

UNIVERSITY OF CAPE COAST

CONCERNS ABOUT THE IMPLEMENTATION OF THE 2010 SENIOR HIGH
SCHOOL SOCIAL STUDIES CURRICULUM: A SURVEY OF TEACHERS IN
SEKONDI-TAKORADI METROPOLIS OF GHANA

MATTHEW ESSUMANDONKOH

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BY

MATTHEW ESSUMANDONKOH

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the College of Education Studies, University of Cape Coast, in partial fulfilment
of the requirements for the award of Master of Philosophy in
Curriculum Studies

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name: Matthew Essuman Donkoh

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.....

Name: Dr. Albert Dare

Co-supervisor's Signature..... Date.....

Name: Prof. Kankam Boadu

ABSTRACT

The study investigated the concerns of SHS Social Studies teachers about the implementation of 2010 Social Studies Curriculum in the senior high schools (SHS) in the Sekondi-Takoradi Metropolis of the Western Region of Ghana. Data were gathered from 70 Social Studies teachers in 11 public Senior High Secondary/Technical Schools through the use of questionnaire with a reliability coefficient of .75 and interviews. Analysis of academic background of the respondents revealed two groups of Social Studies teachers. The groups consisted of teachers (60%) with and (40%) without degree certificates in Social Studies. Also, teachers' efforts to implement the 2010 Social Studies curriculum were constrained by inadequate supply of textbooks, syllabus in use, teachers' handbooks and insufficient teaching periods. Results from teachers' concerns on organisation of staff training or development indicated that pre and in-service training, workshops and seminars for Social Studies teachers have not been regular in Ghanaian schools. Pearson chi-square revealed that most of Social Studies teachers' concerns were independent of their level of education, subject specialisation and teaching experience. It is therefore, recommended that the needed logistics should be provided, more Social Studies teachers be trained and periodic in-service trainings and workshops should be organized for Social Studies teachers to enhance successful implementation of the 2010 SHS Social Studies Curriculum in Ghana.

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DEDICATION

To Efuah Affenyiwa, Abena Amoahand Ewura Ama Essuman-Donkoh.

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CHAPTER ONE

INTRODUCTION

The study is about the concerns of Senior High School teachers in the Sekondi-Takoradi Metropolis of Ghana on the implementation of the 2010 Senior High School Social Studies Curriculum. In 2010, Government of Ghana introduced innovations into the existing educational programme which affected the structure and contents of the examinable subjects at the Senior High School including Social Studies (Ministry of Education, 2010).

A successful implementation of curriculum innovation thrives on the full support of the subject masters, provision of adequate, qualified subject teachers, quality curriculum materials in the form of syllabus, teachers' handbook, students textbooks and pre-service or in-service training (UNESCO, 2005; Cobbold & Ani-Boi, 2011). Also, period allocation on the school timetable plays a crucial role in successful implementation of a curriculum. Curtain and Pesola (1994) indicate that the amount of time on task and the quality activities have a relationship. Verspoor (1991) also asserts that a school requires 800 – 1000 hours a year to complete its curriculum.

Research conducted by Ani-Boi (2009) about the concerns of primary school teachers on 2007 education reforms revealed a lot of concerns of teachers which needed attention. Therefore, investigating into the concerns of Social Studies teachers about the 2010 curriculum would help to assess and address the concerns expressed by teachers in order to achieve successful implementation.

Background to the Study

Education is a major enterprise in the maintenance of a society. All societies are involved in education which is a process of acquiring knowledge, skills, habits, sensitivities, attitudes and values that equip all individuals and groups in the society to accept and solve their day-to-day problems with a view of satisfying their needs (Onwuka, 1996, p. 28). Achieving this goal requires systematic and well-tailored programmes that seek to inculcate positive attitudes, patriotism, selflessness, good morals and values in the citizenry. Aggarwal (2005) declares that an efficient and effective instrument for achieving a change in every society is education. He simplifies this thought on how a society could be changed through education by asserting that the realisation of a country's aspirations involves changes in the knowledge, skills, interests and values of the citizens as a whole.

Concerning the future direction of education in Ghana, the Anamuah-Mensah committee asserts that "the education should result in the formation of well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens" (Government of Ghana, 2004, p. 9). In support of this, the Ministry of Education, Youth and Sports (2004) categorically declared that the "education process in the country should lead to improvement in the quality of life of all Ghanaians by empowering them to overcome poverty and raise their standards of living" (p. 10).

Reflecting on the relationship between educational curriculum and the development of citizenry and the society, Farrant (2004) asserts that "all our

efforts are largely wasted unless what we teach is relevant to the aims and objectives of our students, the values of our culture and the resources at our disposal” (p. 45). The nation’s effort towards provision of relevant education should meet the needs and aspirations of the individuals and the entire nation. This requires a periodic revision of our educational curricula so as to meet the ever-changing needs of the nation and the students. In line with this, Farrant proposes that as knowledge changes in response to books we read, discoveries we make and our experiences, our educational experiences should respond to these challenges.

Throwing more light on the impact of education on the lives of the citizens, Anamuah-Mensah (cited in white paper report of Education Reform Review Committee, Ministry of Education, Youth and Sports, 2004) indicates “Ghana government accepts that education should result in the formation of well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens” (p. 9). This statement complements the re-introduction of Citizenship Education as subject at primary school and Social Studies as subjects at both junior and senior high schools, programme of study in some Colleges of Education (the then Teacher Training Colleges) and other tertiary institutions in the country (Ministry of Education, 1972, 1987, 1996 & 2004).

In Ghana today, there is consensus that the primary purpose for teaching Social Studies in Ghanaian schools is the development of civic competencies among the citizens (Ghana Education Service, 1998). Authorities in other

disciplines argue that their subject areas equally seek to equip learners with knowledge and skills needed to live successful and meaningful lives. But Social Studies supersedes all. In support of this, Banks (1990) declares that “while the other curriculum areas also help students to attain some skills needed to participate in a democratic society, Social Studies is the only area that has the development of civic competencies and skills as its primary goal” (p. 3).

It is an undeniable fact that the ultimate goal of Social Studies is active citizenship in our society (Tabachnick, cited in Cobbold, 2013, p. 11). National Council for the Social Studies through its task force on revitalizing citizenship education re-emphasised that the “core mission of Social Studies education is to help students develop the knowledge, skills and values that will enable them to become effective citizens” (NCSS, 2001, p. 319). Odumah (cited in Mensah, 2012) sums up the importance of Social Studies by saying that it is a nation-building subject and aimed at meeting a country’s aspirations.

A worthwhile curriculum is never static. Okeke (cited in Onwuka, 1996), reiterates that curriculum is interwoven with social order that sustains it. He believes that what the society values, believes in, its ideas, aspirations and purposes should direct the selection and organisation of the learning experiences of the curriculum. In fact, the purpose of the curriculum is to transmit to the young members the society’s beliefs, values, aspirations and ideas which change periodically (Onwuka, 1996). For education to be effective and beneficial to the citizens, it requires constant evaluation and reforms when necessary (Adentwi & Sarfo, 2011). Official reports from the Anamuah-Mensah Educational Review

Committee (Government of Ghana, 2004) indicates that “the implementation of Ghana’s most recent education reforms, which began in 1987, brought to the fore many problems in the objectives, content, administration and the management of education” (p. 3). As a result, the nation’s new educational system for the youth especially 1st and 2nd cycles needed reforms to enhance the nation to build a knowledge-based economy for the new generation (Ministry of Education, Youth and Sports, 2004).

Based on the recommendations of the Educational Reform Review Committee (Ministry of Education, Youth & Sports, 2004), the Government of Ghana introduced a second major reform in educational system in the country in 2007. This reform changed duration of secondary education from three years to four years. The reform also called for changes in the senior high school Social Studies curriculum as indicated below.

1. The content of the SHS Social Studies syllabus consisted of 28 major topics under three sections which focus respectively on: the environment, governance, politics and stability, and socio-economic development (Appendix A).
2. Instructional periods allocated for the implementation of SHS Social Studies over the four year Programme are as follows:
 - Year 1: 6 periods a week
 - Year 2: 3 periods a week
 - Year 3: 2 periods a week
 - Year 4: 2 periods a week

3. A new School Based Assessment system (SBA), formerly known as Continuous Assessment was included in the official school timetable from September, 2008.
4. The 2007 reform introduced a mass supply of a detailed (well written with pictures and illustrations) government textbook to all the public SHS in the country (Ministry of Education, Youth & Sports, 2007).

In the year 2010, just three years after the implementation of the 2007 educational reforms had begun, Ghana Government introduced innovations into the existing SHS educational programme and brought some changes indicated below.

1. The duration for SHS programme was reduced to three years.
2. Time allocation for Social Studies over three year period is as follows:
 - Year 1: 3 periods a week
 - Year 2: 3 periods a week
 - Year 3: 3 periods a week
3. As shown in appendix A, the content of the old syllabus was compressed and reorganised into 23 major topics under the three sections: environment, politics, governance and stability, and socio-economic development (Ministry of Education, 2010).

The 2010 educational innovations had no government textbook to support the implementation of the changes effected in the Social Studies curriculum. However, a list of approved reading materials was given out for both teachers and students to buy from publishers and bookshops (Ministry of Education, 2010)

&WAEC, 2013). Teachers were not given any pre-service or in-service trainings on how to implement the changes in the 2010 curriculum.

Sharing opinion on challenges teachers encounter with an introduction of curriculum innovations, Stenhouse (cited in Cobbold & Ani-Boi, 2011) says “Genuine innovation begets incompetence. It deskills teachers and pupils alike, suppressing acquired competency and demanding the development of new ones” (p. 170). This assertion implies that once there is a change, teachers need to acquire insight into the new or modified curriculum which would help them to adopt new things and implement them in new ways which put burdens on the curriculum gate-keepers. The demands and pressures associated with educational change make teachers express lots of concerns, especially on issues of transition from the existing programme to new programme (Armstrong, 2003).

It is important to pay attention to assess and address concerns (challenges, feelings and frustrations) teachers express about implementation of proposed change into the existing curriculum. This is in line with Loucks and Pratt (1979) who assert that “Paying attention to the concerns of teachers as they begin using a new curriculum helps assure them that they will use it successfully” (p. 212). This assertion by Loucks and Pratt was what motivated me to undertake the present study.

Statement of the Problem

The success of a curriculum innovation thrives on the full support of the subject teachers and provision of adequate and quality curriculum materials to support the implementation process (UNESCO, 2005). Adentwi and Sarfo (2011)

opine that curriculum innovation is only successful and able to yield the desired and intended results when it is fully embraced and adopted by the teachers in the classroom. Marsh and Willis (2007) indicate that a new curriculum is said to have been institutionalised only when the teachers have fully accepted and adopted it in the classroom and teaching it has become a matter of routine for students to obtain the maximum benefits from its use.

Personal conversation with Social Studies teachers revealed that they seemed to have numerous concerns about 2010 SHS Social Studies curriculum encompassing inadequate trained and certificated Social Studies teachers, the arrangement of the content of the syllabus, inadequate periods allocation, lack of teacher's guide, professional training, influx of Social Studies textbooks with dubious merit in the system and lack of access to the current syllabus.

Also, Ani-Boi (2009) reveals that teachers had a lot of concerns about implementation of curriculum reforms which needed considerations and attention. Substantial research such as the status of Social Studies teaching in Ghana in selected SHS schools in Cape Coast Metropolis by Tetteh-Quarshie and Oduro (2004), Primary school teachers' concerns about implementing the 2007 educational reforms in Ghana by Ani-Boi (2009) and the status of Accounting Curriculum Implementation by Kwarteng (2009) have been undertaken in the area of implementing a change but very few studies have focused on the implementation of a change in Social Studies curriculum across all levels of education in Ghana. Moreover, Social Studies teachers in Ghanaian senior secondary schools have been implementing the 2010 SHS Social Studies

curriculum for four years. Yet, there is a dearth of research to unravel the concerns underpinning successful implementation of SHS Social Studies curriculum which has an ultimate goal of producing responsible citizens. It is against this background that the present study was designed to find out the concerns of Social Studies teachers in relation to the implementation of 2010 SHS Social Studies curriculum in Ghana.

Purpose of the Study

The purpose of the study was to examine the feelings, frustrations and worries (concerns) of SHS Social Studies teachers in the Sekondi-Takoradi Metropolis in Western Region of Ghana with regard to the implementation of the 2010 SHS Social Studies Curriculum. Specifically, the study sought to:

1. assess the concerns of teachers with regard to adequacy of qualified Social Studies teachers at SHS.
2. examine the teachers' concerns about the availability and the quality of curriculum materials for teaching of Social Studies.
3. examine concerns of teachers regarding the quality of the available Social Studies curriculum materials.
4. investigate the concerns of SHS Social Studies teachers about staff development in relation to Social Studies teaching.
5. assess the concerns of teachers on the number of periods allocated to teaching of Social Studies in Ghanaian senior high schools.

6. find out whether there are relationships between the teachers' concerns and (i) teachers' qualification, (ii) teachers' subject specialisation and (iii) teachers' experience.

Research Questions

The study was guided by the following six research questions. Research question 6 was to determine the relationships between the concerns of teachers and their academic qualification, subject specialisation and experience.

1. What concerns do SHS teachers have about the adequacy of qualified teachers for effective implementation of the 2010 SHS Social Studies curriculum in the Sekondi-Takoradi Metropolis?
2. What are the teachers' concerns on the availability of Social Studies curriculum materials?
3. What are the concerns of teachers regarding quality of available Social Studies curriculum materials?
4. What concerns do Social Studies teachers have about their staff development or training?
5. What are the concerns of SHS Social Studies teachers regarding periods allocated for the teaching of Social Studies?
6. How significant is the relationship (if any) between the following variables:
 - i. Teachers' concerns about the adequacy of qualified Social Studies teachers and teachers'
 - (a) level of education?

- (b) area of specialisation?
 - (c) teaching experience?
- ii. Teachers' concerns regarding the availability of Social Studies curriculum materials and the teachers'
 - (a) level of education?
 - (b) area of specialisation?
 - (c) teaching experience?
- iii. Teachers' concerns regarding the quality of the available Social Studies curriculum materials and the teachers'
 - (a) level of education?
 - (b) area of specialisation?
 - (c) teaching experience?
- iv. Teachers' concerns about their staff development or training and teachers'
 - (a) level of education?
 - (b) area of specialisation?
 - (c) teaching experience?
- v. Teachers' concerns regarding periods allocated for the teaching of Social Studies and the teachers'
 - (a) level of education?
 - (b) area of specialisation?
 - (c) teaching experience?

Significance of the Study

It is generally acknowledged that teachers do not simply implement educational innovations handed down to them by policy makers, but they interpret, modify, and implement these innovations according to their beliefs, academic background, teaching experience, availability of curriculum materials and the level of knowledge about the new curriculum (Marsh & Willis, 2007).

Basically, the study sought to track concerns of senior high school Social Studies teachers as they implement 2010 Social Studies Curriculum. The findings of this study have provided information on the Social Studies teacher situation in terms of adequacy and qualifications and their capacity to implement the Social Studies curriculum. The study has also provided information on the level of education and the areas of specialisation of teachers of Social Studies in the study area.

Secondly, the results from the study may be of use to the Ministry of Education and all stakeholders of education when they plan the supply and distribution of curriculum materials in the form of syllabus, student's textbooks, teacher's handbooks and other teaching materials to support effective and successful implementation of the current SHS Social Studies curriculum.

Besides, the findings of the study may be of interest to the Curriculum Research and Development Division. Knowledge of teachers' concerns about the structure and organisations of the SHS Social Studies syllabus and, the corresponding allocated teaching periods per week may inform the designers of

the syllabus to address the concerns about the allocated periods on the school timetable.

Moreover, the study has provided information about teachers' concerns on staff development and training which may alert the government, curriculum leaders, teacher development division of ministry of education and teacher development institutions to put measures in place for regular, periodic and educative pre-service and in-service trainings, workshops and seminars to support classroom teachers to upgrade the knowledge and skills. Finally, the study is an addition to the existing body of knowledge on teachers' concerns about implementation of the Social Studies curriculum.

Delimitation

The focus of this study was on factors that affect implementation of the 2010 Social Studies curriculum. Specifically, this study was carried out to find teachers' concerns with regard to adequacy of qualified and well trained teachers, availability, quantity and quality of approved curriculum materials, staff development and periods allocated for teaching of 2010 SHS Social Studies curriculum. The study was also limited to only Social Studies teachers in the 11 public senior high schools in Sekondi-Takoradi Metropolis in the Western Region of Ghana.

Limitations

The study would probably have provided stronger findings of teachers' concerns if all the 100 SHS Social Studies teachers in the Sekondi-Takoradi Metropolis had participated in the study. The 30 Social Studies teachers who

opted out of the study could probably have expressed other concerns not captured here. Additionally, the respondents were not grouped into certificated Social Studies and certificated social science teachers. Responses from both certificated Social Studies and social science teachers were analysed together. However, their qualifications, teaching experience and specialisation have probably influenced their responses to the items in the questionnaire.

The issue of using the heads of departments for the distribution and collection of set of questionnaires to and from subject teachers in some schools also posed challenges in the sense that I did not have personal rapport with the respondents in such schools. The heads of departments might be tempted to exclude teachers who are not in good relationship with them. All these challenges to some extent might have affected the outcome of the study. As such, generalisation of the findings may not be valid for all the SHS Social Studies teachers in the metropolis.

Definition of Terms and Abbreviations

SHS: This stands for Senior High School formerly called Senior Secondary School.

Curriculum: A set of planned and unplanned school experiences that include the opportunities provided by the school as well as the activities that lead to the gaining of knowledge from the series of written documents like books and syllabi.

Concerns: These are the feelings, perceptions, motivations, frustrations and satisfaction individuals have as they progress through the process of implementing a change (Snyder, Bolin & Zumwalt, 1992).

CBAM: Concerns-Based Adoption Model. It is a research-based programme for aiding innovation. It is used to track and address concerns of implementers of a curriculum change or innovations.

Social Studies Education: System of education for citizens with the aim of helping students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives.

INSET: In-service Education and Training course intended to support teacher development.

Implementation: A specified set of activities designed to put into practice a programme of known dimensions.

CRDD: Curriculum and Research Development Division. This is a division of the Ghana Education Service in charge of curriculum, research and development. It has oversight responsibility for reviewing the existing curriculum, proposing, drafting and preparation of new curriculum in the form of syllabi.

Organisation of the Study

The thesis consists of five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitations, definition of terms and abbreviations. Chapter Two reviews related literature. It describes Concerns-Based Approach to curriculum change (an aspect of CBAM), as the theoretical framework within which the study was undertaken. The chapter also discusses the concepts: curriculum change and curriculum change implementation, meaning of teachers' concerns, historical overview of Social Studies education, factors that

influence curriculum implementation and reviews some previous works relevant to the study.

Chapter Three deals with the methodology employed for the study. It describes the research design, population, sample and the sampling procedure, the instrument used in data collection and how it was administered. Chapter Four presents results of the study and discusses them. Finally, Chapter Five summarises the entire research process, draws conclusions and makes recommendations for policy and practice. Suggestions for further research are also provided.

Chapter Summary

Considering how education can be used to meet the aspirations of a country and her citizens, Aggarwal (2005) opines that realization of a country's aspirations should involve periodic changes in knowledge, skills and values incorporated in her educational programme. This requires a periodic revision of our educational curricula at all levels of education in order to meet the ever-changing needs and aspirations of both the citizens and the nation as a whole.

Throwing more light on the impact of education on the levels of the citizens, a white paper report on educational reform review indicated that Ghana's education should result in the formulation of well-behaved individuals with the requisite, knowledge, skills, values, aptitudes and attitudes to produce productive and responsible citizens (Ministry of Education, Youth and Sports, 2004). In 2010, Ghana Government introduced a major educational reform which resulted in changes of the structure and contents of the various subjects, and increased

duration of the SHS to four years. The reform was supported with mass supply of curriculum materials. Adequate periods were allocated for the four core subjects which included Social Studies. However, changes of government in 2009 also brought innovations in the SHS education programme in 2010. Topics in the Social Studies syllabus were re-organised and the duration was reduced to 3 years which affected period allocation for the subject on the school timetable. Textbooks were not supplied to support its implementation. No pre-service training sessions were organized for teachers.

Armstrong (2003) declares that the pressures and demands associated with educational innovation or reform compel teachers to express a lot of concerns. A personal conversation with some Social Studies teachers confirmed the assertion of Armstrong. This necessitated the carry out of this study. The study investigated into the concerns of SHS Social Studies regarding the implementation of the 2010 Social Studies curriculum. The study was guided by six research questions to ascertain teacher's concerns on adequacy of qualified subject masters, availability and quality of curriculum materials, organisation of staff development training and period allocation for Social Studies. The sixth research question was intended to determine the statistical significance of relationships (if any) between the concerns raised and the teachers' level of education, area of specialization and teaching experience. The study covered SHS Social Studies Teachers in the Sekondi-Takoradi Metropolis. In all 70 out of 100 SHS Social Studies teachers participated fully in the study. Thirty teachers with reasons best known to them opted and their concerns have not been captured in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

This chapter reviews theories and findings of other researchers which are related to this study. The review is based on a theoretical as well as the conceptual framework which serve as a guide to the study. The Concern-Based Adoption Model (CBAM) developed by Frances Fuller (1969) was used as the theoretical framework. The objective was to track down concerns SHS Social Studies teachers have as they implement the 2010 Social Studies curriculum which could undermine the achievement of the curriculum goals. Under the conceptual framework, the chapter also discusses the historical overview of Social Studies education, meaning of Social Studies, the meaning of curriculum innovation and implementation and factors that influence implementation of educational curriculum. The chapter finally examines some previous studies.

Theoretical Framework

The Concerns-Based Adoption Model (CBAM) is a research-based programme for aiding innovation. It offers a way to understanding, and then addressing educators' common concerns about change (Holloway, 2003). The concern development theory dates back to 1969 from the work of Frances Fuller. She identified a developmental sequence through which pre-service teachers pass as they become more experienced. Fuller discovered in her research that all pre service teachers experienced three levels of concerns beginning with concerns about self, concerns about teaching and concerns about students (Marsh & Willis,

2007). Deducing from her findings, teachers tend to express concerns on how they could adopt and manage educational innovations. With the passage of time teachers become familiar with and accustomed to the rudiments of innovations and their concerns move to the task ahead of them, thus how they could effectively, efficiently and successfully implement the innovations. Finally, teachers tend to express concerns about the impact of their teaching on their students.

To make Fuller's sequence of concerns more practical and useful in addressing challenges with implementation of educational change, Hall, Wallace and Dossett (1973) refined Fuller's sequence of concerns into their own and created two sequences of how teachers used innovations. Hall et al. (1973) called the sequences Stages of Concern (SoC) and Levels of Use (LoU). Later, Hall and Loucks (cited in Marsh & Willis, 2007, p. 235) also developed Innovations Configuration (IC).

According to Hallet al. (1973), the proposers of this curriculum development model, Concerns-Based Adoption Model takes different approach from other problem solving models in the sense that it focuses on the individual teacher and not on how or by whom the change is generated. Hall et al. (cited in Marsh & Willis, 2007, p. 171) "maintain that individual teachers make decisions about the degree of acceptance or rejection of the specific innovation not because of public reasons but because of specific concerns they develop whilst they become involved in the innovation".

Anderson (1997) indicates that the “Concerns-Based Approach Model (CBAM) is the most robust and empirically grounded theoretical model for the implementation of educational innovations to come out of educational change research in 1970s and 1980s” (p. 331). Van den Berg (2002) also agrees and notes that CBAM has greatly influenced research on the professional development of teachers and it is widely used to monitor scale changes in schools involving innovations (cited in Marsh & Willis, 2007, p. 234).

Justifying the importance of the Concerns-Based Adoption Model (CBAM), Holloway (2003) indicated that CBAM is a research-based programme for aiding innovation. It offers a way to understand, and then addresses educators’ common concerns about change. According Holloway, CBAM has served as an effective model to deal with concerns of educators particularly teachers on implementation of educational innovation.

Marsh and Willis (2007) quoting Hall and Hord, indicate the assumptions that underlie CBAM as follows:

1. Change is a process, not an event, requiring time, energy, and resources to support it.
2. Change is achieved incrementally and developmentally and entails developmental growth in feelings about the skill in using new programmes.
3. Change is accomplished by individuals first. Institutions cannot change until the individuals within them change.
4. Change is a highly personal experience.

5. Change can be facilitated by change agents (change facilitators) providing diagnostic, client-centered support to individual teachers (p. 234).

In order to address concerns on implementation of curriculum change or innovation, Loucks and Pratt (1979) also modified the findings of Frances Fuller on sequences of concerns on implementation of innovations (change) and developed a model which has a link with CBAM. They called their model Concerns-Based Approach to Curriculum Change and outlined these four assumptions about change in curriculum:

1. Change is a process, not an event.
2. Change is accomplished by individuals, not institutions.
3. Change is a highly personal experience.
4. Change entails developmental growth in both feelings about and skills in using a new programme.

Change is a Process, not an Event

Davis (2011), citing Hall and Hord states that, “Change is a process, not an event. In other words, change is not accomplished by having a one-time announcement by an executive leader, a two-day training workshop for teachers in the August” (p. 1). They added that, “Change is a process through which people and organisations move as they gradually come to understand and become skilled and competent in the use of new ways” (cited in Davis, 2011, p. 1). The first assumption of the Concerns-Based Approach or Model indicated that change is not an event but a process that takes time. The impulse of this assumption

lingers on conviction that implementation of change in curriculum does not happen at a go but takes a reasonable period of time (Loucks & Pratt, 1979).

Research and Development Centre of Jeffco Science Department (cited in Loucks & Pratt, 1979) indicates that innovation takes three to five years for people to observe its impact on both teachers and students. Also, success or failure of any innovation could be determined after three to five years of implementation of the change (Whitman, 2009). Knowing that change takes a longer time than as the proposers think, it is prudent to allow sufficient time for the newly introduced innovations to become operational before another change is thought of.

Besides, the implementers of a new curriculum need “pre-services” training before implementation of a change commences and series of “in-service” training during the period of implementation so as to make teachers aware about the demands of the curriculum change. Based on this assumption, the change developers must bear in mind that people who matter most in adoption and implementation of curriculum innovations should have sufficient pre- service and in-service trainings to acquire the prerequisite skills in the proposed change before official mass implementation commences.

In the same vein, Rutherford, Hord, Huling and Hall (cited in Marsh & Willis, 2007, p. 234) arguing in favour of the Concerns-Based Adoption Model (CBAM), point out that change is a process and requires a time, energy and resources to support it. They opine that once a change is proposed and planned, it requires human and non-human resources to support the implementation.

Supportive resources ought to be developed, obtained and made available to the appropriate officers before official implementation of the planned change commences. However, the situation in Ghana is not congruent with this assumption. Most innovations begin without the required energy and supportive resources.

Sharing a view on change as a process, not an event, Ani-Boi(2009) believes that implementation of a change requires adequate time, energy, material and human resources to support it. Therefore, there is the need for School heads, subject coordinators and circuit supervisors to commit themselves in offering continuous assistance needed by the implementers in order to achieve successful implementation.

Change is accomplished by Individuals

Though, an intended change is implemented in an institution, the impacts are felt by the individuals. Thus, the changes in the schools are dependent on the changes in the individuals involved in the process of implementing a change. Loucks and Pratt (1979, p. 213) indicate that “change process is experienced by the individuals but not institutions”. Relating it to educational innovation, teachers ought to internalise the proposed change before it is reflected in the institutions. The Concerns-Based Approach to curriculum change indicates in its second assumption that close attention must be paid to the concerns of the individual teachers who implement the changes but not the structures and systems in place.

In addition, Loucks and Pratt (1979) point out that pre-service and in-service training sessions for teachers offer them choices of content and

complexity for teachers with varying teaching experiences and confidence with the new curriculum. They explain that expected changes would only occur when implementers are well trained, informed and prepared for the innovation through series of pre and in-service trainings, curriculum seminars and workshops. They also argue that the central focus ought to be on the teacher preparedness level for the implementation of the new curriculum. Support for teachers at classroom level is very vital to successful change. They explain further that ideally, headmasters and principals of institutions should be supplied with the needed logistics (equipment and supplies) for the change in advance so as to support teachers during the change process. However, they noted that the philosophy that individuals must be the focus of the innovation does not relegate the vital role of institutions in curriculum implementation process.

Change is Personal

The third assumption of the Concerns-Based Approach asserts that change is a highly personal experience and staff developers, administrators and other change facilitators ought to do their best to trap the feelings and perceptions of the recipients of the intended innovation. Loucks and Pratt (1979,p. 214) explain that “since change is brought about by individual teachers, their personal concerns, feelings, perceptions, satisfactions, frustrations and motivations play crucial role in determining the success or failure of a change initiative”.

Loucks and Pratt explain further that the rationale of the third assumption is that teachers have diverse feelings, frustrations, motivations and concerns about the innovation. Therefore, they advise that in-service training,

curriculumworkshops and seminars offered to teachers should not be the same for everyone. In their view “since the teaching staff consists of professional and non-professional, unqualified, under-qualified and qualified, experienced and inexperienced teachers, training to support them to adopt the proposed innovations should have diversities based on their interests, needs, and choice of content”(p. 214).

Change Entails Growth in Feelings and Skills

Change as developmental process, involves both feelings and skills of the individuals (Loucks & Pratt, 1979). Individuals expected to adopt the change go through stages of their affective orientation to the innovation, and in their skills and sophistication in using it. The Concerns-Based Adoption Model identifies seven “stages of concern” that individuals experience as they implement change (p. 214). As individuals adopt an innovation, their concerns develop through these seven stages. At the initial stage, individuals have primarily self-oriented concerns; those of an information and a personal nature. As the use of change commences, the individual’s self-oriented concerns change to management focused; thus concerns about materials, scheduling and time requirement. As these concerns are resolved, then individual’s concerns now become impact-focused; thus, how the innovations affect learners.

Relating the stages of concerns to teachers’ reactions to curriculum change or innovation, Hall et al. (1973) summarise the Stage of Concerns as follows:

Stage 0- Awareness: Teachers have little knowledge of the innovation and have no interest in taking any action.

Stage 1- Informational: Teachers express concerns regarding the nature of the innovation and the requirements for its implementation. At this stage, teachers usually show their willingness to learn more about specific innovation or reform.

Stage 2-Personal: Teachers focus on the impact the innovation will have on them. At this point, they exhibit concerns about how the use of the innovation will affect them on a personal level. They may be concerned about their own time limitations and the change they will be expected to make.

Stage 3- Management: Concerns begin to concentrate on methods for managing the innovation within the classroom. Teachers now express concern over the organisation and details of implementation. Time requirements are among the prime management factors, which creates skepticism on the part of teachers in relation to adoption of innovations.

Stage 4- Consequence: Teacher concerns now Centre upon effects on students learning. If positive effects are observed, teachers are likely to continue to work for the implementation.

Stage 5 - Collaboration: Teachers are interested in relating what they are doing to what their colleagues are doing.

Stage 6-Refocusing: Teachers evaluate the innovation and make suggestions for continued improvement or consider alternative ideas that would work even better.

Subsequently, concerns about consequences, collaboration and refocusing become dominant. The model also advocates that to motivate teachers to adopt and implement a new curriculum, regular orientations and in-service trainings

ought to be organised to offer support to and resolve concerns of diverse nature as they emerge.

Role of Change Agents

Talking on how teachers could be assisted in implementation of change process, Hammonds (2002) and Armstrong (2003) hold the opinion that most people develop understanding only when they are made to take part in a process. Therefore, they believe that if curriculum developers and policy-makers really wanted teachers to consider, think about change, make it operational in their respective classrooms, give their reactions to the people charged with developing and refining the change, then teachers' perspectives should be considered as bases for action.

According to Marsh and Willis (2007), "The Concerns-Based Adoption Model starts with the assumption that there is a particular curriculum that should be adopted by a school and, more specifically, teachers" (p. 234). The next important issue that surfaces is how teachers can be assisted to embrace, adopt and implement the curriculum as their own. The Concerns-Based Adoption Model centres on the concerns of teachers who implement the proposed innovations and how the institutions (curriculum developers) monitoring the implementation of the innovations could assist the users (teachers) to have full assimilation, become independent and develop the ability to maintain the innovations as their own (Marsh & Willis, 2007).

Talking about sense of ownership in the change process, Armstrong (2003) emphasised the need for teacher participation in the development of the

new curriculum. He based his argument on three assumptions. The assumptions are that (1) teachers are competent professionals who know their content, variety of instructional and assessment techniques, and the nature of the students they teach; (2) many elements of what they are doing prior to the introduction of an innovation can be used as they begin working with the change; (3) there will be a mechanism in place for their ideas to be heard by the individuals responsible for developing and revising the proposed change and that the teachers will receive feedback from these people regarding the disposition of any ideas they send forward.

The Concerns-Based Adoption Model addresses nothing but the human aspect involved in curriculum change with particular reference to its implementation (Armstrong, 2003). According to Cobbold and Ani-Boi (2011), this is crucial because the success or otherwise of any form of change in the educational system depends largely on the beliefs and attitudes of the people involved especially in its implementation.

In conclusion curriculum development and implementation need the full consent and support of teachers. The success of the implementation greatly depends on teachers who accept the innovation and make it their own because they were fully involved from the development stage to the implementation stage. Much attention must be paid to their worries as they implement the innovation. Any attempt to ignore teachers' suggestions, recommendations and concerns would greatly impede the implementation of changes in the educational system.

Conceptual Framework

Historical Overview of Social Studies Education

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 recognised as the central study of Social Studies. The change from the traditional subjects of history to Social Studies occurred in the Jones Report 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 any historical studies that did not contribute to social change had no value (Ravitch, 2003). This report gave a strong boost to Social Studies teaching. The study of history was considered too “academic” and far from students’ immediate needs and that they made no contributions to social efficiency. It was in the quest for social efficiency that Social Studies was born (African Social Studies Programme, 1968; Adu-Yeboah, 2008).

The motive of introducing Social Studies was to teach students the 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 had left school. By the 1930s, the Social Studies programme had displaced history with its expanding environment concepts that is, the home, neighbourhood and community (Ravitch, 2003). Social Studies was therefore intended to provide an integrative education aimed at training students as decision makers.

In 1967, a 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) (cited in Tamakloe, 1976). Another conference was held in Mombasa, Kenya to plan for the proper development of African Social Studies(African Social StudiesProgramme, 1968). According to Tamakloe (1988), the Mombasa Conference marked the turning point in the development of Social Studiesin Africa. This conference marked the birth of African Social StudiesProgramme (ASSP) whose primary purposes were to assist African countries by:

1. collecting and disseminating information of Social Studiesprojects in Africa and elsewhere through reports, newsletters and original documents.
2. assisting member countries to organise 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, and
3. encouraging the initiation of research in Social Studiesteaching in the development of materials for primary and secondary schools in Africa and involve professional and university people (cited in Melinger, 1981, p. 314).

Social Studies as a subject of study was first introduced into the then Gold Coast school curriculum in early 1940s where only threeTeacher Training Colleges; namely, Presbyterian Training College in Akropong, Wesley Training College in Kumasi and Achimota College, Accra were teaching it as part of their

curriculum. However, by 1955 the programme had collapsed due to lack of personnel to teach the integrated subject (Bruce, 1988).

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 explains 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 was revived in 1967 with the setting up of the Ghana Curriculum Research and Development Division (CRDD). A conference was held at the then Advanced Teacher Training College, Winneba under the auspices of the British Council between August and September in 1968. Thereafter, 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. In fact development of Social Studies had challenges from the onset (Tamakloe 1976; Adu-Yeboah, 2008). According to Tamakloe, “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, the other group contended that 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).

Social Studies gradually became a subject of study in Ghanaian basic schools in the year 1972. At that time, it was called Environmental Studies in primary schools and Social Studies in the Junior Secondary Schools. In 1976, all Teacher Training Colleges in Ghana were asked to start the preparation of teachers in Social Studies for all primary schools in the country. Due to its benefits in addressing challenges of the society, the development of human resource and the nation, Social Studies received a nationwide attention when it was maintained as one of the compulsory core subjects in the 1987 educational reform programme for all the basic schools in Ghana and an elective subject in some of the then Teacher Training Colleges now Colleges of Education (Cobbold, 1999).

Subsequently, in 1996 Social Studies was introduced as a core subject to replace the then Life Skills in Senior High School system in Ghana based on the recommendation of the 1994 Education Review Committee (Ministry of Education, 1998). Giving the subject more recognition, Social Studies was among the recommended compulsory core subjects by the Anamuah-Mensah Committee to be taught and studied at JHS and SHS (Government of Ghana, 2004; Ministry of Education, Youth & Sports, 2004).

In 2007, Ghana had another round of educational reforms and Social Studies was maintained as one of the examinable core subjects at both Basic Education Certificate Examination (BECE) and West African Senior Secondary Certificate Examination (WASSCE) in Ghana (Ministry of Education, Youth and Sports, 2007). Now, the subject is referred to as 'Environmental Studies' at the Primary school whilst at the Junior and Senior High Schools the name Social

Studies is used. At College of Education level, the term 'Environmental or Social Studies' is used for the programme whereas the University of Cape Coast and University College of Education, Winneba, still maintain Social Studies as a programme at both undergraduate and postgraduate levels (Cobbold, 2013).

Definition of Social Studies

As the name implies, Social Studies seems to be complex in terms of its definition and selection of subject matter in most countries which have their own educational ideologies and diverse challenges. National Council for the Social Studies (NCSS, 1994) adopted the following as the formal definition:

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school programme, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world (p. 3).

Roberts (2009), citing Ross, Houser and Kuzmic indicates that "Social Studies education in its broadest terms, has the goal of helping students figure out what they know to be true about their social situation and equipping them with the necessary analytical and self-reflective tools to successfully navigate their world.

Social Studies seeks to address the problems of the community at large as well as the individual” (p. 15).

Considering the rationale for teaching Social Studies in Ghanaian schools in this 21st century, the Ministry of Education, Youth and Sports (2007) through Social Studies syllabus designed for Senior High Schools states that:

This 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. As a subject, Social Studies helps students to understand their society better; helps them to investigate how their society functions and hence assists them to develop that critical and at the same time developmental kind of mind that transforms societies (p.2).

Re-emphasising the role of Social Studies in helping students to find possible solutions to problems confronting them and the entire human society, National Council for Social Studies (2008) indicates that:

Social Studies programme prepares students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship therefore should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues that are responsible citizens (p. 102).

Reflecting on the goals of Social Studies, Ministry of Education (2010)

indicates that the Social Studies was designed to help students to:

1. develop the ability to adapt to the developing and ever-changing Ghanaian society.
2. acquire positive attitudes and values towards individual and societal issues.
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 citizens capable and willing to contribute to societal advancement.

In Social Studies, students develop a core of basic knowledge and ways of thinking drawn from many academic disciplines, learn how to analyse their own and others' opinions on important issues, and become motivated to participate in civic and community life as active and informed citizens. The knowledge students acquire as a part of Social Studies tends to be the highest priority for teachers, parents, and the children. Social Studies students are motivated to use the knowledge they have acquired and the processes they have mastered to make communities, the nation, and the world at large better places to promote and ensure human survival (NCSS, 2008).

In conclusion, Social Studies could be defined as an integrated approach of teaching and studying of essential themes, concepts and ideas from the Social sciences and humanities with the aim of preparing students to become active, useful and responsible citizens who could contribute meaningfully to promote democracy, good governance, effective and efficient use of the environment and its resources for the development of humankind and the society.

Meaning of Curriculum Innovation or Change

There is nothing like a perfect curriculum for all ages. Frequently changes take place in the demographic, religious, politics, economics, cultural, technological and other characteristics of society and these changes give rise to changes in the curricular of schools to meet the new needs and requirements of the society (Adentwi & Sarfo, 2011). Adentwi and Sarfo argue that since the ultimate aim of education is acquisition of knowledge, skills, values and attitude to serve the needs of the society and its citizens, the society constantly undergoes transformation in order to give way for new development, hence the need for the societal change. This calls for a revision of the existing curriculum over a period of time which may result in total overhauling or restructuring of the existing curriculum to serve its intended purpose.

Curriculum change, according to Marsh and Willis (2007), is a generic term which subsumes a whole family of concepts such as innovation, development, and adoption. The changes may be planned or unplanned. In the same vein, Poppleton (2000) indicates that curriculum changes involve changes at classroom or school level or reforms of the entire education system in a country.

Highlighting on the forms of curriculum changes in educational systems, Fullan (2001) maintains that teachers involved in curriculum development face four core changes: (1) some form of regrouping or new grouping (restructuring) of the curriculum itself; (2) the use of new curriculum materials; (3) changes in teaching practices, thus adoption of new activities, skills or behaviours and (4) changes in beliefs or understandings of how the curriculum affects learning. In the case of 2010 changes in SHS Social Studies programme, Social Studies teachers had to adopt and use new curriculum materials in the form of syllabus and approved textbooks (Ministry of Education, 2010).

Similarly, the term innovation could mean either a new object, idea, practice or process by which a new object, idea, practice or process comes to be adopted by an individual, teachers or an organisation (Marsh & Willis, 2007). Education innovation which is a synonym of change could be perceived as a process as evident in the following statement “innovation process is the planned application of ends or means to adopting educational system and intended to improve the effectiveness and or efficiency of the system” (Henderson, 1985, p.3).

Cuban (cited in Adentwi & Sarfo, 2011) simplifies curriculum innovation by defining it as a form of incremental changes or intentional efforts made to enhance the existing system by correcting deficiencies in policies and practice (p. 248). In expanding the above statement they opine that curriculum innovation refers to the process of introducing changes into the existing curriculum or revising it to make it more suitable, relevant and workable. Understandably, it is

prudent and beneficial to introduce changes into the educational curriculum so as to eradicate outdated and irrelevant topics, concepts, knowledge and ideas and make it suitable for the new generation.

In support of this, Onwuka (1996) states that “Curriculum should be renewed so as to take account of changes in the social order. The purpose of the curricular is in-fact, to transmit to the young the society’s belief, value, aspirations and ideas. If the curriculum were to be effective, then these changes have to be reflected in the curriculum” (p.253). In line with Onwuka, a country like Ghana which is developing must review her educational system and practices in order to catch up with the new development.

For Marsh and Willis (2003), “innovation process is the planned application of ends or means, new to the adopting educational system and intended to improve the effectiveness and or efficiency of the system” (p. 147). The import of the above statement is that innovations are introduced into educational system to cause improvement and effectiveness in teaching and learning in schools. However, not all innovations could be seen as an improvement in the system depending on the judgment of the person making the changes. Sometimes, teachers and other stakeholders in the curriculum implementation process have every right to reject an innovation. Arising from the above, the intended curriculum innovation should aim at improving upon the existing curriculum and not to maintain the status quo.

Curriculum Implementation

After the development of the curriculum as a new or an innovated curriculum, the next phase is to put the intentions into practice. Therefore, curriculum implementation is the process of translating the official or written curriculum into practice in classrooms (Fullan, 1999). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. The learner is therefore the central figure in the curriculum implementation process (Chikumbu& Makamure, 1995).

Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Based on this assertion, narrow-minded scholars might be tempted to conclude that the most focal entity in the curriculum implementation process is the learner.

However, Stenhouse (1975) argues that putting the curriculum into operation requires an implementing agent. He identifies the teacher as the agent in the curriculum implementation process. He argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when

the teacher-constructed scheme of work lesson plans, the teaching materials and the teaching environment to interact with the learner (Chikumbu & Makamure, 1995).

Adentwi and Sarfo (2011) explain curriculum implementation as “the process of translating curriculum plans into practical teaching and learning in the classroom throughout the entire school system” (p. 231). Lewy also explains implementation as “the process of putting into practice changes made in curriculum plan, materials, and methods of teaching educational arms, content and structure”(cited in Adentwi, 2007, p. 308). Inferring from these two writers, curriculum implementation may be described as the process of putting changes made in the existing curricular into operation at the classroom with the assistance of curriculum agents for the realisation of the intended aim. The desired innovations become beneficial and materialised when such changes are fully and duly implemented.

Furthermore, Fullan cited in Adentwi and Sarfo (2011, p.231) describes implementation as consisting of “ the process of putting into practice an idea, plan and programme, or set of activities and structures new to the people attempting or expected to change”. He explains that the change may be externally imposed or voluntarily sought; explicitly defined in detail in advance or developed and adapted incrementally through use; designed to be deliberately planned so that users can make modification according to their perception of the needs of the situation.

Fullan's explanation, as cited in Adentwi and Sarfo (2011), means that curriculum implementation is about putting new ideas, principles, new methods of teaching, new books, syllabus or complete new educational system into operation. He emphatically indicates that in the process of implementation, the users could modify the proposed changes to occur based on their perception and situational needs. This is possible depending on the type of educational system being practised in the country and the source of the innovation. If the innovations are introduced nationwide, then the users are obliged and expected to implement the changes per the instructions from the curriculum planners and developers. Curriculum implementation, therefore, refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work, lesson plans and notes.

Factors that Influence the Implementation of Educational Innovation

Fullan (1982) opines that bringing about educational change is often a long, complex, anxiety and conflict-ridden operation with many unforeseeable obstacles, challenges and problems. This is because innovation in any form is "an atom of several interacting systems and sub-systems and areas which at first sight appear to have little to do with the innovation itself. However, these systems can have a considerable influence on the degree of acceptance of the innovation"(cited in Rubdy, 2008, p. 6).

Several factors can restrict successful implementation of curriculum innovation. These relate to both the teacher and the context in which the innovation is taking place. They include issues of time, public examinations,

unavailability of required instructional materials, lack of clarity about curriculum reform, teachers' lack of skills and knowledge (Bennie & Newstead, 1999).

Fullan cited in Adentwi and Sarfo (2011), also lists a set of indicators considered to be particularly important for successful implementation of innovations. They include the clarity of school policy with respect to the goals, means and ends of the innovation, the organisation of staff development activities, setting up of procedures for monitoring and evaluation; the supply of (technical) support to teachers in need of practical help, and the support from above (the principal, government and other agencies).

The Science Curriculum and Implementation Questionnaire (cited in Ben-Peretz, 1990) identifies seven additional factors that could determine the successful implementation of an innovation to an existing curriculum. They include professional knowledge, professional adequacy, adequacy of resources, professional support, adequacy of time, professional attitude and interest, and School ethos. The present study focused on the first five factors as indicated in Table 1.

Table 1: Factors that Influence the Implementation of Curriculum in School

Factors	Description
Professional knowledge	Knowledge and understanding teachers possess regarding the new curriculum. For instance, different ways of teaching to foster students' learning.
Professional adequacy	Teachers' own ability and competence to teach the curriculum. That is confidence in teaching.
Adequacy of resources	Adequacy of equipment, facilities and general resources required for implementing a new curriculum.
Professional support	Support for teachers from both within the school and outside. For instance, opportunities to receive ongoing curriculum professional support.
Time	Time available for preparing and delivering the requirements of the new curriculum. For example, teachers need enough time to develop their own understanding of the subject they are required to teach.

Source: Science Curriculum Implementation Questionnaire (Ben-Peretz, 1990).

Adequacy of Professional Teachers

Effective implementation of the official and innovated curriculum requires the services of key players like qualified teachers, principals, headmasters and supervisors. Without doubt, teachers are considered as the most important personnel who serve as the pivot for the entire curriculum implementation process.

Highlighting on the crucial role of teachers in ensuring effective implementation of the proposed curriculum, Whitaker (cited in Chikumbu & Makamure, 1995) reiterated in their module presented to the University of Zimbabwe as follows:

Teachers select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the roles and influence of the teachers in the process are indisputable. Teachers are pivotal in the curriculum implementation process. If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understands the curriculum document or syllabus well in order to implement it effectively (p. 52).

Teachers come on board with their rich expertise, experiences and competencies with the ultimate aim of improving upon the existing curriculum. Symbolically, teachers act as the drivers to drive home the proposed changes in the curriculum being a reform or innovation. However, teachers only show interest, commitment and prowess in the implementation process when they are

fully equipped with the required professional knowledge of the intended changes (Adentwi & Sarfo, 2011).

Shulman (1987) outlines the essential knowledge base every Social Studies teacher needs to acquire before he or she teaches. He stresses that a professional and qualified Social Studies teacher should possess (1) content knowledge, (2) general pedagogical knowledge with special reference to those broad principles and strategies of classroom management and organisation that appear to transcend subject matter, (3) curriculum knowledge, with particular grasp of materials and programmes that serve as “tools of trade” for teachers, (4) teachers’ pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special professional understanding, (5) knowledge of learners and their characteristics, (6) knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school district, to the character of communities and cultures; and (7) knowledge of educational ends, purposes, values and their philosophical and historical grounds.

Shulman (1987) identifies pedagogical content knowledge (PCK) as the most essential knowledge to every teacher because it represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, and presented for instruction. He states that “pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue” (Shulman, 1987, p. 8). Narrowing it to Social Studies education, pedagogical content knowledge in the

field of Social Studies could be divided into five sub areas. Thus, knowledge of orientation to teaching of Social Studies, knowledge of Social Studies curriculum, knowledge of students' understanding of Social Studies, knowledge of teaching techniques and strategies for Social Studies; and knowledge of assessment in Social Studies (Shulman, 1987).

Penuel, Fisherman, Yamaguichi and Gallagher (2007), note that issues of professionalism and non-professionalism are closely linked to teacher qualification. They believe that professional or non-professional teachers also respond to curriculum implementation in diverse ways. Penuel et al. also observe that the educational attainment of teachers affects their class performance. By extension, professional and academic qualifications of the teachers influence their classroom competence. Penuel et al. therefore, assert that teachers with professional qualifications tend to associate and commit themselves more to curriculum implementation.

