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ASSESSMENT OF TEACHER QUALITY AND EFFECTIVE TEACHING OF SOCIAL STUDIES IN JUNIOR HIGH SCHOOLS IN GARU DISTRICT OF GHANA

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ABSTRACT

Introduction: Enhancing the quality of Social Studies teachers is significantly necessary for effective teaching and learning of Social Studies in Junior High schools in Ghana.

Purpose: The purpose of the study was to provide empirical evidence about teacher quality and the effective teaching of Social Studies in Junior High schools in the Garu District.

Methodology: The study adopted a descriptive survey design. The population for the study involved all Social Studies teachers in Junior High Schools in the Garu District. In all twenty-seven (27) Social Studies teachers made up of Five (5) females and twenty-two (22) males who were purposively selected to participate in the study. A structured questionnaire was designed and used for data collection.

Results: Findings from the study revealed that most Social Studies teachers possessed the minimum requirements for teaching Social Studies and are professionally qualified and trained for effective teaching of the subject. Also, many Social Studies teachers have not received any form of in-service training which could hamper effective teaching.

Recommendations: The study recommends that emphasis should be placed on in-service training for teachers teaching Social Studies at the Basic school level for the subject's objectives to be achieved. It is therefore imperative for these teachers to join the National Social Studies Association (NaSSA) in order to get continuous professional development which will keep them up-to-date on the latest innovations in Social Studies Education and also grant them access to networking opportunities.

Keywords: Competence, Competent Citizens, Teacher qualification, Students' achievement, Social understanding, Professional knowledge.



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PUBLIC INTEREST STATEMENT

This study has a significant benefit for both teachers and students. The result will bring to light the academic and professional competencies that Social Studies teachers have and how it influences the teaching of Social Studies. Effective teaching will lead to an understanding of Social Studies concepts which will improve students' academic performance.

INTRODUCTION

Enhancing the quality of Social Studies teachers is significantly necessary for effective teaching and learning of Social Studies. Teacher quality refers to the qualities of a teacher who has attained all the characteristics of academic or professional records such as certificate status, educational background, knowledge of the subject matter, previous teaching experience, and skills of teaching (Adu-Yeboah, 2008). Furthermore, the qualities of teachers concerning the achievement of lesson objectives in Social Studies at the basic school level is one of the most important variables that help shape the attitudes and skills development of learners in Social Studies education. Therefore, the qualitatively trained Social Studies teacher is an asset and a strategic figure in effectively implementing the Social Studies curriculum at the basic level in Ghana (Teye, 2015).

The basic education level is fundamentally strategic to developing Social Studies education in Ghana. At that level, the young learners need to be equipped with the appropriate contents and values to exhibit attitudes and behaviour for cohesive nation-building. The basic level of education is a stage of motivating interest in learners to become effective Social Studies practitioners at present and mainly in the future. In the view of Boadu (2013a), Social Studies education assists learners in constructing robust social understanding and taking seriously the responsibilities of democratic citizenship, which are the primary goals of teaching Social Studies. Effective teachers engage students in active learning by debating, discussing, researching, writing, evaluating, experimenting and constructing models, listening to and reading the information, watching role models, and practicing skills (Adjei, 2013). Effective teachers make their expectations for high-quality work very clear, and they provide models of students' work that meets international standards. They also provide constant feedback that helps students improve as they continuously revise their work toward these standards (Mezioebi & Anyanwu, 2017).

Effective teachers design a well-functioning, respectful classroom that allows students to work productively. They involve parents in the learning process and help create strong connections between the home and school so that students have fewer obstacles and more support for their learning (Tamakloe, 2008). Moreover, they collaborate with other teachers and administrators to create a seamless curriculum and a supportive environment throughout the school. There is much more to effective teaching than standing in front of the classroom giving information to students.

Furthermore, there is much that teachers need to learn to do this complex job of teaching well. Social Studies teachers therefore assist learners in understanding this complex world in which we live in and prepare them for intelligent and constructive citizenship. Hence, well-trained teachers of Social Studies must be provided at all levels of the educational leader to the benefit of the learners.

There are different schools of thought about the definition of Social Studies. Various scholars have defined the subject in commissions and committees over the years (Ayaaba, 2011; Ayaaba, 2008), hence attempts to define it and seek boundaries for its scope have been difficult. The Curriculum Research and Development Division of the Ghana Education Service (2007:2) defines it as "the study of the problems of the society. It prepares the individual to fit into society 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". Thus, the Junior High School Social Studies in Ghana describes the subject as an integrated study of issues and problems of society. The definition stress that Social Studies deals with pressing problems, issues, and challenges of society. Social Studies equip the learners with values, attitudes, and skills to become functional citizens who are nationally conscious and responsive to their country's challenges. The nature of Social Studies as a revolving and continuously expanding curriculum in terms of content enrichment, integration with contemporary emerging issues, information communication and

technologies, and pedagogies calls for continuous development of professionally trained and non-professionally trained Social Studies teachers in the school system (Teye, 2015). Tamakloe (2008) associated quality with worthiness, relevance, excellence, and efficiency. Social Studies teachers' quality depicts the functionality of operational capability of teachers in implementing the Social Studies curriculum based on set standards and objectives.

The teaching syllabus for Social Studies, Junior high school see Social Studies as a study of society's problems and it prepares the individual to fit into society by equipping him/her with knowledge about their society's culture and ways of life, its problems, its values, and its hopes for the future (MoE, 2007, p. ii). The subject is multi-disciplinary and takes from Geography, History, Society, Psychology, Economics, and Civic Education. National Council for Curriculum and Assessment (NaCCA) (2020) indicates that, Social Studies aims at producing reflective, concerned, and competent citizens who will make informed decisions for the individual and public good. Therefore, the subject seeks to produce morally upright Ghanaians who are responsible and capable of maintaining healthy lifestyles and reserving their environment for sustainability. It also develops the knowledge, skills, and attitudes needed for personal growth, peaceful co-existence, and respect for peoples of other nations (pg. 3). The primary purpose of Social Studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse society in an interdependent world (NCSS, 2003).

To achieve the goals of Social Studies, different writers state the specific objectives for the realization of purpose of the subject. However, despite different words used, the consensus is to achieve the goal of citizenship. Barth (1983, p. 4) admonished teachers to help students gain knowledge, process information, develop skills to examine values, and finally apply knowledge through active civic participation. According to Sawyer (2015), Social Studies helps an individual to acquire knowledge, skills, develop

desirable attitudes and values, and civic participation. which leads to responsible citizenship since the individuals are the essential ingredient that characterizes sound Social Studies education. Students are effective when they possess the knowledge, skills, and values to prepare them for appropriate civic action as individuals or as members of groups devoted to civic improvement (Sawyer, 2015). The National Council for Social Studies (NCSS), cited in Parker (2001), states that the primary purpose of Social Studies is to help young people to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The Social Studies teaching syllabus for Junior High Schools (2007, p. ii) identified the general aims of Social Studies as:

1. Understand the interrelationships between the social and the physical environment and their impact on the development of Ghana;
2. Appreciate the impact of history on current and future development efforts of the country;
3. Appreciate the various components of the environment and how these could be maintained to ensure sustainable development;
4. Recognize the major challenges facing Ghana and be able to develop basic knowledge and skills for dealing with such challenge; and
5. Understand the dynamics of development in the world and their impact on development in Ghana.

Wiswall (2013) defined teacher effectiveness as growth in student learning, typically measured by student standardized assessment results. Strong (2012) found that students who are taught by highly effective teachers were more likely to attend college, earn more, live in higher-income neighborhoods, save more money for retirement. He argued, such students were less likely to have children during their teenage years and that a highly effective teacher has the potential to significantly enhance the lives of their students which makes it essential that researchers and policymakers

correctly understand the factors that contribute to a teacher's effectiveness ((pg. 12). Mozieobi (2012), posit that researchers have found mixed results regarding the relationships between specific teacher characteristics and student achievement. Teacher effectiveness depends on teacher academic and professional qualification, teachers' knowledge of the subject matter, teacher experience in Social Studies, teacher behavior, and learning opportunity (Shuls & Trivitt, 2015).

Based on the foregoing, teacher effectiveness begins with the teacher's ability to apply instructional strategies, use the appropriate teaching resources and cover the curriculum. When a teacher is effective, the skills needed are more than expertise in an academic field. One must interact with people and help them understand a new way of looking at the world and things. As an effective teacher, engaging students with a positive attitude and preparing well for a class with well organized lesson delivery motivates students to learn and get good grades.

One of the characteristics of Teacher effectiveness is for a teacher to acquire a teaching certificate. A teacher's academic qualification is usually made up of relevant educational degrees/diplomas. A teacher's qualification is seen as the sum of the teacher's efforts at formal educational improvement (Adjei, 2016). The quality of a teacher is sometimes used interchangeably with teacher qualification, which comprises relevant degree/diploma certificates. On the other hand, a profession simply refers to an occupation requiring special education or training. Such specialized knowledge and training equip one with values, measurements, and judgments often based on sound reasoning, objectivity, and generally accepted principles (Okobia, 2015).

Akinola (2014) in a study, intimately found that teacher certification was related to high school Social Studies achievement and also came out with some evidence of a relationship between teachers' certification status and student achievement in lower grades. Meanwhile, a study of grade one students (Akpochafo, 2014) also found evidence that students made more significant gains in reading

ability when taught by fully certified teachers. Adjei (2013), reported that teacher professional development has a correlative effect on teacher practice and student achievement. The achievement of school children depends substantially on the teacher's qualification. When teachers have certificates in education, the probability of their students performing is high and vice versa when they do not have a certificate. Therefore, it is essential for anybody who finds him/herself in the classroom to teach to acquire a certificate in education to improve the effectiveness of the teacher himself and that of the students' academic performance.

A teacher's professional knowledge refers to their subject-matter knowledge, curricular knowledge, and pedagogical knowledge (Ministry of Education [Ghana], 2010). In addition, this professional knowledge is influenced by the undergraduate degrees earned by a teacher, the college attended, graduate studies undertaken, and opportunities to engage with on-the-job training commonly referred to as professional development (Esu, 2012; Russell, 2010). Ann (2017) argued that teacher preparation and certification measures were by far the strongest correlates of student achievement in studying Social Studies. However, research on the impact of advanced teacher degrees, subject specializations, and certification on quality and effective teaching has been inconclusive. Okobia (2015) explains that characteristics like experience and education may be imperfect proxies for teacher content knowledge; unfortunately, content knowledge is difficult to assess directly. However, a growing body of work suggests that teacher content knowledge may associate with student learning. It should be noted that there is an essential distinction between general content knowledge (CK) about a subject and pedagogical content knowledge (PCK) specifically related to teaching a particular subject, each of which may be independently related to student outcomes (Kenna & Poole, 2017). Studies conducted by Kenna and Poole (2017), and Metzler and Woessman (2012) have found evidence that higher teacher cognitive skills in Social Studies

are associated with higher student scores in the subject course. Positive associations between teacher content knowledge and student outcomes were also found in the study.

Teacher experience in Social Studies refers to the number of years that a teacher has spent as a classroom teacher. Many studies show a positive relationship between teacher experiences and student achievement (Polikoff & Porter, 2014). For instance, Akpochafo (2014) found that the relationship between teacher experience and student achievement was most pronounced for students at the secondary level. Additional work in schools in the United States by Wiswall (2013) also indicated that teacher experience cumulatively affects student outcomes. According to Kopish (2016), the characteristics of Social Studies teachers, such as professional values and experiences, are potentially valuable for understanding the art of teaching and the influence on teachers. Further, the benefit of teaching experience to the teacher is to expose the teacher to more educational opportunities, which emphasis on continual teaching and learning to improve the lesson delivery performance of the teacher.

These views suggest that there is no doubt that a teacher with more years of teaching may acquire very effective teaching strategies and class management in teaching compared with someone new in the teaching field. Meanwhile, other studies have failed to identify consistent and statistically significant associations between student achievement and teacher experience (Esu, 2012; Russell, 2010). Research indicates that teaching experience matters very much in a teacher's career (Adjei, 2013; Kenna & Poole, 2017). In the first few years of a teacher's career, accruing more years of experience seems to be more strongly related to student achievement. Kenna and Poole (2017) found that when comparing teacher effectiveness (understood as value-added) to student test scores in reading Social Studies, teacher experience was positively related to student achievement. However, such positive relationships leveled off after

teachers had gained two years of teaching experience.

STATEMENT OF THE PROBLEM

One distinguishing feature of Social Studies is its deliberate focus on the problems threatening human survival, and the orientation of the discipline to provide informed, reflective, useful, and practical solutions to such challenges. It is not concerned with the mere accumulation of knowledge for the sake of knowledge nor does it concern itself with transient issues. With its citizenship education role, therefore, it is inevitable that Social Studies reflects social issues. However, despite these provisions in the Social Studies syllabi, the media have been reporting horrendous cases of rape, murder, theft, and other social vices among the youth, many of whom have been taught Social Studies at the basic, secondary and tertiary levels in Ghana (Adjei, 2016).

Teachers' inadequate preparation to teach Social Studies for effective achievement of its objectives has also been found to be a problem (Boadu, 2013b). Casual observation by the researcher in some selected basic schools in the Garu District revealed that some teachers who are mostly Diploma holders and offered Social Studies at that level seem not to apply the appropriate skills and professionalism for effective teaching of Social Studies. Such teachers, for instance, lack specific certain interactive approaches or skills such as using thought shower, think-pair-share, critical thinking etc. for teaching Social Studies. There is limited information regarding the assessment of teacher quality; hence this study aims to throw more light on this issue. Therefore, the present study was designed to find out the competence of teachers in teaching Social Studies in Junior High Schools in Garu District in the Upper East Region.

PURPOSE OF THE STUDY

Specifically, the study sought to achieve the following objectives:

1. find out the extent to which Basic school teachers' professional experience influences effective teaching of Social Studies.

2. find out how teachers' academic and professional qualifications influence effective teaching of Social Studies at the basic level.
3. find out the academic performance of students in Basic Education Certificate Examination (BECE) for the past 3 years.

RESEARCH QUESTIONS

1. To what extent does Basic school teachers' professional experience influence effective teaching of Social Studies?
2. To what extent does teachers' academic and professional qualifications influence effective teaching of Social Studies in Junior High Schools?
3. What is the academic performance of students in BECE for the past 3 years?

METHODOLOGY

Research Design

The study adopted a descriptive survey design. According to Scott and Deirdre (1990: 89), surveys are the best way to collect a large amount of data from a large number of people in a short amount of time and they are very robust and can be used in many life domains. The design was adopted to provide empirical evidence about how Social Studies teachers' quality ensures effective teaching of the subject in Basic Schools.

Population and Sample

The population for the study involved all Social Studies teachers in Junior High Schools in the Garu District. In all twenty-seven (27) Social Studies

teachers made up of Five (5) females and twenty-two (22) males were purposively selected to participate in the study. The reason for using all the Social Studies teachers was that they were informative and possessed the required characteristics.

Instruments for Data Collection

The study used a structured questionnaire as the instrument for data collection. A questionnaire was used because it is easy to administer and gives respondents time to answer questions (Scott & Deirdre, 1990). The questionnaire consisted of Twenty (20) closed-ended items covering issues related to demographic characteristics of teachers, academic and professional qualifications and experience as well as techniques and strategies of teaching Social Studies lessons. The aim was to assess the quality of Social Studies teachers and how it promotes effective teaching of the subject in Basic schools. The questionnaires were self-administered to the respondents using a one-shot data collection design where one group of participants is studied only one time. The purpose of the study was explained to the respondents before giving out the questionnaires to them. A total number of Twenty-seven (27) questionnaires were administered. All the Twenty-seven (27) responded completed and returned the questionnaire.

RESULTS

Research Question 1: To what extent do Basic school teachers' teaching and professional experience influence effective teaching of Social Studies?

Table 1: Basic School Social Studies Teachers Teaching and Professional Experience

Variables	Responses	Frequency	Percentage (%)
Professionally trained	Yes	18	67.0
	No	9	33.0
Years taught	1-5 years	16	59.0
	6-10 years	6	22.0
	11-15 years	4	15.0
	16-19 years	1	4.0
In-service training	Yes	12	44.0
	No	15	56.0
Number of in-service courses	Once	3	11.0
	Twice	4	15.0
	Three times	3	11.0
	>4	2	7.0
	None	15	56.0
Do you teach other subjects	Yes	5	19.0
	No	22	81.0
Is Social Studies challenging to teach	Yes	0	0.0
	No	27	100

Source: Field Data (2021)

The analysis on Social Studies teachers' teaching and professional experience revealed that 18 of the respondents representing 67.0 %, were professionally trained while few (9), representing 33.0 %, were non-professionals in the field of teaching. Similarly, the analysis on the teaching experience of respondents revealed that the majority (59.0 %) of the respondents had taught for a period of between 1 to 5 years, 22.0 % of the respondents had taught for a period of between 6 to 10 years, 15 % of the respondents had taught for a period of between 11 to 15 years while 4 % of the respondents had taught for a period of between 16 to 19 years. Table 1 further revealed that 44 %

of the respondents had received in-service training while the majority, 56.0 %, had never attended any in-service training course in Social Studies. Again, 56.0 % of the respondents indicated no in-service training courses available for Social Studies teachers. The majority (22) of the respondents representing 81.0 %, have been teaching other courses related to Social Studies. All (100 %) of the respondents indicated that teaching Social Studies is not difficult.

Research Question 2: To what extent does teachers' academic and professional qualification influence effective teaching of Social Studies at the Basic level?

Table 2: Teachers Academic and Professional Qualification in Effective Teaching of Social Studies

Statement	SA	A	D	SD
1. Professional qualification in Social Studies is required to teach Social Studies effectively at a basic level.	15 (55.6 %)	12 (44.4 %)	0 (0.0 %)	0 (0.0 %)
2. Achievement of Social Studies objectives is directly related to teacher qualification.	20 (74.1 %)	4 (14.8 %)	1 (3.7 %)	2 (7.4 %)
3. Objectives of Social Studies teaching is better achieved when a professional Social Studies teacher does the teaching.	17 (63.0 %)	8 (29.6 %)	2 (7.4 %)	0 (0.0 %)
4. A more qualified teacher in Social Studies is likely to achieve the subject's objectives with ease.	24 (88.9 %)	3 (11.1 %)	0 (0.0 %)	0 (0.0 %)
5. Any professional qualification in the Social Science subjects can be a requirement for effective teaching of Social Studies.	1 (3.7 %)	4 (14.8 %)	20 (74.1 %)	2 (7.4 %)
6. One does not need to have qualifications in Social Studies to teach Social Studies effectively.	0 (0.0 %)	6 (22.2 %)	21 (77.8 %)	0 (0.0 %)
7. Specialization in Social Studies should not be the only requirement for effective teaching of Social Studies.	0 (0.0 %)	1 (3.7 %)	26 (96.3 %)	0 (0.0 %)

Source: Field Data (2021)

From the results in Table 2, professional qualification in Social Studies is required to teach Social Studies effectively at the basic level as the majority of the respondents, 55.6 % and 44.4 %, agreed and strongly agreed to that effect. Results from Table 2 revealed that the majority 20 (74.1 %) and 4 (14.8) strongly agreed that achievement of Social Studies objectives is directly related to teacher qualification. While few 1 (3.7 %) and 2 (7.4 %) of the respondents disagree and strongly disagree respectively to the assertion that achievement of Social Studies objectives is directly related to teacher qualification. As shown in Table 2 results from the study revealed that the majority 17 (63.0 %) and 8 (29.6 %) of the respondent strongly

agree that Social Studies teaching objectives are better achieved when a professional Social Studies teacher does the teaching. However, a few 2 (7.4 %) respondents disagree with that effect. Table 2 further revealed that the more qualified a teacher in Social Studies is, the more likely one is able to achieve the subject's objectives with ease, and this assertion was strongly agreed by 24 (88.9 %) and agreed 3 (11.1 %) by all the respondents.

The majority of the respondents disagreed by 20 (74.1 %) and strongly disagrees by 2 (7.4 %) that any professional qualification in the Social Science subjects can be a requirement for effective teaching of Social Studies. However, 1 (3.7 %) and 4 (14.8 %) respondents strongly agree and agree to

professional qualification as a basis for effective teaching of the subject. The majority of the respondents (21) representing 77.8 % disagree with the assertion that one does not need certification in Social Studies to teach Social Studies effectively. In comparison, a few 6 (22.2 %) of the respondents agree to that effect. 1 (3.7 %) of the respondents believed that specialization in Social Studies should not be the only requirement for effective teaching of

Social Studies. However, 26 (96.3 %) of the respondents disagree with the assertion that specialization in Social Studies should not be the only requirement for effective teaching of Social Studies.

Research Question 3: What is the academic performance students in BECE for the past 3 years?

Table 3: BECE Results from 2018 to 2020

		Percentage (%) Pass in BECE		
Year		2018	2019	2020
Overall Percentage		65.4	75.2	50.3
Average %		63.6		

From Table 3, the percentage pass of students in Social Studies is more than 50% in the last 3 years of external assessment. The percentage scores for 2018, 2019, and 2020 were 65.4, 75.2, and 50.3 respectively. Although, the percentage pass of 63.3 which is credit, one would have expected performance to be higher than 80%. The District is rural in nature which implies that factors such as the use of out-of-service in Social Studies, lack of in-service training, etc. this performance. Adjei (2016) opines that lack of in-service training and are limiting factors for effective Social Studies instruction. He argued that in-service training courses that allow teachers who teach Social Studies to improve their methods of teaching and to enhance the effective teaching of Social Studies education are not regularly organized for teachers. There is therefore the need to ensure regular in-service training to teachers as well as ensuring that we allow on teachers who have offered Social Studies program to teach the subject to ensure excellent academic performance by students.

DISCUSSION

The study revealed that the majority of the teachers had served for a considerable time, showing they had

adequate experience to dispense their duties effectively and efficiently. Research conducted by Adjei (2016), among Senior High School teachers in Ghana, indicated that teachers who had six years or more of service had a more substantial feeling regarding the inter-personal relationship with high professional teaching qualities than teachers who had five or fewer years of experience. The study further revealed that the majority of the respondents had more teaching experience in the subject area and, therefore, are familiar with the teaching of the subject to influence students learning. This view supports Akpochofo's (2014) idea that a beginner teacher is not as effective as a teacher with more years of teaching experience. This is also in line with the views of Ann (2017) that experiences that teachers have accumulated in handling different challenging situations in schools and classrooms will enable such teachers to develop positive feelings towards the achievement of assigned tasks successfully, all things being equal.

Nonetheless, some of the teachers teaching the subject who did not read Social Studies and this pose a challenge for them to cope with the effective teaching of the subject. This collaborates with the earlier survey conducted by Adjei (2016) that in Ghana, lack of in-service training education was a limiting factor for

effective Social Studies instructions. Perhaps the situation in Ghana is that in-service training courses that allow teachers who teach Social Studies to improve their methods of teaching and to enhance the teaching of Social Studies education are not regularly organized for teachers. This confirms observations made by Akinola (2014) that changes are likely to occur if teachers have consistent and high-quality in-service training.

From Table 2, it was revealed that teachers who have specialized in Social Studies have acquired all the relevant methodology required to teach the course effectively whereas who do not specialize in Social Studies will lack the required skills and techniques required to teach the course effectively. This finding is consistent with the views of Kenna and Poole (2017) that teachers who have professional qualifications in the subject they teach have a strong influence on the quality of teaching. This also supports Darling-Hammond's (2000) view that a teacher's certificate and a degree in the field to be taught are very significant and positively correlate with students' outcomes. This assertion also collaborates Kopish (2016), Metzler and Woessman (2012) who see a strong line between the subject knowledge of the teacher and the learning outcome and that teachers must be well-versed in their subjects and that when teachers pass on accurate information to learners.

Lastly, the results revealed that factors such as the higher academic and professional qualification enhance teachers' output in the classroom which confirms Mezieobi and Anyanwu (2017), Mezieobi (2012) observations that teachers must be academically and professionally qualified before being allowed to teach to integrate the knowledge of the context in planning and instructions.

CONCLUSION

The findings from the study concludes that the majority of the Social Studies teachers possessed the minimum requirements for teaching Social Studies, and they are professionally qualified and trained for effective teaching of Social Studies at the basic school in Ghana. The

teachers also had enough experience needed for effective lesson delivery.

In-services training is one of the ways of building teachers' continuous professional development for an improved and effective teaching. therefore, when Social Studies teachers do not receive any form of in-service training, it could hamper effective teaching, especially for those teachers who have not offered Social Studies as their major subject of specialization. It can also be concluded that specialization in Social Studies is required to equip the teacher with the necessary pedagogical skills to teach the course effectively since the achievement of Social Studies objectives is directly related to teacher qualification.

RECOMMENDATIONS

The conclusion indicates that certain actions need to be taken. Therefore, the study recommends that emphasis should be placed on in-service training for teachers teaching Social Studies at the Basic school level for the subject's objectives to be achieved. It is therefore imperative for these teachers to join the National Social Studies Association (NaSSA) to get continuous professional development. The association will keep the teachers up-to-date on the latest innovations and pedagogy in Social Studies Education and also grant them access to networking opportunities. In addition, since many Social Studies teachers hold a Diploma in Basic Education, there is the need to have many teachers qualified with an advanced degree in fields related to social studies.

Conflict of Interest: The authors do declare that there is no conflict of interest.

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Disclaimer Statement

This manuscript represents the opinions of the authors which is the product of academic research, and all

errors emanating from it are the fault of the authors.

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Authorship and level of Contribution:

Justice Kwame Sibiri drafted the introduction and developed the research instruments. He also proofread the manuscript.

Frederick Atigah gathered the data, analyzed it, and did the discussion and the recommendations. He also assisted in proofreading the manuscript.

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