

KNOWLEDGE AND PERCEPTION OF SENIOR HIGH SCHOOL SOCIAL STUDIES TEACHERS ON THE TEACHING AND LEARNING FOR NATION BUILDING

Eric Koomson ¹, Isaac Eshun ^{2, *}

¹Department of Social Sciences, Abetifi Presbyterian College of Education, Ghana

²Department of Social Studies Education, University of Education, Winneba, Ghana.

ABSTRACT: *It is invincible to note that the goal of Social Studies has been mentioned as citizenship education which involves preparing citizens for active participation of nation building. However, it appears Social Studies teachers give little attention to the inculcation of the spirit of the concept of nation building in their students. The purpose of this study therefore was to determine whether Senior High School (SHS) Social Studies teachers in the Eastern Region of Ghana have the knowledge base and do teach towards the concept of nation building as a process of fostering unity in their classrooms and in society at large. The study adopted a quantitative approach with a descriptive survey design. A total of 260 Social Studies teachers were selected from SHSs in the Eastern Region for the study. The data collected was analysed using descriptive statistics (means and standard deviations) and inferential statistics (independent samples t-test and Pearson Product Moment Correlation-PPMC. The study found that most SHS Social Studies teachers have positive knowledge base about nation building. It was further concluded that, most SHS Social Studies teachers in the Eastern Region have positive perception about practices of nation building. It is recommended that to maintain effective teaching and learning of nation building as an integral part of the Social Studies content, policy makers should come out with strategies that will guide teachers' classroom pedagogy towards achieving the former.*

KEYWORDS: Knowledge, Nation Building, National Integration, Perception, Social Studies, Students, Teachers

INTRODUCTION

The 1992 Republican Constitution of Ghana prescribes various means of attaining national integration. These are contained in articles 3(2), 9(7), 12(2), 5 and 6, as well as 7 and 63(1) among others. As these initiatives are constitutional in nature, civil society, political parties and ethnic groups as well as the entire leadership of the country have a stake in building the country for sustainable development. There is the need to take appropriate steps to consolidate nation building. This is because Ghana is made up of different ethnic groups which the British assembled and ruled (Walker, 2011).

In a society made of various ethnic groups, such as Ghana, the shared feeling of belonging to one nation should be an imperative political objective. This is because, it is essential for national stability and development. Thus, nation-building has been theorized as a structural process intertwined with industrialization, urbanization, and social mobilization as the result of deliberate state policies that aim at homogenization of the state along the lines of a specific constitutive story (Mylonas, 2017).

According to Mylonas (2012), nation building refers to the efforts of newly independent nations, notably the nations of Africa but also in the Balkans, to redefine the populace of territories that had been carved out by colonial powers or empires without regard to ethnic, religious, or other boundaries (Karl, 2010). These reformed states would then become viable and coherent national entities (Walker, 2011).

The post-colonial era shows clearly that Ghana needed to embrace nation building. Ghanaians must have pride in their country as a regional and continental beacon of hope for economic development, democracy and stability as well as security and freedom (Asante, 2003). Indeed, Ghana has seen much economic development within the past decade. The media and the International Monetary Fund (IMF) reports show that the economy of Ghana is growing (Stiftung, 2012). There have been improvements in the macro and micro economic activities in the country. The chief executive officer of the Ghana Investment Promotion Centre stated that, Ghana's economy is ready for huge foreign direct investment inflows that can help to transform the economy (Stiftung, 2012). Successive governments have shown concern and efforts to ensure sustained economic growth and development in the country in enhancing nation building.

However, recent trends of events in the country tend to show that Ghana is becoming unstable on the path of nation building. There have been media reports concerning series of inter and intra-ethnic conflicts, chieftaincy and religious conflicts which have culminated into deaths of people besides massive destruction of property amounting to millions of Ghana Cedis in the past two decades (Kukubor, 2006; Blege, 2001). Some of the most prominent conflicts have been between Peki and Tsito, Nkonya and Alavanyo, Kusasi and Mamprusi in Bawku, Konkombas and Nanumbas, as well as chieftaincy disputes in Yendi, all in Ghana (Assimeng, 2003). The daily awakening to realities of barbaric killing, insecurities, ethno-political tensions and horror signs of anarchy across the regions of Ghana are issues of concern to some well-meaning Ghanaians.

There have been occasional growing aggressions by some political parties to win political power at all cost which have also resulted into the making of statements that have the tendency to inflame passions (Kukubor, 2006). There have been growing sentiments between governments and the minority parties in the country with frequent disagreements. There is also the need to speak into the recent spates of demonstrations and incessant strikes and threatening of strikes from aggrieved labour unions in the wake of COVID-19 pandemic. Solving of threatening issues in society calls for worthwhile education as stipulated in the Sustainable Development Goal 4.

From the foregoing, education can be one of the keys to peace, stability and development in every country. Knowledge about nation building can provide citizens with the power to reflect, make informed choices and enjoy better lives. Education can break the cycle of poverty and ignorance, ensure consciousness of citizens' rights and liberties and serve as one of the key ingredients to social and economic development. For the growth and development of the citizenry, it is important to have good teachers, and good teachers can be produced if there is a good system of teacher education and dedicated and efficient teacher-educators. One area that education can affect change so far as nation building is concerned in Ghana is the impact of Social Studies curriculum on the individuals. Well drawn structure of the content of nation building in the Social Studies subject is expected to go a long way if effective teaching and learning are put in place (Odumah, 2008).

Social Studies in the Ghanaian educational system is a subject that has its goal as citizenship education (Blege 2001; Ayaaba, 2008; Odumah, 2008; Ayaaba, Eshun, & Bordoh, 2014; Eshun, 2020). According to the African Social and Environmental Studies Programme (ASESP, 1990), citizenship education is the gradual preparation of the youth to fit into the society. Among the subjects that are taught in our schools, Social Studies tends to make it its aim of inculcating good citizenship skills into the youth. It involves the inculcation into the youth, positive attitudes, values and skills that will enable them to become reflective, competent and participatory citizens. It is therefore important to consider how the subject Social Studies is taught and learned in our schools. Teaching and learning are very vital in every area of studies, how effective a particular subject is taught or handled by teachers and how effective this subject content is learnt and assimilated by the students is crucial of which Social Studies is not an exception. This study therefore examined the knowledge base and perception of SHS Social Studies teachers on the teaching and learning for nation building.

The following research questions guided the study: (1) What are the knowledge of SHS Social Studies teachers on nation building?, and (2) What are the perceptions of SHS Social Studies teachers on the teaching and learning of Social Studies for nation building? These hypotheses were also tested @ 0.05 level of confidence: H_{01} : There is no statistically significant relationship between knowledge and practices of Social Studies teachers on nation building; and H_{02} : There is no statistically significant differences among male and female teachers with respect to their knowledge in nation building. This study focused on the knowledge and practices of SHS Social Studies teachers on teaching and learning of Social Studies for nation building. It was further delimited to Social Studies teachers in the Eastern Region of Ghana.

LITERATURE AND THEORETICAL REVIEW

With the theoretical review, the pragmatic approach (attributed to John Dewey) and closely allied to the constructivist approach is applied in this study. This exposes students to subjects such as Social Studies which equip them with the understanding and skills to explore the world in which they live (Kivinen & Ristela, 2003).

Theories of learning provide a pedagogical basis for understanding how students learn. It also enables teachers to become increasingly sophisticated in their understanding of the purpose and nature of teaching. Theories of learning can function as analytical tools, and can be used to judge the quality of the classroom experience. Since there are many approaches to learning, the selection of a distinct theory then becomes very necessary in the matter of trying to inculcate ideals in learners. Scholars such as Bigge and Shermis (1998) categorised learning theories into two - the stimulus response conditioning theories of the behaviourist family (these include the work of B.F Skinner, Ivan Pavlov, Thorndike and Watson) and the interactionist theories of the cognitive family (these include the work of Jean Piaget and Robert Gagne). Alternatively, scholars such as Anctil, Hass and Parkay (2006) categorised learning theories into three vis-à-vis behaviourism, cognitivism and constructivism. The classification of theories of learning into two or three sub-sets arises from a subjective assessment of the differences between approaches to learning. Thus, for this study and to ensure clarity, the approach suggested by Anctil et al. (2006) was adopted and discussed with constructivist approach to teaching and learning.

Constructivist theory is based upon the idea that learning is an active process in which learners build or 'construct' new ideas or concepts based upon their current or past knowledge, social interactions and that motivation affects the construction. According to Anctil et al. (2006) the origin of constructivism can be traced back to the Gestalt idea that learners seek to organise new information into a meaningful whole. However, Atherton (2011) believed that the work of Jean Piaget and John Dewey on the theory of childhood development and education led to the evolution of constructivism.

Jean Piaget argued that humans learn through the 'construction' or building of one logical structure after another. He also concluded that the logic of children and their modes of thinking are initially entirely different from those of adults (Smith, Cowie, & Blades, 2011). In a similar manner John Dewey pointed out that education should be grounded in real experience. The implications of these theories and how they were applied have shaped the foundation for constructivist education. This is because constructivism encourages and accepts students' autonomy and initiative. It enables the teacher to search for students' understanding and prior experiences about a concept before teaching it to them. It encourages communication between the teachers and the students, and between the students. It encourages students' critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourages them to ask questions. This calls for the need to ascertain the knowledge base and perception Social Studies teachers have concerning the concept of nation building in line with citizenship education. This is because constructivism puts students in situations that might challenge their previous conceptions and creates contradictions that will encourage discussion.

Nation-building is constructing or structuring national identity using the power of the state (Mylonas, 2017). Nation-building aims at the unification of the people within the state so that it remains politically stable and viable in the long run. According to Mylonas (2012), "legitimate authority in modern national states is connected to popular rule, to majorities. Nation-building is the process through which these majorities are constructed" (p. 56).

Nation builders are those members of a state who take the initiative to develop the national community through government programmes, including military conscription and national content mass schooling (Darden & Grzymala-Busse, 2006) Nation-building can involve the use of propaganda or major infrastructure development to foster social harmony and economic growth. According to political scientist Andreas Wimmer, three factors tend to determine the success of nation-building over the long-run: "the early development of civil-society organisations, the rise of a state capable of providing public goods evenly across a territory, and the emergence of a shared medium of communication" (Wimmer, 2018, pp. 23-25).

In the modern era, nation-building referred to the efforts of newly independent nations, notably the nations of Africa and the Balkans, to redefine the populace of territories that had been carved out by colonial powers or empires without regard to ethnic, religious, or other boundaries (Harris, 2012). These reformed states would then become viable and coherent national entities. Nation-building includes the creation of national paraphernalia such as flags, anthems, national days, national stadia, national airlines, national languages, and national myths. At a deeper level, national identity needed to be deliberately constructed by molding different ethnic groups into a nation, especially since in many newly established states colonial practices of divide and rule had resulted in ethnically heterogeneous populations.

This really calls for ascertaining the perception of Social Studies teachers of the concept of nation building. This is because the knowledge base of Social Studies teachers influences their classroom practices (Bekoe & Eshun, 2013; Quashigah et al., 2013). Proper conception of nation building has become very necessary in our current developmental dispensation. National development of Ghana aims at the attainment of general accepted standards and norms in respect of the nation's economic system, political organization, ethnic and religious relationship, family life and overall relations and responsibilities between the nation and individual persons or communities.

These objectives represent the types of knowledge, skills, attitudes and values which Social Studies for Ghanaian schools aim at inculcating in the youths. It can hereby be vitalized that Social Studies is one of the areas of study through which national objectives on education can be achieved. It has been argued that the legitimate contributions which Social Studies have to offer a child can best be considered in relation to the ultimate purpose of education in Ghana. For instance, Osakwe and Itedje (1993) were of the opinion that the goals of Social Studies education may be said to be coterminous with those of the entire school programme in its efforts to help young people to become responsible thinking-feeling people. From the foregoing, one could rightly conclude that Social Studies objectives and Ghana's national objectives on education are "two side of the same coin" and it is through the successful attainment of these objectives that the nation could be self-reliant. The issue at stake is whether the contents of Social Studies curriculum in the SHS is being implemented the way it should in accomplishing the valuable objectives. Miranda (2000) was of the opinion that, to teach is not to assert that what is taught is true but also to subject it to clarification and explanation as to why it is true. He went further to say that, to ensure this, there is the need for teachers who are more than classroom technicians; who are sensitive to human needs; who are culturally

aware; who can plan and develop learning materials; and who are creative and also create learning environments in schools that permit students to act in these ways. He submitted that learning is too important to be left in the hands of incompetent or insensitive individuals.

Miranda (2000) believes that ministering to the part and not the whole is a sure-fire strategy for failure. Such piece-meal tinkering according to him is not only costly, but both in the long and short-term frustrating. Educators need to recognize the far-reaching societal implications of the process we call schooling and move rapidly on a coordinated front to systematically remove practices that have negative consequences for students and staff. Therefore, it is required of Social Studies teachers to find a reasonable balance between having students cover a significant number of contents and study topics in depth on the concept of nation building.

There is a close relationship between education and nation building with particular reference to Social Studies education. It has also been established that the nation could attain its educational objectives, most importantly building the nation with effective teaching and learning of Social Studies. Today, one of the most basic aims of educational institutions is to have individuals acquire problem solving skills and prepare them for life. Students are expected to be successful individuals at adapting their problem-solving skills to their individual and social lives (Erden, 2005). From the foregoing, it becomes imperative to ascertain the knowledge base and perception of Social Studies teachers on the concept of nation building.

METHODOLOGY

The research was guided by the positivist research paradigm. According to Feilzer (2010) positivism involves hypothesis testing to obtain “objective” truth. A quantitative approach was employed for the study. Quantitative study is a formal, objective, and systematic process in which numerical data are used to obtain information about any subject (Burns & Grove, 2005, p. 23). The research design chosen for this study was a descriptive survey. This type of design is usually conducted to estimate the prevalence of the outcome of interest for a given population (Gay, 1996).

Best and Khan (2006) similarly referred to population as “a group of individuals or people that have one or more characteristics in common that are of interest to the researcher” (p.13). Per this study, the target population included all the 792 Social Studies teachers in the 99 SHSs in the Eastern Region. The quality of any research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that is adopted (Cohen, Manion & Morrison, 2011). To simplify the process of determining the sample size for a finite population, Krejcie and Morgan’s (1970) Table was used to determine the sample. Krejcie and Morgan’s (1970) Table is very essential and adequate for descriptive studies. Therefore, using the Krejcie and Morgan’s Table, the sample size of the total population for 792 was 260 Social Studies teachers. Krejcie and Morgan’s (1970) sample table is based on the following formula:

$$s = \frac{X^2 NP}{(1-P) + d^2 (N-1) + X^2 P (1-P)}$$

s = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the confidence level (3.841)

N = the total population size

P = the population proportion (assumed to be 50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.05)

Fraenkel and Wallen (2010) have also indicated that for descriptive studies, a larger sample size produces desirable results to generalise over the population. Therefore, a sample size of 260 out of a total of 792 Social Studies teachers was considered large enough to produce the desired results. and allow for generalisation of the findings over the population. Simple random was used in selecting the Social Studies teachers for the study. The simple random technique was used in order to give each school an equal chance of being selected and it also helped to avoid biases in selecting the respondents. This was used to help improve the representativeness of the sample by reducing sampling error. Questionnaire was the main data collection instrument employed for the study. According to Sarantakos (2013), questionnaires produce quick results and they are less expensive than other techniques. Questionnaires can be completed at the respondent's convenience. They offer greater assurance of anonymity and offer less opportunity for bias or errors caused by presence or attitude of the researcher. It is an efficient method in the sense that many respondents can be reached within a short time.

Validity and reliability of questionnaire instrument were ensured, Face and content validities were established by submitting the instruments to colleagues to evaluate whether the items were relevant to the research questions. Cronbach's Alpha was employed to establish the reliability of the instrument during the pilot-test. Pavet, Deiner, Colvin, and Sandvik (2011), have indicated that in terms of reliability, the most important figure is the Alpha value which is Cronbach's Alpha co-efficient. Pavet et al. (2011) indicated that any scale with Cronbach's Alpha of less than 0.7 cannot be considered reliable. On the basis of that the value of 0.823 which was the Cronbach's Alpha co-efficient for the pilot-test is above 0.7 and therefore was considered reliable. As a further step to determine the internal consistency of the instrument, a Cronbach Alpha (α) was computed. The choice of Cronbach alpha (α) co-efficient was made on the merit of views of Mitchell (1996) who contended that Cronbach Alpha is used when measures have multi-scored items. This exercise helped to correct any ambiguities that were detected and other items that will not be relevant to the research.

Issues of ethics was also considered. Ary, Jacobs and Sorensen (2010) point out that there are four stages in research ethics, namely: planning, data gathering, processing and interpretation of data as well as the dissemination of results. At the data collection stage, in conducting or administering questionnaires, due honesty was exercised. The teachers were given the opportunity to fill their questionnaires privately, in order to ensure confidentiality. In dissemination of results, measures were taken to ensure privacy, anonymity and confidentiality of all participants. This means that the names of the participants were not used or revealed throughout the research project. The discussion of the findings was based on the trends that emerged from the data and not from any preconceived ideas.

Data from the research was processed and analysed quantitatively. The completed questionnaires were serially numbered and coded into the SPSS software. The analysis involved coding, organizing, describing, interpreting, cross tabulating and drawing conclusions. The analysis was done in two stages. The first stage of analysis focused on descriptive statistics that involved computing of frequencies, percentages, means and standard deviations. The data was synthesized and transformed into tabular form to illustrate the relative proportions where applicable. The means and standard deviations were used in analyzing the research questions. The second stage included inferential statistics. Inferential statistics including multiple regression was used in analyzing the research hypothesis 1. A significant level of 0.05 was used to test the observed prediction that was significant to the dependent variable. This was adopted for presenting and analyzing the data in this study. F-tests was used to compute the significance of each added variable or set of variables to the explanation reflected in R-squared. This approach helps to identify the unique contribution of each predictor to the outcome variable. A research hypothesis 2 was analyzed using independent samples t-test. Independent samples t-test determines whether there is statistically significant difference between the means in two unrelated groups. The dependent variables here are knowledge in nation building and the independent variable is gender (male and female).

RESULTS AND DISCUSSIONS

This section focused on presenting results that reflect whether SHS Social Studies teachers in Ghana have knowledge and positive perception towards nation building as a process of fostering unity in their Social Studies classrooms and in society at large. The analysis was based on the 96% return rate data obtained from 260 teachers. This implies that out of the targeted 260 Social Studies teachers in Eastern Region of Ghana, 250 were available and responded to the questionnaire. The quantitative data were analysed using inferential statistics (independent samples t-test and Pearson Product Moment Correlation-PPMC) and descriptive statistics (means, standard deviations, frequencies, and percentages). The first part of this section describes the demographic characteristics of the respondents who were Social Studies teachers in the Eastern Region of Ghana. In the second part, the research findings are presented based on the research questions and hypotheses formulated for the study.

The background information of the respondents for the study is presented in Table 1.

Table 1: Demographic characteristics of the respondents

Variables	Subscale Measured	Freq.(no)	Percent %
Gender	Male	156	62.4
	Female	94	37.6
Years of teach Exp.	0-5 years	45	18.0
	6-10 years	152	60.8
	11- 15 years	39	15.6
	16 years and above	14	5.60
Educational Qualification	Diploma	09	3.60
	Degree	198	79.2
	Master Degree	43	17.2

Source: Field Data, 2021.

n=250

The results displayed in Table 1 indicates that the majority of the Social Studies teachers in Eastern Region of Ghana were males (n=156, 62.4%). The female teachers were the least among the obtained sample (n=94, 37.6%).

Concerning the number of years of teaching experience, the results show that most of the Social Studies teachers in Eastern Region of Ghana have taught for 6-10 years (n=152, 60.8%). Finally, on the educational qualification, it was found that most of the Social Studies teachers involved in the study were degree holders (n=198, 79.2%).

Knowledge of SHS Social Studies Teachers on Nation Building

The main drive for this study was to explore the knowledge of SHS Social Studies teachers of the concept of nation building. To achieve this, means and standard deviations were used for the analysis. Table 2 presents the results on the descriptive statistics of the study variables (conception/knowledge of SHS Social Studies teachers on nation building).

Table 2: Results on the descriptive statistics of knowledge of SHS Social Studies teachers on nation building

Statements	Mean	Std.D
1. Nation building helps in inculcating the right types of values and attitudes.	3.876	1.723
2. I have sufficient knowledge in the teaching of Social Studies for nation building.	3.753	1.608
3. Nation building is to develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Ghana.	3.673	1.138
4. Nation building helps students to acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control, comradeship, co-cooperativeness, liberty and social security.	3.626	1.698
5. Teaching nation building is to develop the ability to adapt to his environment.	3.523	1.933
6. I have the theoretical knowledge regarding use of teaching and learning resources in teaching nation building.	3.433	1.403
7. Teaching of nation building inculcate national consciousness and national unity.	3.425	1.230
8. Nation building develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities.	3.253	1.123

Source: Field Data, 2021.

n=250

Key: n* = Sample

Std. D*=Standard Deviation

Table 2 presents the results on the descriptive statistics of conception of SHS Social Studies teachers on nation building. In this study, it was found that most SHS Social Studies teachers in the Eastern Region have the ideology that nation building helps in inculcating the right types of values and attitudes. This is evident in the high mean score of teachers on that item (M=3.876, SD=1.723).

It was further found that most SHS Social Studies teachers in the Eastern Region have the ideology that teachers have sufficient knowledge in the teaching of nation building (M=3.753, SD=1.608). The teachers further recounted most SHS Social Studies teachers in the Eastern Region have the ideology that nation building is to develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Ghana (M=3.673, SD=1.138).

It was further realised that most SHS Social Studies teachers in the Eastern Region have the conception that nation building helps students to acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control, comradeship, cooperativeness, liberty and social security (M=3.626, SD=1.698).

In another similar results, it was found that most SHS Social Studies teachers in the Eastern Region have the idea that teaching Social Studies for nation building is to develop the ability to adapt to one's environment (M=3.523, SD=1.933). It was further found that most of the teachers have the view that they have the theoretical knowledge regarding the use of teaching and learning resources in teaching for Nation Building (M=3.433, SD=1.403).

It was again found that most SHS Social Studies teachers in the Eastern Region have the knowledge that teaching of nation building inculcates national consciousness and national unity (M=3.425, SD=1.230). It was finally found that most SHS Social Studies teachers in the Eastern Region have the idea that nation building develops a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities (M=3.253, SD=1.123).

The study agrees with the assertion of Biesta (2006) and Eshun and Mensah (2013), that Social Studies stands out to be the most appropriate subject that could enhance citizenship education in schools. This is as a result of the multidisciplinary and interdisciplinary content and the child-centred approaches to teaching and learning. According to the findings of this study, majority of the Social Studies teachers believe that, nation building as a content in the discipline helps in inculcating the right types of values and attitudes.

Perceptions of SHS Social Studies teachers on the teaching and learning of the subject for Nation Building

The main thrust for this study was to assess the perception of SHS Social Studies teachers on the teaching of the subject for nation building. To realize this, means and standard deviations were used for the analysis. Table 3 presents the results on the perception of SHS Social Studies teachers on the teaching of Social Studies for nation building.

Table 3: Results on the descriptive statistics of perception of SHS Social Studies teachers on the teaching and learning of the subject for nation building

Statement	Mean	Std.D
1. I perceive that its appropriate to convey different sources and opinions about nation building to students.	3.623	1.243
2. I perceive that knowledge on nation building should be kept abreast with scientific developments.	3.452	1.813
3. To promote understanding of concepts, practical examples should be the hallmark of nation building to teachers	3.276	1.231
4. I perceive that effectively relating concepts to the realities of society helps students understand nation building.	3.243	1.438
5. I perceive that authentic classroom tasks is appropriate in enhancing nation building in students	3.212	1.130
6. Competent teachers create classroom environment required for effective teaching and nation building	3.129	1.293
7. Nation building requires students being actively involved in the lessons in Social Studies to understand what is being taught	3.123	1.291
8. Teaching and learning materials should be designed to help students understand lessons better by the teacher	3.035	1.830
9. I perceive that the precondition for teaching nation building effectively is knowledge in the steps in teaching Social Studies.	2.923	1.823

Source: Field Data, 2021.

n=250

Key:n*=sample

Std. D*=Standard Deviation

As offered in Table 3, the results on the descriptive statistics of perceptions of SHS Social Studies teachers on the teaching of Social Studies for nation building are described. It was found from the study that most SHS Social Studies teachers in the Eastern Region give tasks that help students look for information other than what has been taught in the classroom (M=3.623, SD=1.243). In another related results, it was found that most SHS Social Studies teachers in the study update their knowledge on nation building by keeping abreast with scientific developments (M=3.452, SD=1.813). This implies how positively perceived SHS Social Studies teachers are in their quest to teach Social Studies for nation building.

In another results, it was found that most SHS Social Studies teachers in the region convey different sources and opinions about nation building to their students (M=3. 276, SD=1. 2312). Further reactions from the teachers indicated that most of the Studies teachers in the region use

practical examples and illustrations to promote understanding of concepts ($M=3.243$, $SD=1.438$). This infers how appropriate SHS Social Studies teachers convey their quest to teach Social Studies for nation building.

In another related results on the perceptions of SHS Social Studies teachers on the teaching of the subject for nation building, it was found that majority of SHS Social Studies teachers in the Eastern Region design the teaching and learning materials themselves and use them in activities to help students understand lessons better ($M=3.129$, $SD=1.293$). The result suggests how practical SHS Social Studies teachers are in their quest to teach Social Studies for Nation Building.

Furthermore, majority of the SHS Social Studies teachers in the Eastern Region asserted that they effectively make use of concepts and relate them to the needs and realities of the society to help students understand what is being taught ($M=3.123$, $SD=1.291$). Similarly, it was found that majority of the SHS Social Studies teachers in the Eastern Region effectively involve their students actively in lessons in Social Studies teaching ($M=2.923$, $SD=1.823$). This implies the core of SHS Social Studies teaching is imperative as the quest to teach Social Studies for nation building.

The results from the study support a quantitative analysis of Darling-Hammond (2000) who indicated that measures of teacher preparation and certification are by far the strongest correlates of student achievement. Miranda, (2000) was of the opinion that, to ensure this, there is the need for teachers who are more than classroom technicians; who are sensitive to human needs; who are culturally aware; who can plan and develop learning materials; and who are creative and also create learning environments in schools that permit students to act in these ways. He submitted that learning is too important to be left in the hands of incompetent or insensitive individuals. Educators need to recognize the far-reaching societal implications of the process we call schooling and move rapidly on a coordinated front to systematically remove practices that have negative consequences for nation building. Therefore, it is required of Social Studies teachers to find a reasonable balance between having students cover a significant number of contents and study topics in-depth to enhance the achievement of the concept of nation building.

Research Hypotheses

H₀1: There will be no statistically significant relationship between knowledge and practices of Social Studies teachers on nation building. **H_A1:** There will be statistically significant relationship between knowledge and practices of Social Studies teachers on nation building

In research hypothesis one, relationship between knowledge and practices of Social Studies teachers on nation building was tested. To attain this, Pearson Product Moment Correlation Co-efficient (PPMCC) was used for the analysis. In the analysis, correlation (r) was used to determine the degree and the direction of the relationship between the independent's variables

(relationship between knowledge and practices of Social Studies teachers on nation building). The correlation was tested at 0.05 level of confidence.

Table 4: Results on the relationship between knowledge and practices of Social Studies teachers on nation building

Correlations Table		Knowledge	Practices
Variables			
Knowledge	Pearson Correlation	1	.899
	Sig. (2-tailed)		.000*
	N	250	250
Practices	Pearson Correlation	.899	1
	Sig. (2-tailed)	.000*	
	N	250	250

Source: Field Data, 2021.

The results in Table 4 suggest that teachers' knowledge of nation building correlate with the practices of nation building. The results showed a significant strong positive correlation between the two variables, ($r = .899^{**}$, sig. = $.000^{**}$ $p < .01$). The two variables share a variance of .899 (90%). The results imply the relationship between two variables is very strong and therefore, SHS Social Studies teachers in the Eastern Region's Knowledge in nation building could predict or influence their practices in nation building

H₀2: There will be no statistically significant differences between male and female teachers with respect to their knowledge in nation building H_A2: There will be statistically significant differences between male and female teachers with respect to their knowledge in nation building. In hypothesis two, alpha level of .05 confidence was tested to find out whether there will be statistically significant differences among male and female teachers with respect to their knowledge in nation building. To assess the differences, independent sample t-test was considered appropriate for the study based on its assumptions. In this hypothesis, the assumption for an independent t-test beholds that the scale of measurement applied to the data collected follows a continuous or ordinal scale, such as the scores for an independent group.

Table 5: Results of independent differences between male and female teachers with respect to their knowledge in nation building

Gender	Mean	SD	t-value	df	P-value
Male	15.33	1.423	3.312	248	.078
Female	16.15	2.240			

Source: Field Data, 2021.

Results on independent differences between male and female teachers with respect to their knowledge in nation building are presented in Table 5. The results show that there is no statistically significant difference between male and female teachers with respect to their

knowledge in nation building. The descriptive result is recorded as $M = 15.33$, $SD = 1.423$ for male teachers and female teachers produced a result of $M = 16.15$, $SD = 2.240$ both with a calculated t -value of $t(df=248) = 3.312$; $Sig. = .078^*$, $p < .05$, 2-tailed). The results practically imply that both male and female teachers have similar knowledge in nation building. Therefore, this research work accepts the null hypothesis that, there is no statistically significant difference between male and female teachers with respect to their knowledge in nation building and reject the alternate hypothesis that there will be statistically significant differences among male and female teachers with respect to their knowledge in nation building.

From the foregoing, it therefore seems imperative to incorporate the constructivist ideology in the teaching and learning of the concept of nation building in Social Studies. Theories of learning provide a pedagogical basis for understanding how students learn and perform. This calls for the application of the Constructivist theory in this study. Constructivist theory is based upon the impression that learning is an active process in which learners build new concepts based on their existing or previous knowledge, social relations and that motivation affects the construction. In this wise, the application of the constructivist theory in this study was to enable teachers to become increasingly sophisticated in their understanding of the purpose and nature of teaching. This is because constructivism reassures and admits students' autonomy and initiative. It allows the teacher to search for students' understanding and prior experiences about a concept before teaching. It encourages communication between the teachers and the students, and between the students as it inspires students' critical thinking and inquiry. This acted as the springboard to ascertain the knowledge base and perception Social Studies teachers have concerning the concept of nation building in line with citizenship education.

CONCLUSION AND RECOMMENDATIONS

SHS Social Studies teachers in the Eastern Region have positive knowledge about nation building. Their perception probably shapes their views and ideas about how to handle the teaching and learning of nation building. SHS Social Studies teachers in the Eastern Region have positive perception about the practices of nation building. SHS Social Studies teachers in the Eastern Region were able to breach the gap between theory and practice by putting into practice the knowledge in nation building for students to understand.

It is therefore, recommended that to maintain effective teaching and learning for nation building. Policy makers in education, such as the Ministry of Education (MOE) and the Ghana Education Service (GES) should come out with policies that will ensure that all SHSs have standardized policy on the recruitment of subject teachers and the maximum number of subject's teachers who are trained in the subject. Also, a teacher efficacy instrument should be employed to determine efficacy levels as part of the recruitment process to help in the teaching and learning for nation building in Social Studies issues.

REFERENCES

- African Social and Environmental Studies Programme (ASESP, 1990). Social studies curriculum and teaching resources book for Africa. ASESP.
- Anctil, E. J., Hass, G., & Parkay, F. W. (2006). Teachers, public life and curriculum reforms. Pearson Education Inc.
- Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to research in education (8th ed). Cengage Learning.
- Asante, S. K. B. (2003). The constitutional and legal framework for national integration. Black Mask Ltd.
- Assimeng, M. (2003). Marginalisation, religion and ethnic intolerance. Black Mask Ltd.
- Atherton, J. S. (2011). Learning and teaching; constructivism in learning. Retrieved from <http://www.learningandteaching.info/learning/constructivism>.
- Ayaaba, D. A., Eshun, I., & Bordoh, A. (2014). Achieving the citizenship education goal of the social studies curriculum in Ghanaian senior high schools: Challenges and the way forward. *Open Science Journal of Education*, 2(6), 61-65.
- Ayaaba, D. (2008). The role of social studies education in national development. Accra: Salt and Light Publications.
- Bekoe, S. O., & Eshun, I. (2013). Influence of the differences in social studies teachers' curriculum conceptions on curriculum implementation in senior high schools in Ghana: Implication for national curriculum policy. *Developing Country Studies*, 3(5), 105-113.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education Inc.
- Biesta, G. J. J. (2006). *Beyond learning democratic education for a human future*. Paradigm Publishers.
- Bigge, M., & Shermis, S. (1998). *Learning theories for teachers*. Longman
- Blege, W. (2001). *Social studies theory and practice*. Wally Bleges Publication.
- Burns, N., & Grove, S. (2005). *The practice of nursing research: Conduct, critique, and utilization* (5th ed.). Elsevier.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. (7th ed). Routledge.
- Constitution of the Republic of Ghana (1992). Retrieved from <https://www.ghanaweb.com/GhanaHomePage/republic/constitution.php>
- Darden, K., & Grzymala-Busse, A. (2006). The great divide. *World Politics*, 59(1), 83-115.
- Darling-Hammond, L. (2000). *Studies of excellence in teacher education*. American Association of Colleges of Teacher Education.
- Erden, M. (2005). *Introduction to teaching profession*. Epsilon Publishing.
- Eshun, I. (2020). Social studies curriculum through time and space: The Ghanaian conceptual perspectives of appraised scholarly works. *Education Journal*, 3(3), 81-104. DOI: <https://doi.org/10.31058/j.edu.2020.33007>

- Eshun, I., & Mensah, M. F. (2013). Investigation of pedagogical content knowledge of graduate social studies teachers in senior high schools in the Western Region of Ghana. *Journal of Education and Practice*, 4(4), 176-184.
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6-16.
- Fraenkel, J. R., & Wallen, N. E. (2010). *How to design and evaluate research in education*. (7th ed.). New York: McGraw-Hill Companies.
- Gay, L. R. (1996). *Educational research*. (5th ed). New Jersey: Prentice Hall Inc.
- Harris, E. (2012). What is new about 'Eastern Nationalism' and what are the implications for studies of ethnicity today? *Nationalism and Ethnic Politics*, 18(3), 337-357.
- Kivinen, O., & Ristela, P. (2003). From constructivism to a pragmatist conception of learning. *Oxford Review of Education*, 29(3), 363-375.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurements*, 30, 607-610.
- Kukubor K.B. (2006). Ethnicity, discrimination and national integration. *Global Journal of Arts and Social Sciences*, 2(3), 13-24.
- Miranda, S. A. (2000). Service learning: An essential component of citizenship education. *Social Education*, 65(4), 240-241.
- Mitchell, V. (1996). Assessing the reliability and validity of questionnaires: An empirical example. *Journal of Applied Management Studies*, 5, 199-208.
- Mylonas, H. (2012). *The politics of nation-building: Making co-nationals, refugees and minorities*. Cambridge University Press.
- Mylonas, H. (2017). *Nation-building: Oxford bibliographies in international relations*. Oxford University Press.
- Odumah, L. (2008). The relevance of controversial issues in social studies education. In Y. Ofosu-Kusi (Ed) *selected topics in social studies*, (pp.13-20). Ghana, Accra. Salt and Light Publications.
- Osakwe, E.O., & Itedje, P.O. (1993). *Social studies for tertiary students in Nigeria*. New Age Publishers.
- Pavot, W., Diener, E. D., Colvin, C. R., & Sandvik, E. (2011). Further validation of the satisfaction with life scale: Evidence for the cross-method convergence of well-being measures. *Journal of Personality Assessment*, 57(1), 149-161.
- Quashigah, A. Y., Eshun, I., & Mensah, M. F. (2013). Influences of the pedagogical content knowledge of graduate social studies teachers on questions they set in senior high schools in Ghana. *Research on Humanities and Social Sciences*, 3(6), 76-86.
- Sarantakos, S. (2013). *Social research* (4th ed.). Palgrave Macmillan.
- Smith, P. K., Cowie, H., & Blades, M. (2011) *Understanding children's development* (5th ed.). John Wiley and Sons.
- Stiftung, B. (Ed.). (2012). *Transformation index BTI 2012: Political management in international comparison*. Verlag Bertelsmann Stiftung.
- Walker, C. (2011). Nation-building or nation-destroying. *World Politics*, 24(3), 319-341

Wimmer, A. (2018). Nation building: Why some countries come together while others fall apart. *Survival*, 60(4), 151-164.