Stressing on the correlation between teachers' knowledge of the subject and students' performance, Darling-Hammond (cited in Ankomah, Bosu, Koomson & Oduro, 2005) asserts that the level of teachers' knowledge of subject is crucial and has been proved to be a good predictor of students' achievement. In the field of Social Studies, lack of professional mastery of essential areas by teachers could cause poor teaching of the subject in schools. Darling-Hammond's (2000) study found that teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with students' performance.

Teacher quality is another critical indicator of quality education. Teacher quality depends not only on observable and stable indicators but also on the quality of training they receive. It also depends on the behaviours and the nature of teachers. The potential indicators which determine teacher quality include academic qualification, pedagogical training, years of service or experience, ability or aptitude and content knowledge (Ankomah, Bosu, Koomson & Oduro, 2005).

Preparing teachers to implement an existing or a new curriculum requires equipping them with subject-specific expertise, effective teaching practices, an understanding of technology and the ability to work collaboratively with other teachers, members of the community and parents. In the field of Social Studies teachers need to have knowledge on good teacher-student and teacher-community relationship in order to employ the services of resource persons, local resources and field trips. On the matter of who qualifies to be a Social Studies teacher, Tetteh-Quarshie and Oduro (2004) indicate that Social Studies is more than any other subject and demands well prepared conscientious men and women of sound knowledge and training whose personalities rank high among men and women.

However, one major threat to curriculum implementation is shortage of trained and qualified teachers in the country. Report from the 2000 World Education Forum held in Dakar revealed that attracting and retaining qualified teachers in the teaching profession has emerged as a major threat to achieving the Millennium Development Goal of providing Education for all (EFA) by 2015

(Ankomah et al., 2005). They also reveal that in spite of Ghana's effort to turn out over 5000 teachers from 38 colleges of education and two leading teacher education universities (University of Cape Coast and University of Education, Winneba) annually, Ghana Education Service (GES) encounters problems of supplying the required number of trained and qualified teachers to teach in the schools in the country.

Still on teacher adequacy, Chukwuka (2013) notes that one major challenge in implementation of Social Studies is the availability of qualified trained teachers. He complains that Social Studies course in many countries is handled by tutors who have little or no idea of what integrated Social Studies is all about, that is, those persons who are supposed to equip teachers with the rationale, approaches, content and methods of Social Studies are themselves not trained in these matters.

In conclusion, adequacy of teachers and professional knowledge needed for the implementation of the reforms or innovations should not be compromised if the curriculum developers really wanted to see improvement in the standards and practice in the educational enterprise.

Adequacy of Resources

Beside the thorough preparation of the teachers for proposed curriculum implementation, the next factor to consider is the availability and quantity of resources in the form of curriculum materials needed to support the implementation of the intended innovation or the new curriculum. As indicated by Adentwi and Sarfo (2011), a new package of curriculum materials in the

form of syllabus, textbooks, students' workbooks, teacher's handbook, audio-visual aids and other equipment are needed for the effective implementation (p.258). They add that lack of these resources would be a set-back to curriculum innovation and reforms in education in developing countries.

Throwing light on the effect of curriculum materials on innovations, Obemiata (2006) indicates that the secondary school level of education in Nigeria was in jumble. He attributes it to the acute shortage of instructional materials and other related indices of school quality systems. He further explains that both textbook development and educational evaluation are potent tools that can be used to rectify the situation and that in the developing countries where books are scarce and teachers are often untrained, textbooks assume wider importance than they do in more developed countries. In the absence of other sources of information, the textbook becomes the most important, if not the only means of teaching. He adds that without the textbook, the skills, concepts and content required by the curriculum cannot be taught and often the only source of content for the teacher and the sole basis for testing and assessments.

On the issue of textbook distribution to support implementation, Darko-Ampem (2002) argues that quality education is undermined when only the government's textbook is prescribed and all others get only the recommended textbook tag even though the prescribed textbook is not necessarily the best. He therefore proposed that books must be allowed to compete amongst themselves so that one can get the best out of one's little resources.

Additionally, Marsh and Willis (2007) indicate that “curriculum materials figure prominently in the day-to-day activities of teachers and students” (p.221). Students spend almost 80 percent of their time engaged with curriculum materials (Cornbleth, 1990). There is no doubt that provision of appropriate curriculum materials enhances effective implementation. Curriculum materials in this research focuses on the content, instructional materials, strategies, and learning experiences put together in a specific sequence and expressed in different forms of documentation such as lesson plans, guides, supplementary reading materials, workbooks, equipment, and /or audiovisuals (Leithwood & Montgomery, 1980).

Hewllet Foundation (2008) identifies motivated and qualified teachers, appropriate curriculum, good teaching material, well-equipped library and sufficient instructional periods as factors influencing education quality. The quantity, quality and accessibility of these materials to teachers largely determine the degree of success in the implementation process. Syllabi, well written textbooks, teacher’s handbook, well-resourced library and student’s workbooks play major role in the implementation of the curriculum in our educational system. Lack of these resources impedes effective implementation process.

Assessing the role curriculum materials play in delivery of a quality education, UNESCO (2005) asserts that the achievement of teaching and learning is influenced by the availability of resources to use for the process and how these resources are regulated. Schools that have no curriculum materials (textbooks and learning materials or well-equipped library) cannot do well. The performance of the students and success of the innovation and reforms are correlated. No one

could deny the fact that well-prepared and adequate curriculum materials enhance teaching and learning in classrooms.

Furthermore, considering the importance of textbooks for effective implementation of a curriculum innovation, Grossman and Thompson (2004) opine that textbooks could contribute to the development of subject matter knowledge for novice teachers who do not have the comprehensive knowledge about certain topics necessary for teaching. They argue further that textbooks could serve as a scaffold, helping novice teachers learn to think pedagogically about particular content and could give them the skills they need so that they progress towards creating their own materials. Inferring from the Grossman and Thompson, availability of good textbooks helps both experienced and inexperienced teachers to acquire in-depth knowledge in their subject areas in order to impart positively on the students. However, most innovations fail because of inadequate textbooks. A pressing problem in most schools so far as textbooks are concerned is confirmed by the statement that, “one of the central problems facing new teachers is finding curricular resources and materials that help them know how to accomplish their job” (Grossman & Thompson, 2004; p.6).

Contrary to the above, Englund (2009) indicates that textbooks have the tendency to be moralistic and one-sided, and teachers appear unable to teach Social Studies in a critical manner. Teachers should be able to introduce topics and themes from the national curriculum in various perspectives, even if these various perspectives are not fully represented in the textbooks available. Therefore, since Social Studies seeks to assist student to develop critical and analytical skills

in assessing issues for objective decision-making, develop national consciousness and unity, use enquiry and problem-solving skills for solving personal and societal problems and promote democracy, complete dependence on one or a common Social Studies text book does not make a teacher a good teacher (Darko-Ampem, 2002). Again, over-reliance on a common text-book will not make both students and teachers resourceful in terms of searching for more information from other relevant sources. Darko-Ampem, therefore, does not support the idea of adopting a common Social Studies textbook in our Ghanaian schools. The position of Darko-Ampem is laudable but there is the need to analyse the cost involved in supplying or prescribing different textbooks on a single subject in Ghanaian schools.

Ball and Cohen (1996) stated that one way to support teacher learning is through curriculum materials designed to be educative for teachers and students. Curriculum materials including textbooks, teacher guides and technology-based materials, whether supplied by publishers or researchers, have traditionally been designed with student learning as the goal. Ironically, these materials are being used and managed in the classrooms by the teachers first before students are instructed to use them. Ball and Cohen felt that curriculum materials could be designed to support learning by teachers as well as by students. Educative curriculum materials should be designed to support teacher learning through which the teachers also facilitate student learning in classrooms.

Although educative curriculum materials cannot replace other professional development opportunities, yet they do have a unique role. As subject teachers

are supported with educative curriculum materials, they also become accustomed to using such materials to plan and structure student activities (Ball & Cohen, 1996). Teachers' use of educative curriculum materials in the classroom with their students may help to situate teacher learning (Borko & Putnam, 1996; Brown, Collins & Duguid, 1989). In addition, because curriculum materials are used in nearly all schools by all teachers, they can be used to address reform issues on large scales.

Still on the importance of instructional materials, Curtain and Pesola (1994) express the view that curriculum designers could not envisage a successful implementation of a new curriculum without proper and well-designed instructional materials. Instructional materials are very crucial in the curriculum implementation process. The next step to consider after a curriculum decision is the designing of appropriate instructional materials to support the implementation. The outstanding instructional materials in this context are textbooks. However, the term 'textbook' here does not necessarily mean bound book, but may also take the form of (i) printed materials in the form of brochures, newspapers, recipes (printed in hardbound, softbound or electronic form) and (ii) non-printed materials such as artifacts, photographs, videos, films and telecommunications software). Curtain and Pesola conclude their contribution with the assertion that, "highly quality programme provides and makes use of a textbook or equivalent instructional print materials for each student and provides an adequate supply of non-print materials to accomplish the goals of curriculum" (p. 146).

Embracing and implementing an innovative curriculum poses a range of challenges to teachers with regards to the selection of what to teach and how to teach in the classroom. So availability of comprehensive syllabus, textbooks, handbooks and other teaching resources address teachers' worries on what content to teach and how to teach in the classroom (Grossman & Thompson, 2004). When a new curriculum or a change in curriculum is being supported with well-prepared and accessible curriculum materials, the dilemma teachers go through in order to acquaint themselves with demands of the curriculum under implementation would be drastically reduced.

Professional Support

In addition to teachers' academic knowledge and experience, continuous and proper provision of professional support sharpens teachers' skills and knowledge. According to Garet, Porter, Desimone, Birman and Yoon (2002), a professional development is essential to improving teacher quality. This implies that effective teaching and learning is likely to take place in the various teaching and learning settings if teachers have a consistent and high quality professional training sessions.

Sharing views on staff development, Kurt (cited in Clark, 2005) comments that "all staff development is first human development. Teacher growth is a pre-condition of student growth" (p. 2). Although on the surface, this may not seem to be an obvious observation, what Kurt is suggesting is quite obvious. He is emphasising that to be effective, what one has learned must be internalised; that is, it must become an integral part of the way the individual thinks and acts. For

this to happen in a teacher-training environment, staff development must be a holistic, integrative experience that involves both the teacher and the student in a series of interactive, dialogical teaching and learning encounters. This “participative dialogue” involves the heart as well as the head of both teacher and student and should be the bedrock of any effective staff development programme (p. 2).

Relating the benefit of professional training and development to teachers’ output in classrooms, Wenglinsky (2002) indicates that there is a link between teacher quality and students’ performances. He supports the belief that teachers’ inputs can influence students’ performance in the classroom. He notes further that the greatest influence on students’ achievements comes from classroom practices and the professional development that supports them. This implies that teachers who are supported with proper and series of in-service training stand a better position of engaging their students in effective teaching and enjoyable lessons.

Also, the third assumption of the Concerns-Based Approach to curriculum change asserts that change is highly personal experience and staff developers, administrators and other change facilitators ought to do their best to trap the feelings and perceptions of the recipients of the intended innovation (Loucks & Pratt, 1979). In their view, “since change is brought about by individual teachers, their personal worries, feelings, perceptions, satisfactions, frustrations and motivations play crucial role in determining the success or failure of a change initiative” (p.214). The import of this assumption is that teachers have diverse feelings, frustrations, motivations and concerns about the innovation. Therefore,

in-service education and training (INSET), curriculum workshops and seminars offered to teachers should not be the same for everyone. Since the teaching staff consists of professional and non-professional, unqualified, under-qualified and qualified, experienced and inexperienced teachers, training to support them to adopt the proposed innovations should have diversities based on their interests, needs, and choice of content. The curriculum leaders in the various schools and districts ought to lead and organise series of trainings before and during the implementation process so as to offer support to teachers who encounter challenges about the proposed innovations. Staff development cannot be looked at as an independent variable as far as implementation of a change is concerned (Loucks& Pratt, 1979).

According to Bennett, Rolheiser-Bennett and Fullan (1990), teacher development is closely linked with classroom improvement and school improvement. When the teacher is viewed as a learner, he or she needs to possess a technical repertoire, must be a researcher into new and better ways, must be able to reflect on practices, and must be able to collaborate with others. Curriculum renewal is a complex endeavour and the success of it depends on the quality of two related processes: curriculum development and teacher professional development (Fullan, 2007). Recent insights in curriculum reform point to the necessity of increasing the active involvement of teachers to promote ownership, commitment, and successful implementation (Borko, 2004).

Professional support in curriculum implementation fundamentally means series of assistance teachers receive from both within the school and outside in

order to perform their professional duties successfully. Professional support in this regard specifically centres on provision of staff development in the form of pre and in-service training, curriculum seminars and workshops on regular basis for teachers (Glatthorn, Boschee & Whitehead, 2006). According to Glatthorn et al, an excellent written curriculum will have little impact on the students, teachers and the entire nation if it is poorly taught.

Issues on professional development for effective implementation of any proposed curriculum, Glatthorn et al. (2006) note that:

One of the most effective means of ensuring successful implementation of new curricula is to integrate effective staff-development programme with any major curricular change. Many curriculum projects of excellent quality have not been implemented successfully because they were not supported with the right kind of staff development (p. 146).

One could deduce from the quotation above that without well-organised programme for staff development, any curriculum implementation be it a reform or an innovation would never be successful.

Introduction of a change in any educational system comes with new knowledge, skills, methodologies and curriculum materials with which the teachers are expected to be familiar before they embark on the real implementation. Stahlecker, Thomas and Watson (cited in Glatthorn et al., 2006) made a similar assertion by indicating that:

Staff development sessions held prior to any major curriculum change help to update teachers' knowledge about new development in the field,

give them the skills they need for using new curriculum and instructional materials, and to provide an opportunity for teachers to exchange and try out such materials (p. 146).

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

Glatthorn et al. (2006) hold a divergent view by saying that as teachers use the new curriculum, they may identify new knowledge, skills and attitudes which would require further training on the part of the teachers. Based on this, they also propose regular in service training sessions to enhance proper staff development for successful implementation of the new curriculum. In brief, Glatthorn et al. (2006) have highlighted the essence of organising staff development training sessions for teachers before and during the implementation process of a change.

In the same vein, Curtain and Pesola (1994) opine that:

High-quality programme includes a comprehensive plan for professional development that is tied to curriculum objectives. A high-quality programme maximises opportunities for ongoing professional interaction among teachers, including opportunities to participate in conferences, seminars and institutes at home and abroad (p. 148).

Teachers' commitment, attitudes, competence, and interaction patterns make up another crucial group of factors for implementation. Teachers are a constant factor in the education system and have a key role for classroom

innovation (Havelock, 1995). Therefore, if they are not well motivated to engage with an innovation, then nothing will happen in the classrooms. Teachers could be motivated to embrace and own the proposed change through series of curriculum workshops, seminars and in service and educational training on the demands of the proposed and recommended curriculum. This is so crucial where the change involves the development of new practices and beliefs; teachers become fraught with feelings of being deskilled, not knowing what to do, lacking instruments, competencies and resources. A situation of such nature requires that the teachers learn and familiarize themselves with the new practice, ideas and skills needed in order to fully and successfully implement the change in the classrooms. There is a belief that proper staff development procedures would assist teachers to sail through the implementation process (Glatthorn, Boschee & Whitehead, 2006).

Time Adequacy for a New Curriculum Implementation

Teachers need enough time to study and develop their own understanding to study the new curriculum they are required to teach. Curriculum change could take the form of substitution, alteration, perturbation restricting or value orientation (McNeil, 1990). In the case of substitution where there is an introduction of new syllabus and textbooks into the educational system, the curriculum implementers would need enough time to thoroughly study the entire syllabus and textbook to familiarise themselves with the demands of the curriculum.

As mentioned earlier, implementing a new curriculum puts extra workload on the shoulders of teachers in the areas of what to teach, when to teach the

selected content and how to teach (Ani-Boi, 2009). Teachers need ample time to have a thorough preparation towards effective teaching. Insufficient time for curriculum implementation in the case of Ghana may invoke the anger of teachers to resist to the intended change.

Talking about sufficient time for curriculum implementation to achieve high quality education, Curtain and Pesola (1994) share views on instructional time by asserting that: the amount of time on task and the quality of activities are critical variables in the delivery of high-quality programme. They suggest that grades 9-12 should have a minimum of 40-50 minutes of daily instruction (200-250) minutes per week (p. 150). However, in Ghana, instructional periods allocated to the teaching of Social Studies at SHS level for the entire week is 120 minutes, thus 3 periods per a week. On the average, a teacher spends a maximum of 40 minutes for a single and 80 minutes for a double period within a week. Most of the SHS on the average spend 13 weeks in a term which translate into 26 hours for effective teaching per a year. This is far less than the minimum minutes proposed by Curtain and Pesola (1994). Looking at the content of the SHS Social Studies syllabus, 26 hours per a year is woefully inadequate for effective teaching and learning of the overloaded and multifaceted topics.

Moreover, time management is of essence in any human endeavour because of the crucial role it plays in the success and failure of activities. Allocation of adequate hours to teaching is an imperative tool for attaining quality education. This is because teachers need ample time to prepare for lessons, attend to the individual needs of students that contribute to their successes in academic

work. Not only that but also, students require ample time to revise their lessons, visit libraries to research and do their assignment as well. To a school as a unit, preparation of curriculum for a term's or year's programme to a large extent depends on a number of hours for the period. Lockheed and Verspoor (1991) assert that an effective institution requires not less than 800-1000 hours a year for teaching to complete its curriculum. They were however, quick to add that most schools are victim of this situation.

Comparing the content of the 2010 SHS Social Studies syllabus with official period allocation, 3 periods, thus 35-40 minutes per period, three times a week (Ministry of Education, 2010). Social Studies teachers who engage students in meaningful teaching and learning would agree with me that the time for teaching Social Studies is woefully inadequate. A typical example is the situation where final year SHS students write the final West African Secondary School Certificate Examinations including Social Studies papers in April and May instead of June (WAEC, 2015).

Previous Studies

Though, there is paucity of research on the topic under study, a few research works and findings which have a bearing on the topic under study are reviewed here. Specifically, teachers' concerns on staff development, concerns on resources, teachers' concerns in relation to experience and concerns on pedagogical content knowledge of Social Studies teachers are reviewed.

Teachers' Concerns on Curriculum Implementation

Leung (2002) carried out a study about teachers' concerns on project learning among three schools in Hong Kong. The findings from the questionnaire, survey and interview to identify teachers' Stage(s) of Concerns revealed that many school teachers were at the later stages of concern and they were much concerned about the impacts of Project Learning on their students as well as the possibilities of improving the implementation of curriculum reform. However, teachers were also worried about the self-concerns and task concerns. Self and task concerns mainly refer to heavy workload in teaching Project Learning and special time and resources allocation for Project Learning.

As a consequence, the success of implementation of Project Learning as a key element of the "Learning to Learn" curriculum reform depends much on how the policy-makers provide on-going and quality support for catering the teacher concerns. The critical issues are the difficulties in identifying an appropriate project theme and the lack of teaching resources and appropriate professional development for teachers. However, these challenges can be resolved with the utilisation of university research findings as well as the enhanced and continuous professional development programmes with quality assurance.

A similar study was carried out by Ani-Boi (2009) to track the concerns of primary school teachers in the Cape Coast Metropolis about the 2007 educational reform in Ghana within the framework of the Stages of Concerns dimension of the Concerns-Based Adoption Model developed by Hall, Wallace and Dossett in 1973. She had her data from 316 private and public school teachers in the Cape

Coast Metropolis of the Central Region. The results from her research indicated that teachers had high concerns at personal, management, consequence and refocusing stages. This is an indication that primary school teachers in the Metropolis were more concerned about the impact of the reform on learners. In clearer sense, teachers for the reforms in 2007 were limited by their inadequacy in terms of knowledge and skills required by the reform and lack of material resources for successful implementation. She therefore recommended that the Ghana Education Service should organise a series of workshops, seminars and fora for heads of schools and their teachers to upgrade their knowledge and skills as required by the 2007 reform. Again, material resources needed to enhance the implementation of the reform should be provided.

In a related research, Badugela (2012) undertook a study on Problems Facing Educators in Implementing the National Curriculum in South Africa. He employed the use of questionnaire, interview and secondary sources in gathering his data. The findings of the study revealed inadequate learning materials, lack of teacher support and staff development meetings, low teacher preparedness and lack of qualified teachers. He therefore made the following recommendations:

- i. Training workshops should be scheduled to take place during school holidays to prevent interference with learners' school programme.
- ii. Training of teachers to support curriculum implementation should be subject specific and targeted only where needed; and all support staff, including school management, subject advisors and district officers should also undergo training on the curriculum and assessment policy.

- iii. A comprehensive NCS training programme for teachers and other education curriculum officers as part of their professional preparation and in-service training should be compulsory.
- iv. Core modules for curriculum change programmes should be created so that educators can receive credits towards further qualifications.
- v. There should be enough teaching and learning resource support materials.
- vi. The Department of Education should be encouraged to supply all recent materials regarding curriculum implementation in schools.

Another research study was carried out by Jekayinfa (2005) on Availability of Resources for the Implementation of Social Studies curriculum at the Senior Secondary School level in Nigeria. She made use of 446 practicing Social Studies teachers in 121 secondary schools in 7 states of Nigeria who filled the researcher-designed questionnaire. The results showed that out of the 446 respondents, 210 were Social Studies specialists while 236 were non specialists.

In addition, her analysis showed that 391 (87.7%) respondents believed that there were no appropriate textbooks for the teaching of Social Studies at Secondary School level while only 55 (12.3%) opined that appropriate textbooks were available. The study revealed that slides and audio visual materials were not available. However, globes charts, maps and audio material are adequately available. She therefore recommended that programmes should be mounted to create awareness for the teachers that would handle the subject in the senior secondary schools in the country and that resources, both human and materials

should be adequately provided in the schools for the successful implementation of the new curriculum.

Academic and Professional Qualification of Social Studies Teachers

Research conducted by Tetteh-Quarshie and Oduro (2004) in selected SHS in Cape Coast Municipality revealed majority of Social Studies teachers hold Bachelor's degrees and a few of them in Bachelor of Education (B.Ed.) in areas like Economics, History or Sociology. They concluded that most of them did not possess the requisite skills as professional teachers for teaching Social Studies.

A similar research was conducted on relationship between teacher quality and students' performances in the classroom by Darling-Hammond in 2000. He found that teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with students' performances. Therefore, teachers must be assigned to teach subject in which they have obtained a degree certificate. The recommendation of Darling-Hammond (2000) should be the ideal practice as far as quality teaching is concerned. However, it is not feasible in the developing countries such as Ghana where there is shortage of trained and qualified teachers in schools (Ankomah et al., 2005). Another factor which poses challenges to heads of departments in getting subject teachers to handle the various subjects is process of recruiting and posting of teachers to schools. Most of the teachers in the various schools are posted there by the higher authority, thus human resource managers of the various district, municipal and metropolitan education offices of Ghana Education Service.

Darling-Hammond's assertion that teachers must be made to teach only their subject area is not practicable in Ghana here especially at the SHS level where teachers are required to teach a minimum of 24 and maximum of 32 periods per week. Teachers who do not meet the expected periods in their area of specialisation are forced to teach other subject or become redundant.

A report by Chukwuka(2013) on the problems of teaching and learning Social Studies at the primary school level in Nigeria outlined the following recommendations after identifying lack of enough qualified Social Studies teachers and insufficient instructional materials.

- i. Adequate qualified Social Studies teachers should be employed to teach the subject in our primary schools as this will create effective teaching-learning environment. The qualified teachers would be more committed and dedicated to the teaching of their subject better than the untrained teachers who picked up the teaching appointment because they do not get their desired jobs. Untrained Social Studies teachers lack the techniques of teaching the subject and so do not know the prospect that involved the teaching and learning of Social Studies. They are referred to as arm-chair" teachers who do more harm than good in the teaching of Social Studies.
- ii. The importance or prospects of Social Studies should be emphasized. This, the government can do through the teachers by providing enough to Social Studies department so that seminars, debates, workshops, conferences and refresher courses can be organized to make Social Studies lively not only to the students but to the society at large.

- iii. Adequate and up-to-date data textbooks should be made available to the reach of the students in their libraries so that they can make positive use of the books. These books should cover topics of the syllabus in order to have an effective Social Studies learning.
- iv. In addition, more periods should be allocated for Social Studies lessons as the syllabus is always wide in scope. The periods allocated are too few for the coverage of the syllabus in use. The topics will be well handled and students will understand better if more periods are allocated for Social Studies lessons.
- v. Opportunities for excursion to historical, socially and cultural centres or places should be created. If this is done, learning would be more permanent because students will be able to see for themselves what they have read in books and learnt in their classes.

Chukwuka had raised good recommendations which could enhance teaching of Social Studies at primary schools. There is no doubt that regular in-service training, workshops, seminars and conferences would prepare and up-date teachers' knowledge on the subject for effective teaching and learning in the classrooms. However, it requires huge funds on the part of the government and the school headmaster to provide these services.

