Influence of the Differences in Social Studies Teachers' Curriculum Conceptions on Curriculum Implementation in Senior High Schools (SHSs) in Ghana: Implication for Curriculum Policy

Samuel Ofori Bekoe (PhD)

(HOD) Social Studies Department, University of Education-Winneba, Ghana.

E-mail: Sam_Oforibek@yahoo.com. Tel: +233 246 958 774

Isaac Eshun

Environmental/Social Studies Tutor, Enchi College of Education, Ghana

E-mail: isaac_eshun@ymail.com Tel: +233 266 634 610

Abstract

Practitioners of Social Studies believe that its introduction in schools is inextricably link with national development if students are imbued with the ideals of society. As a subject in the SHS curriculum in Ghana, it is mostly taught by graduate teachers from the country's two public teacher preparation universities: University of Cape Coast and University of Education, Winneba (i.e. UCC and UEW) and graduates from other universities. Analysis of their programmes reveals differences in curriculum policy on how the subject is structured to prepare teachers to teach it at the SHS level.

A sequential mixed method design was used. Data from questionnaire was triangulated with interviews and classroom observation of pedagogues who are products of UCC and UEW. The Pearson Chi-Square was used in finding significant differences. The *p-value* is the probability for showing differences and a critical *value of alpha*=.05 was adopted.

The study revealed that teachers' conception about Social Studies has influence on their classroom activities. It was recommended that courses on methodology and content for Social Studies student-teachers must reflect not only the teaching of the cognitive but also the affective and skills development.

Key-words: Social Studies. Social Studies curriculum. Curriculum conceptions. Curriculum implementation. Curriculum policy.

1. Introduction and Background

Globally, twenty first century governments and industries are seeking to grow their economies by identifying alternate sources of energy, improved products, creating new business and technological solutions, and finding quicker and more efficient ways to communicate. Schools are charged to respond to these and other societal needs. To do so, schools must re-think their focus and develop and implement curricula that will produce the necessary human capital to identify viable solutions for these needs (Shah, 2010). This implies educating the teacher cannot be taken for granted since it is inextricably link to national development.

Education is recognised worldwide as the bedrock of national development and the key factor in human resource development. It is believed that the social, economic, political, and cultural development of nations depend largely on the quality of education their students have. For example, the rise of Japan into the status of an economic giant today as well as the emergence of Hong Kong, Singapore, Korea, Taiwan and Malaysia as economic forces, have all been attributed to the heavy investment these countries made in education (Evans, 1991). This implies that a country that wants to develop must take the education of its populace very serious. There is a general belief that teachers play a very critical role in the achievement of quality education. To connoisseurs of education, the success or failure of education curriculum greatly depends on the teacher since he is the single most important person in its implementation. The teacher is, therefore, a king-pin in the implementation of educational programmes since they make or break education programmes (Nacino-Brown, Oke & Brown, 1990). The importance of the teacher in quality education delivery underscores the need for commitment of both material and financial resources to the preparation of teachers. Teacher development starts at the training institution and continues throughout working life.

In teaching and learning schools are designed to serve as places that assist students in developing an understanding of society and commitment to political and civic engagement. In this role, schools can help foster the knowledge, skills and dispositions that young people need to develop political awareness and socially responsible individuals (Torney-Purta & Vermeer, 2004). It is therefore incumbent on the Social Studies teacher to be abreast with and encompass problem solving, scientific inquiry, active learning, subject integration and self

discipline in classroom activities (Cross, 2004; Ornstein & Hunkins, 2004; Dunn, 2005). This is because teachers are trained to be facilitators, who should support students to locate, analyze, interpret, and evaluate data. With this, McLaughlin (2004) suggests that organizations such as schools should provide opportunities for the youth to engage as active learners in ways that lead to confidence in the value of participatory problem-solving. There are all indications that Social Studies as a subject was introduced solely to help bring such dreams to realisation. According to Jarolimek (1967), the introduction of Social Studies, as one of the curricula in American schools, was a response to certain social pressures mounting at the time, on the need to inculcate certain values and sense of nationalism into the youth of America. In much of Africa, the introduction of Social Studies as part of the school's curriculum was preceded by the formation of the African Social Studies Programme (ASSP) in 1968 (Kissock, 1981).

> Over the past several years, Social Studies has become a more visible school subject and conception of learning Social Studies has evolved from doing and knowing to experiencing and making meaning. The tacit and piecemeal curriculum that has long characterized the Social Studies classroom seems to be gradually giving way to a more coherent and integrated set of objectives, benchmarks, and performance indicators. This approach is goal oriented with an emphasis on learner outcomes: the knowledge, skills, attitudes, values and disposition to action that teachers wish to develop in students (Farris, 2001: 59-60).

The above citation precisely describes the evolution of social studies, as a single discipline of study, among the school curriculum in Ghana. It has evolved from a collection of specific History and Geography topics, which used to characterize the early Social Studies curriculum, into an issue centred (trans-disciplinary) subject (Bekoe, 2006). This shows that there are different conceptual approaches or conceptual perspectives of defining Social Studies.

The field of Social Studies is so caught up in ambiguity, inconsistency and contradiction that it represents a complex educational enigma (Martorella, 1994). This signifies that there is controversy surrounding Social Studies with regard to how it is conceptualized in terms of meaning, scope/content, and objectives. This according to Bekoe and Eshun (2013a:45) "although social studies is seen as an integrated body of knowledge, there is an issue of acceptable level of integration".

In Ghana, according to the teaching syllabus for Social Studies (CRDD, 2010: ii), the subject prepares the individual by equipping him or her with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. These clearly show that it is accepted that the ultimate aim of Social Studies is seen as Citizenship Education.

However, documentary evidence on the Social Studies curricula of the two universities, University of Cape Coast (UCC) and University of Education, Winneba (UEW), shows clear conceptual differences in what the subject is. A study by Bekoe and Eshun (2013b:192) revealed that there are significant differences in UEW and UCC Social Studies graduate teachers' conception of Social Studies. The background knowledge of Social Studies teachers is built from their training institutions. Knowledge based on the documentation of the Social Studies curricula of both universities influence how trained teachers conceptualize the subject.

According to Bekoe and Eshun (2013b:192) teachers have varied conceptions about Social Studies as an amalgamation of the social sciences, citizenship education, reflective inquiry or problem solving. Most UCC graduates conceptualize the subject as amalgamation with a multidisciplinary approach, whilst most UEW graduates conceptualize it as problem-oriented subject which is trans-disciplinary in nature. Whilst graduates of UCC agreed that Social Studies curriculum of schools should be subject-centred (i.e. geography, economics, history, sociology etc), UEW products disagreed with that assertion.

There was therefore the need to conduct a study that will determine how the differences in the conception of the subject in the two universities and the structure of their programmes influence the conception of their graduates and its impact on their classroom practices.

As a result, the purpose of the study was to draw attention to the influence of the differences in conception of Social Studies on the classroom activities of Senior High School teachers from the University of Cape Coast (UCC) and the University of Education, Winneba (UEW). The research therefore sought to answer how does the classroom practices of graduate teachers from University of Cape Coast differ from graduates from University of Education, Winneba as a result of the possible differences in conception and curricula structures of Social Studies?

2. Literature Review on Teachers' Curriculum Conception and Curriculum Implementation

The conceptions teachers have about curriculum are part of teachers' implicit beliefs about education (Thompson, 1992). As Begg (2005:6) puts it, curriculum is "all planning for the classroom." This implies that curriculum is

to provide a design which enables learning to take place. There are several ways that curriculum can be understood: one approach interprets curriculum primarily in terms of political power (e.g., curriculum as a fact, as practice, or as social conflict in Goodson, 1995), while a second analyses is the nature of what is taught (e.g., curriculum as race, gender, aesthetic, institutionalised, or poststructuralist texts in Pinar, Reynolds, Slattery, & Taubman, 1995). This implies curricula usually define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. Since teachers make the curriculum in their teaching practice, it makes sense to investigate the influence of Social Studies teachers' curriculum conception of graduates from UCC and UEW.

According to Urevbu (1985:3), formal curriculum refers to: what is laid down as the syllabus or that which is to be learnt by students. It is the officially selected body of knowledge which government, through the Ministry of Education or anybody offering education, wants students to learn. Defining what should be in the curriculum plans for the classroom requires answering the questions (1) who should determine what is taught and (2) what material should be taught. It would appear that there are a limited number of options available to curriculum developers in answering these questions. Who determines the curriculum can only be one or more of the following: (a) students' needs or wants, (b) teachers' knowledge and expertise, or (c) government's policies in response to society's problems or issues. The options for determining the substance of curriculum relates to either (a) important content, such as the chemical make-up of water or (b) important processes, such as knowing how to learn. Many studies have explored how teachers conceive of various subjects, including, Social Studies, Mathematics, English language, History (Calderhead, 1996; Clark & Peterson, 1986; Thompson, 1992). Studies have shown that teachers develop a subject understanding that is "broad and deep, enabling them to facilitate the building of similar connections in the minds of others" (Calderhead, 1996:716). They also have shown that the way teachers understand their subject affects the way they teach and assess. A reason for looking at social studies curriculum is that most teachers are not just delivery mechanisms or conduits for curriculum; rather they are creators or makers and implementers of curriculum (Clandinin & Connelly, 1992).

In this study the term 'Social Studies conception' is used to capture all that a teacher thinks, believes, and prefers about the nature and purpose of social studies in an educational process and practice (Thompson, 1992) and is a useful term to capture responses to complex and difficult categories of experience (White, 1994) such as curriculum. Other researchers (Cheung & Wong, 2002; Eisner & Vallance, 1974) use the term orientation, which we consider to be equivalent in meaning (Brown, 2008). Five major orientations to curriculum have been described: (1) curriculum is about the development of processes or skills, especially in the cognitive domain rather than just in life or social domains, (2) curriculum is about exploiting approaches to maximize outputs, (3) curriculum is about reforming or revolutionizing society in order to bring about greater justice and benefits for all, (4) curriculum is about maximizing the humanity of individuals by helping them develop their full potential, and (5) curriculum is about identifying and passing on valued academic knowledge and intellectual developments (Eisner & Vallance, 1974; Cheung, 2000). Cheung (2000) has argued that these orientations to curriculum (a) explain why teachers emphasize certain topics, (b) clarify the real meaning or intent of curriculum documents, and (c) influence both teacher professional and curriculum development. Inspection of curriculum practice is not guaranteed to expose teachers' true orientation to curriculum as various contextual constraints may impose common curriculum practices on teachers with highly divergent views of curriculum (Cheung & Ng, 2000). Although teachers have interconnected conceptions of curriculum drawing on several orientations simultaneously, there appear to be patterns in teacher conception of curriculum (Cheung, 2000).

Teachers' conception represents part of teachers' mental contents or schemas that influence approaches and practice of teaching (Ernest, 1989). Research studies (Huang, Lin, Huang, Ma, & Han, 2002; Thompson, 1992) conclude that teachers' conception of a subject or a curriculum would shape their perceived curriculum and therefore their implemented curriculum.

Indeed, the importance of teacher in the successful implementation of curriculum reform has been revealed in studies both in the West (i.e. Fullan, 2001; Nias, Southworth, & Campbell, 1992) and the East (Ou, 2000; Adamson, Kwan, & Chan, 2000; Lam, 1996; & Lee, 2002). Under the school-based curriculum development policy, the importance of teachers to the implementation of integrated programmes like Social Studies in schools is even more obvious. The importance of studying teachers' conception and curriculum implementation can be seen from Goodlad's (1979) five levels of curriculum, namely ideal, formal, perceived, implemented, and experiential curricula. As Goodlad (1979) postulates, the implemented curriculum often differs to various extents from the ideal or formal curriculum. The perceived and implemented curricula vary from the conception of persons (policy-makers or curriculum developers) who plan or devise a curriculum innovation. Teachers usually do not strictly adhere to a proposed change but implement their own version of a curriculum with their own interpretation or conception.

In general, studies of teachers' understanding of the subjects they teach have shown those conceptions affect the way teachers teach and assess (Ertmer, 2005; Kane, Sandretto, & Heath, 2002; Prosser, Martin, Trigwell, Ramsden, & Lueckenhausen, 2005). These implicit orientations to curriculum shape the topics teachers emphasise and the meaning teachers give to curriculum documents. For example, in social studies, different major conceptions of the subject (i.e., multidisciplinary, traditional or discrete subjects understanding versus problem-solving oriented and trans-disciplinary understanding) are claimed to be at the root of disagreements about what constitutes 'sound' approaches to the teaching of the subject. Cheung and Wong (2002) have argued that teachers' conceptions of curriculum affect the content of curriculum implementation.

There has been changing conceptions of learning and teaching over the years. The relationship between conceptions of learning and teaching has implications for educational change (Tutty *et al.* 2008). Change towards more sophisticated forms of teaching is only possible if the teacher's curriculum conceptions of teaching are addressed first (Ho, Watkins *et al.* 2001). While teachers' conceptions of curriculum may influence approaches to teaching, other factors such as institutional influence and the nature of students, curriculum and discipline may also influence teaching approaches (Kember & Kwan 2000). Environmental, institutional, or other issues may impel teachers to teach in a way that is against their preferred approach (Samuelowicz & Bain 2001).

Conceptions may shape teaching practice positively or negatively (Buchmann, 1986), so there must be effective teaching in Social Studies. This implies that teachers' conception is of high importance in the implementation process. It is therefore useful to inquire into the differences in characteristics of social studies teachers' curriculum conceptions and its influence on curriculum implementation in Senior High Schools in Ghana, if we want to have a deep understanding of the implementation process and implementing the prescribed curriculum.

3. Methodology

A sequential mixed method design was used to explore the conception of Social Studies by UCC and UEW, and how it impacts on the classroom activities of Social Studies teachers from these institutions at the Senior High School (SHS) level in the Central Region of Ghana. In terms of the purposes of combining methods; methods were combined both for triangulation and complementarity. Triangulation was used to test the consistency of findings obtained through different instruments used, whilst complementarity clarifies and illustrates results from one method with the use of another method.

The target population was the Social Studies graduates from UCC and UEW teaching the subject at Senior High Schools at Abura/Asebu/Kwamankese District, Gomoa West District, Gomoa East District, Agona East District, Agona West Municipal, Awutu-Senya District, Cape Coast Metropolitan, Effutu Municipal, Komenda/Edina/Eguafo/Abirem Municipal, and the Mfantsiman Municipal, all in the Central Region of the Republic of Ghana.

The sample size was one hundred and fifty (seventy-five apiece) Social Studies graduates of UCC and UEW teaching the subject. Non-probability sampling method (convenience, purposive and proportional sampling techniques) was used to select the sample of districts, schools and respondents for the study.

In all there were seventy-four (74) Senior High Schools (SHS) which were made up of fifty-one (51) Government assisted and twenty-three (23) private registered ones in the seventeen sampled districts in the Central Region at the time of conducting the research (Ghana Education Service (GES): Central Region Office). Purposive sampling technique was used to sample the 42 schools and its social studies trained teachers from UCC and UEW teaching the subject from the ten districts selected. respondents selected.

Table 1 Number of Districts and Senior High Schools selected for the study

Metropolitan/Municipal/District	No of Public SHS	No of Private SHS	Total
Abura/Asebu/Kwamankese District	3	1	4
Agona East District	2	1	3
Agona West Municipality	3	-	3
Awutu-Senya District	2	1	3
Cape Coast Metropolis	9	3	12
Effutu Municipality	1	2	3
Gomoa East District	2	1	3
Gomoa West District	2	-	2
KEEA Municipality	3	1	4
Mfantsiman Municipality	5	-	5
TOTAL	**32**	**10**	**42**

Note: KEEA- *Komenda/Edina/Eguafo/Abirem Municipal.*

Table 2 Sample of respondents selected for the study by Districts

Metropolitan/Municipal/ District	No of Teachers from UCC	No of Teachers from UEW	Total
Abura/Asebu/Kwamankese	9	7	16
Agona East District	2	5	7
Agona West Municipality	4	3	7
Awutu-Senya District	3	6	9
Cape Coast Metropolis	33	24	57
Effutu Municipality	3	6	9
Gomoa East District	3	4	7
Gomoa West District	2	7	9
KEEA Municipality	5	4	9
Mfantsiman Municipality	11	9	20
TOTAL	**75**	**75**	**150**

Note: KEEA- *Komenda/Edina/Eguafo/Abirem Municipal*

The Pearson Chi-Square was used to determine whether significant difference exists in graduate teachers' conception of Social Studies from UEW and UCC as well as their classroom practices in SHS. The *p-value* is the smallest value (probability) for finding significant differences. A critical *value of alpha*= 0.05 was adopted for significance in the statistical analysis. The qualitative data entry was done by the use of the interpretative technique based on the themes arrived at in the data collection. It was based on questions on the semi-structured interviews and the observation of social studies trained teachers' while they teach the subject in a classroom setting.

4. Influence of Teachers' Curriculum Conception on Curriculum Implementation

The research question is discussed under two sub-themes: teachers' perception of how social studies is to be taught: UCC vs. UEW, using the questionnaire and interview; and UCC & UEW graduate Social Studies teachers' conceptions and classroom practices in SHS, using the observation guide and semi-structure interview guide. Testing for significant differences of teachers' perception of how Social Studies ought to be taught is shown in table 3 below.

Table 3 Chi-square test of UCC & UEW teachers' conception of how social studies ought to be taught

ITEMS	Chi-square test: UCC vs. UEW			
	Value	df	asym. sig. (2- sided)	N of valid cases
1. Amalgamation of the social sciences is the best approach for Social Studies	53.517[a]	4	.000	150
2. Citizenship Education is the best approach for Social Studies	20.555[a]	4	.000	150
3. Integration of the social sciences is the best approach for Social Studies	8.334[a]	4	.080	150
4. Presentation of facts from the Social Studies syllabus is the best approach for Social Studies	12.724[a]	4	.013	150
5. Social Studies professionals should…focus first on social and political issues that will affect students and society	21.163[a]	4	.000	150
6. Primary role of Social Studies teacher is to help students learn how positive attitude can impact on one's community.	9.116[a]	4	.058	150
7. Topics pick and taught from Social Studies syllabi must revolve around how to solve issues that threatens human survival	43.582[a]	4	.000	150
8. The aim of Social Studies Education should be to imbue in students the rational thinking	6.044[a]	4	.196	150
9. Purpose of Social Studies education is to prepare students for life	2.255[a]	4	.521	150
10. Social Studies Education is designed to help students have positive attitudinal change	20.305[a]	4	.000	150
11. Social Studies is the social science in practice	4.822[a]	4	.306	150
12. Difference between students arise from their particular cultural and social situation and can be minimized…through Social Studies	5.715[a]	4	.222	150
13. The role of Social Studies teacher is to guide students in their mastery of problem-solving…	4.229[a]	4	.376	150
14. Effective Social Studies Education is not aimed at the immediate needs of students or society	3.809[a]	4	.432	150
15. The role of Social Studies teachers is to encourage students to examine their values and beliefs and to raise critical questions, esp. about societal values	13.253[a]	4	.010	150
16.There is no innate sense of guilt, right or wrong for students of Social Studies	4.081[a]	4	.395	150

When this question was asked-*Amalgamation of the Social Sciences is the Best Approach for Social Studies* shows a Chi-square of 53.517 with a *p*-value of 0.000. This shows that significant differences exist in the responses from UCC and UEW in perceiving amalgamation of the social sciences as the best approach for Social Studies. Respondents who were UCC products agreed, whilst respondents who were UEW products disagreed that Social Studies as amalgamation of the social sciences is the best approach for Social Studies. The findings from the studies of Evans (2004) and Todd (2005) similarly indicated that the decisions of what to teach our children under Social Studies education often shift and are dependent on the influence of the perception of the teacher about the subject.

When this question was asked-*Citizenship Education is the Best Approach for Social Studies* shows a Chi-square of 20.555 with a *p*-value of 0.000. This shows that significant differences exist in the responses from UCC and UEW. Whilst most UEW agreed, most UCC disagreed to that. This is a worry in the sense that if trained social studies teachers are not certain that social studies is citizenship education then it means they are tempted to teach according to how they are taught to conceptualize the subject.

When this question was asked-*Presentation of facts to students from the social studies syllabus is the best approach for teaching social studies* shows a Chi-square of 14.123 with a *p*-value= 0.007. This shows that differences exist in the responses from UCC and UEW in perceiving presentation of facts to students from the social studies syllabus is the best approach for teaching social studies. Most UCC products who were respondents agreed, whilst most respondents who were UEW products disagreed to that.

When this question was posed-*Social Studies Professionals should begin Educational Planning by focusing first on Social and Political Issues that will affect Students and Society* shows a Chi-square of 21.163 with a *p*-value= 0.000. This shows that significant differences exist in their responses. The above shows that differences exist from the two Institutions. Most UEW products agreed, whilst most UCC products disagreed to that.

When this question was asked-*Topics pick and taught from Social Studies syllabus must revolve around how to solve issues that threaten human survival* shows a Chi-square of 43.582 with a *p*-value= 0.000. This shows that significant differences exist. Most respondents who were UCC products disagreed, whilst most UEW products agreed to that.

When this question was posed-*Social Studies Education is designed to help Students have Positive Attitudinal Change* shows Chi-square value of 20.305 with *p*-value of 0.000. This shows that differences exist in the responses from UCC and UEW. Most respondents who were UCC products disagreed, whilst UEW products who were respondents agreed to that. If the pith and core of social studies is seen as citizenship education then its instruction must be done in a way to help students have positive attitudinal change. With this, Bednar and Levie (1993) recommended three approaches in designing instruction for attitude change: providing a persuasive message; modelling and reinforcing appropriate behaviour; and inducing dissonance between the cognitive, affective, and behavioural components of the attitude.

When this question was asked-*The Role of Social Studies Professionals should encourage Students to examine their Values and Beliefs and to raise Critical Questions, especially about Societal Values* shows a Chi-square of 13.253 with a *p*-value of 0.010. This shows that significant differences exist in the responses from UCC and UEW. It shows most UCC graduates disagreeing, whilst most UEW graduates agreed that.

With graduate Social Studies teachers' conceptions and classroom practices in SHS, observation checklists of ten (10) items were used to observe social studies professionals teaching the subject at the SHS level on two different occasions. Interviews were also granted to some of the teachers observed for proper clarification of ratings given them. For the observation checklist to be in line with effective Social Studies teaching it was based on the scope of what Smith and Ragan (1999), Bednar and Levie (1993), Wetzel, (1994), and Simonson and Maushak (2001), had drawn on findings from a number of studies to create a series of guidelines for designing effective instructional approaches for right attitudinal change, developing positive attitude, values and skills in learners. This in the view of Fageyimba (2002) depends on the section of content, teaching and assessment techniques, which the ideal Social Studies teacher must possess so as to be competent enough to teach.

The research question shows that there are differences in the classroom practices of graduate teachers from UCC and UEW as a result of the differences in conception and curriculum structure of Social Studies used by both institutions. It proved that teachers' conception about Social Studies has great impacts on their classroom activities (the way they select content, set objectives, teach and assess students). Most graduates from UCC social studies programme trained to be masters in the discrete subjects in the social sciences (i.e. geography, history, economics, and sociology), teach by presenting facts bootlegged from the social sciences to their students. Most UEW students, taught to be problem solvers in a single subject which is issue-oriented, theme based and trans-disciplinary in nature, teach their students to imbue skills, attitudes and values. Although some graduates of UCC see Social Studies as citizenship education, its mode of delivery perpetuated in a discrete subjects approach in the social sciences, thereby confuse them as to whether the subject should be perceived as problem solving/citizenship education or amalgamation of the social sciences. This further confuses student-teachers as to what Social Studies as a subject is supposed to be and how it will be imparted to their students. Teachers had difficulty interpreting certain aspects of the official curriculum document of Social Studies. Lack of clarity led to confusion.

5. Conclusions

Teachers varied conceptions about Social Studies as an amalgamation of the social sciences, citizenship education, reflective inquiry or problem solving have influence on their classroom practices.

The background knowledge of Social Studies teachers is built from their training institutions and this goes to influence the way they teach (i.e. selection of content, unit or topic, formulation of objective(s), mode of teaching, and assessment tool(s) used).

Teachers have difficulties in harmonizing the various conceptions and teaching Social Studies to accomplish the purposes of the curriculum in a complementary array. They tend to over stress the knowledge component of Social Studies than attitudes, skills and value components of the subject.

6. Implications, and Recommendations for Teaching and Learning

Students taught not to understand Social Studies as an attitudinal building or problem-oriented subject but over emphasised knowledge component of the subject may pass through the academic system without acquiring skills, values and attitudes that will enable them to solve their own problems and that of the society. The repercussion of this ineffectiveness of some graduate Social Studies teachers may results in moral decadence among our Ghanaian youth.

Teachers must therefore be sensitized about the philosophy of Social Studies throughout their training, especially, during the teaching practice programme. Therefore the two universities, (UCC and UEW) should seriously evaluate the courses on methodology and content for Social Studies student-teachers to reflect not only the teaching on the cognitive but also the affective.

Finally, since curriculum dictates what is to be taught in an educational system, the two universities should try to infuse their Social Studies curricula with more value oriented, skill development and problem-solving content for student teachers. This will equip them to comprehensively emphasize the cognitive, affective and psychomotor components of its objectives in classroom situations. This will help in forming a common ground on curriculum policy on Social Studies.

References

Bednar, A. & Levie., W. H. (1993). Attitude-Change principles. In M. Fleming & W .H. Levie (Eds.), *Instructional message design: Principles from the behavioral and cognitive sciences* (pp. 283-304). Englewood Cliffs, New Jersey: Educational Technology Publications.

Bekoe, S. O., & Eshun, I. (2013a). 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.

Bekoe, S. O., & Eshun, I. (2013b). Exploring Social Studies teachers' conceptions on nature and content of Social Studies in Senior High Schools in Central Region of Ghana. *Research on Humanities and Social Sciences*, *3*(5), 85-95.

Bekoe, S. O. O. (2006). *Assessment and curriculum goals and objectives: Evaluation of the systemic impact of the SSSCE on the senior secondary school social studies curriculum in Ghana*. Unpublished PhD Thesis submitted at University of Strathclyde, Scotland, UK.

Curriculum Research Development Division (CRDD) (1987). *Social Studies syllabus for Junior Secondary Schools*, Accra: Ministry of Education.

CRDD (2007). *Social Studies teaching syllabus for Senior High Schools*. Accra: Ministry   of Education.

CRDD (2010). *Social Studies teaching syllabus for Senior High Schools*. Accra: Ministry of Education.

Cross, C. (2004). Political education: National policy comes of age. New York: Teachers' College Press.

Dunn, S. G. (2005). *Philosophical foundation of education*. Upper Saddle River, NJ: Pearson.

Hantrais, L. (2005). Combining methods: A key to understanding complexity in European societies? *European societies, 7*(3), 399-421.

Ho, A. D., & Watkins, T. (2001). The conceptual change approach to improving teaching and learning: An evaluation of a Hong Kong staff development programme. *Higher Education 42*(2), 143-169.

Kane, R., Sandretto, S., & Heath, C. (2002). Telling half the story: A critical review of research on the teaching beliefs and practices of university academics. *Review of Educational Research, 72*(2), 177-228.

Kember, D., & Kwan, K. P. (2000). Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Instructional Science 28*(5), 469-490.

Martorella, P. H. (1994). *Social Studies for elementary school children*. New Jersey: Prentice Hall Inc.

McLaughlin, M. (2004). *Community counts: How youth organizations matter for youth   development.* Washington, DC: Public Education Network.

Nacino-Brown, R., Oke, F. E., & Brown, D. P. (1990). *Curriculum and instruction: An introduction to methods of teaching*. Hong Kong: McMillan Education Unit.

Ornstein, A., & Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues*. Boston, MA: Pearson.

Prosser, M., & Trigwell, K. (1997). Relations between perceptions of the teaching environment and approaches to teaching. *British Journal of Educational Psychology 67*(1), 25-35.

Prosser, M., Martin, E., Trigwell, K., Ramsden, P., & Lueckenhausen, G. (2005). Academics' experiences of understanding of their subject matter and the relationship of this to their experiences of teaching and learning. *Instructional Science, 33,* 137-157.

Quartey, S. M. (2003). The 1987 JSS Social Studies syllabus in Ghana: An analytical content review. *International Journal of Educational Studies, 2* (1), 1-12.

Simonson, M., & Maushak, N. (2001). Instructional technology and attitude change. In D.   Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology* (pp. 984-1016). Mahway, New Jersey: Lawrence Erlbaum Associates.

Smith, P., & Ragan, T. J. (1999). *Instructional design*. New York: John Wiley & Sons.

Tashakkori, A., & Teddlie, C. (2003). The past and future of mixed methods research: From data triangulation to mixed model designs. In Tashakkori, A. & Teddlie, C. (Eds.), *Handbook of mixed methods in social and behavioural research*, (pp. 671-701). Thousand Oaks, California: Sage.

Shah, C. G. (2010). Critical thinking. What it is and why it matters to emerging professionals? *Advanced Materials and Processes, 168*(5), 66-66.

Torney-Purta, J., & Vermeer, S. (2004). *Developing citizenship competencies from kindergarten through grade 12: A background paper for policymakers and educators.* Denver, CO: National Centre for Learning and Citizenship, Education Commission of the States.

Tutty, J. J., & Sheard, E. (2008). Teaching in the current higher education environment: perceptions of IT academics. *Computer Science Education, 18*(3), 171-185.

University of Cape Coast. (2008). *Social Studies programme structure*. Cape Coast: Author.

University of Education. (2009). *Social Studies programme structure*. Winneba: Author

Urevbu, A. O. (1985). *Curriculum studies*. Ikeja: Longman.

Wetzel, C. D., Radtke, P. H. & Stern, H. W. (1994). *Instructional effectiveness of video media.* Hillsdale, New Jersey: Lawrence Erlbaum Associates.

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** http://www.iiste.org/Journals/

The IISTE editorial team promises to the review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar