

# Gender-Based Perspectives on the Relevance of Senior High School Social Studies Objectives to National Development in Ghana

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## Abstract

This study explored gender-based perspectives on the relevance of the Senior High School (SHS) Social Studies general objectives to national development in the Kumasi Metropolitan Assembly, Ghana. Using a mixed-methods approach grounded in Social Role Theory and Constructivist Learning Theory, data were collected from 245 teachers and 395 students through surveys and interviews. Quantitative findings revealed no statistically significant differences between male and female perceptions of the curriculum's goals, including national consciousness, critical thinking, civic responsibility, and problem-solving. Qualitative data supported these findings, highlighting the curriculum's role in shaping attitudes, moral values, and civic behaviour. Both genders recognized Social Studies as essential for fostering responsible citizenship and national development, though nuanced gendered experiences influenced engagement. The study underscores the importance of integrating gender-sensitive approaches in curriculum design and pedagogy to promote inclusive and effective citizenship education. It offers empirical insights to inform policy reforms and curriculum improvements that align with equitable national development goals.

**Keywords:** Relevance, Objectives, Curriculum, Effective Citizenship, National Development

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## INTRODUCTION

### Background

Education is still an aspect of national development, especially in developing nations where the quality and direction of the curriculum are strongly linked to social change and economic growth (UNESCO, 2017). In this light, Social Studies education is very important for making people who are civic-minded, knowledgeable, and responsible, and who can deal with the social, political, and economic problems in their society (Ajiboye & Odetoro, 2020). The Senior High School (SHS) Social Studies curriculum in Ghana is meant to help the country reach its broad goals, such as promoting unity, fostering national consciousness, encouraging civic responsibility, and getting young people ready to make a real difference in national development (MoE, 2010).

The main goals of Ghana's Social Studies curriculum are to teach students how to think critically, support participatory democracy, and gain the knowledge and attitudes they need to make society better. Some of these goals include learning about Ghana's cultural heritage, respecting the law, valuing the country's resources, and helping with long-term development (CRDD, 2010). Because of these broad goals, it is important to find out how well the curriculum accomplishes its developmental goals, especially from who use it in the classroom.

The gendered interpretation of a curriculum's relevance is a crucial but frequently overlooked aspect of its efficacy. Gender inequalities affect how students and teachers see and interact with curricular content in various schools, including those in Ghana (Mensah & Agyemang, 2021). Socio-cultural norms and gender roles can affect how

male and female teachers and students interact with the Social Studies curriculum by shaping their expectations, interests, and engagement in the classroom (Ampadu & Oppong, 2022). For example, male students might be more interested in themes like national like community welfare, fairness, and social cohesion. In the same way, teachers' experiences as men or women may determine how much they focus on certain issues and how they teach about national development.

The Kumasi Metropolitan Assembly is an important educational district in Ghana's Ashanti Region, which makes it a place to explore these gendered points of view. The district has a wide range of public and private senior high schools that serve students from various social, economic, and cultural backgrounds. This makes it a place to study the relationship between gender and curriculum relevance. It is important to understand how both male and female teachers and students in this area see the Social Studies curriculum through a gender lens. This will help us understand how it is received and interpreted and whether this affects how relevant it is to reaching national development goals.

More and more studies are looking into how gender affects curriculum evaluation. They want curriculum assessments that take into account diverse demands and points of view (Tuwor & Sossou, 2008). However, there have not been many studies in Ghana that have looked at how gender affects how stakeholders see the goals of the Social Studies curriculum, especially when it comes to national development. This gap is especially important because UNESCO (2015) says that inclusive and fair education is necessary for sustainable development. A full understanding of how male and female teachers and students see the developmental goals of the curriculum will not only help shape future policy changes, but it will also encourage teaching methods that are open to all students and take into account their individual requirements based on their gender.

### **Problem Statement**

Education is for the social, political, cultural, and economic destiny of any country. Social Studies is a subject that stands out because it teaches students how to be knowledgeable, responsible, and engaged citizens. The Senior High School (SHS) Social Studies curriculum in Ghana has a few main goals, such as encouraging national awareness, unity, civic duty, and long-term growth (Ministry of Education [MoE], 2010). These goals are meant to provide students the knowledge, beliefs, and abilities they need to make a real difference in the development of their country. However, there are also worries about how relevant and useful these goals are in the real lives and views of students and teachers, especially when looked at through the lens of gender.

Several researchers have said that how teachers and students understand, teach, and receive the curriculum can have a big impact on whether or not educational goals are met (Print, 2020; Banks, 2015). The curriculum aims to be inclusive and focused on development, but there is not much real-world evidence to show that male and female stakeholders see and experience the subject's significance equally. In Ghanaian schools, how boys and girls feel about the curriculum, how teachers teach, and what they anticipate from students can all be affected by their gender (Asare & Danquah, 2021). These changes could change how successfully students understand and use the main goals of Social Studies to help the country grow. Furthermore, research done in different African schools shows that cultural and social conventions often affect how boys and girls interact with schoolwork (Owu-Ewie & Eshun, 2015). In this way, teachers' gendered views can also affect how the subject is taught, which can make it even harder for students to understand challenges related to national development. There is still a big gap in the research that looks at how gender affects how teachers and students in Ghana's distinct urban setting, like the Kumasi Metropolitan Assembly, see the significance of Social Studies.

As a significant educational and urban these gendered views. However, not much research has been done to look into the different opinions of male and female teachers and students on how the goals of Social Studies relate to their daily lives and the larger national development agenda. Without this kind of real-world data, changes to educational policy and the curriculum may not fix the root causes of gender inequality, which could undermine the subject's revolutionary ambitions.

So, this study wants to address this important vacuum by looking at how both male and female students and teachers in the Kumasi Metropolitan Assembly think about how the general goals of the Senior High School Social Studies curriculum might help the country grow. In this way, the study will give evidence-based information about whether and how gender affects how people think about the value of Social Studies. This will help policymakers and teachers make better decisions about how to make civic education in Ghana fairer and more effective.

## **The Study's Main Goal**

To investigate how male and female instructors and students in the Kumasi Metropolitan Assembly view the importance of the Senior High School Social Studies curriculum's general goals for national development.

## **Objective of the Research**

- To explore the perspectives of male and female students and teachers in the Kumasi Metropolitan Assembly on the relevance of the general aims of Senior High School Social Studies in promoting national development.

## **Question for the Research**

- What are the perspectives of students and teachers within the Kumasi Metropolitan Assembly, categorized by gender, regarding the relevance of the general aims of Senior High School Social Studies objectives in fostering national development?

## **Hypothesis**

**H0:** There is no substantial difference between how male and female teachers and students view the importance of Social Studies goals for national development.

**H1:** There is a big disparity in how male and female teachers and students view the importance of Social Studies goals for national development.

# **REVIEW OF RELATED LITERATURE**

## **Introduction**

Scholars and educational authorities have long agreed on how important Social Studies education is for national development. However, in Ghana, the various perspectives that teachers have on the relevance of gender to their teaching practices are still not well studied. This chapter takes a close look at the current research on Social Studies education, the goals of the Senior High School (SHS) Social Studies curriculum, and how gender affects people's views on national development.

## **Theoretical Framework: National Development and Social Studies Education**

The goal of Social Studies as a field is to create informed, responsible, and active citizens who can make a real difference in the development of their country. Banks (2015) argues that Social Studies is the study of human society and social relationships using an interdisciplinary approach that includes history, geography, civics, and economics. According to the Ministry of Education (MoE, 2010), the SHS Social Studies curriculum in Ghana is based on general goals that include promoting national unity, building civic competence, stimulating critical thinking, and supporting socio-economic development. These aims are meant to fit in with Ghana's bigger goals of changing the country, bringing about peace, and bringing people together.

In this case, national development means more than just economic progress. It also means improving people's skills, making sure men and women are treated equally, having a democratic government, and bringing different cultures together (Todaro & Smith, 2015). Social Studies is very important because it teaches students the knowledge, skills, values, and attitudes they need for long-term growth (Chikoko & Gilmour, 2020). But how much male and female teachers think the subject is important for reaching these goals may depend on their experiences, roles, and expectations in society.

## **A Theoretical Look at Gender and Education**

Gender as a social construct affects how people understand and experience what they learn in school. Feminist educational theorists say that schools often reflect and reinforce gender prejudices that affect how students think and what they want to do (Connell, 2009). When looking at gender-based views in education, critical gender theory

helps us understand how institutional structures, curricular material, and teaching methods can either support or challenge traditional gender norms.

Studies that girls are more likely to care about the social and relational benefits of education, like peace, fairness, and social inclusion. Boys, on the other hand, are more likely to care about political and economic empowerment (Harding, 2004; Subrahmanian, 2005). The gender of teachers also influences how they teach and how involved they are with the material (Kabeer, 2016). So, in order to understand how gender affects how important Social Studies is seen to be for national development, it is important to look at the views of both male and female teachers.

### **Real-Life Studies on Social Studies and National Development**

A number of real-world studies show how important Social Studies is for encouraging civic engagement, responsible citizenship, and behaviour that is good for development. Akudago and Alhassan (2019) found that Ghanaian SHS students who got good Social Studies lessons were more likely to take part in community development projects and know their civic rights and duties. Adjei (2021) also discovered that Social Studies helped pupils develop critical thinking skills and a sense of national identity, especially when it came to environmental and government issues.

But these studies generally do not look at how gender affects how people receive and understand the curriculum. For example, Ampiah and Adu-Yeboah (2020) found that there was a gender gap in how engaged students were in class and how responsive the curriculum was. Female students often thought Social Studies was more relevant to them because it focused on social issues, while male students thought it was more abstract or less useful for making money.

### **Different Views on Curriculum Relevance by Gender**

How students see the usefulness of instructional goals is affected by their gendered experiences. UNESCO (2018) suggests that when developing an inclusive curriculum, it is important to think about how different genders relate to the subject matter. For example, in Social Studies, subjects like government, social justice, and national integration may mean different things to boys and girls based on their own experiences.

In Ghana, female students have said that they are more interested in themes linked to gender equality, community welfare, and family roles. They often want to promote societal harmony and care-based ethics (Amoako, 2017). On the other hand, male students were more interested in issues like leadership, economic policy, and power dynamics, which shows how society expects men to be responsible for public affairs (Mensah, 2020). This divergence in interests highlights the influence of traditional gender roles on the educational aspirations and societal perceptions of young people in Ghana. As such, it is crucial to encourage both boys and girls to engage with a broader range of topics, fostering a more inclusive dialogue that challenges these prevailing stereotypes. These results imply that gender affects how relevant and interesting people view the relevance of Social Studies education.

Teachers' these differences. Osei and Boakye (2022) found that female Social Studies teachers put more emphasis on teaching methods that stress empathy, discourse, and active citizenship. Male teachers, on the other hand, tended to use more authoritative methods that focused on political and economic institutions. These different points of view might affect how students learn and perceive the material, which can reinforce gendered ideas about national development.

### **The Ghanaian SHS Social Studies Curriculum: Goals and Gendered**

The SHS Social Studies curriculum in Ghana has a few main goals: to promote national awareness, encourage civic and environmental responsibility, and encourage attitudes that promote self-reliance and growth (MoE, 2010). These goals are stated by everyone, yet they may not be understood the same way by everyone. Print (2007) says that curriculum relevance depends not only on the material but also on how it is understood in context and the identity of the learner. In a place like Kumasi, where cultural norms and gender roles are still strong, male and female teachers may have different ideas about what the curriculum should be. For instance, both men and women may agree on the need for national development, but the tactics they think are best to achieve it (such as political activism or community service) may be completely unique. Also, teachers' professional experience, training, and

gender-sensitive teaching methods have a big impact on how teachers of different genders use Social Studies as a tool for growth (Adjei, 2023). To figure out how much gender-based views affect how well the curriculum works, these elements need to be looked at closely.

### **Summary and Gaps in Research**

The literature that was looked at shows that Social Studies education is very important for the growth of the country. There is, however, a big gap in our understanding of how gender affects how people see this relevance, especially in Ghana's Senior High Schools. There are a lot of studies that talk about the broad benefits of Social Studies, but not many that look at how gender affects the views of both teachers and students in a specific metropolitan area like Kumasi.

Furthermore, the impact of gender-based teaching methods on student engagement and understanding of development-oriented goals has received minimal attention. This study covers a major gap by looking into whether there are big discrepancies in how male and female instructors and students in the Kumasi Metropolitan Assembly view the importance of Social Studies for national development.

## **METHODOLOGY**

### **Overview**

The purpose of this study is to look into how male and female students and teachers in the Kumasi Metropolitan Assembly feel about the basic goals of the Senior High School Social Studies curriculum and how they may help the country grow. This chapter explains the methods used to reach the goal, answer the research question, and test the hypothesis. It goes into detail on the study paradigm, approach, design, target population, sample methods, data collection tools, ethical issues, and data analysis methods used to make sure the results are reliable and valid.

### **Research Paradigm**

The pragmatic research paradigm, which combines positivist and interpretivist ideas, was used in this study. Pragmatism puts the research question first and uses the best methodologies to answer it (Creswell & Plano Clark, 2018). The pragmatic paradigm allowed for the combination of both quantitative and qualitative methods in this study, which looks at how men and women view the Senior High School Social Studies curriculum in relation to national growth. This alignment made it possible to look at complicated gender dynamics in schools in a more in-depth and complete way, integrating quantifiable trends with deeper, story-driven insights.

### **Theoretical Framework**

Social Role Theory (Eagly, 1987) and Constructivist Learning Theory (Vygotsky, 1978) were the main ideas behind this work. Social Role Theory says that the variations between men and women in ideas, behaviour, and perceptions are often caused by the roles and expectations that society places on them based on their gender. Because of these ingrained societal roles, this theory supports the idea that male and female teachers and pupils may have different views on how relevant the curriculum is.

Constructivist learning theory further stresses that students build knowledge on the basis of their experiences and the social settings they are in. This framework is very important for understanding how students and teachers, who are affected by their social and cultural surroundings, see and interact with the goals of Social Studies education in terms of national development.

### **Research Approach**

The study used both quantitative and qualitative methodologies, which is called a mixed-methods approach. The quantitative part used standardised surveys, while the qualitative part used open-ended questions to help people comprehend the context. The researcher picked this method because it helped in the collection and analyses of data in a way that is both broad and deep, giving us both statistical generalisability and narrative richness (Tashakkori & Teddlie, 2010).

## Plan or Design for the Research

This study used a descriptive survey design. This design made it possible to gather data from a large group of teachers and students at the same time, which made it good for getting a sense of how people feel about gender and curriculum relevance. The descriptive survey approach is very helpful in educational research for recording what people think and helping to shape policy and practice (Fraenkel, Wallen, & Hyun, 2019).

## Population of the Study

The target group included all Senior High School (SHS) instructors and students in the Kumasi Metropolitan Assembly who taught or studied Social Studies. More specifically:

- Teachers: There were 629 Social Studies teachers working in 52 SHSs during the 2023/2024 school year.
- Students: During the same time period, 29,967 students were enrolled in these schools. The researcher thought that this group was big enough and diverse enough to make significant comparisons between men and women.

## Sample and Methods of Sampling

The researcher used Yamane's (1967) formula for figuring out how big a sample should be to get a representative sample size:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- $n$  = sample size
- $N$  = population size
- $e$  = margin of error (0.05)

### Sample of Teachers:

The researcher used all the teachers from the fifty-two senior high schools in the city to figure out how many instructors should be in the sample. The sample size came out to be 245 teachers, as indicated below. In the 2023/2024 school year, there were six hundred and twenty-nine (629) teachers in the Kumasi Metropolis and Municipalities who taught Social Studies at fifty-two (52) Senior High Schools.

$$n = \frac{629}{1 + 629(0.05)^2}$$

$$n = \frac{629}{1 + 1.5725} \quad n = 245.$$

### Sample of Students

I used a simple random sampling approach, which in this case was the lottery method. After dividing the schools into distinct sub-metros, this method was used on a sample of twenty-nine thousand nine hundred and sixty-seven (29,967) final-year students. The sample size was chosen according to standard statistical rules, and the formula used for this is as follows:

$n = N / (1 + N(e)^2)$ , where  $N$  is the size of the population and  $e$  is the amount of accuracy you want, which is set at 0.05.

$$n = \frac{29967}{1 + 29967 (0.05)^2} \quad n = 395$$

So, there were 245 professors and 395 students in the study. The researcher used stratified sampling to group respondents by gender and role (teacher or student). This made sure that each subgroup was represented in the right amount. Simple random sampling was utilised to choose responders from each stratum, which made the process fairer and less likely to be biased.

### Tools for Collecting Data

The researcher prepared a structured questionnaire that was checked by specialists in Social Studies Education and research methods to make sure it was genuine. There were two main parts to the tool:

- Closed-ended items: These used a 4-point Likert scale (from Strongly Agree to Strongly Disagree) to measure how important participants thought Social Studies was for national development.
- Open-ended items: These allowed the respondents explain their opinions in more detail, adding qualitative depth.

Separate but thematically similar versions of the questionnaire were made for teachers and students so that their different points of view could be taken into account while keeping things the same.

### Ethical Considerations

To be sure the study was ethical:

- All participants gave their informed consent after being told what the study was about, how it would be done, and that it was voluntary.
- Giving codes instead of names made sure that everyone stayed anonymous and private. The research plan got the green light from the Ghana Education Service and the right institutional review bodies.
- Participants were told that they might leave the study at any time without losing any benefits or penalties.

The Belmont Report (National Commission, 1979) says that these ethical rules were based on the ideas of respect, beneficence, and fairness.

### Steps for Analysing Data

Researcher used the Statistical Package for the Social Sciences (SPSS) to look at the quantitative data. The analysis was based on the following steps:

- I used descriptive statistics (frequencies and percentages) to sum up the answers from teachers and students based on their gender
- The hypothesis was tested using inferential statistics, specifically the chi-squared test of independence, to see if there were statistically significant differences between men and women in their points of view.
- Thematic analysis was used to look at qualitative data from open-ended responses. The researcher found, coded, and interpreted recurring patterns to add to and put the quantitative results in context.

All of the statistical tests were done with a significance level of 0.05 ( $p < 0.05$ ).

## ANALYSIS AND INTERPRETATION OF DATA

### Gender Distribution of Teachers

Table 4.1 shows the gender breakdown of Social Studies teachers who were chosen for the study from the Senior High Schools in the Kumasi Metropolis and nearby communities.



**Table 4.1: Gender Respondents (Teachers)**

Gender	Frequency	Percentage (%)
Male	163	67
Female	82	33
<b>Total</b>	<b>245</b>	<b>100</b>

**Source: Field survey, (2024)**

Table 4.1 shows that 67% (n = 163) of the teachers who taught Social Studies in the research region were male, whereas 33% (n = 82) were female. This shows that there is a big difference in the number of male and female teachers of the topic. Many studies (Acheampong, 2021; Mensah & Frempong, 2020) have shown that there are more male teachers than female teachers in Ghanaian Senior High Schools, especially in Social Studies. There are a number of reasons for this gender imbalance, such as traditional gender roles, job preferences, and the fact that there are not as many women in several second-cycle academic fields and teaching fields (Akyeampong, 2017). UNESCO (2019) identifies that there are still not many women teachers in many sub-Saharan African countries, including Ghana, especially at higher levels of education. Cultural ideas that link Social Studies to political, historical, and civic-related topics, which are fields that are mostly male professionals (Ampofo & Osei-Poku, 2020), also have a role in this issue. This imbalance has effects on gender fairness and role modelling in the teaching profession, since pupils may learn better when they see teachers of different genders (Amoah & Adu, 2022). The results of this study show that there has to be intentional policy changes to make sure that both boys and girls are included in hiring teachers and assigning subjects at the senior high school level.

### **The Gender Breakdown of Students**

The researcher also looked at the gender distribution of the students who took part in the study to get a better idea of the demographic makeup of the final-year students. The results are shown in Table 4.2 below:

#### **4.2 Distribution of Students by Gender**

Gender	Frequency	Percentage (%)
Male	224	57
Female	171	43
<b>Total</b>	<b>395</b>	<b>100</b>

**Source: Field Survey (2024)**

Of the 395 students who answered, 224 (57%) were male and 171 (43%) were female. This means that there is a moderate gender imbalance among final-year students in the selected institutions who are taking Social Studies. This conclusion is similar to national trends in gender enrolment at the senior high school level in Ghana, but not as clear-cut as the teacher distribution. The Ghana Education Service (GES, 2021) confirms that the gender gap in school enrolment is slowly getting smaller, but it is still there, especially in urban public schools, because of social, economic, and school-based issues (Dzahene-Quarshie & Mensah, 2021).

National policies like the Free Senior High School initiative have made it easier for girls to go to school, but problems like early marriage, teenage pregnancy, and gender-based stereotypes still make it harder for girls to stay in school, especially in academic streams that are seen as being male-dominated (Yeboah, Boakye, & Donkor, 2020). Since Social Studies is a key subject for all students, the way that boys and girls are spread out in it may also reflect the overall enrolment patterns of the schools that were sampled. This could also be due to academic tracking and programme selections at the SHS level.

In general, the gender makeup of the teachers and students in this study helps us comprehend the human factors that go into teaching Social Studies. It makes clear that Ghanaians need to use more inclusive and gender-sensitive methods to apply the curriculum and get students involved in the classroom so that everyone has a fair chance to learn.



### Question for the Research:

*What are the perspectives of students and teachers within the Kumasi Metropolitan Assembly, categorized by gender, regarding the relevance of the general aims of Senior High School Social Studies objectives in fostering national development?*

The goal of this research question is to find out how male and female students and teachers in the Kumasi Metropolitan Assembly feel about the importance of Senior High School Social Studies for national development. The Senior High School Social Studies programme is meant to give students the needed values, and critical thinking skills they need to be good citizens and help improve the nation. To judge how well the curriculum works and to plan changes to education, it is important to know how these goals are seen by people who work in education.

To find out the answer to this question, six structured statements were used to see if people agreed or disagreed that Social Studies is important for the whole country. Responses were broken down by gender, and descriptive statistics (frequencies and percentages) and inferential statistics (chi-square tests) were used to find out if there were statistically significant differences between male and female respondents.

**Table 4.3: How Students (by Gender) Feel About the Importance of Senior High School Social Studies General Goals for Helping the Country Grow**

S/N	Item	Cat.	Respondents Views				Total	x <sup>2</sup> value	df	Prob. Value
			D	S D	A	S A				
1.	Social Studies education prepares an individual to develop national consciousness and unity.	M	11(4.9)	19 (8.4)	73 (32.5)	121(54)	224	1.801	3	.615
		F	4(2.3)	12 (7)	61 (35.6)	94 (54.9)	171			
2.	Topics under Social Studies education are adequate to develop in an individual critical and analytical skills in assessing issues for objective decision-making.	M	14(6.2)	23 (10.2)	98(43.7)	89 (39.7)	224	.923	3	.820
		F	9 (5.2)	13 (7.6)	78 (45.6)	71 (41.5)	171			
3.	An individual does not need to study Social Studies to acquire positive attitudes and values towards individual and societal issues.	M	74 (63.3)	115(51.3)	14 (6.2)	21 (9.3)	224	1.391	3	.708
		F	62 (36.2)	86(50.2)	8 (4.6)	15 (8.7)	171			
4.	Social Studies prepares an individual to become responsible citizens capable and willing to contribute to societal advancement.	M	27 (12)	46 (20.5)	89 (39.7)	62 (27.6)	224	2.095	3	.553
		F	18 (10.5)	26 (15.2)	69(40.3)	58 (33.9)	171			
5.		M	12 (5.3)	27 (12)	73(32.5)	112 (50)	224			

S/N	Item	Cat.	Respondents Views				Total	$\chi^2$ value	df	Prob. Value
			D	SD	A	SA				
6.	Social Studies lessons prepare an individual to use enquiry and problem-solving skills for solving personal and societal problems.	F	9 (5.2)	14 (8.1)	67 (39.1)	81 (47.3)	171	1.422	3	.700
		M	8 (3.5)	21 (9.3)	110 (49.1)	85 (37.9)	224			
	Social Studies lessons develop in the individual the ability to adapt to the developing and ever-changing Ghanaian society	F	5 (2.9)	19 (11.1)	82 (47.9)	65 (38.2)	171			

Field Survey (2024) is the source. Key: df = Degree of Freedom, Cat = Category, M = Males, F = Females, D = Disagree, SD = Strongly Disagree, A = Agree, and SA = Strongly Agree

Table 4.3 shows that the study's results show a strong agreement between male and female students about the main goals of Social Studies education. A large number of male students (82%) and an even larger number of female students (85%) agreed that these educational goals were important. The researcher adopted a chi-square test of independence to see if there was a link between gender and how students felt about things. The test gave us a  $\chi^2$  value of 4.1662 and a p-value of .256. Because the p-value is higher than the usual significance level of 0.05, the result shows that any variations in perception that were seen are not statistically significant and are probably due to chance. So, it can be said that gender does not have a big effect on how students feel about the importance of the overall goals of Social Studies education. This supports the idea that both boys and girls agree on this (Creswell, 2014; Field, 2013).

The researcher did more item-level chi-square tests on six particular statements that asked students about their views on different parts of the goals of Social Studies. These studies all showed that there were no statistically significant differences between male and female students, which suggests that all groups had the same views.

The first question asked how much students agreed with the statement, "Social Studies education prepares an individual to develop national consciousness and build unity among individuals for national growth." A large majority of male students (87%) agreed with this statement, while 13% disagreed. In the same way, 91% of female students agreed, while only 9% disagreed. The fact that 88% of people from all genders agreed with each other reinforces the idea that Social Studies is very important for building national identity and unity (Ajayi, 2017). The chi-square test result for this item ( $\chi^2 = 1.801$ ,  $p = .615$ ) shows that there is no statistically significant difference in how male and female students see things.

The second question asked students if they agreed with the statement that "the aim stated and studied in Social Studies education is appropriate for developing an individual's critical and analytical skills in assessing issues for objective decision-making." Eighty-three percent of boys and eighty-seven percent of girls agreed, for a total of eighty-five percent. A lot of individuals think that the Social Studies curriculum does a good job of teaching the skills you need to be a good citizen and take part in democracy, like critical thinking and problem solving (Engle & Ochoa, 1988; National Council for the Social Studies [NCSS], 2010).

The statistical analysis for this item gave a chi-square value of .923 and a p-value of .820, which again showed that there was no big difference between male and female learners. The third question asked students to think on the claim that "an individual does not need to study Social Studies to acquire positive attitudes and values towards individual and societal issues." Most male students (84%) disagreed with the statement, while 16% agreed. This was also true for female students, with 87% disagreeing and only 13% agreeing. An 85% disagreement rate shows that most people think that Social Studies is necessary for teaching civic ideals and good behaviour (Mezieobi, Fubara, & Mezieobi, 2008). The chi-square value of 1.391 and the p-value of .708 show that there are no changes in this impression based on gender. 67% of male students and 72% of female students agreed with item four, which said that "Social Studies prepares

an individual to become a responsible citizen, capable and willing to contribute to societal advancement." Even though the numbers were a little different, the chi-square analysis ( $\chi^2 = 2.095$ ,  $p = .553$ ) again showed that there was no statistically significant difference. A 70% agreement rate supports the idea that Social Studies is an important way to encourage responsible citizenship and engagement in society (Okojie, 2011).

The fifth question asked students if they thought that "Social Studies lessons prepare an individual to use inquiry and problem-solving skills for solving individual and societal problems." An overwhelming majority of male (83%) and female (87%) students agreed, bringing the total agreement rate to 84%. The chi-square test gave a score of 1.422 and a p-value of .700, which means that there was no significant difference in how men and women saw things. These results back with what other research has said: that Social Studies helps students develop the abilities they need to solve difficult problems in society through reflective inquiry (Banks, 2008).

The last question asked if "Social Studies classes help people adapt to Ghana's changing and evolving society." 87% of male students and 86% of female students agreed, which is about the same as the 87% agreement percentage. The chi-square value of 1.602 and the p-value of .801 show that there is no significant difference between the views of male and female. The fact that so many people agree on this shows that students think that Social Studies gives them the skills they need to adapt to a changing social, economic, and cultural context (Boakyee & Ampiah, 2017).

In conclusion, the thorough examination of all six issues shows a clear trend: the vast majority of both male and female students agree that Social Studies education is important for personal, civic, and national growth. The fact that chi-square tests keep failing to find statistically significant differences shows that students of all genders have quite similar views. These results support the idea that Social Studies is both integrative and inclusive, which is in line with national educational goals and worldwide best practices for teaching citizenship (Ghana Education Service, 2010; NCSS, 2010).

**Table 4.4: What Male and Female Teachers Think About the Importance of Senior High School General Goals of Social Studies for Supporting National Growth**

S/N	Item	Cat.	Respondents Views				Total	x <sup>2</sup> value	df	Prob. Value
			D	S D	A	S A				
1.	Social Studies education prepares an individual to develop national consciousness and unity.	M	4 (2.4)	41(25.1)	53(33.5)	65 (39.5)	163	5.152	3	.161
		F	2 (2.4)	6 (7.3)	29(35.3)	45(54.8)	82			
2.	Topics under Social Studies education are adequate to develop in an individual critical and analytical skills in assessing issues for objective decision-making.	M	3(1.8)	39(23.9)	55 (33.7)	66(40.9)	163	4.281	3	.233
		F	2(2.4)	11(13.4)	21(25.6)	48 (58.5)	82			
3.	An individual does not need to study Social Studies to acquire positive attitudes and values towards individual and societal issues.	M	68 (41.7)	59 (36.1)	32 (19.6)	4 (2.4)	163	2.170	3	.538
		F	45 (54.8)	21(25.6)	14(25.6)	2 (2.4)	82			
4.	Social Studies prepares an individual to become responsible citizens capable and	M	4(2.4)	26(15.9)	62(38)	71 (43.5)	163	2.498	3	.476

S/N	Item	Cat.	Respondents Views				Total	$\chi^2$ value	df	Prob. Value
			D	SD	A	SA				
	willing to contribute to societal advancement.	F	2(2.4)	12 (14.6)	21 (25.6)	47 (28.8)	82			
5.	Social Studies lessons prepare an individual to use enquiry and problem-solving skills for solving personal and societal problems	M	5 (3)	18(11)	51 (31.2)	89 (54.6)	163	4.050	3	.256
		F	2 (2.4)	11 (13.4)	32 (39)	37 (45.1)	82			
6.	Social Studies lessons develop in the individual the ability to adapt to the developing and ever-changing Ghanaian society	M	3 (1.8)	23 (14.1)	66 (40.4)	71 (43.5)	163	4.470	3	.215
		F	2 (2.4)	9(10.9)	34 (41.4)	37(45.1)	82			

**Field Survey (2024) is the source. Key: df= Degree of Freedom, Cat= Category, M= Males, F= Females, D = Disagree, SD = Strongly Disagree, A = Agree, SA = Strongly Agree**

Table 4.4 shows the results of the survey data. The results show that there are no statistically significant variations between the views of male and female teachers on the broad goals of Social Studies education. A large number of male (79%) and female (85%) instructors agreed that these goals were important for national development. The chi-square test of independence gave a calculated value of  $\chi^2 = 2.1708$  and a p-value of .538. Since the p-value is much higher than the usual level of significance ( $= 0.05$ ), it is likely that the link between gender (male or female) and perceptions of the goals of Social Studies is due to random chance rather than a real connection (Creswell & Creswell, 2018; Field, 2013). This statistical result suggests that gender does not have a big effect on how teachers see the importance of Social Studies goals. The lack of a strong link shows that both men and women have the same view on the worth and usefulness of the subject's overall goals. As a result, It can be concluded that both male and female teachers think that the main goals of Social Studies are very important for helping the country grow.

A chi-square examination of each item also supports this finding. None of the six statements tested under this construct showed statistically significant variations between male and female respondents. This means that responses were consistent across all of the individual objectives that were under consideration.

Item 1 asked instructors if they agreed with the statement "Social Studies education prepares an individual to develop national consciousness and build unity among individuals for national growth." Most male teachers (118; 72%) and even more female teachers (74; 90%) agreed with this statement. The 81% agreement rating implies that the topic strongly supports the idea that it helps bring the country together and raise awareness of national issues. The chi-square value for this item was 5.152, and the p-value was 0.161. This means that there was no statistically significant difference in opinion based on gender. These results support the idea that Social Studies helps people feel like they belong to a nation and get along with others (Ajiboye & Silo, 2008).

Item 2 asked whether "the topics studied in Social Studies education are appropriate for developing an individual's critical and analytical skills in assessing issues for objective decision-making." 121 (74%) of the male teachers and 74 (90%) of the female teachers who answered agreed. The 82% total agreement percentage supports the idea that people think Social Studies gives pupils the important cognitive skills they need to be active citizens. The chi-square statistic was 4.282, and the p-value was .233, which confirmed that there was no significant difference between men and women. This agrees with what has been said in the literature on how Social Studies helps students think critically and reflectively (Engle & Ochoa, 1988).

Item 3 said that "an individual does not need to study Social Studies to acquire positive attitudes and values towards individual and societal issues." A large majority of male teachers (127; 78%) and female instructors (66; 80%)

disagreed with this statement. A disagreement rate of 79% shows that everyone agrees that Social Studies education is important for forming values. The chi-square test ( $\chi^2 = 2.170$ ,  $p = .538$ ) showed that gender did not have a big effect on these perceptions. This result backs up the claim that Social Studies is important for teaching good citizenship and positive social attitudes (Kerr, 1999).

Item 4 said, "Social Studies prepares an individual to become a responsible citizen, capable and willing to contribute to societal advancement." A total of 133 (82%) male and 68 (83%) female instructors agreed, which means that 83% of all teachers agreed. The chi-square value of 2.498 and the p-value of .476 both point to the fact that there is no significant difference in responses based on gender. This agrees with national curriculum frameworks that stress the role of Social Studies in responsible citizenship and participatory democracy (Ministry of Education, Ghana, 2010).

Item 5 explored at the claim that "Social Studies lessons prepare an individual to use inquiry and problem-solving skills for addressing individual and societal problems." 140 (86%) male teachers and 69 (84%) female teachers agreed, for a total of 85% of teachers who agreed. The chi-square test gave a value of 4.050 and a p-value of .256, which confirms that there are no statistically significant differences between men and women. These results support the idea that inquiry-based learning is the most important part of teaching Social Studies (Barr, Barth, & Shermis, 1977).

Item 6 investigated at the idea that "Social Studies classes help people adjust to Ghana's changing and evolving society." 137 (84%) of male instructors agreed with the statement, while 71 (87%) of female teachers did as well, for a total agreement rate of 86%. The chi-square value of 4.470 and the p-value of .215 showed that there was no significant difference between the two genders. These results point to a general agreement on the adaptive role of Social Studies in getting students ready for social, cultural, and economic change (Thornton, 2005). In simple terms, the fact that there were no statistically significant disparities between the six items shows that male and female Social Studies teachers in the Kumasi Metropolitan Assembly agree on what they are doing. Both parties agree that the main goals of Social Studies education are to help people become more aware of their country, think critically, be responsible citizens, and be flexible. These results add to the expanding body of evidence that supports the importance of Social Studies in national development plans (Adeyemi, 2000; National Council for the Social Studies [NCSS], 2010).

## **Findings of the Qualitative Part**

### **Opinions of Teachers on the Relevance of SHS Social Studies Curriculum**

The qualitative part of this study was to find out what teachers really thought about how useful the Senior High School Social Studies curriculum was in Ghana. Two main themes came out of a thematic analysis of in-depth interviews with twenty experienced Social Studies teachers: A. The development of positive attitudes and character reformation, and

B. The acquisition of knowledge and problem-solving abilities.

These themes are in line with the bigger goals of Social Studies, which are to help the country grow and make people better citizens.

### **The Importance of the Social Studies Curriculum's General Aims**

The first main idea was about how important the basic goals of the Social Studies programme seemed to be. Most teachers said that the curriculum is very important for turning children into thoughtful, responsible, and moral citizens. The Ghana Education Service (2010) says that the Social Studies curriculum is meant to give students the knowledge, skills, values, and attitudes they need to be good citizens. The curriculum focusses on skills including civic competency, environmental awareness, cultural sensitivity, and participation in democracy. This attitude is in line with what Quashigah (2014) says, which is that Social Studies gives young people the skills they need to make decisions that are good for everyone in a global community that is culturally varied and dependent on each other. There is still some disagreement among experts about the exact scope of Social Studies (Ofosu-Kusi, 2009), but its basic goal as a topic for establishing a nation is largely agreed. Banks (1985) further points out that Social Studies is different from other school topics since it explicitly aims to develop civic competency and encourage active democratic participation.

### **Building Good Attitudes and Changing Bad Behaviour**

Eighteen of the twenty teachers who were interviewed (eleven men and seven women) said that Social Studies is important for teaching students how to behave morally and how to think. They said that the subject goes beyond teaching academics to teach values like discipline, respect, empathy, and social responsibility, which are all important for developing a strong nation.

One man who took part (TP. 4) said:

*"Social Studies teaches students a lot of different things that they might not learn in other classes. It teaches them the right attitudes and values that will help them become good members of society in the future."*

Another instructor (TP. 9) said:

*"The subject prepares the person by changing and shaping the learner's behaviour as a whole so that they are more responsible in society."*

A female teacher (TP. 17) also stressed:

*"I love the subject so much because it helps shape and develop many lives, especially those of our junior and senior high school students."*

These testimonials support Aggarwal's (2006) claim that attitude is a key factor in how people act, and that Social Studies may change people's behaviour by teaching them how to act in a socially acceptable way. The Curriculum Research and Development Division (CRDD, 2010) also says that the goal of Social Studies is to teach people how to have good attitudes that are good for both themselves and society.

### **Learning New Things and How to Solve Problems**

Teachers also talked about how the curriculum helps learners develop the mental abilities they need to think critically and solve problems. Quartey (2003) argues that Social Studies is naturally geared towards encouraging people to think logically, be socially responsible, and be active citizens. According to the majority of educators, the curriculum promotes critical thinking about real-world issues, personal reflection, and the search for workable solutions.

An instructor who is female (TP. 8) said: *"Taking Social Studies more seriously will help students learn the things they need to know and do to solve problems in their own lives and in society as a whole for the sake of national growth."*

A male instructor (TP. 11) agreed with this:

*"Social Studies helps students learn how to think critically. The material encourages logical discussions in class, which will help students participate in national conversations in the future."*

Parker (2015) agrees with this idea that reasonable classroom discussion in Social Studies not only helps students learn more about the subject but also helps them develop the critical thinking skills they need to be involved in a democracy.

### **What Students Think About the Importance of Social Studies Education**

In the qualitative phase with student participants, thirty Senior High School students from the Kumasi Metropolitan Assembly took part in focus group discussions. These talks looked at how students thought about the usefulness of Social Studies, especially for their own growth and getting involved in society. Two main ideas came up:

- A. Developing good attitudes and behaviours, and
- B. Learning new things and life skills.

### **Building Positive Attitudes**

A large number of the students (twelve boys and thirteen girls) said that Social Studies had a good effect on their behaviour and how they interacted with others. They saw the subject as a way to teach self-control, respect for social conventions, and how to communicate well with people from different cultures.

A male student said:

*"Social Studies teaches us how to be disciplined and how to get along with people from different backgrounds. The subject deals with issues about the environment and society."*

Another man who took part said:

*"I wouldn't have known that discipline is important for a successful life without Social Studies. It has taught me how to act around other people, like teachers and parents."*

A girl student (SP. 27) said:

*"I like Social Studies because it teaches us how to act and what society expects. It makes us responsible future leaders."*



Aggarwal (2006) says that attitudes are the most important thing that affects conduct and that education directly affects attitudes. These observations support that. Also, Social Studies is meant to teach kids how to be good citizens, think about ethics, and take part in society in a responsible way (Westheimer & Kahne, 2004; Hess, 2009).

### **Getting Knowledge and Skills**

Students also saw Social Studies as a topic that helps them learn useful things and abilities, such as how to talk to others, solve problems, and think critically. The themes of the course, such as fostering peace, integrating people into society, and developing the country, were very relevant to the students' own lives and the lives of their communities.

One male student (SP. 17) said:

*"Social Studies teaches us things that help us solve problems, say what we mean, and understand other people's points of view. It's a way for us to get better at being leaders in the future."*

Another guy student (SP. 19) said:

*"Topics like Peace Building and Conflict Resolution have taught me how to avoid conflict and keep the peace, which is important in society."*

A girl student (SP. 21) made a point of saying:

*"I've learnt how to help solve social and economic problems and protect the environment. I think I can use this knowledge to make a real difference in national development."*

But not all of the students were as excited. One male student (SP. 15) said something different, saying: *"I don't like Social Studies very much because it requires a lot of reading. Also, it's not as important for getting into college as English or Science."*

This different opinion shows how important it is for curriculum developers to make Social Studies seem more useful and relevant to future academic work. Still, the majority opinion supports Nwalado and Oboro's (2014) claim that Social Studies helps students think for themselves and solve problems. Jiboku (1980) says that the goal of Social Studies is to teach people how to be responsible citizens by giving them knowledge, values, and civic skills.

The qualitative results show that both teachers and students think that the Social Studies curriculum is important for the overall growth of students. The subject is very important for developing character, moral awareness, critical thinking, and civic involvement, all of which are necessary for the country's growth. These points of view strongly support the idea that Social Studies should be a fundamental topic in Ghanaian schools and point to important changes that need to be made to the curriculum and policies.

### **Discussion**

This part puts together the results of both the quantitative survey and the qualitative interviews. It shows how teachers and students in Ghana see the Senior High School Social Studies curriculum in similar and different ways. The quantitative section found overall trends in the answers, while the qualitative data offered depth by letting us look at the participants' real-life experiences, contextual insights, and subtle viewpoints. This approach worked very well for showing how complicated it is to put Social Studies teaching into practice and how people in Ghanaian Senior High Schools saw it (Creswell & Plano Clark, 2018).

### **Importance of the SHS Social Studies Curriculum's General Goals**

A further look at the data shows that both teachers and students agree, regardless of gender, that the overall goals of the Social Studies programme are important. In fact, 83% of pupils and 82% of teachers, regardless of gender, agreed that the curriculum was vital for making citizens who are responsible, knowledgeable, and want to grow. This strong agreement illustrates how vital Social Studies is viewed as a basic subject for giving people power and altering the country.

People from both groups agreed that the curriculum helps people learn more about their country, work together, think critically, and solve problems. About 85% of students and 79% of teachers agreed that the topic helps students develop the analytical abilities they need to handle social change in a good way. The National Council for the Social Studies (2020) says that learning about social studies makes people more aware of the world around them, more interested in democracy, and more civic-minded. These results support that claim. It's interesting that the reasons for the good ratings began to change. Students seemed happy, which could be because they liked what they were learning in class or because they thought it would be easier to learn. Many students believe that Social Studies is easier to understand than other important subjects, which makes them feel



better about it. On the other hand, most teachers liked the curriculum because they considered it did an excellent job of making students nationalistic, morally responsible, and engaged citizens. Teachers graded students based on how well the class worked, how interested the students were, and how the subject changed their attitude in social and civic situations.

These findings are in accordance with recent research by Aboagye and Jantuah (2014), Asamoah and Asante (2019), and Kwakye (2019), which all said that it's important to look at both teachers' and students' points of view when deciding how effectively a program works. Also, going through the answers one by one indicated that most of the curriculum's primary aims, such encouraging hard work, teaching respect for the law, and fostering patriotism, were quite popular. This agrees with what Ezegbe et al. (2014) said: Social Studies is a good way to teach people how to be responsible citizens.

These results also match what Ghana's Ministry of Education (2010) wants for a Social Studies program that encourages students to ask questions, solve problems, and get involved in their communities. People think that the curriculum was made to assist kids become more socially and developmentally aware members of their communities. This is shown by both qualitative stories and quantitative patterns.

The comments also talked a lot about how society and the economy are growing. Everyone agreed that the program deals with significant national issues such as governance, political stability, social fairness, and conserving the environment. This goes along with Ofosu-Kusi's (2009) idea that Social Studies should make people well-rounded and offer them the knowledge, attitudes, and skills they need to help the country prosper. The results also support Evans' (2004) call for a curriculum that covers more topics and is more focused on issues. Evans thinks that splitting Social Studies into separate segments for each area goes against the subject's main pedagogical purpose. Instead, he asks for values that are important in the actual world and that people should question, which many of the people who answered thought were partly being met but still needed to be improved.

A lot of people agree on how vital the subject is, which proves that Social Studies is a real thing in Ghana. This is in line with what Marzano, Frontier, and Livingston (2011) say about Social Studies being a vital aspect of a well-rounded education and providing students' power. Finland, South Korea, and Japan are additional countries that have similar examples of Social Studies being an important part of the national curriculum since it helps people become aware and interested. Akhtar (2008) gives more academic proof of how important the subject is by claiming that Social Studies teaches people how to learn for the rest of their lives, be responsible citizens, and be conscious of their social surrounds. In the same way, Topcu (2017) talks about how vital Social Studies is for teaching values like democracy, being aware of the world around us, and knowing how we are all connected in today's world.

In the conclusion, the study shows that both students and teachers think that the main aims of the Social Studies curriculum are crucial for the country's growth. Nunley (2012) says that Social Studies education prepares students to actively help society move forward. The fact that they all offered the same answer supports this. Banks (1985) also said that Social Studies should teach students the values, facts, and skills they need to be active citizens at the local, national, and global levels.

The results demonstrate that Social Studies is still vital, but they also reveal that there are huge flaws that need to be corrected in order to make it more useful. Some of the biggest issues that came up were outdated curriculum content, dull and didactic teaching techniques, teachers who aren't motivated, and not enough use of multiple ways to evaluate students. The qualitative narratives made these difficulties the most evident. Teachers indicated they were upset with strict curriculum systems and not having enough opportunity to master new skills. To solve these challenges, we need to take a lot of different approaches. Changes to the curriculum must be based on facts, incorporate everyone, and consider trends in both the US and the rest of the world. Making changes should involve teachers, curriculum developers, policymakers, and students. To make lessons better, teacher training programs for both new and current teachers should also focus on new ways of teaching, inquiry-based learning, and reflective practice.

Strategic advocacy is also needed to make Social Studies more important in schools and in society as a whole. People can shift how they see the issue from being an extra to being an essential aspect of long-term national development through public campaigns, policy integration, and resource investment. We got a complete picture of the importance, difficulties, and future of Social Studies education in Ghana by looking at both quantitative and qualitative data. The study reveals how crucial the subject is for promoting civic duty, societal solidarity, and the country's progress. This study analyses real-world facts and feedback from stakeholders to give helpful suggestions for making the Social Studies curriculum more useful and relevant.

## SUMMARY, CONCLUSIONS AND SUGGESTIONS

### Summary of Major Findings

This study employed both qualitative and quantitative methods to find out how male and female teachers and students in Ghana feel about the basic goals of the Senior High School (SHS) Social Studies curriculum, with a focus on how it helps the country grow. The study, which took place in the Kumasi Metropolitan Assembly, was to find out what male and female teachers and students thought about the Social Studies curriculum's role in teaching kids how to be responsible citizens, how to be good at civic duties, and how to think critically, all of which are important for the country's growth.

The quantitative results showed that both men and women generally agreed that the Social Studies curriculum is very vital for the country's growth. The men and women who took part all agreed that the curriculum helps students become more conscious of their civic duties, mature morally, and learn how to think critically. These are all crucial abilities for solving problems in society and the country. But male students and teachers were generally satisfied with how relevant the curriculum was than female students and teachers.

Qualitative data from interviews and focus group discussions added to these results by presenting the real-life experiences and subtle insights of the people who took part. For instance, a male instructor talked a lot about how the curriculum might affect how individuals act in a socially responsible way. A girl student also commented on how the curriculum promotes moral values and useful skills for life, especially when it comes to becoming ready to be a leader and satisfying society's expectations.

These results are in line with what we already know about theories of curriculum. Tyler (1949) said that it was important to have distinct educational goals, and the current Social Studies curriculum seems to achieve those goals. Taba's (1962) inductive, student-centered approach is similar to the participants' focus on how the curriculum is useful for both people and society. Hunkins (1980) also suggested that when developing the curriculum, societal needs should be taken into account. The SHS Social Studies curriculum in Ghana teaches this way of thinking through its values and skills.

The results reveal that Social Studies is more than simply a school subject; it's also a tool to teach people about national identity, civic duty, and moral integrity, all of which are vital for long-term growth.

### Conclusion

The study's conclusion is that both male and female teachers and students agree that the Senior High School Social Studies curriculum's main aims are highly vital for the country's growth. A lot of individuals think that the curriculum is a great approach to get people ready to deal with the problems of society and help Ghana reach its development goals by emphasising on civic involvement, moral values, critical thinking, and social responsibility.

There were some modest differences between men and women, mostly in how happy they were and how much they thought the curriculum had an influence. However, both men and women agreed that the curriculum was vital for building the nation. These results suggest that Social Studies isn't only a theoretical discipline; it's also an excellent approach to teach individuals how to be good citizens, how to be ethical, and how to be a decent citizen.

The study reveals how essential Social Studies is in the national curriculum and how necessary it is to maintain making improvements to it so that it stays relevant to the problems that society is facing and is sensitive to gender. The information supports the view that Social Studies is an important aspect of the education of young people in Ghana and the country's long-term development goals.

### Suggestions

Here are some ideas for lawmakers, teachers, and others who make curricula based on what this study found:

#### 1. Use Curriculum Strategies that Take Gender into Account

When making and teaching Social Studies lessons, curriculum planners should make careful to include gender-responsive ideas. The things and examples used in class should reflect what boys and girls go through so that all pupils feel welcome and treated fairly. Gender-sensitive material makes students more interested and shows that their real-life experiences are true (UNESCO, 2017).

#### 2. Add Gender-Inclusive Pedagogy to Teacher Training to Make it Better

The Ministry of Education and schools that train teachers need to make teaching approaches that include both genders a major focus for continued professional development. After taking workshops, seminars, and hands-on

training, social studies teachers should be able to recognise and deal with gender bias, encourage equitable participation, and make their classrooms friendly.

### **3. Make Longitudinal Impact Assessments a Regularly**

We need to do long-term research to see how the Social research curriculum influences students' civic behaviour, participation in leadership, and contributions to community and national growth over time. These kinds of studies will show us in the real world that we need to adjust the curriculum to accomplish our national education goals.

### **4. Support Curriculum Evaluation that Involves Everyone**

Students, teachers, and other people involved in the school should regularly review the curriculum to make sure that the material is still useful and can be adjusted to fit new needs in society. Adding feedback from consumers makes the program more useful and adaptable.

### **Areas for Further Studies**

This work opens up new possibilities for inquiry. In the future, investigations could look into these areas:

**Research on Areas That Are Similar to Each Other:** Find out if the Kumasi Metropolitan Assembly's opinions on gender are the same in other parts of Ghana, like rural and peri-urban areas. This would help us understand better how different areas see and use the program.

**How Social Studies Affect Changes in Behaviour:** Learn how learning about Social Studies affects how students act throughout time, especially when it comes to volunteering, civic participation, and upholding national ideals.

**A Look at How the Curriculum Influences kids from Many Angles:** Find out how other factors, like colour, ethnicity, and the type of school (public vs. private), affect how people feel about the Social Studies curriculum's utility and relevance.

**How Teachers Act and Teach:** Do a concentrated study on how the gender and professional experience of teachers effect how they teach and how interested students are in the Social Studies curriculum as a result.

### **Adding to the Body of Knowledge**

This study gives us a lot of information on gender and curriculum studies in education:

1. **Real-Life Proof of How People Feel About Gendered Curriculum:** The study provides solid mixed-method evidence of how gender influences how people view the curriculum's relevance. This helps us learn more about how different groups of people learn from and understand the curriculum.
2. **Testing Curriculum Theory:** The study reveals that key curricular theories are still applicable in Ghanaian schools today by comparing what the participants said to the theoretical models of Tyler, Taba, and Hunkins.
3. **A Plan for Education That Includes Everyone, No Matter What Their Gender Is** The results provide a good starting point for creating gender-sensitive rules for the curriculum and ways to teach. This could assist instructors, curriculum planners, and politicians improve Social Studies education and make it more useful.
4. **Policy Guide for Changing the Curriculum:** The results of the study can help create reforms to the national curriculum that will make Social Studies in Ghanaian Senior High Schools more inclusive, responsive, and helpful for students' growth.

This study indicates how crucial it is to look at the curriculum with gender in mind if we want to use education to help the country grow in a way that is fair, inclusive, and long-lasting. It does this by linking theory, policy, and what happens in the classroom.

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