

Review Article

Teachers' Knowledge in the Implementation of Social Studies lessons in the Classroom: Formative Assessment Practices

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Abstract: The purpose of the study was to examine Social Studies teachers' knowledge in the implementation of Social Studies lessons in formative assessment practices in Asante Akim North Municipality in the Ashanti Region of Ghana. The study employed both descriptive and interpretative techniques. The population for the study consisted of all Social Studies teachers and students in the Senior High Schools in the Asante Akim North Municipality of the Ashanti Region. Purposive, convenient and simple random sampling techniques were used to select the schools, teachers and students for the study in all, seventeen (17) Social Studies teachers and fifty (50) students were selected from six (6) Senior High Schools. The main instrument for data collection observation, interview and focus group discussion. The study revealed that not lessons presented were in line with the general objective of the subject (Social Studies). This affected the students understanding of concepts in the subject in helping them to right wrong their decision making. The study also indicates that teaching and learning Social Studies should not be one-man affair, with the teacher doing all the talking and the students doing all the listening. It is recommended that Ghana Education Service should organise workshops and in-service training for Social Studies teachers at the Senior High School level on how to present and evaluate social Studies lessons in order to realise the goals and objectives envisaged for national development. It is also recommended that teachers who have the exposure of the subject and are equally qualified to teach it at the Senior High Schools but are found teaching at the basic level, should be allowed by the Ghana Education Service to teach the subjects at the Senior High School level. The Government of Ghana should make it a laid down policy for the recruitment of qualified Social Studies teachers to teach at the Senior High School (SHS) level for effective assessment in the classroom.

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1. Introduction

Social Studies is a multi-disciplinary subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative, and responsible citizens. Social Studies addresses the challenges or problems that confront and threaten the survival of the Ghanaian society [1]. It is common place in Ghana to see people from all walks of life and varied disciplines teaching Social Studies. This is due to the erroneous impression that Social Studies is a reading subject, and as such any teacher can read the Social Studies textbook and teach. This is most unfortunate. For Social Studies to engender effective citizenship, there is the need for competent, well trained and qualified teachers to teach the subject at all levels of education, particularly at the SHS level which prepares the minds of the learners for advanced work at the tertiary level [2]. The subject of Social Studies is more than any other subject demands well prepared conscientious men and women of sound knowledge and training [3]. When one

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considers the objectives of education in this country and the role that social studies plays in achieving them, one is at a loss as to why the teaching of social studies has been dealt with so indifferently in Ghana [2]. This can be achieved when teacher follow the objectives of Social Studies. Social Studies aims at producing reflective, concerned and competent citizens, who will make informed decisions for individual and public good. The subject seeks to produce morally upright Ghanaians, who are responsible and capable of maintaining healthy lifestyles and preserving their environment for sustainability. Specifically, the subject will enable learners to:

- explore and protect the environment
- exhibit sense of belonging to the family and community
- appreciate themselves as unique individuals
- demonstrate responsible citizenship
- develop attitudes for healthy and peaceful co-existence
- ensure sustainable use of resources
- develop sense of patriotism and national pride
- make themselves globally competitive [1]

This purport that, the assessment of these objectives in the subject's curriculum can be successful with a well-informed qualified Social Studies teacher who has the request pedagogical skill to instil in learners to become globally competitive citizens in promoting national values. A study on Mentees' Social Studies Curriculum Conceptions and Their Classroom Practices in the Junior High Schools (JHSs) in Ghana published in *American Journal of Educational Research* revealed that conceptualisations of the Social Studies curriculum have direct effects on what and how the subject is taught. Varying definitions and perceived objectives hinders the teaching and attainments of the subject's goal-positive attitudinal development and behavioural change. The varying conceptions through time and space indicated that Social Studies is seen as a subject introduced solely to right the wrong in society, and its teaching and learning must be centred on issues and how problems are solved to unearth youth with positive attitudinal building skills and behavioural change [4]. This implies that implementation of curriculum becomes successful when the teacher's curriculum conception, teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner on a positive note. For the teaching of Social Studies to makeover, Social Studies teachers should hold it a duty to help students have better, more realistic ideas about the multiple realities of what constitutes Social Studies in the real world since they (teachers) influence what is taught [4]. This posit that Pedagogical training is a strong predictor of teachers' conception about Social Studies. Content knowledge alone does not adequately prepare teachers for the challenges they face in today's Social Studies classrooms. Critical thinking is the most important skill for problem solving, inquiry and discovery in Social Studies. Social Studies teachers should hold it a duty to help students have better, more realistic ideas about the multiple realities of what constitutes Social Studies in the real world since they (teachers) influence what is taught. Since the basic knowledge for using cooperative techniques in teaching for critical thinking in Social Studies problem solving approach must be stressed emphasising on how to assess attitudinal learning [5]. This indicates that assessment in the social studies lessons in should not be taken for granted. Based on the conclusions and the implications of the study, for effective teaching, learning and assessment of the subject. Social Studies teachers in the senior high schools should study the profile dimensions of the subject in details to enable them effectively employ its usage in the teaching and learning process. This will help to achieve the desired goal (s) and objectives of the subject introduction in the school curriculum in Ghana [6]. Social Studies profile dimensions and the subject matter required to enhance the quality of teaching and learning of Social Studies in Ghanaian schools. It is the profile dimensions that reflect in instructional behavioural

objectives of every lesson that form the basis for the selection of content, teaching and learning activities and resources that would help bring about effective teaching and learning. This therefore means that effective teaching of Social Studies requires teachers of the subject to exhibit certain behaviours and practices which are relevant for the attainment of Social Studies profile dimensions [6]

A study revealed that the profile dimension assessment techniques used in assessing learners' learning outcomes in Social Studies should catered for knowledge of recall, comprehension and application of the acquired knowledge. Assessment of the learning outcomes in subject lessons should be in line with the main goal and objectives of the subject, in helping learners to develop a reflective, concerned, responsible and participatory citizen in civic life of a country [7]. Teachers use of authentic forms of profile dimension assessment techniques such as portfolio and peer and self-assessment techniques during lesson delivery will help lay a strong foundation for the knowledge base for teaching and assessing the learners learning outcomes [7]. The underlying principle is that if students taught and assessed not in conformity with Social Studies profile dimensions will affect their understanding of the goals and objectives in the subject. This is because students might not be exposed to more practical lessons to enable them to grasp the relevant concepts involved in the teaching and learning of Social Studies. An inadequate grasp of Social Studies concepts in the classroom affects learners' ability to apply what they learn to real-life situations and hence affects student's performance in expository questions. Thus, the very impact of the subject is never felt in the teaching and learning process [7].

Teachers' conceptions and theoretical knowledge on formative assessment broaden their scope on the teaching and learning in the classroom [8] Tutors conceptualized formative assessment not to be the same as summative assessment and that both do not serves the same purpose. Formative Assessment Classroom Techniques (FACTs) is an integral part of teaching and learning; clarifying and sharing learning intentions and criteria for success, and engineer effective classroom discussions and learning tasks. Formative assessment is the hands on deck process of information on the students' academic achievements in the classroom. It is the type of assessment which is ongoing or goes on in the course of instructional delivery. Formative assessment provides the teacher with a bridge between assessment and teaching as it is an essential way of creating independent, reflective learners who can plan and assess their own progress. Formative assessment is used to provide information on the likely performance of students; to describe strength or weakness and feedback given to students, telling them which items they got correct or wrong. Formative assessment enhances the efficacy of instructional strategies of Social Studies tutors [9] Effective formative assessor requires someone who has the necessary depth of content knowledge of the subject s/he is teaching. Evaluation in the classroom motivates teacher-student relationship in formative assessment [10].

Social Studies is being taught as a core subject at the pre-university level in order to imbibe the right attitudes, values, and critical thinking in the decision making process of the students. There is therefore the need to examine the classroom practices of Social Studies teachers at the Senior High School level in the Asante Akim North Municipality to find whether their knowledge of the goals and general objectives have any influence on their selection of contents and activities. The purpose of the study was to examine Social Studies teachers' knowledge in the implementation of Social Studies lessons in formative assessment practices. The study was guided by these research questions (1) To what extent does teachers' knowledge of the nature, goals and objectives of Social Studies reflect in their implementation of lessons in the classroom? (2) Does the teachers' knowledge of nature, goals and objectives reflect in their formative assessment during Social Studies teaching?

2. Materials and Methods

The study adopted qualitative research approach. The population for the study consisted of all Social Studies teachers and students in the Senior High Schools in the Asante Akim North Municipality of the Ashanti Region. Purposive, convenient and simple random sampling techniques were used to select the schools, teachers and students for the study. Six (6) Senior High Schools were conveniently selected for the study. The schools were conveniently selected for this study because of the accessibility to the researcher, the proximity for easy follow-up, cost consideration, and the fact that the researcher is a resident in the study area.

In this study, purposive sampling technique was adopted to select seventeen (17) Social Studies teachers out of the estimated number of thirty – seven (37) Senior High Social Studies teachers. The purposive sampling procedure was chosen because the teachers were the only ones involved in the teaching of Social Studies in the Senior High Schools.

The researchers used simple random sampling technique to select fifty (50) students for the focus group discussion. The simple random sampling technique was chosen in order to give a fair representation of students from all the six (6) Senior High Schools selected for the study in the municipality. This is in line with a sample must be selected in such a way that every element (person) in the population has a chance to be selected [11]. This was done to enable the researchers to compare the student's responses and reactions from their various Senior High Schools. These respondents (students) were those who were in their second year, that is, S.H.S.2. The students were selected for the study in order to find out whether there was significant impact of Social Studies on them since the S. H. S. academic programme was for three (3) years at the time of the study. They were also chosen because they did not have any external examination to write in the session and as such would be able to participate fully in the interview conducted on the students. The main instrument for data collection observation, interview and focus group discussion. The study employed both descriptive and interpretative techniques to analyse the data based on the themes arrived at in the data collection. The themes were related to the research questions and interpreted on the number of issues raised by respondents. Interviews and discussions were transcribed and responses used in the analysis and discussion of the study.

3. Results and Discussion

3.1. *Relevance of Lesson Presentation to the Goals and Objectives of Social Studies*

This research theme sought to determine the relevance of lesson presentation to the goals and objective of Social Studies. The researcher used observation, interview and focus groups discussion as the tools in collecting the data for this theme. The teachers' lessons were observed on three different occasions. Interview was also granted to the teacher based on the lessons observed for two different occasions. Also the researcher had group discussions with the sample students for two different times. The teachers' lesson was observed 3 times; interviews for the teachers for two different occasions; and the researcher having discussions with students for two different times to ensure the reliability and validity of the data collected. In answering questions on this theme, items 1-9 were analysed with the use of frequencies and percentages as shown in [Table 1](#).

Table 1. Social Studies Teacher Lesson Presentation

Item	Very Good	Good	Average	Below Average	Not Available	Total
1. Relevance of instructional material for the lesson.	0	3(17.6%)	2(11.8%)	1(5.9%)	11(64.7%)	17(100%)
2. Quality of teaching method adopted for the lesson	0	2(11.8%)	4(23.5%)	11(64.7%)	0	17(100%)
3. Relatedness of student's activities to objectives.	1(5.9%)	3(17.6%)	2(11.8%)	11(64.7%)	0	17(100%)
4. Relevance of introduction of the lesson	3(17.6%)	2(11.8%)	9(52.9%)	3(17.6%)	0	17(100%)
5. Quality of lesson presentation	1(5.9%)	3(17.6%)	2(11.8%)	11(64.7%)	0	17(100%)
6. Relevance of emerging concepts	1(5.9%)	3(17.6%)	2(11.8%)	11(64.7%)	0	17(100%)
7. Student participation in the lesson.	2(11.8%)	2(11.8%)	2(11.8%)	11(64.7%)	0	17(100%)
8. Teachers' knowledge about the subject matter	4(23.5%)	1(5.9%)	1(5.9%)	11(64.7%)	0	17(100%)
9. Relatedness of knowledge presented and identified general objectives	3(17.6%)	2(11.8%)	1(5.9%)	11(64.7%)	0	17(100%)

The data revealed that on relevance of instructional material, none of the respondents was rated Very Good. Only, 3(17.6%) out of the total number of 17 was rated Good, 2(11.8%) was rated Average, 1(5.9%) was rated Below Average, and 11(64.7%) was rated as Not Available. This indicates that the respondents trained in Social Studies 5(29.4%) used teaching and learning material effectively and efficiently which were to their lessons, 1(5.9%) used teaching and learning materials but was below average, while 11(64.7%) were not using teaching and learning material during the observation. Furthermore, the item on the data which talks of the *quality of teaching method adopted for the lesson* revealed that none of the respondents rated Very Good or Not Available. Two representing 11.8% out of the 17 respondents rated Very Good, 4(23.5%) rated Average and 11(64.7%) was rated Below Average. This shows that 6(35.3%) of the respondents used teaching methods that were relevant for the lessons while 11(64.7%) used teaching methods that were Below Average. This means the method was not relevant for the lesson taught. It is also seen that item 3 on the table which is *relatedness of student's activities to objective for the lesson* shows that out of the total number of 17 respondents, 1(5.9%) rated Very Good, 3(17.6%) rated Good, 2(11.8%) rated Average, 11(64.7%) rated Below Average and none of the respondents was rated Not Available. This is an indication that only a few 6 (35.3%) of the respondents' (teachers) activities they chose were in relation to the objectives set for the lesson. As many as 11 (64.7%) of the respondents' activities in relation to the objective of lessons were Below Average. Also, item 4 on the data which is on *relevance of introduction of the lesson* shows that 3(17.6%) out of total number of 17 rated Very Good, 2 (11.8%) were rated Good, 9(52.9%) rated Average while 3(17.6%) rated Below Average. None of the respondents was rated Not Available. This implies that the respondents' introductions of the lesson were relevant to the lessons and interesting. Also, item 5 which was *quality of lesson presentation*, on the table indicated that no respondent was rated Not Available, 1(5.9%) was rated Very Good 3(17.6%) rate Good, 2(11.8%) rated Average and 11(64.7%) rated Below Average. This is an indication that those who did not prepare and plan their lessons could not present the lessons as expected but the few who prepared and planned their lessons presented the lessons as expected. This goes to support a previous study that teachers use of authentic forms of profile dimension assessment techniques such as portfolio and peer and self-assessment techniques during lesson delivery will help lay a strong foundation for the knowledge base for teaching and assessing the learners learning outcomes [7]. Again, items 6 which is "relevance of emerging concepts", out of the total

number of 17 respondents, 1(5.9%) was rated Very Good, 3 (17.6%) were rated Good, 2(11.8%) were rated Average and 11(64.7%) were rated Below Average and none of the respondents was rated Not Available. This indicates that the concepts that were emerging during the teaching as at the time of observation were mostly Social Studies in nature. As many as 11(64.75) of the respondents were however mainly concerned with the facts while refusing to lay much emphasis on the concepts. This indicates that the concepts that were emerging during the teaching as at the time of observation were mostly related to social studies: for that matter for achievement of the objectives of the lesson but majority, 11(64.7%) of the respondents were mainly concerned with the facts while refusing to stress much on the concepts. Again, on item 7 on the table which is “students’ participation in the lesson”, reveals that out of the total number of 17 respondents, 2 (11.8%) were rated Very Good, 2 (11.8%) rated Good, 2(11.8%) rated Average while the remaining 11(64.7%) were rated Below Average. None of the respondents was rated Not Available. This means that as many as 11(64.75) of the respondents (teachers) do not involve the students much in the lesson during the observation. Furthermore, on item 8 which is on “teacher’s knowledge about the subject matter”, the data shows that out of the total number of 17 respondents, 4(23.5%) rated Very Good, 1 (5.9%) rated Good, 1 (5.9%) rated Average, 11 (64.7%) rated Below Average while none of the participants was rated Not Available. This indicates that most of the respondents had no fair idea about the subject matter. The primary task of any teacher is through knowledge of the subject-matter which the teacher will attempt to get his or her student to learn. It is very important that a teacher should know broadly and deeply, the field in which he teaches to enable him or her impart the appropriate knowledge, value skills and attitude into the students. Lack of this can cause a teacher failure in his or her lesson presentation. Finally, on item 9 which is “relatedness of knowledge presented and identified general objectives”. Out of the total number of 17 respondents, 3 (17.6%) were rated Very Good, 2 (11.8%) were rated Good, 1 (5.9%) rated Average, 11(64.7%) rated Below Average while none of the respondent rated Not Available. This means that majority of the respondents, that is, 11(64.7%) teachers’ lessons presented were mostly not in line with general objectives of Social Studies. Only few lessons presented were in line with the general objective of the subject (Social Studies).

Furthermore, research question one (1) was investigated through one-to-one interview for further clarification. The interview guide reads: *Why the lesson was introduced the way you did?* The beginning of any lesson plays an important role in deciding the students’ attitude to the lesson. If the introduction is boring or confusing, students become equally bored and confused from the beginning of the lesson. However, when the introduction is lively, a teacher will be able to sustain the interest of the students for the greater part of the period. The introduction of every lesson is very important in lesson presentation, because it prepares the students for what they will be learning and explains the fundamental aspects of the lesson. The results of the data reveal that out of the total number of 17 respondents, 12 (70.6%) respondents said they used questions and answer techniques to introduce their lessons because it helps to find out what was taught in the previous lessons, has not been forgotten, another 3(17.6%) said they sang for the introduction of the lesson to enable the students have a clue in what they were going to do in the lesson and also make the students attentive for the lesson. The remaining 2(11.8%) said they used stories for the introduction of the lesson to make the students attentive to the lesson. All the 17 respondents responded that those techniques were used to stimulate the interest of the students in the lesson. Item 8 reads: *What was the relevance of the teaching and learning material you used?* During the observation, it was realised that out of the total number of 17 respondents, 11 (64.7%) were not using instructional materials. Only 6(35.3%) of respondents used instructional material to teach. When those 11(64.7%) who did not use instructional materials in their lessons were asked why not using instructional materials, the response was that the students were mature enough to

learn in abstract without real objects so there was no need using instructional materials to teach them. Also, when those who used instructional materials were asked why teaching material in their teaching, their response was that instructional materials help to make the lesson real and practical hence reduced much of the teacher's talking during teaching and it makes the students understand better. The implication is that teacher effectiveness will not be enhanced if teachers fail to use teaching and learning materials in presenting their lessons. The teaching effectiveness of Social Studies teachers, is based on their optimum best in terms of planning and preparation, instructional skills, classroom management, communication skills and assessment skills [12]. This means that the usage of instructional materials in the teaching and learning processes cannot be over emphasized.

The question on item 9 states: "Why were these teaching techniques and strategies employed in this lesson?" This question was to find out the methods and techniques applied whether they could help to improve the quality of teaching Social Studies. The findings reveal that out of the 17 respondents, 6(35.3%) used child – centred technique and 11(64.7%) used teacher – centred technique. The 6 (35.3%) respondents when asked why they adopted child-centred method in their teaching said there was the need to involve the students in the teaching and learning process and also allow them discover how to solve problems on their own. When the 11 (64.7%) were asked why the teacher – centred method was used in the teaching and learning process they said that it enables them to complete the syllabus on time and also much is covered before the students write their final examination. The findings from item 9 revealed that most of the respondents preferred using teacher-centred (lecture method) to child-centred method. This implies that the child's interest is not catered for in their lesson presentations.

On why did teachers involve the students in the teaching and learning process, they said the educational reforms stress much on students' participation during the teaching and learning process and that was why they were involving their students in their lesson presentation. Out of the 17 respondents, 11(64.8%) realised that they did not involve the students much in the lessons. They argued that they did so to avoid unnecessary waste of time in the teaching and learning process so that they could complete the syllabus on time as they had much to cover before the students wrote their external examination. But the 6 (35.3%) respondents who involved the students in the teaching and learning process responded that it enabled the students to be active throughout the lesson and also contribute towards the lessons effectively and also enabled them to solve problems on their own. The implication of these findings is that the main purpose of introducing Social Studies is to equip the students with the necessary knowledge, skill, values and attitudes to solve their personal and community related problems Assessment of the learning outcomes in subject lessons should be in line with the main goal and objectives of the subject, in helping learners to develop a reflective, concerned, responsible and participatory citizen in civic life of a country [7]. It is therefore, imperative that students should be involved in the teaching and learning process in order to enable them acquire the necessary skills to solve both their personal and community related problems.

The results from research question one (1) show that the skills and strategies the respondents exhibited in their lessons presentation left much to be desired. Majority of the respondents did not consider the interest of the students when presenting their lessons. Students' participation in a lesson motivates and stimulates their interest in the teaching and learning process. Social Studies teachers' ability to manage their classroom effectively would have positive consequences in the performance of the students as well as their social life because the Social Studies classroom is a mirror of the society and as such whatever happens in the classroom has direct effect on the attitude of students who are the future of the Ghanaian society [12]. This means that when students are directly involved in the teaching and learning process, they are encouraged to learn better, discover knowledge for themselves, retain information better, and apply the knowledge gained in new situations. This then can suggest that teaching and learning process should

not be one-man affair, with the teacher doing all the talking and the students doing all the listening.

On what respondents intended to achieve by teaching this topic, out of the 17 respondents 5(29.4%) said it was to help the students to become responsible and concerned citizens about their environment particularly on sanitation and discipline. 10(58.8%) said it was to help the students pass their final examination and 2(11.8%) responded that it was to enable the students to be much concerned about science and technology. This means that majority (10) of the respondents were not aware of the outcome of the topic taught during the observation only to respond that it was to enable the students pass their final examination.

Again, item 12 on the interview guide reads “What concept did you develop in the teaching of this topic?” The data revealed that 12(70.6%) of the respondents said they used Social Studies textbooks and pamphlets and these books do not talk of concepts but rather facts and also to meet the expectations of the questions set by the West African Examination Council. Only 5 (29.4%) of the respondents said Social Studies concept serve as framework for the elaboration and organisation of facts for an easier and better understanding, therefore they develop the concept that are relevant to Social Studies and which equips the students with the skills that will enable them solve both their personal and community related problems. The implication from this result is that respondents are not concerned of inculcating into the students the right knowledge, values, attitudes and skills but are only concerned of passing their final examination. It is noted that for an effective teaching of Social Studies, the teacher must have a clear picture of the main ideas (concepts) to be presented. Social Studies is an integrated discipline which is full of concepts which required a resourceful teacher to handle it. The focus of the subject is to help improve learners’ attitude [13]. This means that if teachers are able to organise Social Studies teaching around concepts, learners will be able to make sense of abstract ideas and begin a lifelong process of acquiring knowledge.

Also, the researchers had a discussion with 50 students on lesson presentations in the classroom. The researcher aimed at finding out the extent to which Social Studies helped them in their daily life since they entered Senior High Schools and how they saw their Social Studies teachers perform during instructional period. To ensure the validity of data, each of the 13 items of the focus group discussion guide which formed the basis for analysis was collated from the 50 students in 6 different groups. The discussion was done based on what happened in the classroom during the observation and the overall view of Social Studies. In discussing this research question, the aim was to find out from the respondents how effectively the teachers involve them in the lessons and how effectively the teachers presented their lessons. In the discussion, 8 items were considered, and interpretive technique was used to analyse the findings.

Items 1 and 2 were combined to read as: “*What was the topic treated for the lesson and what comes into your mind when the teacher introduced the topic for the day?*” This was to find out if the topic treated was not forgotten and how they felt when the teacher introduced the topic. In response all the groups mentioned topics like: world of work, productivity, and entrepreneur and knowing myself. In response to the second part of the question, the respondents said across all the 6 groups they were eager to listen to what the teacher was to teach them in the lesson. Item 3 states, “*How did you like the introduction of the lesson?*” The beginning of any lesson plays an important role in deciding the students’ attitude to the lesson. If the introduction is boring or confusing, students become equally bored and confused from the beginning of the lesson. However, when the introduction is lively, a teacher will be able to sustain the interest of the students for the greater part of the period. In response to this, one group member said they were happy with the introduction of the lesson because the teachers used stories to introduce the lesson. Two other group members said they were very excited when the lesson was introduced because their teachers sang to introduce the lesson. The last 3 group members said they were also happy

with the introduction of the lesson because questions and answers technique was used for the introduction of the lesson.

Item 4 which states, "What were some of the activities the teacher made you do during the lesson?" Out of the 6 groups, 2 groups said some of the activities the teachers made them do included group discussion and role playing while the other 4 group members said no activities went on apart from the teachers at times asking them some questions about the topic treated. Social Studies is a study that equips the individual with tools necessary to combat the problems of man's survival [14]. It is therefore, necessary that students should be involved in the teaching and learning process in order to enable them solve their personal and community related problems. Students' participation in a lesson motivates and stimulates their interest in the teaching and learning process. Social Studies teachers familiar with the content of the syllabus, making it easy in their selection of valid content, setting of appropriate objectives in their teaching and even the mode of using appropriate assessment tools to assess the concepts of the subjects [13]. This means that when students are directly involved in the teaching and learning process, they are encouraged to learn better, discover knowledge for themselves, retain information better, and apply the knowledge gained in new situations. The findings in this study support earlier research on *Formative Assessment Techniques Tutors use to Assess Teacher- Trainees' Learning in Social Studies in Colleges of Education in Ghana* that knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge, and this inspires the notion of performance-based-assessment [17]. This then can suggest that teaching and learning process should not be one-man affair, with the teacher doing all the talking and the students doing all the listening. Item 7 reads "What lesson did you learn from the topic taught?" In response to this, two (2) group members said they learned how they could contribute their quota to societal change in their communities. Two (2) other group members said they learned something about how education can help to bring societal change to the benefit of the society. The last two group members said they learned the importance of education to the individual and the society.

3.2. Relevance of Lesson Evaluation to the Goals and Objectives of Social Studies

This addresses research question 2 which states: "How relevant is lesson evaluation towards the goals and objective of Social Studies?" This addresses the relevance of teachers' lessons evaluation to the goals and objectives of Social Studies. Observation, interview, and focus group discussion were used as tools in helping to collect data on the above research theme. The question on the observation checklist was analysed on Table 2, the focus groups discussion was analysed to address research theme. Under this theme the researchers considered techniques in questioning responses from the students' reaction from the students during teaching, and how the lesson was concluded.

Table 2. Evaluation of the Lesson

Item	Very Good	Good	Average	Below Average	Not Available	Total
1.Lesson Evaluation	3(17.6%)	2(11.8%)	1(5.9%)	11(64.8%)	0	17(100%)

The question on the Table 2 reveals that out of the total number of 17 respondents, 3(17.6%) were rated Very Good, 2 (11.8%) rated Good, 1(5.9%) Average, 11(64.8%) rated Below Average but none of the respondents was rated Not Available. This implies that 6(35.3%) who planned their lesson before teaching concluded their lessons satisfactorily. The students' involvement in the lesson, questions and responses from both the teacher and the students, usage of teaching and learning materials, lesson presentation, method

adopted for the lessons were of standard. Also, it is seen from the table that 11(64.7%) of the respondents concluding part of their lessons were rated Below Average. This means that they did not prepare their lesson plans before teaching. As indicated in the literature review, lesson plan shows how the teacher intends to impart a stated knowledge in a given period. Social studies teachers should dedicate enough time for preparation of lesson plans, teaching learning materials and other related activities that will make the teaching of the subject effective and also impact on the attitude of learners positively [15]. This implies that teachers who do not prepare and plan their lessons would not be able to achieve the objective hence the goals of the subject. This means that for a teacher to teach a lesson successfully, there is the need to plan the lesson very well which will then determine the sort of techniques to use for the concluding part of the lesson.

Furthermore, during the interview, the following responses were received from the respondents. Item 13 on the interview guide reads: *How did you evaluate the lesson you taught?* The findings revealed that out of the 17 respondents, 11(64.7%) responded that they normally assess the students by giving them assignment to send it home and present the assignment during the next lesson while 6(35.3%) responded that they evaluated their lessons as the lesson progressed till the time the lesson ended. Evaluation involves judging or deciding about the quality of pupils' performances or possible courses of action. This implies that if the curriculum and instructional process are to succeed, then there is the need for effective use of feedback from evaluation to improve teaching and learning. Another item on benefits that the student got from this lesson, 4 (23.5%) out of the 17 respondents responded that the lesson taught will enable the students have fair idea about the world of work in case they completed school and the consequence that may follow and it will enable them fit well into the society. Two (11.8%) out of the 17 respondents said it will help the student to know how to relate well with neighbours in their communities and the remaining 11(64.7%) responded that it enables the students to pass their final year examination.

Results show that a greater proportion of the respondents that is 11(64.7%) out of the 17 respondents were not aware that their students would benefit from the lessons taught only for them to pass their final examination. As found in the literature review, one of the general aims of Social Studies is to help students to become responsible citizens, capable and willing to contribute to societal advancement and to develop positive attitudes and values towards individual and societal advancement. This means that social studies was not introduced to help students pass their final examination but to help them fit well into the society that they may find themselves and also help them to be reflective, concerned, responsible and participatory citizens.

Item 15 on the interview guide also reads: "How relevant is the topic treated to the students and the society at large?" This addresses how the society was going to benefit from the lesson taught during the observation. In answering this question, out of the 17 respondents, 4(23.5%) said because of the necessary knowledge, skills values and attitudes gained from the lesson, it may have some influence on the students that may help them contribute effectively towards the development of the community that they may find themselves. Also, 2 (11.8%) responded that the students have gained some value and attitude in the Social Studies lesson, it may help reduce the indiscipline in the society while 11(64.7%) said it will help the students to relate well with their friends hence reduction in community conflict.

Furthermore, item 16 on the interview guide reads "How do you evaluate the students' reactions towards the end of the lesson taught?" Here it seeks to find from the respondents how they construe the students' facial reactions, mood, and impressions towards the lesson. The result from this item indicated that out of the 17 respondents interviewed, 6 (35.3%) said at times they will see of the students felt sorry particularly when some concepts are well explained. Regarding the question that were asked, 11 (64.7%) of the respondents said they cannot determine whether what has been taught

merits any reaction from their students or not. This implies that most of the teachers interviewed cannot determine whether they have been able to achieve their objectives for the lesson and what lesson have their students learned from the lesson, and whether the right knowledge, skills, values and attitudes which Social Studies emphasised have been imparted into the students.

Again, with the focus group discussions with the students, the following were some of the responses from the student concerning the subject (Social Studies) and their teachers' way of teaching the subject. This also was to find out if Social Studies teacher with the knowledge of Social Studies goals and objectives in mind can help to reduce the moral decadence in the system through effective teaching. Evaluation involves judging or deciding about the quality of pupils' performance or a possible course of action. This implies that if the curriculum and instructional process are to succeed, then there is the need for effective use of feedback from evaluation to improve teaching and learning. Interpretative technique was used to analyse the findings. Items 8-14 of the discussion questions were considered in analysing the data. These questions were investigated through focus group discussions.

Items 8 which read: *In what way can the topic taught help you in your daily life?* In answering this question, all the 6 groups' members said it will help them pass their final examination. They also would use the knowledge gained on how to help their communities to improve but not expect the community to do something for them. Item 9 on the focus group discussion guide read "How do you see the relevance of studying Social Studies in school?" Out of the 6 groups, 2 groups said the subject is good but too broad compare with other subjects, 2 others also said to get good grades at the final examination while the last 2 groups members said it is good but their Social Studies teachers do not explain the topics well for them to understand therefore they have lost interest in the subject. This means that the teachers do not present their lessons well as expected.

Again, on item 10 which reads "How has Social Studies changed your way of doing things since you entered into the Senior High School?" It finds from the respondents if there had been a change in their life since they started offering Social Studies at the Senior High School. In answering this question, out of the 6 groups, 1 group members said truly they have not seen any change in their life since they entered the Senior High School. The reason may be that they have no permanent Social Studies teachers in their school. Also, 3 other groups said they do not even enjoy the lesson let alone for it to change their way of doing things. They explained that the Social Studies teacher only gives them notes to copy any time they have Social Studies lessons. The last 2 group members said the subject has changed their way of doing things because the teachers had time for them and at times invite resource persons to handle some of the topics. This implies that some of the teachers handling Social Studies at the Senior High School were maybe not competent enough or interested to teach the subjects. As found in the literature review, effective teaching of Social Studies requires teachers to exhibit certain behaviours and practices relevant for the attainment of the objective of Social Studies [12, 16].

Item 11 involves how helpful is Social Studies to you and your society as a whole? The intent of this question is to find out from the respondents how Social Studies has contributed towards the development of the society. With these questions, all the 6 groups' members agreed that though the subject has really been good but to what extent it has helped the society they do not know. On item 12 which is "How do you evaluate the teaching of Social Studies by the subject teacher?" This is also to find out from the respondents how effective their Social Studies teachers are during Social Studies lessons. Effective teaching of Social Studies is guaranteed when the teacher formulates worthwhile objective, selects appropriate content, uses relevant teaching and learning materials and designs appropriate teaching and learning activities to address the identified problem. In response to this question, 2 groups out of the 6 the groups said their Social Studies teacher

teach them well to understand the topics very well. Another 2 groups said their Social Studies teachers only give them notes to copy without explaining it to them; therefore, they do not like the teachers. The remaining 2 groups said since they entered Senior High school for the past two and half years, they never had a permanent Social Studies teacher therefore can conclude that the teachers do not teach well and the lessons are always boring. A student boldly said he always walk out from the class anytime they have Social Studies lessons.

Item 13 on the focus group discussion guide read: "Why should you study Social Studies?" In answering this question, the information gathered proved that out of the 6 groups, 3 groups said they study Social Studies because it teaches them how to live with others after school. Another 2 groups' members said they study Social Studies because it is part of the school curriculum and the last 2 groups said they study Social Studies because it will help them to better their grades in the final examination to enable them to enter tertiary institutions. Item 14 which read "How do you help your neighbours and the society from the topic taught in Social Studies?" The import of this question is to find out the knowledge gained in Social Studies, how the respondents would apply it in their daily activities and to their neighbours. Indication from the results shows that 2 groups, out of the 6 groups said they will live peacefully and cordially with their neighbours and also be concerned about their lives to prevent conflict. Two (2) groups' members said as citizens of the country, they will try as much as they could to help address the sanitation issues confronting the communities. The last 2 groups' members said they will advise their friends to learn among themselves than to put on irresponsible behaviour. As indicated in the literature review, the purpose of Social Studies is to produce reflective, concerned, responsible and participatory citizens [1]. This means that the individual should be concerned and responsible about his or her society and get involved in whatever is going on in the society if it is good and can benefit the society and the individuals. From research question 2, the information gathered indicate that the students would have wished to apply the knowledge gained in Social Studies lessons profitably to help solve both their personal and societal issue if the Social Studies teachers were to teach as expected of them with the necessary skills. The information gathered reveals that some of the Senior High School students do not have permanent Social Studies teachers.

4. Conclusions and Recommendations

The study revealed that not lessons presented were in line with the general objective of the subject (Social Studies). This affected the students understanding of concepts in the subject in helping them to right wrong their decision making. The study also indicates that teaching and learning Social Studies should not be one-man affair, with the teacher doing all the talking and the students doing all the listening. Therefore, this promoted effective assessment of social studies lessons, that brought students on board during teaching and learning. The knowledge gained in Social Studies lessons profitably to help solve both their personal and societal issue if the Social Studies teachers were to teach as expected of them with the necessary skills. The study also reveals that some of the Senior High School students do not have permanent Social Studies teachers. It is recommended that Ghana Education Service should organise workshops and in-service training for Social Studies teachers at the Senior High School level on how to present and evaluate social Studies lessons in order to realise the goals and objectives envisaged for national development. It is also recommended that teachers who have the exposure of the subject and are equally qualified to teach it at the Senior High Schools but are found teaching at the basic level, should be allowed by the Ghana Education Service to teach the subjects at the Senior High School level. The Government of Ghana should make it a laid down policy for the recruitment of qualified Social Studies teachers to teach at the Senior High School (SHS) level for effective assessment in the classroom.

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