Juaben Municipal Education office for permission in order to enable me to have access to the headmasters and the social studies teachers within the senior high schools. Based on the letter of introduction, a host of social studies teachers within the selected senior high schools were taken and those teachers were contacted with letters and mobile phone calls. The selected teachers were informed of the purpose of the study as well as their anonymity and confidentially

were assured. I visited the schools and distributed the questionnaires and retrieved them on the same day from the respondents. The retrieved rate was 100%.

Data Analysis

The data were organized into various themes and categories (four sections) based on the research questions of the study such that each section provides answer for each of the research questions. Prior to coding and tabulating the questionnaires for analysis, all the items were checked for corrections. This helped me to find out if the instruments had been followed uniformly and whether all items had been responded. These responses to the questionnaires were then coded by assigning numbers to the various categories of responses for the purposes of analysis.

A short list was also prepared from a master list of responses for the open ended items in order to get the key responses that were given by the respondents. This followed a preparation of a sheet showing the coding scheme. This provided for the interpretation of the variables in the analysis.

After checking the incomplete and inaccurate questionnaires, the questionnaires were transferred to a broad sheet for (Statistical Product and Service Solution Version 16). The data were cleaned by examining them for any errors and was finally analyzed using the SPSS.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study was aimed at determining the competence of social studies teachers in teaching and assessing the affective domain in the senior high schools. In order to achieve these objectives, data were collected on the following issues.

(a) The competence of social studies teachers in formulating affective objectives for teaching social studies in New Juaben municipality.

(b) The extent to which social studies teachers in New Juaben municipal senior high schools achieve affective learning objectives in their social studies lessons

(c) The difference that teaching experience of social studies teachers in New Juaben municipality make in the teaching of content dealing with the affective domain

(d) An assessment of the students' affective learning outcomes in social studies in senior high schools in New Juaben municipality

This chapter therefore presents and analyses the results of the study in a way that helps to answer the research questions. For this purpose of analysis, frequencies, percentages were derived and used for the entire assessment of the main issues of the study.

In analyzing the data from the respondents, items were taken under the key variables in the research questions on formulation of affective objectives, methods and skills for teaching social studies, professional qualification and experience and finally the assessments techniques for affective domain in social studies were presented in frequencies and percentages in tabular form and briefly described. The findings resulting from the analysis of the data collected from the respondents were also discussed. Items like the description of the senior high school social studies syllabus, aims and objectives of the SHS social studies syllabus were examined under formulation of objectives, methods and strategies of teaching social studies lessons were considered in isolation. Academic qualification of social studies teachers and whether they have learnt any of the social science subjects were also treated together. Furthermore, professional training of teachers, number of years of teaching social studies as well as in-service training teachers have attended in social studies which equipped them for teaching were considered under teaching experience whereas assessment procedures for social studies and for the affective domain were also captured under assessment of affective learning outcomes.

Social Studies teachers' competence in formulating affective lesson objectives

Research Question 1: How competent are social studies teachers in the SHS in New Juaben Municipality in formulating affective objectives of their social studies lessons?

This section examines how social studies teachers in the senior high schools formulate affective objectives in teaching their social studies lessons. It

considered the nature of the senior high school syllabus. It also looked at the general aims of social studies in relation to the affective domain. Finally it assesses the teacher's familiarity with the Krathwohl's affective objectives. Table 2 samples teacher responses on the composition of the syllabus.

Table 2: Distribution of Teachers' Response on the Composition of the Social Studies Syllabus

Statements	A	U	D
	No (%)	No (%)	No (%)
The syllabus focuses on progressive development of the student.	13(23.6)	37(67.3)	5(9.1)
It prepares individual to fit into society.	26(47.3)	23(41.8)	6(10.9)
It spells out affective objectives to be achieved.	11(20)	35(63.6)	9(16.4)
It incorporates knowledge, skills, values and attitudes.	20(36.4)	28(50.9)	7(12.7)

Source: Field Data, 2013

The data in Table 2 reveal that majority of the respondent 37(67.3) were uncertain to the assertion that, the syllabus focuses on progressive development of the students. Again the analysis of data on the syllabus in Table 2 establishes the fact that 26(47.3%) of the respondents agreed that the syllabus aims at preparing the individual to fit into society. Six (10.9%) disagreed and 23 (41.8%) were uncertain. It is clear that majority 10.9% and 41.8% which gives a total of 52.7% did not agree that the syllabus prepares individual to fit into society. This is in conflict MOE (2010) that the syllabus holistically prepares individual to fit into societies and be responsible citizens. Also, the analysis reveals that majority

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35(63.5%) could not decide that the syllabus spells out affective objectives to be achieved.

Furthermore, majority of respondents 28(50.9%) stayed undecided to the statement that the syllabus incorporates knowledge, skills, values and attitude. All these responses though had no literature support, indicate that teachers are not very familiar with the syllabus.

Description of the SHS Syllabus

The syllabus which serves as a multi-purpose instructional material provides topics to be taught, suggestions on how to teach a particular topic and also provides methods and materials for the teacher. It was important to find out teachers views on the syllabus in relation to the affective domain. Responses gathered from the teachers are summarised in Table 3.

Table 3: Respondents' Description of the SHS Syllabus in Relation to the Affective Domain

Description of syllabus	No	%
Comprehensive	10	18.2
Uncertain	40	72.7
Not comprehensive	5	9.1
Total	**55**	**100**

Source: Field Data, 2013

The data on Table 3 deals with the description of the senior high school social studies syllabus in relation to the affective domain. It reveals that majority of the respondents 40(72.7%) were uncertain about how comprehensiveness is the syllabus in terms of the affective domain and 10(18.2%) also rated it

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comprehensive. This is a clear indication that, teachers were not aware of the nature of the syllabus and how comprehensive nature is the senior high school social syllabus. This contradicts the findings of Ravitch (2003) that social studies is seen as a broad umbrella that covers a wide range of topics because the teachers do not know how the syllabus is. Putting the response "NOT COMPREHENSIVE" together with "UNCERTAIN" gives a total of 81.8% who did not agree that it is comprehensive. Those who rated the syllabus as not comprehensive stated the following reasons: The syllabus does not cater for the development of the individual in totality since the topics are all geared towards writing to pass examination and not making any impact all the individual life. This contradicts Ross and Marker's (2005) finding that social studies is the most inclusive of all subjects.

Teachers were asked whether effective teaching of the affective domain objective can lead to preparation of good citizenship. Out of the total respondents of 55, 48 (87.3%) indicated "NO" and just a few 7 (12.7%) stated "YES". This means that majority of the teachers are not aware of what proper and effective teaching of the affective domain aspect of the objective can do to the citizens of the country. The 48 respondents who indicated "NO" had these reasons why they think that effective teaching of the affective objectives cannot lead to preparation of good citizenship. This is summarised in Table 4.The data on Table 4 reveal that majority of total respondents 48 (87.3%) out 55 indicated that effective teaching of the affective would not impact in the preparation of good citizenship. Table 4

gives the summary of their reasons. Out of the 48, 17 (35.4%) said the affective

domain is not examination focused.

Table 4: Distribution of Reasons to Preparation of Good Citizenship by Effective Teaching of Affective Objective

Reasons	No	%
It is not examination focused.	17	35.4
The Dos and Don'ts are relatively stated in the objective.	12	25
Society is already corrupted due to foreign culture.	7	14.6
The social media is fighting the impact social studies is intended to make.	5	10.4
Students do not take social studies serious.	4	8.3
It impacts in students are not observable in terms of assessment.	3	6.3
Total	**48**	**100**

Source: Field Data, 2013

Again 25% stated that the regulations are relatively stated as to what

should be done and not to be done by citizens. Then 14.6% of the 48 also said

societies are already corrupted due to foreign culture. Finally, 10.4%, 8.3% and

6.3% of the 48 respondents also indicated, the social media is fighting the impact

social studies is intended to make, students do not take social studies lessons

serious and also the impacts of social studies on students are not observable in

terms of assessment respectively.

Aims and Objectives of SHS Social Studies Syllabus

One will agree with me that he aims and objectives of every subject serve as a road map to achieving its intended purpose. The teachers of social studies were supposed to be conversant with the objectives in order to direct their lessons as Barth (1983) stated that if students practice these objectives then social studies is taught as citizenship education. It is upon this that teachers were asked to answer questions on the objectives of social studies. The information obtained from teachers is summarised in Table 5.

Table 5: Teachers Knowledge of how the Affective Objectives should be stated

Statements	A No (%)	U No (%)	D No (%)
The objectives should be a statement of change to take place in students.	25 (45.5)	23 (41.8)	7 (12.7)
The objectives determine how students should behave to attain good citizenship.	20 (36.4)	30 (54.5)	5 (9.1)
Four out of the six general aims are in affective domain.	11 (20)	36 (65.5)	8(14.5)

Source: Field Data, 2013

Table 5 reveals that 23 (41.8%) of the respondents were uncertain about how the affective objective impact individual's life and they indicated uncertainty in their response. Seven (12.7%) also disagreed. This brings the sum to 54.5% which the majority of the respondents. As to whether it determines how one should behave to attain good citizenship, majority 30 (54.5%) also proved their ignorance by indicating that they are not certain. The response repeated itself with

the last item which was finding out from the teachers whether they are aware of the four of the general aims which are in affective, majority 36 (65.5%) claimed they are not certain. The implication is that majority of the social studies teachers are not conversant with the affective domain as it is spelt out in the syllabus. Seven (12.1%) on the average also stated clearly that they disagree with those statements about the affective domain.

Table 6: Teachers Knowledge of how the Affective Objective are Stated in the Syllabus

Statements	A	U	D
	No (%)	No (%)	No (%)
The objectives are stated in profile dimensions.	13 (23.6)	37 (67.3)	5 (9.1)
The profile dimensions aim at the totality of individual development.	19 (34.5)	28 (50.9)	8 (14.5)

Source: Field data, 2013

Majority 37 (67.3%) of the respondents are not familiar with affective domain. Table 6 portrays a picture of unawareness of the teachers on statements about the affective domain on the profile dimensions in the social studies syllabus. Another majority 28 (50.9%) were uncertain about the aim of the profile dimension which is the totality of individual development. They were asked of two questions on the profile dimension and only a few are aware that the objectives are stated in profile dimension. Out of 55 respondents, 13 (23.6%) agree that the objectives are in profile dimensions. Then 19 (34.5%) also agree that the profile dimension aims at the totality of individual development.

The general impression is that though most of the respondents 34(61.8%) have received their professional training in social studies to Bachelor of Education level, they are not abreast with the aims and objectives of the senior high school social studies syllabus and their ignorance will pose problem of teaching which will adversely affect the student achievement (Darling- Hammond, 2000)

Thirteen (23.6%) and 19 (34.5%) respectively displayed high level of competence on the profile dimension. Respondents were further asked whether the objectives of social studies create room for all three domains of education. Majority of the respondents, 41 (74.5%) out of 55 respond "NO" to that statement. Only 14(25.5%) says "YES". Those who indicated "NO" as their response gave reasons such as: the practical aspects of the subject are ignored. In other words, the psychomotor domain and the affective domain are under stressed in the syllabus and only the cognitive has been magnified for the purpose of external examinations.

Social studies teacher familiarity on the affective domain was also ascertained and questions on the Krathwohl's affective domain were asked. Summary of responses from the teachers is on Table 6. The data on table 6 show that, in all the five statements of Krathwohl's affective objectives, majority of the respondents are not familiar with it. It ranges from 41 (74.5%) out of 55 to 45 (81.8%) out of 55. This is an indication that majority of the teachers really do not understand the affective domain in social studies. The responses of the respondents indicate that teachers are not familiar with verbs which are used in formulating affective objectives and the hierarchy propounded by Krathwohl is

also a new concept to them. As a means of further clarification, respondents were asked other questions about some common verbs normally used for the formulation of the objectives. They were asked to indicate their agreement. The response of the respondents is summarized in Table 7.

