

Exploring Social Studies Teachers' Conceptions on Nature and Content of Social Studies in Senior High Schools (SHS) in the Central Region of Ghana

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Abstract

Social Studies, as a subject in the SHS curricula in Ghana, is taught mostly by graduate teachers from the country's two 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 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. Pearson Chi-Square was used in finding significant differences. The *p-value* is the probability for showing differences and a critical *alpha value* of .05 was adopted.

The study revealed that most UCC graduates conceptualize the subject as amalgamation, whilst most UEW graduates conceptualize it as problem solving. It was recommended that since curriculum dictates what is taught in schools, the two universities should build a common knowledge base by infusing their Social Studies curricula with more value oriented, skill development and problem-solving content.

Key-words: Social Studies teachers' conception. Nature and content of Social Studies.

1. Introduction

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 according to Kissock (1981) was preceded by the formation of the African Social Studies Programme (ASSP). The introduction of Social Studies in Ghana thereafter was preceded by a follow up of Educational Conference of Mombasa in Winneba, Ghana, in 1969 during which it was adopted as part of the school curriculum.

Social Studies is a discipline/course of study at the two teacher preparation universities in Ghana. These are the University of Cape Coast (UCC), which was the first to introduce it as a programme of study, and the University of Education, Winneba (UEW), which followed later (Bekoe, 2006).

Social Studies as a subject has been conceptualized differently by its practitioners since its inception. At all levels of education, however, the goals of Social Studies have been characterized by Martorella (1985) as: (1) transmission of the cultural heritage; (2) methods of inquiry; (3) reflective inquiry; (4) informed social criticism; and (5) personal development. Personal development has traditionally received the greatest emphasis at the elementary level; at the high school level, methods of inquiry have received more emphasis. As phrased in the curriculum guidelines released by the NCSS (1979:262), "the basic goal of Social Studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent". The objectives which are spelt in the definition of a discipline form the bases for developing a curriculum. However lack of consensus in defining a subject may sway away and turn the various components of a discipline.

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. Eshun and Mensah (2013:183) assert that:

Social Studies should be taught as a holistic subject, which should reflect behavioural change in students and not facts from other social sciences. Social Studies teachers should stress on teaching of skills more than the factual content. The main role of the Social Studies teacher is to emphasize the development of relevant knowledge, positive attitudes, value and problem solving skills of students.

This, notwithstanding, a research conducted by Bekoe and Eshun (2013:44) on Social Studies curriculum feuding and implementation challenges in Ghana, revealed that “Teacher Training Institutions subscribe and use a particular conception of Social Studies curriculum for the production of Social Studies education graduates”. The implication here is that teachers may come to conceptualize the subject differently. Bekoe and Eshun (2013:44) recommended that “if importance is attached to Social Studies then resources already invested in its implementation in Ghana, must be followed by programme review and remedial measures taken early, so as to make it more effective and viable”. 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. As results of the possible curricula differences, teachers from the two educational institutions may conceptualize the subject differently of which this may influence the way they will teach the subject. There is therefore the need to conduct a study to determine whether the structure of their programmes influence the conception of their graduates about the nature and content of the subject.

The study therefore sought to answer these questions (1) Are there significant differences in how Social Studies graduate teachers from University of Cape Coast and University of Education, Winneba, understand the subject?; and (2) Are there significant differences in how UCC and UEW Social Studies graduate teachers’ view the nature and content of the subject?

2. Literature on Teachers’ Conception of Subject on their Classroom Activities

The nature and function of Social Studies in education cannot be precisely determined by strictly research procedures. The nature and scope of Social Studies and the purposes for which they are taught in schools are matters of definition and judgement reflecting adherence to a set of values and existence of a philosophy of life and education (Hockett, 1941). This implies that conceptions of the nature of Social Studies, similar to scientific knowledge, are tentative and dynamic with the aim of meeting the challenges of a given society. Assertion like this has necessitated the ways Social Studies education communities defined the phrase “nature and content of social studies”. The varying conceptions about Social Studies have resultant implications in classroom activities.

Studies on conception about teaching and learning in other fields of study like the Sciences and the Social Sciences indicate that conception has much influence on teaching and learning. It is claimed that teachers ability to effectively teach (self-efficacy) and in students’ abilities to learn (outcome expectancy) have been correlated to classroom practice (Bandura, 1986; Tschannen-Moran, Hoy, & Hoy, 1998).

Indeed studies in the past decades have illustrated that teachers’ various beliefs and conceptions about teaching and learning have influence on their classroom practice (Bryan & Atwater, 2002; Cronin-Jones, 1991; Gess-Newsome & Lederman, 1995; Kagan, 1992; Kang & Wallace, 2005; Lumpe, Haney, & Czerniak, 1998; Nespore, 1987; Pajares, 1992). Some recent studies on the relationship between teachers’ understanding and their classroom practice have also reported the impact of teachers’ beliefs and conceptions about teaching; their role as teacher and student learning on their instruction (Tobin & McRobbie, 1997; Waters-Adams, 2006).

Hodson (1999:3) stated that “when teachers are presented with a particular teaching/learning task, set within a distinctive educational context, a unique learning context is created”. This explains the teachers’ distinctive personal framework of understanding. These confirm what Shiundu and Mohammed (1994) describe as the influence of unique traditions of the institutions that train the teachers on the framework of their conception about whatever subject they learn during their initial training.

The scientific context in which this is placed is what Chandler (2005) describes as selectivity and perceptual constancy, a crucial factor that according to him shapes the teachers’ perception towards the teaching of their subject of specialization. According to Chandler (2005) factors that influence teachers’ acceptance or rejection of an idea include perception of relevance and self interest. Hodson (1993) and Kyle (1999) stress a similar view by saying that in many institutions, impressions are reinforced by a heavy reliance on didactic teaching styles in which teachers spend considerable time on “cook book exercises” designed to teach a particular pre-determined outcome. Dutton (2004) adds that pedagogues generally teach the way they were taught. Phillips (2005) suggested that in the absence of formal teaching qualifications, many pedagogues teach in the didactic way that they were taught. Shiundu and

Mohammed (1994) emphatically remark that it is all too often unfortunate but true that teachers teach the way they are taught. According to Shiundu and Mohammed (1994:6), “One fundamental problem of the existing preserves of Social Studies teacher training programmes in many countries is that they have very little or no demonstrable relevance for the functions and responsibilities which teachers are expected to perform”. This problem is reflected either in the makeup of the curriculum or in its deliberations. Akinlaye (2003:15) therefore clearly stated, “It is ethically and professionally appropriate that teachers must understand what ‘teaching and learning’ process of Social Studies is all about”. Brown (1992:3) asserts that, teachers’ perception about their subject greatly influence their teaching and does so negatively”. Sharing the same view, Akinlaye (2002:4) asserts that “what teachers’ believe to be good instructional content to teach and appropriate methods to use in the classroom are greatly influenced by teachers’ perception of the subject”. This implies that teachers who are indoctrinated with a given concept will be difficult to be de-indoctrinated and this will influence their teaching.

Studies conducted by Almarza (2001), and Chiodo and Byford (2004) also reveal that, it is the teacher who is the key to what Social Studies means to students, because teachers’ belief of the subject Social Studies, in turn affect the way they teach and transmit knowledge to students. The finding from the studies of Evans (2004) and Todd (2005) similarly indicate 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.

Shavelson & Stern (1981) and Tillema (2000) believe that teachers’ conception greatly impact on their instructional decisions in the classroom. With this, Borg (2003:81) suggests, “teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs”. Furthermore, and as noted by Shavelson and Stern (1981), what teachers do in the classroom is said to be governed by what they believe and these conception often serve to act as a filter through which instructional judgments and decisions are made.

While most studies investigated the influence beliefs and intentions have on classroom practice, some studies suggested that the relationship between beliefs and classroom practice is not unidirectional, but bi-directional (Haney, Lumpe, Czerniak, & Egan, 2002; Tobin & LaMaster, 1995). Haney *et al.* (2002:181) claimed that “beliefs lead to actions, which in turn, lead to the creation of new, reconstructed, or reaffirmed beliefs”. Haney *et al.* (2002:184) proclaimed that “identifying, discussing, and reflecting upon the belief action - belief relationship should be a component of every teacher professional development experience”. Other researchers have also suggested an interactive relationship among teachers’ intentions, beliefs and classroom practice (Clark & Peterson, 1986; Verjovsky & Waldegg, 2005).

As a result of the above discussion, Gudmundsdottir & Shulman (1987) advocated for the study of Pedagogical Content Knowledge (PCK) as a distinct type of teacher knowledge in the teaching of Social Studies. By gaining new insights into what they were doing and how, teachers were able to frame and reframe their practice and pay more attention to the integration of knowledge bases of PCK will help assess whether Social Studies is living to its billing of inculcation of positive attitudes in students. This will help teachers to focus and reflect on their teaching practice regarding the goals of instruction, the effectiveness of practice and the rationale for their professional judgment.

The review shows that teachers hold the key to sound educational system of any nation and that the educational standard of teachers, their quality, and competency and above all the conception they form about a subject need to be taken into prominence. This implies that teachers’ curriculum conceptions will probably influence the way an educational package is delivered to students with the aim of fulfilling individual and societal goals.

3. Methodology

A sequential mixed method design was used to explore Social Studies teachers’ views on nature and content of social studies at the Senior High School (SHS) level in Central Region of Ghana. 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 population for this study included all trained Social Studies teachers in SHS in Central Region of Ghana. 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 Mfantiman 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 and purposive techniques) was used to select the sample of districts, schools and respondents.

Convenience sampling technique was used to sample the ten districts out of the seventeenth (17) districts in the region at the time of conducting the research. In all there were seventy-four (74) Senior High Schools 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 for the study from the ten districts selected out of the seventeen. Out of the one hundred and fifty teachers, purposive sampling technique was used to select twenty teachers: ten products from each university (UCC & UEW) were interviewed. The table 1 below and 2 show the number of districts, schools and respondents selected for the study.

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
Mfantiman Municipality	11	9	20
TOTAL	75	75	150

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

The following instruments were used in gathering the data: a questionnaire made up of seventeen (17) close ended five-point Likert scale structured items was administered to one hundred and fifty (150) trained Social Studies teachers in the SHS; and interview guide made up of fifteen (15) semi-structured items for twenty (20) trained Social Studies teachers at SHS level.

The Pearson Chi-Square was used to determine whether significant difference exists in graduate teachers' conception of Social Studies from UEW and UCC in the selection of the subject content 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 method based on the themes arrived at in the interview data collection.

4. FINDINGS AND DISCUSSION

4.1 Differences in Conception of Social Studies

The understanding of teachers' of the term 'Social Studies' is presented in table 3 below:

Table 3 Chi-Square test of UCC & UEW Social Studies graduates' conception of Social Studies

ITEMS	Chi-Square Test: UCC vs. UEW			
	Value	Df	asym. sig. (2-sided)	N of valid cases
1. Social Studies is amalgamation of the social sciences	1.140E2 ^a	4	.000	150
2. Social Studies a method of teaching	6.607 ^a	4	.158	150
3. Social Studies is Citizenship Education	6.938 ^a	4	.139	150
4. Social Studies is Global Citizenship Education	10.820 ^a	4	.029	150

When this question was asked-*Social Studies is an Amalgamation of the Social Science*, and it shows a Chi-square of 114 with p -value equals to 0.000. This shows that significant differences exist in the responses. Most respondents who were UCC products agreed, whilst most respondents who were UEW products disagreed to that. For clarification this interview question was asked-*How do you conceptualize Social Studies in terms of its meaning, content, and scope?*, Kwame, (not the real name) one of the respondents who has been teaching the subject for the past four years and a product of UCC had this to say, “Social Studies is the amalgamation of the social sciences and its scope and content is taken from the social sciences such as geography, economics, history, sociology...” This goes to confirm that Social Studies at UCC is conceptualize as the amalgamation of the social sciences. This explains what Shiundu and Mohammed (1994) describe as the influence of unique traditions of the institutions that train the teachers on the framework of their conception about whatever subject they learn during their initial training. This implies that when teachers are indoctrinated it will be with them, and it will be very difficult to be de-indoctrinated. This is because, students can be proud of where they were trained and the ideals given them by their alma mater.

When this question was posed-*Social Studies is Global Citizenship*, and it shows a Chi-square of 10.820 with p -value of 0.029. This shows that significant differences exist in the responses from UCC and UEW respondents. The above shows that whilst most UCC products agree, most UEW products were confused as to what global citizenship education is. There is the need for global citizenship, simply because we now live in a shrinking world. To us, it is the logical development of ideal citizenship and learning about how to inculcate into students becoming decision-makers and problem solvers that transcend national borders.

4.2 Teachers’ Conception of the nature and content of Social Studies

Views of trained Social Studies teachers’ on the nature and content of Social Studies is presented in table 4 below:

Table 4 Chi-square test of Social Studies teachers' conception of the nature and content of Social Studies

ITEMS	Chi-square test: UCC vs. UEW			
	Value	df	asym. sig. (2-sided)	N of valid cases
1. Social Studies curriculum of schools should be subject-centred	96.946 ^a	4	.000	150
2. Social Studies curriculum should focus on problem-solving skills	5.601 ^a	4	.231	150
3. Scope of Social Studies education is based on Current Issues in Society	31.619 ^a	4	.000	150
4. The scope of Social Studies education is based on solving issues that threatens human survival	43.582 ^a	4	.000	150
5. There is significant difference between the content of Social Studies and social sciences	31.619 ^a	4	.000	150
6. There is significant difference in the method of teaching Social Studies and social sciences	5.098 ^a	4	.277	150
7. There is significant difference between Citizenship Education and education for citizenry	4.116 ^a	4	.390	150
8. Social Studies curriculum should be separated into individual subject areas rather than organized as integrated discipline	1.097E2 ^a	4	.000	150
9. Social Studies curriculum should be determined by content that is essential for the development of positive attitudes of students	35.272 ^a	4	.000	150
10. Social Studies curriculum of schools should focus on the critical thinkers and problem solvers of the past	33.411 ^a	4	.000	150
11. Social Studies curriculum needs to focus on the critical examination of controversial issues	4.230 ^a	4	.376	150
12. Social Studies curriculum needs to focus on the critical thinking about important social and political issues	5.914 ^a	3	.116	150
13. Social Studies curriculum planners should consider key social and cultural situation in the community in their Social Studies programme	14.772 ^a	4	.005	150

When this question was asked-*Social Studies Curriculum of Schools should be Subject-Centred (i.e. Geography, History, Economics, Sociology, etc.)*, shows a Chi-square of 96.946 with p -value equals to 0.000. This shows that there is significant difference in the responses from UCC and UEW. The item shows that out of the 75 graduates from each university, 46 (61.4%) respondents who strongly agreed were UCC products, whilst 4 (5.3%) were respondents from UEW. Respondents who agreed were 19 (25.3%) UCC products, whilst 5 (6.7%) were respondents from UEW. Respondents who were not certain were 3 (4.0%) UCC products, whilst no UEW product responded to this. Respondents who disagreed were 4 (5.3%) UCC graduates, whilst 29 (38.7%) were products of UEW. Respondents who strongly disagreed were 3 (4.0%) UCC products, whilst 37 (49.3%) were products of UEW. The above shows that most of the UCC graduates agreed, whilst most of the UEW graduates disagreed. This means products of the two universities are likely to adopt teaching approaches that are consistent with their conceptions. This means that efforts to improve teaching in social studies will often fail if the complexity of teaching it is underestimated.

When this question was asked-*The Scope of Social Studies Education is based on solving Issues that threatens Human Survival* shows a Chi-square value of 37.625 with p -value of 0.000. This shows that significant difference exist in the responses from UCC and UEW. With this, whilst most UCC products disagree, most UEW products agree. The institutional conceptions of social studies teaching will influence how its nature and content is viewed and

even approaches to teaching the subject. This means teachers who experience different contexts in their initial training may adopt different approaches to teaching.

When this question was asked-*Social Studies Curriculum should be separated into Individual Subject areas rather than organized as Integrated Discipline* shows a Chi-square of 109.7 with p -value of 0.000. This shows that there exist significant difference in the responses from UCC and UEW. It shows that out of the 75 graduates from each university, 41 (54.7%) respondents who strongly agreed were UCC products, whilst 3 (4.0%) were graduates from UEW. Respondents who agreed were 31 (41.3%) UCC products whilst 6 (8.0%) were graduates from UEW. No UCC product was certain, whilst 2 (2.7%) were UEW products. Respondents who disagreed was 1 (1.3%) UCC graduate, whilst 27 (36.0%) were products of UEW. Respondents who strongly disagreed were 2 (2.7%) UCC products, whilst 37 (49.3%) were products of UEW. The above shows that respondents who are UCC products agreed that social studies curriculum should be separated into individual subject areas rather than organized as integrated discipline, whilst respondents who are UEW products disagreed to that. This clear conceptual difference will go a long way to influence products from UCC and UEW in perceiving the subject, selection of its content, how it will be taught and even the assessment procedure to be used. That is why the content of the curriculum, and the aims and functions of schooling is very imperative and not to be under emphasized. In tackling it, care needs to be taken to distinguish between education and schooling - for although education can occur in schools, so can miss-education.

When this question was asked-*Social Studies Curriculum should be determined by Content that is Essential for the Development of Positive Attitudes of Students* shows a Chi-square value of 35.272 with p -value of 0.000. This shows that there exist significant differences in the responses from UCC and UEW. Teaching and learning about how to inculcate into students how to become competent, reflective and responsible citizens and about critical decision-making must be taken very seriously in social studies curricula of institutions as curriculum dictates what is taught in schools. This can be done best when content is packed in attitudes building themes (Simonson & Maushak 2001). This really shows that there is the need for harmonizing the curriculum of both universities since the ultimate goal of Social Studies is citizenship education.

When this question was asked-*Social Studies Curriculum of Schools should focus on the Great Thinkers and Problem Solvers of the past*, shows Chi-square of 33.411 and a p -value of 0.000. This shows that significant differences exist in the responses from UCC and UEW. The above shows that most respondents who are UCC graduates agreed that Social Studies curriculum of schools should focus on the great thinkers and problem solvers of the past, whilst most respondents who are UEW graduates disagreed to that. UCC products agreed to that assertion in the sense that they are made to take compulsory courses in history that deals with great thinkers and problem solvers of the past as depicted in their social studies course structure, whilst in UEW students were taught in a single subject in a problem oriented manner, theme based and trans-disciplinary approach.

When this question was asked-*Social Studies Curriculum Planners should consider key Social and Cultural Situation in the Community in their Social Studies Programme* shows a Chi-square of 14.772 with a p -value of 0.005. This shows that significant differences exist in the responses from UCC and UEW. The above shows that most of the products of UCC disagreed, whilst most of the respondents who are UEW products agreed to that. Most of the products of UCC were confused as to why the ideal culture need to be preserved and those objectionable ones like 'Trokosi' (custom whereby virgin girls are made to serve at shrines to atone for the sins committed by a family member) and widowhood rites abolished or refined. A citizen cannot be called educated if he or she is trained to misunderstand his or her immediate environment and the world. Rich tradition can be an anchor of stability and a shield to guard one from irresponsibility and hasty decision.

5. Conclusions

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.

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, etc), UEW products disagreed with that assertion.

Most UCC graduates conceptualizing the subject as amalgamation, view the content to be presentation and memorization of facts bootlegged from the social sciences, whilst most UEW graduates conceptualizing it as problem solving subject, view the nature and content to cover areas that need to help students cultivate problem solving skills. Although some teachers conceptualize Social Studies as citizenship education, they were confused and interpreted it as education for the citizenry instead of imbuing in students values, attitudes and skills. There is clear indication that the present Social Studies programme in Ghana is not adequately achieving the desired goals especially with reference to positive attitude cultivation and life skill development for effective citizenship.

6. Recommendations

It shows clearly that there are confusing arrays of conceptual perspectives concerning the aims, nature and content of Social Studies and that cultivation of a clearer conception of the subject in Ghana has become very necessary. Since curriculum dictates what is to be taught in an educational system, there should be a national curriculum policy on social studies in Ghana. This will guide various universities to build a common knowledge base for teachers of the subject by infusing into their Social Studies curricula with more value oriented, skill development and problem-solving content. This will equip student teachers comprehensively, in emphasizing the cognitive, affective and psychomotor components of Social Studies objectives in classroom situations.

Furthermore, the Social Studies curricula of both University of Cape Coast (UCC) and the University of Education, Winneba (UEW) should be infused with patriotic and globalized education, political and economic education, because students' identification with their own nation and culture might not be formed by only the local civic education, as their knowledge base on global citizenship education and the essence of inclusion in the school curriculum was found wanting.

The two universities, UCC and UEW, should work out a common in-service programme in concert with the Ghana Education Service (GES) to draw up regular in-service training for serving teachers already in the field. This will guide them to re-evaluate and upgrade their knowledge base and conceptions about the subject and prepare them to face the challenges engulfing the teaching of the subject. It will also help teachers to be abreast with the new and innovative techniques for the effective teaching of the subject.

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