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Teacher Quality and the Effective Teaching of Social Studies in the Kumasi Metropolis, Ghana

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Abstract:

The study sought to provide empirical evidence about teacher quality and the effective teaching of Social Studies. The thesis used questionnaires and observation guide to examine teacher quality and the effective teaching of senior high school Social Studies in Kumasi Metropolis. Simple random sampling technique was used to select a sample size of one hundred and fifty-nine teachers to respond to the questionnaire and thirty teachers were selected for the observation. A-59 item questionnaire and twenty-nine (29) detailed observation guides were used in the collection of data for the study. The study focused on the teacher's academic and professional qualification, knowledge of the subject-matter, teaching experience and techniques teachers employed in the teaching of Social Studies in the senior high school. It revealed from the results of the study that large numbers of teachers were academically qualified to teach at the senior high school but majority of them did not possess professional qualification in Social Studies even though it was established from the study that teachers with B. Ed Social Studies, M.Ed. Social Studies or M. Phil Social Studies Education, Knowledge of the subject-matter, Teaching experience in Social Studies are strong indicators of achieving Social Studies objectives. Teaching of Social Studies was mostly done by the use of lecture technique with the dictation of notes for students to copy without paying attention on the other techniques of teaching Social Studies. The researcher recommended that deployment of teachers by GES should be strictly based on both academic and professional qualification in Social Studies. Regular in-service training should be organized and teachers should be encouraged to use appropriate teaching learning resources and employ variety of teaching techniques in teaching Social Studies in the senior high school.

Keywords: Social studies, academic and professional qualification, knowledge of subject-matter, techniques of teaching, teaching experience

1. Introduction

The effectiveness of senior high school Social Studies education does not only depend on how well the curriculum has been structured but more importantly teachers who are the implementers of Social Studies education need to be well qualified in Social Studies education and prepared to teach the subject effectively for the achievement of its core objectives. Dondo, Krystall and Thomas (1974), posit that, if Social Studies education is to be succeeded, no matter how carefully the curriculum and materials are planned, teachers who are the implementers need to be effectively trained in Social Studies pedagogy. Quartey (1984) rightly indicates that, "the full benefits of Social Studies cannot be attained if we should limit our efforts to evolving a meaningful syllabus and designing appropriate textbooks but the major problem rests with the class teaching" (p. 161). In view of Kankam (2008) cited in Tamakloe (2008) Social Studies education is to assist learners to construct powerful social understanding and take seriously the responsibilities of democratic citizenship which are the basic goals of teaching Social Studies. "Teacher quality" typically refers to qualities of teachers that can be derived from their academic or professional records such as certificate status, educational background, knowledge of subject matter, previous teaching experience and skills of teaching (Glass and Vrasidas, 2002). According to National Council for Accreditation of Teacher Education (2013), teacher preparation or knowledge of teaching and learning, subject matter-knowledge, experience and combined set of qualifications are all leading factors in teacher effectiveness. The qualities of teachers in relation to the achievement of lesson objectives in Social Studies at the senior high school level is one of the most important variables which helps in shaping the attitudes and skills development of learners of Social Studies education. Social Studies teaching has the primary aim of preparing the youth in school to become more responsible in their society and make them meaningful contributors to the development of the society and the nation as a whole if only the subject is well taught. According to Fadeiye (2005), "Social Studies is a discipline if effectively taught and properly programmed would help to solve social problems that are facing developing countries" (p. 6).

For Social Studies teachers to be able to assist learners to understand this complex world in which we live, in order that this may better adapt themselves to it and prepare them for an intelligent and constructive citizenship, then "well-trained teachers of Social Studies must be provided at all levels of education" (Aggarwal, 2006, p. 227). A number of studies have also been conducted with the purpose of understanding how well quality curriculum objectives are achieved. Teacher is therefore seen as one of the key contributors of the

success of any curriculum that has been designed. As indicated by the Curriculum Research and Development Division (CRDD) of the Ghana Education Service, the probability of achieving any phenomenal result in education depends largely on the classroom teacher (Marsh & Willis, 2003). In considering the general objectives and benefits of Social Studies, characteristics of teachers form the central theme in Social Studies education. Teachers are therefore, seen as people whose characteristics could have enhancement on Social Studies teaching. Teacher characteristics could be assessed from different areas such as academic and professional qualification, knowledge of the subject matter, techniques of teaching and teaching experience. “The teaching of Social Studies has suffered very much from poor teaching especially at the elementary stage as people had the view that anyone could teach Social Studies as long as they are able to read and write. The teacher’s task was merely to see that the pupils knew the facts presented in the book” (Aggarwal, 2006, p. 228). As this attitude towards the teaching of Social Studies still exists, it is therefore appropriate to have an effective and proper manner to achieve the objectives of Social Studies education in Ghana. As such, if teachers know what is being taught, possess the requisite qualification, have long service of teaching Social Studies and use the appropriate techniques in teaching the subject at the senior high school level, the lesson objectives of Social Studies could be effectively attained.

Even though Social Studies is been taught in all senior high schools in Ghana as one of the compulsory subjects for the purpose of citizenship education yet there has been a number of indiscipline acts on the part of students, in addition there has been a number of challenges militating against the teaching of the subject for effective achievement of its core objectives, hence the need to investigate into the qualities of Social Studies teachers and the effective teaching of the subject in some selected senior high schools in the Kumasi Metropolis.

1.1. Statement of the Problem

In considering the general nature and purpose of Social Studies, the subject aims at preparing the youth in school to become good citizens who can make positive impact in the development of Ghana. This suggests why Ghana Education Service (GES) (2010), describe the subject as citizenship education.

A casual observation by the researcher in some selected senior high schools in the Kumasi Metropolis revealed that some teachers seem to lack the appropriate qualifications for effective teaching of Social Studies. Such teachers may lack the techniques of teaching Social Studies. This probably suggests why most of the students’ behave as if they have not been taught Social Studies. Though, Grauwe and Varghese (2000) placed much emphasis on the textbook as the key factor for improving quality education rather than teacher quality. Literature has shown that teacher competence is singled out as the key factor for improving quality education (Westera, 2001). Acknowledging this view is Ingersoll (2003), when he states that “over the past decades, Commissions, and National reports have bemoaned the qualifications and quality of teachers”. A review of literature has shown that a number of studies have been conducted in Ghana on Social Studies but not specifically on teacher quality and effective teaching of Social Studies. For instance, Adjei (2011), indicates that a number of factors such as nature and purpose of Social Studies, teaching and learning resources, class size are all key factors affecting the teaching of senior high school Social Studies. Against this background the researcher is prompted to examine the characteristics of teachers in relation to the teaching of Social Studies in the Kumasi Metropolis.

1.2. Purpose of the Study

The study sought to provide empirical evidence about teacher quality and the effective teaching of Social Studies. Specifically, the objectives of the study sought to;

1. Find out Social Studies teacher’s academic and professional qualification and the teaching of the subject in senior high school in Kumasi Metropolis.
2. Investigate Social Studies teacher’s knowledge of the subject matter and the teaching of the subject in senior high school in Kumasi Metropolis.
3. Explore Social Studies teacher’s teaching experience and the teaching of the subject in senior high school in Kumasi Metropolis.
4. Ascertain teaching techniques Social Studies teachers employ in the teaching of the subject in senior high school in Kumasi Metropolis.

1.3. Research Questions

The following sample research questions were posed to guide the study:

1. To what extent are teacher’s academic and professional qualification influence the teaching of senior high school Social Studies in the Kumasi Metropolis?
2. How does the teacher’s knowledge of the subject matter influence the teaching of senior high school Social Studies in the Kumasi Metropolis?
3. What is the extent of which teacher’s teaching experience influence the teaching of senior high school Social Studies in the Kumasi Metropolis?
4. What are the teaching techniques teachers employ in the teaching of senior high school Social Studies in the Kumasi Metropolis?

2. Review of Related Literature

In this chapter, an attempt was made to review existing knowledge which involves locating, reading and summarizing of materials written by other authors that have some bearing on research topic. Many authors in the field of Social Studies have agreed that teacher

quality is an important variable for the achievement of lessons objectives. It will therefore be appropriate for the purpose of this study to review some of the views and suggestions of scholars in the field of teacher quality in Social Studies. The researcher has therefore chosen to review relevant literature on the following headings:

1. Teacher's Academic and Professional Qualifications in Social Studies.
2. Teacher's Knowledge of the Subject-matter in the teaching of Social Studies.
3. Teacher's Teaching Experience in the teaching of Social Studies.
4. Teaching Techniques and Methods in the Teaching of Social Studies.

2.1. Conceptual Framework

According to Dewey (1938) cited in Passos (2009), conceptual framework is like a map which helps the researcher in navigating through the process of research. He adds that in educational research, some of the conceptual frameworks are already made and adapted but some must be created from theories. The conceptual framework to guide this study is a created framework from the literature (as shown in figure 1, page 28) which the researcher is of the view that the interconnection of teachers' academic and professional qualification, knowledge of the subject-matter, teaching experience and techniques employ in teaching Social Studies are all key factors that may contribute effectively to the achievement of Social Studies objectives. Figure 1 below shows the interconnection of key teacher qualities related to the effective achievement of Social Studies objectives.

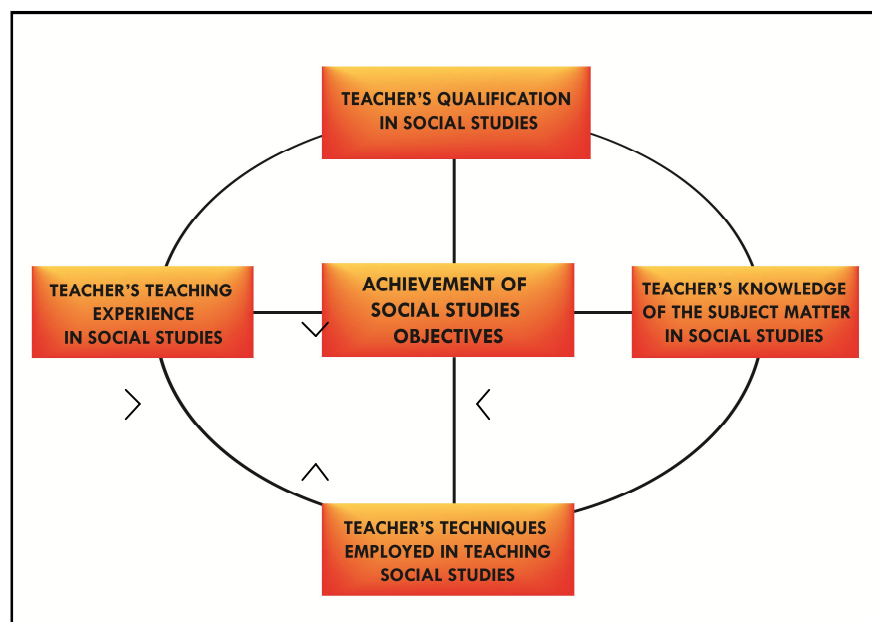


Figure 1: Key Teacher Qualities Related to the Achievement of Social Studies Objectives

This researcher is of the opinion that the possessions of right academic and professional qualification, knowledge of the subject-matter, teaching experience and teaching techniques in Social Studies could enable the teacher of Social Studies have interest in the subject and have high expectation for the students. Teacher qualification could guide the teacher to acquire an in-depth knowledge and also understand the purpose of the subject and select what to teach and how to teach the subject appropriately. This kind of understanding of the subject will provide a foundation for pedagogical content knowledge that will enable teachers to make ideas accessible to others (Shulman, 1987). The teacher's length of service or teaching experience in a subject is no doubt a key factor to achieve learning outcomes. Continuous teaching of a subject gives the teacher enough time to assess the different techniques of teaching and select the most appropriate ones for his lessons in order to achieve the main purpose of the subject. This is very crucial since what to teach and how to teach enable the teacher to achieve lesson objectives effectively. Supporting this view is Ben-Peretz (2002) who confirms that the role of experience in professional knowledge helps one to adjust teaching methods and improves ones knowledge. Variables presumed to be indicative of teacher's competence which have been estimated for their relationship to student learning include measures of academic ability, years of education, years of teaching experience, measures of subject matter and teaching knowledge, certification status and teaching behaviours in the classroom (Rafael, 2008). This clearly indicates that a number of factors contribute to the quality of teaching leading to the achievement of lesson objectives which according to Shulman (1996), Grossman (1995) and Westera (2001) such factors are professional competence of the teacher which includes certification status, subject matter knowledge, and teaching experience.

According to the Ministry of Education (2010), the rationale for the teaching of Social Studies is to help prepare the individual learners to fit into society by equipping the learner with knowledge about the learners' culture and ways of life of other societies, its problems, values and hopes for the future. This implies that Social Studies teachers should be prepared to teach the subject effectively to reflect in the lives of the learners so that they may acquire the necessary knowledge, skills, attitudes and values that will assist them to identify and solve problems confronting them and their various societies.

This researcher is of the view that to be able to achieve the objectives of Social Studies, teachers' of Social Studies must possess and integrate the necessary key teaching characteristics such as academic and professional qualification, knowledge of the subject-matter, teaching experience and techniques employed in teaching Social Studies. A person cannot be a good teacher without first knowing the subject and also possess the right certification (Woolford, 1982). Similarly, The Center for Public Education (2006) clearly points out that teachers' knowledge of the content they teach is a consistently strong predictor of student performance. Prior research by Okam (2002) establishes that the major function of the teacher is to motivate, manage and control teaching and learning situations to the end of achieving learning objectives. Anderson (1991), also rightly postulates that "like their students, teachers differ in terms of the knowledge, skills, aptitudes, attitudes and values they bring to their classrooms. They also differ in their teaching experience" (p. 19). According to William (1990), teachers need to have knowledge of varieties of approaches and should be able to decide what to reject or accept as the technique that is most appropriate for the students. The views of these writers clearly indicate that a teacher's characteristics such as academic and professional qualification, knowledge of the subject matter, teaching experience and techniques employ in teaching Social Studies are interconnected to the achievement of Social Studies objective.

2.2. Teacher's Academic and Professional Qualifications in Social Studies

Teacher qualification is usually made up of relevant educational degrees as well as certificates. Teacher's qualification is seen as the sum total of the teacher's efforts at formal educational improvement (Burrup, 1967). The quality of a teacher is sometimes used interchangeably with teacher qualification which comprises of relevant degrees and certificates. In discussing the issue of teacher quality, Pearlman and Tannenbaum (2000) suggest that the evaluation of system of teachers must take into account teacher education, teacher performance and students achievement. If Social Studies is to be taught to the young people and equip them with good social and moral awareness to thrive, they will function effectively and efficiently in the society. One will then agree with Anderson (1991) cited in Yunana (2011) when he remarks that effective teachers are those who achieve the goals they set for themselves or the goals set for them by others such as school principals, education administrators and parents. Lack of professional training therefore affects the level of teachers' performance (Grossman, 1995).

Based on the above, Darling-Hammond, Berry & Thoreson (2001) indicate that teachers who are trained and teach in the area in which they are certified outperform teachers who have no certification. Agyeman (1993) concludes that a teacher without both academic and professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his or her subject. It is globally accepted that a secondary teacher with a degree in Mathematics or Science will "routinely" get higher student performance than teachers that do not have a degree in those fields (Haycock, 1998).

2.3. Teacher's Knowledge of the Subject-Matter in Social Studies

Another variable that could be related to teacher effectiveness is teacher's knowledge of the subject matter. Understanding what is to be taught, teachers knowledge of the subject is a central requirement. According to Fuller & Clark (1994), "what really matters is the teacher's knowledge of the subject-matter". Stanley (1991) contends that the effectiveness of the teacher depends on his knowledge of the subject matter. In a review of research conducted by the Education Commission found moderate support for the importance that teachers be well-versed in their subject areas. However, when teachers possess inaccurate information or conceive knowledge in narrow ways, they may pass on these ideas to their students. They may fail to challenge students' misconceptions; they may use texts uncritically or may alter them inappropriately. Teachers' conceptions of knowledge shape their practice and influence the kinds of questions they ask, the ideas they reinforce and the sorts of task they assign (McDiarmid and Ball, 1990). The National Center for Education Statistics (NCES) (1997), opines that effective teachers are aware of the content they are teaching, engage students in teaching, and challenge them to greater accomplishment. This was backed by King-Rice (2003), who argues that the teacher's content coursework in the subject area taught and pedagogy contribute to positive teacher effectiveness at all grade levels. Upon this, Quartey (1984) unfolds that in presenting a Social Studies lesson, a teacher should be very clear in the mind about how that topic poses a problem of survival to the nation and the individual children concerned. With this in mind, the teacher should try to establish what precisely should be the concept to be imparted. Guided by the identified concept the Social Studies teacher can now select the relevant content.

2.4. Teacher's Teaching Experience in Social Studies

A number of studies have shown that teachers become more effective during the first five years of their teaching. To Cimbriz (2002), teacher experience is another variable that influences students learning. Teacher's years of teaching or experience in teaching vary in different studies. According to Leming (1991), the characteristics of Social Studies teachers such as professional values and experiences are potentially valuable for understanding the art of teaching and influence of teachers. The benefits of experience may interact with educational opportunities and that emphasize continual learning and collaboration continue to improve their performance (Darling-Hammond, 1999). These views clearly suggest that there is no doubt about a teacher with more years of teaching been very effective as compared with someone new in the teaching field. From the forgoing discussions, one may therefore be right to conclude that the quality and experience of a Social Studies teacher is of great importance for effective achievement of lesson objectives and without teaching experience teachers may find it difficult to teach Social Studies to bring out the desire change in the learners of Social Studies and achieve the real purpose of Social Studies teaching which according to GES (2010) the rationale for Social Studies teaching is the study of the problems of society.

2.5. *Techniques and Methods of Teaching Social Studies*

The use of the words “techniques” and “methods” of teaching Social Studies are sometimes used as if they are synonyms. “Method” of teaching Social Studies can be explained as the ordered or systematic way through which the “act of teaching” is performed in order to accomplish the set objectives of instruction while teaching “techniques” in Social Studies is a specific way or an aspect of a given method of teaching Social Studies which is chosen, organized and delivered by a teacher in his or her interaction with students (Adedayo, 2012). As indicated by Amadi, Mezieobi & Joef (1994) and cited by Adedayo (2012), teaching techniques are embedded in methods and are thus narrower in scope than methods and if the technique is appropriately utilized by the professional Social Studies teacher, it will give meaning to the teaching. This suggests that techniques employ in teaching Social Studies is an aspect of methods of teaching and that when properly adopted in the teaching of Social Studies lessons the focus of teaching the subject for citizenship education could easily be achieved. Because of the unique nature and purpose of Social Studies, the techniques that may be employed the in teaching of Social Studies must be very useful to direct the learners’ attention and focus. On an account of this, the teacher of Social Studies has to be well grounded in the use of variety teaching techniques if he or she is to be effective. Social Studies teachers need to possess not only Social Studies content knowledge but also the teaching methodology that best facilitates students learning in Social Studies (Bednarz, Stoltman & Lee, 2004). Though, many teachers may take an introductory Social Studies course to satisfy undergraduate requirement, it is likely this course would not be the most beneficial for instilling the pedagogical methods or content knowledge that is necessary for the Social Studies classroom teacher (Gregg, 2001). According to Tamakloe (1991), if the organization of Social Studies is to be effective, the teacher must be well-versed in the use of variety of teaching methods and techniques besides the possession of adequate knowledge in several disciplines. In support of this view, Ryburn (1979) cited in Tamakloe, Amedahe and Atta (2005), sums it up all in these words:

- “Teaching is a relationship which helps the child to develop all his powers. Through teaching he gets information, he learns to work and do things. He is helped to learn for himself. He is inspired to use all his powers so that he may make true adjustment and prepare himself for what lies ahead. When a child has had a good teaching, he leaves school with a harmonious developed personality, he is self-reliant... He has been given a desire for more knowledge, and a desire to use all his powers in living a worthy life” (p. 9).

To conclude, the researcher therefore argues that Social Studies should be taught by a qualified teacher so as to be able to assist the young people to make their own decisions and also take personal responsibilities for their personal lives and the society at large now and the future so that their contributions will make positive impact to the society. The contribution of this thesis to the knowledge in the field lies in the new evidence it brings to bear on the debate over which school variables help to achieve the key objectives in Social Studies effectively.

3. Methodology of the Study

3.1. *Research Design*

The design employed for this study was descriptive survey. This design was chosen in to order to provide simple summaries about the sample and to depict the participants in an accurate way. Based on this advantage, the researcher therefore finds it expedient to choose this design so as to form a general opinion about the population in this survey, either the whole population or the sample (Karasar, 2005). This led to the drawing of conclusions that was useful or meaningful to the study.

3.2. *Population*

The target population for the study was all teachers teaching Social Studies in the Kumasi Metropolis. The study covers both private and public senior high schools in the Kumasi Metropolis. There are fifty-two (52) senior high schools of which nineteen (19) are public and thirty-three (33) private (see Appendix ‘D’) in the Metropolis as captured in 2015/2016 academic year index bulletin and with a total population of 270 teachers teaching Social Studies (Kumasi Metro Education Directorate, 2015).

3.3. *Sample and Sampling Procedure*

According to Kumeopor (2000) and Kwabia (2006) the worth of any educational research findings depends on the extent to which the sample reflects or represents the target population. The simple random sampling technique was adopted in selecting the schools and teachers which constitute the sampling procedure for the study. In all, twenty (20) senior high schools were selected out of the fifty-two senior high schools in the Kumasi Metropolis for the study. The reason for only twenty (20) schools out of the fifty-two (52) senior high schools was that all the senior high schools in the Kumasi Metropolis shared similar characteristics.

In all, there were two hundred and seventy (270) teachers teaching Social Studies, and in order to have a sample size for the teachers from each of the schools, simple random sampling technique was adopted. Specifically, the lottery method was employed to select sample size of one hundred and fifty-nine (159) for the study.

Item	School	Sample
1.	Adventist S. H. S.	7
2.	Al-Azhariya Islamic S. H. S.	2
3.	Angel S. H. S.	3
4.	Armed Forces Sec./Tech. School	9
5.	Asanteman S. H. S.	8
6.	Faith S.H.S	2
7.	KNUST S. H. S.	9
8.	Kumasi Anglican S. H. S.	11
9.	Kumasi Girls S. H. S.	9
10.	Kumasi High School	11
11.	Kumasi Sec./Tech. School	8
12.	Kumasi Wesley Girls' S. H. S	8
13.	Opoku Ware School	10
14.	Osei Kyeretwie S. H. S.	9
15.	Prempeh College	10
16.	Prince of Peace Girl's S. H. S.	6
17.	Serwaa Nyarko Girls' S.H. S.	9
18.	St. Hubert Seminary S. H. S.	7
19.	St. Louis S.H.S	10
20.	Yaa Asantewaa Girls' S. H. S.	11
Total		159

Table 1: Distribution of Population and Sample Selected for Teachers

Source: Field Survey (2015).

3.4. Research Instruments for Data Collection

The instruments used for the study were questionnaire and observational guide.

3.4.1. Questionnaire

The questionnaire was designed to elicit vital information from teachers. The questionnaire was administered to only teachers teaching Social Studies in the selected senior high schools in the Kumasi Metropolis because the questionnaire was considered to be the most appropriate tool which could be used to elicit reliable information from the respondents in which the responses involve statements of facts and concerns that were personal. The teachers' questionnaire consisted of fifty-nine (59) items which were divided five related into sections,

3.4.2. Lesson Observation Guide

Another instrument employed for the data collection was the observational guide. This instrument offered the researcher the opportunity to see how the teaching of Social Studies is done in the various selected senior high schools. According to Adler and Adler (1998), "Observation consists of gathering impressions of the surrounding world through all relevant human faculties such as hearing, seeing, smelling and touching" (p. 80). This technique of observing enabled the researcher obtain valuable qualitative knowledge about the respondents. In all a set of twenty-nine (29) detailed items of Social Studies lesson observation guide was prepared and used for the with four (4) different sections. The main areas that were observed included teachers' approach to lessons, techniques employed by teachers in teaching Social Studies and teachers' knowledge of the lesson or topic taught.

3.5. Instruments Validity and Reliability

The instruments for the study were thoroughly vetted before the final approval by experts in the field of research from Department of Social Studies, University of Education, Winneba to establish validity. The instruments were pilot-tested to ensure reliability. Ten teachers teaching Social Studies were selected from five senior high schools in the Ashanti Region for the pilot test. The establishment of reliability was accomplished by measuring the internal consistency of the instruments using a reliability coefficient, obtained by means of Cronbach's alpha. A reliability coefficient of 0.834 was obtained for the questionnaire and 0.861 was obtained for the observational guide

3.6. Procedure for Data Collection/Ethical Consideration

An introductory letter was obtained from Head of Department of Social Studies Education, University of Education, Winneba. A copy of the letter was attached to the questionnaire and the observational guide which helped the researcher have the necessary assistance and co-operation from the Headmasters and Social Studies teachers from the selected senior high schools. With the permission of the Headmasters, teachers were briefed on the objectives of the study.

3.7. Data Analysis

The responses gathered from the respondents were organized with the use of Statistical Product for Service Solution (SPSS). Because of the descriptive nature of the study, serial and code numbers were given to each of the items on the questionnaire for easy identification before scoring them. The responses to the various items were then coded and transferred to a broad sheet taking note of their serial numbers. The researcher employed percentages and frequencies in the form of tables for the classification of variables. Mean scores and percentages were used to determine responses to the research questions on teachers' academic and professional qualification, knowledge of the subject-matter, teachers' teaching experience and techniques employed by teachers in the teaching of Social Studies. Tables were used to compute information on respondents' biographical data. In order to ascertain the number of males and females who participated in the study, as well as their academic and professional qualification, age and teaching experience, frequency tables were computed.

4. Data Analysis and Discussion

4.1. Research Question 1:

1. To what extent are teacher's academic and professional qualification influence the teaching of senior high school Social Studies in the Kumasi Metropolis?

To find out how teachers' academic and professional qualification influence the teaching of Social Studies, respondents were asked to rate their views using a four-point Likert scale where strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1. The outcome of the views of the respondents is presented in Table 2.

Statements	SA	A	D	SD	M
	F (%)	F (%)	F (%)	F (%)	
A teacher with B. Ed or M. Ed or M. Phil in Social Studies is likely to perform better by achieving Social Studies objectives.	144 (90.6)	13 (8.2)	1 (0.6)	1 (0.6)	3.9
Professional qualification in Social Studies is absolutely of no use to the achievement of Social Studies objectives.	1 (0.6)	3 (1.9)	47 (29.5)	107 (67.3)	1.3

Table 2: Teacher's Qualification in the Teaching of Social Studies

Source: Field Survey (2015)

The opinion of the respondents revealed that one hundred and fifty-seven constituting 98.8% of the respondents are strongly in agreement that teachers with the B. Ed Social Studies, M. Ed Social Studies or M. Phil Social Studies Education are likely to perform better by achieving the objectives of Social Studies while 2 representing 1.2% disagree. The opinion of the respondents attracted a highest mean response of 3.9. This is inconsistent with the views of Friedman (2000) that if a teacher has a teaching qualification, he or she is free to teach any subject and that advance and professional degree have no strong influence on the quality of teaching. Again, a greater number of the respondents numbered one hundred and fifty-four representing 96.9% were strongly in disagreement that professional qualification in Social Studies is absolutely of no use to the achievement of Social Studies objectives with only four constituting 3.1% agreeing to the view. The views of the respondents support the earlier observations made by Adeyanju (2006) that any potential teacher is required to have a professional degree in what they intend to teach before entering into any teacher educational programme.

4.2 Research Question 2

2. How does the teachers' knowledge of the subject matter influence the teaching of the subject?

To investigate into teachers' knowledge in the teaching of Social Studies, the researcher sought for the opinion of the respondents on the teachers' knowledge of the subject matter in the teaching of Social Studies using a four-point Likert scale where strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1. This is shown in Table 3

Statements	SA	A	D	SD	M
	F (%)	F (%)	F (%)	F (%)	
Knowledge on the content you teach in social studies could lead to the achievement of its objectives.	147 (92.4)	11 (6.9)	1 (0.6)	-	3.9
Social Studies content can be understood and taught by any professional teacher.	12 (7.5)	8 (5.0)	47 (29.5)	92 (57.9)	1.6

Table 3: Knowledge of the Subject-Matter

Source: Field Survey (2015)

The results from Table 3 indicate that a total number of one hundred and fifty-eight representing 99.3% respondents are of the opinion that knowledge on the content they teach in Social Studies could lead to the effective achievement of its objectives and only one representing 0.6% strongly disagreeing to the view. This view is computed with the highest mean response of 3.9. This is supported by Aggarwal (2006) who opined that Social Studies teacher must have special qualities like deep knowledge of the subject-matter to be effective. However, majority of the respondents one hundred and thirty-nine constituting 87.4% disagreed to the assertion that Social Studies content can be understood and taught by any professional teacher with only twenty representing 12.6% agreeing to the assertion. This view is confirmed by a mean response of 1.6. The overall outcome of the analysis show that teachers teaching Social Studies are strongly in agreement that knowledge of the subject matter in Social Studies has positive effect in the teaching of the subject and this could lead to the achievement of Social Studies objectives. This collaborates the views of Fadeiye (2005) that, there is strong line between the subject knowledge of the teacher and the learning outcome. This supports the views of Allen (2003) that teachers must be well-versed in their subjects and that when teachers possess inaccurate information or conceive of knowledge in narrow ways, they may pass on those ideas to their students and that they may fail to challenge students' misconceptions; they may use texts uncritically or may alter them inappropriately.

4.3 Research Question 3

What is the extent of which teachers' teaching experience influence the teaching of Social Studies?

In order to explore the teachers' teaching experience in the teaching of Social Studies, the researcher sought for the opinion of the respondents on the teachers' experience in the teaching of Social Studies using a four-point Likert scale where strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1. The data is shown in Table 3.

Statements	SA	A	D	SD	M
	F (%)	F (%)	F (%)	F (%)	
Teaching experience in Social Studies is a strong indicator of achieving Social Studies objectives.	144 (90.6)	14 (8.8)	1 (10.6)	-	3.9
Teaching of Social Studies does not require any experience to be able to achieve its objectives.	1 (0.6)	3 (1.9)	46 (28.9)	109(68.5)	1.3

Table 4: Teaching Experience in the Teaching of Social Studies
Source: Field Survey (2015)

In responding to the teaching experience in Social Studies as being a strong indicator of achieving Social Studies objectives, majority of the respondents one hundred and fifty-eight representing 99.4% are in the agreement that, teaching experience in Social Studies contributes effectively to the teaching of Social Studies for achievement of its objectives while only one representing 0.6% disagreed. The opinion of the teachers is confirmed by a highest computed mean of 3.9. The opinion of the respondents supports the views of Steven, Hanushek and Kain (2005) that beginning teachers are not as effective as teachers who have taught for many years.

The study reveals that a large number of the respondents total one hundred and fifty-five representing 97.4% disagreed to the assertion that, teaching of Social Studies does not require any experience to be able to achieve its objectives while four representing 2.6% agreed to the assertion with the lowest computed mean response of 1.3. The implication of the outcome of the results suggest that teachers with long teaching experience may be able to teach Social Studies better by achieving the objectives of the subject as compared to those with little or no experience in Social Studies teaching. This clearly supports the earlier observations made by Rofenholtz (1986) and Darling-Hammond (2000) that teaching experience in education functions as the ultimate explanatory context. This is because it actually explains why teachers, students and others do what they do and that teaching experience is a crucial aspect of teachers' professional development.

4.4 Research Question 4

What are the teaching techniques teachers employ in the teaching of Social Studies?

The core purpose and broad nature of Social Studies call for different techniques of teaching the subject for effective achievement of its objectives. Having this in mind, teachers were asked to rate various techniques in teaching Social Studies in order to ascertain the kind of teaching techniques employed by teachers in the classroom in relation to the teaching of Social Studies using a four-point Likert scale where regularly = 4, occasionally = 3, rarely = 2 and never = 1. Table 5 shows teachers rating of techniques employed in teaching Social Studies.

Techniques/Techniques	Regularly	Occasionally	Rarely	Never	M
	F (%)	F (%)	F (%)	F (%)	
Discussion	140 (88.0)	16 (10.2)	1 (0.6)	2 (1.2)	3.8
Demonstration	40 (25.2)	21 (13.2)	84 (52.8)	14 (8.8)	2.5
Lecture	12 (7.5)	24 (15.1)	21 (13.3)	102(64.1)	1.5
Role Play or Drama	87 (54.7)	43 (22.0)	9 (15.3)	20 (12.6)	3.2
Game/Simulation	14 (8.8)	5 (3.1)	54 (34)	86 (54.1)	1.7
Field trip	6 (3.8)	18 (11.3)	15 (9.4)	120 (75.5)	1.4
Brainstorming	18 (11.3)	20 (12.6)	38 (23.9)	83 (52.2)	1.8
Inquiry	39 (24.5)	10 (6.4)	15 (9.4)	95 (59.7)	1.9
Debate	39 (24.5)	26 (16.3)	13 (8.2)	81 (51.0)	2.1
Story-telling	87 (54.7)	44 (27.7)	16 (10.1)	12 (7.5)	3.3
Question and Answers	12 (7.5)	19 (11.9)	31(32.2)	77 (48.4)	1.8
Team teaching	47 (29.5)	17 (10.7)	13 (8.2)	82 (51.6)	2.2

Table 5: Teaching Techniques or Interaction
Source: Field Survey (2015)

Table 5 reveals that majority of the respondents made up of one hundred and fifty representing 98.2% regularly and occasionally used discussion as a technique in their teaching. This ranked first as the most popular technique employed by teachers in the teaching of Social Studies with a highest mean point of 3.8. This is in line with the earlier study conducted by Amoah (1998) that in the Central Region of Ghana, the discussion as a technique is the most popular technique used by teachers for the teaching of Social Studies.

On the issue of lecture as a technique, the data reveals that most of the teachers totaling one hundred and two constituting 64.1% used lecture to teach Social Studies. The views of the respondents support the earlier observation made by Agyeman-Fokuo (1994), that Social Studies teaching is dominated by the lecture technique in the Ghanaian Schools. The general result of the analysis of the data in Table 5 indicates that teachers teaching Social Studies in the senior high schools in the Kumasi Metropolis only pay attention to the use of discussion and lecture techniques. This supports the views of Merryfield and Mutebi (1991) that Social Studies teaching in African schools is dominated by the use of lecture and discussion. The implication of this is that, probably teachers teaching Social Studies in the senior high schools have not been given enough exposure to the prescribed techniques to be used in teaching Social Studies and have not had time to look into the various techniques and the one to be used depending on the lesson and its objectives to be achieved. This is in line with the views of Whyte (2001) that professionally trained teachers do not seem to demonstrate acceptable level of pedagogical competencies and that may be due to the low quality of training they might have had when they were in school. This is in agreement to the earlier observations made by Cobbold (1999), who ascertains that the technique of teaching that teachers experience while in school are the techniques they also employ while in the field of teaching.

4.5 Analysis of the Observation Data

An observational guide was one of the instruments employed for this study as an additional tool to be able to have enough evidence about the teachers' techniques and approaches to the effective teaching of Social Studies as stated in chapter three (see Appendix 'B'). The data on lesson observation are divided into three parts. These are teachers' approach to lesson presentation in which a four-point Likert scale was used where excellent = 4, good = 3, fair = 2 and weak = 1. This is presented in Table 6,

Approach to Lesson	Excellent	Good	Fair	Weak	M
	F (%)	F (%)	F (%)	F (%)	
Teacher's introduction to the lesson	2 (6.7)	6 (20.0)	20 (66.6)	2 (6.7)	1.7
Teacher teaches the lesson from known to unknown	2 (6.7)	8 (26.7)	4 (13.3)	16 (53.3)	1.7
Step by step presentation of the lesson	4 (13.3)	3 (10.1)	4 (13.3)	19 (63.3)	1.7
Teacher's closure and evaluation of the lesson	2 (6.7)	2 (6.7)	4 (13.3)	22 (73.3)	1.5
Teacher involves students in the lesson	2 (6.7)	3 (10.1)	7 (23.3)	18 (60.0)	1.6

Table 6: Teachers' Approach to Lesson Presentation
Source: Field Survey (2015)

Table 6 shows teachers' overall approach to lesson presentation. The data revealed that majority of the teachers performed weak in their presentation of Social Studies lessons upon the purposes of this study. The information gathered from the table shows individual awareness to the approach of teaching Social Studies. From the table, teachers' introduction to the lesson presentation showed that majority of the teachers numbered twenty and representing 66.6% performed weak in the lesson introduction. This is indicated by a mean point of 1.7. It can be deduced from the observation that teachers do not introduce their lessons to make it attractive and to capture the full attention of the students and therefore may find it difficult to achieve the objectives of their lessons effectively. This is inconsistency with the views of Ayaaba and Odumah (2013) that the introduction of a lesson which sets the tone for the lesson should be captivating, stimulating and tantalizing and that the set induction should be done in such a way that it must capture the full attention of the learners, arouses their interest in the lesson and keeps them in suspense of what will follow.

It can also be read from the table that most of the teachers sixteen in number and representing 53.3% scored weak with a calculated mean score of 1.7 indicating that they do not start their lessons from known to unknown. On the issue of step by step presentation of the lesson, sizeable number of the teachers totaling nineteen and representing 63.3% scored weak. It is also interesting to observe that only a total of four constituting 13.4% had good and excellent in terms of students' involvement in the lessons. Again a total of two representing 6.7% and two constituting 10.1% scored good and excellent respectively in their closure and evaluation of their lessons' presentation.

The general approach of teachers in lesson presentation confirms the earlier observations made by Ayaaba and Odumah (2013) that, it is unfortunate teachers sometimes fail to close their lessons though closure of a lesson is as important as the teaching and learning processes as they are the set induction and the lesson itself and it is essential that teacher engages the students in closure rather than he himself. This is very important because, the essence of lesson closure is to find out whether the students have understood the lesson or grasp the salient points in the lesson. Teachers overall approach in lesson presentation is also inconsistent with the views of Hanna (1963) that the child's understanding to teaching grows like a set of concentric circle and that the child should study social life based on his or her presumed sequence of conceptual development. It can be concluded that if teachers continue to teach Social Studies this way then the subject would not achieve its intended objective of citizenship education. Probably, this is the case because most of the teachers teaching Social Studies are not Social Studies professionals. And if teachers continue to teach the subject this way then, Social Studies would not be an interesting and a comfortable subject to study (Aggarwal, 2006).

4.6. Teacher's Knowledge of the Subject-matter

Since effective teaching depends, to a very large extent on adequate preparation, it is important that the Social Studies teacher "gains good mastery of the subject-matter of the topic which he plans to teach" (Tamakloe, Amedahe and Atta, 2005, p. 32). Observed teachers were examined under the following areas; teachers understanding of the topics for the lessons, the use of teaching learning resources, involvement of students in the lesson presentation, assessing of the learning outcome in the students, and relating topics taught to real life situation for students.

The general observation revealed that teachers teaching Social Studies do not show full mastery and understanding of their teaching in Social Studies. Out of the thirty selected teachers teaching Social Studies, majority numbered twenty representing 73.3% do not communicate to the students the stated problem of the topic as stated in the teaching syllabus. This is inconsistent with the views of Tamakloe, Amadahe and Atta (2005) that "objective of a lesson clearly defines the main purpose or the rationale for teaching of the lesson and that the objectives are what the teacher expects his learners to achieve by the end of the lesson" (p. 35). This suggests that teachers teaching Social Studies are not able to adopt the relevant teaching learning resources and techniques of teaching the topics to assist the learners understand or achieve the purpose of the subject.

On the issue of the teachers making use of relevant teaching learning resources, it was observed that only eight representing 26.7% out of the thirty teachers observed make use of relevant teaching learning resources. It was clearly observed that teachers though, select teaching topics from the approved Social Studies teaching syllabus for senior high schools by Ghana Education Service but gave a lecture on it in the classroom and then dictated notes to the students to copy without taking cognizance the appropriate teaching learning resources to use to support their teaching. The implication of the findings suggests that, this may not help for effective teaching of lessons in Social Studies. The outcome of the result runs contrary to the views of Chhinh (2000) who earlier on observed in his classroom lesson observation that the uses of teaching learning materials have a significant positive relationship with the quality of teaching.

It was also interesting to note that only ten constituting 33.3% of the respondents made conscious effort to involve students in the problem solving skills and critical thinking out of the thirty respondents. The remaining twenty respondents representing 66.7% of the teachers only present facts of the topic to the students but not what the researcher was expecting that the teachers would invite the students to discuss or listen to the views of the students on the topic being taught.

The implication of this is that students are not directly given the opportunity to make contributions to the lesson in order to develop their problem solving skills and critical thinking ability which are seen as one of the core purposes of teaching Social Studies. This view is consistent with the views of Blege (2001) as cited in Ayaaba and Odumah (2013) that the purpose of Social Studies teaching is to provide opportunities for future citizens to examine conflict of values in their personal and societal problems and to help them make appropriate choices and decisions. This is supported by Adedayo (2012) that effectiveness of teaching does not involve presenting only your activities to the students but effective teaching must distinctly change given situation.

It was again observed in the various classrooms that eight representing 26.7% out of the thirty respondents assessed students on the cognitive, affective and psychomotor domains based on their class exercises, class tests, projects etc. given to the learners. The

findings of the observation are inconsistent with Stanley's (1991) observations that teachers who give assignments and quizzes help students to accelerate their rate of learning. The implication of this is that teachers will not be able to obtain a positive feedback from students. One therefore wonders how teachers are able to achieve lessons objectives without class exercises and class tests. Majority of the respondents totaling twenty and representing 73.3% based their assessment on only the cognitive domain and neglect the affective and psychomotor domains. This corroborates Mathew's (1999) views that the use of the taxonomy levels of educational objectives focuses on the intellectual emphasis in the curriculum and that assessment outcomes of the curriculum paid little regard to affective or psychomotor behaviour.

The implication of this is that Social Studies teachers inability to assess students on the affective and psychomotor domains may be due to their poor professional background which makes it extremely difficult for the teachers to assess students effectively to achieve instructional objectives in Social Studies. It must be noted that the knowledge of all the domains of teaching is essential as the teacher has to design his items to cover all the three domains. Generally, assessment has been based on the cognitive component only. Probably, the poor professional background of some of the teachers teaching Social Studies makes it difficult for them to design items that can effectively assess the development of attitudes and skills of the students. The implication of this is that, one may be wondering how Social Studies teachers would effectively teach to develop positive attitudes in students. The outcome of this is inconsistent with the views of Borhaug (2005) that the purpose, goals, content and teaching techniques are essential and make the subject-matter a vulnerable one and if these are integrated effectively, the intended purpose, goals and objectives of the subject will be achieved.

One interesting area that was also paramount to the researcher was how teaching is done to reflect in the life of the students. On the issue of teachers teaching to reflect in the lives of the students or to relate teaching to real life situation for students, it was observed that majority of the respondents numbering twenty and representing 73.3% out of the thirty respondents do not teach to reflect in the real life situation of the students. This is inconsistent with the views of NCSS (2003) that education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that can prepare them to be competent and responsible citizens throughout their lives. It must be noted that one of the key purposes for the teaching of Social Studies is the positive change in the life of students but teachers teaching the topics did not show any good sign of teaching to reflect in the total lives of the students.

5. Summary, Conclusions and Recommendations

The study set out to explore teacher quality and the effective teaching of Social Studies in some selected senior high schools in the Kumasi Metropolis in the Ashanti Region of Ghana. The main purpose of the study was to provide empirical evidence about teacher quality and the effective teaching of Social Studies. The study was conducted by using four variables: Teachers' academic and professional qualification, knowledge of the subject matter, teaching experience and techniques employ in teaching Social Studies. The study was descriptive survey. A 59 - item questionnaire together with an observational guide were administered to the sample of 159 teachers teaching Social Studies in the senior high schools out of 270 teachers in the Kumasi Metropolis. Four research questions were formulated to help determine teachers' quality and effective teaching of Social Studies. The responses teachers gave were presented by means of frequencies, percentages and means and the results discussed. Evidence from the field survey and existing knowledge raised issues with regard to the research questions and objectives. On this basis, the researcher draws conclusions from the major research findings and suggests recommendations on "*best practices*" to achieve Social Studies lessons objectives. Further studies on this topic are recommended to highlight the "*untouched*" or areas ignored in this research as a result of time and resources available.

5.1. Summary of the Key Findings

The researcher was therefore able to come out with the following as the main findings of the study;

It was established that majority of the respondents 157 representing (98.8%) with a highest calculated mean response of 3.9 strongly agreed that a teacher who possesses professional qualification in Social Studies is likely to be more effective than teacher without professional qualification in Social Studies. The outcome of the study revealed that majority of the respondents 158 (99.4%) with a highest mean score of 3.9 believed that knowledge on the content or knowledge of the subject-matter in Social Studies could lead to effective teaching of Social Studies. The overall rating of teachers' experience in the teaching of Social Studies indicated that majority 158 (99.4%) with a mean score point of 3.9 confirmed that teaching experience in Social Studies is a strong indicator for effective teaching of Social Studies. A further analysis was investigated to find out how teachers employed the teaching techniques in the teaching of Social Studies in senior high school. Majority of the teachers totaling 156 (98.2%) indicated that discussion is the technique regularly used in the teaching of Social Studies but the classroom observation proved different; the results indicated that almost all the teachers teaching Social Studies employed lecture as a technique of teaching Social Studies without paying attention to the other teaching techniques.

5.2. Observation

It was observed from the study that Social Studies teachers approach to lesson delivery or presentation is weakly done. The result showed that out of the thirty teachers sampled for the observation, no teacher was observed making use of any teaching learning resources apart from the markers used to write on the marker board and the teachers prepared notes and textbooks even though the topics demanded teaching learning resources. Also, almost all the Social Studies teachers did not assess the students on the affective and psychomotor domains. The teachers only based their assessment on the achievement of the cognitive domain and neglected the affective and psychomotor domains. It was observed from the study that almost all the thirty teachers sampled for the observation did

not teach their topics to reflect in the real life situations for the students to understand. It was observed that teachers teaching Social Studies paid little attention to the techniques of teaching Social Studies. The findings revealed that teachers present their lessons through the employment of lecture as technique with dictation of notes for students to copy.

5.3. Conclusions

Based on the findings and the discussions made, a number of conclusions have been drawn from the study.

- A. Majority of the respondents did not employ the variety of teaching techniques in teaching Social Studies in the senior high school. The teachers' used few teaching techniques and strategies which resulted in largely teacher centered instructions. If the organization of Social Studies education is to be effective, the teacher must be well-versed in the use of variety of teaching techniques and strategies (Tamakloe, Amadahe & Atta, 2005).
- B. The analysis of the data confirmed that, teachers who possess academic and professional qualification in Social Studies such as B. Ed. Social Studies or B. A. Social Studies Education or M. Ed. Social Studies or M. Phil Social Studies Education are likely to perform better in the teaching of Social Studies than those with no professional qualification in Social Studies. This supports the findings of Olaofe (2005) that teachers must be academically and professionally qualified before being allowed to teach.
- C. It could be concluded that teachers' knowledge of the subject-matter in Social Studies could lead to the achievement of Social Studies objectives or effective teaching in Social Studies. This is consistent with the views of Akinloye (2003) that, competence in teaching Social Studies depends largely on sound understanding of its philosophy.
- D. Teachers rating on the teaching experience in Social Studies confirmed that, teaching experience in Social Studies is a strong indicator for the achievement of Social Studies core objectives. This confirms with the observations made by Darling-Hammond (2003) that experience in education functions as the ultimate explanatory context and that it is a crucial aspect of professional development.
- E. It was also established from the study that teachers employed lecture technique in teaching Social Studies but the literature has shown that the use of different techniques and strategies in teaching Social Studies could lead to effective teaching of the subject in the senior high school. This supports the observations made by Olaofe (2006) that teacher should employ different interactive teaching approaches that are not only communicative but also in diverse activity based.

5.4. Recommendations

Having discussed the various issues of the research findings, the following recommendations are put forward:

- A. There is the need for Ghana Education Service (GES) in collaboration with the Ministry of Education (MOE) to give much priority to the professional training or qualification as basis for Social Studies teachers to be employed to teach the subject in senior high school. It is recommended that teachers with academic and professional qualification in Social Studies such as B. Ed. Social or B. A. Social Studies Education, M. Ed. Social Studies or M. Phil Social Studies Education, having deep knowledge of the subject, teaching experience and ability to employ varied teaching techniques should only be allowed to teach Social Studies at the senior high school. This will help to eliminate or minimize the ignorance being exhibited by Social Studies teachers.
- B. The schools should be interested in the type of technique and strategies the teacher uses as this has great influence on the learning outcome in Social Studies. As it emerged from the literature that not all certified teachers are assigned to teach in the areas for which they have been trained to teach, as a large number of teachers are teaching Social Studies in the Senior high school without proper professional qualification or training in Social Studies. It is therefore suggested that Ghana Education Service (GES) should assign only teachers with professional training in Social Studies to teach the subject. This will help the instructors or teachers of the subject to select the appropriate teaching techniques and content for effective teaching of Social Studies to reflect in the real life of the learners.

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