Table 7: Distribution of Teacher Response regarding the Affective Domain as indicated by Krathwohl

Statements	Yes No (%)	No No (%)
Krathwohl's affective objective begins with receiving and ends with characterization by a value.	12 (21.8)	43 (78.2)
Objectives such as "demonstration of reliance and display of safety consciousness" are under characterization by a value.	10 (18.2)	45 (81.8)
"Acceptance of differences" and "showing sensitivity" are objectives under receiving.	11 (20)	44 (80)
Responding is the second stage of the hierarchy which achieves "obedience, participation, showing of interest".	(25.5)	41 (74.5)

Source: Field Data, 2013

The statements in Table 7 to solicit views of teachers awareness of verbs used in formulating affective objectives was arranged in order as it appeared on the hierarchy. The response obtained from the respondents is clear that, teachers are not much aware of the affective concept. Majority of the respondents ranging

from 41 (74.5%) to 45 (81.8%) out of 55 give "NO" to the statements. This is a clear indication that majority of the respondents are not conversant with affective domain. As a means of further clarification, respondents were asked other questions about common verbs normally used for the formulation of the affective objectives. Respondents were asked to indicate their agreement and their responses are summarised in Table 8.

Table 8: Distribution of Teacher Responses of Verbs for Affective Objective Formulation

Statement	A No (%)	U No (%)	D No (%)
Using words such as ask, choose, describe, identify, reply, etc. to get hold and direct students attention is receiving.	19(34.5)	28(50.9)	8(14.5)
Obey, rule, complete, and participate, etc. to ensure student to phenomena and react is responding.	17(30.9)	30(54.5)	8(14.5)
Demonstrate briefly, appreciate, show concern, and demonstrate commitment, normally direct student attention to valuing.	19(34.9)	27(49.1)	9(16.4)
Bring together different values and resolving conflict between them with objective terms like adhere, alter, modify, synthesize refer to organization.	13(23.6	30(54.5)	12(21.9)

Source: Field Data, 2013

In the case of receiving, as it appears in Table 8, 28(50.9%) are uncertain with the verbs indicated and only 19(34.5%) agree with the verbs stated for the

hierarchy of receiving. This is a clear impression that most of the social studies teachers are not competent in the area of the affective domain.

The second statement about the stage two of the hierarchy which is responding, 30(54.5%) are also uncertain and 17(30.9) agree. Only 8(14.5) show their disagreement to the statement. Valuing is the next issue and 27(49.1) cannot ascertain their view about the verbs and 19(34.9%) agree to the statement. Only nine (16.4%) disagree to the statement. The number of respondents who disagree and those who cannot decide becomes 36 (65.5%) which was the majority of the respondents.

Statement of organization saw 30(54.5%) cannot ascertain their view regarding active verbs for achieving organisation in affective domain, 13(23.6%) agree to the statement. Characterization by a value or value set which is the highest of the affective domain hierarchy saw similar picture where 30(54.5%) could not decide and 11(20%) agree to the verbs stated. It is clear from Table 8 to say that only a few of the respondents used for the research are abreast with verbs in formulating affective domain. The response of the social studies teachers indicated that majority were uncertain about issue relating to their competence as teachers of the subject. It is concluded that the social studies teachers in New Juaben Municipality are somehow competent in the formulation of the affective objectives.

Social studies teachers' skills in teaching to achieve affective learning

outcomes

Research Question 2: To what extent do the social studies teachers in the New Juaben Municipality have skills in teaching to achieve affective learning outcome in students?

The diversity of purpose and approaches as well as the broad multi-disciplinary nature of social studies call for a variety of teaching methods and strategies. With such idea in mind, teachers were asked to indicate how skilful they are in employing the methods for achieving the affective objectives. Table 9 gives teachers' frequency of use of the various methods.

Table 9: Teachers Use of the Teaching Methods

Methods	Regularly No (%)	Occasionally No (%)	Rarely No (%)	Never No (%)
Discussion	47 (85.5)	8 (14.5)	-	-
Field trip	4 (7.3)	8 (14.5)	10 (18.2)	33 (60)
Inquiry	15 (27.3)	30 (54.5)	8 (14.5)	02 (3.6)
Lecture	28 (50.9)	19 (34.5)	6 (10.9)	02 (3.6)
Resource Person	1 (1.8)	9 (16.4)	17 (30.9)	29 (50.9)
Role play	9 (16.4)	33 (60)	7 (12.7)	6 (10.9)
Simulation	12 (21.8)	30 (54.5)	8 (14.8)	5 (9.1)
Team teaching	4 (7.2)	20 (36.4)	17 (30.9)	14 (25.5)

Source: Field Data, 2013

Table 9 reveals that majority of the respondents 47(85.5%) regularly use discussion to teach social studies. This confirms Amoah (1998) findings that the

discussion method is most popularly used by teachers in the senior high schools in New Juaben municipality in Ghana. With the use of Field trip, the findings show that majority 33 (60%) of the respondents never use field trip. This conflict the views of Anderson and Piscitella (2002) who see field trip as an important tool for social studies teaching and learning. This implies that students cannot develop good social relations such as tolerance, respect for authority, acceptance of group consensus and appreciation for authority which can be acquired through field work activities.

It also appears in Table 9 that majority of respondents 30(54.5%) occasionally use inquiry method in teaching social studies. This is in agreement with Kadeef (2000) that absence of inquiry in the classroom means that students may not become familiar with the needs and problems in the environment. Table 9 gives data on lecture, majority 28(50.9) use it regularly. This findings support the claim of Fokuo (1994) that social studies teaching in Ghana is dominated by the lecture method.

Responses from respondents about how often they use resource persons indicate an inverse of the other methods analysed earlier. Majority 28(50.9%) never use resource persons and 17(30.9) rarely use resource persons. Out of 55, only 9(16.4%) indicate that they occasionally use resource persons and only one of the respondents (1.8%) use it regularly. This conflicts what Adu-Yeboah (2008) says that within the community there are individuals who possess special skills which can be tapped for the benefit of students.

Nine (16.4%) use role-play regularly, 33(60%) occasionally use it in their teaching whereas 7(12.7%) rarely use it and 6(10.9%) never use role play. It is an indication that majority are quite familiar with this method and this affirms Clark's (1973) assertion that role playing is an attempt to make a situation clear or solve a problem by unrehearsed dramatization.

Response of teachers on simulation on table 9 confirms what Adu – Yeboah (2008) says that simulation is closely related to role-play. Out of 55, 12(21.8%) indicate they regularly use simulation, 30(54.5%) occasionally use simulation and eight (14.5%) rarely use this method. Only five (9.1%) out 55 never used simulation. The familiarity of the respondents is the same in all the two similar methods shown on Table 9. Only a few respondents four (7.2%) use team teaching regularly and 14(25.5%) never use team-teaching. Even though team-teaching can aid in improving friendship between teachers (Adu-Yeboah, 2008), teachers scarcely use it in their teaching. This implies that there is monotony in the classrooms.

Respondents were asked further to rate the eight methods of teaching social studies from one to eight based on their preference in using them in teaching. Teacher responses are summarized in Table 10.The analysis of data in Table 10 shows that majority of respondents indicate that, discussion method rate to be the first method to be used in teaching social studies in the senior high school. This is represented with 32 out of the 55 respondents given a percentage of 58.2%. This confirms the findings of Adu-Yeboah (2008) that majority of respondents rated discussion the most effective method.

Lecture method is given the second place with 28 (50.9%) out of 55 used it. Field trip is the third method with 23 (41.8%). Inquiry, Role-play and Team teaching are the fourth with 22(40%) each. Simulation is the fifth position with 20 (36.4%).

Table 10: Teachers Response on the Preferred Teaching Methods of Social Studies

Methods	1st	2nd	3rd	4th	5th	6th	7th	8th	Not Resp.	Total
Discussion	32	10	8	3	0	2	0	0	-	55
	58.2	18.2	14.5	5.5	-	3.6	-	-	-	100%
Field trip	0	7	5	23	9	4	4	3	-	55
	-	12.7	9.1	41.8	16. 4	7.3	7.3	5.5		100%
Inquiry	5	6	22	6	3	3	8	1	1	55
	9.1	10.9	40	10.9	5.5	5.5	14.5	1.8	1.8	100%
Lecture	1	3	6	4	2	2	6	28	3	55
	1.8	5.5	10.9	7.4	3.6	3.6	10.9	50.9	5.5	100%
Res. Person	1	2	4	2	22	9	8	3	4	55
	1.8	3.6	7.4	3.6	40	16.4	14.5	5.5	7.3	100%
Role-play	5	22	6	6	8	4	1	1	2	55
	9.1	40	10.9	10.9	14.5	7.3	1.8	1.8	3.6	100%
Simulation	0	6	2	6	6	5	20	8	2	55
	-	10.9	3.6	10.9	10.9	9.1	36.4	14.5	3.6	100%
Team teaching	3	3	1	4	6	22	5	9	2	55
	5.5	5.5	1.8	7.3	10.9	40	9.1	16.4	3.6	100%

Source: Field Data, 2013

The analysis of the data on Table 10 shows that majority of respondents indicate that, discussion method is the first method use in teaching social studies in the senior high schools. These findings imply that even though Fokuo (1994) found that lecture method dominate the teaching of social studies, teachers do not rate it the best among the methods. Teacher responses about how they rated field trip as the 3rd method also affirms Anderson and Piscitella's (2002) state that field trip activities having long lasting consequences for students, typically involving memories of specific content. Respondents are in conformity with Amoah (1998) that discussion is the popular method use in teaching social studies. This is indicated in their majority 32(58.2%) rating of discussion method.

Teaching experience as a factor the in teaching of the affective domain in Social Studies

Research Question 3: What difference does teaching experience of social studies teachers make in the teaching of the affective domain in social studies in New Juaben Municipality?

Teacher experience is believed to be important quality variable that influence students learning (Crimbrix, 2002; Darling-Hammond & Sykes, 2003). As a result, attempt was made to find out from teachers (respondents) the number of years they had taught as professional teachers, other social studies related subjects teachers have studied and their professional training levels. The respondents were asked further of the number of years they have been teaching social studies as well as the number of in- service training courses they have attended. All these were taken under sub-themes and their responses are displayed

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on Table 11 to 16. The data in Table 11 shows the distribution of teaching experience (number of years of teaching) of respondents. Table 11reveals that majority 29 (52.7%) of the respondents have limited teaching experience. Out of the 55 respondents, 29 (52.7%) have taught for less than 10 years. Those who have taught for 21 years and above are only 5 (9.1%).This implies that, most experienced ones are few. This endorses Rivkin; Hanushek and Kain (2005) position that beginning teachers are not as effective as teachers with more years of teaching experience.

Table 11: Distribution of Teaching Experience of Respondents

Number of years of Teaching	No	%
Less than one year	2	3.6
1 – 3	13	23.6
4 – 6	5	9.1
7 – 9	9	16.4
10 – 12	5	9.1
13 – 15	7	12.7
16 – 18	6	10.9
19 – 21	3	5.5
21 and above	5	9.1
Total	**55**	**100**

Source: Field data, 2013

Teachers were asked whether they teach any other subject in addition to social studies. Majority of the respondents of 32 (58.2%) indicated ''YES'', and 23 (41.8%) responded ''NO''. The ''YES'' means that they teach other subjects and the

subjects they stated are seven (21.9%) teach Economics, eight (25.0%) teach Geography, 11 (34.4%) teach Government. They stated reasons such as the following why they teach such subjects. One out of the 32 (3.1%) said, he has acquired much experience and that has equipped him to teach that additional subject. Again five (15.6%) out of the 32 respondents stated that there are no teachers for those subjects and they think they can handle them. Also, seven (21.9%) stated that those subjects are their minor areas of studies whilst pursuing their bachelor degree programmes. Furthermore, 17 (53.1%) out of the 32 rather indicated that those subjects are their major areas of studies.

Two respondents (6.3%) just teach the other subjects to make up the required number of periods a teacher is supposed to occupy in a week. The majority of social studies teachers teaching other social science disciplines endorse the Ghana Education Service (2001) states that, "Social studies integrates geography, economics, history and elements of government (p. ii). This paved way for anybody with some qualification or trained in any of these social science disciplines to believe that he or she can teach social studies.

Academic Qualification of Social Studies Teachers

To ascertain what goes on in the teaching and learning of social studies, the academic competence of the teachers is also important. This is because, teachers academic background tend to have a direct bearing on the social studies programme because it predicts teacher subject matter mastery (Darling-Hammond, 2000). Table 12 shows the respondents academic qualification.

Table 12: Distribution of Respondents by Highest Academic Qualification

Highest Qualification	No	%
Diploma in Education/HND	4	7.3
B, Ed, BA, BSc	44	80.0
M. Ed, MA, MSc, M. Phil	7	12.7
Total	**55**	**100**

Source: Field Data, 2013

Table 12 gives a clear indication that 44 out of 55 (80%) have their first degree and only a few, that is four (7.3%) out of 55 had only diploma in Education or Higher National Diploma. This means that, majority of the respondents had high level of education to equip them in teaching social studies in senior high school.

Teachers Qualification in other Social Science Subjects

To be able to handle a subject which is formed as a result of integrating other subjects one should have learnt any of these subjects. There is the need to find out from the respondents whether teachers have acquired some level of education in these social science subjects. The GES (2001) indicates social studies integrate geography, economics, history and government.

Table 13 shows Social Studies teacher's qualification in some selected Social Science subjects. The table indicates that 28 (50.9%) out of the 55 have acquired knowledge in geography and history up to first degree level, while 16

(29.1%) have their first degree knowledge in economics. Also 22 (40.0%) out of 55 have acquired knowledge in elements of government to first degree level.

Table 13: Teacher's Qualification in Social Science Subjects

Subjects	Level	No	%
Geography	'O' Level	12	21.8
	SSS/WASSCE	8	14.5
	'A' Level	5	9.1
	Degree	28	50.9
	No response	2	3.6
History	'O' Level	12	21.8
	SSS/WASSCE	8	14.5
	'A' Level	4	7.3
	Degree	28	50.9
	No response	3	5.5
Economics	'O' Level	12	21.8
	SSS/WASSCE	9	16.4
	'A' Level	5	9.1
	Degree	16	29.1
	No response	3	5.5
Government	'O' Level	11	20
	SSS/WASSCE	11	20
	'A' Level	0	-
	Degree	22	40
	No response	11	20

Source: Field Data, 2013

Table 13 gives a clear indication that majority have acquired knowledge up to first degree level in the social science disciplines. The social studies teachers will, therefore, not find the teaching of social studies difficult due to deeper knowledge of the subject matter they have. This confirms Laczko-Kerr and Beliner (2002) who contend that as subject matter area becomes more complex, teachers need a much deeper knowledge of that subject matter area in order to be effective.

Again, looking at government related topics in the senior high school syllabus, the number of teachers 22 (40%) who claim qualification in government to first degree level is lower than 50%. This finding suggests that there is the tendency for teachers to teach such topics in the subject ineffectively since they do not have enough content knowledge in the subject. These topics are also the character, attitude as well as value teaching topics. The finding supports Rice's (2003) position that teacher content knowledge in the subject area taught contributes to his her effectiveness.

Professional Training of Teachers

In addition to academic knowledge, professional training of teachers is very important to acquaint themselves with the needed skills to handle the subject effectively (Lemming, 1991). The respondents were asked whether they had any professional training and 36 (65.5%) out of the 55 respondents indicated "YES". A minority of 19 (34.5%) are the only who had no professional training in social studies. Table 14 shows the information obtained from teachers. The data on Table

14 indicate that 19(34.5%) out of the 55 are not professionally trained and four (7.3%) ended their training at teachers certificate 'A' Post Secondary Level in social studies. The summary of the professional background is illustrated on Table 14.From Table 14, majority 32 (58.2%) out of 55 are professionally trained in social studies up to Bachelor of Education level. This means that, most of the teachers are professionally competent and it corroborates Darling-Hammond, Berry and Thoreson (2001) findings that teachers who are trained and teaching within their area of training out-perform teachers who have no certification.

Table 14: Distribution of Professional Qualification of Respondents

Professional Qualification	No	%
Certificate 'A' Post Secondary	4	7.3
Bachelor of Education	32	58.2
Non-Professional	19	34.5
Total	**55**	**100**

Source: Field Data, 2013

The non-professionals who are teaching social studies is as a result of ineffective deployment of teachers. Nineteen (34.5%) also have no professional training in social studies yet teaching it. This corroborates observations made by Goldhaber and Brewer (2000); Ingersol (2003); Seamstrong, et al. (2002) that not all teachers are assigned to teach in the areas for which they have been trained. This implies that such teachers may not be able to apply the appropriate pedagogy in teaching social studies, this adversely affect the student achievement (Darling-Hammond, 2000).

Respondents were asked further whether they have difficulty in teaching the subject and three (5.5%) out of 55 indicated "YES" they have. Also 12 (21.8%) indicated that they do have sometimes. This means that three of the respondents always have difficulty in teaching social studies, 12 of them though have difficulty, not always and 40 (72.7%) do not have difficulty at all in teaching social studies. It is clear from the analysis that majority had no difficulty in teaching the subject and corroborates Darling-Hammond et al (2001) findings that teachers who are trained and are teaching in the area in which they are certified outperform teachers who have no certification.

Significantly, only a few had no professional training and indicated that they had difficulty in teaching social studies. The 5.5% who indicated they have difficulty give the reason that, certain topics seem controversial to them since they had no professional training. The 12 who stated they sometimes have difficulty indicated that they did not pursue social studies programme and reaching the level of the students becomes difficult. Lack of materials and class sizes are their source of difficulty in teaching. When teachers are not assigned their right area, it may have negative effect of student achievement (Darling-Hammond, 2001).

Number of Years of Teaching Social Studies

The number of years of teaching a particular subject is a quality variable that influences students learning. It is upon this that teachers were asked to indicate the number of years they have taught social studies in the senior high schools. Table 15 revealed that majority 41 (74.6%) of the social studies teachers used for the studies have fewer years experience in teaching social studies.

Majority 41 (74.6%) of the respondents are found within years less than one to six years. This supports Darling-Hammond and Sykes (2003) who state that, teacher experience makes an important difference in student achievement. Table 15 shows teachers responses on number of years they have taught social studies. From Table 15, only a few 14 (25.4%) have taught for more than six years. This confirms that the experience ones are just few in the system teaching social studies in the senior high schools.

Table 15: Number of Years Respondents Taught Social Studies in SHS

Number of years	No	%
Less than 1 year	4	7.3
1-3 years	23	41.8
4-6 years	14	25.5
7-9 years	8	14.5
9 years and above	6	10.9
Total	**55**	**100**

Source: Field Data 2013

Number of In-service Training Courses Teachers Have Attended

To be able to improve teacher quality, in-service courses are very essential. The study seeks to find the competence of social studies teachers and there is the need to find out from the teachers the number of in-service courses they have attended. Table 16 shows that 26 (47.3%) out of 55 respondents have never attended any in-service course in social studies. Also 11 (20%) have attended only one in-service course. Those who had never attended any in-service training and

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those who have attended just one summed up to 67.3%. This constituted the majority and can be deduced from the analysis that most of the teachers who did not learn social studies as their major area of specialisation may not be able to cope with the teaching of the subject. These finding vindicates Rosenfield's (2004) view that social studies teachers receive fewer professional development opportunities than teachers in other disciplines. Table 16 gives the summary of responses of the teachers on number of in-service courses they have attended.

Table 16: Distribution of Number of In-Service Training Courses on the Methods of Teaching Social Studies Attended by Respondents

No. Of Courses	No	%
None	26	47.3
One	11	20.0
Two	9	16.4
Three	4	7.3
Four and above	5	9.1
Total	**55**	**100**

Source: Field Data, 2013

Those respondents who had not received any in-service courses were asked whether they need any in-service training and 26 (47.3%) respond "YES". Even though majority 40 (62.8%) have taught four and more majority 51 (92.7%) had their first degree and masters. Again majority 28 (50.9%) have studied Geography and History to bachelor degree level. Quite a large number 26 (47.3%) have not attended any in-service training. Also four out of the other respondents who have ever received in-service course even indicated that they need more in-service

training. This confirms Desimony, et al (2002) a consistent and high quality professional development.

Techniques Social Studies teachers employ in assessing affective learning

outcomes.

Research Question 4: What techniques do the social studies teachers in the New Juaben Municipality employ to assess the affective learning outcomes?

One will agree with me that suitability of any instructional programme can be determined through assessment.

Table 17: The Use of Assessment Procedures by Social Studies Teachers

Statement	A	U	D
	No (%)	No (%)	No (%)
Quizzes are conducted for assessment.	23(41.8)	27(49.1)	5(9.1)
Sometimes students present project as group work.	22(40)	28(50.9)	5(9.1)
Teachers give homework after every lesson.	19(34.5)	25(45.5)	11(20)
Field trip reports are presented by students in class.	17(30.9)	23(41.8)	15(27.3)

Source: Field Data, 2013

Attempts, therefore, were made to find out from respondents the techniques they employ in assessing the affective learning outcomes. Table 17 shows information obtained from the respondents.

The data on Table 17 showed that out of the 55 respondents, 23(41.8%) agree that quizzes are conducted for assessment. Another 27(49.1%) also cannot ascertain their view about quizzes. Only a few 5 (9.1%) clearly disagree with the statement about quizzes being used for assessment. This response is not consistent

with Stanley (1991) that teachers who give assignment and quizzes help students to accelerate their rate of learning. This is because majority view was not ascertained.

Table 17 indicated that 22(40%) agreed 28(50.9%) are undecided that sometimes students presents projects as group work. This means that majority 28(50.9%) cannot determine which side to take with regard to this statement. The response of teachers contradicts Shug's (2003) views that hand-on activities like projects and group work are superior to teacher-led instructions. From Table17, only 11 (20%) out of the 55 respondents disagree that teachers give homework to students after every lesson. Nineteen (34.5%) agreed to the statement and 25 (45.5%) stay undecided.

On Table 17, 15(27.4%) disagreed to the statement that field trip reports are presented by students in class. Seventeen (30.9%) also agreed that field trip reports are presented by students in class and 23 (41.8%) are not able to decide on that statement. The implication was that though teachers were aware of how field trip can be used in teaching, they do not use and this negates the views of Anderson and Piscitella (2002) who see field trip as important tool for social studies teaching and learning.

Assessment Procedures for the Affective Domain

There was the need to find out from the teachers whether they used the procedures and instruments meant for assessing the affective learning outcomes. Teacher's responses are summarised in Table 18. It was observed on Table 18 that either teachers were not familiar with the instruments or could not prepare them

and use, only observation saw regularly usage of 31(50.4%). Only 2(3.6%) respondents never used observation at all.

Table 18: Response of Teachers on Techniques for Assessing the Affective Learning Outcomes

Procedures	Regularly No (%)	Occasionally No (%)	Rarely No (%)	Never No (%)
Anecdotal records.	4(7.3)	11(20)	13(23.6)	27(49.1)
Check list.	16(29.1)	20(36.4)	14(25.5)	5(9.1)
Conference.	2(3.6)	21(38.2)	15(27.3)	15(27.3)
Journal & learning logs	3(5.5)	15(27.3)	17(30.9)	20(36.4)
Observation.	31(56.4)	17(30.9)	05(9.1)	2(3.6)
Peer assessment.	7(12.7)	11(20)	15(27.3)	24(43.6)
Portfolio.	2(3.6)	25(45.5)	11(20)	17(30.9)
Sociometry.	2(3.6)	12(21.8)	16(29.1)	25(45.5)

Source: Field Data, 2013

This affirms what was published in the article Alberta Assessment Consortium [AAC], 2005, that observing, students as they solve problems: model skills to others think aloud during, a sequence of activities or interact with different learning situations provides insight into student learning and growth.

Occasionally, almost all the instruments were used not below 11(20%) but not exceeding 25(45.5%). The most familiar ones which were occasionally used were checklist, conference, and portfolio assessment. The techniques were responded to by the respondents occasionally as 20(36.4%), 21(38.2%) and 25(45.5%) respectively.

This affirms what was published in the article, Alberta Assessment Consortium (AAC, 2005) that observing, students as they solve problems: model skills to others, think aloud during a sequence of activities or interact with different learning situations provides insight into student learning and growth. Occasionally, almost all the instruments were used not below 11(20%) but not exceeding 25(45.5%). The most familiar ones which were occasionally used were checklist, conference, and portfolio assessment. The techniques were responded to by the respondents occasionally as 20(36.4%), 21(38.2%) and 25(45.5%) respectively.

The rest of the assessment techniques are either not familiar to the teachers or consumes a lot of time in the preparation and administration. Hence the responses of the respondents about whether they employ techniques such as Anecdotal records, sociometry, peer assessment, journal and learning logs saw negative response NEVER from the respondents.

Teachers were asked of their main area of emphasis when they teach social studies in terms of the educational objectives. Majority 27(49.1%) indicated that they emphasised more on the cognitive domain. Another 16(29.1%) also stressed the psychomotor domain and this means that only 12 out of the 55, representing 21.8% did emphasize the affective domain in their teaching and learning of social studies.

Respondents were asked whether they had difficulties when teaching the affective domain. This raised response of 33(60%) and 22(40%) as No and Yes respectively. Though majority indicated that they do not have any difficulty, the

earlier responses proved that, affective domain was not the focus of emphasis. The few who responded that they had difficulty gave reasons such as; character and values are not easily assessable in classroom. Again WAEC (An External Examination body do not assess the affective domain in their summative evaluations. They also said that words used in classrooms for answering questions may be different from what is being displayed outside.

Table 19: Response of how often the Teachers Assess the Affective Learning Outcomes

Time	No	(%)
Per each lesson	5	12.8
Weekly	15	38.5
Fortnightly	12	30.8
Monthly	3	7.7
Termly	1	2.6
Yearly	-	-
Once in a while	3	7.7
Not at all	-	-
Total	**39**	**100**

Source: Field Data, 2013

They also said finally that some student pretend to be of good character in school but portrays it opposite at home. The respondents were asked of how often they assess the affective domain and a total number of 39 (70.9%) out of 55

responded to this question. The response of the teachers is summarised in Table 19.

Fifteen (38.5%) indicated they assessed affective domain weekly. Also 12 (30.8%) assessed it fortnightly, five (12.8%) indicated that they assessed affective outcome per each lesson. With the use of observation affective can indeed be assessed per each lesson. It is concluded that majority 50.9% were not curtained of the use of project report as group work. With regards to the assessment techniques, only observation saw regular usage of 31 (56.4%). The affective learning outcomes were also not regularly assessed. Minority five (12.8%) assessed it per each lesson.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter presents the final part of the study. It presents a summary and conclusions drawn from the findings. It also makes recommendations and gives suggestions for further research.

Summary

Overview of the Study

The study investigated the competence of social studies teachers in teaching and assessing learning outcomes in the affective domain in the senior high schools in New Juaben Municipality of the Eastern Region of Ghana. The research was undertaken with a view to finding answers and making suggestions in order to improve upon the teaching and assessing the attainment of affective objectives in social studies in the senior high schools in New Juaben Municipality.

All the eight senior high schools in the New Juaben Municipality in the Eastern Region and the total population of 55 social studies teachers were used for the study. A 33-item questionnaire was developed and pilot tested, revised and administered to the respondents. The data gathered were analysed by taking frequency counts and computing percentages and means where appropriate.

Key Findings

1. Majority of the social studies teachers used for the research are professionally trained social studies teachers. The response of the social studies teachers indicated that majority were uncertain about issue relating to their competence as teachers of the subject. It is concluded that the social studies teachers in New Juaben Municipality are somehow competent in the formulation of the affective objectives.

2. To a large extent, social studies teachers in new Juaben Municipality do not have the skills of assessing the affective learning outcomes. Only 'observation' was the preferred choice of the majority and in rating, majority rated discussion the first method. The rest of the methods were ignored.

3. The teachers used for the research are experienced and have all what they need as social studies teachers but their responses do not prove that they teach and assess the affective learning outcomes. Experience therefore makes no difference in the teaching and assessment of affective domain.

4. Social studies teachers never use any of the techniques for assessing affective learning outcomes except observation. Their excuses were that, character, value, attitudes are difficult to assess since some students pretend to be of good character at school whereas they are not.

Conclusions

A critical look at the findings from the study, the following conclusions was drawn:

1. Social Studies teachers in the New Juaben Municipality do not include affective objectives when preparing social studies lessons.

2. Since the respondents did not formulate affective objectives and also lacked the skills in teaching the affective domain, it is concluded that social studies teachers in the municipality do not teach the affective domain. As a result, the affective domain is neglected.

3. It was concluded that experience of social studies teachers do not make any difference in the teaching of the affective domain in social studies in New Juaben Municipality.

4. These social studies teachers obviously do not assess the affective domain with any of the techniques since they are not familiar with these techniques such as Sociometric scale, anecdotal records, portfolio assessment, journals, checklist etc.

Recommendations

In view of the findings from the research, the following recommendations are made:

1. Coordinators for senior high school and the headmasters (academic) should ensure that affective objectives are inculcated in the general lesson objectives of social studies teachers. Intensive in-service training

should be ran for social studies teachers to equip them on the formulation of affective objectives.

2. In- service training should be organised by the District Directors to train teachers in the teaching of lessons involving the affective domain.

3. The headmasters, as well as the coordinators for senior high schools, should monitor whether teachers qualification reflect in the teaching of the Social Studies lessons that involve the affective domain.

4. The universities and other training institutions should strengthen the teaching on the use of the techniques for assessing the affective domain. In-service training courses should also be organised regularly for social studies teachers on the use of the techniques for the assessment of affective domain.

Suggestions for Further Studies

It is suggested that further research be carried out on the challenges faced by social studies teachers in the teaching and learning as well as assessing student learning in affective domain.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST
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Cape Coast, Ghana.

Date: 3rd December, 2015

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Maxwell Sawer Teye** is a graduate student of the Department of Arts and Social Sciences Education of the University of Cape Coast, Ghana.

He requires some information from your institution for the purpose of writing a thesis as a requirement for the pursuit of M. Phil Degree Programme. His topic is **"SOCIAL STUDIES TEACHERS' COMPETENCE IN TEACHIG AND ASSESSING LEARNING OUTCOMES IN THE AFFECTIVE DOMAIN IN NEW JUABEN MUNICIPAL SENIOR HIGH SCHOOLS".**

I would be grateful if you would kindly allow him to collect the information from your institution. Kindly give the necessary assistance that Mr. Maxwell Sawer Teye requires from you.

I will appreciate any help that you may be able to give.

PROF. KOFI TSIVANYO YIBOE
HEAD OF DEPARTMENT

DEPARTMENT OF ARTS AND
SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF ARTS AND SOCIAL SCIENCES EDUCATION

Questionnaire for Social Studies Teachers

The aim of this questionnaire is to elicit information with regard to teaching affective domain in social studies domain in the senior high school. The information needed is part of the data required for completing a thesis at the Department of Art and Social Science Education in the University of Cape Coast, Cape Coast. I should be grateful if you would provide frank answers to the questions. All information given will be used solely for the purpose of the study. Your anonymity is assured. Thank you for being part of this study.

SECTION A

Formulation of affective objectives in social studies in the senior high school

1. Each of the following statement is about the nature of the senior high school social studies syllabus. Please tick (√) in the appropriate column to indicate whether you agrees (A), Uncertain (U), disagree (D), to each statement.

Statement	A	U	D
The syllabus focuses on progressive development of the student.			
It prepares individual to fit into society.			
It spells out affective objectives to be achieved.			

It incorporates knowledge ,skills, values and attitudes			

2. .How would you describe the senior high school social studies syllabus?

   Comprehensive   [   ]

   Uncertain   [   ]

   Not comprehensive   [   ]

3. Give reasons for your response to item 17.

   _____

   _____

4. Would effective teaching of the affective objective lead to preparation of good citizenship?

   YES   [   ]   NO   [   ]

5. Give reasons for your response in item 16.

   _____
   _____
   _____

6. Each of the following statements is about how the objectives should be stated.

   Tick (√) the appropriate column to indicate your response to each statement whether you agree (A), Uncertain (U), disagree (D.

Statement	A	U	D
The objectives should be a statement of changes to take place in students.			
The objectives determine how students should behave to attain good citizenship.			

7. Each of the following statements is about how the objectives are stated in the syllabus. Tick (√) the appropriate column to indicate your response to each statement whether you agree (A), Uncertain (U), disagree (D)

Statement	A	U	D
Four out of the six general aims are in affective domain.			
The objectives are stated in the profile dimensions.			
The profile dimensions aim at the totality of individual development.			

8. Dothe objectives of social studies create room for all the three domains of educations?

    YES [   ]   NO [   ]

9. Give reason(s) for your response to item 21.

    _____

    _____

10. Tick (√) against yes and no in the spaces below as your response to the questions about affective domain objectives as indicated by Krathwohl.

Statement	Yes	No
Four out of the six general aims are in affective domain.		
Four out of the six general aims are in affective domain.		
Four out of the six general aims are in affective domain.		

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Four out of the six general aims are in affective domain.		
Four out of the six general aims are in affective domain.		

11. Indicate whether you agree (A), Uncertain (U), disagree (D)) with the following statement about formulation of affective objectives. Show your response by ticking (√) the appropriate box but leave the coding space blank.

Statement	A	U	D
Using words such as ask, choose, describe, identify, reply, etc. to get, hold and direct the student attention is receiving.			
Obey, rule, complete, participate, etc. to ensure student to phenomena and react is responding.			
Demonstrate briefly, appreciate, show concern, demonstrate commitment, normally direct student attention to valuing.			
Bring together different values and resolving conflict between them with objective terms like adhere, alter, modify, synthesize refer to organization.			
Normally, instructional objective of social studies which employ verbs such as display, influence, practice, solve, achieve characterization by a value or value set.			

Methods and strategies of teaching social studies lessons

12. Indicate the extent to which the under listed methods and strategies are employed in your social studies lessons.

Methods	Regularly	Occasionally	Rarely	Never
Discussion				
Field trip				
Inquiry				
Lecture				
Resource Person				
Role –play				
Simulation				
Team teaching				

13. Rate the methods in question 25 in order of effectiveness with (1) as the most effective through (8) as the least effective in the achieving of the affective domain.

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

(6)_____

(7)_____

(8)_____

SECTION C

Teaching and Professional experience

14. Teaching experience.

Less than 1   [   ]

1-3   [   ]

4-6   [   ]

7-9   [   ]

10-12   [   ]

13-15   [   ]

16-18   [   ]

19-20   [   ]

21 and above   [   ]

15. Do you teach any other subject apart from social studies?

YES   [   ]   NO [   ]

16. State the other subjects you teach

_____

_____

17. Give reasons for your response in item 3.

_____

_____

18. Among the following qualifications, tick ($\sqrt{}$) the highest one that you

posses.

Secondary school certificate (GCE O Level)   [   ]

Senior secondary school certificate (SSSCE)   [   ]

West Africa senior high certificate examination (WASSCE)   [   ]

Advance Level certificate (GCE"A" Level)   [   ]

Certificate "A" post secondary   [   ]

HND and Diploma in Education   [   ]

Bachelor Degree (BA, BSC, BED)   [   ]

Master Degree (M. Phil., MED, MA, MSC)   [   ]

Others(specify) _____

19. Indicate the highest level to which you have studied each of the social

Subject	OL	SSS	A'CE	AL	CERT A	HND/DIP	BED/BA	MED/M PHIL
History								
Economics								
Geography								
Government								

science disciplines.

20. Do you have any professional education in social studies?

    YES   [   ]   NO [   ]

21. If YES, at what level?

    _____

    _____

22. Do you find it difficult teaching social studies?

    YES   [   ]   NO   [   ]   SOMETIMES   [   ]

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23. Give reason(s) for your response in item 11.

_____

_____

24. For how long have you been teaching social studies in senior high school?

Less than 1 year   [   ]

1-3 years   [   ]

4-6 years   [   ]

7-9 years   [   ]

9 years and above   [   ]

25. How many in-service courses have you participated in?

None   [   ]

One   [   ]

Two   [   ]

Three   [   ]

Four and above   [   ]

26. If none, do you think you need any in-service training?

_____

_____

SECTION D

Assessment procedures for social studies

27**.** The following are assessment procedures for social studies. Please read them carefully and tick (√) to indicate whether you agree (A), Uncertain (U), disagree (D)

Assessment procedures in Social Studies	A	U	D
Quizzes are conducted for assessment.			
Sometimes students presents project as group work.			
Teacher gives home work to students after every lesson			
Field trip reports are presented by students in class			

28. Below are some assessment procedures, indicate your familiarity by ticking

(√) the extent to which each of them is employed in your lesson assessment.

Procedures	Regularly	Occasionally	Rarely	Never
Anecdotal records				
Checklist				
Conference				
Journal & learning logs				
Observation				
Peer assessment				
Portfolio assessment				
Sociometry				

29. Which is your main area of emphasis in your teaching and learning periods?

(A) Cognitive domain of objective   [   ]

(B) Affective domain of objective   [   ]

(C) Psychomotor domain of objective   [   ]

30. Do you find it difficult in assessing the affective domain in students?

YES   [   ]   NO   [   ]

31. Describe briefly, the nature of difficulty if YES was your response to item 31.

_____

32. If NO was your response to item 31, indicate how often you assess the

   affective domain.

   Per each lesson   [   ]

   Weekly   [   ]

   Fortnightly   [   ]

   Monthly   [   ]

   Term   [   ]

   Yearly   [   ]

   Once in a while   [   ]

   Not at all   [   ]