

## Exploring Teacher Quality And Effective Teaching Of Social Studies Among Teachers In Senior High Schools Of The Kwahu East District, Ghana

Boye, Joy Olive\*, [joy.boyee@ucc.edu.gh](mailto:joy.boyee@ucc.edu.gh), Department of Guidance and Counselling, University of Cape Coast, Cape Coast, Ghana

Bentil, Josephine Anterkyi<sup>2</sup>, [josephine.bentil@ucc.edu.gh](mailto:josephine.bentil@ucc.edu.gh), Department of Guidance and Counselling, University of Cape Coast, Cape Coast, Ghana

Dabone, Kyeremeh Tawiah<sup>3</sup>, [kdabone@ucc.edu.gh](mailto:kdabone@ucc.edu.gh), Counselling Centre, University of Cape Coast, Cape Coast, Ghana

Adom-Mensah, Benedicta Ama, [amaadommensah@gmail.com](mailto:amaadommensah@gmail.com), Department of Guidance and Counselling, University of Cape Coast, Cape Coast, Ghana

<sup>1</sup>(Department, College/ University Name, Country Name) (10 Italic)

<sup>2</sup>(Department, College/ University Name, Country Name) (10 Italic)

---

### Abstract:

**Background:** The objective of this research was to investigate the correlation between teacher quality and the efficacy of Social Studies instruction in Ghanaian Senior High Schools.

**Materials and Methods:** Employing a descriptive survey research design, the study utilized a sample of 92 educators. To ensure a representative sample, purposive and proportionate stratified sampling techniques were employed. Data were collected via a questionnaire that demonstrated a reliability coefficient of  $r = 0.90$ . For analytical purposes, various statistical methods such as frequencies, percentages, means, and standard deviations were utilized.

**Results:** The findings indicate that a predominant number of educators within the Kwahu East District hold the view that teachers' academic and professional qualifications exert a positive impact on the quality of Social Studies education at the senior high school level. Additionally, there was a consensus among educators in the Kwahu East District that subject-matter expertise significantly enhances the efficacy of Social Studies instruction.

**Conclusions:** the study concluded that a majority of teachers in the district predominantly employ teaching methods such as discussion, demonstration, and team teaching in their Social Studies classrooms. Based on these findings, the study recommends that educators possessing academic and professional qualifications, such as a Bachelor of Education, Master of Education, or Master of Philosophy in Social Studies, be prioritized for teaching Social Studies at the senior high school level. These qualifications are presumed to equip educators with a more expansive knowledge base, varied teaching experience, and a broader repertoire of instructional techniques and strategies.

**Keywords:** Effective teaching, exploring, teacher, teacher quality and social studies

---

Date of Submission: 10-06-2024

Date of Acceptance: 22-06-2024

---

### I. Introduction

Teacher quality is a critical factor in student achievement and success, particularly in the domain of social studies. This area encompasses a wide range of attributes including subject knowledge, pedagogical skills, classroom management and the ability to inspire and engage students. Effective teaching in social studies not only involves transmission of factual knowledge but also the development of critical thinking, civic engagement, and understanding of complex social issues.

Worldwide, the genesis of Social Studies as an academic discipline can largely be attributed to the quest to address enduring societal issues. Academic and personal-Social counselling are services that are offered by counsellors to students in the various schools in helping the students deal with academic and personal-social issues successfully. The teaching of social studies in senior high schools helps to fulfil these responsibilities of school counsellors as some of the core objectives of the subject relate to the work of the school counsellors. A comprehensive analysis examining the historical evolution of Social Studies education in the United States and the United Kingdom has found a significant impact on shaping public attitudes (Lawal, 2012). Following the

---

attainment of independence by African nations in the late 1950s and 1960s, these countries faced challenges analogous to those previously encountered by the United States and the United Kingdom.

Earlier research by Adeyemi and Adeyinka (2013) suggested that there was a pressing need for African countries to reformulate their indigenous educational systems in order to align them more closely with the developmental needs of modern nations.

In the specific context of Ghana, multiple instances have emerged that pose a threat to the fundamental human values, consequently impeding overall societal development. Some of these challenges include moral depravity, laziness, deliberate neglect of recognised authority, conventional attitude termed as “get-it-easy”, inconsiderate commuting on our roads with the vehicle, and replicated scams, just to reference but a limited. As a result of these challenges, Social Studies was institutionalized as a core component of Ghana's pre-tertiary educational framework following the educational reforms enacted in 1987, which have been in place for over three decades (Ayaaba, Eshun, & Bordoh, 2014). The realization of the overarching objectives of Social Studies education is contingent upon various dimensions of teacher quality, including academic qualifications, professional experience, subject-matter familiarity, and the effective deployment of a range of instructional methodologies within the classroom setting.

The efficacy of Social Studies education at the Senior High School level is influenced not solely by the robustness of curriculum planning but, more crucially, by the educators who serve as the implementers of the Social Studies syllabus. Therefore, teachers are expected to possess professional qualifications in Social Studies education, along with a readiness and preparedness to instruct the subject proficiently to achieve its fundamental aims. In accordance with Kankam (2013), one of the primary objectives of Social Studies education is to equip students with an authoritative understanding of social constructs and to effectively prepare them for the responsibilities associated with democratic citizenship. Consequently, it is imperative for Social Studies educators to possess the capability to assist students in comprehending the complexities of their social environment, facilitating their adaptation, and preparing them for both intellectual and practical responsibilities as citizens, in line with the goals specified (Aggarwal, 2016).

It is disconcerting to note that scholarly findings and recommendations advocating for student-centered pedagogical approaches in enhancing learning outcomes are often overlooked. Eshun and Mensah (2013b) have emphasized the importance of implementing student-centered techniques and strategies in the teaching of Social Studies, stating, "teaching Social Studies is stressed to be done in student-centred techniques and strategies" (p. 185). Despite the fact that Social Studies is a mandatory component of the curriculum in Ghanaian Senior High Schools, serving as a cornerstone for civic education, there have been numerous instances of student indiscipline.

Additionally, a variety of obstacles have impacted the effective delivery of this subject, thereby affecting the achievement of its fundamental objectives. This underscores the necessity to critically evaluate the qualifications of Social Studies educators and the efficacy of instructional methods deployed in selected Senior High Schools within the Kwahu East District.

### **Statement of the Problem**

A study conducted by Asibey and Arhin (2022) showed that teachers' knowledge of the subject matter influences positively the teaching of social studies at the senior high schools. However, the current study explores teachers' qualifications regarding the effective teaching of social studies in the senior high schools in the Kwahu East District.

An observation by the present researchers at several designated Senior High schools in the Kwahu East District revealed that some teachers appear to lack the necessary qualifications for efficient Social Studies teaching. Many individuals believe that every teacher is capable of teaching Social Studies, and so are not boarded much about the qualification of the teachers who are made to teach the subject. Unfortunately, students' academic performance and general good morale and social behaviour in recent times has been a thing of concern in the research area, students are seen loitering about the street during school hours with the excuse that the teachers are not in school. This non-chalant attitude and non-seriousness as posed by these students is dangerous of the school and of the teaching learning process.

As a result, many students are unable to exhibit the attitudes and values that are required of them after studying Social Studies. Therefore, they will act as if they have never been taught Social Studies. Although few studies on class size, textbooks, and teachers' topic expertise have been undertaken, the researchers are interested in learning more about how teacher quality affects the teaching of Social Studies. In light of these, the researchers explore teacher quality and effective teaching of social studies among teachers in senior high schools in the Kwahu East District who teach Social Studies.

### **Research Questions**

1. To what extent do teachers' academic and professional qualifications impact the teaching of Social Studies in the Senior High Schools in the Kwahu East District?

2. How does teachers' knowledge of the subject matter influence the teaching of Social Studies in Senior High schools in the Kwahu East District?
3. How do teaching techniques teachers employ to promote the appropriate teaching of Social Studies in Senior High schools in the Kwahu East District?

## **II. REVIEW OF RELATED LITERATURE**

### **Concept of Social Studies Education**

The lack of consensus among its researchers about the definition of the topic is one of the most significant scopes of the description of Social Studies as a field. Because of this, too much emphasis has been placed on this direction in the literature. Different writers have presented various definitions, revealing a range of viewpoints on the issue. "Social Studies is the combined study of the Social Sciences and Humanities to develop effective citizenry," Jasim, (2018). Jasim went on to say that it is also about knowing a society's social issues. According to Jasim, the discipline prepares individuals to integrate into social settings by educating them to be conversant with the civilization and customs of their society, as well as its problems, ethics, and expectations for the future.

The National Council for Social Studies (NCSS) (2014) uses a similar definition, describing it as an "integrated study of the Social Sciences and Humanities to build civic competency" (p. 105). According to the criteria above, Social Studies is founded on integration. This is teaching the many Social Sciences and Humanities, such as Economics, Geography, Government, and History, as a unit or subject to provide students with the familiarity, desired attitudes, and abilities necessary to fit, accept, and operate appropriately in society (Jasim, 2018).

Martorella (2014) asserted that Social Studies, as a field of study, has derived a significant portion of its originality from the Social Sciences as a program of study in this respect. He goes on to say that the methods of investigation used in the Social Sciences are critical foundations for the subject matter of Social Studies. The following is a three-part explanation of Social Studies that he gave: Social Studies is assigned evidence from some field that pertains directly to a group of people, or a society, and the submission of the designated evidence to Citizenship Education.

"It is also the study of societal problems" (Ministry of Education, Science, and Sports [MESS], 2017, p. 1.). It may be deduced that, regardless of the dimensions of the issue, man is paramount in the evolution of society when he has gained the necessary information, skills, and ideal attitudes.

### **Concept of Quality and Quality Education**

The objective of social research is to elucidate factual insights into societal issues. However, in order to circumvent redundant efforts and the inefficient utilization of time, resources, and energy, a comprehensive review of extant literature is essential to identify research gaps and unexplored avenues (Stephen, 2013). This section is dedicated to scrutinizing the literature pertinent to the challenges, strengths, and strategic initiatives aimed at delivering high-quality education at the basic level within the district.

Understanding the evolution of the discourse on educational quality is crucial for comprehending its current relationship to educational delivery. Within the context of this discourse, Wadsworth, Stephens, and Godfrey (2012, p. 98) have noted a conspicuous shift, stating, "At this time, the focus was on product rather than process quality." This comment reflects a general consensus in the scholarly literature, where minimal, if any, disagreement exists regarding the quality debate in the context of education. As a result of industrialisation's focus on large-scale invention and the subdivision of labour into minor, boring tasks, the formerly prevalent personality scrutiny and excellence driven by different producers and workforces have vanished. The value duty was shifted from the workers to the organization's pathways and schemes.

The concept of excellence regulation was examined, and it was used to manage production outlines. In the context of manufacturing, quality assurance was traditionally viewed as an activity conducted at the termination of the production process to identify and segregate sub-standard items, thereby preventing them from reaching the consumer. This process ensured that only those products meeting predetermined criteria were allowed to exit the workplace. Accountability for quality predominantly rested with superintendents, while the broader workforce remained largely uninformed regarding the nature and significance of quality (Wadsworth et al., 2012). In the realm of education, educators seem to operate with dual, interrelated conceptions of quality: quality as status and quality as value-added (Adams, 2010). It is posited that the notion of "quality as reputation" is perhaps most salient in the assessment of higher educational institutions, but it is less prevalent in the evaluation of primary or junior-level educational settings. The term "value-added" traditionally encapsulates the impact, contributions, and influence of quality, specifically focusing on the institution's or system's effect on student development. In essence, it gauges the extent to which a student's attributes, ranging from knowledge and attitudes to values and behaviours, have been altered due to the educational program, institutional culture, and practices.

Quality, in this context, can be conceptualized as a variable measure of the value added to a student's educational experience. This variation under scrutiny could be directed at social cohorts or organizational units, not merely at

individual students. In line with this, the "value-added" interpretation suggests that higher educational quality corresponds to a greater enhancement in students' cognitive and affective domains (Adams & Frick, 2012, p. 3).

### **Empirical Review**

#### **Teachers' Academic and Professional Qualification and Effective Teaching of Social Studies**

Darling-Hammond (2010) conducted a quantitative investigation entitled "Teacher Quality and Student Performance: A Review of State Policy Evidence." The study's statistical analyses revealed that teacher preparation and certification processes were the most robust correlates of student achievement in reading and mathematics. These relationships held true both prior to and after accounting for variables such as student poverty and language status. Utilizing state policy surveys and case study data, the study evaluated the policies that influence the overall calibre of teacher qualifications within and across states. The study posited that state-level policies concerning teacher education, licensing, hiring, and professional development could significantly influence the competencies that teachers bring to their roles. The ramifications for state-level endeavours to ameliorate quality and equity in public education were discussed.

In a parallel vein, Fitchett and Heafner (2018) conducted research that centered on the qualifications and classroom practices of 8th-grade Social Studies teachers as predictors of performance in U.S. history. The study's findings indicated that 8th-grade teachers with academic specializations in history and secondary education were more likely to employ discipline-specific practices such as multi-source reading, discussion, and content-area writing, as well as performance-based assessments. When other conditions were held constant, these teachers were associated with higher average student achievement. Moreover, the study suggested that middle-grade teachers who centered their instruction on disciplinary practices correlated positively with improved student learning outcomes, as gauged by NAEP-US8 metrics.

Contrastingly, research conducted by Kanda and Kankam (2015) on "The Educational Background of Social Studies Teachers and its Effects on Students' Academic Performance in Public Junior High Schools in Mfantsman Municipality" offered divergent insights. The study uncovered that the overall academic performance of students in the municipality was merely average over a four-year period (2019-2021) and found only a weak positive relationship between the educational background of Social Studies teachers and the academic performance of their students. The study cautioned against generalizing these findings, as the sampled respondents represented a biased stakeholder group.

In summary, the findings from Kanda and Kankam (2015) stand in opposition to the results presented by Darling-Hammond (2010) and Fitchett and Heafner (2018), who posited that teacher qualifications significantly correlate with student academic performance and, by extension, effective teaching. The discord among these findings necessitates further investigative studies.

#### **Teachers' Knowledge of the Subject Matter and Effective Teaching of Social Studies**

Blazar (2016) conducted an empirical study to explore the influence of teachers on various facets of students' academic life, including attitudes, behaviours, and performance. The study elucidated that teachers significantly shape both the academic trajectories and lifelong outcomes for students. Specifically, it was observed that upper-elementary teachers exerted substantial impacts not only on academic performance but also on an array of students' attitudes and behaviours. These teacher effect estimates demonstrated moderate to robust predictive validity. Nevertheless, the study also revealed an intriguing inconsistency: teachers who excelled in fostering certain student outcomes did not necessarily excel in improving others.

Subsequently, Blazar and Kraft (2017) undertook a study focused on assessing the ramifications of teachers' instructional methods on students' attitudes and behaviours. Their research underscored that upper-elementary teachers had pronounced effects on self-reported metrics related to students' self-efficacy in mathematics, as well as their happiness and in-class behaviour. Notably, teaching practices that were most closely related to these self-reported measures, namely, teachers' emotional support and classroom organization, served as strong predictors for students' attitudes and behaviours. However, akin to the findings of Blazar (2016), the study disclosed that teachers who were adept at enhancing academic test scores were not consistently effective in positively affecting students' attitudes and behaviours.

While the latter study appeared to offer a more comprehensive analysis aimed at reconciling the ambiguities present in Blazar's 2016 study, it nonetheless corroborated some of the complex, multi-faceted outcomes previously identified. These findings collectively add empirical weight to longstanding theories about the multidimensional nature of teaching effectiveness, thereby highlighting the need for future research to identify strategies aimed at holistically enhancing teachers' competencies across a broader range of outcomes.

#### **Teaching Techniques Teachers Employ and Effective Teaching of Social Studies**

In an inquiry conducted by Shinn (2017), the central objective was to discern the perceptions of agricultural education teachers in the United States regarding specific pedagogical principles, as well as the utilization and efficacy of selected instructional methodologies and tools. The research uncovered that

demonstrations, discussions, laboratories, projects, and contests, among others, were most frequently employed by teachers. Factors such as the number of pedagogical courses completed, duration of the teaching contract, geographical location of the school, and academic background were identified as significant influencers on the choice of teaching methods. Importantly, the study led to the development of a framework for selecting optimal teaching methods for secondary agricultural education programs, which encompassed multiple components such as subject matter type, available resources, and teaching-learning principles.

Similarly, Sherman, Rasmussen, and Baydala (2018) explored the influence of teacher-related variables on the performance and behavioral outcomes of North American elementary school-aged children diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD). The study was methodologically inclusive, incorporating case studies, large-sample experimental studies, and descriptive educational projects. It was found that teacher characteristics, such as beliefs, attitudes, and training, significantly affected a range of student outcomes, including academic performance and social skills. The research also delved into the implications of these findings for clinical practice, given the pivotal role teachers play in both the diagnosis and treatment efficacy of ADHD.

In a more context-specific study, Abudulai (2020) investigated the instructional practices of senior high school Social Studies teachers in West Mamprusi Municipality. The study revealed several areas of concern, including teachers' limited comprehension of the subject's general objectives and the notable absence of diverse instructional techniques like projects, simulations, and problem-solving in the teaching process. The study recommended that recruitment for teaching Social Studies in Ghana should adhere strictly to professional qualifications. However, it also noted that the study's findings should be generalized cautiously due to the limited sample size.

Collectively, these studies underscore the multifaceted nature of teaching and learning processes and the myriad factors influencing their effectiveness. They each contribute to an evolving academic discourse on pedagogy, albeit with differing focal points and methodological approaches.

### **III. Material and Methods**

This research investigated the correlation between teacher quality and the efficacy of Social Studies instruction in selected senior high schools in the Kwahu East District, from October 2022 to January 2024. A total of 120 professional social studies teachers (both male and female) of age greater than or equal to 20, years.

**Study Design:** descriptive survey design was used for the study.

**Study Location:** Senior high schools in Kwahu East District, Ghana.

**Study Duration:** October 2022 to January 2024.

**Sample size:** 120 teachers.

**Sample size calculation:** For ease of reference, a sample size of 92 teachers was chosen from a total population of 120 teachers using Krejcie and Morgan's (1970) methodology for selecting a sample size for a limited population. The sampling was done with the proportional stratified sampling with the two schools as strata. In each stratum, simple random sampling (Lottery method) was used to sample based on the population.

**Subjects & selection method:** A multi-stage sampling process was used to determine the sample size in this investigation. Two senior high schools were purposively selected from the target population for the study. A proportional stratified random sampling approach was used to select the respondents, who were 92 teachers. For ease of reference, a sample size of 92 teachers was chosen from a total population of 120 teachers using Krejcie and Morgan's (1970) methodology for selecting a sample size for a limited population. The sampling was done with the proportional stratified sampling with the two schools as strata. In each stratum, simple random sampling (Lottery method) was used to sample based on the population.

**Inclusion criteria:**

1. Teachers
2. Professional teachers who are social studies teachers
3. Male and female teachers
4. The age distribution of teacher is 20 – 40 years and above
5. Teachers with professional qualifications such as: B.Ed, M.Ed and M.Phil
6. Employer Ghana Education Service
7. Teachers from public Senior High Schools

**Exclusion criteria:**

1. National Service persons or teachers on internship
2. Other subject teachers apart from Social Studies teachers
3. Diploma teachers

4. Teachers with age less than 20

### **Procedure methodology**

For the purpose of data collection from the teacher respondents, a structured questionnaire was administered, comprising 25 items categorized into four distinct sections: A, B, C, and D. Section 'A' contained five items specifically designed to elicit demographic and background information about teachers in Senior High Schools (SHSs). To facilitate a nuanced analysis, items in Sections B, C, and D were structured on a four-point Likert scale, including options for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Questionnaire adapted from Doe (2023) was used for the study. The administration and collection of the questionnaires were effectively carried out. The researchers obtained an introductory letter from the Institute of Education, University of Cape Coast. The researchers visited the schools under study with an introductory letter and permission letter for gathering data. Meetings were scheduled with the respondents in each school and pledged their ethical considerations.

The respondents were made aware that their involvement was intended, and that they were permitted to retract from partaking in the study anytime. Efforts were made to sustain the secrecy, and concealment of the answers. The respondents were convinced that their answers would be preserved privately and that no one would be previewed to them. The researchers administered the questionnaires personally and encouraged the respondents to fill them at their own pace but under a stipulated period of 24 hours. A total of 100 questionnaires were distributed, and 92 questionnaires were retrieved accounting to 92% successfully return rate. A pre-testing was done using 9 teachers which was approximately 10 percent of the sample size for the study in a sister SHS with similar characteristics to the schools under study, Fraenkel, Wallen, and Hynn (2012). A Cronbach's alpha coefficient of 0.90 was achieved in this study, indicating a high level of internal consistency for the scale employed. As delineated by Fraenkel, Wallen, and Hynn (2012), a reliability coefficient equal to or greater than 0.60 is generally considered to be a satisfactory indicator of good internal consistency, suggesting that the measurement instrument utilized in the current research is both reliable and robust.

### **Statistical analysis**

In alignment with the methodology articulated by Corbin and Strauss (2018), data analysis serves as a systematic process for examining and interpreting collected data to extract meaningful insights, foster understanding, and engender empirical knowledge. Upon the conclusion of data collection, all received questionnaires were meticulously reviewed, edited, and coded in preparation for analytical procedures. Statistical analysis was executed utilizing version 25.0 of the Statistical Package for Social Sciences (SPSS).

For the purpose of this study, demographic data within the questionnaires were subject to descriptive statistical analysis, specifically employing frequencies and percentages. To analyse research questions 1, 2, and 3, frequencies, percentages and descriptive statistical tools such as mean and standard deviations were used. The outcomes of these analytical procedures were subsequently presented in tabular forms generated through SPSS.

## **IV. Result**

The study's overall goal was to look at the quality and effectiveness of teachers in Ghanaian senior high schools when it comes to teaching of Social Studies. Descriptive statistics (frequency, percentages, means, and standard deviations) were utilised to analyse the data. The sample size for the study was 92 teachers.

### **Background Information of Respondents**

**Table 1: Gender Distribution of Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>%</b>
Male	50	54
Female	42	46
<b>Total</b>	<b>92</b>	<b>100</b>

According to Table 1, there were 50 males (54%) and 42 females (46%) among the respondents. This shows that there were more male teachers than female teachers.

**Table 2: Age Distribution of Teachers**

Age Range	Frequency	%
20 – 25	31	34
26 – 30	17	18
31 – 35	8	9
36 – 40	24	26
Above 40	12	13
<b>Total</b>	<b>92</b>	<b>100</b>

According to Table 2, the majority of the respondents 34% were between the ages of 20 to 25, followed by 26% between the ages of 36 to 40, and the least 9% were between 31 to 35.

**Analyses of Research Questions**

**Research question 1 - To what extent do teachers’ academic and professional qualifications impact the teaching of Social Studies in Senior High schools in the Kwahu East District?**

I. The objective of the present study was to investigate the influence of teachers' academic and professional qualifications on the pedagogy of Social Studies within senior high schools in the Kwahu East District. To accomplish this research aim, items were devised and quantitatively assessed via a four-point Likert scale, where 1 denotes 'Strongly Disagree,' 2 signifies 'Disagree,' 3 stands for 'Agree,' and 4 represents 'Strongly Agree.' Here, a score of 1 signifies minimal agreement with the proposition, while a score of 4 indicates maximal agreement. Data gathered from respondents were analyzed employing statistical measures such as means and standard deviations. In the subsequent data interpretation, mean values exceeding 2.50 were indicative of a prevailing agreement among respondents toward the given statement. Conversely, mean values falling below 2.50 suggested a majority disagreement. An overview of these response metrics is presented in Table 3.

**Table 3: Teachers’ Academic and Professional Qualification**

SN	Statement	Mean	SD
1	Professional qualification in Social Studies is required to be able to teach Social Studies effectively at the SHS level	3.86	0.350
2	A teacher with Diploma or B. Ed or M. Ed or M. Phil in Social Studies is likely to perform better by achieving Social Studies objectives	3.57	0.498
3	Less qualified teachers should not be allowed to teach Social Studies at the SHS level	3.47	0.502
4	Achievements of Social Studies objectives are related to teacher qualification	3.57	0.634
5	Objectives of Social Studies teaching are better achieved when the teaching is done by a professional Social Studies teacher	3.47	0.502
6	A more qualified teacher in Social Studies is likely to achieve the objectives of the subject with ease	3.52	0.502
7	Any professional qualification in the Social Science subjects can be a requirement for effective teaching of Social Studies.	3.33	0.537
8	One does not need to qualify in Social Studies to be able to teach Social Studies effectively	2.51	1.074
<b>Mean of means/SD</b>		<b>3.41</b>	<b>0.575</b>

As evidenced in Table 3, a majority of respondents concurred with the assertion that "Professional qualification in Social Studies is essential for effective teaching at the Senior High School level," with a mean score of 3.86 and a standard deviation of 0.350. This was closely followed by widespread agreement with the proposition, "A teacher possessing a Diploma, B.Ed., M.Ed., or M.Phil in Social Studies is more likely to successfully achieve Social Studies educational objectives," as reflected by a mean score of 3.57 and a standard deviation of 0.498. Additionally, a considerable number of respondents aligned with the statement, "The realization of Social Studies objectives is linked to the teacher's qualifications," which garnered a mean score of 3.57 and a standard deviation of 0.634. Cumulatively, the data presented in Table 3 corroborate the overarching sentiment (Mean of means=3.41, SD of SDs=0.575) that teachers' academic and professional qualifications exert a significant influence on the quality of Social Studies instruction in senior high schools in the Kwahu East District.

**Research question 2 - How does teachers' knowledge of the subject matter influence the teaching of Social Studies Senior High school in the Kwahu East District?**

The purpose of this study was to see how teachers' subject matter expertise affects the teaching of Social Studies in senior high schools in the Kwahu East District. The items were meant to elicit answers from teachers about how their subject expertise affects their teaching of Social Studies in senior high schools. Table 4 provides an overview of their responses.

**Table 4: Teachers' Knowledge of the Subject-Matter**

SN	Statement	Mean	SD
1	Understanding of concepts in Social Studies is needed 3.72 to teach Social Studies effectively	3.72	0.453
2	Knowledge of the content you teach in Social Studies 3.42 could lead to the achievement of its objectives	3.42	0.497
3	Involvement of students in critical thinking and problem 3.62 solving enhances their understanding of Social Studies	3.62	0.488
4	Relating Social Studies less to real-life situations could 3.36 lead to the effective achievement of its objectives	3.36	0.585
5	Knowledge of the subject matter in Social Studies is 3.49 needed in the teaching of Social Studies	3.49	0.524
6	Citizenship education is the goal of Social Studies 3.42 teaching	3.42	0.519
7	Some of the topics in Social Studies are difficult to be 3.48 taught in the teaching syllabus e.g., controversial issues.	3.48	0.502
<b>Mean of means/SD</b>		<b>3.50</b>	<b>0.510</b>

As delineated in Table 4, a predominant portion of respondents expressed agreement with the notion that "A comprehensive understanding of concepts in Social Studies is imperative for effective teaching," as indicated by a mean score of 3.72 and a standard deviation of 0.453. This consensus was succeeded by substantial accord with the statement, "Engaging students in critical thinking and problem-solving activities augments their grasp of Social Studies," manifesting in a mean score of 3.62 and a standard deviation of 0.488. Moreover, a significant number of respondents concurred with the claim that "Proficiency in the subject matter is essential for effective instruction in Social Studies," yielding a mean score of 3.49 and a standard deviation of 0.524. In aggregate, the data encapsulated in Table 4 corroborate the prevailing view (Mean of means=3.50, SD of SDs=0.510) that a teacher's subject-matter expertise profoundly impacts the quality of Social Studies education in senior high schools within the Kwahu East District.

**Research Question 3 - How do teaching techniques teachers employ promote the appropriate teaching of social studies in Senior High schools in the Kwahu East District?**

The purpose of this study was to see what teaching approaches teachers in the Kwahu East District use to support effective teaching of social studies in senior high schools. Teachers' comments on how they use teaching approaches to support effective teaching of social studies in senior high schools were the focus of the items used. Table 5 provides an overview of the responses.

**Table 5: Teaching Techniques Employ in Social Studies Lessons**

SN	Methods used to teach Social Studies	Mean	SD
1	Discussion	3.71	0.458
2	Demonstration	3.59	0.495
3	Lecture	3.33	0.516
4	Role Play or Drama	3.49	0.545
5	Games/Simulation	3.44	0.520
6	Field trip	3.58	0.559
7	Brainstorming	3.55	0.562
8	Team teaching	3.69	0.490
<b>Mean of means/SD</b>		<b>3.55</b>	<b>0.518</b>

It is evident from Table 10 that the majority of respondents indicated that most teachers in the Kwahu East District used 'Discussion' with M=3.71, SD=0.458. It is followed by 'Team teaching' with M=3.69, SD=0.490, then 'Demonstration' with M=3.59, SD=0.495, 'Field trip' with M=3.58, SD=0.559, and finally 'Game/Stimulation'



with  $M=3.33$ ,  $SD=0.516$ . It is obvious from Table 5 that the majority of the respondents believed that teachers in the Kwahu East District employed all the eight teaching techniques in the teaching of social studies in senior high schools with Mean of means= $3.55$ , SD of SDs= $0.518$ .

## **V. Discussions**

### **Teachers' Academic and Professional Qualification**

The present investigation elucidates that a majority of educators in the Kwahu East District hold the view that teachers' academic and professional qualifications exert a positive impact on the quality of Social Studies instruction in senior high schools. These results are congruent with the work of Fitchett and Heafner (2018), who identified that eighth-grade Social Studies instructors with academic specializations in history and secondary education were more likely to implement discipline-specific practices highly regarded in the field, such as multi-source reading, participative discussion, and content-focused writing, in addition to performance-based assessments. In contrast, the findings of the current study diverge from those presented by Kanda and Kankam (2015), which postulated only a weak positive correlation between the educational credentials of Social Studies teachers and the academic achievements of their students.

### **Teachers' Knowledge of the Subject-Matter**

According to the findings of the research, a majority of educators within the Kwahu East District hold the belief that the proficiency of instructors in their respective subject areas has a beneficial impact on the instruction of Social Studies at the senior high school tier. The results validate the research conducted by Blazar (2016), which examined the correlation between several aspects of teaching practice as measured by two observation tools, and the range of student outcomes that have a favorable impact on the instruction of social studies. Similarly, the research conducted by Blazar and Kraft (2017) corroborated this discovery, as they found that educators at the upper-elementary level had significant influence on self-reported indicators of students' self-efficacy in the field of social studies.

### **Teaching Interactions/Techniques Employ in Social Studies Lessons**

The research conducted revealed that a significant proportion of educators within the Kwahu East District used a range of instructional strategies, including discussion, brainstorming, demonstration, field trip, and team teaching, while delivering lessons in the subject of Social Studies at the senior high school level. Nevertheless, the present discovery contradicts the findings of Abudulai (2020), who uncovered that educator possessed insufficient understanding of instructional methodologies for teaching Social Studies. The observed lessons primarily relied on lecture, discussion, and question-and-answer techniques, while approaches such as projects, simulations, games, problem-solving, inquiry, and field trips were notably neglected in the teaching of Social Studies.

## **VI. Conclusion**

The following conclusions were made based on the data and discussions:

1. Teachers' academic and professional qualifications have a favourable impact on the teaching of Social Studies in senior high schools.
2. Teachers think that their understanding of the subject area favourably improves the teaching of Social Studies at the senior high school level.
3. Teachers demonstrated subject matter knowledge by communicating the lesson's objective, involving students in problem-solving and critical thinking, assessing students in all teaching domains (affective, psychomotor, and cognitive), and relating the lesson to a real-life situation, according to this conclusion.
4. It was concluded that teachers satisfactorily used good approaches to make their lessons attractive and capture the full attention of the students by giving a good introduction, fairly teaching from known to unknown, as well as good closure.

## **VII. Recommendations**

1. It is advised that only educators possessing specialized academic and professional credentials in Social Studies—such as a "Bachelor of Education in Social Studies," "Master of Education in Social Studies," or "Master of Philosophy in Social Studies"—be engaged in teaching the subject at the senior high school level. The rationale is that these teachers are likely to have an in-depth understanding of the subject matter, significant teaching experience, and a versatile repertoire of pedagogical techniques and strategies. Such qualifications would serve to phase out educators who may be inexperienced in the specialized discipline of Social Studies.
2. Furthermore, it is strongly recommended that the Ghana Education Service (GES) work in close collaboration with the National Council for Curriculum and Assessment (NaCCA) to critically examine and improve the existing assessment procedures in Social Studies education. Specifically, professional development

training should be organized for teachers to equip them with the skills necessary to design multi-faceted assessment tools. These tools should aim to cultivate not just the cognitive aspects of learning, but also the affective and psychomotor domains of student development.

3. It is also proposed that sufficient and appropriate teaching-learning resources be made readily available to teachers. The objective is to facilitate more concrete and engaging instruction in Social Studies, thereby enhancing both teacher effectiveness and student learning outcomes.

4. It is recommended that teachers should be given In-service training to be abreast with varied current teaching techniques that will help the students to enjoy the studying of social studies.

### **Implications for Counselling**

1. Counsellors should organise In-service training for social studies teachers in their various senior high schools for the teachers to acquire varied teaching techniques in their subject matter.

2. Counsellors should encourage teachers to up-grade themselves to be effective social studies teachers.

3. Counsellors should encourage headmasters and headmistresses to recruit teachers who have the requisite qualifications to teach social studies.

4. Counsellors should suggest to policy making bodies such as Ghana Education Service to train more teachers in the field of social studies.

5. Through mentoring and coaching processes, counsellors can help teachers reflect on their teaching methods, make improvement and enhance their overall effectiveness.

6. Counsellors in the various schools should offer instructional strategies, classroom management techniques, assessment methods or curriculum development to newly-recruited staff to help them properly adjust to the new teaching environment and to help the students perform better.

### **Area for Further Studies**

An exploration of long-term impact of effective Social Studies teaching on students' critical thinking.

### **References**

- [1]. Abudulai, I. (2020). An examination of senior high school Social Studies teachers' instructional practices in the West Mamprusi municipality. *Open Access Library Journal*, 7(6186), 1-16.
- [2]. Adams, D. (2010). Education and national development: Priorities, policies, and planning. *education in developing Asia*, 1. Asia Development Bank and Comparative Education Research Centre, University of Hong Kong.
- [3]. Adeyemi, M. B., & Adeyinka, A. A. (2013). The principles and content of African traditional education. *Educational Philosophy and Theory*, 35, 425-440.
- [4]. Aggarwal, J. C. (2016). *The teaching of Social Studies: A practical approach* (4<sup>th</sup> ed.). New Delhi: Vikas Publishing House, PVT Ltd.
- [5]. Asibey, G. & Arhin, D. (2022). Exploring teacher quality and effective teaching of social studies in junior high schools in Ghana. *International Journal of Elementary Education*, 11 (1), 11-17. DOI: 10.11648/j.ijeedu.20221101.12
- [6]. Ayaaba, D. A., Eshun, I., & Bordoh, A. (2014). Achieving the citizenship education goal of the Social Studies curriculum in Ghanaian senior high schools: Challenges and the way forward. *Open Science Journal of Education*, 2, 61-65.
- [7]. Bekoe, S. O., & Eshun, I. (2013). Curriculum feuding and implementation challenges: The case of Senior High School (SHS) Social Studies in Ghana. *Journal of Education and Practice*, 4(5), 39-45.
- [8]. Blazar, D. (2016). *Teacher and teaching effects on students' academic performance, attitudes, and behaviour*. (Unpublished doctoral dissertation), Harvard Graduate School of Education.
- [9]. Blazar, D., & Kraft, M. A. (2017). Teachers and teaching effects students' attitudes and behaviours. *Educational Evaluation Policy Analysis*, 39(1), 146-170.
- [10]. Bless, C., & Higson-Smith, C. (2010). *Fundamentals of social research methods: An African perspective*. Juta & Company Ltd.
- [11]. Cameron, R. (2019). A sequential mixed model research design: design, analytical, and display issues. *International Journal of Multiple Research Approaches*, 3(2), 140-152
- [12]. Darling-Hammond, L. (2010). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- [13]. Doe, J. (2023) Exploring teacher quality and effective teaching practices in social studies education. *Journal of Educational Research and Practice* 32(4), 456-478.
- [14]. Earl, L. M., & Timperley, H. (2018). *Professional learning conversations: challenges in using evidence for improvement*. Springer: Science Business Media B.V.
- [15]. Eshun, I., & Mensah, M. F. (2013). The domain of educational objectives Social Studies teachers' questions emphasize in Senior High Schools in Ghana. *Journal of Education and Practice*, 4(4), 185-196.
- [16]. Fitchett, P. G., & Heafner, T. L. (2018). Teacher quality or quality teaching? Eight grade Social Studies teachers' professional characteristics and classroom instruction as predictors of US. *History Achievement*, 41(9), 1-17.
- [17]. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education. Retrieved from <https://scholar.google.com>
- [18]. Hess, E. M., & Posselt, A. L. (2012). Hey, those shoes are out of uniform: African American girls in an elite high school and the importance of habitus. *Anthropology and Education Quarterly*, 317-342.
- [19]. Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406.
- [20]. Jasim, B. (2018). *Mastering Social Studies for junior high schools*. Excellent Publishing & Printing.
- [21]. Kanda, W. & Kankam, B. (2015). Educational background of Social Studies teachers and its effects on students' academic performance in public junior high schools in the Mfantseman municipality. *Research Journal of Education*, 1(5), 79-86.
- [22]. Kankam, B. (2013). Teachers' perception of the importance of teaching citizenship education to primary school children in Cape Coast, Ghana. *Journal of Arts and Humanities (JAH)*, 2(2), 137-139.

- [23]. Ko, Q., & Sammons, P. (2012). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221-258.
- [24]. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- [25]. Lawal, M. B. (2012). *Citizenship education: A general studies text for tertiary institutions*. Leo Prints.
- [26]. Leedy, P. D., & Ormord, J. E. (2015). *Practical research: Planning and design* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.
- [27]. Leming, J. (2013). Ignorant activists: Social change, higher order thinking and the failure of Social Studies. In J. Lemming, Ellington, & Porter-Magee (Eds). *Where did Social Studies go wrong?* Washington DC: Thomas Fordham Institute
- [28]. Martorella, P. H. (2014). *Social Studies for elementary school children: Developing young citizens*. Englewood Cliffs, New Jersey: Prentice-Hall.
- [29]. Mercer, S. (2011). The self is a complex dynamic system. *Studies in Second Language Learning and Teaching*, 1(1), 57-82.
- [30]. Ministry of Education Science and Sports (2017). *Teaching syllabus for Social Studies – Senior High School (SHS)*. MESS: Accra.
- [31]. National Council for the Social Studies, [NCSS]. (2014). *Expectations of excellence: Curriculum standards for Social Studies*. Washington D.C.: NCSS.
- [32]. Paxton, R. J. (2013). Don't know much about history—never did. *Phi Delta Kappan*, 85(4), 264-273.
- [33]. Seifert, K. L., & Hoffnung, R. J. (2010). *Child and adolescent development* (3<sup>rd</sup> ed.). Houghton Mifflin.
- [34]. Sherman, J., Rasmussen, C., & Baydala, L. (2018). The impact of teacher factors on achievement and behavioural outcomes of children with AttentionDeficit/ Hyperactivity Disorder (ADHD): A review of the literature. *Educational Research*, 50(4), 347-360.
- [35]. Shinn, Y. H. (2017). *Teaching strategies, their use and effectiveness as perceived by teachers of agriculture: A national study*. Retrieved from: <https://lib.dr.iastate.edu/rtd/12244>
- [36]. Stephen, D. (2013). *Quality of basic education. Background paper prepared for the Education for All Global Monitoring Report 2003/4 Gender and Education for All, The Leap to Equality*, Paris, UNESCO.
- [37]. Van Rensburg, H. (2010). Impact of community-based support services on antiretroviral treatment programme delivery and outcomes in resourcelimited countries: A synthetic review. *BMC Health Services Research*, 12(1), 1-17.
- [38]. Wadsworth, H. M, Stephens, K. S., & Gofrey, A. B. (2012). *Modern methods for quality control and improvement*. New York, John Wiley, and Sons.