

**UNIVERSITY OF STRATHCLYDE
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULAR STUDIES**

**ASSESSMENT AND CURRICULUM GOALS AND OBJECTIVES:
EVALUATION OF THE SYSTEMIC IMPACT OF THE SSSCE ON
THE SENIOR SECONDARY SCHOOL SOCIAL STUDIES
CURRICULUM IN GHANA**

BY

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**A Thesis Presented in Fulfilment of the Requirement for the
Degree of Doctor of Philosophy**

2006

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APPENDIX- A1

INTRODUCTION TO THE QUESTIONNAIRE

**TOPIC: ASSESSMENT AND CURRICULUM GOALS AND OBJECTIVES:
EVALUATING THE SYSTEMIC IMPACT OF THE SSSCE ON THE
SENIOR SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM
IN GHANA.**

Dear Colleague,

**INVITATION TO TAKE PART AS A RESPONDENT IN THE ABOVE
STUDY.**

The 1998 SSS Social Studies curriculum has introduced an innovation into curriculum design in Ghana, with special emphasis on affective and skills outcomes. Its assessment, particularly, at the SSSCE is still traditionally based, with emphasis mainly on cognitive outcomes. The aim of this study is therefore to find out the extent to which the SSSCE adequately covers the gamut of the curriculum goals and objectives of the subject, and also how the nature and demands of the SSSCE impacts on teachers' classroom practices. The findings of this study will enable the researcher to recommend intervention strategies that will ensure the effective implementation of this curriculum.

You are therefore being respectfully called upon to participate in this study as a respondent in a questionnaire survey, an interview or both. Your participation will enable the researcher to collect all the necessary data for the study and thus be able to make recommendations based on empirical evidence on the field. I promise to hold all your responses in the strictest confidentiality, as your name will not be identified in any report. Any reference to a statement made by you will be done anonymously. Hope you will find time off your busy schedule to participate in this study as it will be sincerely appreciated.

Thanks very much for your co-operation.

Samuel Ofori Bekoe

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APPENDIX – A2

QUESTIONNAIRE FOR SSS SOCIAL STUDIES TEACHERS IN GHANA

**TOPIC: ASSESSMENT AND CURRICULUM GOALS AND OBJECTIVES:
EVALUATING THE SYSTEMIC IMPACT OF THE SSSCE ON THE
SENIOR SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM
IN GHANA.**

Date:

School:

.....

Teacher:

CODE

- i. What is your highest qualification?
- ii. What subject(s) did you specialize in?
- iii. Number of years in Teaching
- iv. Number of years spent teaching Social Studies
- v. Do you teach any other subject apart from Social Studies?
Yes [] No []
- vi. If yes, please indicate
- vii. If Social Studies is not your subject of specialization, why then did you
decide to teach it? *(Please tick whichever applies)*
Interest [] Nobody to teach it [] No other teaching position []

INSTRUCTIONAL PRACTICES:

1. Where do you select your instructional objectives from?

- i. Syllabus []
- ii. Nature of WAEC's questions []
- iii. Contemporary Issues []
- iv. Other Sources *(Please name)* []

Please tick or number in order of preference (from 1) if more than one

2. What is the source of the contents of your instructions?

- i. Syllabus []
- ii. Textbooks []
- iii. Contemporary Issues in Ghana []
- iv. Internet []
- v. WAEC's Questions []
- vi. Other Sources (*Please name*) []

Please tick or number in order of preference (from 1) if more than one

3. The purpose of my instruction in Social Studies is to ensure that students:

PURPOSE	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Attain all the goals and objectives of the subject					
Acquire all the facts and concepts under each topic					
Will be able to do well at the SSSCE					
Will be able to solve all kinds of problems					

4. There is no need to focus on goals and objectives that I know for sure will not be covered in the SSSCE.

- i. Strongly Agree []
- ii. Agree []
- iii. Disagree []
- iv. Strongly Disagree []
- v. Not sure []

5. Teaching should be limited to only those content areas that are most likely to be assessed in the SSSCE.

- i. Strongly Agree []

- ii. Agree []
- iii. Disagree []
- iv. Strongly Disagree []
- v. Don't know []

6. Social Studies instructions should cover all the goals and objectives in the syllabus

even if not all of them are going to be assessed in the SSSCE.

- i. Strongly Agree []
- ii. Agree []
- iii. Disagree []
- iv. Strongly Disagree []
- v. Don't know []

7. Is your teaching influenced by the nature of questions at the SSSCE?

- i. Mostly []
- ii. Many Occasions []
- iii. Few Occasions []
- iv. Not at all []
- v. Not sure []

8. Does your teaching cover affective outcomes as indicated in the syllabus?

- i. All the time []
- ii. Many Occasions []
- iii. Few Occasions []
- iv. Not at all []
- v. Don't know []

ASSESSMENT PRACTICES:

9. Are you familiar with all the assessment methods as recommended in the syllabus?

Very []

Barely []

No []

10. Which of the following methods do you employ in your assessment of learning outcomes?

METHOD	All the time	Many Occasions	Few Occasions	Not at all	Don't Know about it
Essay Test					
Multiple Choice Test					
Project					
Extended Essays					
Observations					
Attitudinal Scales					
Interviews					
Oral Reporting					
Others (<i>Please indicate</i>)					

11. Which of the following outcomes do you look out for in the responses of students?

OUTCOME	All the Time	Mostly	Sometimes	Not at all	Don't Know
Recall of Knowledge					
Application of Knowledge					
Ability to Analyse Issues					
Decision-Making skills					
Attitudinal Disposition					
Disposition to Action					
Problem-Solving Skills					

Thinking Skills					
Others (<i>Please indicate</i>)					

12. Do your assessment items cover all the goals and objectives in the subject?

Yes [] No [] Don't Know []

13. Do you assess for the affective outcomes in Social Studies?

Yes [] No []

14. If yes, indicate the method(s) you employ in this direction.

.....

15. It is not possible to assess for affective outcomes in Social Studies.

- i. Strongly Agree []
- ii. Agree []
- iii. Disagree []
- iv. Strongly Disagree []
- v. Don't Know []

16. SSSCE items do not cover all the goals and objectives in Social Studies

- i. Strongly Agree []
- ii. Agree []
- iii. Disagree []
- iv. Strongly disagree []
- v. Don't Know []

17. WAEC does not assess for affective outcomes in Social Studies

- i. Strongly Agree []
- ii. Agree []
- iii. Disagree []
- iv. Strongly disagree []
- v. Don't Know []

18. Do you agree to WAEC's assertion that it includes your cumulative records of Students in its final grading of these students?

- i. Strongly Agree []
- ii. Agree []
- iii. Disagree []
- iv. Strongly disagree []
- v. Not sure []

19. Does the nature of WAEC's Test Items influence your own assessment Items?

- i. All the Time []
- ii. Occasionally []
- iii. Not at all []
- iv. Don't know []

20. Do you consider yourself capable of designing assessment tools to assess for all the learning outcomes in Social Studies?

- i. Very Capable []
- ii. Capable []
- iii. Barely capable []
- iv. Not capable []
- v. Don't Know []

PERCEPTIONS OF ACCOUNTABILITY

21. Is there any pressure on you to devote more of your time in preparing your students to do well at the SSSCE?

- i. Very much []
- ii. Subtle []
- iii. Don't think so []
- iv. Don't know []

22. Where do you think such a pressure, if any, is coming from?

SOURCE OF PRESSURE	Very Strong	Strong	Weak	Very Weak	None	Don't know
Government/Politicians						
GES						
Local Community						
Parents						
Students						
Civil Society						
Employers						
Own Conscience						

23. Do you feel that your effectiveness as a teacher is being evaluated according to the

Performance of your students at the SSSCE?

- i. All the time []
- ii. Many occasions []
- iii. Few occasions []
- iv. Not at all []
- v. Don't know []

24. Who do you think is doing this kind of evaluation?

EVALUATOR	All the time	Sometimes	Not at all	Don't know
GES				
Head of School				
Local Community				
Parents				
Students				
Colleagues				
Self				

25. Do you therefore feel ashamed if your students perform poorly at the SSSCE?

- i. Completely []
- ii. To a great extent []
- iii. To a less extent []
- iv. Not at all []
- v. Don't know []

26. Are you therefore under the pressure to teach only those content areas assessed by

WAEC?

- i. Completely []
- ii. To a great extent []
- iii. Minimal []
- iv. Not at all []
- v. Don't know []

27. Are you constrained by the need to match your instructional and assessment Practices to WAEC's assessment coverage because of this pressure?

- i. Completely []
- ii. To a great extent []
- iii. Minimal []
- iv. Not at all []
- v. Don't know []

28. Do you think WAEC's assessment coverage is undermining the Social Studies Curriculum in the SSS?

- i. Completely []
- ii. To a great extent []
- iii. Minimal []
- iv. Not at all []
- v. Don't know []

29. Will you teach to cover and assess all the learning outcomes in Social Studies if you are most assured that students' cumulative records are included in their final grades at the SSSCE?

- i. Completely []
- ii. To a large extent []
- iii. To a less extent []
- iv. Not at all []
- v. Not sure []

APPENDIX-B



**UNIVERSITY OF
STRATHCLYDE**

**FACULTY OF EDUCATION
Jordanhill Campus**

7 April 2004

Dear Colleague,

Request for support in a research project

I would welcome your support for the research of our university which is being conducted by Mr. Samuel Bekoe as part of the postgraduate programme on which he is presently engaged.

Mr. Bekoe is evaluating the Social Subjects programme within the Senior Secondary School curriculum in Ghana. This programme has an importance both to your nation but also has international significance as an innovative approach to school curriculum and assessment.

In order to evaluate the programme, Mr. Bekoe requires to elicit the views of schools and teachers involved in it. Part of this evaluation consists of inviting teachers to participate in completing a questionnaire and/or engaging in an interview.

It would be of great assistance if your school were to agree to participate in this research and if teachers involved with Social Subjects completed the questionnaire and agreed to be interviewed.

Yours sincerely,

Professor A D Weir

DEPARTMENT OF SOCIAL STUDIES EDUCATION

76 Southbrae Drive

Glasgow G13 1PP

Tel. and Fax.: 0141-950 3395

APPENDIX – C

TEACHER INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR SSS SOCIAL STUDIES TEACHERS

Date:

School:

Teacher:

Code

1. Where did you study for your Diploma/Degree?

2. How many years have you been teaching Social Studies?

3. Were/are you teaching other subject(s)?

Prompt: What were/are those subject(s)?

4. Why did you decide to teach Social Studies?

5. Are you abreast with the development and introduction of Social Studies in the SSS?

Prompt: What are the goals and objectives of Social Studies at the SSS?

Prompt: Do you perceive these goals and objectives to be attainable through Classroom instructions?

6. What is your perception of assessment?

Prompt: Does it include other methods apart from those traditionally use by WAEC?

7. What are your views about the assessment methods suggested in the syllabus?

Prompt: Do you think they can effectively be applied in the classroom?

8. What methods do you use in assessing learning outcomes in your students?

Prompt: Why do you use this/these method(s)?

Prompt: What influence, if any, do WAEC's assessment modes have on your choice of assessment methods?

9. What kinds of learning outcomes do you assess for in your students?

Prompt: Do you think your assessment methods can adequately assess for those Outcomes?

10. How do you think affective outcomes in Social Studies can adequately be assessed?

Prompt: Do you use any of them in assessing your students?

Prompt: Why?

11. Which of the following, most influences your instructional decisions, WAEC's assessment demands or the goals and objectives in the syllabus?

Prompt: Why?

Prompt: To what extent do you cover the goals and objectives of the subject in your instructions?

Prompt: Do you assess for all of them?

Prompt: Why?

12. Do you feel accountable to stakeholders for the performance of your students at the SSSCE?

Prompt: How do you feel if you students do or do not perform well at the SSSCE?

13. What is your perception about WAEC's use of continuous assessment marks of your students?

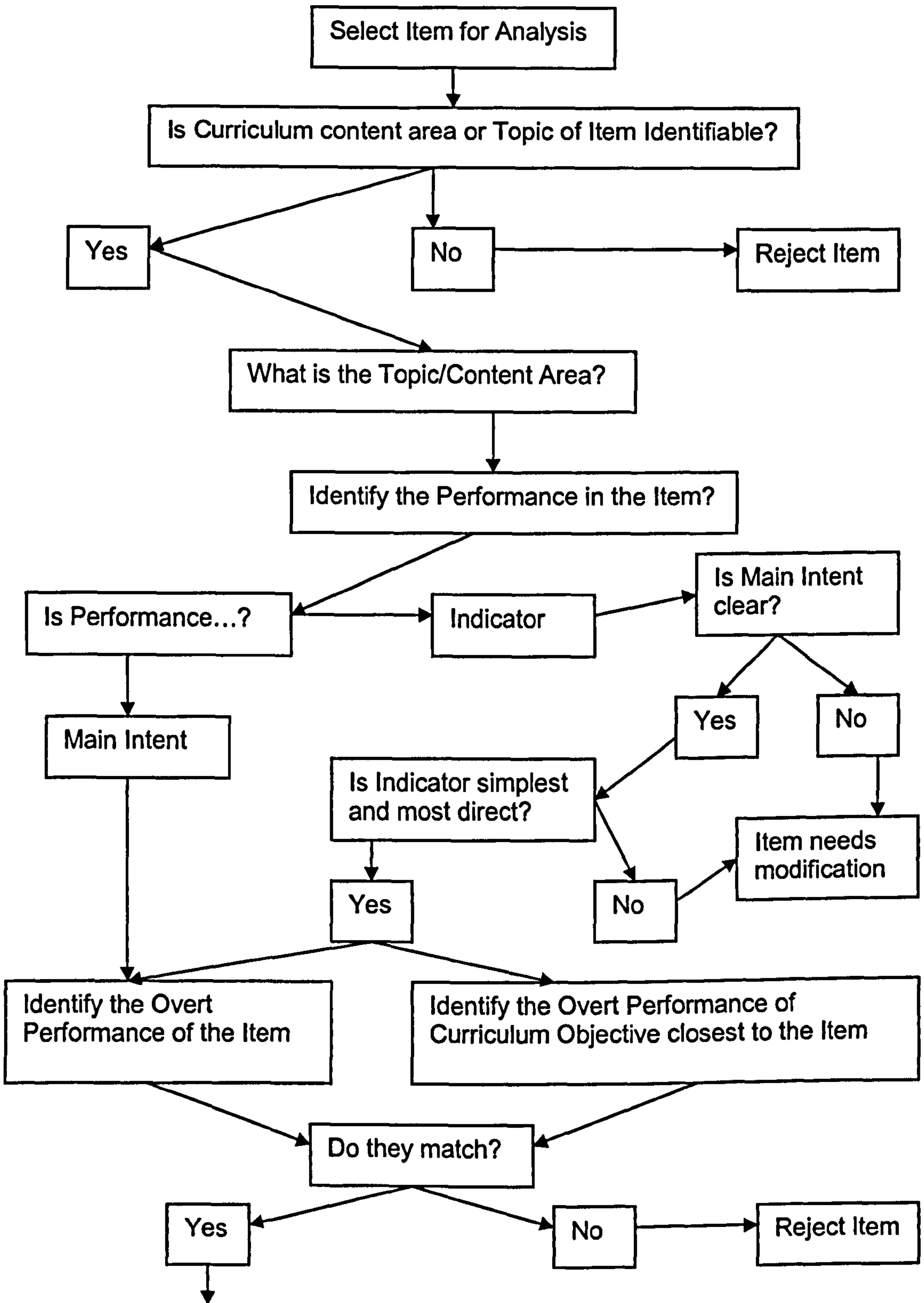
Prompt: Do you then think continuous assessment to be important in schools?

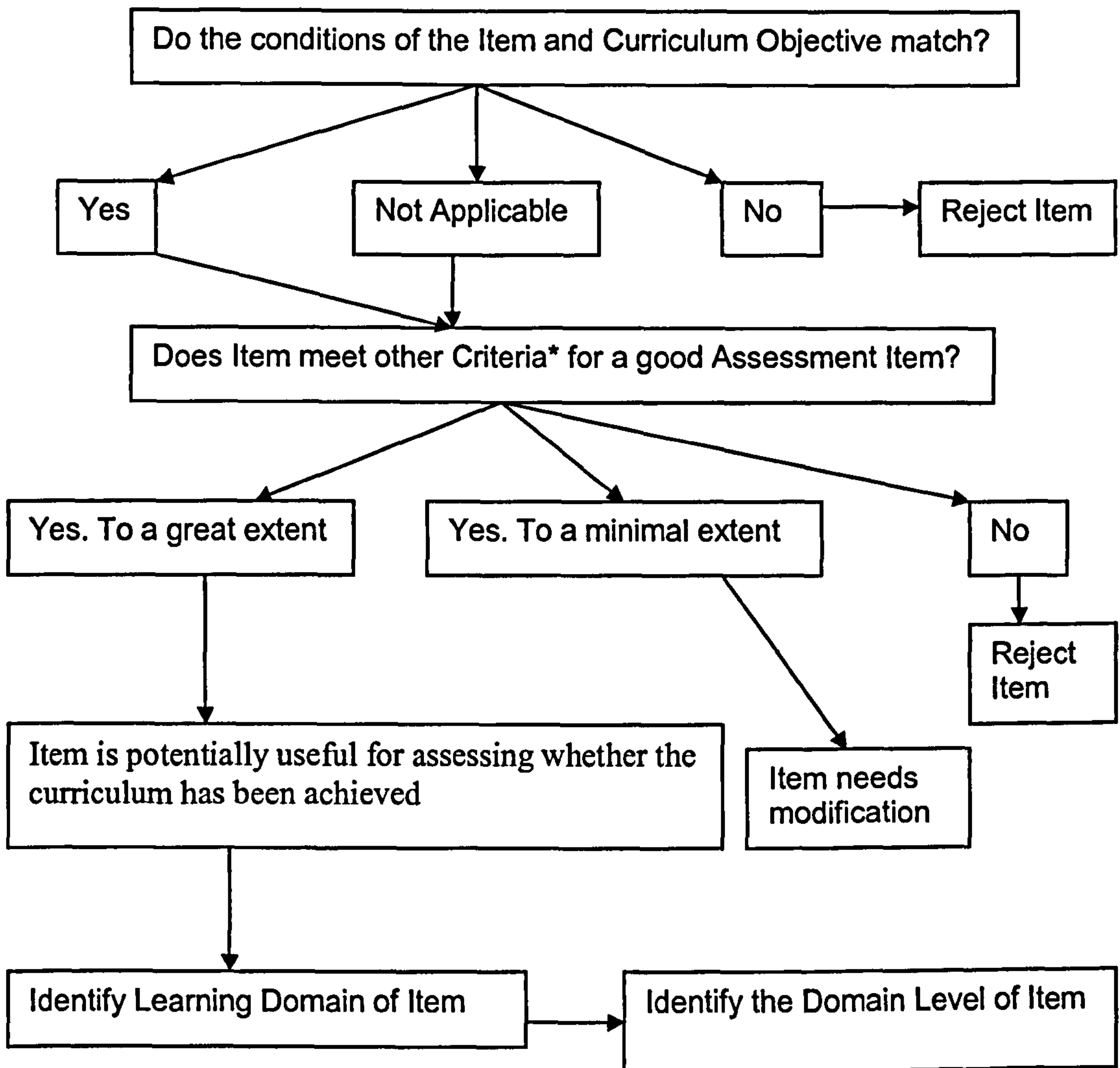
14. Is WAEC's assessment determining what should and should not be taught in the classroom?

15. What will make you teach and assess as wholly as recommended by the syllabus?

APPENDIX- D

ASSESSMENT ITEM ANALYSIS MODEL





* The other criteria for good assessment item refer to the following:

- ✓ Does the Item Performance have positive consequences?
- ✓ Is the Item fair to all learners irrespective of their cultural and socio-economic background?
- ✓ Does the Item engage learners in meaningful problems?
- ✓ Does the Item have complexity?
- ✓ Is task in Item contextualised in real-world application?

APPENDIX-E

**LIST OF SSSs SELECTED FOR THE QUESTIONNAIRE DISTRIBUTION
GREATER ACCRA REGION:**

S/N	SCHOOL	DATE DISTRIBUTED	DATE COLLECTED
1	Ebenezer Secondary School	12-05-2004	21-06-2004
2	St. Mary's Secondary School	12-05-2004	16-06-2004
3	Wesley Grammar Secondary School	12-05-2004	21-06-2004
4	Holy Trinity Secondary School	13-05-2004	16-06-2004
5	Aquinas Secondary School	14-05-2004	*
6	Osu Presbyterian Secondary School	14-05-2004	*
7	Accra High School	14-05-2004	*
8	O'Reilly Secondary School	13-05-2004	16-06-2004
9	Kinbu Secondary School	13-05-2004	16-06-2004
10	Achimota Secondary School	18-05-2004	17-06-2004
11	Presbyterian Boys Secondary School	17-05-2004	17-06-2004
12	Accra Girls Secondary School	13-05-2004	17-06-2004
13	Nungua Secondary School	17-04-2004	17-06-2004
14	Armed Forces Secondary School	13-05-2004	*
15	Teshie Presby. Secondary School	17-05-2004	18-06-2004
16	Labone Secondary School	14-05-2004	*
17	La Presbyterian SSS	14-05-2004	*
18	Christian Methodist Secondary Sch.	13-05-2004	03-06-2004
19	Kaneshie Secondary/Technical Sch.	13-05-2004	03-05-2004
20	Accra Academy Secondary School	13-05-2004	03-06-2004
21	Tema Secondary School	19-05-2004	23-06-2004
22	Chemu Secondary School	19-05-2004	23-06-2004
23	Ashiaman Secondary School	**	**
24	Tema Methodist Day Secondary Sch.	19-05-2004	18-06-2004
25	Tema Presbyterian SSS	19-05-2004	18-06-2004

26	Our Lady of Mercy Secondary Sch.	19-05-2004	19-05-2004
27	St. John's Secondary School	18-05-2004	23-06-2004
28	West African Secondary School	**	**
29	Amasaman Secondary School	**	**

EASTERN REGION:

30	Koforidua Secondary/Technical	22-06-2004	22-06-2004
31	Pope John Secondary School	22-06-2004	22-06-2004
32	New Juaben Secondary School	22-06-2004	22-06-2004
33	Ghana Secondary School	22-06-2004	22-06-2004
34	Koforidua Secondary School	22-06-2004	22-06-2004
35	Aburi Girls Secondary School	21-05-2004	21-06-2004
36	Adonten Secondary School	21-05-2004	22-06-2004
37	St. Martin's Secondary School	20-05-2004	27-06-2004
38	Nsawam Secondary School	20-05-2004	15-06-2004
39	Aburi Presby. Secondary/Technical	21-05-2004	22-06-2004
40	Nifa Secondary School	21-05-2004	21-06-2004
41	Okuapeman Secondary School	21-05-2004	21-05-2004
42	Benkum Secondary School	21-05-2004	21-06-2004
43	Mampong-Akwapim Sec./Tech	**	**
44	Larteh Presby. Day Sec./Tech	21-05-2004	21-06-2004
45	High Mount Sinai Day School	21-05-2004	22-06-2004
46	Adukrom Secondary/Technical	21-05-2004	21-06-2004
47	Mampong Presbyterian Sec/Tech	**	**
48	Mamfe Methodist Secondary School	21-05-2004	21-06-2004

CENTRAL REGION:

49	St. Augustine Secondary School	27-05-2004	*
50	Adisadel College	27-05-2004	28-05-2004
51	Holy Child Secondary School	27-05-2004	28-05-2004
52	Mfantsipim Secondary School	27-05-2004	28-05-2004

53	University Practice Secondary School	26-05-2004	*
54	Ghana National Secondary School	27-05-2004	27-05-2004
55	Wesley Girls High School	27-05-2004	28-05-2004
56	Bakatsir Secondary/Technical	26-05-2004	*
57	Academy of Christ the King	**	**
58	Aggrey Memorial Secondary School	27-05-2004	28-05-2004
59	Mfantsiman Girls Secondary School	15-06-2004	15-06-2004
60	Mankesim Secondary/Technical	15-05-2004	15-06-2004
61	Saltpond Methodist Secondary School	15-06-2004	15-06-2004
62	Kwegyir Aggrey Secondary School	**	**
63	Nyakrom Day Secondary School	24-05-2004	14-06-2004
64	Swedru School of Business	24-05-2004	14-06-2004
65	Nsaba Presbyterian Secondary School	24-05-2004	*
66	Kwanyako Secondary School	24-05-2004	14-06-2004
67	Swedru Secondary School	24-05-2004	14-06-2004

WESTERN REGION:

68	Takoradi Secondary School	07-06-2004	08-06-2004
69	Sekondi Secondary School	**	**
70	Archbishop Porter Secondary School	07-06-2004	08-06-2004
71	Ghana Secondary/Technical School	07-06-2004	08-06-2004
72	Fijai Secondary School	07-06-2004	08-06-2004
73	Ahantaman Secondary School	07-06-2004	08-06-2004
74	St. John's Secondary School	07-06-2004	07-06-2004
75	Bompeh Day Secondary/Technical	07-06-2004	08-06-2004
76	Diabene Secondary/Technical	07-06-2004	*
77	Adiembra Secondary School	07-06-2004	08-06-2004
78	Shama Secondary School	**	**
79	Huni Valley Secondary School	**	**
80	St. Augustine Secondary School	10-06-2004	10-06-2004
81	Fiaseman Secondary School	10-06-2004	10-06-2004

82	Tarkwa Secondary School	10-06-2004	11-06-2004
83	Prestea Secondary/Technical	**	**

ASHANTI REGION:

84	Asanteman Secondary School	**	**
85	St. Louis Secondary School	01-06-2004	03-06-2004
86	Kumasi Girls Secondary School	**	**
87	T. I. Ahm. Secondary School	01-06-2004	04-06-2004
88	Osei Kyeretwie Secondary School	**	**
89	Anglican Secondary School	03-06-2004	03-06-2004
90	Prempeh College	01-06-2004	04-06-2004
91	Technology Secondary School	01-06-2004	03-06-2004
92	Opoku Ware Secondary School	01-06-2004	*
93	Kumasi High School	03-06-2004	04-06-2004
94	Kumasi Secondary/Technical	01-06-2004	04-06-2004
95	Armed Forces Secondary/Technical	03-06-2004	04-06-2004
96	Wesley Day Secondary School	03-06-2004	03-06-2004
97	Adventist Day Secondary School	02-06-2004	04-06-2004
98	St. Monica's Secondary School	02-06-2004	03-06-2004
99	Amaniapong Secondary School	02-06-2004	03-06-2004
100	Sekyereman Catholic Secondary Sch.	02-06-2004	03-06-2004

NB:

1. * Teacher was not present when the researcher went back to collect the Questionnaire.
2. ** The school could not be visited during the distribution of the Questionnaire to the selected schools.

APPENDIX- F

LIST OF SSSs SELECTED FOR THE TEACHER INTERVIEW

GREATER ACCRA:

S/N	SCHOOL	INTERVIEW DATE
1	Wesley Grammar Secondary School	02-06-2004
2	Presbyterian Boys Secondary School	17-06-2004
3	Nungua Secondary School	17-06-2004
4	Christian Methodist Secondary School	03-06-2004
5	Accra Academy Secondary School	03-06-2004
6	Tema Methodist Day Secondary School	18-06-2004
7	Tema Presbyterian Senior Secondary School	18-06-2004
8	St. John's Secondary School	23-06-2004

EASTERN REGION:

9	Pope John Secondary School	22-06-2004
10	New Juaben Secondary School	22-06-2004
11	Adonten Secondary School	22-06-2004
12	Okuapeman Secondary School	21-05-2004
13	Larteh Presbyterian Day Secondary/Technical	21-06-2004

CENTRAL REGION:

14	Holy Child Secondary School	28-05-2004
15	Mfantsipim Secondary School	28-05-2004
16	Mfantsiman Girls Secondary School	15-06-2004
17	Nyakrom Day Secondary School	14-06-2004
18	Nsaba Presbyterian Secondary School	*

WESTERN REGION:

19	Archbishop Porter Secondary School	08-06-2004
20	St. John's Secondary School	07-08-2004

21	Tarkwa Secondary School	11-06-2004
----	-------------------------	------------

ASHANTI REGION:

22	St. Louis Secondary School	**
23	Kumasi Secondary/Technical	**
24	Armed Forces Secondary/Technical	**
25	Amaniapong Secondary School	**

NB:

1. * Teacher was not present when the researcher got to the school to conduct the interview.
2. ** The school could not be visited by the researcher to conduct the interview.

APPENDIX- G

LIST OF THE SSSCE SOCIAL STUDIES PAPER ONE ITEMS ANALYSED

SSSCE NOVEMBER 1999

QUESTION 11: Self-confidence can be built through

- A. Self-medication
- B. Self-determination
- C. Self-defence
- D. Self-humiliation

QUESTION 19: Culture in its totality is

- A. singing, drumming and dancing
- B. customs of the people
- C. the norms of the people
- D. a way of life of a given society

QUESTION 26: One of the mechanisms for social control in Ghana is the

- A. Education Service
- B. Police Service
- C. Fire Service
- D. Audit Service

QUESTION 39: Primary production involves

- A. the use of machines to add value to goods
- B. rendering services to people
- C. extraction of goods from natural resources
- D. distribution of goods to consumers

QUESTION 40: All the following are exports of Ghana except

- A. coal
- B. gold

- C. handicrafts
- D. bauxite

QUESTION 41: Which of the following helps to preserve the forest?

- A. Shifting cultivation
- B. Fire festival
- C. Galamsey operation
- D. Sacred groves

QUESTION 42: Sole proprietorship is common business unit because it

- A. has a longer life span
- B. involves easy decision-making
- C. has no legal status
- D. has limited liability

QUESTION 43: The human resource of a country refers to the

- A. members of parliament only
- B. law enforcement agency
- C. skills of workers and management
- D. skills of the Trade Union Congress (TUC)

QUESTION 45: Which of the following behaviours of people at work places is undesirable?

- A. Setting productivity targets
- B. Asking for salary increase
- C. Asking for promotion
- D. Lateness and absenteeism

QUESTION 50: A cash book is a book in which

- A. records of debtors are kept
- B. all cash and bank transactions are recorded
- C. records of creditors are kept
- D. all the goods being sold are recorded

SSSCE NOVEMBER 2000

QUESTION 1: Customary marriage requires the consent of the

- A. priest of the clan
- B. chiefs of the village
- C. parents of the couple
- D. parents of the woman

QUESTION 4: The number of inmates in the mental hospitals has increased mainly because of the high incidence of

- A. unemployment
- B. drug abuse
- C. divorce
- D. poverty

QUESTION 6: Which of the following is considered to be a good quality of a parent?

- A. Being always strict in bringing up the child
- B. Praising and defending the child even when he or she goes wrong
- C. Adopting to different situations when dealing with the child
- D. Discouraging the child from sharing things with others

QUESTION 9: A solution to high rate of population growth is

- A. decrease in the death rate
- B. construction of hotels
- C. increase in food production
- D. decrease in infant mortality rate

QUESTION 11: Why is it necessary to know oneself?

- A. To relate and interact better with other people
- B. To compete and win national award
- C. To get a very good job in the future
- D. To be admired by others

QUESTION 15: Which of the following account for the low productivity in the public sector?

- I. Inadequate supervision
 - II. Lack of incentives
 - III. Adequate inputs
 - IV. Use of modern technology
- A. I and II only
 - B. I and III only
 - C. II and III only
 - D. III and IV only

QUESTION 29: What a leader need from his followers in order to have a successful leadership is

- A. singing of his praises
- B. unending criticism
- C. co-operation and loyalty
- D. boldness and courage

QUESTION 33: Under the 1999 Constitution of Ghana, every person has the right to

- A. personal liberty
- B. pay taxes
- C. enlist in the Armed Forces
- D. protect State property

QUESTION 41: All the following are functions of the entrepreneur except

- A. provision of capital
- B. managing the enterprise
- C. seeing to the welfare of workers
- D. promoting trade union activity

QUESTION 43: An individual can develop his or her capabilities through all the following except

- A. imitating others
- B. solving problems
- C. self-determination
- D. ability to think

SSSCE JULY 2001

QUESTION 1: When a large proportion of a country's population is under fifteen years of age, the population is described as

- A. old
- B. young
- C. declining
- D. ageing

QUESTION 3: The sector of the economy in which the majority of Ghanaians are employed is

- A. transportation
- B. mining
- C. agriculture
- D. manufacturing

QUESTION 5: The most important means of resolving conflicts in traditional society is through

- A. agitation
- B. resolution
- C. arbitration
- D. revolution

QUESTION 6: Which of the following is a sexually transmitted disease?

- A. Syphilis
- B. Meningitis

- C. Buruli Ulcer
- D. Trypanosomiasis

QUESTION 14: Which of the following organizations was set up after the First World War to bring about understanding and co-operation among nations?

- A. The Organization of African Unity
- B. The League of Nations
- C. The United Nations Organization
- D. The Non-Aligned Movement

QUESTION 30: One of the practices which portrays national identity is

- A. cultivating the same food crop
- B. using a common currency
- C. wearing identical cloths
- D. using a common bank

QUESTION 37: One of the most significant functions of the entrepreneur is

- A. employment generation
- B. dividend sharing
- C. investment promotion
- D. risk bearing

QUESTION 43: Which of the following is not an important purpose of a population census?

- A. Determining the number of people in an area
- B. Assessing the standard of living of the people
- C. Providing information for drawing up development plans
- D. Determining how much taxes to impose on citizens

QUESTION 44: Acceptable ways of behaviour in society are called

- A. sub-culture
- B. deviance

C. heritage

D. norms

QUESTION 49: Which of the following is a characteristic of rural societies?

A. Each person fends for himself or herself

B. Rules and regulations are not strictly observed

C. Affairs of an individual are the concern of the whole community

D. Projects are usually undertaken on individual basis

SSSCE NOVEMBER 2001

QUESTION 8: Family planning programmes have not been successful in Ghana because of

A. ineffective public education

B. lack of contraception

C. high levels of literacy

D. inadequate basic amenities

QUESTION 9: The population pyramid of developing countries is

A. thin at the middle

B. broad at the middle

C. irregular at the base

D. broad at the base

QUESTION 10: Self-confidence can be acquired by

A. eating a balanced diet

B. accepting criticisms

C. encouragement from parents

D. developing strong faith

QUESTION 11: The most significant factor in the formation of a person's self-image is the

- A. reference group
- B. perception of the judgement by other people
- C. social group
- D. influence of the physical environment

QUESTION 12: The most basic human need in Abraham Marslow's Theory is

- A. status and self-esteem
- B. love and acceptance
- C. safety and security
- D. food and shelter

QUESTION 21: Improving the educational status of women can have a significant influence on the

- A. mortality rate
- B. fertility rate
- C. sex ratio
- D. marriage rate

QUESTION 25: A characteristic of traditional government is that

- A. the council of elders are well paid
- B. chiefs practice dictatorship
- C. there is no organized opposition
- D. offenders are not punished

QUESTION 30: One of the benefits of the rule of law in a country is the protection of the

- A. ruling party
- B. president elect
- C. opposition parties
- D. individual rights

QUESTION 38: Efficiency of labour is mostly influenced by

- A. government policies
- B. the size of the work force
- C. education and financing
- D. the size of land per worker

QUESTION 44: In a business enterprise the entrepreneur can be described as

- A. a distributor
- B. a banker
- C. an exploiter
- D. an innovator

SSSCE JULY 2002

QUESTION 3: Which of the following factors account for the increasing rate of divorce in Ghana?

- I. Growth of individualism
 - II. Changing status of women
 - III. Financial independence of women
 - IV. Compatibility of interest of couples
- A. I and II only
 - B. III and IV only
 - C. I, II and III only
 - D. I, II and IV only

QUESTION 12: The best method of reducing the high rate of population growth in Ghana is

- A. increasing the marital age
- B. creating more jobs
- C. practising family planning
- D. reducing income inequalities

QUESTION 17: Low productivity in the public sector in Ghana is the result of

- A. bureaucratic bottlenecks

- B. introduction of computers
- C. formation of labour unions
- D. availability of incentives

QUESTION 20: All national flags fly at half mast when there is a

- A. referendum
- B. state mourning
- C. national anniversary
- D. state of emergency

QUESTION 21: Socialization is important to society because

- A. it ensures the continuity of society
- B. it emphasizes the acquisition of knowledge in school
- C. it is the essential link between the individual and society
- D. it enables the individual to learn the culture of the society

QUESTION 29: Military governments rule by

- A. constitution
- B. conventions
- C. decrees
- D. veto

QUESTION 34: Provisions in a constitution that cannot be easily amended are known as

- A. Bills and Rights
- B. Entrenched Clauses
- C. Human Rights
- D. Bills of Liberties

QUESTION 46: Development in the rural areas has lagged behind that of the urban centres mainly because of

- A. insufficient capital

- B. poor communication network
- C. inadequate natural resources
- D. superstitious beliefs

QUESTION 48: One advantage of the use of indigenous technology is that it is

- A. always free
- B. highly profitable
- C. less expensive
- D. easily amended

1.

QUESTION 49: Government policies are implemented at the local government levels by

- A. Presiding Members
- B. District Chief Executives
- C. Sector Ministries
- D. Co-ordinating Directors

SSSCE NOVEMBER 2002

QUESTION 4: The interstate succession law (PNDC Law 111) in Ghana relates to

- A. marriage
- B. inheritance
- C. chieftaincy
- D. employment

QUESTION 14: The introduction of Best Worker Awards at work places in Ghana will

- A. promote apathy among workers
- B. boost the morale of workers
- C. encourage discrimination among workers
- D. discourage workers from putting up their best

QUESTION 21: In traditional society, destooled rebellious chiefs are

- A. executed
- B. ostracized
- C. abducted
- D. manhandled

QUESTION 23: Ancestral worship is based on the belief in

- A. the supreme God
- B. only one god
- C. life after death
- D. lesser gods

QUESTION 29: One best way of resolving societal conflicts is through

- A. violent confrontation
- B. constructive dialogue
- C. peaceful demonstration
- D. the use of arms

QUESTION 33: An acceptable role of a leader in nation building is

- A. suppressing opposition views
- B. promoting industrial unrest
- C. encouraging press censorship
- D. implementing viable policies

QUESTION 37: One problem that Ghana encounters in her co-operation with other nations is that

- A. her attempt to be self reliant is hindered
- B. her soldiers take part in international peace-keeping operations
- C. ideological differences make it easier to secure bilateral agreement
- D. local industries are able to compete with their foreign counterparts

QUESTION 44: The leadership style that is most likely to produce good results is

- A. autocratic
- B. laissez-faire
- C. participation
- D. autonomous

QUESTION 47: Entrepreneurship refers to

- A. application of skills in production
- B. organization of the factors of production
- C. recruitment of labour
- D. use of machinery in production

QUESTION 48: The commonest business organization in Ghana is

- A. partnership
- B.]sole proprietorship
- C. private joint-stock company
- D. co-operative

SSSCE JULY 2003

QUESTION 3: Duolocal marriage is common among the...

- A. Akan
- B. Ga
- C. Ewe
- D. Gonja

QUESTION 5: A burning sensation in the male genital organ and the discharge of yellowish threads of pus are symptoms of...

- A. Syphilis
- B. Gonorrhoea
- C. Candidiasis
- D. Bilharzias

QUESTION 7: Parents could effectively handle the problems of their adolescent children through...

- A. Providing their needs at all times
- B. Submitting to their desires
- C. Making rigid rules at home
- D. Counselling and tolerance

QUESTION 15: A negative effect of the application of modern machines in production is...

- A. Low productivity
- B. High cost of living
- C. Displacement of labour
- D. Mismanagement of resources

QUESTION 16: The scientific principles underlying the invention of the aeroplane are...

- I. Law of floatation
 - II. Principles of air-lift
 - III. Aerodynamics
 - IV. Hydrolysis
- A. I and II only
 - B. II and III only
 - C. I, II and IV only
 - D. II, III and IV only

QUESTION 17: The introduction of mathematics and science programmes on the radio and television is aimed at...

- A. Creating job opportunities for science teachers
- B. Promoting science education
- C. Generating revenue for scientific research
- D. Fostering co-operation between science teachers

QUESTION 23: Girl-child education is necessary because it enhances...

- A. The maintenance of peace
- B. Effective parenting
- C. Honest leadership
- D. The training of teachers

QUESTION 28: It is necessary to preserve our cultural heritage because it will...

- A. Ensure continuity of society
- B. Make our culture unique
- C. Create more employment
- D. Promote national reconciliation

QUESTION 32: The rich Ghanaian cultural heritage is particularly demonstrated during...

- A. Religious functions
- B. Traditional festivals
- C. National sports festivals
- D. National dance competitions.

QUESTION 41: International co-operation is based on the principle of...

- A. Self-reliance
- B. Inter-dependence
- C. Neutrality
- D. Self-sufficiency

SSSCE NOVEMBER 2003

QUESTION 1: The main significance of bride wealth is that it

- A. brings honour to the bride's family
- B. seals the marriage of the bride
- C. enables the man to have free access to the bride's home
- D. gives the man the right to have sex with the bride

QUESTION 5: Where the delivery of a baby by natural means poses a risk to the mother, the baby is delivered by

- A. genital mutilation
- B. caesarean section
- C. artificial insemination
- D. ovariectomy

QUESTION 13: Which of the following agents and agencies of socialization are wrongly paired?

- A. Chief and the Community
- B. Pastor and the Church
- C. Father and the Family
- D. Teacher and the media

QUESTION 15: Formal education during the colonial period placed more emphasis on

- A. science education
- B. vocational training
- C. literacy education
- D. physical training

QUESTION 27: The delegation of authority to followers by a leader is a feature of

- A. an authoritarian leadership
- B. a democratic leadership
- C. a laissez-faire leadership
- D. a paternalistic leadership

QUESTION 28: For a peaceful co-existence, multi-party democracy needs to operate on the virtue of

- A. tolerance
- B. faithfulness
- C. honesty

D. humility

QUESTION 31: The doctrine which ensures that no two governmental institutions are entrusted to the same person or group is known as

- A. rule of law
- B. checks and balances
- C. separation of powers
- D. constitutional rule

QUESTION 32: Which of the following is a feature of a democratic government?

- A. Heads of State cannot be removed until death
- B. Some of the legislators have life membership
- C. Members of the executive are elected by the Council of State
- D. Representatives are elected

QUESTION 35: Responsibilities of the citizen under the constitution is what a person is obliged to

- A. enjoy as a privilege
- B. perform as a right
- C. enjoy as a personal liberty
- D. perform as a duty

1.

QUESTION 37: A general consequence of the depletion of the ozone layer is

- A. formation of acid rain
- B. boost in agricultural production
- C. increase in skin cancer
- D. development of floods

SSSCE JULY 2004

QUESTION 6: Which of the following is considered a good quality of a parent?

- A. Being strict always in the upbringing of the child

- B. Adapting to different situations when dealing with the child.
- C. Always praising and defending the child.
- D. Encouraging the child to be self-centred

Age Group (Years)	Projection	Percentage
0 – 19	10,759,000	53.4
20 – 59	8,455,122	42.0
60 and above	920,000	4.6

Use the table above to answer the question that follows.

QUESTION 8: What percentage of the population constitutes the working force?

- A. 95.4 per cent
- B. 53.0 per cent
- C. 46.6 per cent
- D. 42.0 per cent

QUESTION 10: The imposition of a curfew limits the individual's right of...

- A. Worship
- B. Association
- C. Movement
- D. Ownership

QUESTION 16: The basic force of motivating the individual is...

- A. Self-determination
- B. Self-centredness
- C. Self-abasement
- D. Self-complacency

QUESTION 22: Which of the following contributes to chieftancy disputes in Ghana?

- I. Sale of stool land
- II. Succession conflict
- III. Quest for power

- IV. Refusal to perform naming ceremony
- V. Curses from the ancestors
 - A. I, II and V only
 - B. I, II and III only
 - C. III, IV and V only
 - D. II, III and IV only

QUESTION 27: The main symbol of authority of a Ghanaian chief is the...

- A. State sword
- B. Stool or skin
- C. Palanquin
- D. Linguist staff

QUESTION 32: One disadvantage of democratic type of leadership is that...

- A. In times of crisis decision making is unduly delayed.
- B. Certain powerful persons easily dominate the scene
- C. The goals of the group are not achieved
- D. Followers get discouraged because their initiatives are killed.

QUESTION 33: The main objective of the rule of law is to...

- A. Give more powers to the judiciary
- B. Give absolute powers to the executive
- C. Promote the freedom of speech and expression
- D. Prevent arbitrary and tyrannical rule

QUESTION 40: Game reserves in the country...

- A. Promote sporting activities
- B. Preserve endangered animal species
- C. Add aesthetic value to the environment
- D. Create employment for urban dwellers

QUESTION 50: The best method of preventing bushfire in Ghana is to...

- A. Farm near water bodies
- B. Plant more trees
- C. Stop hunting with fire during the dry season
- D. Train more fire and forest guards

SSSCE NOVEMBER 2004

QUESTION 1: A natural factor which most often causes a breakdown in marriage in the traditional society is...

- A. Incest
- B. Death
- C. Barrenness
- D. Sickness

QUESTION 5: One disadvantage of the extended family system is that...

- A. One has to spend a lot of money on funerals
- B. People inherit the physical features of grandparents
- C. Any elder can discipline the youth
- D. The youth are forced to learn the family norm

QUESTIONS 15: Which of the following abuses seems to be played down by human rights activists in Ghana?

- A. Child abuse
- B. Child labour
- C. Domestic violence
- D. Domestic labour

QUESTION 17: Education is defined as the...

- A. Total process of human learning
- B. Ability to read and write
- C. Ability to attend school
- D. Acquisition of book knowledge

QUESTION 23: An acceptable behaviour in a society is referred to as...

- A. Cultural heritage
- B. Cultural universal
- C. Sub-culture
- D. Cultural norm

QUESTION 28: Detention without trial in an autocratic state is similar to...

- A. Ritual sanctions in the traditional society
- B. Avoidance in the traditional society
- C. Trial by ordeal in the traditional society
- D. Banishment in the traditional society

QUESTION 35: Ghana's Embassies are conspicuously identified by the...

- A. National flag
- B. Coat of arms
- C. National anthem
- D. State sword

QUESTION 39: Concentration of carbon dioxide and sulphuric compounds in the atmosphere causes...

- A. Low temperatures
- B. Scanty rainfall
- C. Coastal flooding
- D. Acid rain

QUESTION 42: One of the failures in economic development planning in Ghana is...

- A. Foreign directives in the execution of projects
- B. High literacy rate
- C. High reliance on democracy
- D. Planners being money conscious

QUESTION 50: One best way of promoting increased food production is...

- A. Awarding prizes to national best farmers
- B. Establishing state farms to absorb the unemployed
- C. Making credits and inputs readily available
- D. Recruiting more skilled personnel into the agricultural sector.

APPENDIX- H

LIST OF THE SSSCE SOCIAL STUDIES PAPER TWO ITEMS ANALYSED

SSSCE NOVEMBER 1999

QUESTION 5: What is the role of the family in socialization of the individual?

QUESTION 8: Mention and discuss four elements of Ghanaian culture that bind the

QUESTION 10: Discuss the factors that hinder the production of food crops in Ghana

SSSCE NOVEMBER 2000

QUESTION 5: How can the Ghana Police service be made more effective in the maintenance of law and order?

QUESTION 8: In what four ways has Ghana benefited from her membership of the Commonwealth.

QUESTION 9: Discuss four effects of mining activities on the physical environment in Ghana.

SSSCE JULY 2001

QUESTION 2: What advantages does one derive from belonging to an extended family in Ghana?

QUESTION 3: What factors account for the low productivity in the public sector in Ghana?

QUESTION 8: Discuss the benefits that are derived from the practice of democracy

SSSCE NOVEMBER 2001

QUESTION 4: How can Agricultural Research Institutes in Ghana help to increase agricultural output?

QUESTION 8: Examine the qualities of a good leader

QUESTION 10: Examine the factors hindering the development of natural resources in Ghana

SSSCE JULY 2002

QUESTION 2: Why do countries conduct periodic population census?

QUESTION 4: Discuss the factors, which hinder the development of one's capabilities

QUESTION 7: Show how any four qualities of a good leader can promote development in the society

SSSCE NOVEMBER 2002

QUESTION 4: Examine the view that effective supervision leads to high productivity

QUESTION 6: Examine the influence of the peer group in the socialization of a child

QUESTION 7: Discuss the importance of national symbols in the development of your country

SSSCE JULY 2003

QUESTION 1: Discuss five advantages associated with adolescent chastity

QUESTION 3: Discuss the factors which hinder the full realization of the educational rights of the Ghanaian child

QUESTION 7: Examine the role that traditional rulers play in unifying the people of Ghana

SSSCE NOVEMBER 2003

QUESTION 1: Examine the implications of Ghana's population structure on her socio-economic development.

QUESTION 3: Discuss five factors that can undermine the realization of one's fundamental human rights

QUESTION 6: Discuss five ways of promoting national integration

SSSCE JULY 2004

QUESTION 2: Discuss the need for reproductive health education among the adolescent.

QUESTION 4: Discuss the need for citizens to honour their tax obligation to the state.

QUESTION 5: Explain the role of the mass media in the socialisation process of an individual.

SSSCE NOVEMBER 2004

QUESTION 2: Explain four factors that hinder the effective implementation of family planning programmes in Ghana.

QUESTION 6: Examine the factors that limit the effective mobilisation of the youth for national development.

QUESTION 8: Explain four contributions of Non-Governmental Organisations (NGOs) to the development of Ghana.

APPENDIX- I

TABLES OF ANALYSES OF THE CONTENT SPREAD OF THE SSSCE ITEMS: PAPER ONE

Table 1: ANALYSIS OF CONTENT SPREAD OVER COURSE YEAR/LEVEL OF THE SSSCE ITEMS

PAPER	YEAR 1	YEAR 2	YEAR 3	NO TOPIC	TOTAL
Nov. 1999	4	3	3	-	10
Nov. 2000	5	2	3	-	10
Jul. 2001	3	2	5	-	10
Nov. 2001	3	2	5	-	10
Jul. 2002	6	2	2	-	10
Nov. 2002	1	4	5	-	10
Jul. 2003	3	6	1	-	10
Nov. 2003	4	5	-	1	10
Jul. 2004	5	3	2	-	10
Nov. 2004	6	3	-	1	10
TOTAL	40	32	26	2	100

Table 2: ANALYSIS OF CONTENT SPREAD OF ITEMS IN YEAR ONE

S/N	TOPIC	NUMBER OF ITEMS
1	The Institution of Marriage	5
2	Knowing Myself	7
3	Rights and Responsibilities of the Individual	4
4	Socialisation	2
5	Our Social Environment	6
6	Our Culture and National Identity	7
7	The Constitution and Nation Building	2
8	Our Physical Environment	5
9	The Role of the Individual in Community development.	2
	TOTAL	40

Table 3: ANALYSIS OF CONTENT SPREAD OF ITEMS IN YEAR TWO

S/N	TOPIC	NUMBER OF ITEMS
1	Individual Obligations in the Family	2
2	Adolescent Reproductive Health	2
3	Responsible Parenthood	3
4	Science and Technology	4
5	Education and Societal Change	3
6	Leadership and Followership	5
7	Challenges of Democracy in Ghana	8
8	Resource Development and Utilisation in Ghana	2
9	Development Problems in Ghana	2
10	The World of Work	1
	TOTAL	32

Table 4: ANALYSIS OF CONTENT SPREAD OF ITEMS IN YEAR THREE

S/N	TOPIC	NUMBER OF ITEMS
1	Population Issues	8
2	Productivity in Ghana	4
3	Common Traits of the Ethnic Groups in Ghana	1
4	Socio-Cultural Practices	1
5	The Youth and National Development	-
6	Co-operation among Nations	3
7	Our National Economic Life	2
8	Entrepreneurship	7
	TOTAL	26

APPENDIX- J

TABLES OF ANALYSES OF THE CONTENT SPREAD OF THE SSSCE ITEMS: PAPER TWO

This analysis pertains to all the one hundred (100) items in the SSSCE Social Studies Paper Two, for the period ranging between November, 1999 and November, 2004.

Table 5: ANALYSIS OF ITEM ACCORDING TO SCHOOL YEAR CONTENT

PAPER	YEAR 1	YEAR 2	YEAR 3	NO TOPIC	TOTAL
Nov. 1999	5	1	3	1	10
Nov. 2000	4	2	3	1	10
Jul. 2001	2	6	2	-	10
Nov. 2001	4	6	-	-	10
Jul. 2002	5	1	3	1	10
Nov. 2002	8	-	2	-	10
Jul. 2003	4	2	3	1	10
Nov. 2003	3	4	3	-	10
Jul. 2004	4	3	3	-	10
Nov. 2004	5	1	4	-	10
TOTAL	44	26	26	4	100

Table 6: ANALYSIS OF CONTENT SPREAD OF ITEMS IN YEAR ONE

S/N	TOPIC	NUMBER OF ITEMS
1	The Institution of Marriage	6
2	Knowing Myself	6
3	Rights and Responsibilities of the Individual	6
4	Socialisation	5
5	Our Social Environment	4
6	Our Culture and National Identity	3
7	The Constitution and Nation Building	4
8	Our Physical Environment	8
9	The Role of the Individual in Community Development.	2
	TOTAL	44

Table 7: ANALYSIS OF CONTENT SPREAD OF ITEMS IN YEAR TWO

S/N	TOPIC	NUMBER OF ITEMS
1	Individual Obligations in the Family	3
2	Adolescent Reproductive Health	5
3	Responsible Parenthood	-
4	Science and Technology	3
5	Education and Societal Change	2
6	Leadership and Followership	3
7	Challenges of Democracy in Ghana	5
8	Resource Development and Utilisation in Ghana	3
9	Development Problems in Ghana	1
10	The World of Work	1
	TOTAL	26

Table 8: ANALYSIS OF CONTENT SPREAD OF ITEMS IN YEAR THREE

S/N	TOPIC	NUMBER OF ITEMS
1	Population Issues	5
2	Productivity in Ghana	5
3	Common Traits of the Ethnic Groups in Ghana	2
4	Socio-Cultural Practices	4
5	The Youth and National Development	3
6	Co-operation among Nations	5
7	Our National Economic Life	-
8	Entrepreneurship	2
	TOTAL	26

APPENDIX- K

SAMPLES OF INTERVIEW TRANSCRIPTS

TEACHER INTERVIEW- SAMPLE ONE

DATE: 21 – 05 – 04

SCHOOL: Okuapeman Secondary School

QUESTION1: May I know where you studied for your degree?

RESPONSE: I had my BEd Social Studies in the University of Education, Winneba.

Q2: How many years have you been teaching Social Studies?

R: One year after completing school, but I had an In-School Programme (Teaching Practice) which was for a year.

Q3: Were you or are you now teaching other subjects apart from Social Studies?

R: Yes

PROMPT: What are these subjects?

R: Economics

P: Only Economics?

R: Yes

Q4: Why did you decide to teach Social Studies?

R: Well I have trained for.... having three years academic training in it.

Q5: Will you say you are abreast with the introduction and development of Social Studies in the SSS?

R: Yes, by the foundation that we had in school and when we came out, the orientation that we have had.

P: Can you tell me some of the Goals and Objectives of the subject in the SSS?

R: The Goals, as the syllabus expresses is that we are suppose to give this children some kind of education that will allow them out into the system and be able to sort of

solve societal problems and problems that are persistent and they should be able to solve their individual problems. So we are expected that why we teach the children then they should be able to come out.... we are not sort of pumping knowledge unto them, but we are to highlight those things and out of that they could decide right from wrong.

P: When you say 'those things', do you mean the kind of issues and problems that are within the society?

R: It includes that, it includes societal problems and problems that are of survival to the individual.

P: Do you perceive these goals and objectives to be attainable through classroom instruction?

R: Yes, to some extent.

P: Can you explain, to what extent they are attainable?

R: From their observation...

P: Do you mean the students?

R: The students, after you have taught them, and you then you have observed them, at least you will somehow come to know that if not a sizable majority of the class, at least a few of them.... like some topics like 'Adolescent Sexual Reproductive Health'. When you pick a topic like that and you are teaching, at least you can know that when you observe them after school hours; after normal hours, you realised that there are certain behavioural traits that some of them would want to conform to, the right ones.

Q6: May I know what your perception of assessment is? When we talk of assessment, what do you think it is about?

R: Well in general... do you mean internal or external...

P: I mean assessment in general

R: The internal assessment, what it is, is that as much as possible teachers are trying to look out for some of the attitudinal changes in the children. But at the external level, what the WAEC organise for them at the end of the course, seems to be more of knowledge acquisition, and they are testing them on their knowledge than

testing the practical aspects of whatever had been taught. So there is that gap between what is being taught and what is being examined in the final exams.

P: Yea, we will come back to that point somewhere along the line, but does your perception of assessment include other methods of assessment apart from those that.... from what you're saying do you think it includes other methods apart from those that are use by the WAEC?

R: Yes, I think basically there should be other aspects of it.

P: In your view what are some of the assessments that you think can be used in assessing Social Studies, especially about the other aspects that you say WAEC is not assessing?

R: Like you look at certain issues like values, which are intangible, it becomes difficult if you want to put them 'black and white' on paper for a child to.....because eventually if you should put them on paper and give them the option, everybody will want to choose yes, yes, yes, but when it comes to practically....so the Exams Council could have a way where those things would be examined and marks will be awarded based on merit. So the child has come to school from first year, second year, third year, we'll expect that by the time he leaves school he would have acquired certain attitudes that he is going out to live in the society. If a more of an observational assessment is made throughout the year, which will be recorded, either by the teachers internally or occasionally people coming out to observe the children then may be we could have a fair assessment of whatever they have acquired.

Q7: What are your views of the assessment methods which have been suggested in the syllabus? Now when you look at the syllabus you could see that it has suggested a lot of assessments, what are your views about them? Do you think they can be applied, and are teachers applying them?

R: Emm, they can be applied, but as to teachers applying them is a different thing altogether, because what we realise is that most people are teaching the subject, who are not subject experts so to speak, they have had other qualification in other related subjects, and so you realise that there is that transfer of knowledge from their previous subjects areas, where they have mastered and it really does not weave well with what Social Studies is all about.

Q8: May I know which of the methods of assessment, as suggested in the syllabus, you use in assessing learning outcomes of your students?

R: A few observations, which might not be recorded because the assessment portfolio does not give room for such kind of assessment. Essays are given occasionally, that one too you cannot do it much because of the size of the classes. But with the objective test, as for that one, the setting is difficult but the marking is easier so considering the number, most of the assessment....then occasionally too we offer what....the portmanteau type questions, which make marking more easier and....

P: When you say portmanteau, what exactly do you mean?

R: By that what mean is that you ask the children the question to either complete it or to write possible answers by leaving spaces.

P: Okay. Even though you've said something about why you are using some occasionally, but in general why do you choose these methods that you say you use?

R: Conventionally it is easier and flexible, and I find it more accommodating because of the size of the classes and the time allocation, because in each of the classes that you teach you have only two 'Periods' in a week. So it means you, if you have access to the class this week Monday, you will visit them the following Monday, so the time allotted too does not permit you to use the other methods fully.

P: What influence, if any, do WAEC's assessment modes have on your choice of assessment methods?

R: Invariably it has a great impact, because...

P: WAEC's assessment?

R: Yes

P: And why so?

R: Because you would want to assess the children but the interest in the final analysis, lies on whether the children were able to pass. And so school Heads.....and even now that they are having this, eh, grading system of schools, where emphasis is on the number of students that have passed. It is not how well you have assessed them using the other methods but in the finally analysis, how they could pass. So you are sometimes forced to tailor it along the WAEC assessment, because even the

children themselves...they will ask you, fine...you are teaching these attitudinal changes, but the...will it...is it an examination question? How will it benefit...so even the children...eh....at the end of the day, it is to pass their exams, that is the ultimate. So any other thing will come in....fine, but...

Q9: What kinds of learning outcomes do you assess for in your students, if WAEC is having a great impact on your choice of assessment methods?

R: Mostly when you look at the nature of WAEC's questions, it is to test their knowledge. So you might want to set questions that will reflect some skills acquired, but it is mostly to test their knowledge on the content of the syllabus.

P: Do you think your assessment methods can adequately assess for those outcomes?

R: Well....yes. Here again the WAEC...this thing comes in, so you have no option than to...fashion it along that line.

Q10: In the light of this, do you think affective outcomes in Social Studies are adequately being assessed?

R: As for the affective, I think there's little on it even though as teachers, when they are in their lower classes; 'Form One', you will want to test that probably because you have two years to cover up, so you will want to employ those techniques...but as you get along...as they go further along, 'Form Two', 'Form Three', you have to minimise those areas and lay emphasis on more of the knowledge acquisition.

P: Do you think these affective outcomes can adequately be assessed, if the chance is given?

R: Yes, If say WAEC will want to agree in that matter, since they have an influence...that eh, we will want to test their affect, how they can critically think, then we will be able to make a head way.

Q11: Which of the following most influences your instructional decisions; WAEC's assessment demands or the goals and objectives, as stated in the syllabus?

R: It is both, but then WAEC has a greater portion.

P: May I know why you think WAEC has a greater portion?

R: Well, because at the end of the day the best teacher is looked at in terms of whose students have passed with more 'A's and not so much of the students who have acquired that living skill with which they are going out.

P: To what extent do you cover the goals and objectives of the subject in your instructions?

R: We have had...eh...at the beginning of the Term, you're supposed to present your course outline. Haven gotten that one done...because it was chosen from the syllabus, you would look at the general objectives and the specific objectives to particular topics, then you will want to treat that one. So you will be achieving the objectives in the syllabus, and then your teaching should be made in such a way that...it should provide enough knowledge for the students to pass.

P: So if your teaching is focused on the cognitive or the knowledge aspects, as you say, will you then say that your instruction is adequately catering for the other objectives or goals?

R: No, no, no. because looking at the time frame and other things, if you want to make...the thing is, it's difficult.

P: And do you then assess for all of these goals?

R: No, no, no.

Q12: Do you feel accountable to stakeholders for the performance of your students at the SSSCE?

R: Yes, somewhat, because at the just recent school league, you know...individual teachers were called by the school authorities to answer why their students have not come out with good grades, and in that sense you have that moral obligation to do everything possible...to make sure that at least your students will also come out with good grades.

P: So how do you then feel if your students do or do not perform well at the SSSCE? Does it have any impact on you?

R: Yes, you feel bad, because...in fact at staff meetings like this, when results are mentioned...in fact you generally feel that you could have done something more that what has happened. So you need to do a search of yourself, find out whether the

problem was from you or from the students, then you will want to amend it and take necessary precautions.

Q13: What is your perception of WAEC's use of continuous assessment marks of your students?

R: It will serve a great deal if they would use it.

P: If? When you say if; does it mean you have doubts as to whether they are using it?

R: Yeah, the assumption is that...because if you look at...they are supposed to make 70% at the External Exams and 30% in the Internal. So having assessed a student who has gotten say 25, then you should not expect an 'F', which is below 44, because the person already has 25marks. So are we saying that in the Exams he couldn't even make 20...inclusive...and if somebody has made 25, which is a fair representation of the person's mark for the three year period, then we are saying that when the person should go to the exams, at least he should have more than half of the 70% so that he can come out with...by getting 35 and 25, with a 'C'. But then when somebody has gotten 'F', then you are tempted to believe that somewhere, there is something wrong. Either the continuous assessment was not used, because if it was used then we have that problem, because there are few students who might want to be recalcitrant and other things; who wouldn't get the required marks, but if everybody has been in school for...say the nine terms, then we're expecting that...even if he was not doing well...three year period is enough for anybody to have sat down make amends for what they will do.

P: Do you then think that continuous assessment is still important in the schools?

R: Yes.

P: Why do you think so?

R: Because considering the advantages it has over the disadvantages it is clear that the continuous assessment...because if you do internal assessment and...you'd realise that people who have had continuous assessment, have come to class and have done their assignments, participate in class exercises, invariably had higher marks and it push them to 'A', so that if the person had gotten a high mark in the

continuous assessment...even if they had a low mark in this, it complements with the exams work, which makes their mark more appreciable than those who do not have the continuous assessment at all.

Q14: From your experience, is WAEC's assessment then determining what you should or should not teach in the classroom?

R: Yes.

Q15: What will make you teach and assess as wholly as recommended by the syllabus?

R: There should be some level of freedom in the assessment. Then if WAEC could have a way of drawing experts, may be from the field...and then we can come together and decipher out some of this things then we can have a fair assessment of some of these tendencies children exhibit and then we can...

P: So what you want to say is that if WAEC's assessment sort of ...is now broader and covers all of these goals and objectives, then your teaching will also reflect all of that? So in short, you want to say that your teaching or the focus of your teaching in the classroom is greatly influence by the way WAEC assesses the children after the end of their course?

R: Yes, yes, practically, because you...if you want to go according to the syllabus...you will end up doing no work, because the way...in the final analysis it is children who have passed well.

P: Do you then think that the way WAEC is assessing Social Studies, is having a sort of constraining effect on the syllabus? That is the syllabus is not now being implemented in the way it's supposed to be.

R: Yes, yes, it is kind of constraint, because it is tying the hands of the professionals to go according to the pattern of the WAEC, instead of looking at the syllabus, you look at the objectives, come out with whatever you want to do in the syllabus or else maybe WAEC could have taken the syllabus and set questions in line with that then we will be able to teach in consonant with the syllabus.

P: Does it then mean that looking at WAEC's questions; they don't actually follow what is in the syllabus?

R: Yes, to some extent, because when you look at the syllabus, the preamble of the syllabus indicate what we are suppose to get at the end of the day, but some of the questions that you pick, sometimes have no bearing...if you want to look at what is the attitudinal change in, what is the cognitive aspect that they are...what is the affective domain that is in this question.

INTERVIEWER: Thanks very much for agreeing to participate in this interview and your responses.

TEACHER INTERVIEW- SAMPLE TWO

DATE: 28 – 05 – 04

SCHOOL: Holy Child Secondary School

Q1: Please where did you study for the degree?

R: University of Cape Coast.

Q2: How many years have you been teaching Social Studies?

R: I have been teaching for the past seven years.

Q3: Were you teaching other subjects before you decided to teach Social Studies?

R: Yes, I was teaching History and Religious Studies.

P: And are you still teaching these subjects?

R: No.

P: So it's now only Social Studies...

R: Yes, only Social Studies.

Q4: Why then did you decide to teach Social Studies?

R: Well eh...the point is that we don't have Religious Studies now. The school has decided that they will not offer Religious Studies as a subject, and the number of students that are reading History are very few so there is only one Teacher.

Q5: Are you abreast with the development and introduction of Social Studies in the Senior Secondary Schools?

R: Well, I wouldn't say so, I wouldn't say so, even though I have read through the syllabus, and the objectives have been spelt out quite clearly there wasn't any formal introduction of that to us.

P: And can you tell me some of the goals and objectives of the subject.

R: Well hem...first of all it's supposed to help the students in Problem Solving, then to understand the environment. I am talking about the Social and the Physical environment, and then be able to interact.

P: Do you perceive these goals and objectives to be attainable through Classroom instructions?

R: You know the classroom; you can't because the time is really limited so most of the time our attention is towards eh...gearing them towards passing the exams.

Q6: Can you tell me about your perception of assessment in general? When we talk of assessment, what comes into your mind?

R: Assessment? Hem we thinking about the way the student have delivered; when you are...after teaching, the questions that you ask and the responses that you get. And then the examinations and the tests that you conduct.

P: Does it then include methods apart from those that are use by WAEC?

R: The methods that the WAEC uses?

P: Yes.

R: I don't know the methods that...

P: I mean the objectives and essay type.

R: Yes precisely, but that's what we use.

Q7: I don't know if you're quite aware of the assessment methods that have been suggested in the Social Studies syllabus. If you are, can you tell me your views about them?

R: Yeah, my problem or my view is that eh...you know the linkage between what you teach in class and life itself...I think that when you are teaching people, you are teaching them to come out and transform society and if that is not achievable and it is only geared towards the passing of exams, then it is of no benefit to society or the benefit is very limited.

P: Do you think these methods that have been suggested in the syllabus can effectively be applied in the classroom? For instance observation and other methods I will put as non-traditional.

R: Well by way of observation, I don't know how you are going to do that in Social Studies, because that is something...well maybe in some instances if you are using models to illustrate what you are teaching then you can talk about observation. But clearly you have to draw more from illustrations and what the students themselves see around.

Q8: Which of the methods do you use in assessing learning outcomes in your students?

R: Learning...?

P: Outcomes, yeah. After teaching, what methods do you generally use in assessing them?

R: I use the essay and multiple choice questions.

P: Why do you choose these methods?

R: In the first place, because everything is examination oriented, and the West African Exams Council sets the exams in accordance with their own line...

P: Will you then say that WAEC's assessment is having an influence in your own choice of assessment methods?

R: Oh it does, it does.

P: To what extent is that, very great or just minimal?

R: Oh I will say great, but not very great.

Q9: In your assessment, what kinds of learning outcomes; for instance we have the three main learning objectives, the cognitive, the affective and the skills aspects. Which of these do you focus on when you are assessing your students?

R: In assessing my students, I focus on the ability to analyse situations...

P: And do you think your assessment methods can adequately assess for this outcome?

R: Assessing?

P: I mean is it adequately assessing for the outcomes. If you take the methods that you use in assessing the outcome, do you think it effectively doing that?

R: Oh it is quite effective. With some it is, but others, it is a bit of a problem, because to be able to analyse a situation you have to be able to bring other things that bear on that particular situation.

P: If that is the case; for instance you find out that it is a problem with some of the students, in your teaching do you try to bring that kind of skill: the analytical skill to bear in your instruction so that those other students can also employ it in their...

R: Oh I do, I do.

Q10: How do you think affective outcomes in Social Studies can adequately be assessed?

R: The outcomes?

P: Yeah, the affective side.

R: I think that eh...you see the students themselves will have to be given the chance and research and then the teacher too should be given enough books and then enough time to do research and then it will combine together and come out...

P: So, for instance if you assess your students in their social interactions, behavioural traits and the rest, how do you then bring the assessment you've done on that aspect to bear on the general grading? Can you grade these things and add them to their general performance?

R: The general performance. Oh that is very difficult, very, very difficult, because...you see, most of the things are done in the classroom and after school having closed you go back home. The only time you come here is when you have night studies supervision. You see, it is a girls school and you know the problem...you cannot interact with them too much. There is an extent to which you can interact with them, so most of the interaction is in the classrooms, which...

Q11: Which of the following most influences your instructional decisions; WAEC's mode of assessment and the curriculum goals and objectives in the syllabus?

R: Mostly...for me personally, for me personally, I will say that I do go beyond the syllabus sometimes, because Social Studies is a very wide subject and you have to draw from so many areas to bear on the subject than when teaching Electives. And then the second thing is the examinations, because eventually that is what the whole system is about.

P: Then to what extent do you cover the goals and objectives of the subject in your instructions?

R: The goals and objectives?

P: Yes, all the goals and objectives. Do you think you cover them in your instructions?

R: I don't think so. I will say that about 60 to 65 percent.

P: Those that you don't cover; can you give me the reason why you are focusing on them?

R: Yes, eh...there is a particular area for example which deals with Biology: Something like Reproduction, even though I as somebody who read History can teach that to an extent, but normally I cannot be too thorough in it. And the end of the day, the students themselves ask certain questions and you cannot answer them. So I normally draw on the knowledge of the Biology teachers; sometimes I ask them to help in the teaching in those particular areas.

P: For instance if there is even a topic or a unit that you can adequately instruct in, but the if you look at the way WAEC over the years have been setting questions on the unit and you find out that it is tilted towards a certain area, will you teach to cover those areas that are not in WAEC questions?

R: Oh I do, but very little, very, very little, but I do.

P: Your main focus is on what WAEC brings.

R: Well yes, what WAEC brings.

Q12: Do you feel accountable to stakeholders for the performance of your students at the SSSCE?

R: Yes, I think so, because if you take the parents, especially, most parents believe that they send their children to school because they want good results. And if at the end of the day the performance is not good you don't feel too fine about it. Sometimes your own conscience; you feel that you haven't done enough work.

Q13: What is your perception of WAEC's use of continuous assessment marks of your students?

R: I suspect strongly that they don't use it.

P: Can you give me any reason why...

R: Because eh, there have been occasion when I have expected that certain students will perform very well based on the continuous assessment. And then the results come out and they are not good, so...

P: So this makes you suspect...

R: Yeah, it makes you suspect that they are not using it, and they are focusing on the questions that they ask in the final exams.

P: Do you then think that continuous assessment is important in the system as WAEC is not using it, supposedly?

R: Oh it is important, because it keeps the students on their toes. If you don't have tests and examinations students are not going to be bothered about learning and that could eventually affect their results.

Q14: From your experience as a teacher, will you say WAEC's assessment is determining what should or should not be taught in the classroom?

R: It does, it does for most teachers; including myself.

Q15: What will make you teach and assess as comprehensively as the Social Studies syllabus recommends?

R: What will make me teach?

P: Yes, and assess all those goals and objectives in the syllabus.

R: That is eh...if WAEC does not focus...eh if WAEC does not draw its examination questions on only a particular part of the syllabus and makes it general and all encompassing.

INTERVIEWER: Thank you very much.

TEACHER INTERVIEW- SAMPLE THREE

DATE: 2 – 05 – 04

SCHOOL: Wesley Grammar Secondary School

Q1: Good morning, please in which institution did you study for your degree?

R: The University of Education, Winneba.

Q2: How many years have you been teaching Social Studies?

R: For the past four years

Q3: Were you or are you teaching any other subject apart from Social Studies?

R: Only Social Studies

Q4: Why did you decide to teach Social Studies?

R: Well, one, I had my training in that subject and I felt that that's where my competence is.

Q5: Are you abreast with the development and introduction of the subject in the Senior Secondary Schools?

R: Yes

P: can you tell me some of the goals and objectives of the subject in the Senior Secondary Schools?

R: One of the goals; very important in Social Studies is Attitudes: trying to mould or help students to acquire positive attitudes. Again, trying to mould students to acquire the skill of analysis.

P: And do you perceive these goals to be attainable through classroom instructions?

R: Yes

Q6: What is your perception about assessment in general?

R: Assessment is to appraise the students to find out their performance after you've given out...after the instructional period.

P: Does that include other methods apart from those that are use by WAEC in assessing the students? What I mean is the assessment methods WAEC normally use; essay type and multiple choice questions, does your perception of assessment include methods apart from these?

R: Yes, yes. Sometimes I put down a problem or a question for them to discuss, and from the discussion I try to get the analytical abilities of my students. And after that I try...I observe them; there general behaviour on the compound, I observe them to see some of the things they are to do; the attitudes that we are imbibing in them. Fortunately some too after school I happen to meet them, so I try talking to them. I try to find out whether they've learnt something from the school.

Q7: What are your views about the assessment methods that are suggested in the syllabus?

R: Well my views are that they are good if only we will go by them.

P: And do you think they can effectively be applied in the classroom setting?

R: You can, but the problem here is that they are students but most of the goals and objectives in the syllabus are long term; some of them after school, so the difficulty is that after school you may not have contact with all of them to really know...but for the little ones that we expect them to do, surely we can assess them.

Q8: What are some of the methods you use in assessing your students' learning outcomes or performances?

R: First we are preparing our students towards an examination, which is the short term...

P: When you say an examination, what examination are you referring to?

R: The Senior Secondary School Certificate Examination being administered by the West African examinations Council.

P: Ok

R: Since we are preparing them...we use the syllabus...we...most the methods I use are actually based on the methods of assessment by the West African Examinations Council.

P: So that is why you select those methods...

R: Yes that is why most of the time...predominantly I use those methods.

P: If that is the case, then what influence does WAEC assessment modes have on your choice of assessment methods?

R: The influence is great, I must admit, because again we are preparing them towards that exam. As I said, attitudinal change means something that is long term, some can be immediate; we can quickly observe it, but the immediate thing is that they are going to write an exam and we have no choice than to prepare them towards that exam. But in trying to do that, we try to tailor them towards the long term goals.

Q9: If the is the case, then what kinds of learning outcomes; goals and objectives do you assess for in your students?

R: Knowledge, the acquisition of knowledge, but again, respect...

P: Does that mean that WAEC's assessment modes predominantly focus on that knowledge aspect as you saying?

R: To some extent, yes. The goals in the syllabus are towards the acquisition of knowledge and change attitudes, so you prepare them towards that, but when you look at WAEC's questions; they mainly span knowledge.

Q10: How then do you think affective outcomes in Social Studies can adequately be assessed?

R: This can be done through observations, problem solving and attitudinal scales, but then since that has not been the focus of assessment by WAEC, teachers have not been able to develop the skills needed for such assessment methods and thus will need to be orientated in this direction.

P: Do you use any of the methods you've just mentioned in assessing your students?

R: As I said earlier on, we do not focus our assessment in that direction since we are basically preparing them for the SSSCE conducted by the WAEC, which is predominantly knowledge based. I personally do sometimes look out for attitudinal changes in my students through observation, but that is not my main focus.

P: Do you award marks for whatever you are able to discern from observing your students and include them in their final grading?

R: No, not at all.

Q11: Which of the following most influences your instructional decisions; WAEC's assessment demands or the goals and objectives of the subject?

R: Definitely it is WAEC, because we ultimately are preparing the students to write an exam conducted by WAEC, and parents and even the students themselves don't care much about what they acquire in terms of attitudes or whatever, but being able to pass and pass well.

P: To what extent then do you cover the goals and objectives of the subject in your instructions?

R: Well, I try to follow what is in the syllabus and focus on especially the knowledge aspects; however we do not have enough time to cover everything in the syllabus so you may want to focus on those aspects that are likely to come in the examination questions.

Q12: Do you feel accountable to stakeholders for the performance of your students at the SSSCE?

R: Yes, there is a sort of obligation on you and your own conscience will be pricking you.

P: How then do you feel if your students perform very well at the SSSCE?

R: I feel very happy

P: What if their performance is generally bad?

R: Eh...I feel sad, I feel sad.

Q13: What is your perception about WAEC's use of the continuous assessment marks of your students? Do you think they include them in the final grading?

R: Well personally I have doubt as to whether they use them. I don't think so. If anything they may rather be scaling those marks down. I am saying so, because you don't expect students to fail the SSSCE if WAEC is making use of their continuous assessment marks, yet there are times some students get F; representing failure.

P: In the light of this, do you think continuous assessment is still important in the school?

R: Oh yes, because it help you the teacher to know from time to time whether your students are acquiring the objectives you set out for them during your teaching. It also helps some students who otherwise may have performed badly during End-of-Term exams because they were sick or something and might have failed completely. In such a situation it pushes them up to a comfortable grade point.

Q14: From your experience, will you say WAEC's assessment is determining what should be taught or otherwise in the classroom?

R: Yes, to a very great extent. However I try to inculcate the other goals; the attitudinal change and the rest, which WAEC does not assess, in my teaching

Q15: Finally, what will make you teach and assess as wholly as recommended by the syllabus?

R: That is if first of all we have enough time to cover everything in the syllabus, and also if WAEC will broaden its assessment coverage to include all of the goals and objectives of the subject.

INTERVIEWER: Thank you very much for your co-operation in this interview

RESPONDENT: You are welcome

TEACHER INTERVIEW- SAMPLE FOUR

DATE: 8 – 06 – 04

SCHOOL: Archbishop Porter's Girls Secondary School

Q1: Where did you study for your degree?

R: At the University of Cape Coast

Q2: How many years have you been teaching Social Studies?

R: For three years.

Q3: Are you teaching other subjects apart from Social Studies?

R: Yes

P: What are these subjects?

R: Geography: that is my main subject

Q4: Why did you decide to teach Social Studies then?

R: Well, my decision to teach Geography...eh, Social Studies was eh...because I had the interest in the subject, and also because there was a vacancy in the area, so...

Q5: Will you say you are abreast with the development and introduction of the subject in the SSS?

R: Well, yes, because after I decided to teach it, you know, I have been trying to know more about the subject by reading...The syllabus itself is eh...the nature, the content, the requirement of the syllabus...so I try to find out more. And that really gives me the...more or less prepares me to actually teach the whole thing.

P: Can you then tell me some of the goals and objectives of the subject in the SSS?

R: Well, looking at...to help the students to know more about adult life, to be good citizens of the country...and also to know about the development of the country, current issues and how they are affecting the nation. We are also saying that culture is part of the society, so it is also to help them to know more about the culture and how it can be passed on to the younger generation

P: Do you perceive these goals to be attainable through classroom instructions?

R: Yes

Q6: When we talk of assessment; how will you define it?

R: I will look at assessment as something that is...one, the instructor or the teacher to know how the student is performing. Okay...whether the instruction given, has been actually understood or receive by the learner. That's how I understand assessment to mean

P: Does your perception of assessment include other methods apart from those that are used by WAEC?

R: Yes

P: What will you say are some of these methods?

R: The WAEC examination doesn't ask them to do project work...by way of the IQ; I give them assignment, maybe to do over a week...

P: What form does the assignment takes?

R: We have a written test; that's eh, a quiz, we call it test...yeah a written test, which is done everyday. We also have terminal examination. We have the assignment, which is also given after the teaching of a particular topic. After, you just look at the instruction in the syllabus: at the end of every topic there is some questions for...which the teacher is suppose to use as a way of evaluating the topic. So sometimes you look at the topic and then you ask the students to do it, as a way of evaluating them. And we also have this project work; sometimes there are some topics that ah...you know when you...for me, I believe that when the students are so much involve in the thing, they will be able to, you know, have to enquire or do something on their own. When they come, we group them, because of the fact that we are in a team, we ask them to actually do group presentation. Through this group presentation, whatever you want to do...because as they are doing the presentation, you check the content of what they are presenting, you also check the construction and then the...in line with whatever you have in the syllabus.

Q7: What are your views about the assessment methods that have been suggested in the syllabus?

R: Well, I think, sometimes some of eh...well they are all very good, they are all very good, but then there are some, which are not properly used. For example...sometimes you can even monitor the attitudes of the students; it's easier

doing it, but sometimes because of time constraints we are not able to do it, because when you take a topic that has to do with eh...let's say the attitude domain, you are supposed to check, find out how the student has reacted or has been influence by that particular thing and that will mean that you have to go out and find out how the students have been applying what they learnt from it, and sometimes it's quite difficult for you to start doing this, because of the time that we have to teach the subject and also the time we have to do other things. So that one, sometimes it's difficult to wholly find out, so we don't actually...I do not often use that, but when you are talking to them you find out that the students...let's say the teaching of the topic about the responsibilities of the citizen, or let's say the constitution and you mention that maybe ...there is one topic that I will like to make reference to, and maybe at 12 O' Clock or maybe 6 O' Clock in the morning, they wake, they will turn on their radio and hear that at this time of the night the is a coup de tat or something like that. Now you can easily monitor, I mean...or observe the behaviour...the reaction of the students that will help you to know how they will receive the information. That is after teaching the topic...

P: Do you think that apart from observing the action in the classroom, if for instance the same question that you asked could be put into writing; do you think you can get to know their attitudes from the answers they will give?

R: That is why we have the written...That's the most common way we often assess the students in; that is the written, yeah. That is where we often get most of our responses; asking them to write on certain topics. Sometimes there are some of the topics, which are not even in the syllabus, but we ask them to do it because of the fact that it may be relevant to the students. For example looking at how best they can control or how best they can contribute to the solution of the sanitation problem in the country. How they can educate people around, control or to avoid flooding in such areas...these are all things that... Now sometimes when there is the need for to do any examination, I give them the chance, through this they write...

P: Do you think the methods, such as you are talking about, can effectively be applied in the classroom?

R: Well, it depends on the topic; the specific topic that you want to teach. If you are looking at it...you can't apply all at the same time. The topic itself will determine the type of methods you can use to assess the students.

Q8: If it comes to examinations time; what form do your questions take?

R: It is more written. Both multiple choice and then essay type

P: Why do you choose these methods?

R: Anyway, that one you know... It is because of the fact that that is the standard or what has been set out for us by the West African Examinations Council. So we tend to follow that system, to prepare them for that particular exam

P: Would you then say that the way WAEC sets its questions, or the nature of WAEC's questions goes to determine your choice of assessment methods?

R: Yes, in fact I agree to that statement, that eh...it influences us, but I have already also said that sometimes we go beyond that because where we realise that there are some issues that need to be catalogued or maybe certain information that we need to get from the students, we use other methods that are not necessarily used by WAEC, and that also elicit the students' responses.

Q9: What kinds of performances or outcomes do you look out for when assessing your students?

R: Well, I expect my students to be able to recall the information given; they should be able to play back something. Then they are also expected to apply the concepts, or the topics treated in some situations. They are also supposed to organise...I mean how to sensitise, apply all those things in certain situations. I believe that eh, learning is not just a matter of reading, store it here and then forget them, but being able to apply it in situations. So those these are behaviours I expect: they should be able to recall and they should be able to apply all that they have learnt.

P: Do you think that the methods of assessment you use are adequately assessing for the objectives you're talking about?

R: Not...I wouldn't say eh...well, it is not achieving the immediate results, because of the fact that...well we are limited by time. We...time for the teaching of the subject is such that you wouldn't be permitted to apply all those methods, and

even what you think will also help to achieve those responses you want from them. Sometimes you realise that you do...eh...you plan to do this, you check the time, and you can't do anything.

Q10: So how do you think affective outcomes in Social Studies can adequately be assessed?

R: I think, its assessment...you can also use the written, quizzes and so on. You can also use discussions, because when you make them discuss issues they will be able to bring out their views on the issues; especially those things that borders on behaviours and so on. They know better. For example if you are looking at Reproductive Health and all those things; they are experiencing it so when open...through discussion...you adopt the discussion method in your teaching, you will be able to get more from them, because something that they experience, and through the little that you also have prepared for, you shape it in line with what the syllabus requires.

P: Do you use any of these methods in assessing your students?

R: The problem we have is that eh...well the syllabus spells out that we should, but again because of the fact that we are preparing the students towards the West African Examinations Councils' assessment, there is no way even though it is in the syllabus. Sometimes you will have to use your discretion. And again, I said that the topic will determine what you have to do...you know there some topics that will mean that the teacher should expect the students to have that values and those things, so that when you are trying to assess, you try to find out how...which methods will help you do it effectively. So what I will say is that...

Q11: Which of the following will you say most influences your teaching decisions: the way WAEC sets its questions or the goals and objectives of the subject?

R: The syllabus. That's what actually guides me.

P: Why?

R: Because of the fact that that is the reference point. That spells out what I should teach, so in most cases I look out for the objectives spelt out in the syllabus, before I even prepare my content; I mean the notes I will give out to the students. I am guided by it. I often teach my eh...meet the requirement of the syllabus, before I

even go beyond that, because I know that if I am able to satisfy the syllabus, then I am half way through the problem.

P: So will you then say that you are able to teach to cover all the goals and objectives of the syllabus?

R: In most cases. I do almost about ninety percent, ninety-five percent.

P: Do you also assess for all the objectives that you cover in your teaching?

R: Yes, I do assess, because we have various forms of assessment: oral, written...so sometimes where time will not permit me to use the written test, I use the oral test. For example, at the end of the topic, I can use them.

P: Do you bring this to bear in their final grade?

R: Anyway, that one...I will say that no. It doesn't influence or affect the grading; the way I grade them. It is only the written one that is graded.

Q12: Do you feel accountable to stakeholders for the performance of your students at the SSSCE?

R: Well, I...not all of them. I feel myself accountable to the school administration; that is the authorities, my colleague staff, because if your students perform well, they know that you are actually on course. And the students, because they will tell you oh...your students have performed well and therefore you are good or something like that. So, in a way if my students do not perform well, I mean I have not done well. It's more or less like a way of trying to also shape your...you know...maybe trying to adjust and make some few amendments to make sure that your teaching is helping to... It will more or less, as I was saying, it helps me to actually refocus and to come out with measures that will help me to actually improve. But again if one is not very careful it will also mean that you are preparing the people for only examination. So one thing that I always try to do...I have prepared some two batches for examination, this is my third time I'm doing so, and within that period...the first time, in fact even when the results came, and I was checking; as if I was the one who wrote the paper, and because of that I felt that someone somewhere will say that the teacher didn't perform well. After the whole thing I felt that well maybe I did this and I did that, but let's see how I can do this. And you know that when you teach a subject, when you

are teaching the second time you have some changes and that also help to come out with the best teaching.

Q13: What is your perception of WAEC's use of the continuous assessment marks of your students?

R: Well, I will say...yes, because there has not been any official statement that eh...

P: Fine, there is not, but if you're looking at the grades of the students, do you think they are being used?

R: Well, I will say yes. I will say yes, because eh...since they always request; every year we prepare for them so I feel that they are using it.

Q14: From your experience as a Social Studies teacher for all these years, will you say that the way WAEC is assessing the students, especially in Social Studies, is determining what teacher should teach in the classroom or not?

R: No, I will say no, because in most cases my teaching has been guided by the syllabus. What I sometimes feel that eh...well, even our syllabus; the present syllabus...the way the syllabus has been structured; the curriculum, has been structured, does not allow for students to actually... I don't know, whether is because of that it's not been broken down to some bits for the students to pick. You know, I was reading a material, a book at our library, in Social Studies; it's been prepared for primary school pupils, and going through the whole thing I realise that everything was practical. And there is a practical example like...I don't know, it's a textbook, and every topic treated, there is a...some activity like what we have... We have it in the syllabus, but it is not quite comprehensive. In their case the students do perform the activity as part of the learning experience, and that's I think is what is in this syllabus. And sometimes too, in my teaching, if I see that there is the need for me to go beyond that I do. So my teaching, over the years has not been geared towards WAEC. I make sure that everything I do is in the syllabus. There are few cases that I try to look at WAEC questions, and...that one I even do it in line with the syllabus. Before I go to class, if I know that I am about to finish a topic, apart from the normal questions and evaluation in the syllabus, and my own one I set, I also go with some

questions from WAEC exams...past questions; those that are related to the topic I'm treating and the ask them to answer them.

Q15: Finally, what do you think will make you teach and also assess your students as comprehensively as recommended by the syllabus?

R: In the syllabus; there are some areas that you need to invite resource persons, hardly do we do that. It's only in my case, geography, that I am able to bring somebody, because of...in fact that area is very technical; surveying that we do bring somebody from outside to come and teach. Looking at the time and all those things, I think I am not able to...but I think that with time if the subject is taught in such a way that we're allowed more time, not only to meet the WAEC standard, and we are to teach the students to actually understand the concept and all those topic we are teaching, for their own good and for the good of this nation, I think all these things should be brought into the teaching and learning, so that the student will actually acquire the needed knowledge, the skills and all that attitudes we are looking for not only in terms of...not to help them to write the exam, but also to help them to fit well into the society. That is one area. And I also think that...then we also have a problem with the system, sometimes...at the moment it was only just last year that we had a standard textbook. All along we were having pamphlets; sometimes you have to combine about four books, five books, and sometimes the content is very doubtful. As at now there is something...even the so called textbook there are some topic that are not relevant to the syllabus, and so I think that to help us to help the students to actually learn or to help teachers to teach, whatever is in the syllabus very well we need to have very good textbooks. And then even when they are actually collating or trying to write textbooks, they should consult teachers, because they know...they encounter a number of problems and some...maybe if we try to come out with a very good book they will be able to support one way or the other. I believe that with time these things must all be there to help the teaching of Social Studies quite meaningful, so that at least the children we are training now to actually appreciate the subject and not see it as to prepare them for examination, because that's my perception. Many times you teach and they feel that you prepare them to pass the examination and not to help them solve problems. In my case I think more needs to be done. We're

teaching to ensure that at least the needed changes in the society are made effective through the students that we teach, but I think there is so much emphasis on completing the syllabus. This is affecting our objectives; what even we expect from the students, because sometimes because of the pressure on you to even finish, you don't even evaluate...you don't even tend to apply all the methods of assessment.

TEACHER INTERVIEW- SAMPLE FIVE

DATE: 17 – 06 – 04

SCHOOL: Nungua Secondary School

Q1: Where did you study for your degree?

R: I was at the University of Ghana, Legon

Q2: For how many years have you been teaching Social Studies?

R: It's about thirteen years now

Q3: Were you teaching other subjects before you started teaching Social Studies?

R: I started with Social Studies, with Accounting and Economics

P: Are you still teaching those subjects?

R: I am no more teaching Accounting, but Economics and Social Studies together.

Q4: Why did you decide to teach Social Studies?

R: Actually it's quite directly linked with course I pursued at the university; Sociology. And, you know, in the secondary school, it is a core, right...it is more or less a general paper... Being a core, it needs teachers who are socially inclined and not the science masters.

Q5: Will you say you are abreast with the development and introduction of Social Studies in the Senior Secondary Schools?

R: Well, quite informed.

P: Can you then tell me some of the goals and objectives of the subject in the SSS?

R: Well, to begin with, Social Studies is equated to the previous old system General Paper and, you know, it was a compulsory paper, so with this our remission to the SSS programme this General Paper was revised to become Life Skills, and later Social Studies. The aims and objectives are many, and these include the fact that the students should be aware of themselves. Many individuals, many students are not aware of the stuff of which they are made of hence some of the topics make sure the student is taught about how he should know himself, and why he should know himself in order to take decisions. Then also the subject is multifaceted, you know it includes Geography, Environmental Studies, Traditional Religion and others. It is also a subject to make the student all embracing: to know about the culture of the states, the culture of other tribes and that of his. It is also to inculcate into the students, discipline, which as we have all seen is becoming the preserve of schools rather than the homes, so Social Studies has a lot to do. Then also it informs the students about their relationship with the opposite sexes in order to minimise teenage pregnancy and other associated problems.

P: Do you perceive these goals and objectives to be attainable through classroom instructions?

R: Well, the subject's syllabus is designed in such a way that there should be some avenues for project work to be carried out, but then timing and other extra-curricular activities actually do not permit these project works to be undertaken. Otherwise what have been stated in the syllabus could be attained.

Q6: What is your understanding about assessment?

R: Assessment...you know we have various forms of assessment, but for our part in this school or the secondary schools, as far as the West African Examinations Council's papers...our assessment here relates to the students' attitude, the academic work, the curriculum, so we factor all these things into the academic performance.

P: Do you mean to say that with the attitude, you are able to give a grade and then factor it the general performance?

R: Well, yes and no. Yes, because if you take a class from Form One to Form Three you are able to assess to some degree, but where there is instability, where you have to transfer from one class to another...it is very, difficult and you miss your mark as students are transferred to another teacher when you are becoming familiar with their attitudes/

Q7: What are your views then, of the assessment methods suggested in the syllabus?

R: The observation, you know, assessment; in my view is quite appropriate in the sense that it affords the master the opportunity to understudy each student's performance in the class, and then outside the class. The problem is that because of lack of facilities, we have overcrowding in the classes, and because of pressure of work too we have not been able to critically observe every student's ability. So this is sometimes limited to those students who actually identify themselves in the class and those who behave in a deviant manner or those who are not performing, but normally those within the average group are overlooked.

P: Does this then mean that the problems you have identified do not make for the effective applications of these methods?

R: Yes

Q8: Which methods then do you use in assessing learning outcomes in your students?

R: I use mainly two methods: the classroom assessment method, the...

P: Which form does it take?

R: Written, objectives and then project work

P: Why do you choose these methods?

R: Well, I have a peculiar problem with students; getting their names is a problem for me, so I use the class method so that as I mark, look at the grades they, I mention their names and make comments on their performance as I get to know who they are.

P: What influence, if any, do WAEC's assessment modes have on your choice of assessment methods?

R: Well it has some significant influence, in the sense that we are made to understand that they use the assessment performance results which we send to them, so actually some of us sit up to make sure that within the term we give the minimum number of assessment...

P: Does that assessment take the form WAEC's assessments take?

R: Sometimes yes, other time we defer it.

Q9: What kind of learning outcomes or performances do you assess for in your students?

R: I always want them to speak up on a partial issue; the way they understand it, the way they relate, and the way they apply those thoughts they have gone through.

P: Do you think that the tools that you use are adequately assessing for what you look out for?

R: Not enough

Q10: How do you think affective outcomes in Social Studies can adequately be assessed?

R: Well, you know, students have their own peculiar subject that they are fond of: One, discussions about marriage, teenage pregnancies, deviant behaviour, adolescent reproductive systems...they are catchy topics, so when you come there, you see them actively participating, telling you information that the teacher doesn't know. So in fact it encourages us to really sit them up.

Q11: If we put the way WAEC sets its questions on one hand, and then also we look at the totality of the Social Studies curriculum: which of these two will you say most influences your teaching decisions?

R: For me in particular, I realise that teaching to pass examination alone is not quite the best way of training the students, and Social Studies is aimed at equipping the student to become an independent person, who knows what to do in life, so I realise that there is a little bit of deviation from the WAEC way or line, therefore I teach to cover what is in the curriculum rather.

P: So, will you say that in your teaching you are covering almost all the goals and objectives of the subject?

R: Oh yes, to the extent that much as I want them to pass my subject well, academically, I always also make sure that they apply the concepts in their own life situations.

Q12: Do you feel accountable to stakeholders for the performance of your students at the SSSCE?

R: I do to a high extent and then to a very minimum extent I don't. The high extent...in that the performance or success of the students rest on the shoulders of the master and, you know, your teaching ability, process, can positively or negatively impact on the students' performance, but to some extent. So I do my best to get my students pass, so that I also get some credit, but some of the students; from their own way of life don't see the wisdom in learning to pass their exams. So when they fail you feel guilty, and there you become quite accountable to the stakeholders, because they might think that you are master who didn't contribute well to the students' success.

Q13: In your own personal view, do you think WAEC is using the continuous assessment marks of your students?

R: Yes, several times I personally ask questions, when we go for conference marking, and from the way they present their answers, I am tempted to believe that they don't use them, but I have no practical evidence as to whether they are using it or not.

P: In the light of this, do you think continuous assessment is still important in the schools?

R: Yeah, it is very important, because if it is eroded; one, students may not feel the compulsion to study, secondly, masters will also not see the need to assess their students often, and the learning situation will actually suffer.

Q14: From your experience, would you say the nature of WAEC's questions is determining what teachers should teach or otherwise in the classroom?

R: I wouldn't say so, because sometimes WAEC's questions become practical. They become so practical...they have to apply the concepts, so I am not too sure whether their questions actually influence what we teach in class. What we teach in the class influence the students to apply the concepts in answering WAEC's questions, so in a way yes, in a way there is some influence.

Q15: What will make you teach and assess your students as wholly and comprehensively as the Social Studies syllabus recommends?

R: I need much time, because the topics we are to cover raises a lot of social factors, and we need much time to reach the students. Secondly, we also have to get enough time to assess the students and find out whether they are applying the concepts we teach them to their own life situations, so the observation method, the project work; sometimes we call students to come and comment on a particular topic and see how the person can apply these topics or what they have learnt from the topic of the subject; how can he apply to his own life situation. These avenues are not yet open to us. We have a limited time to do...within this restricted period that we are to teach them. We are not able to do this outside the class. This is the one of the main reasons why we've not been able to actually convince ourselves and the stakeholders that we are doing the best so far as Social Studies is concerned, otherwise I will say that it is an interesting subject, very useful to our personal, and the totality of the development of the nation.

APPENDIX- L

SAMPLES OF OUTPUT FROM THE ANALYSIS OF QUESTIONNAIRE DATA

FREQUENCY TABLES:

Table 1: Regional location of Schools

	Frequency	Percent	Cumulative Percent
Valid Greater Accra	20	27.0	27.0
Eastern	17	23.0	50.0
Central	13	17.6	67.6
Western	11	14.9	82.4
Ashanti	13	17.6	100.0
Total	74	100.0	

Table 2: Highest qualification of Teacher

	Frequency	Percent	Cumulative Percent
Valid Dip Ed	2	2.7	2.7
BA/BSc/BEd	68	91.9	94.6
MA/MEd/MSc/ MPhil	2	2.7	97.3
PGDE	2	2.7	100.0
Total	74	100.0	

Table 3: Number of Years in Teaching

		Frequency	Percent	Cumulative Percent
Valid	1-6yrs	17	23.0	23.0
	7-14yrs	35	47.3	70.3
	15yrs & above	22	29.7	100.0
	Total	74	100.0	

Table 4: Number of Years in Teaching Social Studies

		Frequency	Percent	Cumulative Percent
Valid	1-5yrs	47	63.5	63.5
	6yrs & above	27	36.5	100.0
	Total	74	100.0	

Table 5: Teaching other Subjects apart from Social Studies?

		Frequency	Percent	Cumulative Percent
Valid	Yes	39	52.7	52.7
	No	34	45.9	98.6
	Total	73	98.6	
Missing	0	1	1.4	100.0
Total		74	100.0	

Table 6: Subject Specialization

		Frequency	Percent	Cumulative Percent
Valid	Social Studies	38	51.4	51.4
	Other Subjects	36	48.6	100.0
	Total	74	100.0	

Table 7: Why Teach Social Studies?

		Frequency	Percent	Cumulative Percent
Valid	Interest	23	31.1	31.1
	Nobody to teach	8	10.8	41.9
	No other teaching position	1	1.4	43.3
	Total	32	43.3	
Missing	0	42	56.7	100.0
Total		74	100.0	

Table 8: Instructional Focus: To attain all goals and objectives

		Frequency	Percent	Cumulative Percent
Valid	Agree	72	97.3	97.3
Missing	System	2	2.7	100.0
Total		74	100.0	

Table 9: Instructional Focus: To acquire facts

		Frequency	Percent	Cumulative Percent
Valid	Agree	71	95.9	95.9
	Disagree	1	1.4	97.3
	Total	72	97.3	
Missing	System	2	2.7	100.0
Total		74	100.0	

Table 10: Instructional Focus: To Pass the SSSCE

		Frequency	Percent	Cumulative Percent
Valid	Agree	74	100.0	100.0

Table 11: Instructional Focus: To solve all problems

		Frequency	Percent	Cumulative Percent
Valid	Agree	55	74.3	74.3
	Disagree	17	23.0	97.3
	Total	72	97.3	
Missing	System	2	2.7	100.0
Total		74	100.0	

Table 12: No need to focus on goals and objectives that are not assessed

		Frequency	Percent	Cumulative Percent
Valid	Agree	14	18.9	18.9
	Disagree	60	81.1	100.0
	Total	74	100.0	

Table 13: Limit teaching to only assessed goals and objectives

		Frequency	Percent	Cumulative Percent
Valid	Agree	8	10.8	10.8
	Disagree	66	89.2	100.0
	Total	74	100.0	

Table 14: Social Studies Instruction should cover all goals and objectives

		Frequency	Percent	Cumulative Percent
Valid	Agree	73	98.6	98.6
	Disagree	1	1.4	100.0
	Total	74	100.0	

Table 15: Is your teaching influenced by the SSSCE?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	57	77.0	77.0
	Few Occasions	14	18.9	95.9
	Not at all	3	4.1	100.0
	Total	74	100.0	

Table 16: Does your teaching cover the affective outcomes?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	66	89.2	89.2
	Few Occasions	7	9.5	98.6
	Not at all	1	1.4	100.0
	Total	74	100.0	

Table 17: Are you familiar with the Assessment Methods in the Syllabus?

		Frequency	Percent	Cumulative Percent
Valid	Very	63	85.1	85.1
	Barely	10	13.5	98.6
	No	1	1.4	100.0
	Total	74	100.0	

Table 18: Do you use essay test in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	55	74.3	74.3
	Few Occasions	17	23.0	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 19: Do you use projects in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	15	20.3	20.3
	Few Occasions	49	66.2	86.5
	Not at all	5	6.8	93.3
	Total	69	93.3	
Missing	0	5	6.7	100.0
Total		74	100.0	

Table 20: Do you use multiple choice items in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	54	73.0	73.0
	Few Occasions	18	24.3	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 21: Do you use extended essays in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	15	20.3	20.3
	Few Occasions	34	45.9	66.2
	Not at all	11	14.9	81.1
	Total	60	81.1	
Missing	0	14	18.9	100.0
Total		74	100.0	

Table 22: Do you use observations in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	28	37.8	37.8
	Few Occasions	31	41.9	79.7
	Not at all	8	10.8	90.5
	Total	67	90.5	
Missing	0	7	9.5	100.0
Total		74	100.0	

Table 23: Do you use Attitudinal Scales in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	18	24.3	24.3
	Few Occasions	27	36.5	60.8
	Not at all	16	21.6	82.4
	Total	61	82.4	
Missing	0	13	17.6	100.0
Total		74	100.0	

Table 24: Do you use Interviews in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	21	28.4	28.4
	Few Occasions	33	44.6	73.0
	Not at all	14	18.9	91.9
	Total	68	91.9	
Missing	0	6	8.1	100.0
Total		74	100.0	

Table 25: Do you use Oral Reporting in assessing learners?

		Frequency	Percent	Cumulative Percent
Valid	Many Occasions	25	33.8	33.8
	Few Occasions	28	37.8	71.6
	Not at all	14	18.9	90.5
	Total	67	90.5	
Missing	0	7	9.5	100.0
Total		74	100.0	

Table 26: Do you emphasise Recall of Knowledge in assessment tasks?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	50	67.6	67.6
	Sometimes	16	21.6	89.2
	Not at all	2	2.7	91.9
	Total	68	91.9	
Missing	0	6	8.1	100.0
Total		74	100.0	

Table 27: Do you emphasise Application of Knowledge?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	64	86.5	86.5
	Sometimes	9	12.2	98.7
	Total	73	98.6	
Missing	0	1	1.3	100.0
Total		74	100.0	

Table 28: Do you emphasise for ability to analyse issues?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	63	85.1	85.1
	Sometimes	9	12.2	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 29: Do you emphasise Decision-Making skills?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	45	60.8	60.8
	Sometimes	21	28.4	89.2
	Not at all	3	4.0	93.2
	Total	69	93.2	
Missing	0	5	6.8	100.0
Total		74	100.0	

Table 30: Do you emphasise Attitudinal Dispositions?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	34	45.9	45.9
	Sometimes	29	39.2	85.1
	Not at all	3	4.1	89.2
	Total	66	89.2	
Missing	0	8	10.8	100.0
Total		74	100.0	

Table 31: Do you emphasise Disposition to Action?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	23	31.1	31.1
	Sometimes	29	39.2	70.3
	Not at all	7	9.5	79.8
	Total	59	79.8	
Missing	0	15	20.2	100.0
Total		74	100.0	

Table 32: Do you emphasise Problem-Solving skills?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	62	83.8	83.8
	Sometimes	10	13.5	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 33: Do you emphasise Thinking skills?

		Frequency	Percent	Cumulative Percent
Valid	Mostly	62	83.8	83.8
	Sometimes	10	13.5	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 34: Not possible to assess Affective outcomes in Social Studies

		Frequency	Percent	Cumulative Percent
Valid	Agree	21	28.4	28.4
	Disagree	51	68.9	97.3
	Total	72	97.3	
Missing	System	2	2.7	100.0
Total		74	100.0	

Table 35: The SSSCE does not cover all goals and objectives

		Frequency	Percent	Cumulative Percent
Valid	Agree	57	77.0	77.0
	Disagree	17	23.0	100.0
	Total	74	100.0	

Table 36: Do the SSSCE Items influence your own assessment Items?

		Frequency	Percent	Cumulative Percent
Valid	All the time	22	29.7	29.7
	Occasionally	47	63.5	93.2
	Not at all	5	6.8	100.0
	Total	74	100.0	

Table 37: Any Pressure to devote more time on preparing Students for the SSSCE?

		Frequency	Percent	Cumulative Percent
Valid	Yes	64	86.5	86.5
	No	10	13.5	100.0
	Total	74	100.0	

Table 38: Sources of Pressure: Government/Politicians

		Frequency	Percent	Cumulative Percent
Valid	Strong	28	37.8	37.8
	Weak	17	23.0	60.8
	None	7	9.5	70.3
	Total	52	70.3	
Missing	0	22	29.7	100.0
Total		74	100.0	

Table 39: Sources of Pressure: GES

		Frequency	Percent	Cumulative Percent
Valid	Strong	51	68.9	68.9
	Weak	12	16.2	85.1
	None	1	1.4	86.5
	Total	64	86.5	
Missing	0	10	13.5	100.0
Total		74	100.0	

Table 40: Sources of Pressure: Local Community

		Frequency	Percent	Cumulative Percent
Valid	Strong	36	48.6	48.6
	Weak	15	20.3	68.9
	None	5	6.8	75.7
	Total	56	75.7	
Missing	0	18	24.3	100.0
Total		74	100.0	

Table 41: Sources of Pressure: Parents

		Frequency	Percent	Cumulative Percent
Valid	Strong	52	70.3	70.3
	Weak	10	13.5	83.8
	None	2	2.7	86.5
	Total	64	86.5	
Missing	0	10	13.5	100.0
Total		74	100.0	

Table 42: Sources of Pressure: Students

		Frequency	Percent	Cumulative Percent
Valid	Strong	58	78.4	78.4
	Weak	4	5.4	83.8
	None	2	2.7	86.5
	Total	64	86.5	
Missing	0	10	13.5	100.0
Total		74	100.0	

Table 43: Sources of Pressure: Civil Society

		Frequency	Percent	Cumulative Percent
Valid	Strong	30	40.5	40.5
	Weak	21	28.4	68.9
	None	6	8.1	77.0
	Total	57	77.0	
Missing	0	17	23.0	100.0
Total		74	100.0	

Table 44: Sources of Pressure: Employers

		Frequency	Percent	Cumulative Percent
Valid	Strong	35	47.3	47.3
	Weak	7	9.5	56.8
	None	8	10.8	67.6
	Total	50	67.6	
Missing	0	24	32.4	100.0
Total		74	100.0	

Table 45: Sources of Pressure: Own Conscience

		Frequency	Percent	Cumulative Percent
Valid	Strong	61	82.4	82.4
	None	4	5.4	87.8
	Total	65	87.8	
Missing	0	9	12.2	100,0
Total		74	100.0	

Table 46: Are students' performances used to evaluate you?

		Frequency	Percent	Cumulative Percent
Valid	Yes	71	95.9	95.9
	No	3	4.1	100.0
	Total	74	100.0	

Table 47: Evaluator: GES

		Frequency	Percent	Cumulative Percent
Valid	All the time	26	35.1	35.1
	Sometimes	31	41.9	77.0
	Not at all	7	9.5	86.5
	Total	64	86.5	
Missing	0	10	13.5	100.0
Total		74	100.0	

Table 48: Evaluator: Head of School

		Frequency	Percent	Cumulative Percent
Valid	All the time	53	71.6	71.6
	Sometimes	17	23.0	94.6
	Total	70	94.6	
Missing	0	4	5.4	100.0
Total		74	100.0	

Table 49: Evaluator: Local Community

		Frequency	Percent	Cumulative Percent
Valid	All the time	23	31.1	31.1
	Sometimes	25	33.8	64.9
	Not at all	14	18.9	83.8
	Total	62	83.8	
Missing	0	12	16.2	100.0
Total		74	100.0	

Table 50: Evaluator: Parents

		Frequency	Percent	Cumulative Percent
Valid	All the time	36	48.6	48.6
	Sometimes	23	31.1	79.7
	Not at all	4	5.4	85.1
	Total	63	85.1	
Missing	0	11	14.9	100.0
Total		74	100.0	

Table 51: Evaluator: Students

		Frequency	Percent	Cumulative Percent
Valid	All the time	35	47.3	47.3
	Sometimes	25	33.8	81.1
	Not at all	4	5.4	86.5
	Total	64	86.5	
Missing	0	10	13.5	100.0
Total		74	100.0	

Table 52: Evaluator: Self

		Frequency	Percent	Cumulative Percent
Valid	All the time	40	54.0	54.0
	Sometimes	21	28.4	82.4
	Not at all	4	5.4	87.8
	Total	65	87.8	
Missing	0	9	12.2	100.0
Total		74	100.0	

Table 53: Under pressure to teach only WAEC content?

		Frequency	Percent	Cumulative Percent
Valid	To a great extent	41	55.4	55.4
	To a less extent	15	20.3	75.7
	Not at all	16	21.6	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 54: Is WAEC's assessment undermining the Social Studies Curriculum?

		Frequency	Percent	Cumulative Percent
Valid	Yes	58	78.4	78.4
	No	15	20.2	98.6
	Total	73	98.6	
Missing	System	1	1.4	100.0
Total		74	100.0	

Table 55: Teach & Assess all outcomes if WAEC use Cumulative records

		Frequency	Percent	Cumulative Percent
Valid	To a great extent	66	89.2	89.2
	To a less extent	4	5.4	94.6
	Not at all	2	2.7	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 56: Under pressure to teach only WAEC content?

		Frequency	Percent	Cumulative Percent
Valid	To a great extent	41	55.4	55.4
	Minimal to Non-existent	31	41.9	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

Table 57: Constrained to match classroom practices to WAEC's assessment?

		Frequency	Percent	Cumulative Percent
Valid	To a great extent	51	68.9	68.9
	Minimal to Non-existent	22	29.7	98.6
	Total	73	98.6	
Missing	0	1	1.4	100.0
Total		74	100.0	

Table 58: Do you feel ashamed if your students perform poorly?

		Frequency	Percent	Cumulative Percent
Valid	To a great extent	55	74.3	74.3
	Minimal to Non-existent	17	23.0	97.3
	Total	72	97.3	
Missing	0	2	2.7	100.0
Total		74	100.0	

CROSSTABULATION AND CHI-SQUARE TESTS TABLES

Table 59a: The SSSCE does not cover all goals and objectives * WAEC does not assess Affective outcomes Crosstabulation

Count

		WAEC does not assess Affective outcomes		Total
		Agree	Disagree	
The SSSCE does not cover all goals and objectives	Agree	38	19	57
	Disagree	6	11	17
Total		44	30	74

Table 59b: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.347(b)	1	.021		
Continuity Correction(a)	4.124	1	.042		
Likelihood Ratio	5.284	1	.022		
Fisher's Exact Test				.027	.022
Linear-by-Linear Association	5.274	1	.022		
N of Valid Cases	74				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.89.

Table 60a: The SSSCE does not cover all goals and objectives * WAEC does not assess Affective outcomes Crosstabulation

Count

Subject Specialization			WAEC does not assess Affective outcomes		Total
			Agree	Disagree	
Social Studies	The SSSCE does not cover all goals and objectives	Agree	23	6	29
		Disagree	3	6	9
	Total		26	12	38
Other Subjects	The SSSCE does not cover all goals and objectives	Agree	15	13	28
		Disagree	3	5	8
	Total		18	18	36

Table 60b: Chi-Square Tests

Subject Specialization		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Social Studies	Pearson Chi-Square	6.720(b)	1	.010	.016	.016
	Continuity Correction(a)	4.760	1	.029		
	Likelihood Ratio	6.371	1	.012		
	Fisher's Exact Test					
	Linear-by-Linear Association	6.543	1	.011		
	N of Valid Cases	38				
Other Subjects	Pearson Chi-Square	.643(c)	1	.423	.691	.345
	Continuity Correction(a)	.161	1	.688		
	Likelihood Ratio	.648	1	.421		
	Fisher's Exact Test					
	Linear-by-Linear Association	.625	1	.429		
	N of Valid Cases	36				

a. Computed only for a 2x2 table

b. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.84.

c. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 4.00.

Table 61a: Do you feel ashamed if your students perform poorly? * Constrained to match classroom practices to WAEC's assessment? Crosstabulation
Count

		Constrained to match classroom practices to WAEC's assessment?		Total
		To a great extent	Minimal to Non-existent	
Do you feel ashamed if your students perform poorly?	To a great extent	45	10	55
	Minimal to Non-existent	5	12	17
Total		50	22	72

Table 61b: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16.808(b)	1	.000		
Continuity Correction(a)	14.429	1	.000		
Likelihood Ratio	15.879	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	16.575	1	.000		
N of Valid Cases	72				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.19.

Table 61c: Symmetric Measures

	Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal Kendall's tau-b	.483	.114	3.633	.000
Kendall's tau-c	.378	.104	3.633	.000
Spearman Correlation	.483	.114	4.617	.000(c)
Interval by Interval Pearson's R	.483	.114	4.617	.000(c)
N of Valid Cases	72			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Table 62a: Do you feel ashamed if your students perform poorly? * Under pressure to teach only WAEC content? Crosstabulation

Count

		Under pressure to teach only WAEC content?		Total
		To a great extent	Minimal to Non-existent	
Do you feel ashamed if your students perform poorly?	To a great extent	37	18	55
	Minimal to Non-existent	4	13	17
Total		41	31	72

Table 62b: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.135(b)	1	.001		
Continuity Correction(a)	8.429	1	.004		
Likelihood Ratio	10.324	1	.001		
Fisher's Exact Test				.002	.002
Linear-by-Linear Association	9.994	1	.002		
N of Valid Cases	72				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.32.

Table 62c: Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.375	.107	3.200	.001
	Kendall's tau-c	.316	.099	3.200	.001
	Spearman Correlation	.375	.107	3.386	.001(c)
Interval by Interval	Pearson's R	.375	.107	3.386	.001(c)
N of Valid Cases		72			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Table 63a: Under pressure to teach only WAEC content? * Constrained to match classroom practices to WAEC's assessment? Crosstabulation

Count

		Constrained to match classroom practices to WAEC's assessment?		Total
		To a great extent	Minimal to Non-existent	
Under pressure to teach only WAEC content?	To a great extent	39	2	41
	Minimal to Non-existent	11	20	31
Total		50	22	72

Table 63b: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	29.589(b)	1	.000		
Continuity Correction(a)	26.845	1	.000		
Likelihood Ratio	32.325	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	29.178	1	.000		
N of Valid Cases	72				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.47.

Table 63c: Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by	Kendall's tau-b	.641	.086	6.320	.000
Ordinal	Kendall's tau-c	.585	.093	6.320	.000
	Spearman Correlation	.641	.086	6.988	.000(c)
Interval by	Pearson's R	.641	.086	6.988	.000(c)
Interval					
N of Valid Cases		72			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Table 64a: Any Pressure to devote more time on preparing Students for the SSSCE? * Constrained to match classroom practices to WAEC's assessment?

Crosstabulation

Count

		Constrained to match classroom practices to WAEC's assessment?		Total
		To a great extent	Minimal to Non-existent	
Any Pressure to devote more time on preparing Students for the SSSCE?	Yes	48	15	63
	No	3	7	10
Total		51	22	73

Table 64b: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.745(b)	1	.003		
Continuity Correction(a)	6.689	1	.010		
Likelihood Ratio	7.980	1	.005		
Fisher's Exact Test				.006	.006
Linear-by-Linear Association	8.626	1	.003		
N of Valid Cases	73				

a. Computed only for a 2x2 table

b. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.01.

Table 65a: Is your teaching influenced by the SSSCE? * Do the SSSCE Items influence your own assessment Items? Crosstabulation

Count

		Do the SSSCE Items influence your own assessment Items?			Total
		All the time	Occasionally	Not at all	
Is your teaching influenced by the SSSCE?	Many	20	36	1	57
	Occasions				
	Few	1	10	3	14
	Occasions				
	Not at all	1	1	1	3
Total		22	47	5	74

Table 65b: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.243(a)	4	.010
Likelihood Ratio	12.080	4	.017
Linear-by-Linear Association	6.675	1	.010
N of Valid Cases	74		

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .20.

Table 65c: Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.301	.105	2.585	.010
	Kendall's tau-c	.194	.075	2.585	.010
	Spearman Correlation	.311	.110	2.779	.007(c)
Interval by Interval	Pearson's R	.302	.131	2.692	.009(c)
N of Valid Cases		74			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Table 66a: Do you assess for all goals and objectives? * Do you assess for affective outcomes? Crosstabulation

Count

		Do you assess for affective outcomes?		Total
		Yes	No	
Do you assess for all goals and objectives?	Yes	38	7	45
	No	19	10	29
Total		57	17	74

Table 66b: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.570(b)	1	.059		
Continuity Correction(a)	2.581	1	.108		
Likelihood Ratio	3.501	1	.061		
Fisher's Exact Test				.089	.055
Linear-by-Linear Association	3.522	1	.061		
N of Valid Cases	74				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.66.