On the issue of providing quality and up-to-date Social Studies, and organisation of educational visits to places of cultural, social and historical interests for the students have a high tendency to improve

students' performance and must be implemented. Students could be levied during Parent-Teacher Association meetings to foot the cost of the educational tours.

Concerns on Professional Development and Support

A research carried out by Tetteh-Quarshie and Oduro (2004) in selected SHS in Cape Coast municipality revealed that most of Social Studies educationists advocate for regular in-training sessions for both old and new Social Studies teachers but teachers do not attach seriousness to it.

Vaughan (1997) investigated the effect of concerns-based staff development on 79 teachers' concerns about School Net Technology and Networking applications. He administered pre-training stages of concerns questionnaire to identify teachers' concerns and designed a 2-week training session based on the findings. After the training section, a post-training stage of concerns questionnaire was again administered to measure the change in teachers' concerns. A significant difference in teachers' concerns was detected. Therefore, Vaughan concluded that teachers became more involved in and more experienced with the innovation after the in-service training and as a result, there was a significant shift from self-concerns to an intense task and impact concerns.

Still on the benefits of in-service training for professional development, Shu-Ching and Yen-Fen (2008) investigated the trends and patterns of teachers' concerns and teaching behaviour with respect to technology integration. Areas of concern included teaching practice; perceived barriers of technology integration in the English instruction and the technology deployed in the classroom.

Participants in this study were 332 junior and senior high school English teachers from Taipei and Kaohsiung Cities. The study indicated that teachers found it difficult to embrace technology education because teachers lacked the requisite knowledge and skills to support effective implementation of the new curriculum.

In an attempt to find out teachers' acceptance of a technology education curriculum, Rogers and Mahler (1994) surveyed 80 industrial technology education teachers from two states, Nebraska and Idaho in West Lafayette with sample populations of 45 and 35 respectively. The results showed that 19 teachers representing 23.7% had intensive peak in one of the later four stages (management, consequence, collaboration, and refocusing) representing task and impact concerns. The study revealed that only 19 out of the 80 teachers had accepted the innovation. Sixty-one teachers, constituting the majority, were still at the early stages (awareness, informational, and personal).

Rogers and Mahler (1994) associated the unacceptability of the programme by teachers to (1) lack of enough information about the innovation, (2) lack of teacher involvement in the programme development and (3) inadequate in-service training. They recommended that if technology advocates wished to continue their pursuits of replacing Traditional Industrial Art Education with Technology Education, then teachers need a series of in-service training in industrial arts.

However, research findings from a study conducted by Wedman (1986) about teachers' concerns toward implementing educational computing and how these identified concerns change during training raised doubts about the ability of

in-service training to change concerns. Both pre-assessment and post-assessment data collected indicated that in-service training programme did not address the most intense self-oriented concerns. Teacher's peak concern was on task-oriented issues. Wedman concluded that teacher concerns depend on factors such as the nature of the change, the teacher's personality and the kind of assistance provided during the change process. Therefore, well-organised pre-service and periodic in-service training for teachers have positive impact on the outcome of the proposed change.

Concerns on Resources

Christou, Eliophotou and Philippou (2004) also conducted a study to gauge teacher concerns regarding the adoption of a new mathematics curriculum in Cyprus. The study sought to identify and examine the concerns of primary school teachers in relation to the implementation of a new mathematics curriculum and the use of new mathematics textbooks. An adaptation of the Stages of Concern Questionnaire (SoCQ) based on the Concerns-Based Adoption Model (CBAM) was administered to a representative sample of teachers. The study showed that the concerns of teachers largely focused on the task-related issues. Teachers had concerns about organising and scheduling of materials, and the unavailability of resources required for successful implementation of the new mathematics curriculum.

A similar study was conducted by the Hamilton and Middleton in 2003. They investigated the implementation of technology education in one high school in Queensland. It was an evaluative case study designed to identify factors which

enhance or hinder the implementation of technology education in one secondary school that was considered to have had a reasonable measure of success in implementing technology education programmes. Data were derived from documentary evidence, semi structured interview and observation of the technology education activities in the school.

The results of Hamilton and Middleton's study revealed that the experience of the site of the implementation of technology education was similar to that of other schools and even in schools in other countries. Four Factors found to enhance successful implementation of the technology education in schools were the following:

- i. appropriate facilities and equipment.
- ii. access to and participation in quality in-service training.
- iii. support from the schools' administration.
- iv. involving teachers in the development of the curriculum.

Boakye-Amponsah (2004) conducted a study on textbook distribution on selected pre-tertiary schools in Ashanti Region in Ghana. He found that at the SHS level, with the exception of the Visual Arts programme, which had only one textbook instead of six, the other programmes had government-supplied textbooks. However, availability of textbooks declined by the year at the SHS level and the study revealed that most schools had no textbook supply even before 2003. He proposed that since secondary school education is a level where students are trained to fit into their immediate environment, as well as to be a positive tool

of change for the better, it is important to make this level of education functional and effective by providing all the textbooks and learning materials required.

Concern on Professional Training and Experience of Social Studies Teachers

In addition to teachers' academic knowledge, adequate professional training and experience are indispensable factors in ensuring teacher effectiveness and proficiency transmitting knowledge and skills to the students in the classrooms for production of good, well disciplined, intelligent and responsible citizens. Teacher experience is another teacher quality variable that influences student learning. 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 (Cimbriz, 2002). Research by Darling-Hammond (2000) on teacher quality shows that, teachers' preparation has strongest correlation with student's achievement.

Darling-Hammond (2000) asserted that assigning teachers to teach courses that they are not trained to teach has a negative effect on students' achievement. Goldhaber and Brewer (2000) on their part noted that, not all certified teachers' are assigned to teach in the areas for which they have been trained. In support of that, Ingersoll (2003) added that large numbers of teachers are assigned duties for which their certification is "irrelevant". Darling-Hammond, Berry and Thoreson (2001) added that teachers who are trained and teach in the area in which they are certified outperformed teachers who had no certification in the subject they teach. One of the least recognised of these causes is the phenomenon known as "out-of-

field teaching”, that is, teachers assigned to teach subjects for which they have little training or education.

Writing on national teacher supply policy for education and the right way to meet the highly qualified teacher challenge, Darling-Hammond and Sykes (2003) concluded that beyond verbal skill, subject matter knowledge and professional knowledge, experience makes an important difference in student learning. Rivkin, Hanushek and Kain (2005) also reported 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). The point of this discussion about teacher experience is that there is strong evidence to conclude that the amount of experience that a teacher has is beneficial to student achievement.

In a similar sentiment, Seamstrom, Gruber, Henke, McGrath and Cohen (2002) noted that many teachers lack adequate academic training, certificate or both. In this regard, Rosenfield (2004) stated that Social Studiteachers receive fewer professional development opportunities than teachers in other disciplines. If Social Studiteachers were to be effective, then in-service training is necessary through which teachers are provided with the necessary knowledge and skills to improve upon their performance in the classrooms.

Teacher Concerns on Teaching Experience and Subject Area

Cheung and Ng (2000) conducted a study to assess teachers’ Stage of Concern about the Target-Oriented Curriculum (TOC) introduced in Hong Kong in 1995. Specifically, the study was done to find out whether (1) there are

significant differences between teachers concerns about TOC in different subject areas; (2) teachers' stages of concern are related to the type of school they teach; and (3) teachers stages of concern vary with their experience in implementation of TOC. Cheung and Ng developed the Chinese version of the Stages of Questionnaire used to collect data from 1,622 primary school teachers. Results indicated that most teachers, whether they were teaching the Target-Oriented Curriculum or not, exhibited peak concerns at the third stage that focused on management of TOC. The teachers were most worried about issues related to efficiency, time demands, organization, scheduling and the best use of resources. Again, MANOVA analysis revealed that teachers' stages of concern were affected by their experience with TOC and the type of school they teach, but not with subject areas.

Concerns on Teacher's Pedagogical Content Knowledge in Social Studies

Mensah(2012) conducted a study to assess the pedagogical and content knowledge of senior high school Social Studies teachers in Sekondi-Takoradi in Western Region of Ghana. The study covered 72 Social Studies teachers in 12 public senior high and technical schools in the Sekondi-Takoradi Metropolis. Data were gathered through questionnaire distributed to 72 respondents and one-on-one interviews with 10 trained graduate Social Studies teachers revealed that 69 out of 72 respondents representing 95.8% had their Bachelor's degree in Social Studies and the remaining three respondents, representing 4.2% possessed a Master's degree in Social Studies.

Also, the findings indicated that the pedagogical content knowledge of Social Studies had great impact on teacher's selection of content, lesson objectives, and test items. This implies that teachers become effective and efficient in teaching and learning enterprise when they have accurate and requisite knowledge of the subject they teach.

Teachers' Concerns on Time Allocation for Implementation of a New Curriculum

Regarding the time allocated for teaching Social Studies, Tetteh-Quarshie and Oduro (2004) asserted that teachers with highest allotted time have the highest engagement rate with their educands. Inferring from Tetteh-Quarshie and Oduro's assertion, teachers who have sufficient periods on the school teaching timetable tend to engage their students in effective and productive learning. However, students could only benefit from the periods allotted if the teachers make efficient use of the periods. They therefore, cautioned teachers on effective use of instructional time for the benefit of the learners.

Research conducted by Chukwuka (2013) revealed insufficient periods as one problem facing teachers of Social Studies in Nigeria. He said the periods allocated were too few for the coverage of the syllabus. He therefore, opined that the topics would be better understood if more periods were allocated for Social Studies lessons. There is no doubt that Social Studies teachers in Ghanaian SHS share same problem with Chukwuka.

Chapter Summary

The success or failure of implementation of change or innovation in the education system depends largely on the full consent and support of teachers. Based on this, much attention must be paid to the worries, frustrations, feelings and satisfactions (concerns) raised by such indispensable agent as far as curriculum implementation is concerned (Loucks & Pratt, 1979). Any attempt to ignore teachers' concerns, suggestions and recommendations could spell a doom on the success of the proposed change or innovation.

The theoretical framework which guided the study, the Concerns-Based Adoption Model revealed five assumptions which underlie the concerns-based adoption model. These are (1) change is a process but not an event, thus it requires an adequate time, resources and energy to support it, (2) change is achieved incrementally and developmentally and entails developmental growth in feelings about skills in using a new programme, (3) Change is accomplished by the individuals in the institution before it is manifested in the institution, (4) change is a highly personal experience and (5) Change can be facilitated by change agent.

The conceptual framework also revealed that Social Studies which is one of the core subjects and programme of study at pre-tertiary and tertiary levels of Ghanaian education was introduced as “centres of interest” (integration of history, civics and geography) with the aim of promoting good citizenship (Tamakloe, 1976; Cobbold, 1999; Ravitch, 2003).

The process of translating proposed or written curriculum into practice in the classrooms is bedeviled with many concerns. Stenhouse (1975) indicates that successful implementation of educational reform requires well prepared, trained and motivated teachers and adequate logistics. Bennie and Newstead (1999) revealed that inadequate time, non-supply of logistics and unavailability of professional teachers could mar the implementation process. A study conducted by Tetteh-Quarshie and Oduro (2004) revealed that most of SHS Social Studies teachers specialised in social sciences like Economics, History, Geography and Humanities at Bachelor's degree. A report from 2005 World Education Forum in Dakar revealed shortage of qualified teachers in Ghanaian schools in spite of the effort to train more teachers by the University of Cape Coast and the University of Education, Winneba (Ankomah et al., 2005).

Most of the educational reforms in the Africa are implemented without appropriate curriculum materials (Cornbleth, 1990; Ampem-Darko, 2002; Obemiata, 2006; Adentwi, 2007). The literature reviewed also pointed out that professional training, knowledge and qualification of the implementation agents play a crucial role in achieving successful implementation. According to Shulman (1987), pedagogical content knowledge is the most essential knowledge every teacher needs to acquire before he/she is allowed to participate in the implementation of the proposed reform. However, Chukwuka (2013) indicated that one major challenge in implementing Social Studies curriculum is shortage of qualified and certificated Social Studies teachers.

Garet et al. (2002) also indicate that teachers who hold the required knowledge and skills in the proposed change need professional development from the policymakers through periodical staff training in order to offer the teachers constant support for better result. Commenting on the same issue, Clark (2005) indicates that staff development or training is an indicator for both students' growth and teacher development. Glathorn et al. (2006), conclude that the most effective way of ensuring successful implementation of a new curriculum is staff development. However, most of the educational reforms are implemented without proper staff development for teachers (Rogers & Mahler, 1994; Vaughan, 1997; Tetteh-Quarshie & Oduro, 2004).

Curtain and Pesola (1994) opine that the success of any educational change or innovation depends greatly on the assigned period of time. Lockheed and Vespoor (1991) also assert that effective teaching and learning require adequate instructional periods. However, many subjects on the school timetable lack sufficient instructional periods. Specifically, Social Studies at SHS level has only three teaching periods (105-120 minutes) per week as compare to the other core subjects like English Language, Mathematics and elective subjects which have six periods (210-240 minutes) per week (Ministry of Education, 2010).

Another key issue from the literature reviewed which is the findings of the Science, Curriculum and Implementation Questionnaire (SCIQ) on factors that influence curriculum implementation (cited in Ben-Peretz, 1990). According to SCIQ, seven factors which are professional knowledge, professional adequacy, adequacy of resource, professional support, adequacy of time, professional

attitudes and interest, and school ethos play crucial roles in achieving successful implementation of a curriculum change or innovation. In conformity with the purpose of the present study, I focused on the first five factors which served as bases of the questionnaire designed to collect data for the study (Appendix B).

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the research procedures and techniques that were employed to carry out the study. It includes the research design, population, sample and sampling procedure, instruments for data collection and pilot testing of the instruments, data collection procedure. The rest are validity and reliability of the instruments, analysis of the data collected and chapter summary.

Research Design

The research design used in this study was a descriptive survey. In order to obtain data that would assist me to answer the research questions raised in this study, I adopted mixed method, interviews (qualitative data) combined with questionnaire surveys (quantitative data) with the hope of reducing limitations of approaches and methods if they are used alone; the biases inherent in any single method can neutralize the biases of other methods (Tashakori & Teddlie, 1998). Gay (1992), descriptive research specifies the nature of given phenomena. It determines and reports the way things are. Thus, it involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of the study” (cited in Amedahe & Asamoah-Gyimah, 2008, p. 133). It is a non-experimental research, meaning it does not involve manipulation of variables. It is directed towards determining the nature of a situation as it exists at the time of the study (Ary, Jacobs & Razavieh, 1990).

Descriptive survey was also considered to be appropriate because it is concerned with conditions or relationships that exist, practices that prevail; beliefs, points of views, or attitudes that are held, processes that are going on, effects that are being felt; or trends that are developing” (Best 1970; Cohen & Manion, 1994; p. 35). The purpose for adopting descriptive research in carrying out this study is to observe, describe, and document situation as it naturally occurs.

Another merit of the descriptive design is that it seeks to find answers to questions through the analysis of relationship among variables. Amedahe and Asamoah-Gyimah (2008) explain that a descriptive design helps in both inductive and deductive methods of reasoning to arrive at generalisations of problems. Also, the descriptive survey was deemed an appropriate design for the present study because the study was interested in collecting data to describe the current status of teacher concerns about the 2010 SHS Social Studies curriculum.

However, descriptive survey has its difficulties. According to Babbie (1998), there are three difficulties involved in using the descriptive approach for research. There are difficulties in ensuring that statements or questions on the questionnaire or interview guide are very clear; the difficulty of getting respondents to respond correctly to the items; and the difficulty in getting the questionnaires completed in time. To minimise these difficulties, reliability and validity of the prepared instruments were established by pilot testing the instruments. To ensure the validity of the instruments, simple words and statements were used to make the items clearer and more understandable to

respondents. Again, all respondents were given two weeks to complete the instrument. The same instructions on how to respond to the items were given to all respondents.

Population

According to Cohen, Manion and Morrison (2000), a target population is a group of respondents from whom the researcher is interested in collecting information and drawing conclusions. The population for this study included all Senior High School Social Studiteachers in Western Region of Ghana.

However, the target population for the research comprised all the 100 SHS Social Studiteachers in 11 government assisted senior high and technical schools in Sekondi-Takoradi Metropolis in the Western Region of Ghana. I employed census method to collect the data because I wanted to ascertain personal concerns of all the permanent Social Studies teachers in the Metropolis about the implementation of 2010 Social Studies curriculum.

Sample and Sampling Procedure

Since the target population (Social Studiteachers in Sekondi-Takoradi Metropolis) was not too large, it was appropriate to use the census survey method. The distribution of the considered Social Studiteachers in Sekondi-Takoradi Metropolis by school is shown in Table 2.

Table 2-*Distribution of Social Studies Teachers by School*

Name of school	Number of Social Studies teachers 2014/2015 academic year.
Ahantaman Senior High School	7
Archbishop Porter Girls' Senior High School	7
Sekondi College	9
Fijai Senior High School	7
Adiembra Senior High School	9
Takoradi Senior High School	10
Methodist Senior High School	7
Bompeh Secondary Technical School	8
Diabene Secondary Technical School	10
Saint John's Senior High School	9
Ghana Secondary Technical School	10
Takoradi Technical Institute	7
Total	100

Source: Public Senior High School in Sekondi -Takoradi (G.E.S), 2014

Research Instruments

A three-point Likert-type scale (concerned, unconcerned and indifferent) with 24 statements was used to collect data (Appendix B). The instrument employed in data collection for this research was a self-reporting questionnaire developed for the purpose of the study. Sarantakos (1997) notes that a questionnaire is a popular method of data collection in surveys. It also has a large

coverage of many respondents and a relatively economical in terms of cost and time as well as reduced interference from the researcher (Williams, 2005). Respondents have adequate time to read the items thoroughly and respond to them appropriately. A questionnaire made up of 31 self-reporting items based on the procedures outlined by Cohen and Manion (1994) were distributed to the respondents. Twenty-four out of 31 items were made up of closed-ended statements with three point scale (concerned, unconcerned and indifferent).

The questionnaire was divided into seven sections. Section A had four statements seeking demographic information on the respondents. Section B had five statements on adequacy of professional, qualified and well trained teachers and Section C comprised seven statements on availability of curriculum materials. Section D had five items on the quality of curriculum materials available for the teaching of Social Studies at SHS whilst Section E comprised five statements soliciting teachers' concerns on staff support and development. Section F had five items on periods allocated for teaching of Social Studies whereas Section G had one statement seeking two suggestions from Social Studies teachers on effective ways of teaching Social Studies.

Also, I employed semi-structured interview guide for four Social Studies teachers. In qualitative research, interviewing is the major source of the qualitative data for understanding the phenomenon under study (Drew, Hardman & Hosp, 2008; Fontana & Frey, 2005). Interviews provide an opportunity for the researcher to investigate ideas and beliefs of participants further and to gather data which may not have been obtained by other methods such as observation or

survey (Cohen et al., 2000; Shaughnessy, 2007). Two weeks after the collection of the final set of questionnaire, I booked an appointment with four Social Studies teachers (two heads of departments and two subject masters) on different days to have personal interactions on their concerns about the implementation of the Social Studies curriculum.

Pilot Testing of Instrument

To enhance validity of the outcome of the study, I discussed the statements in the questionnaire and the items in the unstructured interview with my Social Studies lecturers in the Faculty of Humanities and Social Sciences Education and gave the questionnaire to my two supervisors of University of Cape Coast for thorough scrutiny and correction (elimination) of ambiguous statements before sending the questionnaire to the respondents. Tape recorders were used to record the responses from the interviewees with their permission. Afterwards, I played the recorded responses back for the interviewees to confirm their voices.

Ensuring reliability of the instruments, a pilot-test was conducted to test effectiveness and consistency of the questionnaire. The pilot test also provided the valuable experience in crafting and modification of the items in the questionnaire in order to ascertain the right information. The pilot-test of the questionnaire was done using 20 volunteer teachers selected from schools within the study sample and Cronbach alpha coefficient of .75 was obtained. Cohen, Manion and Morrison (2007) indicate that when a research instrument yields an alpha coefficient value

above .60, it is deemed to possess high reliability. Based on this, the instrument was accepted as reliable and was, therefore, adopted for use in collecting the data.

Data Collection Procedure

The questionnaires were given to the respondents through their heads of department. The teachers were asked to indicate their responses to a number of statements. The responses to the items on the questionnaire were preceded by some statements that required demographic information such as academic and professional qualification, area of specialisation and teaching experience about the respondents. Respondents had four days to complete the questionnaires. A face-to-face interview was conducted with each of the four Social Studies teachers in four selected senior high schools for the research using the prepared and approved semi-structured interview guide (Appendix C).

Data Analysis

The researcher edited the collected questionnaires from the respondents and eliminated all incomplete copies of questionnaire to ensure that data used for the analysis are from properly filled set of questionnaire. In all 70 copies of questionnaires were used in the final analysis. Then, I used Statistical Product and Service Solutions (SPSS) version 21.0 for the final analysis of the data. Since this study is largely descriptive in nature, descriptive statistical tools such as frequency tables and percentages and inferential statistics such as the Chi-square were used in the analysis of data. Results on demographic information on respondents (items 1-4) and research question 1-5 were presented in frequency tables and percentages.

The chi-square was used to test for statistical independence; that is, to see if teachers' concerns about adequacy of qualified Social Studies teachers, availability and quality of the curriculum materials (syllabus and textbooks), staff development and allocated instructional periods; and level of education, area of specialisation and teaching experience were independent or have relationship. In other words, the chi-square statistic was used to test, or determine if the relationship was statistically significant or not. The chi-square statistic, along with the associated probability of chance observation was computed using the SPSS soft version 21.0 for relationship between teachers' concerns about quality of Social Studies teachers and level of education, area of specialisation and teaching experience. Teachers' concern about quality of Social Studies teachers and level of education were found to be related, (i.e., the observed table relationships have very low probability, (only 5%)) an indication that the results are statistically significant at the "05 or 5% level". This means that the variables had a low chance of being independent. This means that there is some relationship between teachers' concern about quality of Social Studies teachers and level of education.

Since interview was also conducted as a back up to ascertain the needed information, responses of the various interviewees were recorded on recorder separately. Then the original responses of each interviewee were transcribed onto a paper and all typographical errors were cleaned. I read through, checked and edited the transcripts and related parts of data to the research questions. Responses of the interviewees were presented as part of results and discussion in italics under the five research questions which guided the study.

Chapter Summary

The research design used in the study was a descriptive survey. I adopted mixed method in order to obtain data which would help in answering the research questions which guided the study. The instruments for the collection of data were pilot tested among 20 teachers from selected schools within the study sample in order to ensure high reliability. Simple words and statements were used in crafting the instruments to make them understandable to the respondents.

The population for the study included all SHS Social Studies in the Western Region. The target population was all the 100 SHS Social Studies in the Sekondi-Takoradi Metropolis. A self-reporting questionnaire with 31 items was developed for the collection of data for the study (Cohen & Manion, 1994). Twenty-four out of 31 items were made up of closed ended statements with three point Likert-Type scale (concerned, unconcerned and indifferent). Also, semi-structured interview guide with seven statements was used to get responses from four Social Studies masters (Drew, Hardman & Hosp, 2008; Fontana & Frey, 2005).

Statistical Product Service Solutions (SPSS) version 21 was used for the final analysis of the collected data. Frequency tables and percentages were employed in presenting the results from the data collected. Chi-square was also employed to test the level of relationship between teachers' concerns and their level of education, area of specialization and teaching experience.

However, out of the 100 SHS Social Studies teachers who were the target population, 70 teachers participated fully in the study. The 30 Social Studies

teachers in the study area who opted out could probably have expressed other concerns not captured here. Responses from both certificated and non-certificated Social Studies teachers were analysed together. There is no doubt that their levels of education, area of specialisation and teaching experience have probably influenced their responses to the items on the questionnaire. The use of heads of departments in distributing questionnaire to and collecting it from teachers also prevented the researcher from having a personal rapport with the respondents. All these challenges to some extent might have effects on the outcome of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results of the study and discusses them. The findings relate to the research questions that guided the study. This chapter provides the background of the respondents by analysing their demographic details. This is followed by the findings and discussion of the findings. Descriptive statistical tools (frequency counts and percentages) were used to analyse all the items in the questionnaire.

Some of the Social Studies teachers in the selected schools for reasons best known to them declined to participate in the study. In all 80 copies of the questionnaire were given out to the teachers to complete. Out of these 70 representing 87.5% were properly completed and good for analysis

One of the major challenges in implementation of Social Studies education is lack of well-trained and certificated Social Studies teachers. Most of the Social Studies courses at pre-tertiary level in many countries are handled by tutors who have little or no knowledge in what Social Studies is all about (Chukwuka, 2013). Data were therefore gathered on the respondents' academic and professional qualifications, area of subject specialisation and teaching experience and have been captured in Table 3.

Table 3-*Background Characteristics of Respondents (n=70)*

Variables	Sub-scale	N	%
Educational Qualification	HND	2	2.9
	Diploma	2	2.9
	Bachelor's degree	41	58.1
	Master's degree	25	35.7
	Total	70	100.0
Area of specialisation (at Bachelor's degree level)	Economics	9	12.9
	History	3	4.3
	Geography	11	15.7
	Social Studies	42	60.0
	CRS	1	1.4
	Sociology	3	4.3
	Others	1	1.4
	Total	70	100.0
Highest Educational Level in Social Studies	Secondary School level	3	4.3
	College of Education	10	14.3
	Bachelor's degree	44	62.8
	Master's degree	13	18.6
	Total	70	100.0
Number of years in teaching of Social Studies	Less than a year	7	10.0
	1-5 years	28	40.0
	6-10 years	14	20.0
	11-15 years	12	17.1
	Above 16 years	9	12.9
	Total	70	100.0

Source, Field Survey Data, 2015

On academic and professional qualification, Table 3 reveals that majority 41(58.5%) held Bachelor's degree, 25 (35.7%) postgraduate certificate while 2 of the respondents representing 2.9% each possess Diploma and HND respectively.

Concerning their area of subject specialisation, it was found that 42 (60%) of the respondents specialised in Social Studies at Bachelor's degree. This was followed by 11(15.7%) of them who specialised in Geography while 9 (12.9%) of them were found to have specialisation in Economics. It was also found from Table 3 that 3 of the respondents representing 4.3% each specialised in History and Sociology respectively. The remaining 2 (2.8%) respondents indicated their specialisation in Christian Religious Studies and Guidance and Counseling.

On the issue of highest educational level in Social Studies, Table 3 indicates that 44 (62.9%) of the respondents have read Social Studies up to the Bachelor's degree level. This was followed by 13(18.6%) who had read Social Studies up to Master's degree and 10(14.3%) of them studied Social Studies up to College of Education level. The remaining 3 of them representing 4.3% studied Social Studies up to Secondary school. In all, 57(81.4%) out of the 70 respondents have Bachelor's or Master's degree in Social Studies.

Though, the findings on teachers' academic and professional qualification, area of subject specialisation of this study revealed that majority of Social Studies teachers held Bachelor's degree in Social Studies, a handful of them had their Bachelor's degree in other subjects. This contradicts the findings of Mensah (2012) who indicated that all the 72 Social Studies teachers in the public SHS in the Sekondi-Takoradi Metropolis had their Bachelor's degree in Social Studies. The contradiction could be attributed to the mass redeployment of teachers with Bachelor of Education (Basic Education, specialisation in Social Studies) to the basic schools in 2012/13 academic year. Such teachers equally claimed to be

degree holders in Social Studies. The exercise has forced teachers with less periods but had Bachelor's degrees in other social sciences to handle SHS Social Studies.

With regard to teachers' teaching experience in Social Studies, Table 3 shows that 28 (40%) of the respondents have been teaching Social Studies between 1-5 years, 14 (20%) between 6-10 years, 12 (17.1%) in the 11 -16 years and 9 (12.9%) of them have been teaching the subject over 16 years. Seven (10%) of them were yet to complete one year in teaching of Social Studies at SHS. Half (50%) of the respondents were within six years teaching experience which meant that some of the teachers lacked experience. This is in support of Rivkin, Hanushek and Kain (2005) who observe that beginning teachers are not as effective as teachers with more years of teaching experience with brand new teachers being the least effective.

Critical analysis of information on SHS Social Studies teaching personnel from Table 3 reveals two distinct groups of Social Studies teachers. These two groups are those who had received professional training in Social Studies education (certificated Social Studies teachers) and those who had not received such training but were teaching the subject. This development has undermined the effort of the National Council for Social Studies (2001) to promote and produce professional, qualified and enthusiastic Social Studies masters to ensure effective teaching and learning at all levels of the academic ladder.

Research Question 1:What concerns do SHS teachers have about the adequacy of qualified teachers for effective implementation of the 2010 SHS Social Studiescurriculum?

The intent of this Research Question one was to focus on the adequacy of qualified Social Studiesteachers in selected SHS. In order to ascertain the needed information, five statements were presented for the respondents to indicate their responses as shown in Table 4.

Table 4- *Concerns of SHS Teachers About Adequacy of Qualified Social Studies Teachers (n=70)*

Statement	C N%	U N %	I N%	Total N %
Adequacy of qualified Social Studies teachers for the implementation of the new SHSSocial Studiessyllabus.	63 90	6 8.6	11 14	70 100
Availability of Social Studiesteachers in schools to implement the 2010 SHS Social Studiescurriculum.	52 74.3	11 15.7	7 10	70 100
Availability of certificated Social Studiesteachers in the schools to implement the 2010 Social Studiessyllabus.	35 50	30 42.9	5 7.1	70 100
Area of specialisation of the Social Studies teachers at the first degree level.	21 30.0	42 60	7 10	70 100
Teaching of Social Studies byonly certificated and professional Social Studies teachers to enhance effective teaching and realisation of the desired goals.	43 61.4	22 31.4	5 7.2	70 100

C-Concerned,U-Unconcerned, I-Indifferent. Source, Field Survey Data, 2015

Table 4 shows that majority 63(90%) of the respondents were concerned about “*adequacy of qualified teachers for the implementation of the new Social Studies curriculum*”, while 6 (8.6%) were unconcerned about the statement. However, one respondent representing 1.4% remained indifferent. The responses of the majority(90%) support Loucks and Pratt (1979) who were of the conviction that expected changes would only occur when implementers are well trained, informed and prepared for the innovation. Similarly, the responses of the 63 respondents confirm the assertion of Rogers and Mahler (1994) who attribute the rejection and failure of most new programmes by teachers to lack of enough information on proposed innovation. There is no doubt that successful implementation of any proposed curriculum would require well-trained and qualified teachers at hand and this could be achieved through proper training (Curtain & Pesola, 1994).

Darling-Hammond (2000) indicates that students’ achievements in the classrooms tend to be poor when teachers are assigned to teach courses they have not been trained to teach. As shown in Table 4, majority 52 (74.3%) of the respondents were concerned about “*availability of Social Studies teachers in the schools to implement the 2010 SHS Social Studies curriculum*”, 11 of them representing 15.7% were unconcerned while 7 (10%) of them remained indifferent. This result affirms that most of the public SHS in Sekondi-Takoradi metropolis did not have Social Studies teachers to support the implementation of the 2010 curriculum. The current findings send a signal that some schools lack Social Studies teachers and confirm the report from the 2000 World Education

Forum held in Dakar which revealed that attracting and retaining qualified teachers in the teaching profession has emerged as a major threat to achieving the Millennium Development Goal of providing Education for all (EFA) by 2015 (Ankomah et al., 2005).

Darling-Hammond, Berry and Thoreson (2001) assert that teachers who are trained and teach in the areas in which they are certified outperformed teachers who have no certification in the subject they teach. From Table 4, it was observed that exactly half (n=35, 50%) of the respondents were concerned while 30 (42.9%) were not concerned about the “*availability of certificated Social Studies teachers in the schools to implement the new curriculum*”. The remaining 5 respondents remained indifferent to the statement. The responses of the 35 respondents implies that some of the current Social Studies teachers in the Sekondi-Takoradi Metropolis were not certificated to teach Social Studies but they found themselves teaching the subject because it is presumed that any person could teach Social Studies which is a contradiction to the assertion made by Darling-Hammond et al.(2001).

However, the results contradict the findings of a study conducted on teachers’ pedagogical content knowledge of Social Studies teachers in Sekondi-Takoradi Metropolis by Mensah (2012) which covered 72 respondents. The results indicated that all of them (n=69, 95.8%) and (n=3.5%) held Bachelor’s and master’s degrees in Social Studies respectively. The status of half (n=35, 50%) of the respondents for this study reveal an alarming information that not all teachers of Social Studies were certificated in Social Studies. This confirms the

observation made by Ghana Education Service that supplying of the required qualified teachers to the schools in the country is a major challenge in achieving quality teaching despite the effort by University of Cape Coast and University of Education, Winneba, to produce over 5000 teachers annually (Ghana Education Service, 2000).

From Table 4, majority of the respondents (n=42, 60%) expressed concerns while 21 (30%) of them were unconcerned about the “*area of specialisation of the current Social Studies teachers at the Bachelor’s degree*”. However, a few respondents (n=7, 10%) remained indifferent. The concerns of the 42 respondents contradict the findings of Mensah (2012) in the selected senior high schools in Sekondi-Takoradi Metropolis which indicated that all the 72 respondents held Bachelor’s degree in Social Studies.

The contradiction could be attributed to the notion people hold about the meaning of Social Studies as the integrated study of the social sciences and humanities drawing its ideas and themes from disciplines such as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (NCSS, 2004). In certain cases, teachers who had degree certificates in other social sciences claimed to be Social Studies teachers.

Shulman (1987) emphasises that teachers’ content knowledge and pedagogical knowledge should interact with one another to produce effective teaching in classrooms. The results of the final item in Table 4 indicate that

majority 43(61.4%) of the respondents were with the opinion that “*teaching of Social Studies should be in the hands of only professional and certificated Social Studies teachers to enhance effective teaching and realisation of desired goals*”. However, 22(31.4%) and 5 (7.2%) remained unconcerned and indifferent to the statement. This result implies that some respondents thought or believed that any teacher could teach Social Studies; hence they did not need to be certificated or be professionally trained Social Studies teachers. This is a contradiction to Darling-Hammond (2000) who asserts that teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with students’ performances. Possibly, these respondents who are not certificated social studies teachers.

Also, Penuel, Fisherman, Yamaguichi and Gallagher (2007) argue that the educational attainment of teachers in the subject area affects their students’ class performances. Their argument is supported by the 43(61.4%) who held the notion that Social Studies should be taught by only certificated Social Studies teachers.

Furthermore, an item on the interview guide which reads “*what concerns do you have about adequacy of qualified Social Studies teachers for effective implementation of 2010 SHS Social Studies curriculum?*”. Elicited answers from four interviewees.

Teacher Elizabeth (a professionally trained and certificated Social Studies teacher) said: *In Ghana, we have a lot of trained Social Studies teachers. In my school there are sufficient Social Studies teachers and they are doing their best in teaching. But I could not tell the situation in other schools*”.

Teacher Anthony (a professionally trained and certificated Social Studies teacher who has taught Social Studies for more than five years) said: *“Qualified Social Studies teachers?” I would say some of the teachers read an aspect of Social Studies. But we do not have enough fully trained Social Studies teachers. The school needs to request for three or four Social Studies teachers from the regional education office”*.

Teacher Emmanuel (Social Studies teacher who also serves as head of General Arts department) said: *“We have more than enough trained Social Studies teachers. Teachers in my department, all of them qualified because most of them hold Bachelor of Education in Social Studies, only three teachers specialised in Geography, Sociology and History”*.

Teacher Moses (a holder of first degree in Economics, veteran Social Studies teacher and head of social science department) indicated: *“In my school, I have enough Social Studies teachers. Teachers in my department are professional teachers. Some are solely for Social Studies while others combine Social Studies with other elective because Social Studies has only three periods per week. This compels Social Studies teachers to handle 7-8 classes before they could get the minimum of 24 periods per teacher”*.

The responses of teacher Anthony and Emmanuel revealed that not all the Social Studies in their schools held Bachelor's degree in Social Studies. This confirms the findings of Tetteh-Quarshie and Oduro (2004) who revealed that some Social Studies at SHS level held first degree certificates in other social sciences subjects. Also, the current 3 periods allocated for the teaching of Social

Studies compel teachers solely for Social Studies to handle more classes which places much burden on them. The response of teacher Elizabeth and Moses also indicated that some schools have more qualified Social Studies teachers whilst others lack them.

Research Question 2: What are the teachers' concerns on the availability of Social Studies curriculum materials?

The purpose of this Research Question was to collate teachers' views on the curriculum materials situation in the SHS for effective teaching and learning. There were seven statements under this research question as shown in the Table 5. This meant to elicit the concerns of teachers in relation to curriculum materials and results are indicated in Table 5.

As indicated by Table 5, the majority of the respondents (n= 45, 64.3%) were concerned about the “*availability of new syllabus to support implementation of the new curriculum in their schools*”. However, 13 (18.6%) of them had no concerns while 12 respondents representing 17.1% remained indifferent to the statement. This result gives a signal that a lot of senior high schools do not have the 2010 SHS Social Studies syllabus for references. This is an affirmation of the assertion by Adentwi and Sarfo (2011) that new packages of curriculum materials in the form of syllabus and teachers' guidebooks are needed for effective implementation. Similarly, availability of comprehensive syllabus, textbooks, handbooks and other teaching resources address teachers' worries on what content to teach and how to teach in the classroom (Grossman & Thompson, 2004). So when a new curriculum or a change in curriculum is supported with well prepared

and accessible curriculum materials, the dilemma teachers go through in order to acquaint themselves with demands of the new curriculum is reduced.

Table 5-Teacher's Concerns on the Availability of Social Studies Curriculum Materials

Statement	C		U		I		Total	
	N	%	N	%	N	%	N	%
Availability of new syllabus to support implementation of the New curriculum in the schools.	45	64.3	13	18.6	12	17.1	70	100
Availability of government Approved SHS Social Studies textbooks to support smooth implementation of the 2010 SHS curriculum.	30	42.9	27	38.6	13	18.5	70	100
Accessibility of government Social Studies textbooks on the current syllabus to enhance their teaching.	34	48.6	28	40	8	11.4	70	100
Accessibility to teacher's handbook to guide them in their lesson preparation and lesson delivery.	29	41.4	29	41.4	12	17.1	70	100
Accessibility to other SHS Social Studies textbooks for references.	49	70	13	18.6	8	11.4	70	100
Teacher's accessibility to SHS Social Studies syllabus for effective /advance preparation.	43	61.4	16	22.9	11	15.8	70	100
Adequacy of Social Studies textbooks for students to facilitate their private studies.	43	61.4	20	28.6	7	10	70	100

C-Concerned,U-Unconcerned,I-Indifferent. Source, Field Survey Data, 2015

From Table 5, responses from the 45(64.3%) respondents showed that most of Social Studies teachers in senior high schools in the metropolis teach without the required syllabus. The end result is the observation by UNESCO

(2005) that schools without curriculum materials (textbooks and syllabus) cannot do well.

The distribution of the responses shown in Table 5 indicate that 30 of the respondents representing 42.9% expressed concerns while 27(38.6%) were not concerned about *“availability of government approved SHS Social Studies textbooks to support smooth implementation of the 2010 new Curriculum”*. However, 13 respondents representing 18.5% were indifferent in their response to the statement.

The responses of 30 (42.9%) revealed lack of approved government textbooks in some of the senior high schools in Sekondi-Takoradi. The result is a contradiction to the assertion that a new package of curriculum materials in the form of syllabus, textbooks, students’ workbooks, teacher’s handbook, workshop tools, audio-visual aids and other equipment are needed for the effective implementation (Adentwi & Sarfo, 2011).

The responses of the 40 respondents also supported the findings in a related research by Badugela in 2012 on problems facing educators in implementing the national curriculum in South Africa which revealed inadequate learning materials, lack of teacher support and staff development meetings, low teacher preparedness and lack of qualified teachers.

Chukwuka (2013) recommended that adequate and up to date textbooks should be made available to the reach of the students in their libraries so that they can make positive use of the books. These books should cover topics of their syllabus in order to have effective Social Studies. The quantity, quality and

accessibility of curriculum materials to teachers largely determine the degree of success of implementation process. However, Darko-Ampem (2002) also argued that quality education is undermined when only the government textbook is prescribed and all others get only the recommended textbook's tag even though the prescribed textbook is not necessarily the best. He therefore, proposed that books must be allowed to compete amongst themselves so that one can get the best out of one's little resources.

The assertion of Darko-Ampem has financial implications on the state. In countries like Ghana where textbooks for both basic and secondary schools are supplied by the government, the use of different textbooks on a subject implies that government has to incur huge cost in order to supply required textbooks in Ghanaian schools. Students at SHS level could be advised to read variety of textbooks by different authors on the same subject to broaden their knowledge but it has cost implications where students have to purchase such textbooks from the bookshops.

With regard to the importance of the textbook and its accessibility, Grossman and Thompson (2004) opine that textbooks could contribute to the development of subject matter knowledge for novice teachers who do not have the comprehensive knowledge about certain topics necessary for teaching. Responses from the respondents on the statement that "*accessibility of Social Studies government textbooks on the current syllabus to enhance their teaching*", revealed that 34 (48.6%) of the respondents showed concerns, 28 (40%) were not concerned while 8 (11.4%) had no interest about teachers' access to

governmentsupplied textbooks in the schools. The majority (n=34, 48.6%) indicated their inaccessibility to government supplied textbooks to the schools. This supports Grossman and Thompson (2004) who indicated that one central problem facing new teachers is finding curricular resources and materials that help them know how to accomplish their job. In the absence of the approved current textbook, both novice and old teachers would be compelled to resort to the archaic books at their disposal or low quality books for teaching. The end result would be non-achievement of curriculum goals.

With regard to availability of teachers' handbook, Hewllet Foundation (2008) asserted that syllabi, well written textbooks, teacher's handbook, well-resourced library and student's workbooks play major role in the implementation of the curriculum in our educational system. Results from the respondents indicated inTable 5showed that 29 (41.4%) respondents expressed their concerns about "*accessibility toSocial Studiesteacher's handbook on the 2010 curriculum to guide them in their lesson preparation and lesson delivery*". The same number (n=29, 41.4%) expressed no concerns about the statement. This was followed by 12 (17.1%) who were indifferent to the statement made. The result shows that some teachers did not have access to any teacher's guidebook on Social Studiesto guide them in their lesson notes preparation. The role of teacher's handbook can be linked to the assertion of Grossman et al. (2004) thata textbook serve as a scaffold, helping novice teachers learn to think pedagogically about particular content and could give them the skills they need to create their materials.

On the contrary, Englund (2009) argues that textbooks, including teachers' handbooks, have tendencies to be moralistic and one-sided, and teachers appear unable to teach Social Studies in a critical manner. Teachers should be able to introduce topics and themes from the national curriculum in various perspectives, even if these various perspectives are not fully represented in the textbook available. To some extent one may agree with Englund that teachers need to be resourceful and dynamic in their profession but they also need to be teaching within the scope of the national curriculum for the attainment of national aims. Therefore, it is plausible to believe that supply of teachers' handbook to Social Studies will enhance effective teaching.

It is obvious from Table 5 that majority 49 (70%) expressed concerns about "*teachers' accessibility to other Social Studies textbooks for references*", while 13 (18.6%) of them were unconcerned. Eight (11.4%) respondents remained neutral to the statement. Though the responses of 13 unconcerned teachers indicated that teachers could teach without the support of other textbooks, the responses of the majority (70%) showed that teachers need varieties of textbooks for references and additional information. The result supports the assertion by Grossman and Thompson (2004) that textbooks contribute to the development of subject matter knowledge of novice teachers who do not have comprehensive knowledge about certain topics necessary for teaching.

Teachers need syllabus to guide them in terms of selection of topics and their corresponding objectives in lesson notes preparation and teaching. From Table 5, it was found that majority 43 (61.4%) of the respondents had concerns

about the “*accessibility of Social Studies syllabus to teachers for effective and advance preparation*”. Sixteen (22.9%) of them raised no concerns while 11 (15.8%) remained indifferent. The responses of majority (n=43, 61.4%) who expressed concerns send some disturbing information that the implementation process could not be successful as a result of lack of Social Studies syllabus. The response of the 54 teachers support the findings of Christou, Eliophotou and Philippou (2004) who indicate that teachers who were implementing primary school mathematics curriculum had concerns about unavailability of resources including materials.

Again, in response to the question “*What are your concerns on the availability of curriculum materials to support effective teaching?*” The following views were expressed:

Teacher Elizabeth said: “*The syllabus and textbooks are scarce. Most of the teachers in my schools use a single textbook and no syllabus. Even some of them use only one textbook because they do not have access to other textbooks. It is not enough to depend on only one textbook because Social Studies is broad. Teachers therefore need to delve into other sources for more information*”.

Teacher Anthony said that, “*There are not enough syllabi and textbooks in the schools. About three or four teachers share one syllabus*”. Teacher Emmanuel said: “*Curriculum materials (syllabus), we do not have a lot of syllabi for teachers. Textbooks too are not enough in the system. Few teachers have access to the textbooks in the system*”.

Teacher Moses also said: *“We have the syllabus but teachers need to be resourceful, students could be assigned to read from other books. The students and teachers have the government textbook but they had been supplied with another approved textbook to supplement the government approved textbooks. I ensure that teachers get the needed logistics that would support them in teaching”*.

The views of teacher Elizabeth was in support of Darko-Ampem’s (2002) assertion that both teachers and students need to read different textbooks to broaden their knowledge. Both teacher Emmanuel and Anthony indicated in their responses that teachers in their schools lacked textbooks in Social Studies in the absence of the required textbooks, teachers are compelled to resort to the archaic books and the end result would be non-achievement of curriculum goals.

Concerning availability of textbooks to support students’ private studies, Chukwuka (2013) asserts that one of the major stumbling blocks in the delivery of quality education is shortage of textbooks. Distribution of responses on the textbook situation as captured in Table 5. It showed that majority of the respondents (n=43, 61.4%) registered their concerns on *“the availability of Social Studies textbooks to facilitate students’ private studies”*, while 20 (28.6%) had no concern. Seven (10%) of the respondents remained neither concerned nor unconcerned to the statement. The above results indicated that most of the students in the schools did not have access to government textbooks to support them in the private studies during school time or prep periods. The responses of the 50 respondents (71.4%) support Boakye-Amponsah’s (2004) finding that the student

textbook ratio was not encouraging in Ghanaian schools. The result is at variance with the assertion of Hewlett Foundation (2008) that Syllabi, well written textbooks, teacher's handbook, well-resourced library and student's workbooks play major role in the implementation of a curriculum. As noted by the Foundation lack of these resources impedes effective implementation process, most of the schools lack student's textbooks.

Research Question 3: What are the concerns of teachers regarding the quality of available curriculum materials?

Curriculum materials of good quality play a crucial role in harnessing implementation, the purpose of this question was to examine concerns Social Studies teachers raise on the quality of the available curriculum materials. Five statements were developed under this section seeking the views of the respondents in order to answer the Research Question posed above. Table 6 displays the statements and the responses of the respondents.

Table 6, indicates that 51 (72.9%) of the respondents expressed concerns about “the *organisation and arrangement of the contents of the 2010 SHS Social Studies syllabus*” while 12 (17.1%) of them had no concerns about the statement. However, a few of the respondents (n=7, 10%) remained indifferent to the statement. The responses of the majority (51; 72.9%) revealed that teachers were concerned that the content of the 2010 SHS Social Studies syllabus was difficult to teach in a systematic manner. The finding is at variance with the opinion of Ball and Cohen (1996) who opine that curriculum materials (syllabus) should be designed to be very educative to support teaching by teachers in the classrooms.

Table 6-*Concerns of Teachers Regarding Quality of Available Social Studies*

Curriculum Materials

Statement	C		U		I		Total	
	N	%	N	%	N	%	N	%
Organisation and arrangement of the contents of the 2010 Social Studies syllabus.	51	72.9	12	17.1	7	10	70	100
The contents of the available textbooks are detailed and written to meet the requirements of the syllabus.	11	15.7	50	71.4	9	12.9	70	100
The sections, Units, Topics and sub-topics in the available textbooks are in accordance with the current syllabus.	20	28.6	41	58.6	9	12.8	70	100
The approved Social Studies textbooks are supported with appropriate illustrations, diagrams, etc. to enhance teaching and learning of the entire syllabus.	26	37.1	32	45.7	12	17.1	70	100
Unfamiliar terms, key points and concepts are highlighted in the form of summary under each topic in the available textbook in use.	19	27.1	44	62.9	7	10	70	100

C-Concerned, U-Unconcerned, I-Indifferent. Source, Field Survey Data, 2015

When subject teachers are supported with educative curriculum materials such as well-designed syllabus, they also become accustomed to using such materials to plan and structure student activities. The distribution of result from Table 6 reveals that majority 50 (71.4%) expressed no concerns about the statement “*contents of the available textbooks are detailed and written to meet the requirement of 2010 SHS Social Studies syllabus*” while 11 (15.7%) out 70

respondents had concerns. However, 9 (12.9%) were indifferent to the statement. The responses of the majority affirm the assertion of Hewlett Foundation (2008) that well-written textbooks and student's workbooks play major role in the implementation of the curriculum in our educational system. But the responses of the remaining 20 (28.6%) respondents also send a signal that a cross section of the subject masters are not satisfied with the quality of the available Social Studies textbooks in the SHS in the Sekondi-Takoradi Metropolis. This also affirms the belief of some teachers that teaching of Social Studies is being undermined by non-availability of well-designed textbooks (Jekayinfa, 2005).

With regard to the link between the arrangement of sections, units, topics in the available textbooks and the official syllabus, the distribution of responses in Table 6 shows that majority 41 (58.6%) of the respondents were unconcerned with the statement that "*the sections, units, topics and sub-topics in the available textbooks are in accordance with the current syllabus*". Twenty respondents representing 28.6% were unconcerned and 9 (12.9%) showed no interest in the statement. The responses from the majority indicate that teachers have no concerns about the arrangement of the sections, units, topics and sub-topics in the available textbooks. This supports the assertion that implementation of change in curriculum must be supported with well-prepared textbooks (Grossman & Thompson, 2004).

The disparities could be attributed to the kind of textbook the schools decide to recommend to be used by both teachers and students. Some of the SHS Social Studies authors take pains to arrange topics under the three sections: the environment, governance, politics and stability, and social-economic

development for Year 1, Year 2 and Year 3 while some write the books without sequence. The worst of this is that the approved lists of textbooks are sent to the schools for students to buy on their own (WAEC, 2013). This has permitted some schools to supply low quality Social Studies textbooks to their students.

Appropriate illustrations and diagrams included in the approved textbooks facilitate effective teaching and learning. As shown in Table 6, it was found that 32 of the respondents representing (45.7%) were not concerned about the statement “*approved Social Studies textbooks are supported with appropriate illustrations, diagrams, etc. to enhance teaching and learning of the entire syllabus*” while 26 (37.1%) of them expressed concerns about the statement made. Twelve of the respondents representing (17.1%) were not interested in the quality of the Social Studies textbooks in the schools. The majority of the respondents expressed their satisfaction about the appropriateness of the diagrams and illustrations in the approved textbooks. The result affirms the opinion of Ball and Cohen (1996) who hold the view that educative curriculum materials should be designed to support teacher learning through which the teachers also facilitate student learning in classrooms.

However, the responses of the 26 respondents implied that some textbooks in schools do not have illustrations and diagrams to enhance teaching and learning in and outside the school. The current situation is attributed to the introduction of many Social Studies textbooks in the system. This supports Darko-Ampem’s (2002) view that quality education is undermined when only the government textbook is prescribed and all others get only the “recommended

textbook” tag even though the prescribed textbook is not necessarily the best. He therefore advocates that different textbooks must be allowed to compete amongst themselves so that one can get the best out of one’s little resources.

Also, with regard to the statement that, “*unfamiliar terms, key points and concepts are highlighted in the form of summary under each topic in the available textbook in use*”, the majority 44 (62.9%) of the respondents agreed to the statement by expressing no concerns. However, 19 (27.1%) of the respondents expressed concerns while 7 (10%) showed no interest in the statement made. The response of the majority (n = 44, 62.9%) indicates that most of the textbooks had summaries or glossaries and explanations of key concepts.

This result supports the opinion of Ball and Cohen (1996) on how curriculum materials, especially textbooks could be prepared to support teachers in implementing curriculum change. They echoed that one way to support teacher learning is through curriculum materials designed to be educative for teachers and students.

With regard to the question “*what are your concerns on the quality of the available curriculum materials?*” The following responses from the interviewees were obtained.

Teacher Elizabeth said: “*Some of the books are good. Previously there were some textbooks which were not properly written. The problem of inferior textbooks could be also attributed to the headmasters and headmistresses who decide to supply cheap and below standard textbooks to students because of money. The content of the syllabus is well prepared because I was a member of*

those who attended workshop in Ajumako in 2010 to work on the syllabus. We scrutinised the content of the SHS Social Studies syllabus and ensured that everything is good”.

Teacher Anthony said: *“Curriculum materials (syllabus and textbooks); though they are okay now, they can be modified to suit the teachers and students. The content of the syllabus is standard but most of the textbooks are below standard because non-Social Studies authors have been allowed to write Social Studies textbooks”.*

Teacher Emmanuel also said: *“The content of textbooks is in line with the syllabus. I believe that they are in right directions (sic). The contents of the few textbooks are also good. The problem of introducing low standard textbooks could be controlled if enough government approved textbooks are supplied to schools instead of allowing headmasters to impose books on students”.*

Teacher Moses said: *“When you look at the content of the syllabus, the points there serve as a guide. Therefore teachers need to go extra mile (sic) to search for more information on the topics in the syllabus. The contents of the approved textbooks are standard”.*

The responses of the four interviewees indicated that the content of the current SHS Social Studies syllabus is standard but some of the authors of Social Studies textbooks failed to write in conformity with the content of the syllabus.

Research Question 4: What concerns do Social Studies teachers have about

staff development and training?

In addition to teachers' academic knowledge and experience, continuous and proper provision of professional support sharpens teachers' skills and knowledge. According to Garet et al. (2002), professional development is essential to improving teacher quality. The intent of Research Question 4 was to examine the teachers' concerns as far as organisation of pre and in-service training for curriculum implementers was concerned. One of the most effective means of ensuring successful implementation of new curriculum is to integrate effective staff-development programme with any major curricular change. Many curriculum projects of excellent quality have not been implemented successfully because they were not supported with the right kind of staff development (Glatthorn et al., 2006). Three statements were given under this research question and the distributions of the responses to the statements are indicated in Table 7. The distribution of responses to the statement, *"for effective implementation of new curriculum, subject teachers need workshop, orientations and seminars on the content, theories, skills, methods etc. of the new syllabus"* as indicated in Table 7. It shows that majority 48 (68.6%) of the respondents were in agreement with the statement while 18 (25.7%) of the respondents expressed no concerns about organization of workshops on the new curriculum for teachers. However, 4 (5.7%) remained indifferent. Since the teaching staff consists of professional and non-professional, unqualified, under-qualified and qualified, experienced and inexperienced teachers, curriculum workshops, seminars and pre and in-service education and training (INSET) offered to teachers should be continuous to

support them to adopt the proposed innovations. The responses of the majority support the assertion of Glatthorn et al. (2006) that many curriculum projects of excellent quality had not been implemented successfully because they were not supported with the right kind of staff development.

Glatthorn et al. (2006) assert that staff development sessions held prior to any major curriculum change help to update teachers' knowledge about new development in the field, give them the skills they need for using new curriculum and instructional materials, and to provide an opportunity for teachers to exchange and try out such materials. They further said that as teachers use the new curriculum, they may identify new knowledge, skills and attitudes which would require the teachers to have training sessions before they become perfect. Distribution of results from Table 7 shows that majority 42 (60%) expressed worries about "*organisation of pre-service training for SHS Social Studiesteachers on how to implement the 2010 Social Studiessyllabus before official implementation begun.*". Twenty-one(30%) of them had no concerns while 7 (10%) were not interested in the statement. The responses of the majority (60%) indicated that most of the Social Studiesteachers had no pre-service staff training on how to implement the new curriculum. The finding is at variance with Badugela (2012) who recommends that pre-training sessions, for instance on the correct use of resources meant for implementation should be instituted to support teachers in implementing new curriculum.

However, the responses of 21 (30%) of the respondents revealed that a cross section of teachers had the opportunity to attend pre-service training prior to

the implementation of 2010 curriculum. This depicts a situation of inconsistency and irregularity in the organisation of pre-service training sessions for teachers on new curriculum.

Table 7-*Concerns of Social Studies Teachers about Staff Development and Training*

Statement	C N %	U N %	I N %	Total N %
For effective implementation of new Social Studies curriculum, teachers need workshop, orientations and seminars on the content, theories, skills and methods of teaching of the new curriculum.	48 68.6	18 25.7	4 5.7	70 100
Organisation of pre-service training for SHS Social Studies teachers on how to implement the 2010 Social Studies syllabus before official implementation begun.	42 60	21 30	7 10	70 100
Organisation or attendance of periodic or regular in service training sessions for effective implementation of the 2010 syllabus.	34 48.6	25 35.7	11 15.7	70 100

C- Concerned, U-Unconcerned, Indifferent. Source, Field Survey Data, 2015.

Teachers become more involved in and more experienced with the innovation after the in-service training (Vaughan, 1997). Concerning teachers' views on organization or attendance of regular or periodic in-service training, Table 7 shows that 34 of the respondents representing 48.6% had concerns while 25 (35.7%) were not concerned about the "organisation or attendance of periodic or regular in service training sessions for effective implementation of the 2010 syllabus". Eleven respondents (16%) remained undecided about the

statement. The result shows that though some Social Studies teachers have been attending in-service training on the 2010 syllabus, majority of them had not been receiving in-service training sessions. This result is a contradiction to the assertion that teacher quality depends not only on observable and stable indicators but also on the quality of training they receive (Ankomah et al., 2005).

Based on the responses to the statement on in-service training, the above finding is in agreement with Glatthorn et al. (2006) who note that “one of the most effective means of ensuring successful implementation of new curricula is to integrate effective staff-development programme” (p. 146). Also, the finding of Mensah (2012) indicated that regular in-service training for teachers ought to be put in place to help all teachers who have been in the service for few or many years to reevaluate and upgrade their knowledge.

Two further statements, each on pre-service and in-service training sessions were provided and responses obtained are indicated in the Table 8. Glatthorn et al, (2006) assert that staff development sessions held prior to any major curriculum change help to update teachers’ knowledge about new development in the field, give them the skills they need for using new curriculum and instructional materials, and to provide an opportunity for teachers to exchange and try out such materials.

The teachers were asked about the number of pre-service training sessions they attended relating to implementation of 2010 Social Studies curriculum. Table 8 shows that the majority 39 (55.8%) of them never attended any pre-service training. This was followed by 18 (25.7%), 6 (8.6%), 3 (4.3) and 4 (5.7) who

indicated that they attended pre-service training once, twice, thrice and more respectively. Table 8 shows that majority of SHS Social Studies teachers did not receive any pre-session training before they were asked to implement the 2010 SHS Social Studies curriculum which contravenes the conviction of Glatthorn et al. (2006). The responses of the majority also confirm the finding of Rosenfield (2004) who indicates that Social Studies is the subject whose teachers receive little development opportunities.

Table 8- *Number of Pre-Service and In-Service Training Sessions for SHS Social Studies Teachers since 2010 (N=70)*

Statement	None		Once		Twice		Thrice		More		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Number of pre-service training sessions you attended related to Social Studies before the implementation of 2010 SHS syllabus.												
	39	(55.7)	18	(25.7)	6	(8.6)	3	(4.3)	4	(5.7)	70	(100)
Number of in-service training sessions you have attended in relation to effective implementation of SHS Social Studies curriculum since 2010.												
	38	(54.3)	23	(32.9)	8	(11.4)	1	(1.4)	0	(0)	70	(100)

Numbers in brackets are percentages. Source, Field Survey Data, 2015

Continuous training of teachers is required for a new curriculum or programme to be fully implemented to attain its intended goals. Such training of

teachers is provided through subject workshops, in-service education and training, seminars and conferences aimed at equipping staff with the requisite skills and knowledge that promote staff development (Garet et al., 2002). In response to the number of in-service training service Social Studies teachers have attended after the implementation of the 2010 Social Studiessyllabus, 38 (54.3%) indicated that they had never attended any in-service training while 23 (32.9%), 8 (11.4%) and 1 (1.4%) had attended in-service training in Social Studies since 2010 once, twice or thrice respectively. More than half (54.3 %) of the Social Studies teachers in the 11 SHS in the Sekondi-Takoradi Metropolis had never attended any organised in-service training on Social Studiessince 2010. A few number of teachers had attended in-service training for not more than two times in the period of almost five years. Only one Social Studiesteacher hadattended such training for three times within the said period.

The findings from Table 8 are in complete deviation from the normal practice to achieve successful implementation. Glatthorn et al. (2006) note that “one of the most effective means of ensuring successful implementation of new curricula is to integrate effective staff-development programme with any major curricular change. Many curriculum projects of excellent quality had not been implemented successfully because they were not supported with the right kind of staff development” (pp. 145-146).

Again, in response to the question “*What are your concerns on organisation of pre and in-service training sessions for Social Studies teachers*”

who are implementing the current Social Studies syllabus?” Responses from the interviewees were as indicated in the paragraphs that follow.

Teacher Elizabeth said that “Pre-service training is not common in Ghanaian schools. When school re-opens both old and newly posted teachers are asked to prepare only the scheme of work for the term to be approved by their heads of department. No proper pre-service training. For in-service training, since 2010 no in-service training for SHSSocial Studies teachers. The kind of in-service training I attended was on HIV/AIDS”.

Response from teacher Elizabeth supports the responses of the majority that teachers never had any pre-service training on how to implement the new syllabus. Teachers have been teaching the content of the new syllabus without any in-service training.

Teacher Anthony said: “Pre-service training? Yes, before a teacher teaches a subject or topics he needs in-depth knowledge. To my best of knowledge (sic) no pre-service training was organised for me. The things I was given when I came to my present school were my classes to handle, a notebook, textbook and a photocopy of syllabus to prepare scheme of work for the term. In-service training: If one could not have pre-service training, how do you expect to have in-service training when you have been teaching for a while. It is unreal; it is not part of Ghana Education Service programme. Social Studies is broad and one needs in-depth knowledge about the content but this does not happen”.

As indicated by teacher Anthony, both new and old teachers need pre and in-service training sessions in order to address some of the challenges associated

with the new syllabus since implementation of a new curriculum, reform or change poses challenges on teachers (Ani-Boi, 2009). Though it is the responsibility of Ghana Education Service to organise staff development training for teachers, heads of schools especially SHS could use the various heads of departments and subject experts to provide short but frequent staff development trainings for the teachers.

Teacher Emmanuel said: *“It is good to have pre-service and in-service training. But this is what is lacking in our Education system in Ghana. No in-service training in Social Studies. However, it is never too late. Headmasters and mistresses could use their directors of studies and subject experts organise in-training to support new teachers who join the service”*.

Teacher Moses also said; *“For pre-service training, yes, there was a time pre-service training was organised for all teachers. Even I attended that training. In-service training: well I am of the view that since teachers are professional and certificated, they have what it takes to teach. However, teachers who come for teaching practice, internship and attachment need to have in-service training as a way of assisting them to become more proficient and competent in the teaching profession. As a head of department, I monitor all my Social Studies teachers both new and experienced teachers. Teachers in my department share ideas during departmental meetings”*.

The response of teacher Moses reveals that even some of the heads of departments do not understand pre and in-service trainings and its relevance to teacher development and performance in classrooms. His views were at variance

with Fullan's (2007) assertion that implementation of a new curriculum is a complex process and the success of it depends on regular teacher development. Both professional and non-professional teachers need proper pre-service and periodic and educative staff development training sessions in order to enhance effective teaching. As a followup, respondents were requested to *suggest two ways of organising effective staff training*. The following were the suggestions from the four interviewees.

Teacher Elizabeth said: *"A week before re-opening teachers could be asked to attend pre-service on the topics for the coming term. In course of the term (midterm) (sic) in-service training can be organised to retrain teachers to overcome some of the challenges they encounter in teaching of certain topics. I think teachers can have one in-service training every term if all things being equal. A resource person could be invited."*

Teacher Anthony suggested that, *"Time for the in-service training should be suitable for teachers. Resource person for the training should be someone with in-depth knowledge in Social Studies education. Frequency: Two times for a term and at least 5 times for a year could help."*

Teacher Emmanuel also suggested that, *"It is very crucial practice in education (sic) so the school authority has to recognise the need for in-service for teachers. The school could plan for in service training for teachers once in a term resource persons could be invited to re-train teachers in the system."*

Teacher Moses said, *"Twice or thrice in a year will do but attention should be on the quality of staff development programme not the frequency. Resources for the*

staff training should be very educative and informative to help teachers to upgrade their teaching skills and gain more experience.”

In spite of the divergent views expressed by the interviewees, they all stressed the need for both pre-service and in-service training sessions for all teachers who have role to play in the implementation of a new curriculum.

Research Question 5: What are the concerns of SHS Social Studies teachers on allocated instructional time?

Teachers tasked to implement a new curriculum need adequate teaching periods on the timetable to achieve desired goals. The intent of this Research Question was to examine the teachers concerns on allocation of instructional time for teaching of 2010 Social Studies syllabus. The amount of time on task and the quality of activities are critical variables in the delivery of high-quality programme. Tetteh-Quarshie and Oduro(2004) stated that teachers with the adequate allocated time have the highest engagement rate with the students in teaching. Five statements were developed under this research question. Table 9 shows the distribution of the responses of the respondents.

The findings from Table 9 support the conviction that more periods should be allocated for Social Studies lessons as the syllabus is always broad in scope.

Table 9-Concerns of SHS Social Studies Teachers regarding Allocated periods for Teaching of Social Studies(N=70)

Statement	C		U		I		Total	
	N	%	N%	N%	N%	N%	N	%

Allocation of teaching periods for the new Social Studies curriculum on the school timetable.	53	75.7	7	10	10	14.3	70	100
The recommended 3 periods (105-120 minutes) per week is adequate enough for effective teaching and completion of the entire syllabus within the 8 terms.	37	52.9	26	37.1	7	10	70	100
Teachers are able to complete the assigned topics for every term and year.	39	55.7	20	28.6	11	15.7	70	100
Students have enough time to complete their given assignments and research for more information.	33	47.1	21	30	16	22.9	70	100
Within the allocated periods 105-120 minutes (per a week), teachers could use learner centered or discussion method in teaching and learning in the classroom to enhance students understanding.	18	25.7	40	57.1	12	17.2	70	100

C-Concerned the periods currently allocated are source field survey data of the syllabus. The topics will be well handled and better understood if more periods are allocated for Social Studies lessons (Chukwuka, 2013). This was evident from

the response of the majority (75.7%) who expressed their concerns about periods allocated for teaching of Social Studies curriculum. However, 7(10%) of the respondents were satisfied with the current period allocations on the timetable while 10 (14.3%) of the respondents were indifferent to the statement. The positions of some of the respondents could also be influenced by the available resources (in the form of teachers, textbooks, caliber of students) in the schools.

Also, another statement which reads, “*the recommended 3 periods (105-120 minutes) per week are adequate enough for effective teaching and completion of the entire syllabus within 8 terms*” was provided. The purpose of this statement was to collate teachers’ worries on period allocation. Official periods allocated for Social Studies over three years are as follows; Year 1: 3 periods a week 105-120 minutes, Year 2: 3 periods a week 105-120 minutes and Year 3: 3 periods a week 105-120 minutes (Ministry of Education, 2010). Responses from the 70 respondents have been captured in the Table 9. The result shows that 37 (52.9%) of the respondents expressed their worries while 26 (37.2%) had no concerns about the recommended official periods for teaching Social Studies. A few (n=7, 10%) remained indifferent to the statement.

The result shows that slightly more than half (52.9%) of the respondents were not satisfied with the official periods allocated by the policy-makers. Nearly half (n=26, 37.1%) of the respondents had no problem with period allocation. Curtain and Pesola (1994) share views on instructional time by asserting that the amount of time on task and the quality of activities are critical variables in the delivery of high-quality programme. He suggests that grades 9-12

should have a minimum of 40-50 minutes of daily instruction (200-250) minutes per week (P. 150). Comparing the content (23 major topics) of the current SHS Social Studies syllabus with 3 periods per week (105-120 minutes) per week as indicated above, it is difficult for teachers to engage students in meaningful teaching and learning and complete the assigned topics in the syllabus before students move to the next class or complete school.

Furthermore, respondents were asked to respond to the statement “*teachers are able to complete the assigned topics for every term and year*”. Distribution of responses in Table 9 shows that majority 39 (55.7%) of the respondents expressed concerns about the statement while 20 of them representing 28.6% had no concerns. Eleven (15.7%) of the respondents were neither concerned nor unconcerned about completion of the apportioned topics for terms and years. The responses of 39 (55.7%) confirm the assertion that most schools are not able to complete their topics for terms and year within the allotted periods (Chukwuka, 2013).

Social Studies teachers who engage students in meaningful and broad base knowledge teaching and learning would agree with me that the periods for teaching Social Studies are woefully inadequate and teachers will not complete teaching the content of the SHS syllabus.

In response to the last but one statement that “*students have enough time to complete their given assignments and research for more information*”, the distribution of the responses of the 70 respondents in the Table 9 shows that 33 respondents representing 47.1% had concerns while 21 (30%) were not concerned

about allotted time for students assignments and further research. This was followed by 16 (22.9%) who remained indifferent. Although, less than half of the respondents expressed worries, there is no doubt that students do not have enough time to engage in private studies as well as completion of assignment. This confirms the assertion that time allocated to new curriculum creates challenges for both teachers and students. Teachers, therefore, argue that more time is necessary to ensure that the demands of the programme of study are met (Ani-Boi, 2009). This suggests that both teachers and students of Social Studies need more periods on the school timetable.

The final statement was “*within the allocated periods (105-120) minutes per a week) teachers could use learner-centered or discussion method in teaching and learning in the classroom to enhance students understanding*”. The responses of the 70 respondents to this final statement of the questionnaire are shown in the Table 9. The distribution of the responses shows that majority 40 (57.1%) had no worries about the adopting learner-centred method of teaching within the allocated periods. However, 18 of them, representing 25.7% had reservations. A sizeable number (n=12, 17.2%) had no interest in and remained indifferent to the statement. It is very obvious from the responses that teachers with adequate pedagogical training exhibit their expertise by adopting appropriate teaching methods in the various schools. The result could be attributed to the variation in the period allocation, availability of instructional materials and the caliber of students in terms of academic performance.

Generally, the 35-40 minutes three times in a week or 105-120 minutes per week for teaching the current loaded syllabus poses challenges to many teachers of Social Studies (Chukwuka, 2013).

In response to the question “*what are your concerns on the periods allotted for the teaching of SHS Social Studies?*” The following were the responses of the respondents:

Teacher Elizabeth said: “*The current teaching periods for Social Studies are not sufficient because of broad topics like marriage, democracy, constitution and other topics in the syllabus. Though the years at SHS were reduced to 3 years, the content of the syllabus was not changed. To be able to cover the entire syllabus, extra 2 periods could be added to make it 6 periods.*”

Teacher Anthony said: “*The current teaching periods are not enough. Looking at the content of the syllabus, admission time for first year students and the examination time for the final year students, teachers need more periods to cover the syllabus. Six periods instead of four could help both students and teachers*”.

Teacher Emmanuel said: “*The allotted periods are challenges in ensuring effective implementation of Social Studies curriculum because the syllabus is voluminous. Within the week, 6 periods would do both students and teachers good. I will request for additional two periods to make it like an elective subject.*”

Teacher Moses said: “*I am not comfortable with the allotted periods but these are the official periods. As it is now, I advise my teachers to put in extra efforts to help students cover greater part of the syllabus. Six periods like English*

language and Mathematics could help teachers to transmit the needed knowledge, attitude and skills to the students.”

Responses from the four interviewees support the 18 teachers who expressed worries about inadequate instructional periods for teaching of Social Studies. They, therefore, appealed to the curriculum developers and all those matter to add additional 2 periods to current 3 periods. However, addition of more periods to Social Studies would definitely increase the workloads of the teachers and overstretch the general timetable of the schools and the contact hours students spend in classrooms.

Measures to Improve upon Teaching of SHS Social Studies

This part of the questionnaire sought to ascertain possible measures which could help in improving teaching of SHS Social Studies from the 70 respondents implementing the curriculum. Some of the respondents offered one measure instead of two from each respondent. In all 122 suggestions were recorded. Most of the suggested measures were repeated. The measures are categorised into 13 measures. Table 10 displays the distribution of the suggested measures.

From Table 10, 34 out of 122 representing 27.8% of suggested measures to improve teaching of Social Studies centered on organisation of periodic seminars, workshops, pre and in-service training for all Social Studies teachers. This supports Rivkin, Hanushek and Kain (2005) who opine 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). This could be developed through periodic trainings. Bennett, Rolheiser-Bennett and Fullan

(1990) closely linked teacher or staff development with classroom improvement and school improvement. Glatthorn et al. (2006) note that one of the most effective means of ensuring successful implementation of new curricula is to integrate effective staff-development programme with any major curricular change. Therefore one could not expect improvement of a proposed curriculum without periodic staff development in the form of seminars, workshops and in-service trainings.

Again, from Table 10,21 (17.2%) of the respondents suggested that only certificated Social Studies teachers should be assigned or recruited to teach the subject in the various schools to ensure meaningful and effective teaching in Ghanaian schools. This supports the assertion by Darling-Hammond (2000) who 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) add that teachers who are trained and teach in the area in which they are certified outperform teachers who have no certification in the subject they teach.

Tetteh-Quarshie and Oduro (2004) observe that "the Social Studies teacher should not be a "giver" or "dictator" of knowledge but play a role of facilitator, manager, co-learner, participator, director, organiser and overseer of acquisition of knowledge and skills. Darling-Hammond (2000) concludes that teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with students' performances.

Table 10- *Measures to Improve the Teaching of Social Studies (N=122)*

Measures	N	%
Organisation of periodic seminars, workshops, pre and in-service training on the current syllabus for Social Studies teachers.	34	28.0
Only certificated Social Studies teachers should be assigned to teach Social Studies.	21	17.2
Increase in the allotted periods for teaching of Social Studies.	19	15.6
Provision of teaching Aids.	10	8.2
Provision of more textbooks and handbooks.	8	6.6
Revising the content of the current Social Studies syllabus.	7	5.7
Pre-service training and orientation for new and non-Social Studies teachers.	7	5.7
Teachers should make teaching of Social Studies more practical.	7	5.7
Organisation of field or educational trips.	3	2.5
Training of more Social Studies teachers.	2	1.6
Involvement of all Social Studies teachers in marking of the final examinations (Social Studies).	2	1.6
Involvement of Social Studies in designing of the Social Studies syllabus	1	0.8
Advance preparation by teachers before teaching a topic.	1	0.8
Total	122	100

Source, Field Survey Data, 2015

Another crucial measure which surfaced more from the respondents was insufficient periods allocated for Social Studies at SHS. Table 10 shows that 19(15.6%) of the respondents agreed on increase in the allotted periods on school

timetable for Social Studies as crucial measure in improving teaching and learning of Social Studies. This has come to buttress the findings of Lockheed and Verspoor (1991) who say that allocation of adequate hours to teaching is an imperative tool for attaining quality education. Both Teachers and students need ample time to prepare for lessons, attend to the individual needs of students, revise lessons, visit libraries and search for information that contribute to their successes in academic work .

Again, Table 10 shows that 10 responses representing 8.2% indicated that provision of teaching aids could contribute to effective teaching of Social Studies. This confirms the assertion by Ball and Cohen(1996) who felt that one way to support teacher learning is through the design of educative curriculum materials for teachers. They conclude, however, that teachers and their students could design some of these materials themselves.

Provision of more textbooks and teacher's guide or handbook was also seen as another potent measure. Table 10 shows that 8(6.6%) of Social Studiesteachers indicated supply of more and appropriate textbooks and teacher's handbook as one of the means to improve teaching of the subject at SHS level. The suggestion from the eight respondents affirms the statement that the success of teaching and learning is likely to be strongly influenced by the resources (human and material) made available to support the process. It is obvious that schools without prescribed textbooks or syllabus (curriculum materials) will not be able to do an effective teaching and learning(Ankomah et al., 2005).

Revision of the content of the current SHS Social Studies also surfaced as one of the possible measures to improve teaching of social studies. Seven (5.7%) of the suggestions from the respondents centered on revising the syllabus since the current one is overloaded. This suggestion supports the assertion that there is nothing like a perfect curriculum for all ages. Frequently, changes take place in the demographic, religious, political, economic, cultural, technological and other characteristics of the society and these changes give rise to changes in the curricular of schools to meet the new needs and requirements of the society (Adentwi, 2007). Odumah (cited in Mensah, 2012) declares that Social Studies is nation-building subject and a country's aspirations, therefore the content of the Social Studies syllabus must reflect the changes in the society and the national goals.

The result from Table 10 shows that 7 (5.7%) of the respondents also suggested organisation of pre-service training and orientation for new and non-Social Studies teachers in the various SHS before they are allowed to teach in the classrooms. This adds to the recommendations made by Jekayinfa (2005). She recommended that programmes should be mounted to train the teachers that would handle the subject in the senior secondary schools in the country and that resources, both human and materials should be adequately provided in the schools for the successful implementation of the new curriculum. Every year a new set of teachers, both new and old are posted to schools. They need series of pre-service and in-service training before they can overcome challenges in teaching of an assigned subject.

Also, 7 (5.7%) of the respondents as shown in Table 10 suggested that Social Studies teachers should make teaching more practical instead of lecturing, dictating notes and reading of textbooks as though it is English comprehension. In addition, field and educational trips were offered as a means of practicalising and improving teaching of the subject. Three of the respondents representing 2.5% suggested this as a way to achieve improvement in teaching Social Studies. This measure was supported by teacher Emmanuel (third interviewee) who suggested field trip as one of the novel ways of teaching environmental issues in Social Studies.

Two of the respondents representing 1.6% suggested that more Social Studies teachers should be trained. Though only two respondents proposed this, it is laudable that adequate qualified Social Studies teachers are employed to teach the subject in our schools as this will create effective teaching-learning environment. The experiences qualified teachers acquire make teaching of Social Studies more meaningful. The qualified teachers would be more committed and dedicated to the teaching of their subject better than the untrained teachers who picked up the teaching appointment because they could not get their desired jobs (Chukwuka, 2013). Non-Social Studies graduates find themselves teaching Social Studies as a result of insufficient trained and certificated Social Studies teachers in the country.

One respondent (0.8%) suggested involving teachers in designing Social Studies syllabus as a measure to improve teaching of the subject. That is a laudable suggestion in the sense that Armstrong (2003) emphasizes

teachers' involvement in curriculum designing. He was of the view that when teachers are involved in designing new syllabus, they have an opportunity to examine the details of the change in terms of content difficulty, recommend appropriate instructional strategies, and make modifications that are in line with the concerns of teachers.

Though the final examination scripts of students are marked by teachers, two respondents representing 1.6% as shown in Table 10 suggested that involvement of all Social Studies teachers in the marking of the final examination scripts could also improve teachers' pedagogical skills in the subject. An inference from their suggestion is that when teachers participate in co-ordination and marking process, they tend to learn some of the techniques in setting and answering questions in social studies. This increases teachers' active involvement in promoting ownership, commitment and effective teaching of Social Studies (Borko, 2004).

It is an undeniable fact that adequate preparation by teachers enhances lesson delivery in classrooms. One respondent out of 70 representing 0.8% suggested that teachers should have advance preparation before they teach any topic in Social Studies.

Final question for the interviewees was "*suggest three measures which will help improve teaching of Social Studies at SHS level*". The following suggestions were made.

Teacher Elizabeth suggested “*Adequate and periodic in-service training for teachers, provision of needed logistics and involvement of students in teaching and learning process*”.

Teacher Anthony also suggests that, “*The content of the syllabus needs to be reduced. A second thought should be given to the minimum qualification of Social Studies teachers and organisation of proper in-service training for teachers.*”

The suggestions from teacher Anthony must be given the needed attention as early as possible by Ghana Education Service so that Social Studies education for our students would prepare them to become responsible citizens who could reason well, make informed decisions, and help them solve personal and societal problems. This supports the assertion of Anamuah-Mensah Committee(2004) that “Education in Ghana should result in the formation of well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and reproductive citizens” (p. 9).

Teacher Emmanuel suggested that, “*Social Studies examiners could organise orientation for teachers on how to set and answer examination questions. Educational trips to places of educational interests must be organised frequently for Social Studies students and enlighten students on the prospects of studying Social Studies at higher institutions.*”

His suggestions also supported the 2nd and 4th recommendations by Chukwuka (2013). Most of the students have low regard for Social Studies because they lack knowledge on prospects of pursuing programmes in Social

Studies. Therefore, intensive education on the ultimate aim of teaching and learning of the subject and opportunities available for Social Studies graduates would help students and teachers a lot.

Teacher Moses said: *“Provision of logistics, regular training and mounting of short term courses for teachers to upgrade themselves from time to time”*.

Suggestions from teacher Moses are laudable in the sense that non-supply of logistics underpins successful implementation and achievement of proposed curriculum and its goals. As Adentwi and Sarfo(2011) assert, resources in the form of syllabus, students’ workbook and textbooks, teacher’s handbook and other equipment are needed for effective implementation of a new curriculum. Results from Table 3 revealed two groups of Social Studies teachers(certificated and non-certificated Social Studies teachers). Both groups need frequent short term courses on Social Studies to sharpen their teaching skills.

Research Question6

Research Question 6 covers five issues: concerns of teachers about adequacy of qualified Social Studies teachers, availability of Social Studies curriculum materials and quality of Social Studies curriculum materials, concerns on staff development and recommended instructional periods in relation to teachers' level of education, area of specialisation and teaching experience respectively. For each pair of variables, the objective is two-fold: first, to ascertain the percentage of teachers who were concerned, unconcerned or indifferent in relation to their level of education, area of specialisation and

teaching experience and, second, to determine whether the relationship between specified pairs of variables were statistically significant.

Research Question 6i (a): How significant is the relationship between teachers' concerns about the adequacy of qualified Social Studies teachers and teachers' level of education?

With respect to Research Question 6i (a), the variables of interest were teachers concerns about adequacy of qualified Social Studies teachers at three levels (concerned, unconcerned and indifferent) and level of education at four levels (secondary school, college of education, bachelor's degree and master's degree). First, Table 11 presents the percentage of teachers who were concerned, unconcerned or indifferent about adequacy of qualified Social Studies teachers and their level of education.

Table 11-*Relationship Between Teachers' Concerns about Adequacy of Qualified Social Studies Teachers and Teachers' level of Education*

Level of education	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Secondary School.	0	0.0	0	0.0	2	11.8	2	2.9
College of Education	4	13.8	1	4.2	0	0.0	5	7.1
Bachelor's Degree	21	72.4	20	83.3	9	52.9	50	71.4
Master's Degree	4	13.8	3	12.5	6	35.3	13	18.6
Total	29	100.0	24	100.0	17	100.0	70	100.0

Chi-square = 14.22, degree of freedom = 6, probability <.05 cells <5 = 66.7%.

Source, Field Survey Data, 2015

Table 11 shows that of the 29 teachers who were concerned about adequacy of qualified Social Studies teachers, majority (72.4%) had studied or

read Social Studies at the Bachelor's degree level while 27.6 percent studied or read Social Studies at the college of education level or Master's degree level.

As can be seen from Table 11, there is an overall chi-square value of 14.22 with 6 degrees of freedom. This means that the probability of the values in Table 11 occurring by chance is less than .05. Therefore, the variables level of education and concerns about adequacy of qualified Social Studies teachers were significantly associated.

To explore this association further, the cell values in relation to the column totals suggests that 71.4 percent of the teachers with first degree were either concerned or unconcerned or indifferent about the adequacy of qualified Social Studies teachers. The 24 teachers who were unconcerned about adequacy of qualified Social Studies teachers, majority (83.3%) read Social Studies at the Bachelor's degree level while 16.7 percent read Social Studies at the College of Education level or at the Master's degree level and, of the 17 teachers who were indifferent, majority (52.9%) studied or read Social Studies at the Bachelor's degree level or at the Master's level while 47.1 percent studied or read Social Studies at the secondary school level or at the Master's level.

On the whole, majority (71.4%) who were concerned, unconcerned or indifferent had read Social Studies at the first degree level. The data suggest that even though teachers had read Social Studies at the Bachelor's degree level, they appear to be either unconcerned or indifferent about the adequacy of Social Studies teachers for the teaching of Social Studies. The significance of the

association could not be tested using Pearson chi-square because the assumption of minimum expected frequency was violated.

Research Question 6i (b): How significant is the relationship between teachers' concerns about the adequacy of qualified Social Studies teachers and teachers' area of specialisation?

One aspect of Research Question 6i was teachers' concerns on the adequacy of qualified Social Studies teachers and teachers' area of specialisation were interrelated to determine if there was any association between the two variables or not.

Table 12-Relationship Between Teachers' Concerns About Adequacy of

Qualified Social Studies Teachers and Teachers' Area of Specialisation

Area of Specialisation	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Social Studies	16	55.2	15	62.5	10	58.8	41	58.6
Others	13	44.8	9	37.5	7	41.2	29	41.4
Total	29	100.0	24	100.0	17	100.0	70	100.0

Chi-square = .29, degree of freedom = 2, probability >.05

Source, Field Survey Data, 2015

The results in Table 12 revealed that majority of teachers who showed concerned (55.2%), unconcerned (62.5%) and indifferent (58.8%), their area of specialisation was Social Studies. This is to be compared with teachers who specialised in other areas. Surprisingly, the proportion of teachers who were either unconcerned or indifferent about adequacy of qualified Social Studies teachers

was higher in comparison with the proportion of teachers who were concerned about adequacy of qualified Social Studies teachers. This means that most of the teachers, adequacy of qualified Social Studies teachers is either not a problem or that most of the teachers have no issue about the adequacy of Social Studies teachers even though Social Studies is their area of specialisation.

With regard to the relationship between teachers' area of specialisation and teachers' concerns on the adequacy of qualified Social Studies teachers, the Pearson chi-square value of .29 and its associated Asymp. Sig. (2-sided) of .865 was not significant at the .05. (i.e., $X^2(2, N= 70) = .29, p >.05$). This means that the concerns of the proportion of teachers about adequacy of qualified Social Studies teachers was not significantly different from those of the proportion of teachers who were either unconcerned or indifferent. The significance of the association could not be tested using Pearson chi-square because the assumption of minimum expected frequency was violated.

Research Question 6i (c): How significant is the relationship between teachers' concern about the adequacy of qualified Social Studies teachers and teachers' teaching experience?

Teachers' concerns about the adequacy of qualified Social Studies teachers and teachers' teaching experience were related. It was assumed that concerns about adequacy of qualified Social Studies teachers have nothing to do with teachers' teaching experience. Therefore, the association between the two variables was investigated. The results shown in Table 13 indicate that out of the 29 respondents, who were concerned about adequacy of qualified Social Studies

teachers, most (37.9%) of them had 11 or more years teaching experience. Of the 24 teachers who were unconcerned, majority (58.3%) had 1-5 years teaching experience. For those who were indifferent, most (41.2%) also had 1-5 years teaching experience. On the whole most (44.3%) of the teachers with 1-5 years of teaching experience were either concerned (34.5%) or unconcerned (58.3%) or indifferent (41.2%).

Table 13-*Relationship Between Teachers' Concerns About the Adequacy of Qualified Social Studies Teachers and Teachers' Teaching Experience*

Teaching Experience	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
1 - 5 years	10	34.5	14	58.3	7	41.2	31	44.3
6 - 10 years	8	27.6	5	20.8	4	23.5	17	24.3
11 or more years	11	37.9	5	20.8	6	35.3	22	31.4
Total	29	100.0	24	100.0	17	100.0	70	100.0

Chi-square = 3.31, degree of freedom = 4, probability >.05

Source, Field Survey Data, 2015

Teachers' concern about the adequacy of qualified Social Studies teachers and teachers' teaching experience were not related. The significance of the association could not be tested using Pearson chi-square because the assumption of minimum expected frequency was violated.

Research Question 6ii (a): How significant is the relationship between teachers' concerns regarding the availability Social Studies curriculum materials and teachers' level of education?

On the issue of the relationship between teachers' level of education and availability of curriculum materials for implementation of Social Studies curriculum, Table 14 shows that of the 32 teachers who were concerned about availability of curriculum materials, majority (68.8%) of the teachers had studied or read Social Studies at the Bachelor's degree level while 31.2 percent had studied or read Social Studies at the Secondary or College of education or at the Master's degree level.

Table 14- *Relationship Between Teachers' Concerns Regarding the*

Availability of Social Studies Curriculum Materials and Teachers' Level of Education

Level of education	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Secondary School	1	3.1	1	5.0	0	.0	2	2.9
College of Education	1	3.1	1	5.0	3	16.7	5	7.1
Bachelor's Degree	22	68.8	14	70.0	14	77.8	50	71.4
Master's Degree	8	25.0	4	20.0	1	5.6	13	18.6
Total	32	100.0	20	100.0	18	100.0	70	100.0

Chi-square = 6.49, degree of freedom = 6, probability >.05.

Source, Field Survey Data, 2015

With respect to teachers who were unconcerned about availability of curriculum materials, majority (70.0%) studied or read Social Studies at the Bachelor's degree level while 30.0 percent read the subject at either secondary or college of education or Master's degree level. In the case of those teachers who were indifferent to this issue, the majority (77.8%) also read the subject at the Bachelor's degree level and the rest (22.2%) became familiar with the subject at the college or Master's level.

On the whole, majority (71.4%) of the teachers had the opportunity to study Social Studies at the first degree level, 18.6 percent of the teachers studied the subject at the master's level and 10 percent at secondary and college of education levels. These results suggest that majority of the teachers were exposed to Social Studies at either the degree or Master's level but some were either unconcerned or indifferent about the availability of curriculum materials for the implementation of the Social Studies curriculum. This finding could mean that either curriculum materials were available or for some reasons teachers did not want to comment on the issue. From the Table 14, it could be concluded that there was no association between teachers, concerns regarding availability of Social Studies curriculum materials and teachers' level of education.

Research Question 6ii (b): How significant is the relationship between teachers' concerns regarding the availability of SocialStudies curriculum materials and teachers' area of specialisation?

Another aspect of Research Question 6ii was to ascertain if there is any relationship between teachers concerns about the availability of curriculum

materials for teaching of Social Studies and teachers' area of specialisation. The results of this investigation are shown in Table 15.

Table 15-*Relationship Between Teachers' Concerns on the Availability of Social Studies Curriculum Materials and Teachers' Area of Specialisation*

Area of Specialisation	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Social Studies.	13	40.6	15	75.0	13	72.2	41	58.6
Others.	19	59.4	5	25.0	5	27.8	29	41.4
Total	32	100.0	20	100.0	18	100.0	70	100.0

Chi-square = 7.85, degree of freedom = 2, probability <.05

Source, Field Survey Data, 2015

The results in Table 15 indicate that majority of teachers were either unconcerned (75.0%) or indifferent (72.2%) about the availability of Social Studies curriculum materials for teaching of Social Studies as compared to teachers who were concerned (40.6%) about the availability of Social Studies curriculum materials for teaching of Social Studies and also specialised in Social Studies. This was not to be expected for one would have thought that Social Studies being the teachers' area of specialisation, the proportion of teachers indicating their concerns about the availability of Social Studies curriculum materials for teaching of Social Studies should have been higher than the proportions of teachers who were either unconcerned or indifferent.

With respect to the relationship between teachers concerns about the availability of Social Studies curriculum materials for teaching of Social Studies and teachers' area of specialisation, the Pearson chi-square value of 7.85 and its associated Asymp Sig. (2-sided) of .020 was significant at the .05. (i.e., $X^2(2, N=70) = 7.85, p < .05$). This means that the proportion of teachers who were either concerned or unconcerned or indifferent about adequacy of qualified Social Studies teachers was significantly different from each other.

Research Question 6ii (c): How significant is the relationship between teachers' concerns regarding the availability of Social Studies curriculum materials and teachers' teaching experience?

The third aspect of Research Question 6ii was to find out whether there tend to be an association between teachers' concerns on the availability of Social Studies curriculum materials for teaching Social Studies and teachers' teaching experience. The findings from this investigation are presented in Table 16.

Table 16-*Relationship Between Teachers' Concerns Regarding the Availability of Social Studies Curriculum Materials and Teachers' Teaching Experience*

Teaching Experience	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
1- 5 years	14	43.8	8	40.0	9	50.0	31	44.3
6 - 10 years	6	18.8	7	35.0	4	22.2	17	24.3
11 or more years	12	37.5	5	25.0	5	27.8	22	31.4
Total	32	100.0	20	100.0	18	100.0	70	100.0

Chi-square = 2.31, degree of freedom = 4, probability >.05

Source, Field Survey Data, 2015

It is clear from Table 16 that most (44.3%) of the teachers who responded to this issues had been teaching for 1 and 5 years while the rest (55.7%) had taught between 6 and 11 or more years. Of the 32 teachers who claimed they were concerned about availability of Social Studies curriculum materials, most (43.8%) have been teaching for at most 5 years while the rest (56.3%) have been teaching between 6-11 years or more. For those teachers who were unconcerned about availability of Social Studies curriculum materials, most (40%) of them have been teaching for the past 1 to 5 years while about 50 percent had been teaching for the same period. However, it appears that most of the teachers who were either concerned or unconcerned or indifferent about availability of Social Studies curriculum materials had 1-5 years teaching experience.

Similarly, most of the teachers who were either concerned or unconcerned or indifferent about availability of Social Studies curriculum materials had 11 or more years teaching experience while those teachers who were either concerned or unconcerned or indifferent about availability of Social Studies curriculum materials have had 6-10 years teaching experience. It appears that more teachers were unconcerned or indifferent about availability of Social Studies curriculum materials across the various categories of teaching experience. From Table 16, it could be concluded that there was no association.

Research Question 6iii (a):How significant is the relationship between teachers’ concerns regarding the quality of the available Social Studies curriculum materials and the teachers’ level of education?

It was assumed that concerns of teachers regarding the quality of curriculum materials have association with the teachers’ level of education. Therefore, the association was investigated and the results are displayed in Table 17.

Table 17-Relationship Between Teachers’ Concerns Regarding Quality of the Available Social Studies Curriculum Materials and the Teachers’ Level of Education

Level of education	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Secondary School	1	2.7	1	5.0	0	0	2	2.9
College of Education	1	2.7	2	10.0	2	15.4	5	7.1
Bachelor’s Degree	25	67.6	15	75.0	10	76.9	50	71.4
Master’s Degree	10	27.0	2	10.0	1	7.7	13	18.6
Total	37	100.0	20	100.0	13	100.0	70	100.0

Chi-square = 6.39, degree of freedom = 6, probability >.05

Source, Field Survey Data, 2015

From Table 17, thirty-seven respondents who were concerned about the quality of Social Studies curriculum materials, majority (67.6%) of them had read

Social Studies at the Bachelor's degree. For the 20 respondents who were unconcerned to the statement on the quality of curriculum materials, 15 respondents (75%) who form the majority also hold Bachelor's degree in Social Studies. On the other hand 10 respondent representing (76%) of the 13 who showed indifferent to the statement also read Social Studies at the Bachelor's level. On the whole, the majority (n=37; 52.85%) of the respondents who had concerns about the quality of the curriculum materials available to teachers for the implementation process hold Bachelor's degree.

Research Question 6iii (b): How significant is the relationship between teachers' concerns regarding the quality of the available curriculum materials for teaching Social Studies and teachers' area of specialisation?

An additional aspect of research question 6iii was to establish the relationship between teachers concern on the availability of quality Social Studies curriculum materials for teaching of Social Studies and teachers' area of specialisation. Table 18 displays the results.

Table 18- *Relationship Between Teachers' Concerns on the Quality of the Available Social Studies Curriculum Materials and Teachers' Area of Specialisation*

Area of Specialisation	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Social Studies	23	62.2	10	50.0	8	61.5	41	58.6
Others	14	37.8	10	50.0	5	38.5	29	41.4
Total	37	100.0	20	100.0	13	100.0	70	100.0

Chi-square = .84, degree of freedom =2, probability >.05

Source, Field Survey Data, 2015

As expected, most (62.2%) of the teachers who were concerned about the availability of quality Social Studies curriculum materials for teaching of Social Studies were those whose special area was Social Studies. This is to be compared with the proportion of teachers who also specialised in Social Studies and were either unconcerned (50.0%) or indifferent (61.5%). However, the proportion of teachers who specialised in other areas was higher among those who were unconcerned (50%) or indifferent (38.5%) compared to the proportion of teachers (37.8%) who were concerned but specialised in other areas other than Social Studies.

Attempt was made to establish the association between teachers' concern about the quality of Social Studies curriculum materials for teaching of Social Studies and teachers' area of specialisation, the Pearson chi-square value of .84 and its associated Asymp Sig. (2-sided) of .654 was not significant at the .05. (i.e., $X^2(2, N= 70) = .84, p > .05$). This is an indication that the proportion of teachers' concerns or indifference about the quality of Social Studies curriculum materials for teaching of Social Studies was independent of the teachers' area of specialisation.

Research Question 6iii (c): How significant is the relationship between teachers' concerns on the quality of the available curriculum materials for teaching Social Studies and teachers' teaching experience?

The next aspect of Research Question 6iii was to ascertain if there is any relationship between teachers' concerns regarding the quality available Social

Studies curriculum materials for teaching Social Studies and teaching experience.

Table 19 displays the results.

Table 19-*Relationship Between Teachers' Concerns Regarding Quality of the Available Social Studies Curriculum Material and Teachers' Teaching Experience*

Teaching Experience	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
1- 5 years	14	43.7	9	45.0	9	50.0	31	44.3
6 - 10 years	6	18.8	4	20.0	4	22.2	17	24.3
11 or more years	12	37.5	7	35.0	5	27.8	22	31.4
Total	32	100.0	20	100.0	18	100.0	70	100.0

Chi-square = 1.84, degree of freedom =4, probability >.05

Source, Field Survey Data, 2015

Examination of the frequencies within Table 19 reveals that most (44.3%) of the teachers have 1-5 years teaching experience and were either concerned (43.8%) or unconcerned (45.0%) or indifferent(50.0%) about availability of Social Studies curriculum materials. This is followed by 31.4 percent of the teachers who were either concerned (37.5%), or unconcerned (35.0%) or indifferent (27.8%) and had taught for 11 years or more while 24.3 percent had been teaching Social Studies for 6-10 years and were either concerned or unconcerned or indifferent.

To ascertain if there was an association between teachers' concerns about the quality of Social Studies curriculum materials for teaching Social Studies

and teaching experience, a Pearson chi-square test of association was run. The result from Table 19 revealed that there was no association.

Research Question 6iv (a): How significant is the relationship between teachers' concerns about staff development or training and the teachers' level of education?

It was assumed that concerns about staff development or training for teaching of SHS Social Studies have something to do with teachers' level of education. Therefore, the two were cross-tabulated. The results are shown in Table 20.

Table 20- *Relationship Between Teachers' Concerns About Staff Development or Training and the Teachers' Level of Education*

Level of education	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Secondary School	0	.0	2	6.7	0	.0	2	2.9
College of Education	4	10.3	1	3.3	0	.0	5	7.1
Bachelor's Degree	29	74.4	21	70.0	0	.0	50	71.4
Master's Degree	6	15.4	6	20.0	1	100.0	13	18.6
Total	39	100.0	30	100.0	1	100.0	70	100.0

Chi-square = 8.46, degree of freedom = 6, probability >.05

Source, Field Survey Data, 2015

Thirty-nine respondents, who were concerned about staff development or training for teaching of SHS Social Studies, majority (74.4 %) of them had Bachelor's degree. The 30 teachers who were unconcerned, majority (70.0%)

were Bachelor's degree holders. For those who were indifferent, majority (71.4%) had Bachelor's degree. Only one teacher who was indifferent had a Master's degree.

On the whole, majority (71.4%) of the teachers who were either concerned or unconcerned or indifferent had Bachelor's degree as against Master's degree and College of Education. This implies that teachers' level of education is associated with teachers concerns about staff development or training for teaching of SHS Social Studies.

However, whether this association is statistically significant or not was not known. Use of Pearson chi-square was not an option because the expected minimum frequency was violated. It could be concluded that there was no association.

Research Question 6iv (b): How significant is the relationship between teachers' concerns about staff development or training and the teachers' area of specialisation?

The second aspect of Research Question 6iv was to find out whether there is an association between teachers' concerns about staff development or training and teachers' area of specialisation. The findings from this investigation are presented in Table 21.

Table 21-*Relationship Between Teachers' Concerns About Staff Development or Training and Teachers' Area of Specialisation*

Area of specialisation	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Social Studies	25	64.1	15	50.0	1	100.0	41	58.6
Others	14	35.9	15	50.0	0	.0	29	41.4
Total	39	100.0	30	100.0	1	100.0	70	100.0

Chi-square = 2.10, degree of freedom = 2, probability >.05.

Source, Field Survey Data, 2015

It is clear from Table 21 that majority (64.1%) of the teachers who indicated that they were concerned teachers staff development or training for teaching of SHS Social Studies had studied Social Studies, 50 percent of the teachers who were unconcerned Studied Social Studies while only one teacher who was indifferent studied Social Studies. In all, the majority (58.6%) of the teachers studied Social Studies as against teachers who studied other subjects (41.4%) and were concerned, unconcerned or indifferent. This was expected since it is normal that teachers who studied Social Studies should show concern in comparison with teachers who were either unconcerned or indifferent. Thus, more teachers were concerned about teachers' staff development or training for teaching of SHS Social Studies than teachers who were unconcerned or indifferent in relation to their areas of specialisation. On the issue of whether there is an association between teachers' concerns about teachers' staff development or

training for teaching of SHS Social Studies and teachers' areas of specialisation, the Pearson chi-square test yielded an invalid result indicating no association.

Research Question 6iv (c): How significant is the relationship between teachers' concerns about staff development or training and the teachers' teaching experience?

The next aspect of Research Question 6iv was to ascertain if there is any relationship between teachers concerns about teachers' staff development or training for teaching of SHS Social Studies and teachers teaching experience. The results are displayed in Table 22.

Table 22-*Relationship Between Teachers' Concerns on Staff Development or Training and Teachers' Teaching Experience*

Teaching Experience	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
1- 5 years	14	35.9	16	53.3	1	100.0	31	44.3
6 - 10 years	10	25.6	7	23.3	0	.0	17	24.3
11 or more years	15	38.5	7	23.3	0	.0	22	31.4
Total	39	100.0	30	100.0	1	100.0	70	100.0

Chi-square = 3.71, degree of freedom = 4, probability >.05

Source,Field Survey Data, 2015.

The frequencies within Table 22 revealed that most (44.3%) of the teachers have 1-5 years teaching experience and were either concerned (35.9%) or unconcerned (53.3%) or indifferent(100.0%) about teachers' staff development or training for teaching of SHS Social Studies. This is followed by 31.4 percent of the teachers who were either concerned (38.5%), or unconcerned (23.3%) and had taught for 11 years or more while 24.3 percent had been teaching Social Studies for 6-10 years and were either concerned (25.6%) or unconcerned (23.3%).

To ascertain if there was any relationship between teachers concern about teachers' staff development or training for teaching of SHS Social Studies and teaching experience, the Pearson chi-square test provided an invalid result because the minimum expected frequency assumption was violated. Therefore, no association was accepted as the result.

Research Question 6v (a): How significant is the relationship between teachers' concerns regarding the allocated periods for teaching SHS Social Studies and the teachers' level of education?

Teachers' concern about the allocated periods for teaching SHS Social Studies and teachers' level of education were related. It was assumed that concerns about the allocated periods for teaching SHS Social Studies have something to do with teachers' level of education. Therefore, the two variables were interrelated.

Table 23-Relationship Between Teachers' Concerns Regarding the Allocated Periods for Teaching SHS Social Studies and the Teachers' Level of Education

Level of education	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Secondary School	1	3.6	0	.0	1	7.7	2	2.9
College of Education	1	3.6	3	10.3	1	7.7	5	7.1
Bachelor's Degree	18	64.3	22	75.9	10	76.9	50	71.4
Master's Degree	8	28.6	4	13.8	1	7.7	13	18.6
Total	28	100.0	29	100.0	13	100.0	70	100.0

Chi-square = 5.89, degree of freedom = 6, probability >.05 Source, Field Survey Data, 2015.

Table 23 reveals that of the 28 individuals, who were concerned about the allocated periods for teaching SHS Social Studies, majority (64.3%) of them had Bachelor's degree. Of the 29 teachers who were unconcerned, majority (75.9%) had Bachelor's degree. For those who were indifferent, majority (76.9%) also had Bachelor's degree.

On the whole most (71.4%) of the teachers had Bachelor's degree and were either concerned or unconcerned or indifferent. It is clear that majority of teachers who had Bachelor's degree were either unconcerned or indifferent about the allocated periods for teaching SHS Social Studies. Perhaps, most of the teachers might not have studied Social Studies at the first degree level hence their inability to appreciate the relationship between the allocated periods for teaching SHS Social Studies. The findings are to be compared with the proportions of teachers who were either concerned or unconcerned or indifferent about the allocated periods for teaching SHS Social Studies and had had either secondary education or college education or Bachelor's degree or Master's degree.

When independence between teachers' concerns about the allocated periods for teaching SHS Social Studies and their level of education were explored using the Pearson chi-square test, the result obtained indicated no association.

Research Question 6v (b): How significant is the relationship between teachers’ concerns regarding the allocated periods for SHS teaching Social Studies and the teachers’ area of specialisation?

The second aspect of Research Question 6v was to determine whether there is an association between teachers’ concerns about the allocated periods for teaching SHS Social Studies and teachers’ areas of specialisation. The findings from this investigation are presented in Table 24.

Table 24-Relationship Between Teachers’Concerns Regarding the Allocated Periods for SHS Social Studies and the Teachers’Area ofSpecialisation

Area of specialisation	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
Social Studies	17	60.7	18	62.1	6	46.2	41	58.6
Others	11	39.3	11	37.9	7	53.8	29	41.4
Total	28	100.0	29	100.0	13	100.0	70	100.0

Chi-square = 1.02, degree of freedom = 2, probability >.05

Source, Field Survey Data, 2015

Table 24 demonstrates that majority (58.6%) of the teachers who responded indicated that their area of specialisation was Social Studies. Of the 28 teachers who claimed they were concerned about the allocated periods for teaching SHS Social Studies, majority (60.7%) have studied Social Studies. For those teachers who were unconcerned about the allocated periods for teaching SHS Social Studies, majority (62.1%) of them had studied Social Studies while most (46.2%) had also pursued Social Studies. It appears that majority of the

teachers who studied Social Studies were unconcerned about the allocated periods for teaching SHS Social Studies when compared with teachers who were either concerned or indifferent about the allocated periods for teaching SHS Social Studies.

Similarly, most (41.4%) of the teachers who had studied other subjects were either concerned (39.3%) or unconcerned (37.9%) or indifferent (53.8%) about the allocated periods for teaching SHS social studies. This means that majority of the teachers who studied other subjects were indifferent about the allocated periods for teaching SHS Social Studies. This was expected since Social Studies as a subject was not their area of specialisation, so it is normal for such teachers to be indifferent about the allocated periods for teaching SHS Social Studies.

On the issue of whether there is an association between teachers' concerns about the allocated periods for teaching SHS Social Studies and teachers' teaching areas of specialisation, the Pearson chi-square test yielded a value of 1.02 with an associated Asymp Sig. (2-sided) of .599 was not significant at the .05. (i.e., $X^2(2, N=70) = 1.02, p > .05$). Thus, there was no association between teachers' concerns about the allocated periods for teaching SHS Social Studies and their areas of specialisation.

Research Question 6v (c): How significant the relationship between teachers' concerns regarding the allocated periods for teaching SHS Social Studies and teachers teaching experience?

The last aspect of Research Question 6v was to ascertain if there was any relationship between teachers concern about the allocated periods for teaching SHS Social Studies and teachers' teaching experience. The results are shown in Table 25.

Table 25-Relationship Between Teachers' Concerns Regarding the Allocated Periods for Teaching SHS Social Studies and the Teachers' Teaching Experience

Teaching experience	Concerned		Unconcerned		Indifferent		Total	
	N	%	N	%	N	%	N	%
1- 5 years	10	35.7	13	44.8	8	61.5	31	44.3
6 - 10 years	8	28.6	5	17.2	4	30.8	17	24.3
11 or more years	10	35.7	11	37.9	1	7.7	22	31.4
Total	28	100.0	29	100.0	13	100.0	70	100.0

Chi-square = 5.25, degree of freedom =4, probability >.05

Source, Field Survey Data, 2015

The frequencies shown in Table 25 indicate that most (44.3%) of the teachers have 1-5 years teaching experience and were either concerned (35.7%) or unconcerned (44.8%) or indifferent (61.5%) about the allocated periods for teaching SHS Social Studies. This is followed by 31.4 percent of the teachers who were either concerned (37.5%), or unconcerned (37.9%) or indifferent (7.7%) and

had taught for 11 years or more while 24.3 percent had been teaching Social Studies for 6-10 years and was either concerned (28.6%) or unconcerned (17.2%) or indifferent (30.8%). It is clear that majority of the teachers who had been teaching between 1-5 years were indifferent about the allocated periods for teaching SHS Social Studies while most of the teachers who have taught Social Studies between 6-10 years were indifferent about the allocated periods for teaching SHS Social Studies as compared with only 7.7 percent of teachers who were also indifferent about the allocated periods for teaching SHS Social Studies. The association between teachers' concerns about the allocated periods for teaching SHS Social Studies and teachers teaching experience was explored but the Pearson chi-square test as indicated in Table 25, revealed no association.

Chapter Summary

Some of the major challenges of curriculum implementation in our educational institutions are availability of qualified subject masters, curriculum materials, organisation of pre and in-service staff development training and allocation of sufficient periods for both teachers and students (Chukwuka, 2013). Results from Table 3 reveal that 66 respondents (93.8%) hold Bachelor's degree as their least qualification. Also, Table 3 shows that majority (n = 42, 60%) of the total respondents of 70 specialised in Social Studies at Bachelor's degree level. Results from Table 4 indicate that majority, 63 (90%) of the respondents had concerns about the availability of qualified Social Studies teachers to support the implementation of 2010 Social Studies curriculum.

On the availability of curriculum materials, Table 5 indicates that 43 respondents representing 61.4% had concerns on accessibility of syllabus (one of the curriculum materials) to teachers. Results from Table 6 reveal that majority of the respondents (n = 51, 72.9%) had concerns about the organisation and arrangement of the contents of the 2010 SHS Social Studies Syllabus. However, 50 respondents (71.4%) expressed no concerns about the contents of the available textbooks.

Concerning staff development and training, as indicated in Table 8, thirty-nine respondents representing 55.7% never attended any pre-service training on the implementation of the new Social Studies curriculum. Table 8 also reveals that 38 respondents (54.3%) had not attended any in-service training since 2010. This affirms the assertion of Rosenfield (2004) that Social Studies teachers receive fewer professional training as compared to other disciplines. Considering the benefits of pre and in-service training for staff development, Table 10 indicates that most of the responses, 34 out of 122 from teachers on measures to improve teaching of Social Studies focused on organisation of pre and in-service training for teachers.

Finally, results from Table 9 reveal that 37 of the respondents (52.9%) had concerns about the period allocated for the teaching of Social Studies at SHS in Ghana. Responses from Table 9 also reveal that majority, 37 of the respondents representing 55.7% indicated their inability to complete assigned topics for every year in the official syllabus.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter presents a summary of the research and its findings. Recommendations to improve implementation of the senior high school Social Studies curriculum are made based on the conclusions drawn from the findings of the research.

Overview of the Study

The purpose of this study was to investigate the concerns of Social Studies teachers regarding implementation of the 2010 SHS Social Studies curriculum. The study specifically investigated teachers concerns about adequacy of qualified SocialStudies teachers, curriculum materials and the quality of the available materials to support effective teaching. It also looked into teachers' concerns about organisation of pre and in-service training for teachers and allocated periods for SHS Social Studies. The study sampled views of Social Studies teachers on measures to improve upon teaching of the subject. The study also tested for any significant association between various concerns of SHS Social Studies teachers and their academic qualification, area of subject specialisation and teaching experiences. Data were collected from 70 Social Studies teachers from 11 public Senior High Schools in the Sekondi-Takoradi Metropolis. The data were analysed with descriptive statistics (frequencies and percentages) and inferential statistics (Pearson chi-square).

Key Findings

1. The implementation of 2010SHS Social Studies in the Sekondi-Takoradi Metropolis was constrained by inadequate certificated Social Studies teachers. The majority, 63(90%) of the respondents were concerned about “adequacy” of qualified teachers for the implementation of the 2010Social Studies curriculum.
2. Another major concern was inadequate supply of curriculum materials (reference books)to support teaching of Social Studies of the 2010 SHS Social Studiescurriculum. Forty-nine out of 70 respondents representing 70% expressed concerns about teachers’ accessibility to other Social Studies textbooks for references.
3. Also, teachers expressed worries about the quality of the 2010 SHS Social Studies syllabus. The majority, 51(72.9%) of the respondents were not satisfied with the arrangement and organisation of contents of the 2010 SHS Social Studies syllabus.
4. Teachers need training, worktops seminars and so forth. Forty-eight (68.8%) of the respondents were worried about organisation of workshops to support professional development of teachers. Also, majority, (60%) expressed worries about organisation of pre-service training for SHS Social Studies teachers on how to implement the 2010 Social Studies syllabus before official implementation begun.
5. The efforts of Social Studies teachers in implementing the 2010 were constrained by inadequate allocation of instructional time. Fifty-three

out of the 70 respondents representing 75.7% were concerned about the allocation of teaching periods for the new Social Studies curriculum on the school timetable. As a result, they were unable to complete the assigned topics.

6. Measures that the SHS Social Studies teachers surveyed felt would improve the implementation of the 2010 SHS Social Studies curriculum were (i) organisation of periodic in-service training for Social Studies teachers(ii) increase in periods allocated for teaching Social Studies and(iii) assigning only well certificated Social Studies teachers to teach Social Studies at SHS. Results from the face-to-face interview also revealed the aforementioned concerns.

Conclusions

From the findings of the present study, teachers were concerned about the implementation of the 2010SHSSocial Studies curriculum on the following grounds:

1. Inadequate certificated (qualified) Social Studies at SHS in the Sekondi-Takoradi Metropolis to implement the 2010 Social Studies curriculum. This was evident from the findings where teachers with Bachelor's degrees in other subjects have been assigned to teach Social Studies.
2. Social Studies teachers in SHS lack adequate curriculum materials such as government textbooks and teacher's handbook forreferencing in lesson notes preparation and classroom delivery. Both teachers and

students have to depend on textbooks sold at bookshops for references and additional information.

3. The quality of the available curriculum material (syllabus) was not standard. The majority of the respondents expressed worries about the arrangement and organisation of the content of the 2010 SHS Social Studies syllabus.
4. Inadequate staff development and training programmes for SHS Social Studies before and during the implementation period. The majority of the SHS Social Studies teachers had never attended any pre and in-service training since 2010.
5. Inadequacy of instructional periods for SHS Social Studies has affected the efforts of the teachers to engage students in effective teaching and learning towards the achievement of the aims, goals and objectives of the 2010 SHS Social Studies.

Recommendations

The following recommendations are made based on the findings and conclusions drawn from the study.

1. There are some teachers with Bachelor's degrees in other Social Sciences who teach Social Studies. The Ghana Education Service in collaboration with University of Cape Coast and University of Education, Winneba, should mount flexible courses in Social Studies for such teachers to acquire the needed and required pedagogical and content knowledge in Social Studies.

2. Another finding from the study is inadequate supply of curriculum materials. It is recommended that Ministry of Education through Ghana Education Service should contract a publisher to print and distribute the syllabi developed by the CRDD, approved textbooks and teacher's handbook in Social Studies to all the senior high schools in the country for references and additional information.
3. Effective implementation of new curriculum depends on supply of quality curriculum materials. It is recommended that Ministry of Education through Ghana Education Service and subject experts should review the arrangement and organisation of topics in the 2010 SHS Social Studies syllabus developed by the CRDD.
4. Successful implementation of any innovation or reform in education greatly depends on proper staff training. It is therefore recommended that subject experts from the various schools and education offices should engage new teachers in series of pre-service training courses and as well as regular or periodic orientations, workshops and seminars for the subject teachers in the system. Heads of the various SHS could appeal to their Parent-Teacher Association to raise funds for such important programmes.
5. Comparing the structure and organisation of the SHS Social Studies syllabus, the current 3 periods per week are not sufficient for teachers and students to have effective and meaningful teaching and learning. It is highly recommended that Ghana Education Service should adjust the

general timetable for additional 3 periods to enable both students and teachers to engage in meaningful and purposeful teaching and learning instead of rushing to complete the syllabus.

Suggestion for Further Research

This research looked at the concerns of Public Senior High Schools Social Studies teachers in the Sekondi-Takoradi in Western Region. Since Sekondi-Takoradi is not representative enough for the entire region or country as a whole, it is suggested that similar research should be carried out in other districts and regions in the country.

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APPENDICES

APPENDIX A
Structure and Organisation of 2010 SHS Social Studies Syllabus

SHS 1	SHS 2	SHS 3
Section 1: Environment Unit 1: Self Identity Unit 2: Adolescent Reproductive Health Unit 3: Our culture and national identity	Section 1: Environment Unit 1: The Institution of Marriage Unit 2: Individual Obligations in the Family Unit 3: Socialization Unit 4: Responsible Parenting	Section 1: Environment Unit 1: Our Physical Environment and Environmental Challenges Unit 2: Education and Societal Change
Section 2: Governance, Politics And Stability Unit 1: National Independent and Self-Reliance Unit 2: Peace Building and Conflict Resolution	Section 2: Governance, Politics And Stability Unit 1: Leadership and Followership Unit 2: Our constitution, Democracy and Nation building	Section 2: Governance, Politics And Stability Unit 1: Rights and Responsibilities of the Individual Unit 2: Ghana and the international Community
Section 3: Social And Economic Development Unit 1: The Youth and National Development. Unit 2: Science and Technology Unit 3: Resource Development and Utilization in Ghana	Section 3: Social And Economic Development Unit 1: The Role of the individual in Community Development Unit 2: Promoting National Socio-Development Unit 3: Sustainable Development	Section 3: Social And Economic Development Unit 1: Population Growth and Development Unit 2: The world of Work and Entrepreneurship

Source: Ministry of Education (2010)

APPENDIX B
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
QUESTIONNAIRE FOR SHS SOCIAL STUDIES TEACHERS

Dear colleague, I am conducting a study on teacher's concerns about the implementation of 2010 Senior High School Social Studies curriculum. I would like you to participate in the study. The information is for academic purposes only and would be treated with the strictest confidentiality. Please read through the items as carefully as possible and offer your candid opinion. Please tick (✓) where applicable. Thank you for your cooperation.

SECTION A

GENERAL /BACKGROUND INFORMATION

1. Educational Qualification.

Diploma	[]	Postgraduate	[]
Degree	[]	HND	[]
Others specify.....			

2. Area of specialisation (at degree level).

Economics	[]	History	[]
Geography	[]	Social Studies	[]
C R S	[]	Sociology	[]
Others specify.....			

3. Highest Educational level in studying / reading Social Studies.
 Secondary School [] College of Education []
 First Degree [] Master's degree []
4. Number of years in teaching Social Studies at SHS.
 Less than a year [] 1 – 5 years []
 6 – 10 years [] 11 – 15 years []
 Above 16 years []

SECTION B

ADEQUACY OF WELL-TRAINED / QUALIFIED TEACHERS

	Statements	Concerned	Unconcerned	Indifferent
5	Adequacy of trained/qualified Social Studies teachers for the implementation of the new SHS Social Studies syllabus.			
6	Availability of Social Studies teachers in schools to implement the 2010 SHS Social Studies curriculum.			
7	Availability of certificated Social Studies in the schools to implement the 2010 Social Studies syllabus.			
8	Area of specialisation of the Social Studies teachers at first degree level.			
9	Teaching of Social Studies by only certificated and professional Social Studies teachers to enhance effective teaching and realization of the desired goals.			

SECTION C

AVAILABILITY OF CURRICULUM MATERIALS (SYLLABUS, TEXTBOOK, TEACHER'S HANDBOOK) FOR THE IMPLEMENTATION OF 2010 SHS SOCIAL STUDIES CURRICULUM

	Statements	Concerned	Unconcerned	Indifferent
10	Availability of new syllabus to support implementation of the New curriculum in the schools.			
11	Availability of approved government Social Studies textbooks to support smooth implementation of the 2010 Curriculum.			
12	Accessibility of government Social Studies textbooks on the current syllabus to enhance their teaching.			
13	Accessibility to teacher's handbook to guide them in their lesson preparation and lesson delivery.			
14	Accessibility to other Social Studies textbooks for references. Teacher's accessibility to Social Studies syllabus for effective and advance preparation.			
15	Adequacy of Social Studies textbooks for students to facilitate their private studies.			

SECTION D

**QUALITY OF SOCIAL STUDIES CURRICULUM MATERIALS
AVAILABLE AT SHS (TEXTBOOKS AND SYLLABUS).**

	Statements	Concerned	Unconcerned	Indifferent
16	Organization and arrangement of the contents of the 2010 Social Studies syllabus.			
17	The contents of the available textbooks are detailed written to meet the requirements of the syllabus.			
18	The sections, Units, Topics and sub-topics in the available textbooks are in accordance with the current syllabus.			
19	The approved Social Studies textbooks are supported with appropriated illustrations, diagrams, etc. to enhance teaching and learning of the entire syllabus.			
20	Unfamiliar terms, key points and concepts are highlighted in the form of summary under each topic in the available textbook in use.			

SECTION E

STAFF DEVELOPMENT / TRAINING

	Statements	Concerned	Unconcerned	Indifferent
21	For effective implementations of new Social Studies curriculum, teachers need workshop, orientations and seminars on the content, theories, skills / methods of teaching of the new curriculum.			
22	Organization of initial/pre-service training for SHS Social Studies teachers on how to implement the 2010 Social Studies syllabus before official implementation begun.			
23	Organization or attendance of periodic/regular in service training sessions for effective implementation of the 2010 syllabus.			

24. Number of pre -service training session(s) you attended related Social Studies before the implementation of 2010 SHS syllabus.

None [] Once [] Twice [] Thrice [] More []

25. Number of in service training session(s) you have attended in relation to effective implementation of the SHS Social Studies since 2010.

None [] Once [] Twice [] Thrice [] More []

SECTION F

ALLOCATED PERIODS FOR SHS SOCIAL STUDIES

	Statements	Concerned	Unconcerned	Indifferent
26	Allocation of teaching periods for the new Social Studies curriculum on the school timetable.			
27	The recommended 3 periods (105-120 minutes) per week is adequate enough for effective teaching and completion of the entire syllabus within the 8 terms.			
28	Teachers are able to complete the assigned topics for every term and year.			
29	Students have enough time to complete their given assignments and research for more information.			
30	Within the allocated periods 105 -120 minutes (per a week), teachers could use learner centered or discussion method in teaching and learning in the classroom to enhance students understanding.			

SECTION G

31. Suggest two measures to improve upon the teaching of SHS Social Studies.

i.

.....

ii.

APPENDIX C

INTERVIEW GUIDE

- 1 What are your concerns on the availability of qualified Social Studies teachers on your staff?
- 2 What are your concerns on the availability of Social Studies curriculum materials?
- 3 What are your comments on the quality of the available curriculum materials?
- 4 What are your concerns on organisation of (i) pre-service training sessions and (ii) in-service training sessions?
- 5 What suggestions would you offer for effective organisation of staff development?
- 6 What are your concerns on the allotted instructional periods for teaching of SHS Social Studies?
- 7 Suggest three measures of improving teaching of Social Studies at senior high school in Ghana.