UNIVERSITY OF CAPE COAST

EXAMINATION OF PERCEIVED FACTORS THAT INFLUENCE THE TEACHING AND LEARNING OF SOCIAL STUDIES: A CASE OF HOHOE MUNICIPALITY

JOSEPHINE POPIELO BAGYOUR

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BY

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

JUNE 2024

DECLARATION

Candidates' Declaration

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

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

Name: Josephine Popielo Bagyour

Supervisor's Declaration

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

Supervisor's Signature: ..... Date: .....

Name: Prof. Hippolyt Dickson Angbing

ABSTRACT

The purpose of the research was to find out what factors, related to the student, teacher, and school environment, are thought to have an impact on social studies instruction in Ghana's Volta Region's Hohoe Municipality. For this study, the quantitative research technique was chosen. 48 social studies teachers were purposefully selected for the study, and 364 students served as respondents for the investigation using the multistage sampling approach. The study employed self-designed questionnaires to gather data. The acquired data were analyzed using standard deviation, means, and frequency counts and percentages. The findings showed that the learner factors included learners' ability to do their exercises and assignments and the extent to which they enjoy their Social Studies lessons. In addition, the study revealed that the teacher factors were teachers' ability to mark learners' exercises and provide them with prompt feedback and teachers' ability to allow learners ask questions for more clarification during instruction. The availability of textbooks and other TLRs was the study's last finding about the elements of the school environment that affected successful social studies teaching and learning (s). Hence, the study recommends, among others, that Ghana Education Service should ensure that textbooks and other teaching and learning resources are adequately provided and on time for schools. Again, Heads of schools and other supervisors must intensify their routine checks to ensure that adequate exercises and assignments are given to students and are effectively marked, and feedback given to students promptly.

KEYWORDS

Effective learning

Effective teaching

Learner factors

School environment factors

Social studies

Teacher factors

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DEDICATION

To my loving mother of blessed memory, Felicia Kuuledomoh; my husband, Isaac and my children, Johan, Josiah and Jaden.

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CHAPTER ONE

INTRODUCTION

An essential component of education as a whole is teaching and learning. Education is accomplished in the classroom through the collaborative process of teaching and learning. However, teaching and learning are fashioned around distinct bodies of knowledge called subjects. Among these subjects which are taught and learned in Ghanaian pre-tertiary educational institutions is Social Studies. Social Studies as a subject is unique because of its integrated nature and multi-disciplinary approach to teaching it. According to this, social studies present a unified body of knowledge by drawing on information from a variety of academic disciplines, including geography, sociology, economics, history, and anthropology, to name a few. Thus, according to Kwenin (2019), social studies incorporate the social sciences and humanities to promote civic competency. Educating citizens is the main objective of social studies and is essential to the progress of the country. Therefore, for the country's educational goals to be realized generally, social studies must be taught and learned in an efficient manner.

Background to the Study

According to the justification for teaching social studies in Ghana [Curriculum Research Development Division (CRDD, 2010)], social studies is a study of societal issues. In Ghana's pre-tertiary educational institutions, it is one of the core courses taught. Being a core subject**,** presupposes that it is fundamental and compulsory as per the dictates of the overall National Curriculum Programme for the JHS and SHS. It is believed that Ghana's growth, stability and development can materialize through its educational

system. Consequently, the subject is considered to be one of the vehicles through which the overall educational goals of the nation can be attained because of how it equips individuals with knowledge, skills and attitudes to become useful to the society. Social studies educate people about their culture, way of life, societal issues, values, and aspirations for the future in order to help them fit in with society (CRDD 2012). Moreover, in terms of Bloom's Taxonomy of instructional goals, social studies constitute a significant portion of the school curriculum, the subject concerns itself with the affective domain of learners by imbibing in them good morals and values as well as exposing students to understand the important attributes and values of a good citizen (Sawer, 2015). Hence, one cannot overstate the significance of Social Studies as a topic in our educational curricula.

The subject is an integrated field of study that lacks a single definition. In defining the concept of social studies, there appear to be no consensus among educators and experts within the field, as their understanding of the conceptualization of the subject varies from person to person and from culture to culture. For this reason, writers such as Bekoe, Quashigah, Kankam, Eshun and Bordoh **(**2014**)** have noted that there are disputes surrounding the topic that even its assessment methodologies are not spared due to shifting views on the scope, meaning, goals and nature of the instructional process of social studies from time immemorial. Nonetheless, all of the authors acknowledge that social studies present a distinct body of knowledge that may support civic education by drawing on material from the many social sciences. The National Council for Social Studies (NCSS, 2012) established the core content areas for social studies, and these subjects – history, geography, economics, sociology,

psychology, and civic education – are taught as part of the nation's social studies curriculum.

The end and paramount goal of the subject in the country is citizenship education, which attempts to create a people who are seriously thoughtful, proficient, dutiful and patriotic. This is true even though social studies researchers dispute on what the subject really is. Since education is implemented through teaching and learning, achieving this aim requires the efficient transmission of information, skills, values, and attitudes in the classroom. The relatively permanent transformation that the entire Social Studies curriculum aims to bring about can only be made possible by the efficient teaching and learning of social studies in the JHS. Additionally, in order to achieve the aims and objectives of the topic, social studies must be taught and learned by teachers and pupils, respectively. Teaching and learning are processes that include the transfer of knowledge from teachers to pupils. This process outlines the way in which a teacher defines and sets learning objectives, creates instructional materials, and implements the teaching and learning approach. Learning can be considered permanent and that is what teaching seeks to achieve in a learner. Teachers use strategies like learning particular skills, altering certain attitudes, or comprehending particular scientific laws to bring about this transformation in their students (Sequeira, 2012).

Undoubtedly, the interaction of many elements arising from interactions between important participants (teachers, students, and the school environment) affects the process of teaching and learning social studies (Mohammed, 2021). The goal of the present study is to investigate the several

factors – teacher, learner, and school environment – that affect the social studies curriculum in junior high schools in the Hohoe Municipality, both positively and negatively. In addition to suggesting more efficient methods of handling the subject in terms of instructional practices in junior high schools throughout the Hohoe Municipality, this will also expose stakeholders to those practices that are more detrimental than beneficial to the success of the teaching and learning of Social Studies.

Statement of the Problem

One cannot overestimate the importance of social studies as a subject in the core curriculum of schools. The subject seeks to incorporate in learners' knowledge, values, attitudes and skills that are needed to produce reflective, competent, responsible, concerned and participatory citizens who are endowed to solve personal and societal problems for sustainable national development. Accordingly, The Education Ministry in 2012 reiterated that our quest to form and prepare students for the 21st century would be successful only when Social Studies as a subject is given the right recognition with keen emphasis placed on it. Social studies emphasizes assisting in the achievement of the ultimate national goal of education, which is the development of a well-balanced (intellectually, spiritually, emotionally, and physically) individual with the necessary knowledge, skills, values, and attitudes for self-actualization as well as for the socioeconomic and political transformation of the country (Bordoh, 2021).

Citizenship education is the primary focus of social studies. Hence, it is very imperative that the instruction and acquisition of knowledge of the subject matter in our educational institutions is focused on achieving the main

goal of education in Ghana since it somewhat holds the key to the transformation that we all desire as a nation. Yet statistics on BECE performance in social studies from 2015-2020 in Hohoe Municipality tell a different story. The percentage of students scoring grades 1-3 (the highest) over the six-year period ranged from only 7.5% to 11.66%. Meanwhile, those obtaining average grades of 4-6 made up between 34.1% to as high as 56.4% of students (Woyshner & Schocker, 2015). This indicates the overall performance in social studies is at best average, and sometimes below average.

Hence it is necessary to examine factors having impact on the successful instruction and learning of social studies in Hohoe Municipality to address curriculum goals. Relevant prior studies on related topics have focused on just one variable like teacher or learner factors (Adansi et al, 2022; Safo-Adu et al., 2018). Few studies have looked at how pupils, teachers, and school environment interact particularly when it comes to social studies in junior high school in the Hohoe area. The problem is significant because social studies contain the key to transforming Ghana by producing balanced, self-actualized citizens (Bordoh, 2021). The subject advances overarching national education goals on socio-economic and political development. Thus, improving social studies instruction could have lasting national impact.

It is against this background that the researcher's interest has been ignited to probe the efficacy of the strategies and approaches adopted during the course of learning of the subject as the researcher begun to contemplate whether the objectives of the study of Social Studies as a core subject are being achieved at all through our school system. To achieve the general goals of social studies in our basic schools, the researcher finds that good teaching and learning are essential. Therefore, the purpose of this study is to investigate

certain causal elements that impact social studies instruction and learning and lead to students in the junior high schools in the Hohoe Municipality performing below grade level.

Purpose of the Study

The primary goal of the study is to examine the variables – both positive and negative – that affect teaching and learning of social studies in the Junior High Schools in the Hohoe Municipality. Specifically, the study aims to**:**

1. determine the learner components that affect teaching and learning of social studies in the Junior High Schools.
2. identify the teacher factors that influence teaching and learning of social studies in the Junior High Schools.
3. examine the elements of the school environment that affect how social studies is taught and learned in junior high schools.

Research questions

The following research questions will serve as the study's compass;

1. What learner factors influence the effective teaching and learning of social studies in the junior high school?
2. What are the teacher factors that influence teaching and learning of social studies in the junior high school?
3. What school environmental factors influence the effective teaching and learning of social studies in the junior high school?

Significance of the Study

It is anticipated that various stakeholders in the education sector will find the research's conclusions and suggestions useful for the government,

curriculum developers, other researchers, teachers and learners. Therefore, it will be important in the following ways:

For government, this research will throw more light on the key areas that require its uttermost support and interventions in the provision of educational facilities and resources for both teachers and learners to promote the efficient social studies education in our Basic Schools which over the time will improve learning outcomes for the successful achievement of educational objectives.

Also, this study will provide empirical evidence to support any previous research work and existing literature on the issue of effective teaching and learning of social studies for curriculum developers. This undoubtedly will enable curriculum developers to develop curriculum that will fulfil the evolving needs of today's technological world of which education cannot be left out.

Similar to that, this study will be used as a guide for subsequent studies that aim to look at the same variables. Just as this study will fall on other related literature in the subsequent chapter of this research to know what other researchers have done already in this field, so will others also consult this research some time to come in search of relevant information when investigating the same variables.

Furthermore, teachers in JHS who teach Social Studies will also find this work relevant since it will assist them to avoid practices that render the teaching and learning process ineffective while assisting them to incorporate best classroom practices that improves the efficiency of instructional and learning processes of social studies education in JHS.

Finally, as learning takes place in the teaching and learning process, students will find enormous benefit from this study. Pupils will therefore be more aware of their attitudes' impact on good teaching and learning, as well as the responsibilities they need to play, thanks to this research, which will guarantee that social studies instruction and learning in the JHS are successful.

Delimitation

This investigation focused on the elements that affect the efficient dissemination of Social Studies instruction in the Junior High Schools of the Hohoe Municipality. Additionally, it was restricted to Junior High School pupils in the Hohoe Municipality in the Volta Region and Social Studies teachers in public schools. Furthermore, only variables pertaining to teachers, learners, and the school environment were included in the study. The data collection instrument was limited to pupil's and teachers' questionnaires and for data analysis, in addition to mean and standard deviation, frequency counts and percentages were also used. However, since social studies teachers in junior high schools have nearly identical training characteristics to junior high school students, who also have nearly identical learning characteristics, it is anticipated that this study can be used to draw generalizations about social studies.

Limitations

The validity and reliability of the study's conclusions may have been impacted by a few issues the researcher had while carrying out a study of this sort. They include:

Firstly, a major limitation was the generalizability problem. Considering the sample size for this work, the outcomes is only peculiar to only JHS in the Hohoe Municipality and not all JHS nationwide thus, limiting the generalizability of the study.

Again, the questionnaire served as the study's data gathering tool might have some weakness which could affect the validity and reliability of the study. This is so because, with the questionnaire, the possibility that some respondents have not given accurate information to protect their interest is inevitable, despite the fact that they were given guarantees about the privacy and anonymity of the data they gave. Therefore, the researcher gave an explanation of the objectives of the investigation before distributing the questionnaires to respondents for which she supervised and collected them herself. Lastly, using questionnaires for data collection also limited the extent to which respondents could respond to the questions. Hence, the questions were well crafted and reliability and validity duly verified to be sure the items on the questionnaires sufficiently addressed the research questions.

Organisation of the Study

There are five chapters in this thesis. The introduction, study background, statement of the problem, purpose of the study, research questions, relevance, delimitation, limits, and study organization are all included in the first chapter of the study, Chapter One. This study's second chapter evaluated relevant literature. Therefore, the researcher investigated other pertinent works on the subject. The research approach employed was emphasized in the third chapter of the study. This included the planning and design of the study, the population, the samples and methods for sampling, the instruments and methods for collecting data, the methods for processing and analyzing the data, and a summary of the chapter. The outcomes and conversation were described in Chapter Four. The study's findings and suggestions are included in Chapter Five, which also functions as the study's summary and primary results.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter aims at reviewing literature related to the topic under consideration in this study. This will help provide answers for the research questions raised earlier by establishing conceptual and theoretical basis for the topic under study. Again, it gives the researcher the opportunity to make comparisons between the findings that would emanate from this study and the findings from related studies conducted earlier.

The following subheadings were used to review the literature for ease of reference:

1. Theoretical review
2. Conceptual framework
3. Conceptual review
4. Empirical review

Theoretical Review

The constructivism theory of learning was the educational theory that served as the theoretical framework for this investigation. A theory is a way to explain an observed phenomenon, therefore theories of learning serve as a framework that helps one to understand how people learn (Sambrook 2011). Learning theory is an intellectual framework employed to comprehend and formulate the means by which knowledge is preserved, refined and assimilated throughout the course of learning, (Luis & D'Cunha, 2014). It is believed that understanding how students learn is a critical step in maximizing the gains of learners in the teaching and learning process. Thus, teachers' knowledge of

learning theory can positively impact based on the inner drive or will of a person rather than consistent repetition and imitation. Thus, learning is largely self-motivated. Moreover, Social Studies as a subject is a complex phenomenon because of its integrated and multi-disciplinary nature. Hence, the instructional approach which involves constructivism is the right approach because learners are actively involved in constructing their own meaning rather than being passive recipients of instruction and learning.

Constructivist learning approach in the teaching and learning process is premised on the belief that learning is the end product of "mental construction." The constructivism learning theory pays more attention to the psychology of how knowledge is acquired and how human beings learn (Piaget, 1929). In simple terms, the constructivist theory implies that meaning and knowledge are constructed by humans from their own experiences. Therefore, this learning theory is applicable in education as it tends to agree with the assertions that, students or learners are responsible for making their own values and attitudes.

According to Schunk (2012), Constructivism is a paradigm for learning that serves as the foundation for numerous contemporary theories of learning that are suggested for adult learners who are self-directed and self-controlled. Constructivism is an educational theory that maintains that knowledge is produced by humans in a proactive manner and their learning experiences determine what is real (Fosnot, 2005; Ultanir, 2012). Additionally, the theory asserts that people never obtained new understandings and knowledge by receiving it inertly through a direct process of knowledge transmission. Instead, people create new knowledge and understandings for themselves

(Abbott, 2001; Schunk, 2016). Constructivism emphasizes active learning, where learners create new information by drawing on their experiences and expanding their past learning (Baviskar et al., 2009). Rather than absorbing information, students are encouraged to internally generate information, hypotheses, and conclusions (Brooks & Brooks, 1999). The instructor serves as a guide who offers learners the room to put theories into practice and make sense of information (Richardson, 2003). Overall, constructivism views learning as an active process where students build knowledge and meaning based on experiences (Ultanir, 2012).

The theory's roots can be found in early works of French developmental psychologist Jean Piaget, who created the cognitive development theory (1929), in which he emphasized cognitive constructivism as how humans construct knowledge and make meaning through their interaction between their experiences or environment and their ideas. In that regard, human minds are where knowledge is built or created. According to the cognitive constructivists, learning is correlated to the stages of cognitive growth since knowledge is actively produced by learners using their pre-existing cognitive structures. Based on this, they assert that the learning process can best be understood by understanding the existing intellectual framework of learners. This suggests that the teacher should encourage pupils to think analytically or scientifically by putting them in situations where they must find solutions to challenges that go against their preconceived notions. This is because, in the constructivist theory of learning, the teacher is required to facilitate discovery by providing learners with resources as well as guiding the learners to internalize new knowledge while modifying the existing knowledge to

accommodate the new. Hence, while choosing the curriculum design, how to set things up, presentation method and how to put new materials together, teachers need to take into account the prior information that the learner possesses. For instance, asking students to explain a new concept in their words can help them assimilate the new learning by encouraging them to express the new concept in their own words. Piaget asserted that actual education takes place when people interact or have an encounter with a novel concept that is contrary to earlier notions. The individuals are compelled then to actively re-examine critically their worldview and construct a new one.

Additionally, Brame (2016) opined that constructivism is a learning approach which focuses on active learning, emphasizes more on developing students' skills in contrast to the direct transfer of information and ensures students perform learning activities that demand higher level reasoning which includes write, read and discuss. Within the Bloom's taxonomy, the reference to higher cognitive processes connotes that learning does not all occur at the same level of cognition but at different levels. Thus, whiles certain learning types may call for more complex cognition procedure and processing, others may only need less cognitive processing.

Educational Partnerships Inc. (2010) defines higher-order thinking or critical thinking skills as a strategy to instruction which does not only rely on the simple recall of information or facts in problem solving but functions as the interconnectivity of meta-cognition, strategies of cognition and nonstrategic knowledge. Consequently, higher-order thinking skills are perceived to be more relevant to real life situations hence, Constructivism as an educational theory is enacted in the classroom through active learning

approaches since this learning theory involves diverse instructional practices and engagements.

A psychological theory of knowledge that contends that people create knowledge and meaning from their own experiences is known as constructivism (Olaojo & George 2019). Constructivists, therefore, assert that human beings create their own understanding of the environment by means of experiences and considering those encounters. Thus, when students experience something novel, they reconcile it with their previous knowledge and experiences, altering their opinions occasionally or dismissing fresh facts as unimportant. By so doing, students or learners become active creators of their knowledge. This is referred to as "active learning" by Cambridge International (2021). The term "active" refers to students who actively participate in their education as opposed to being only passive recipients of instruction (Bonwell & Eison, 1991). Learners must investigate, evaluate their prior knowledge, and ask questions in order to accomplish this (Meyers & Jones, 1993).

Teachers, on the other hand, must also be active leaders of learning and not be seen as mere transmitters of knowledge or facilitators of learning. Teachers are hereby encouraged to give challenging tasks to students thinking to generate new information, use active methods (experiments, practical problem-solving), adjust what learners do base on feedback and monitor the impact of their pedagogical approaches and methodologies. So, it makes sense why Olaojo & George (2019) believed that constructivism was not about accepting what you are told but rather about your past knowledge of what you are taught and your impressions of it.

An important feature of this theory is that it recognizes that individual learners learn differently, so teachers must vary their instructional methodologies and strategies to accommodate the different learning demands of learners. Providing pupils opportunities in varying learning contexts to construct knowledge through their own experiences represents a positive move to ensure that students optimize their learning potential. The idea that education should be meaningful and connected to real-world conditions is another constructivist educational conclusion. Instead of memorization in history studies, students could hold an election for classroom leaders or role play as police officers, lawmakers, chiefs, etc. In essence, educators that adopt a constructivist approach start by using the student's prior knowledge as a basis for their lessons. Furthermore, active learning or 'learning by doing' is vital in constructivist approach to instruction. In situations whereby students are actively involved in the lesson; they retain information better. As a result, it is strongly advised that teachers give projects that involve maps, posters, and inquiry.

Similar to this, Lev Vygotsky (1978) developed the social constructivism theory and discussed the significance of sociocultural learning. Another kind of cognitive constructivism that highlights the group aspect of learning is social constructivism. Vygotsky (1978) asserts that the social context of learning is as important as what happens in the mind of an individual. This suggests that, contrary to Piajet's earlier assertion, knowledge is also co-constructed within social interactions that include the learner in sharing, creating, and reconstructing their ideas and beliefs. Due to this, human cognitive structures are socially constructed. Hence, Relationships

between pupils and the teacher (group interaction) is inevitably an important aspect of the process of learning. Vygotsky emphasized the significance of culture and language in cognitive development once more. He claimed that language and culture are crucial for the intellectual growth of people as well as their perception of the world. Through the Zone of Proximal Development, learners here assimilate social interactions and cognitive tools to create mental constructs (ZPD).

According to Vygotsky (1987), ZPD is a challenging area that a student cannot handle on their own but can complete being helped by a much knowledgeable individual. Classroom activities that the social constructivists advocate is group work, collaborative learning and class discussions. ZPD was introduced by Vygotsky (1987) to attend to two main developmental and educational psychological problems which are;

1. Ways to measure and evaluate the individual's intellectual skills and abilities accurately.
2. Ways to find out the effectiveness or soundness of practices teachers and learners engage in during instructional period.

He again contended that at the ZPD, that is where the impact or effect of instruction can be greatly maximized, because at this level the learning task or skill is close to mastering and only a little beyond the individual's capabilities. Thus, providing the right support and assistance to a learner in the ZPD to accomplish a given task go a long way in empowering the learner to achieve the learning goal or objective. Podolskiy (2012) asserted that, ZPD is the gap between what learners can achieve when given the needed educational support that is, their potential development and what they have mastered

already which is their actual level of development. In other words, ZPD could be said to be the variance between what an individual would be able to do with the support and guidance of a more competent person and what the learner can do on his or her own. The implication is that, as much as possible, learners must be presented with challenging tasks just above their ability range in order to enhance cognitive development.

Closely related to Vygotsky's ZPD is the scaffolding theory. Jerome Bruner and other educational psychologists developed the concept of instructional scaffolding, which holds that the social environment offers support in the form of scaffolds. Bruner defined scaffolding as cognitive support provided by teachers to students to enable them to complete activities that they would be unable to complete on their own, according to Fernandez et al. (2015). Scaffolding, therefore, denotes a process in which teachers demonstrate or model how to solve a problem, and then let students work on their whiles the teachers offer the necessary support to the students. This theory's proponents thought that by providing students with the assistance they require while they learn something new, they would apply knowledge independently in a more substantial way. Bruner (1978) postulated modes of representation during teaching as actions, images, and language as well a positive interaction.

Similarly, Scaffolding can be said to be an educational process, where someone who is an expert in a particular area presents a temporary plan that supports another person who is a novice so as the less knowledgeable person can operate at a more advanced thinking level beyond what they would have been able to do by themselves. This support could include explaining

concepts, assisting with the most difficult part of tasks and demonstration of how the tasks can be accomplished Mercer (2013). It is therefore very expedient that the one to provide the support to the less knowledgeable person models appropriately, instructs, use questions to assist in the right way and provide effective feedback. This enables the learner or less knowledgeable person to be able to complete tasks given on their own and think independently. Through continuous scaffolding, the learner may begin to require less and less support until they are able to handle tasks on their own. Hence, scaffolding must be encouraged in the school learning environment since it can be a very useful skill to educators in the classroom situation.

Furthermore, Black and Allen (2018) postulated that real life situations is ideal when it comes to the kind of information to attend to when using scaffolding since it will make more meaning to students and also be easier for them to relate to. This also implies that the knowledge and skills acquired through the scaffolding process becomes very relevant to students since information was collaborated from real life experiences and events. That is, students apply, engage as well as transfer the knowledge to different life scenarios and situations. Mercer (2013) also identified construction of information with others, putting information to appropriate usage and transforming individual's reasoning or understanding as the strategies best for aiding the scaffolding process. These strategies mentioned do not only concentrate on the individual production and retention of knowledge however, it also seeks to take the cooperative property of scaffolding into consideration. For teachers to efficiently and effectively adopt scaffolding into their

pedagogy, they must understand the needs, strengths and weaknesses of their individual learners substantially and modify their approaches and strategies accordingly.

Shah (2019), stressed that, in the constructivist the teacher is a facilitator or a guide who assists learners to construct meaning and knowledge and not just to recall or reproduce facts memorized. He believes that it is under the leading of the teacher that learners can effectively construct meaning as active learners rather than passive ones who simply receive information or knowledge from the textbook or the teacher. Thus, the teacher must lead learners through series of carefully arranged inquiry-based learning activities as well as problem solving learning activities. This will enable learners put together their ideas, put these ideas to tests, draw conclusions and make inferences. Constructivism therefore, is a means of transformation whereby passive learners are made to became active participants in the classroom. In order to help students move from the known to the unknown and from the basic to the complex, it is advocated that the school learning program be organized and structured in a spiral fashion.

In implementing constructivism instructional, it is important to be mindful of certain key features or traits. Tam (2000) highlights four of these basic characteristics or features of constructivist learning environments. They are as follows:

1. Sharing of knowledge between teachers and students. This implies that productive interaction must take place between the two parties (teachers and students) involved in the classroom interactions. Hence, it is a give and take affair whereby there are mutual benefits.

2. Teachers and students sharing authority.

   In a constructivism learning space, authority is not centred at the 'top.' However, it is characterised by relaxed, and conducive atmosphere where learners feel at peace and at ease to express their ideas and explore their world.

3. The teacher's role is one of a facilitator or guide.

   Rather than forcing their own way of thinking on the student, the teacher's role in this situation is to support the student's learning process through expositions, demonstrations, and inquiry-based activities. The ability to develop one's own interpretation and comprehension of a phenomena will be granted to the learners via this facilitation.

4. Learning groups of heterogeneous students in limited numbers. In this type of learning environment small groupings of mixed abilities are encouraged. This is to enhance and promote the social skills of learners as they interact with their peers.

From the discussion so far, the merits of the constructivism learning theory cannot be far-fetched. Some of them include the following:

- Because they participate actively in both teaching and learning rather than acting as passive consumers of knowledge, students who adopt a constructivist approach to learning will find learning to be more enjoyable. Once learners enjoy doing something, the expectation is that they will be highly motivated to put in their maximum effort for success.

- Also, Constructivism places emphasis on learning how to comprehend material and how to think as opposed to rote learning or memorization of concepts. With memorization, learning is short term, boring because it is repetitive and does not promote firm grasp of information.
- Furthermore, Constructivist learning promotes transfer of learning. This is due to the fact that learners who design and manage their own education are more likely to remember what they have learned and be able to apply it in other learning environments outside of the classroom.
- Again, because learning arises from students' own curiosity and investigations, it allows students to own what they learn. With this, whatever learners discover from the series of activities they engage in lasts for a relatively longer time and they hardly forget.
- Last and not least, Constructivist theory enhances communication and socialization through the promotion of a learning community that supports team work, collaboration and sharing of ideas. Here learners are nurtured on how to express their thoughts, ideas and opinions understandably. They collaborate and cooperate with each other on responsibilities given productively.

Conceptual Framework

A conceptual framework is created by combining many concepts to provide a more comprehensive understanding of the subject being studied (Imenda, 2014). To define the study's emphasis and offer direction and guidance, the conceptual framework enumerates the major concepts of the research. Key concepts were deduced for the conceptual framework by

reviewing related issues, existing literature and analyzing findings from related studies. The conceptual framework incorporated the specific topic of study, key factors and variables. The conceptual framework is presented by the researcher in an illustrative manner.

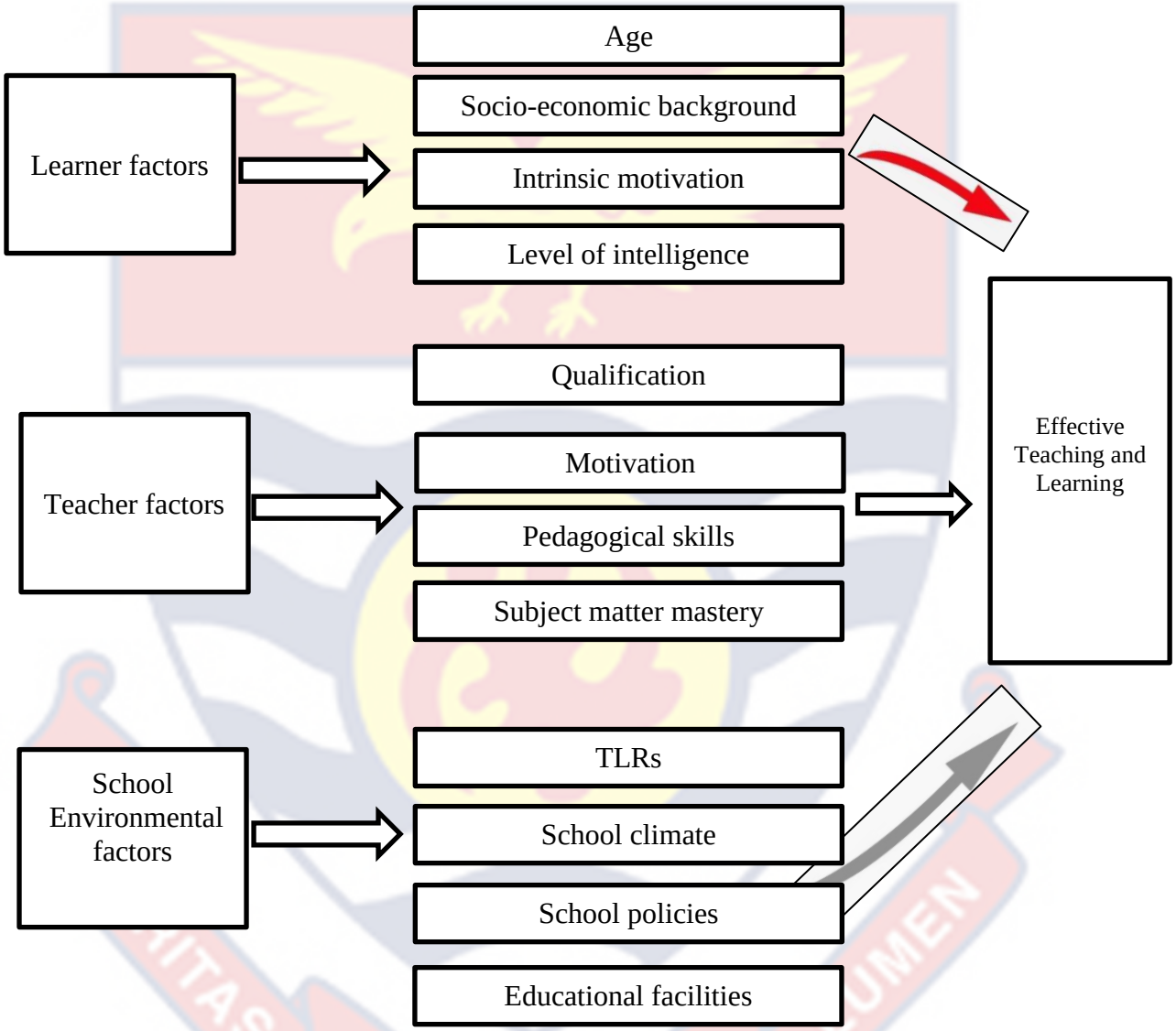

Figure 1. An explanation of the variables that affect effective teaching and learning using a conceptual framework.

Source: Author's own construct

The Concept of Teaching and learning

Teaching could be referred to as any activity that brings about a relatively permanent behavioral change. Teaching involves the impartation of knowledge, skills and attitudes that result in the individual living meaningfully in society. Fundamentally, teaching is all about creating the right environment which includes social, pedagogical and ethical conditions under which students are motivated individually and collectively to take charge of their learning. Teaching is one of the important instruments of education which has the special function of imparting knowledge, understanding and skills. Teaching could be formal or informal and it inculcates several approaches and procedures through which teachers guide students thoroughly in a given context. Students are taught the information they need to know, but frequently they are unable to learn it for themselves. This makes the communication of knowledge an essential aspect of teaching. Teaching is a purposeful social and professional activity. It is a complex phenomenon as it is considered as both science and art. According to Gage (1979), although teaching as an art focuses on what makes successful teaching, the science of teaching discusses the aspects of instructional predictability. This implies that, as an art, it involves feelings, emotions, values, beliefs, making it difficult to guide it by particular rules and principles or make generalizations. As science, it means that the scientific methods are applicable to teaching. That is, it is predictable; It can be precisely measured and monitored, and its application may be guided by study. As a result, there exist guidelines and rules.

On the other hand, learning could also be termed as the development of information, abilities, and attitudes that results in a desired change. In addition,

Merriam-definition Webster's describes it as the action or process of learning something new through study, practice, instruction, or experience. Learning is not about what we as teachers do; it is about what students do. Just like teaching, learning can also be formal or informal. Learning is about change, whether that change results from developing a new ability, understanding a scientific concept, or shifting one's viewpoint. The change is not just unintentional or due to aging, which naturally changes how we look. Learning is a rather permanent transformation that is usually deliberate Sequeira (2012).

Learning and teaching are interrelated educational concepts. The basic goal of teaching is to facilitate and improve learning. The learning process would not be successful without teaching. Hence, the two concepts of teaching and learning are very closely related. To suggest that learning and teaching are two sides of the same coin would not be out of place. Thus, models of teaching are really models of learning, according to Joyce, Weil, and Calhoun (2009). As we support students' idea acquisition, information, skills, values, thinking patterns, and we not only educate children how to express themselves, but also how to learn. Since education can only occur through the teaching and learning process, it is crucial to education. According to Munna and Kalam (2021), information is transferred from instructors to students during the teaching and learning process. Developing instructional materials, deciding on learning objectives, and using a teaching and learning strategy all require a variety of activities on the part of the instructor. They stressed how important it is for teachers to take into account their pupils' learning. Combining numerous elements in teaching and learning implies that it involves content selection and design, lesson delivery, reflection and

assessment. Since teaching is about engaging students in learning by stimulating them to actively construct knowledge, a teacher requires more than knowledge of subject to maximize the learning outcomes in students. Teaching and learning are unquestionably aided by knowledge and comprehension of the nuances of student learning and how to help them transition from passive to active learners. Thus, although teaching is primarily concerned with transmitting relevant information to learners who construct their own knowledge and even that of others. While this is true, the teacher cannot achieve this feat alone; the active participation of learners is vital and therefore must be encouraged.

Effective Teaching and Learning

Reaching a desired or expected outcome is the definition of effectiveness according to the online dictionary, dictionary.com. Thus, successful achievement of the anticipated or desired result or outcome might be considered an effective measure of teaching and learning. Learning and teaching are intentional processes carried out by teachers and students with the goal of changing students in a way that is observable and quantifiable and reasonably lasting. Therefore, one way to assess the efficacy of learning and teaching is to look at how well goals and objectives for a certain learning activity or the entire program are accomplished. Many current education reforms have come into being with effective teaching and effective learning as their main focus because of their role in promoting quality education. Like many concepts, there are no specific indicators or features used to determine what constitutes effective teaching and learning, even though there could be some parameters. An effective strategy is determined by the type of learner,

the social and cultural contexts, as well as the learning process itself. This is because a teaching and learning strategy that proves effective at one time might not be effective at another time.

Teaching methods that actively include students in their own learning and growth are considered effective (Twinkl, 2021). Effective teaching and learning, therefore, require teachers to lead learners to make multiple connections of new ideas to old ones while restructuring their thinking patterns critically (Brown, 2014). Therefore, for learners to internalize a learning task, they require reviewing their previous knowledge to synchronize with the new idea or even discard some of their worldview about the concept under study where necessary and vice versa (Mayer, 2011). According to Hattie (2012), complex psychological processes that are impacted by a range of organizational factors and psychological mechanisms result in effective teaching and learning. Identifying these factors is imperative to improving students' learning outcomes, as it continues to be a subject of ongoing academic research and a major goal for significant players in the educational industry (Liu et al., 2022). These factors are organized under teacher factors, learner factors and factors relating to the learning environment (Kyriakides et al., 2013).

Teacher Factors

(a) Subject matter mastery

The material that students are learning is known as the subject matter, and the teacher's expertise in it is known as its mastery. Because subject matter mastery has a direct influence on the learning and teaching process in schools, it is a necessary talent for all teachers to possess. The importance of teachers

mastering the subject knowledge before passing it on to students was emphasized by Lydiah, Nelly, and Ruth (2014). This helps the teacher to appropriately prepare or deliver content. Proficiency in the subject matter not only enables teachers to transfer information efficiently, but it also increases teachers' self-assurance in the classroom, fosters learners' faith in the teacher, and simplifies learning (Tamakloe, Amedahe, & Atta, 2005, as cited in Atta-Asamoah et al., 2014). For this reason, Tamakloe et al. (2005, as cited in Atta-Asamoah et al 2014) write, "A mastery of the subject matter and its methodology instills confidence in the teacher and this reflects on the learner." In his triadic relationship of teaching diagram, Tamakloe et al. (2005, as cited by Atta-Asamoah et al 2014), show what goes into the process of teaching and learning as well as how it takes place. In the diagram, the teacher is seen at the forefront or is considered to be the head, whose main task is to present the subject matter as effectively as possible to learners. It therefore behooves the teacher to master the subject matter as far as teaching and learning are concerned (Tamakloe et al., 2005, as cited in Atta-Asamoah et al., 2014). To encourage successful teaching and learning by the teachers and learners, it is crucial that the teacher be knowledgeable in the subject area (Atta-Asamoah et al., 2014).

(b) Pedagogical skills

Another important teacher variable is the pedagogical skills possessed by the teacher and with which he or she impacts teaching and learning. A skill is the ability to do an activity or a job well (Fisher & Frey, 2020). Therefore, skill matters a lot in teaching (Stronge, 2018). Teaching techniques include the methods teachers use, the ways they relate to students, the ways they explain

topics to pupils, and the attitudes teachers have for those students (Brophy, 2020). In exhibiting their skills, teachers must employ diverse teaching methodologies and approaches that will cater for the different learning needs of learners so that the learner can efficiently assimilate whatever it is that the teacher is imparting (Tomlinson, 2017).

The role of the learner here is to acquire knowledge after he or she has been taught. When a student is anticipated to show the intended attitude change after going through the teaching and learning process, learning is considered to have occurred (Ertmer & Newby, 2013). To ascertain whether the learner has acquired the desired change in behaviour intended by the teacher and the extent to which it has been acquired, the teacher must inculcate various assessment and evaluation techniques (Guskey, 2010). After the assessment and evaluation and the learner exhibits a low level of subject matter acquisition, then the teacher must review the techniques and methodologies employed in the lesson delivery and do a remedial teaching of the subject matter for maximum understanding (Haystead & Marzano, 2009). In a nutshell, teachers must:

- Select suitable teaching methods (Weimer, 2013)
- Use appropriate teaching aids/resources (Mayer, 2009).
- Adopt proper pedagogical approach towards teaching students (Lumpe et al., 2012)
- Guide and monitor students (Fisher & Frey, 2010).
- Communicate effectively (Hattie, 2012).

(c) Motivation

Teacher motivation inevitably contributes significantly in the promotion to effective teaching and learning as well as improving academic performance. In general, motivated instructors are more likely to encourage learners to improve their scholastic performance (Kapur 2019). As a result, teachers must carry out their duties with passion and zeal in order to feel satisfied in their work. There are other considerations besides pupils' motivation levels for learning. Instructors have a crucial role in encouraging students' learning. (Schuitema, Peetsma, & Oort, 2016). Consequently, teachers must be highly motivated to be able to motivate students too, since one can only give what one has already received.

Motivation could be intrinsic (from within) or extrinsic (from without). A person is motivated by their interest in or enjoyment of the activity at hand rather than by any outside pressure, according to the definition of intrinsic motivation. Intrinsic motivation is based on appreciating the activity at hand rather than concentrating on obtaining an external reward. Extrinsic motivation is defined as engaging in an activity to achieve a goal, which is in opposition to intrinsic motivation (Adjei & Amofa, 2014). Extrinsic motivation comes from outside the individual. Rewards like money and grades, coercion and punishment threats, and other extrinsic motivations are frequently used whereas an example of intrinsic motivation is when a teacher gives students free extra tuition because he or she wants to help them in their studies (Ryan & Deci, 2000a). More intrinsic (or internal) variables will eventually significantly inspire teacher effort, performance, and professional conduct once more extrinsic (or external) basic demands and environmental

elements have been satisfactorily addressed (Ciani et al., 2008). Among the factors affecting teachers' motivation are: high or low wages and salaries, teachers' participation in decision-making, a lack of career advancement opportunities, the availability of teaching and learning resources, a supportive work environment, parental morale support, student academic performance, effective co-operation from school heads, low status in society, etc. (Bennell & Akyeampong, 2007; Michaelowa, 2002) are some examples of factors that contribute to effective supervision by education officers (Chapman et al., 1993).

Educational Qualification

The Educational qualification of teachers is a key determiner of their knowledge. A higher degree in teaching suggests that the teacher has added to his/her knowledge stock, therefore adding value to him or her. All things being equal, a teacher with a higher educational qualification should be able to impart knowledge to the students in-depth and of better quality than one with a lower educational qualification. Insufficient ongoing knowledge advancement on the topic or issue, according to Coffield (2012), frequently compromises the quality of teaching and learning. This implies that constant upgrading which oftentimes leads to a high educational qualification, enhances teaching and learning. It is also suggested that teachers must have sufficient experience for successful teaching and learning to occur. Despite the common belief that experience is the best teacher, studies have shown that oftentimes, teachers who had been recently trained with a higher qualification but were less seasoned were more effective than the more experienced with a lower qualification (Clotfelter et al., 2007; Hanushek et al., 2005). Because they

possess new knowledge, abilities, and expertise compared to those with greater experience, it is believed that newly certified individuals would have more to give (Boyd et al., 2008). However, some studies indicate that the first few years of a teacher's career are associated with steep learning curves, implying that both education and experience determine teacher quality (Rice, 2010). Therefore, an optimum balance between pre-service qualifications and experience may be necessary (Akiba et al., 2007).

Leaner Related factors

(a) Motivation

Just as teachers' motivation is essential to their capacity to do their jobs successfully, students' motivation is essential to the teaching and learning process. Extrinsic as well as intrinsic incentives are sources of motivation for students which stimulate their drive to learn (Zhang 2014). When students learn organically because they are interested in and appreciate the work or subject being studied, they are intrinsically driven to learn. This gives the students deep meaning to what they learn which impacts their lives positively. Here, students come to value learning based solely on its merits and nothing else. To cite an example, a student who is learning new vocabulary because they love reading. Contrary to that, students who are extrinsically motivated to learn because of external factors. Such students learn best because they want to avoid being punished, receiving a physical or tangible reward, or derive fulfillment from the successful completion of the learning task. It is thought that pupils who are genuinely motivated do better on assignments compared to other students and are more eager to succeed (Zhang 2014). For example, a

student may learn to pass exams because of a smartphone his or her parents promised him or her.

As was already mentioned, teachers are essential in fostering the development of a supportive atmosphere for students' learning. Teachers may do this via encouraging students to identify with who they are, what they are passionate about, and what their values are, as well as by promoting their autonomy and freedom of choice (Ferlazzo 2015, Schuitema et al., 2016). In the long run, this increases students' motivation since it helps them build personal interest in, involvement with, and ownership over their own work. Additionally, by giving students more control and responsibility over their education, allowing them to choose their own goals and objectives can aid in their learning. When students feel they own a learning task they derive fulfillment from completing it successfully. Like that, teachers can affect students' motivation to learn when they can establish rapport and good relationships with them in order to establish trust, teachers are urged to spend time getting to know their pupils and their interests since building trust takes time. According to Schuitema et al. (2016), fulfilling people's fundamental desire for relationships encourages intrinsic behaviour, which can increase students' drive to learn.

(b) Socio-economic background

A person's or a group's socioeconomic background refers to their standing in society or class. A mix of household income, educational attainment, and employment status is usually used to evaluate it. The students' socioeconomic background affects how they learn and it significantly affects how well they succeed in school. Parents from lower socioeconomic classes

may not have the means to provide their children with the same educational opportunities, such as textbooks and other learning resources, as parents from middle-class and upper-class homes, leading some authors to argue that material factors, such as income, play a role in determining educational levels. Hill (2014) backed this up when he said that even when schools are well resourced, some students from low-status households struggle academically. Delvin, Kift, and Nelson (2012) further underlined that, regardless of the specific parameters used to define socioeconomic status, student ineffectiveness is higher in families with low socioeconomic status. Even with schools that are well-equipped with appropriate and relevant facilities as well as teaching and learning resources to help them achieve the institution's goals and objectives, some students still manage to perform poorly on occasion because they are constantly sent home to pay fees.

Again, certain home conditions affect students' academic achievements. This could mean that even though they are being taught by highly competent teachers and attending schools with excellent learning facilities, pupils without access to resources like books often struggle in school. Children's academic progress is unquestionably influenced by the jobs and educational backgrounds of their parents. Some students whose parents lack education struggle academically because they may lack ambition and family support. To learn that even with the best school and qualified teachers these pupils still perform poorly (Chingos & West, 2010).

(c) Level of intelligence

Intelligence quotient, a measure of intellectual capacity (IQ) is without doubt one of the key factors influencing academic achievement in children.

Therefore, it has an impact on future health, social well-being, and academic performance (Akubuilo et al. 2020). for autonomous involvement in fundamental activities including self-sufficiency, education, career, and independent living in later life, one needs a high IQ; otherwise, they become handicapped (Yin Foo, 2013). Similarly, Baron and Leonberger (2012) indicated that, measures of 'global IQ' are often seen in the overall ability of the individual to adapt to the environment effectively, understand complex ideas, learn from new experiences, overcome obstacles by thinking critically and engage in reasoning in various ways. Intelligence and learning are different concepts nonetheless; they are interconnected. This is so because intelligence capacity is considered to be an important cognitive factor that contributes to the differences in achievement scores among students.

Furthermore, there is the need to take into consideration the individual's diverse aptitude level because there have been instances where geniuses have been born into poor socio-economic backgrounds and these students excel academically even in the mist of their deprivation. In addition, it is not always the case that only students from low-income families tend to be ineffective as far as teaching and learning are concerned. There could also be situations whereby some students from very well-off families also perform abysmally during teaching and learning, even though they have been blessed with almost all that it takes materially to succeed academically. This demonstrates that substandard textbooks, learners' home environments, and parents with little education should not be considered the sole variables affecting students' poor academic achievement in school; rather, other internal or biological elements, such as intelligence, play an important influence.

Several factors affect intelligence they could be environmental or biological factors. They may include; education, nutrition, age, socio-economic status, gender, type of school and family size.

(d) **Age**

Age is often associated with learners' cognitive, affective and psychomotor abilities that are important for the individual to function independently, such as learning new skills. Therefore, it has become pertinent and relevant to adapt instructions to meet the learning needs of different age groups in the educational sector (NAEYC, 2020). The differences in age of learners often account for students' academic performance (Yesil Dagli & Jones, 2012). If a learner is placed in a class where he or she cannot assess the curriculum because of age, such a learner could perform poorly and sometimes even suffer emotionally and psychologically (Marsh, 2016). This is because of the stress they go through in their bid to compete effectively with their older counterparts. Worse of all, they could further withdraw and get demotivated when they fail at it (Von Suchodoletz et al., 2018). A lot of studies on the effects of early and delayed enrollment in school have reported that older students are more likely to have higher scores in learning tasks than younger students who are also in the same class (Huang, 2015).

Yesil Dagli and Jones (2012, p. 3071) (as cited by Rodriguez, 2016) found out that "Delayed enrolled children had stronger mathematics skills than on-time-enrolled children, who had stronger skills than did the early-enrolled children." It seemed that students who are younger than average for their class are less likely to do well in mathematics when compared to their older peers. It also suggests that older pupils have an edge in this area. Mature learners and

developmental variations within the same classroom have been identified as the main causes of the age impact on academic achievement. To buttress this assertion, Sakic et al. (2013) reiterated that indeed delayed-enrolled students perform a little better, at least in early elementary, than those learners who were enrolled on time or even earlier, due to the differences in brain maturation that may be accounted for by the differences in functions important for successful performance in school. With this, they have also agreed to the fact that the difference in maturity is responsible for the influence of age on learning.

Moreover, it is evident that older students are generally more focused on their learning than the younger ones, who are less focused and easily distracted. Unlike younger students, older students are more ambitious and therefore develop personal goals and objectives to attain in focus and in minds. Because the drive to achieve academic success stems from within, students are hardly swayed away; rather, they stay on task and work hard until success is in sight. Again, before they set out on a learning adventure, they carefully consider the pros and cons of their individual programs and how long it will take them to achieve them. The opposite is true for younger students.

School Environmental Factors

A learning environment is a place where a teacher teaches and a student learns. The following factors impact the environment of the teaching and learning process; the classroom, in particular, serves as the learning environment for students in schools and is vital to the process.

(a) Teaching and Learning Resources (TLR)

Resources for teaching and learning act as support networks for both teachers and students (Fernandez, 2014). They comprise tools that help them improve teaching and learning. Teaching and learning resources serve as support system for teachers as well as learners. They comprise of tools that help them to improve teaching and learning. TLR are helpful for examining the subject areas in which students show little interest or perform poorly. This also helps teachers adopt effective strategies and approaches in teaching students. Teaching and learning resources can be used as effective tools for:

- Assessments of student's performance
- Lesson planning and delivery
- Effective use of traditional and modern tools

There are many different subjects that teachers can teach with the aids for teaching and learning that are accessible. It has many advantages such as relating instruction to real-life situations, helping learners understand better what is being taught, demonstrating and reinforcing skills and presenting information effectively. The absence of curriculum and other teaching resources, such as textbooks, has a detrimental effect on the effectiveness of education. Therefore, one of the main factors influencing how well students are taught and learn is the availability of instructional materials and resources, such as syllabi, textbooks, and charts. Fernandez (2014) posited that the quality of teaching and learning materials, including textbooks, is a constituent of education. According to Sawchuck (2011), the idea that students should receive one textbook for every two students or one book per child has a substantial influence on academic attainment.

Many studies from several nations have demonstrated a substantial link between textbooks and academic success. For example, regardless of the students' socioeconomic background, a significant link was discovered in Uganda between exam performance and the availability of textbooks in the classroom (Lockheed et al., 1991). As a result, students without textbooks scored significantly worse on tests than kids with textbooks (Rane & Mulemba, 2020). This further suggests that not only does it affect the individual student, but also the teacher, as when using textbooks and other resources and only a few students have the TLC being used, the instructor must rely on the board or oral dictation, the students must transcribe items into their own note books, and the teacher must use the text books as a reference (Diarra & Karar, 2018; Hyman, 2002). This is a certain way to squander both the teacher's and the student's time, and even with the help of experienced teachers, the result is subpar performance from the students.

(a) Educational Facilities

Educational facilities may include libraries, laboratories, classrooms, furniture and toilet facilities to mention but a few. Researchers have discovered that student learning outcomes are significantly impacted by the standard of educational facilities. When students are in an environment where they feel safe, healthy and comfortable, they can focus better on their academic work and are less likely to skip classes. Najumba (2013) claimed in his research on academic attainment that schools with access to facilities like libraries and laboratories do significantly better on standardized tests than those without these resources. Once more, it is claimed that students who use classroom furniture outperform students who lack proper school furniture in

reading tests. Teachers, on the other hand, are not exempted from this fact. In that sense, a teacher who does not experience distractions at his or her place of work (school) tends to have a higher level of concentration on students' academic work. Of course, if the work environment is healthy, safe and comfortable, teachers will obviously enjoy their work much more which will result in retaining experienced teachers and easy recruitment of qualified teachers. This, in the long run, would only improve the quality of teaching in the school leading to favorable educational outcomes.

However, inadequate educational facilities would have an adverse effect on the smooth teaching and learning process in schools. This is because the academic success of students largely depends on the quality of instructional facilities, he or she is exposed to while learning and in situations where those facilities are inadequate or even lacking, challenges are inevitable (Earthman, 2002). For instance, students cannot achieve much at the end of the lesson if they have to share furniture with each other during instructions they would easily be distracted and therefore would be passively involved in the learning process because of discomfort, which will even demotivate and decrease their interest in academic work (Schneider, 2002). Another challenge that confronts teaching and learning with regards to physical facilities is the limitation of understanding, especially in circumstances where laboratories are inadequate or lacking (Earthman, 2002). For example, science students who always learn in the abstract without hands-on experience or practical knowledge of what is being taught cannot comprehend fully to have effective learning and this will eventually affect their academic performance (Hofstein & Lunetta, 2004). The menace of inadequate or lack of laboratories has

resulted in low interest in science related disciplines like biology, physics, chemistry and information technology.

(b) School/ Classroom Climate

The qualities of the school or classroom environment are referred to as the school climate. School culture, or the attitudes, objectives, standards, leadership behaviors, organizational structures, and expectations that define a school, is frequently strongly related to school climate. In line with Thapa et al (2013), "school climate refers to the social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values and norms, and shared approaches and practices" (p.7). Indeed, a positive school climate fosters the teaching and learning process, which in the long run culminates in academic success through a safe, supportive and caring environment. An unfavorable school environment might also hinder children' academic success. A comprehensive evaluation of the physical, social, affective, and academic factors might reveal the type of school climate present. School climate contributes to school effectiveness. Guffey (2013) is correct when he claims that the school's culture affects how well its teachers perform. Similar to this, a school's culture can significantly affect students' ability to learn. Thus, school climate, has to a large extent has direct influence on teaching and learning.

According to the assertion, an individual's performance inside an organization is greatly influenced by organizational dynamics, namely the environment. When there is open communication between the administration and instructors, it is simpler to teach and learn in an educational setting. Also, an environment conducive to learning prevails if there is communication

between the principal, teachers, and students. Once more, in schools where communication is seen as being essential to the organization's success, effective teaching and learning environments are obvious. In a setting that is secure, loving, kind, and inclusive, students learn best. The core element of the concept of school environment is that it is a shared responsibility of pupils, teachers, parents, school owners, and administrators who work together and support one another for the enhancement of satisfactory, fruitful, and efficient teaching and learning activities (Adolphus, 2021). This implies that all the stakeholders in education, including students and teachers get affected by the school's environment. Therefore, it is necessary to promote a conducive, inviting and safe learning environment where students freely interact positively in inter-personal relationships, engage in their work and are supportive of one another without fear or intimidation so that the stipulated educational goals of an institution are attained. It goes without saying that such a classroom or learning environment will support efficient teaching and learning.

(e) School Policies

School policy refers to the set of rules and expectations for specific behaviors inside a school. Policies are put in place to guide the day-to-day operations of the institution in order to make the school a safe and effective learning environment (www.theclassroom.com). Developing and implementing clear and purposeful school policies is surely one of the most effective ways to create a safe, sound and supportive environment for teaching and learning. In Ghana, educational policy-making bodies include the Government, The Ghana Education Service (GES), Heads of institutions

among others. Sometimes individual schools fully imbibe the national educational policies or adapt them to suit the culture of the school. Thus, some policies cut across all schools, while others are designed specifically for each school. Schools are required to uphold and closely follow a number of rules and procedures related to academic achievement because they facilitate the raising of standards and the unambiguous communication of values. The policies of the school must address staff issues, student welfare and security, and teaching and learning procedures. In addition, if there is no legal obligation to evaluate school rules and procedures, they must be maintained current. They must be regularly reviewed from time to time to stay relevant in meeting societal needs.

It is impossible to overstate the significance of school rules for the performance of academic work since their primary goal is to assist staff in handling problems like health and welfare, behavior and prejudice, and health-related difficulties, to name a few (Bascia & Maton, 2016). Policies are sometimes helpful to a group of students while detrimental to another group; therefore, they must be critically evaluated to ascertain the extent to which they are serving its purpose, whether they are of benefit to all students, some of them, or none at all and even whom they are benefiting (Rury & Saatcioglu, 2011). Policies in schools are important to teaching and learning because they help schools create standards for effective teaching and learning and establish operating procedures, and set out expectations and accountability. In the absence of these, schools would be handicapped in serving the educational needs of students (Savedyouaspot.com, 2021). In effect, when policies are formulated well with a focus on the overall aim of education and are reviewed

regularly, they are able to positively impact teaching and learning (Levinson et al., 2009). On the contrary, formulating too many school policies at a time may result in information overload for both students and staff (Birkland, 2011). In that case, adhering to all the provisions of the policies may be challenging and this can result in frustration, causing tension between stakeholders like students, teachers and school administrators.

Strategies to Adopt to Improve Effective Teaching and Leaning

Choosing a teaching and learning method is not easy. Strategies need to be carefully chosen in order to support students' learning the most.

(a) Empower students to be active learners

Promoting active student participation in the classroom as opposed to passive observation is one of the best ways for teachers to improve their teaching. It is founded on the constructivist learning theory, It highlights that people make meaning for themselves by relating new ideas and experiences to previously acquired information and past experiences. True to its name, active learning is commonly understood to be a method to teaching that involves students actively participating in their own learning. By constructing their own knowledge and understanding, students here take part in the teaching and learning process. Instead of only listening to an expert lecture, students who participate in active learning in the classroom engage in activities and/or conversation (2014). Group projects are the norm, and higher-order thinking is heavily stressed. Lev Vygotsky (1896–1934)'s constructivism, which holds that social contact with others is the primary means of learning, is referenced in this concept, which the authors used to create a connection between active learning and group projects. Additionally, they noted that the assignments

required higher order thinking abilities such as analysis and synthesis from the students in order to comprehend a certain thought.

In addition, active learning may be defined as a process in which students interact with the subject, work together, and take part in class activities to enhance their learning. In order to build knowledge and comprehension, students engage in a variety of activities during active learning. Thus, it is the responsibility of educators to consider how they might support active learning strategies that encourage learners to think critically, creatively, and independently. It is also argued that, most students cannot stay focused throughout the whole duration of a lesson unless they are actively engaged. Most students' attention begin to drift for about ten minutes, first for brief moments and then for longer intervals, and then by the end of the instruction they take in very little and retain virtually nothing. However, students' attention can be sustained throughout the lesson through active learning. Examples of active learning activities include: debate, question and answers, class discussions, small group discussion, think-pair-share activities, short written exercises. With these activities, one can be assured that the different learning styles will also be catered for. Thaman et al. (2013) attested to this when they opined that active learning allows for the inclusion of different learning styles.

(b) Personalize learning experience of the students

Ensuring that all learners' requirements are met through personalized learning is among the best approaches. The word "personalized learning" refers to the range of teaching techniques, curricula, policies, and interventions used to meet each student's unique learning requirements. various students

learn in various ways since learning is a unique process. In accordance with Neil Fleming's well-known Visual, Auditory, Reading/Writing, and Kinesthetic (VARK) paradigm (Fleming & Baume, 2006), learners can be classified as visual, auditory, reading/writing, or kinesthetic. Through the use of visual aids like flowcharts, graphs, and films, visual learners generate meaning. Auditory learners learn through spoken words. Reading and writing text helps people learn and recall information better than visuals and symbolism. This learning approach is called reading and writing. Finally, kinesthetic learners learn best by doing that is, by touching and feeling through physical activity. As a corollary, Khan et.al. (2018) emphasized that people develop at various rates. Some people seem to have sudden intuition and understand things, while others struggle and work their way up to understanding. Speed and slowness are not necessarily indicators of intelligence. Furthermore, understanding anything thoroughly and quickly are two different things. Hence, learning speed is determined by learning style rather than relative IQ.

In his view, Bolstad et al., (2012) stated that personalized learning deviates from a traditional one-size-fits-all, teacher-centered model to learner-centered, providing differentiated education to support diverse needs. Individualization is the pacing of instruction to meet the learning demands of various learners, whereas differentiated education is the type of instruction that is suited to the learning preferences of various learners. Thus, the teacher during instruction must endeavor to create a stimulating learning experience for all learners in order to appeal to their individuality rather than a single strategy based on the teacher's own intuition. This makes instruction learner-

centered and not teacher-centered. Personalized learning is aimed at helping each student achieve academic success by recognizing learning needs, aspirations and interests of individual students and then customizing learning to suit the learning style of each student. Again, a personalized environment, have learning objectives, content methods and pace varied to encompass differentiation and individualization. Almost 40 personalized learning charter schools in California make up the Association of Personalized Learning Schools and Services (APLUS+), which adds that personalized learning is characterized by:

1. Put the needs of the student's first
2. Tailoring learning plans to suit individual students
3. Supporting students to identify and reach their potential
4. Giving students some flexibility in the what, when, where, and how they learn.
5. Allowing parental involvement in student learning
6. Fostering goodwill among students, parents, teachers, the school, and the community.
7. Preparing and encouraging students to be life-long learners
8. Keeping students interested and motivated by supporting their learning in a way that is pertinent to their individual lives, interests, and aspirations (Hanover Research, 2014).

(c) Introduce modern technology into instructions

Technology is basically the application of scientific knowledge. In the 21st century, technology is becoming an important part of students learning, so the modern teacher in search of new ways to engage students must be

innovative and explore using modern technologies that appeal to students. Harris (2016, p. 27) puts it this way; “Today’s educators are under great pressure to provide 21st century students with a quality education based on 21st century standards. Those standards include providing students with the technological and informational skills needed to compete in an ever-changing, technology-driven world.” Thus, with the changing demand on the approaches to teaching, teachers are working hard to incorporate technology into their classroom activities in order to arouse learners’ interest in learning. Examples of these technologies include digital games and simulations, videos, free online resources and digital tools that can be employed into instructional activities without difficulty. On this note, Fisher et al. (2014) emphasized that the best learning kinds will be those that allow students to make choices since creation and participation are necessary and learning that involve meaningful contexts for students to be engaged.

Despite its difficulties, integrating technology into the classroom has been useful. Young students are very proficient in technological skills, so integrating technology into classroom activities only improves their passion to learn better and faster. Hence, technology will be beneficial in enhancing learning by promoting students’ willingness and engagement. The duties of instructors have changed as a result of schools utilizing technology for teaching and learning more often, according to Fisher et al. (2014). They believed that rather than teaching, teachers now serve as facilitators, assisting students in their learning. Students therefore are able to make judgments and also calculate the value of the knowledge they acquire. With technology, learners can self-assess themselves therefore changing their role from being

consumers of information, to producers of information which is key to constructing their own meaning. Also, technology has made some teachers switch to a flipped classroom approach where students are allowed to study learning material at home and then follow up with in-person activities such as discussions and exercises in schools. Few research, according to Song and Kapur (2017) in their paper on "How to Flip the Classroom," have examined how to improve conceptual understanding and problem-solving skills in flipped classroom mathematical inquiry.

(d) Effective Use of Instructional Materials/ Resources

Instructional materials include all the things used by the teacher to make instruction or lessons explicit to learners. They are crucial teaching and learning aids that help students understand and retain the knowledge and concepts covered in the curriculum. They give the children the chance to engage with symbols, words, objects, and ideas in ways that advance their writing, reading, speaking, listening comprehension, problem-solving, and media and technology use skills. (2019, Bukoye). Consequently, instructional materials are any number of tools and resources utilized in the teaching and learning process that provide students the chance to actively engage in the process as opposed to just taking a pass. Instructional materials can be categorized based on how they appeal to the senses, thus: visual, audio and audio-visual materials. Materials that appeal to the sense of sight are referred to as visual. They include the entire things incorporated in the lesson as teaching and learning resources that we can see in order to make meaning. Examples are textbooks, flashcards, charts, posters, real objects, realia, chalkboards etc. Materials with audio appeal to the hearing. They also include

tape recorders, radios and hearing aids. Just as their name suggests, audio-visual materials are those that appeal to both the visual (sight) and audio (hearing) senses. Examples are; computers, videos and televisions to mention but a few.

Furthermore, according to Faize and Dahar (2011), print and non-print items that aim to affect the information given to students throughout the teaching process are classified as instructional materials. As a result, they based their classification on how students are given the course materials. Books, newspapers, periodicals, images, presentations, workbooks, electronic media, and many more items may be found in the printed educational materials. The internet, radio, television, computers, and tape recorders are examples of nonprinted educational resources. It is impossible to overstate the value of instructional materials in the teaching and learning process, regardless of the categorization scheme. Instructional materials have proved to be very important for teaching and learning and teachers depend on them greatly as teaching aids for every aspect of teaching (Crist 2014). The following list of factors illustrates how crucial instructional materials are to the teaching-learning process:

i. They promote meaningful communication of information and enhance effective learning.

ii. By making the inaccessible accessible, they aid in overcoming the limitations of the classroom, particularly when using projectors, the internet, movies, and radio.

iii. They stimulate and motivate students to learn by appealing to their senses and arousing their interest during instruction.

iv. They promote participation, especially when students are allowed to interact with the lesson's contents.

v. They facilitate the teaching and learning process by making the body of knowledge under discussions real to learners.

vi. They serve as tools the teacher can use to illustrate concepts vividly to learners so they cannot forget easily thereby enhancing retention a making learning more permanent.

vii. They encourage teacher's creativity.

(e) Stating of well- defined Instructional Objectives

Instructional objectives, in accordance with Gregoriou (2021), specify precisely what students are expected to learn, are helpful to teachers and students both during the teaching and learning process, and are essential to the evaluation process. The learning journey is guided and given direction by the instructional objectives. They outline the behaviors, attitudes, beliefs, and knowledge, skills, and abilities that must be seen in the learner both during and after the educational process. The factors used to assess the degree of learning attained at the conclusion of training are the instructional objectives. It is therefore very important for the teacher who leads the teaching and learning process to clearly state well-defined objectives for teaching a particular lesson. Ubi (2014), mentions that instructional objectives describe new skills that a learner should have after receiving instruction and detail specific tasks that the learner would carry out after finishing the learning process. Instructional objectives are therefore often stated using observable action-oriented words such as describe, explain, create, demonstrate, write, draw, enumerate, examine, justify, comment, analyze, classify and many

others. In simple terms, instructional objectives describe what a student should be able to do after undertaking a particular learning task.

Education is a purposeful activity and so every teaching and learning process has the intention of inculcating certain knowledge, attitudes, skills and values into learners. Therefore, learning outcomes most often than not reflect the type of instructional objective set for the lesson. An educational psychologist, Dr. Benjamin Bloom (1956), developed a taxonomy of educational objectives in 1956 known as Bloom's Taxonomy of Educational Objectives. It is used to promote higher order thinking in education like analyzing, synthesis and creativity, rather than memorization and rote learning. Bloom identified three domains in education. They are; cognitive, affective and psychomotor domains. The taxonomy of cognitive skills involve knowledge and development of intellectual and mental skills. It contains six major categories: Knowledge, comprehension, application, analysis, synthesis, and assessment are among them. The affective domain aims to mold learners' attitudes while also fostering feelings and emotions. It includes receiving, responding, valuing, organizing and characterization by value. The psychomotor involves the manipulation, coordination and movement of motor skills.

Instructional objectives play pivotal role in effective teaching and learning because they:

- Choose a clear focus for the lesson
- Provide guidelines for learning
- Convey instructional intent to others
- Spell out what is expected of learners after instruction

- Provide framework for evaluation of instruction

Empirical Review

Learner Factors that Influence the Effective Teaching and Learning of Social Studies

In assessing junior high school students' social studies learning outcomes, Basri and Anwar (2020) looked at social interaction, school culture, and success motivation in Padang. The route analysis approach was employed in conjunction with a survey study design. The population of the research consisted of students from Padang State Public Middle School. Data was collected through the distribution of surveys and study on the importance of students' learning outcomes in social studies. The data analysis method employed in the study was both descriptive and inductive analysis, also known as inferential analysis. The study's conclusions indicate that social contact, school climate, and motivation all have a direct impact on how well pupils learn social studies. There was a detailed description of the methodology used to perform the study.

Komakech (2015), another researcher, looked at how student absences affected academic achievement in Ugandan schools. Questionnaires and interviews were used to collect the data. The study employed a cross-sectional descriptive research approach. Also, the research included quantitative and qualitative approaches. Both secondary and primary sources were used in the data collection. Secondary sources for the study on student absenteeism included publications, reports, and literature; data was gathered through questionnaires and interviews. In the four (4) districts of Serere, Ngora, Soroti, and Kumi, we collected data from 17 out of 36 USE schools, which consisted

of 07, 04, 03, and 03 USE schools, respectively. We were able to analyze the data using descriptive data from the sample of 278 respondents, of whom 226 returned their fully completed questionnaires from the study population of 1000 (1000). This resulted in a response rate of 81.3%.

The findings showed the effectiveness of student attendance monitoring techniques as well as a strong correlation between academic accomplishment and student attendance (good). Even though the study was on student-related factors influencing performance that is relevant to the ongoing research. This is in the sense that students are the main character in the modern teaching and learning process; hence, if they have a positive attitude towards class attendance, it may equally have a positive effect on the teaching and learning of Social Studies in Junior High Schools

Furthermore, Maric and Sakac (2014) studied the societal and individual student characteristics that affect students' academic performance and learning motivation in Serbia. The study involved seven hundred and forty (740) students, of which about 60% were female and 40% were male. Questionnaires were used to gather data, which was subsequently analyzed using T-test, analysis of variance, and multiple regression. According to the study's findings, students' perceptions of social and personal factors influenced their motivation to learn and success in school. Examples of these factors were students' enjoyment of social studies classes and their completion of exercises and assignments. The authors were not clear in their investigation; they did not indicate the research design, sampling procedure, or the place where the research took place. Furthermore, because all of these components are crucial for academic achievement and incentive to learn, the study focused on

intrinsic motivation rather than extrinsic motivation. To make the teaching and learning process more successful, students who are intrinsically driven participate in it. This makes the researcher's finding relevant to the current study.

Furthermore, Hung and Fan (2014) conducted a study on perceived classroom management and social studies students' motivation among Taiwanese junior high school students in Europe. In this study, one hundred and fifteen (115) students were chosen from a population to participate in the pretest questionnaire using purposive sampling. On the basis of reliability and validity analyses, the Social Studies Classroom Management Techniques and the Social Studies Student Learning-Motivation Questionnaire were revised. In total, 115 pretest surveys were sent out, and 115 surveys were returned. After deleting questions with missing or fixed answers, a total of 112 valid questionnaires were found, yielding a 97.4% effective response rate. The findings showed a substantial and favourable correlation between social studies classroom management and student learning motivation. By describing the many techniques utilized to conduct the study, the writers made their investigation evident. The findings of the study make it worth reviewing and relevant to the current study because classroom management is critical in teaching and learning, in the sense that a conducive classroom gives the students the opportunity to ask questions and pay attention to instructions.

Teacher Factors that Influence the Effective Teaching and Learning of Social Studies

Omolara and Adebukola (2015) investigated teachers' attitudes as a great influence on the teaching and learning of Social Studies in Nigeria. The

descriptive survey-style study sought to understand the factors influencing social studies teachers' views toward teaching the topic in junior secondary schools as well as their attitudes toward teaching the subject. 100 competent junior secondary school Social Studies teachers made up the sample. However, 100 junior secondary school students from the selected institutions were a part of this group, along with 41 male and 59 female teachers from five government-run secondary institutions. The information needed for analysis was gathered using two different types of questionnaires. The first type (a questionnaire for students) focused on how teachers felt about teaching social studies. The second kind (teachers' questionnaire) focused on the variables influencing Social Studies teachers' attitudes regarding instruction. To evaluate all of the collected data, simple percentages were employed. The results indicated that teachers had negative attitudes (not allowing learners to ask questions for more clarification during instruction) toward teaching social studies in secondary schools. Low social studies performance in junior high schools might be caused by teachers' unfavorable attitudes toward teaching and learning. Insofar as students and teachers serve as the primary facilitators of instruction and learning, the study is relevant to the current investigation.

Once more, Kimani, Kara, and Njagi (2013) looked at the academic achievement of secondary school students in Nyandarua County, Kenya. They also looked at the impact of instructors on students' academic advancement in secondary schools in Nyandarua County. A total of 153 randomly selected instructors worked in 18 schools throughout three county districts. The relationship between the above factors and the KCSE performance was evaluated using one-way ANOVA and linear regression. Using a questionnaire

they devised themselves, the researchers collected data (Kenya Certificate of Secondary Education). The study indicated that students' academic achievement was more significantly impacted by teachers' weekly teaching workload, the handling of classroom assignments (such as ability to mark exercises and provide prompt feedback), the assessment of students' results on Continuous Assessment Tests (CATs), and the giving of poor students personalized attention, Academic accomplishment was not significantly correlated with a teacher's age, gender, professional credentials, or amount of teaching experience. The instrument used is good as it is less time-consuming, but the researchers ignored developing questionnaires for the students as well since they are investigating factors affecting their academic achievement and not the teachers with whom our research sought to close the gap. Moreover, when teachers properly handle classroom assignments and provide attention to weak students, it will ensure effective teaching and learning of social studies in Junior High School.

Additionally, the impacts of work environment, job motivation, and organizational culture on teachers' performance were examined by Sudibjo and Nasution (2020). The SEM (Structural Equation Modeling) model technique was used in this study, which included 82 instructors from the Elementary and Secondary levels as the population. The data was processed using a quantitative strategy using the PLS-SEM technique. The study tool chosen for the data collection was a questionnaire survey. The results of the study showed that work environment, work motivation, and organizational culture all positively affect performance. The methodology employed in this study was not well defined, and the research design and sample strategy

employed are not widely known to researchers, which makes it challenging for them to understand the research technique.

Researchers Akiri and Ugborugbo (2009) carried out a study to evaluate the academic performance of instructors and pupils in public secondary schools in Delta State, Nigeria. In this descriptive study, 361 public secondary schools in 72 different states provided 979 teachers – 450 men and 519 women – who were chosen using a stratified random sample approach. Academic achievement records also contained the scores for 48,950 pupils, or 50 students each instructor. A rating scale and two questionnaires were used to collect data for the study.

Cronbach's alpha values for the two questionnaires used in the study were 0.98 and 0.79, respectively. At the 0.05 level of significance, four hypotheses were examined using correlation, simple regression, t-tests, and one-factor analysis of variance. The findings demonstrated that kids with effective teachers (teaching and learning resource usage) performed better. The sample size and sampling procedures were stated clearly for researchers to find gaps for further studies. Based on their findings, teaching and learning would be more effective when the teacher, who is the moderator in the instructional process was effective. NTC and GES must invest resources in teacher training to ensure that effective teachers are employed at the basic levels.

School Environmental Factors that Influence the Effective Teaching and Learning of Social Studies

Environmental effects are commonly believed to have an impact on academic ability. These include the ease of access to educational materials, the

school's location and the caliber of its physical infrastructure, the number of students in each class and the student-teacher ratio, the instructors' backgrounds and training, and oversight.

In the United States, Robert and Sampson (2011) investigated how professional development for school board members affected students' academic performance. Fifty (50) state school board of directors of the organizations participated in the study as respondents, and a questionnaire was utilized to collect the information. The opinions of the state school board directors regarding whether professional development positively impacted student achievement was subjected to an inductive analysis. Following that, the results were compared to Education Week's 2009 evaluation of state educational systems. According to the study, the educational board members will have education and a beneficial influence on the classroom. This is critical for student learning as well as professional development. The various methods, such as samples and sampling procedures and the type of research design used in carrying out the study were not clearly stated in the study. In as much as the authors were not clear with their investigation methods, the researcher agrees with the findings that getting professional educators to serve on school boards will establish a favorable climate to enhance teaching and learning.

Gaurdino and Antia (2012) also conducted a research in Arizona titled "Modifying the Classroom Environment to Enhance Participation and Reduce Disruption with Pupils Who Are Deaf or Hard of Hearing". A multiple-baseline strategy was used in the study across classes in order to satisfy the research aims. Participants in this study were three elementary school

instructors from a deaf school in the southwest of the country. To assess disruptive behaviour and academic involvement, an observation system was created. A social validity measure was used after the intervention ceased. Three steps made up this study: gathering baseline data, an intervention that involved teacher consultation and structural adjustments in the classroom, and follow-up observations. The study found that the physical changes to the classroom setting and the students' academic engagement and disruptive behaviour are functionally related. Using this discovery, the researcher proposes that teachers may be able to boost student involvement and, as a result, academic accomplishment by carefully planning and setting up the classroom.

Additionally, Fouts (1989) investigated how middle school students felt about the environment of the classroom and the social studies curriculum. In order to investigate the possibility of a causal association between classroom surroundings and students' attitudes toward social studies, the research methodology involved replicating a study conducted on high school social studies classes. A sample of 491 junior high school social studies classrooms was chosen from three junior high schools located in two suburban West Coast school districts. Each social studies teacher in the schools had one class that was chosen at random. Out of a total of 52 classes, this led to a sample of 20 classes. Children participating in "basic skills classes" for remedial students or “advanced classes” for honor students were not included in the sample procedure. These made up about 10% of the social studies courses offered in these schools. The remaining students were in normal social studies classes, which included 11 classes where social studies (mainly global

geography) were in a block, including 2 world geography classes, 2 U.S. history classes, and 7 U.S. history classes. The study's conclusions were that classroom environments have a causal relationship with student attitudes towards social studies and that different dimensions of the classroom environment are more important at different levels of education. Social studies teachers must maintain a conducive classroom environment during the instructional period to ensure effective teaching and learning since the classroom environment was found to affect students' performance in social studies.

Moreover, Naude and Meier (2019) studied how the physical learning environment impacted teaching and learning in South African Grade 1 classrooms. The most appropriate strategy for the study was a qualitative one using a case study form of inquiry. Open-ended interviews with primary school teachers were also conducted at a school in the Pretoria central business area, which is situated in the Tshwane West district of the province of Gauteng, South Africa, in order to further clarify the results reached from the observations. The school has more than enough resources, hence this particular location was picked. Whiteboards, overhead projectors, and other learning tools among others, are available in the classrooms.

The study's methodology was not thoroughly explained by the researcher, and neither the sample size nor the sampling techniques were specified. As a result, the study was superficial. Examining video recordings of teacher-student interactions in the classroom can help determine how noise functions as part of the physical learning environment and impacts instruction.

The study done by Ramsden, Martin, and Bowden (1989) examined the relationship between the learning methods of sixth-form students and the school environment. The perceptions of students were gathered specifically for this study using the School Experiences Questionnaire (SEQ). The vast amount of research on classroom and school settings (Rutter et al., 1979; Fraser, 1986) and studies of academic departments in higher education were taken into consideration by the SEQ as two traditions of examination into students' views of learning environments (Ramsden, 1984). The initial set of studies generally outlines the following: student competitiveness, teacher control and organization, cohesiveness, perceived school climate, teacher support, involvement in class activities, and the degree to which the teacher employs innovative and creative activities.

The study found a systematic relationship between students' learning and how schools are perceived. Learning that involves an active search for knowledge, organized study methods, and the rejection of shallow approaches is connected with school environments that give supportive instruction, logical structure, an emphasis on autonomy, and modest stress on achievement. The authors were not clear in their investigation in the sense that the various methods, such as samples and sampling procedures and the type of research design employed in the study's execution were not specified.

To sum up, it has become evident from the continuous discourse on the elements that impact the efficient instruction and comprehension of Social Studies in junior high schools that successful teaching and learning do not happen in a vacuum. Nevertheless, it is the outcome of a few aspects that interact and are connected to the student, the instructor, and the school setting.

To determine which of these variables need to be supported and which one calls for stakeholder involvement, it is necessary to analyze these factors.

Chapter summary

This chapter concerned itself with literature review thus, reflecting on other studies with similar characteristics as the topic under study. It was composed of theoretical review, conceptual framework and empirical review. The constructivism learning theory was used as the underpinning learning theory for the study. A conceptual framework outlining the key concepts and their relationship was developed for the study. Finally, the empirical review encompassed the analysis of the findings of some related empirical studies conducted previously.

CHAPTER THREE

RESEARCH METHODS

Overview

The methodological element of the investigation was covered in this chapter. This chapter includes the study area, population of the study, samples and sampling procedures, data collection instruments and procedures, data processing and analysis procedures and a summary of the chapter.

Research Design

A research design basically provides the structure of the study. It refers to the structural framework or the blueprint developed to carry out research that describes the methods and techniques that the researcher plans to employ for the gathering, interpretation, analysis, and discussion of data in order to address the identified research question(s). Amedahe and Asamoah-Gyimah (2015) opined that research design is the overall plan a researcher intends to use to obtain answers to the research questions or to test the research hypotheses. The function of a research design is to enable the researcher to effectively address the research problem by matching research aims to the right kind of analysis for the data. In this study, the quantitative research methodology was used because of the vast nature of the study area and the study's objectives. In his words, Apuke (2017) defined quantitative research as using and analyzing numerical data through the usage of specific statistical tools and techniques to answer questions such as how, who, when, what, where, how many and how much.

Furthermore, the descriptive survey design was chosen for this study among the lot. Descriptive research, according to Lima (2011), is merely

intended to characterize the distribution of existing variables, regardless of causality or other assumptions. The objective of descriptive research is to systematically characterize a phenomenon and its characteristics in connection to a particular field or sector.

The researcher used this design in spite of the perceived disadvantages because it provided a precise description of the issue to be solved as well as help the researcher develop an in-depth understanding of the topic or the questions to be answered. Again, this design allowed the researcher to study the relationship between variables in a natural setting devoid of manipulation. In addition, the descriptive design was chosen by the researcher because it is less time-consuming and it can be utilized to gather much information in a short amount of time for administering and collecting the information comparatively.

Study Area

Situated in the heart of Ghana's Volta Region sits the Hohoe Municipality. As one of the 25 municipalities and districts of the Volta Region, it is one of Ghana's 216 Metropolitan, Municipal, and District Assemblies (MMDAs). With 1,172 km2 of total land area, the municipality makes up 5.6% of the region's total land area. It is situated about in the middle of the area at longitudes 00 15'E and 00 45'E and latitudes 6o 45'N and 7o 15'N. The Municipality's administrative capital, Hohoe, is bounded to the east by the Republic of Togo, which forms a portion of Ghana's international boundary; to the southeast and southwest, by the municipalities of Afadzato and Kpando; to the north, by the district of Jasikan; and to the northwest, by the districts of Biakoye.

Ghana's 2021 Population and Housing Census revealed that the municipality has 114,472 residents, with 54,893 men and 59,579 women residing in roughly 180 rural (47.4%) and urban (52.6%) settlements. The Ghanaian volta region's center area is home to the Hohoe Municipal. Located among the Volta Region's 25 Municipalities and Districts, it is one of Ghana's 216 Metropolitan, Municipal, and District Assemblies (MMDAs). 5.6% of the region's total land area, or 1,172 km2, is comprised by the Municipality. Lying between longitudes 00 15'E and 00 45'E and latitudes 6o 45'N and 7o 15'N, it is nearly in the middle of the area. The municipality's administrative center, Hohoe, is bounded to the east by the Republic of Togo, which forms part of Ghana's international border; to the southeast, Afadzato district; to the southwest, Kpando Municipality; to the north, Jasikan district; and ultimately to the northwest, Biakoye districts.

Population

The study population is the group that the researcher is interested in gathering data from or the entire group from whom the researcher is trying to make conclusions. On the other hand, the readily available portion of the population is also known as the study population, from which the researcher can infer information about this population or the reasonably accessible portion of the target population. Students from all 83 junior high schools in the Hohoe Municipality as well as all social studies instructors in the public junior high schools within the Municipality comprised the study's target group. 58 of the 83 junior high schools are owned by the state, while 25 are privately run. There are 1,430 kids in private schools and 6,257 students in public schools, for a total of 7,687 students and 58 social studies instructors in the state-owned

schools included in the research. The majority of the social studies instructors at private schools are student teachers rather than professionals, thus the researcher chose to omit them. 48 teachers and 364 pupils made up the accessible population. The population distribution of schools is shown in Table 1.

Table *1*: **Population Distribution of Schools**

Type of Schools	Schools N	Students N	Social studies teachers N
Public school	58	6,257	58
Private schools	25	1,430	
Total	83	7687	58

Source: Fieldwork (2022)

Sampling Procedure

The sample size in research has to do with the number of respondents that the researcher will want to work with. Creswell (2014) defined a sample as a sub-group that has the same characteristics as the group from which it was chosen. The study employed a total sample size of 412 respondents, consisting of 364 students and 48 learners. The sample determination chart by Krejcie and Morgan (1970) served as the basis for selecting this sample size. The sample determination table by Krejcie and Morgan states that, out of 7,687 respondents, a minimum of 364 should be sampled and, out of 58 respondents, a minimum of 48 respondents should be sampled.

Sampling, according to Ogula (2005), is the process of selecting a subgroup of a certain population to participate in the research; the persons selected are picked in a way that guarantees they are a true representation of the larger group from which they were selected. By using data from a sample

of a population, researchers may draw valid conclusions about it without having to examine every individual. In practice, a study with fewer participants will need less work, incur less expense, and have a better chance of producing accurate results.

The multi-stage sampling approach was the sampling process that was employed to choose students for this investigation. A huge population is separated into stages for multi-stage sampling, which simplifies and improves the practicality of the sample procedure. Hence, at the first stage the researcher treated the seven circuits in the municipality as clusters and used the cluster random sampling technique to obtain three circuits from which schools were sampled. Cluster random sampling was used because it gave equal opportunities to the circuits to be selected fairly. Next, the researcher used the stratified sampling technique based on educational attainment to select two schools randomly from each of the three circuits selected earlier. Thus, the top two schools in terms of academic performance were selected in every Circuit. After the schools were obtained from the three circuits, the researcher now employed the use of the simple random sampling technique to obtain the 364 number of students who served as the JHS students who were sampled for the study. Teachers were also sampled using the purposive sampling techniques to arrive at the 48 social studies teachers who were willing and ready to serve as respondents for the study. Table 2 shows the sample distribution of students used for the study based on the sampling technique employed.

Table *2*: Sample Distribution of students

Name of Circuit	School Sample	Students Sample
Hohoe West Circuit	2	145
Hohoe East Circuit	2	125
Gbi South Circuit	2	94
Total	6	364

Source: Fieldwork (2022)

Data Collection Instruments

The study employed a questionnaire as the primary tool for data collection. Both teachers and students answered the questionnaire, which had items based on the study topics. Based on the kind of study and the population to be investigated, this instrument was selected. According to Amedahe (2005), the questionnaire is frequently employed in educational research for data collection since it is highly effective at obtaining factual information on practices and eliciting the thoughts and attitudes of the subject. A questionnaire is less expensive, produces faster results and provides a high level of anonymity.

Gathering both subjective and objective data from a sizable sample of the research population utilizing a questionnaire as a data collecting tool can produce statistically meaningful findings when resources are limited (Abawi, 2014). The study's three primary themes – learner, teacher, and school environment variables – were covered in the questionnaire in order to address the factors that affected social studies instruction and learning in junior high school. Closed-ended questions were used in the survey. Quick completion times and ease of coding are two benefits of using closed-ended questions. They could be presented as multiple-choice questions, rating scales or

dichotomous. Oppenhem (2019) cited in Sawer (2015), claimed that closed-ended questions, which prevent respondents from providing justifications, qualifications, and notes for the categories, tend to increase the chance that the categories will be exhaustive and skewed.

Based on the study questions that were collected from the evaluated literature, two questionnaires were created for teachers and students. Sections A, B, and C comprised the three sections of the questionnaires. The demographic information in Section A included the respondents' age, gender, level of education, and other details. Section B for learners was based on research question 1 and it elicited answers on learner factors that influenced the effective teaching and learning of social studies whiles section B for teachers was also based on research question 2, and it sought information for teacher factors that influenced effective social studies teaching and learning. Finally, Section C for both questionnaires concerned itself with research question 3, which sought to derive answers on the school environmental factors that influenced the effective teaching and learning of social studies. The researcher is of the view that students are in better position to answer questions related directly to them and in match the same way teachers stand in a better position to answer questions pertaining to them. However, questions related to environmental factors are common to both teachers and students. The Likert scale was considered appropriate since it is one of the most universal methods for data collection and so it is easily understood as it solicits quick responses from respondents. It is also highly versatile in that it can be sent electronically or given physically. Moreso, it is easier to quantify

the responses given on the Likert scale and also good for mathematical computations and mathematical analysis.

Validity and Reliability of the Instrument

To identify and correct lapses, the questionnaire was pre-tested in two Junior High School in the Guan District in the Oti Region. The Guan District shares a boundary with the Hohoe Municipality and has similar characteristics as the study area. The pre testing of the research instruments was done to ascertain the strengths and weaknesses of the instrument.

Drost (2011) claims that a measure's validity refers to how well it captures the underlying construct that it is intended to measure. I handed the questionnaire to my supervisor and others in academia to see if he could determine the extent to which a concept measures exactly what it is intended to measure. Thus, to check for the validity of the research instruments. Comments and suggestions that were made in relation to the format, structure, clarity, language and relevance of the items were taken into consideration and the necessary changes were affected in order to deem the instruments acceptable in terms of validity.

Once more, reliability is described by Drost (2011) as the extent to which measures are repeatable when different individuals do the measurement on various occasions and in varied settings, ostensibly using other methods that reportedly measure the construct or skill. Hence, it is the consistency or dependability of a construct's measurement. The instrument was pre-tested to ensure its reliability. The completed questionnaires were collected, edited, coded and analyzed with the aid of the IBM Statistical Product for Service Solution (SPSS Version 26). The Cronbach's co-efficient alpha measure of

internal consistency was applied to the pre-test findings to assess the reliability of the instruments. That is, the reliability co-efficient of items under research question one was .73 for both learners and teachers. Whiles .79 was what was obtained for research question two. Finally, the reliability coefficient for items under research question three was .72 also for both learners and teachers questionnaire.

Table *3*: Reliability Coefficients

Section	Coefficients
Learner Factors	.73
Teacher Factors	.79
School Environment Factors	.72
Overall	.74

Source: Fieldwork (2022)

Data Collection Procedures

An introductory letter was obtained from the Department of Basic Education, and another from The University of Cape Coast's Institutional Review Board (IRB). These letters were sent to the Head teachers of the selected JHS to seek permission in order to have access to the respondents. After being given approval from the Head teachers, both pupils and teachers were conducted through a visit to the schools. Meetings between the researcher and respondents were scheduled. The respondents were informed of the study's goal and the researcher also described the respondents' role in the study to them on the prearranged day. The researcher reassured the participants once more that they would stay anonymous during the study and that any comments they provided would be treated in confidence. In addition to that, the researcher informed the participants about the time allotted for responding to the items on the questionnaire.

The researcher then administered the questionnaires out to respondents (pupils) with the help of other colleague teachers who had free period on the timetable. Pupils were given twenty (20) minutes each, whereas teachers were given fifteen (15) minutes each to complete the questionnaire. The pupils were guided throughout the stipulated time to be able to respond accurately to the instrument. The questionnaires were taken back on the same day by the researcher and this ensured a high return rate. The researcher used about four weeks for data collection.

Data Processing and Analysis Procedures

Using frequency counts and percentages, averages, and standard deviations, the questionnaire was examined. The use of tables was also employed to facilitate the analysis. Following data collection, the data was coded, edited as necessary, and entered into the relevant software (Statistical Package for the Social Sciences, version 26) to provide findings. In order to correct any errors that may have gone overlooked, the data was cleaned last.

The collected data was then grouped according to the various themes depending on the study's research questions. In all, there were four sections, out of which the first section provided demographic information about participants, whereas the rest of the sections provided answers to the research questions on factors influencing the effective teaching and learning of social studies in the Junior High Schools. Descriptive statistics like frequency counts and percentages were used to assess the first segments, which dealt with the respondents' demographic information. Research question 1 (Section B for learners) employed the use of means and standard deviations. Research question two (Section B for teachers) was also analyzed using means and

standard deviation. Similarly, research question three (Section C) also made use of means and standard deviation for its analysis.

Ethical Considerations

With regards to ethics, the confidentiality of respondents was highly upheld. Thus, the names and personal information of respondents were privately withheld and not brought to public domain. The researcher also made sure that acts of infringement on the rights of respondents were not encouraged. For example, the respondents were not to be disrespected or shouted at in any way at any point. Again, the rights of respondents were also protected in that, none of them was forced or intimidated to serve as respondents to the study. Respondents were assured that their involvement in the study was not compulsory but optional and that they were at liberty to discontinue at any given time since their refusal to participate would not cause any loss of benefits to which the participants were entitled, nor would it attract a penalty. Moreso, introductory visits to schools and phone calls were put through to prospective respondents in order to obtain their consents in advanced to the time of data collection. Concerning the issue of security, the researcher put in place appropriate measures with regards to desks arrangement, proper spacing, among others, to ensure that no respondent was hurt or was put in harm's way. Participants right to reject the research results was also guaranteed.

Summary of Chapter

The chapter broadly made use of the quantitative method and specifically, the descriptive survey design for the study. The study area covered is the Hohoe Municipality of the Volta Region of Ghana and the target population

comprised of all the students of the eighty-three (83) Junior High Schools found in the Hohoe Municipality as well as all the teachers teaching Social studies in the public Junior High Schools within the Hohoe Municipality. A sample size of 364 students was obtained using the multi-stage sampling technique and forty-eight (48) number of teachers were also sampled to take part in the study by means of employing the purposive sampling technique. The questionnaire served as the primary data collecting tool, supplying the study with the essential data. In order to access the study participants' schools in advance, the researcher obtained an introductory letter (Appendix C) from the Department of Basic Education and a letter of ethical clearance from the Institutional Review Board (University of Cape Coast) prior to beginning data collection. SPSS version 26 was utilized for the quantitative analysis of the data. The results and their discussion are the focus of chapter four.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study's goal was to examine the factors—both good and bad—that affect how well social studies is taught and learned in Junior High Schools in the Hohoe Municipality. A quantitative research methodology was used in the investigation. Two major sections make up this chapter. The demographic information of respondents is included in the first section, while the main findings that answer the research questions are presented in the second section.

Demographic Profile of Respondents

This section is devoted to analyzing the demographic variables of the respondents. Tables 4 and 5 show the results of frequency counts and percentage analysis on the data obtained.

Table 4: Background Information of Students

Variable	Sub-scale	Freq.	%
Gender	Male	143	41.0
	Female	206	59.0
Form	JHS 1	124	35.5
	JHS 2	132	37.8
	JHS 3	93	26.6
Age (years)	9-12	36	10.3
	13-16	272	77.9
	17-20	41	11.7

Source: Fieldwork (2022)

Table 4 presents the demographic information of students (N = 349). It shows that out of the 349 students who participated in the study, 143 (41%) were males whereas 206 (59% were female), placing the female respondents

in the majority. The disparity between the genders has no adverse effect on the results that were gathered since both males and females were fairly represented. This finding is worth noting because it shows that the campaign for girl child education is yielding good fruits in Ghana and the various stakeholders involved need to be commended. Also, the vast majority of the study's participants were students, 132 (37.8%), were in form two, while 93 were in form three but were the least represented with a percentage of 26.6 percent. The data on the students' ages also indicated that majority 272 (77.9%) of the students were aged between 13-16years. This implied that the greater majority of students went to school at the right school-going age.

Table 5: Background Information of Social studies Teachers

Variable	Subscale	Freq.	%
Gender	Male	20	44.4
	Female	25	55.6
Age (years)	Below 30	3	6.7
	30-39	32	51.1
	40-49	15	33.3
	Above 49	4	8.9
Highest Professional Qualification	Teacher Cert A	1	2.2
	Dip. Edu.	9	20.0
	B.Ed.	35	77.8
Teaching Experience (years)	Less than a year	3	6.7
	1-5	16	35.6
	6-10	16	35.6
	More than 10years	10	22.2
Specialize in Social Studies	Yes	17	37.8
	No	28	62.2

Source: Fieldwork (2022)

The background details of social studies teachers who responded to the survey (N = 45) are shown in Table 5. Majority of the teachers who participated in the survey were females 25 (55.6 %) while 20 were male (44.4%). This disparity in male and female representation has no adverse effect on the findings that emerged. It also gave the impression that most

female teachers had preferences for teaching social studies since it involves fewer calculations as compared to other social science subjects.

Moreover, in terms of professional qualification, the majority 35 (77.8%) of the teachers were holders of Bachelor of Education (B. Ed.) degrees. The minimum professional qualification required for employment by The Ghana Education Service at the basic school level used to be Teacher Certificate A and a Diploma in Basic Education, respectively. However, this is no longer the case as the status has been revised recently and scaled up to a Bachelor of Education (B. Ed.) degree. Therefore, having many of the teachers holding a Bachelor's degree in Education is an indication that teachers are committed to professional development. It also implied that the majority of the teachers were highly qualified given the new entry standards, which are a Bachelor of Education degree.

On the other hand, only one person representing 2.2% held a Teacher Certificate A as a professional qualification, whereas nine people 20% held a Diploma in Basic Education. Given the old standards under which a professional teacher needed a minimum qualification of Teacher Cert 'A' which was further upgraded to Diploma in Basic Education as part of the new education ACT 778 in 2008, all the teachers who took part in the study would have met the minimum professional qualification set by the GES. However, the standards of recruitment by the GES to teach at the basic school level have been upgraded with the inception of the new curriculum programme (The Standard Based Curriculum and The Common Core Programme) in the year 2019. This requires the basic schoolteacher to have at least a Bachelor of Education degree from an accredited Colleges of Education (CoE) or

University as a minimum qualification. Hence, 10 teachers out of 45, which represented 22.2%, did not meet the current minimum qualification requirement. It is therefore required by the GES that teachers without the minimum professional qualification upgrade themselves in order to be regarded as professional teachers within the Ghana Education Service.

More often than not, teaching experience really matters when the topic of quality education is raised. Thus, the experiences of teachers go a long way in shaping their professional practices. According to Bogert et al. (2014), expert teachers are able to predict and handle classroom events more efficiently than beginning teachers or teachers who are novices. This implied that, with the passage of time, teachers were able to better understand classroom management as well as develop the best practices so far as classroom management is concerned. The GES does not place a premium on teaching experience as a criterion for selection into the service; hence, fresh graduates with no field experience (apart from on-campus and off-campus teaching practices) are eligible for recruitment. This is probably due to the rigorous and efficient nature of the pre-service training student-teachers receive before graduating from school as professionals. According to the findings, the majority of the 16 teachers (35.6%) have been in the teaching profession for 1-5years and 6-10years, respectively. Whereas three (6.7%) of the teachers have been in the teaching profession for less than a year. The result showed that the majority of the teachers in the Junior High Schools have over five years of teaching experience and hence possess the experience needed to ensure that students are fully equipped for academic excellence.

Lastly, the results indicated that the majority of 28(62.2%) of the teachers had not specialized in teaching social studies, despite being professional teachers. This finding is disturbing in the sense that teachers might not possess substantial knowledge of the essential content areas required to successfully deliver social studies lessons or may not have mastery over the subject matter. Campbell et al. (2014), are of the view that subject area specialization has the ability to predict higher student achievement.

Section B

Presentation of Main Results

In this section, the study's main conclusions are thoroughly explained. The outcomes that resulted are displayed below for policy formulation. The decision rule regarding the mean and the standard deviation is also presented for easy interpretation. Generally, a mean score of 2.0 or higher shows agreement with the statements, while one below 2.0 indicates disagreement with the claims. A standard deviation of 1 and above represents respondents' heterogeneous responses, while a standard deviation value of less than 1.00 is considered a response clustered roughly around the average score.

Research Question 1: What Learner Factors Influence the Effective Teaching and Learning of Social Studies in the Junior High School?

The first research question focused on identifying the characteristics that influence how well social studies are taught and learned in junior high schools. The rationale behind the research question was that effective teaching and learning do not occur in a vacuum. It is fueled by a set of factors. Questions about the elements that impacted social studies instruction and

learning were posed to the student respondents. The results are presented from the perspective of students in Table 6.

Table 6: Learner factors that influence the effective teaching and learning of social studies in the Junior High School

Statement	Mean	SD
I study social studies on my own at home	1.81	0.39
I do all my exercises and assignments	3.40	1.04
My parents are able to buy supporting documents for my study (e.g., textbooks)	2.07	0.67
I am able to grasp concepts that are taught in class easily	2.42	0.84
I enjoy social studies lessons	3.24	0.89
I go to my teachers for assistance where necessary	2.39	1.12
I go to colleagues for clarifications where necessary.	2.68	0.83
I prepare adequately before attending social studies classes	3.05	0.97
My parents/guardians ensure and encourage me to read my notes and do assignments at home	1.57	0.82
My parents/guardians support me to do my assignments at home	2.30	0.95

Source: Fieldwork (2022)

Table 6 presents the results of learner factors that influence the effective teaching and learning of social studies in the Junior High School. Regarding whether students did their exercises and assignments, they agreed with the statement. This is evident in the mean scores (M = 3.40, SD = 1.04). Concerning whether students enjoy their social studies lessons, students answered in the affirmative (M = 3.24, SD = 0.89). The homogeneity in the responses of students is evidenced by the size of the standard deviation values.

This implied that students believed that when they did their exercises and assignments and enjoyed their social studies lessons, it made the teaching and learning more effective.

Moreover, regarding whether students' parents or guardians ensured and encouraged them to read their notes and do assignments at home (M = 1.57, SD = 0.82) and whether they studied social studies on their own at home (M = 1.81, SD = 0.39), students disagreed. This indicated that students did not consider these factors as factors that directly affected the effectiveness of teaching and learning in the classroom. The small nature of the standard deviation indicates that the students' answers were homogeneous and thus students strongly disagreed with these statements. This discovery could have occurred because their parents did not support them but they performed well in school, or they supported them but they struggled If this is the case, their judgement was clouded.

Research Question 2: What are the teacher Factors that Influence the Effective Teaching and Learning of Social Studies in the Junior High School?

Research question two also sought to determine the factors that influenced the effective teaching and learning of social studies in Junior High Schools. The rationale behind the research question was that effective teaching and learning do not occur in a vacuum. Again, it was propelled by a set of factors. Instructors were asked to reply to inquiries about the elements that influenced the social studies teaching and learning process. The results are presented from the perspective of teachers in Table 7.

Table 7: Teacher factors that influence the effective teaching and learning of social studies in the Junior High School

Statement	Mean	SD
Giving of written exercises and assignment to learners	3.62	0.72
Involving learners in variety of classroom activities during instruction	3.22	0.70
Varying teaching methods	3.40	0.58
Supporting each learner in the classroom	3.04	0.82
Marking of exercises and providing prompt feedback	3.78	0.42
TLR(s) usage	2.96	0.77
Allowing learners to ask questions for more clarification during instruction	3.76	0.43

Source: Fieldwork (2022)

Table 7 presents the teacher factors that influenced the effective teaching and learning of social studies in the Junior High School. The results generally showed that those teachers agreed with all the statements. Notwithstanding, they ranked some factors higher than others. Regarding the statement, marking of exercises and providing prompt feedback, teachers unanimously agreed. This is evident in the mean and standard deviation (M = 3.78, SD = 0.48). The standard deviation of less than 1 indicates that the teachers' responses were homogeneous, that is, their views were closely related on this statement. This implied that when teachers marked exercises on time and gave immediate responses to students it aided the teaching and learning process.

The marking of exercises and providing prompt feedback were closely followed by, allowing learners to ask questions for more clarification during instruction. This was evident in the mean and standard deviation, values (M = 3.76, SD = 0.43). The standard deviation which is less than 1, means that the responses of teachers were close to each other, thus their opinions did not differ much. The results implied that classroom interaction is very important in the teaching and learning process and if learning will be effective, it depends on the extent to which teachers allow for such discussions to proceed in the classroom.

Surprisingly, the least ranked factor was the statement, teaching and learning resources usage. This is evident in the mean and standard deviation values (M = 2.96, SD = 0.77) respectfully. Again, the standard deviation, which is less than 1, means that teachers had similar views on this issue. Although it was the least ranked, this did not mean that TLRs usage was not a factor that influenced effective teaching and learning. Teachers probably felt the other factors were more important in influencing or facilitating teaching and learning in their classrooms as compared to TLRs usage. However, generally, TLRs have been found to be one of the most important factors that influence effective teaching and learning. Furthermore, supporting each learner in the classroom was the next least ranked factor with a mean and standard deviation of 3.04 and 0.82 respectfully. Teachers' responses were still homogeneous on this statement. Based on the results, teachers thought supporting their students was an important factor that could promote the effectiveness of their teaching and learning. Even though it is the next least

important factor, the values of the mean and standard deviation revealed that it was an important factor that influences teaching and learning.

Research Question 3: What School Environmental Factors Influence the Effective Teaching and Learning of Social Studies in the Junior High School?

The third research question looked for information on school environmental factors that influenced the effective teaching and learning of social studies in the Junior High School. Generally, the social environment has a great role to play when it comes to human growth and development and the school is not an exception. In this study, teachers and students were asked to respond to certain questions pertaining to how their school's environment affected teaching and learning. Table 7 displays the findings from the viewpoints of the students and teachers.

Table *8*: School Environmental Factors that Influence the Effective Teaching and Learning from teachers and students' perspective

Statement	Students		Teachers	
	Mean	SD	Mean	SD
The school's climate influences effective teaching and learning	2.75	1.04	3.29	0.79
The school's policies influence effective teaching and learning	3.26	0.82	2.98	1.10
A well-arranged classroom environment makes teaching more effective	2.55	1.08	3.49	0.69
The use of TLR(s) helps to effectively explain concepts to learners	3.30	0.79	3.62	0.75
Availability of textbooks support effective teaching and learning	3.45	0.70	3.40	0.99
Availability of educational facilities in the school effectively supports teaching and learning	2.76	1.04	3.42	0.92

Source: Fieldwork (2022)

Table 8 presents the school environment factors that influenced the effective teaching and learning of social studies in the Junior High School from both teachers and students' perspectives. The results generally depicted that students and teachers agreed with all the statements. According to the results, students indicated that the availability of textbooks support effective teaching and learning (M = 3.45, SD = 0.70). In the students' opinion, this highest school environmental factor affected teaching and learning. The standard deviation values indicated some level of unanimity in the responses from students. This implied that for teaching and learning to be successful, there must be availability of textbooks within the school to serve as reference materials and to complement what the teacher gives them. This statement was followed by the statement that the use of other TLRs helps to effectively explain concepts to learners (M = 3.30, SD = 0.79). Students believed strongly together that, within the school environment, when teachers use teaching and learning resources in their lessons, it facilitates teaching and learning. Students might have realized that the TLRs are able to improve their understanding of lessons taught by making concepts very concrete.

From the teachers' perspective, they placed the maximum emphasis on the use of TLRs to effectively explain concepts to learners. This is evident in the corresponding mean and standard deviation values (M = 3.62, SD = 0.75). The teachers believed strongly together that within the school environment, when they use teaching and learning resources in their lessons, it facilitates teaching and learning. This was closely followed by the statement that a well-arranged classroom environment makes teaching more effective. This is supported by the data's mean and standard deviation (M = 3.49, SD = 0.69).

Again, teachers' opinions did not differ widely. This is evident in the standard deviation values which are less than 1. Based on teachers' experience, teaching and learning are more effective when the classroom environment is well arranged for academic work.

On the contrary, students rated a well-arranged classroom environment that makes teaching more effective as the least influential factor that influences teaching and learning in the classroom. The mean and standard deviation of (M = 2.55, SD = 1.08) are evidence. Based on the results, students think that the way and manner in which the classroom has been arranged has the least influence on the effectiveness of teaching and learning. It must be noted that students did not disagree that it is a factor that affects the effectiveness of teaching and learning but they deemed it the factor with the least influence. This might have been selected as the least important factor by students because of their level of understanding as elementary school students.

Furthermore, teachers rated the statement as the least important factor; the school's policies influenced effective teaching and learning. Even though, the mean and standard deviation depicted they are the lowest (M = 2.98, SD = 1.10), that does not mean that the teacher did not recognize it as a factor. The standard deviation being greater than 1 means that the responses of the teachers were dispersed. This means that teachers opinions on this statement were not so similar. This result implies that the policy of the school has little to do with the effectiveness of teaching and learning in the classroom. In summary, teachers and students did not have the same perceptions about the school environment factors that affected effective teaching and learning in

JHS. This can largely be attributed to the differences in students and teachers' understanding.

Discussion of Results

Learner Factors that Influence the Effective Teaching and Learning of Social Studies in Junior High School

Research question one sought to determine learner factors that influenced the effective teaching and learning of social studies in Junior High Schools. The study revealed that the learner factors that influenced teaching and learning included students' ability to do their exercises and assignments and the extent to which they enjoyed their social studies lessons. The study confirmed that of Maric and Sakac (2014), who found that personal factors, such as, students doing their exercises and assignments and enjoying their social studies lessons, were important factors influencing the teaching and learning process. These findings, on the other hand, contradict the findings of Basri and Anwar (2020), who discovered that social interaction is the most important student or learner factor that influences teaching and learning. That is, students' ability to effectively interact in the classroom appeared to have the greatest impact on how the teaching and learning process turned out to be. Again, the findings contradicted Komakech's (2015) findings which found that one of the most important learner factors is students' absenteeism.

According to Komakech, when students do not turn out for school, there will be no interaction between teachers and students at all. Hence, he believed that students' attendance is among the most important variables that influence the teaching and learning process. He also emphasized that there is a strong link between students' attendance and performance. In the current

study, unlike some previous studies, the researcher found that students' ability to study on their own by doing their exercises had an influence on the teaching and learning process. Learning is viewed as an active process in which students create their own meaning as opposed to a passive one in which they only receive what has been prepared for them; hence, students have a key role to play. In effect, when students actively play their role of doing their assignments and being involved in the teaching and learning interaction it facilitates the teaching and learning process.

The findings also revealed that parental support was not a strong factor that influenced the teaching and learning of Social Studies. This finding could have resulted because parents or guardians have not been supporting learners but that the learners do well in school or because parents/guardians have been supporting the learners, but the learners are still struggling with their academic work. This point is worth noting because there is a lot of research evidence to support the idea that parental support improves the general performance of students. It might also be based on the students' understanding of what parental support entails.

The finding implies that student cooperation with teachers in carrying out their portion of the teaching and learning activities fosters teaching and learning. This finding also implied that when students fail to collaborate with teachers, teaching and learning are likely to be ineffective.

Teacher Factors that Influence the Effective Teaching and Learning of Social Studies in Junior High School

Research question two also sought to ascertain the teacher factors that influenced the effective teaching and learning of social studies in Junior High

Schools. The study revealed that teacher factors that influenced the effective teaching and learning of social studies marking of exercises, providing prompt feedback and allowing learners to ask questions for more clarification and information during instruction. The study's findings are consistent with those of Omolara and Adebukola (2015), who found that teachers with negative attitudes did not facilitate the teaching and learning process. Additionally, the study confirmed the finding of Kimani, Kara, and Njagi (2013), who found that a number of factors, such as teachers' weekly teaching workload, the handling of classroom assignments (such as the ability to mark exercises and provide prompt feedback) and the evaluation of students' results on Continuous Assessment Tests (CATs), impacted the teaching and learning interaction. On the contrary, the findings did not corroborate with Akiri and Ugborugbo (2009), who found that teachers' effectiveness in using teaching and learning resources was key to student performance and hence, effective teacher-student interaction.

In the teaching and learning process, feedback is a very important tool because it paves the way for teachers to provide remedial support for students who obtained lower marks or were weaker in a particular learning task in the class (Hattie & Timperley, 2007). Furthermore, marking scripts on time helps teachers ascertain whether the methods, techniques and strategies they employ during lesson delivery are efficient enough in attaining the instructional objectives they set based on students' performance, which in turn helps them reflect on their own pedagogical practices (Dixon, Hawe, & Parr, 2011). Moreover, when learners have the opportunity to ask questions, they are able to clear all doubts in their minds concerning the topic under discuss (Almeida,

2012; Core, Moore, & Zinn, 2003). Allowing questions provides formative assessment for both teachers and students to gauge understanding and make any necessary adjustments (Birenbaum, DeLuca, Earl, Heritage, Klenowski, Looney, Smith, Timperley, Volante, & Wyatt-Smith, 2015). The teachers therefore believed that allowing students to ask questions during instructional periods is one of the best ways to promote effective teaching and learning.

On the other hand, teachers did not consider certain factors as key when it comes to promoting teaching and learning interaction. Although it was the least ranked, this did not mean that TLRs usage was not a factor that influenced effective teaching and learning. Teachers probably felt the other factors were more important in influencing or facilitating teaching and learning in their classrooms as compared to TLRs usage. However, generally, TLRs have been found to be among the most significant elements that influence the effective teaching and learning (Baker et al., 2010; Marzano, 2017).

The findings implied that when teachers' attitudes are not favorable in the classroom, it stifles the success of the teaching and learning interactions. The current study revealed that an important teacher factor that facilitated teaching and learning was allowing learners to ask questions for more clarification during instruction. As a result, the teacher's attitude in the classroom is extremely important and, as a result, very relevant to the teaching and learning process in terms of its effectiveness (Stronge, 2018; Walker, 2008). Again, the findings implied that even when teachers have a good attitude, not paying attention to classroom processes will still stifle the teaching learning interaction. Therefore, it is important that teachers pay

attention to these important factors in the classroom (Birjandi & Bagherkazemi, 2010; Wang et al., 1993).

School Environmental Factors that Influence the Effective Teaching and Learning of Social Studies in the Junior High School

The third research topic looked for elements in the school environment that affected how well social studies was taught and learned in Junior High Schools. The study also revealed factors in the school environment that influenced the effective teaching and learning of Social Studies which were the availability of textbooks and other TLRs. The result of this study is in harmony with the findings of Gaurdino and Antia (2012) that the physical changes to the classroom setting and the students' academic engagement and disruptive behaviour are functionally related. In contrast, the result refuted the findings of the members of the educational board had a favourable impact on schools, according to Robert and Sampson (2011). The teachers based on their experiences the teachers did not see educational policies and leadership having an outstanding impact on the teaching and learning that went on in the classroom. Based on the students' perspective, the findings of the study resonate with those of Naude and Meier (2019). They believed that having access to teaching materials facilitated both teaching and learning. TLRs are well known to enhance student learning.

From the perspective of students, the availability of textbooks in the school has the most influence on their learning. It can also be deduced that, since this study was conducted at the basic school, students are not that mature to conduct their own research effectively, hence, it is important that there are

adequate resources, such as textbooks to support their studies. The students also agreed that teachers' use of TLRs made teaching and learning effective.

From the teachers' perspective, much emphasis was placed on TLRs as a school environment factor. TLRs are able to improve their students' understanding of lessons taught by making concepts very concrete to them and also saves them from the stress of using lengthy words to explain concepts (Ertmer et al., 2012; Türel & Johnson, 2012). This differs from the students' perspective because students place the most emphasis on the availability of textbooks. The disparities might have occurred because of differences in the level of understanding between teachers and students. All though teachers' highest emphasis on TLRs appears to contradict their previous responses on the teacher-related factors, it is not so. This is because under the teacher-related factor, they accepted that TLRs have the potential to improve teaching and learning but did not place full emphasis on it. In the current instance, teachers opined that in counting the factors that should exist in the school to promote effective teaching and learning, TLRs must be given the highest consideration (Baker et al., 2010; Marzano, 2017). The current study found that a well-arranged classroom environment makes teaching more effective. Given the experience of teachers, they acknowledge that a well-arranged classroom has a tremendous impact on the teaching and learning activities (Barrett et al., 2015). This implies that for teaching and learning to be effective, classrooms must be intentionally and professionally arranged to enhance the teaching and learning process (Wang & Eccles, 2013).

Generally, students and teachers' opinions on school environment factors differed. Whereas students believed availability of textbooks was the most important school environment factor, teachers believed availability of

teaching and learning resources was the most important school environment factor. In addition, whereas students believed a well-arranged classroom environment was the least important factor that influenced effective teaching and learning in the classroom, teachers placed a well-arranged classroom environment as the second most important school environment factor that influenced effective teaching and learning (Barrett et al., 2015).

The significance of this discovery is that teachers and students have different value judgements when it comes to school environment related factors that influenced teaching and learning (Wang & Eccles, 2013).

Chapter Summary

The study's objective was to evaluate the components that contributed to the process of teaching and learning of Social Studies in the Hohoe Municipality's JHS. The chapter primarily highlighted of the study's findings and conclusions. The chapter mainly presented the results and discussions of the study. The study revealed that the learner factors that influenced the effective teaching and learning of social studies were students' ability to do their exercises and assignments and parents or guardians ensuring and encouraging their wards to do their assignments at home. Again, the study revealed that the teacher related factors that influenced the effective teaching and learning of social studies were the marking of exercises, providing prompt feedback, and allowing learners to ask questions for more information and clarification during instruction. The study finally revealed that, the school environment that influenced the effective teaching and learning of social studies were the availability of textbooks and other TLRs that help effectively explain concepts to learners, as well as a well-arranged classroom environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENTDATIONS

Introduction

The study's final chapter summarizes the research's major findings. It gives an overall summary of the study's objectives as well as the procedures used to gather and analyze data in order to respond to the research inquiries put out for study. The chapter also contains judgments and suggestions that were made in light of the research's outcomes.

Summary of the Study

The study aimed to assess the factors (both negative and positive) that influenced the teaching and learning of Social Studies in Junior High Schools in the Hohoe Municipality. Three research questions guided the study, which were meant to:

1. Determine the perceived instructor variables that impacted social studies teaching and learning in Junior High Schools.
2. Identify the anticipated learner factors that influenced the teaching and learning of social studies in the Junior High Schools.
3. Investigate the school environmental conditions that are considered to influence the teaching and learning of social studies in the Junior High Schools.

A descriptive survey design was embraced in the study. Using the survey, questionnaires served as the primary tool for collecting data. Once more, the learner's population was sampled using a multi-stage sampling process. Hence, at the first stage, the researcher treated the seven circuits in the municipality as clusters and used the cluster random sampling technique to

obtain three circuits from which schools were sampled. Next, the researcher used the stratified sampling technique based on educational attainment to select two schools randomly from each of the three circuits selected earlier. Thus, the top two schools in terms of academic performance were selected in every Circuit. After the schools were obtained from the three circuits, the researcher employed the simple random sampling technique to obtain the 364 students who served as the sample for the JHS students. Teachers were sampled using the purposive sampling technique to arrive at the 48 Social Studies teachers who took part in the study. The researcher used the purposive sampling technique in order to be able to select social studies teachers who were willing and ready to serve as respondents for the study. The descriptive statistics which included frequency counts and percentages, means and standard deviation were used to analyze research questions 1-3.

Key Findings

Based on the study's analysis, the following findings were made:

1. The research showed that the learner factors included their ability to do their exercises and assignments and the extent to which they enjoy their social studies lessons.
2. The analysis showed that the teacher factors that influenced the effective teaching and learning of social studies were; teachers' ability to mark learners' exercises and provide them with prompt feedback. The ability of teachers to allow students to ask questions for clarification and information during instruction was the next factor to consider.

3. The study also revealed that the school environment factors that influenced the effective teaching and learning of social studies are availability of textbooks and other TLR(s).

Conclusions

Considering the results of research question one, it is concluded that teaching and learning of social studies are enhanced when students do their exercises and assignments and get support of their parents and guardians. Thus, there indeed exist learner variables that support social studies education and learning.

Regarding research question two, it can be concluded that the marking of students' assignment and providing prompt feedback to students as well as providing opportunities for learners to ask more questions are important teacher factors that promote effective teaching and learning.

From the last research question, it could be concluded that availability of textbooks and other TLRs as well as a well-arranged classroom environment are the topmost school environmental factors that influence the effective teaching and learning of social studies.

Recommendations

Based on the findings of the study, the following recommendations are made for practice and policy:

1. School authorities and stakeholders should sensitize and encourage parents and guardians of students, through the Parent Teachers Association (PTA), to provide support to their wards at home. This could be in the form of providing them with their basic educational needs like textbooks and other stationaries as well as assisting them with their homework and assignments.

2. Parents and Guardians must be educated by The Ministry of Education and its related agencies to know the extent to which their support towards the education of their wards affects the teaching and learning interactions in the classroom.
3. School Improvement Support Officers (SISOs) and Heads of schoolS must intensify their routine checks in schools to ensure that adequate exercises and assignments are given to students by teachers and they are effectively marked and feedback is given to students promptly.
4. The Ghana Education Service (GES) and its related agencies should organize regular workshops that incorporate aspects of pedagogy that seeks to remind teachers of the usefulness of the application of teaching and learning resources to the delivery of instruction.
5. Again, the Ghana Education Service should ensure that textbooks and other teaching and learning resources are adequately provided and on time for schools in order to promote effective teaching and learning.

Suggestions for Further Studies

The study's objective was to examine the factors that influenced effective teaching and learning of social studies in the Junior High Schools in the Hohoe Municipality of the Volta Region of Ghana. For the study, a quantitative methodology was applied for data gathering and analysis. Therefore, it is proposed that future studies concentrate on:

1. expanding the study area to cover the entire country (Ghana);
2. using a different method (mixed) to conduct the study;
3. using more rigorous statistics to find out the relationship between the three factors.

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Serial Number:

APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF BASIC EDUCATION

QUESTIONNAIRE FOR PUPILS ON FACTORS THAT INFLUENCE EFFECTIVE TEACHING AND LEARNING FOR PUPILS.

Dear Pupil,

This questionnaire is to help the researcher to collect data on factors that influence the effective teaching and learning of social studies in the Junior High Schools in the Hohoe Municipality. Kindly provide sincere and objective responses to the questions. Your confidentiality is strictly assured. Thank you for participating.

SECTION A: Demographic Data of Respondents

A. Gender: Male [ ] Female [ ]

B. Class : JHS 1 [ ], JHS 2 [ ], JHS 3 [ ]

C. Age: _____

SECTION B: Learner Factors that Influence Effective Teaching and Learning.

1. Is social studies one of your favorite subjects?
   Yes [ ] No [ ]
2. How is your performance in social studies?
   Excellent [ ] Very good [ ] Good [ ] Satisfactory [ ] Poor [ ]
3. Do you feel the subject matter of social studies is beyond your level?
   Yes [ ] No [ ] Sometimes [ ]

Please tick the appropriate box to indicate your opinion on these statements. Key: Very Often (VO); Often (O); Rarely (R); Never (N)

STATEMENT	N	R	O	VO
4. I study social studies on my own at home				
5. I do all my exercises and assignments				
6. My parents are able to buy supporting documents for my study (e.g. textbooks)				
7. I am able to grasp concepts that are taught in class easily				
8. I enjoy social studies lesson				
9. I go to my teachers for assistance where necessary				
10. I go to colleagues for clarifications where necessary.				
11. I prepare adequately before attending social studies classes				
12. My parents/guardians ensure and encourage me to read my notes and do assignments at home				
13. My parents/guardians support me to do my assignments at home				

SECTION C: School Environmental Factors that Influence Effective Teaching and Learning.

Please tick the appropriate box and provide short answers where applicable to indicate the rating of your school environment in helping you learn social studies. Key: Adequate (A); Inadequate (I); Not available (NA)

STATEMENT	**NA**	**I**	**A**
14. Availability of desks			
15. Availability of textbooks			
17. Availability of other TLR(s) (including wall charts, atlases, globe, computer etc.)			
18. Availability of educational facilities (eg I.C.T labs, Science labs, library etc)			
19. Availability of social amenities (eg toilet facilities, portable drinking water etc)			

Please use the Likert type scale below to indicate the extent to which you agree or disagree with the following statements. Key: Strongly agree (SA); Agree (A); Strongly disagree (SD); Disagree (D)

STATEMENT	SD	D	A	SA
20. My school environment influences my regularity to school.				
21. My school rules and regulation motivate me to go to school always.				
22. My classroom environment affects how effective I learn.				
23. I understand concept better when my teacher make use of TLR(s)				
24. Having a textbook helps me to learn better				
25. How comfortable I am seated in the classroom affects how effective I learn in class				
26. The educational facilities available in my school adequately support me to learn effectively				

Thank you

SERIAL NO.:

APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF BASIC EDUCATION

CAPE COAST

QUESTIONNAIRE ON FACTORS THAT INFLUENCE EFFECTIVE TEACHING AND LEARNING OF SOCIAL STUDIES FOR TEACHERS

Dear Respondent,

This questionnaire is to help the researcher to collect data on factors that influence the effective teaching and learning of social studies in the Junior High Schools in the Hohoe Municipality. Kindly provide sincere and objective responses to the questions. Your confidentiality is strictly assured. Thank you for participating.

SECTION A: Demographic Data of Respondents

1. Gender: Male [ ] Female [ ]
2. Age of Respondents:
   [ ] below 30
   [ ] 30-39
   [ ] 40-49
   [ ] above 49
3. Highest Professional Qualification:
   Teachers Certificate 'A' [ ]
   DIP. ED. [ ]
   PGCE/PGDE [ ]
   B. ED. [ ]

   Other, (specify)……..
4. How long have you been teaching social studies?
   [ ] less than a year [ ] 1 – 5 years [ ] 6 – 10 years
   [ ] more than 10 years
5. Did you specialize or major in social studies? [ ] Yes [ ] No

SECTION B: Teacher Factors that Influence Effective Teaching and Learning Of Social Studies

Please tick the appropriate box to indicate your opinion on these statements. Key: Very Often (VO); Often (O); Rarely (R); Never (N)

STATEMENT	N	R	O	VO
6. Giving of written exercises and assignment to learners				
7. Involving learners in variety of classroom activities during instruction				
8. Varying teaching methods				
9. Supporting each learner in the classroom				
10. Marking of exercises and providing prompt feedback				
11. TLR(s) usage				
12. Allowing learners to ask questions for more clarification during instruction				

Please tick in the box provided below to indicate your opinion, if necessary provide a brief statement about the responses required. Thank you.

13. a. Do you enjoy teaching social studies?

Yes [ ] No [ ] Sometimes [ ]

14. which of these is your utmost source of motivation for your work

Salary [ ] working environment [ ] learners academic performance [ ]

15. Do you encounter some topics you find difficult to teach?

16. Very often [ ] Often [ ] Sometimes [ ] Never [ ]

b. How do you handle difficult topics

[ ] by skipping to the next topic

[ ] by seeking support from other colleagues

[ ] by teaching it somehow

SECTION C: Environmental Factors that Influence Effective Teaching and Learning of Social Studies

Please tick the appropriate box and provide short answers where applicable to indicate the rating of your school environment in helping you learn social studies. Key: Adequate (A); Inadequate (I); Not available (NA)

STATEMENT	NA	I	A
17. Availability of desks			
18. Availability of textbooks			
19. Availability of other TLR(s) (including wall charts, atlases, globe, computer etc.)			
20. Availability of educational facilities (eg I.C.T labs, Science labs, library etc)			
21. Availability of social amenities (eg toilet facilities, portable drinking water etc)			

Please use the likert type scale below to indicate the extent to which you agree or disagree with the following statements. Key: Strongly agree (SA); Agree (A); Strongly disagree (SD); Disagree (D)

STATEMENT	SD	D	A	SA
22. The school's climate influences effective teaching and learning				
23. The school's policies influence effective teaching and learning				
24. A well-arranged classroom environment makes teaching more effective				
25. The use of TLR(s) helps to effectively explain concepts to learners				

26. Availability of textbooks support effective teaching and learning				
27. Availability of educational facilities in the school affectively supports teaching and learning				

Thank you

APPENDIX B: ETHICAL CLEARANCE LETTER

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1624
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0011497

24TH NOVEMBER, 2022

Ms. Josphine Popiele Bayour
Department of Basic Education
University of Cape Coast

Dear Ms. Bayour,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/99)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Examining the Factors that Affect the Effective Teaching and Learning of Social Studies in Junior High Schools; A Case of Hohoe Municipality.** This approval is valid from 24th November, 2022 to 23rd November, 2023. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

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

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

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

Yours faithfully,

Kofi F. Amuquandoh

Ag. UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST