

Evaluating Strategies Employed in the Implementation of the Bachelor of Education Social Studies Curriculum in Colleges of Education of Ghana

ABSTRACT

This study evaluated strategies to implement the Four-Year Bachelor of Education in Social Studies Curriculum in the Colleges of Education of Ghana. The study employed a concurrent embedded research design. The study population consisted of College Tutors, HoDs, and Principals from CoEs running the B.Ed. Social Studies Curriculum. Census and simple random sampling techniques were used to select 47 participants for the study. The main instruments for data collection were questionnaires, observation guides and interview protocols. The quantitative data collected were coded, processed using the SPSS software and analysed with descriptive statistics. Qualitative data from the interview and observation sessions were analysed using thematic analysis. The Social Studies curriculum for Colleges of Education was successfully implemented with appropriate strategies planned and executed by the stakeholders to the college tutors who were the grassroots implementers, even though important components of the implementation process, which is the organisation of professional development sessions (PDS) and the preparation of proforma lesson notes, were not successfully carried out. It is recommended that the management of Colleges of Education and other stakeholders in Teacher Education should re-design and adopt pragmatic ways of organising professional development sessions (PDS) for tutors in Colleges of Education for its effective organisation to achieve maximum results. The policy of weekly organisation of professional development sessions should be reconsidered and tailored to fit well into the activities of Colleges of Education for effective implementation of the social studies curriculum.

Keywords: Curriculum; implementation; strategies; social studies.

The highlighted references are missing in the reference section. Please provide complete citations in reference section

1. INTRODUCTION

Over the years, countries have embarked on various curriculum reforms to ensure learners have the skills, knowledge, competencies, and experience required for future development (Huang et al., 2020). Countries worldwide regard curriculum reform as a significant and required means to ensure that schools enter the twenty-first century and respond to the fast-changing world (Huang et al., 2020). Curriculum reform involves changing curriculum objectives,

including the year, skills, knowledge, experiences, attitudes, and values students should develop (Gilbert, 2010). Curriculum reforms made by countries are necessary because of the rapidly changing society. In Ghana, various reforms have been made at all levels of education, i.e. basic, secondary and tertiary levels; notable among them are the sixteen guiding principles of education introduced by Governor Gordon Guggisberg, the 1951 Accelerated Development Plan and the 1961 Educational Act introduced by Dr. Kwame

Nkrumah, educational reforms under Major A.A. Afrifa and General E.K. Kotoka, as well as the introduction of the New Structure and Content of Education in 1974 by General Acheampong (Adu-Gyamfi, 2016).

The pre-tertiary education curriculum overhaul 2020 was unveiled by the National Council for Curriculum and Assessment (NaCCA, 2020), which stresses a student-centred approach to learning and ongoing assessment rather than learning to pass the test. The social constructivism and social realism theories in the social studies curriculum emphasise that learning is an active process where the learner constructs knowledge rather than acquiring it. Bekoe, Eshun, and Bordoh,(2013) revealed this assertion in an earlier study that "knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge, and this inspires the notion of performance-based assessment. The curriculum allows learners to expand, change, enhance and modify their worldview. Teachers will adopt thematic and creative pedagogical approaches that engage learners in a rich and rigorous inquiry-driven environment, such as talk for learning, project-based learning, games, modelling, questioning, brainstorming, demonstration and role-play which are necessary for achieving learning-centred classrooms and developing learners into creative, honest and responsible citizens (social studies standard core curriculum, 2020). Another change to enhance teacher preparation was replacing the former Three-Year Basic Education Diploma programme at Colleges of Education with the new four-year bachelor's education programme. This was one way to replace rote learning and assist teacher trainees using interactive learner-centred pedagogical paradigms (T-Tel, 2018). Even though social studies has been conducted for a long time, it is still a relatively recent field taught as a single school subject in Ghana and many other nations. This is new because most of the school curriculum's courses and disciplines, often known as conventional disciplines, predate Social Studies for decades or even centuries. It is also new because it still relies on ideas and generalisations from other fields of social science and the humanities and has not established its own body of knowledge (Kissock, 1981).

A significant innovation in teacher preparation is the new four-year B.Ed. The Social Studies curriculum for Colleges of Education (CoEs) in Ghana was introduced in 2017 to improve the

quality of social studies education in the country. The curriculum is responsible for providing future teachers with the knowledge and skills to effectively teach social studies in Junior High School. However, there is limited evidence assessing the extent to which the curriculum has successfully achieved its objectives. An emphasis in the literature is the theoretical nature of delivering the subject matter of the social studies curriculum in a CoE (Dankwa, 2022). Earlier curricula focused on teaching students about the concepts and theories of social studies, but it did not give them enough opportunities to apply these concepts and theories in real-world contexts. Again, tutors used approaches that included lectures and whole-class discussions, which did not allow students to learn through experiential and collaborative approaches. This could lead to students graduating from college with a good understanding of social studies, but they need to teach it effectively in the classroom without the skills.

Research shows that social studies in CoEs are often focused on content coverage without the application of adequate tools for instruction (Osei-Akoto & Eshun, 2021). The curriculum ensures that students learn a certain amount of content. However, it does not give them enough opportunities to develop skills by manipulating learning resources. This can lead to students graduating from college with good social studies content knowledge. However, without these skills, they need to think critically about social issues and solve social problems. This situation is alarming, as it can produce graduates of higher institutions who are grossly deficient in practical and professional competencies (Izuagba & Afurobi, 2009). According to Idaka and Joshua,(2005), the result of this state of affairs is the production of half-baked, ill-trained, and sometimes confused graduates. This and other related problems should be a cause for concern for all patriotic Ghanaians and educational stakeholders. Failure in education is unavoidable if difficulties in curriculum implementation are not fixed (Cobbold, 2017).

According to studies on implementation, there has not been much research, if any, conducted on the New Four-Year B.Ed Social Studies curriculum for CoEs. For instance, Gorely et al.,(2019) focused on evaluating active programmes for girls in schools in the United States. Ghazali,(2015) assessed Malaysia's use of school-based assessment systems. Setlhako,(2018) focused on evaluating an

intervention programme for secondary schools in the Tshwane West District of South Africa. Omane-Adjekum (2016) investigated student perceptions of the University of Cape Coast's B.Ed accounting curriculum. While focusing on research conducted in Ghana, Babah's,(2016) study covered Ghana's Eastern and Greater Accra Region CoE's former Social Studies curriculum. Eshun,(2018) used SHSs in the Cape Coast Metropolis to conduct a convergent study evaluating the Christian Religious Studies curriculum. However, the evaluation of the New Four-Year Bachelor of Education Social Studies curriculum for CoEs in Ghana is scant to nonexistent. This knowledge gap and likely pedagogical and content-alignment issues cited in the literature inspired the researcher to conduct a study evaluating the New Four-Year Bachelor of Education Social Studies Curriculum for CoEs in Ghana using ten colleges affiliated with the country's five public universities. This study aimed to evaluate strategies to implement the Four-Year Bachelor of Education (B.ED.) Social Studies Curriculum in CoEs of Ghana. This research question guided the study - Which strategies were employed to implement the B.Ed Social Studies curriculum objectives for CoEs? The study will help in informing Curriculum Development. The study will help identify gaps between the current B. Ed Social Studies curriculum and the needs of 21st-century education to guide future curriculum revisions. The study's findings will inform the inclusion of other contemporary social issues like digital citizenship and social justice movements. It will highlight the need for incorporating other technological active learning pedagogies that foster critical thinking, problem-solving, and collaboration skills.

1.1 Curriculum Implementation

Curriculum implementation is the fulfilment of officially prepared course content and process (Chaudhary, 2015; Mabale, 2013); application of ideas and innovations to teach knowledge, skills, concepts, and interpretations (Mulyasa, 2009; Chhem & Eng, 2007; Mabale, 2013); regular classroom activities involving students and teachers (Ogar & Opoh, 2015) an action taken to carry out an idea or reform (Cheung & Wong, 2012), a structure that aims to translate the curriculum into classroom activities and to create an attitude toward students accepting and participating in these activities (Okello & Kagoire, 2016; Mkandawire, 2010), the teaching of subjects according to rules (Badugela, 2012), and a systematic process that anticipates

successful completion of each stage, from the lowest to the highest level. According to Fixsen, Naoom, Blasé, Friedman, and Wallace (2005), "a specific set of actions aimed at putting into practice an activity or programme is curriculum Implementation." (p. 5). Because the emphasis is placed on defined activities intended for implementation rather than the actual implementation process, this definition presents curriculum implementation as static. Chikumbi and Makamure state that, in theory, curriculum implementation means putting into practice the official courses of study, syllabuses, and disciplines.

1.2 Concept of Curriculum Evaluation

Curriculum evaluation determines whether a curriculum, its components, or all are worthwhile (Bhavard, 2010, p. 72). The evaluation of curricula reviews, monitors, and informs appropriate stakeholders regarding the quality of education. Stakeholders are people like the public, teachers, students, and the government, who are affected by the curriculum choice. According to Hussain, Dogar, Azeem, and Shakoo,(2011), discussion, experiments, interviews (both group and individual), agency opinions, stakeholder observation techniques, questionnaires, practical performance, and official records are among the most crucial approaches and techniques. Most curriculum developers concur that following the adoption of a developed curriculum in schools, proper assessment procedures should be developed to examine its efficacy in accomplishing its purposes, goals, and objectives. Any unexpected consequences must also be mentioned in the feedback given so that information about the curriculum may help inform future changes to the curriculum. Once a new curriculum is introduced in schools, it will remain in place until the time comes when it is no longer necessary.

1.3 Concept of Social Studies Curriculum

Social Studies is a multidisciplinary subject that aims to equip learners with knowledge, attitudes, values and skills that will enable them to become active, informed, innovative and responsible citizens. Social Studies addresses the challenges or problems that confront and threaten the survival of Ghanaian society. It does so by allowing the learner to apply concepts, theories, and generalisations from various relevant disciplines to analyse, investigate, and come up with appropriate solutions to personal and societal problems. It allows learners to explore

their immediate environment and the world further. Therefore, Social Studies focuses explicitly on developing the learner's curiosity, critical thinking, problem-solving skills and competencies for personal development and leadership. Besides, it seeks to enhance communication and collaboration, creativity and innovation, digital literacy, cultural identity and global citizenship. The inclusion of Social Studies in the Common Core Programme of the Pre-tertiary Education Curriculum is intended to enable learners to acquire relevant tools to become effective, active and patriotic citizens and in the views of Quarthey,(1984) retorted that social studies could be defined as a subject that equips man with the necessary tools (knowledge, attitude and skills) to solve personal and societal problems. A solid social studies curriculum includes knowledge, experience, and resourcefulness to promote national cohesion and civic education. Social studies expose students to their cultural surroundings, which helps them form positive beliefs, values, and attitudes (Enem, 2017). In describing the scope of social studies, MOE,(2015) notes that the subject draws from geography, economics, and civic education and merges these topics to form a unique subject. According to Ravitch,(2016), social studies is considered a large umbrella covering various subjects, disciplines, and abilities. It is crucial to note that when subject areas are utilised to determine the scope of Social Studies, the goal is to enhance the understanding and values related to the subject areas.

This implies that the philosophy of learning Social Studies is based on the need to train citizens who are reflective, concerned, active and participatory citizens to fit into the ever-changing world and contribute their quota to society. Social Studies will provide avenues for learners to interact with people and interrogate issues to construct new knowledge and ideas, as well as describe, analyse, and evaluate issues critical to the survival of the human race. The curriculum is designed to generate activities that will make learning more relevant by using their previous knowledge, experiences and environments to acquire competencies.

1.4 Implementing the Objectives of the Social Studies Curriculum

Regarding Social Studies education, several studies (Kankam, 2016; Babah & MacHubert, 2017; Okon, 2020) have been conducted to ascertain the implementation process and how

the objectives have been situated in the context of the pedagogical process. According to Kankam,(2016), teachers should use a variety of teaching approaches. Another investigation into the extent to which the Social Studies curriculum has been successfully implemented in schools was conducted by Okon,(2020), which revealed that the government and other relevant groups hold conferences, seminars, and workshops on the strategies, methods, and creation of unique tools for curriculum evaluation. Okon concluded that identifying the challenges confronting Social Studies teachers would help Social Studies be put into practice well. Another study by Babah and MacHubert,(2017) in Ghanaian Colleges of Education revealed a strong correlation between the aims of the Social Studies curriculum and how that content is taught. The relationship between the curriculum objectives and the chosen Social Studies content was in the following areas: the teaching of inquiry and reflective inquiry techniques, the transmission of the Social Studies curriculum's cultural heritage, and the integration and interdisciplinary teaching of Social Studies. The content of the present Social Studies curriculum or syllabus of Colleges of Education in Ghana must be reviewed by the Ministry of Education, CRDD, universities, and Colleges of Education to make it more integrated (Babah & Mac Hubert, 2017). Kankam,(2016) asserted that there is evidence of continuous debate regarding the objectives of social studies instruction and potential methods for achieving specific societal goals (Brophy, 1990; Ross, 2006). However, this discussion does not stop the creation of the Social Studies curriculum's objectives. Citizenship education, which entails training citizens for active engagement in a democracy by giving them the necessary knowledge, skills, and values, is the primary objective of Social Studies (Haln, 2001; Ross, 2006). The essential goal of social studies education is to encourage students to be courteous, considerate, and engaged members of a society that is growing increasingly interconnected, according to the National Council for Social Studies,(1990).

2. METHODOLOGY

The study employed a concurrent embedded research design. The embedded design is a mixed-method design in which one dataset provides a supportive, secondary role in a study primarily based on other data types (Creswell et al., 2003). This design is used when researchers must include qualitative or quantitative data to

answer a research question within a primarily quantitative or qualitative study.

The study population consisted of College Tutors, HoDs, and Principals from CoEs running the B.Ed. Social Studies Curriculum. Principals and HoDs were involved in this study because they are tutors' direct supervisors in course delivery, lesson assessment, and internal teaching and learning process evaluation. Therefore, they are best positioned to provide sufficient information regarding implementing the Social Studies Curriculum. Census and simple random sampling techniques were used to select 47 participants for the study. These include 27 tutors, 10 HoDs, and 10 principals. A census sampling technique was used to select CoEs and the principals. A simple random sampling technique was also used to select 10 out of 31 CoEs offering Social Studies courses in Ghana. This was informed by Davies, Williams, and Yanchar,(2004) that 33% of the total population is sufficient to accurately reflect the population under investigation. The simple random sampling technique also gave all 31 colleges an equal probability of being selected for the study. The main instruments for data collection were questionnaires, observation guides and interview protocols. A 5-point Likert-type questionnaire was used to collect quantitative data. According to Amedahe (2002) and Oppenheim,(1992), Likert-scale questionnaires have a high return rate and are more favourable than open-ended questionnaires. The researchers used an observation guide to answer this study's research question. Amedahe,(2002) asserted that researchers gather information about their current conditions in observation studies rather than interviewing subjects by observing, listening to, and recording what they see. Some items in the observation guide include the extent of integrating subject knowledge and subject-specific pedagogic knowledge into the lesson and tutors' demonstration and familiarity with the NTS in the remote lessons.

Furthermore, a semi-structured interview guide for ten principals of the chosen colleges of education was employed to gather qualitative data for the study. An interview guide was created in a semi-structured format to avoid deviation from the quantitative findings gathered. Questions on the questionnaire were used to select the material for the interview guide. The primary purpose of the interview guide was to triangulate responses from a quantitative perspective. The interview guide was developed based on the quantitative data from the study's first phase to understand the quantitative results.

The quantitative data collected were coded and processed using the SPSS software. After the data were processed, descriptive statistics were used to understand the nature of the data. This allowed the researchers to address errors in the data. Descriptive statistics were used to analyse the respondents' demographic characteristics. After the quantitative data analysis, qualitative data from the interview and observation sessions were analysed using thematic analysis. The written and recorded data were transcribed and organised into several topics for convenience. Content, case, and inductive analyses were used to organise the data for analysis. Ethical guidelines were strictly followed to protect the dignity of the participants. The researchers sought the consent of all the respondents through principals of the institutions before conducting the study in their institutions. Ethical clearance was sought from the University of Cape Coast Institutional Review Board. Data collection was sent to the Board for assessment to ensure it meets the ethical requirements of conducting such a study.

3. RESULTS AND DISCUSSION

This section discusses the research question: *Which strategies were employed to implement the B.Ed Social Studies curriculum objectives for CoEs?* The data were analysed using descriptive statistics such as frequencies, percentages, means, and standard deviations. The data are organised in frequency distribution tables. Table 1 looks at the demographic information of the participants.

Table 1 indicates that 81.5 percent of tutors were male, while 18.5 percent were female. Regarding the teaching experience of the tutors, 59.3 percent of the tutors had taught for 16 years and above, 14.8 percent of the tutors had worked for 6 to 10 years, 14.8 percent of the tutors had worked for less than 5 years, and 11.1 percent of the tutors had worked for 11 to 15 years. Most of the tutors at the selected colleges had worked for 16 years or more.

Table 2 shows that 70.0% of the HoDs were male and 30.0% were female. The academic qualifications of the HoDs ranged from M. Ed to PhD degrees. The table shows that respondents with M. Ed constituted 20.0%, those with MPhil constituted 70.0%, and those with PhD degrees constituted 10.0%. The percentages affirm that all the HoDs have some form of education, and thus, it can be concluded that they can write and read and thus understand the research questions

posed to them. About the experience of the HoDs, it was revealed that 10.0 per cent of them had 6 to 10 years of experience, 30.0 per cent of the HoDs had worked for 11 to 15 years, and

60.0 per cent of the HoDs had worked for 16 years and above. Most HoDs from the selected colleges had worked for 16 years or more.

Table 1. Demographic characteristics of the tutors

Characteristics of the Tutors		Freq.	%
Sex	Male	22	81.5
	Female	5	18.5
Experience	Less than 5 years	4	14.8
	6 - 10 years	4	14.8
	11 - 15 years	3	11.1
	16 years and above	16	59.3

Source: Field survey (2024)

Table 2. Demographic information of the HoDs

Construct	Sub- Construct	Freq.	%
Sex	Male	7	70.0
	Female	3	30.0
Qualification	M.ED	2	20.0
	MPHIL	7	70.0
	PhD	1	10.0
Experience	6 - 10 years	1	10.0
	11 - 15 years	3	30.0
	16 years and above	6	60.0
Total		10	100.0

Source: Field survey (2022)

Table 3. Strategies for implementation of curriculum objectives

Statement	Tutors					
	M(SD)	SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1 Curriculum developers were sufficiently sensitised to curriculum implementation.	3.20(1.32)	2(7.4)	14(51.9)	1(3.7)	5(18.5)	5(18.5)
2 For effective implementation of the objectives, trainer training programmes for staff of CoEs were organised.	3.75(1.16)	6(22.2)	15(55.6)	1(3.7)	1(3.7)	4(14.8)
3 Professional development sessions were organised in CoEs	2.89(.89)	5(18.5)	7(30)	-	10(37)	5(18.5)
4 Proforma notes were developed for lesson delivery by tutors in CoEs.	2.93(.91)	6(22.2)	3(11.1)	1(3.7)	17(63)	-
5 As part of the implementation of the objectives, tutors delivered lessons systematically and sequentially, taking into consideration gender, inclusivity and equity	4.15(1.04)	13(48.2)	10(37.0)	-	4(14.8)	-
6 Tutors, as part of implementing the objectives, organised reflective sessions for teaching	3.85(.075)	4(14.8)	20(74.1)	1(3.7)	2(7.4)	-
7 Tutors also organised feedback sessions for the students to assess their level of understanding in implementing the objectives.	3.85(.75)	4(14.8)	20(74.1)	1(3.7)	2(7.4)	-
8 The Department head, the Principal, and other stakeholders periodically monitored lesson delivery to ensure that objectives were being implemented.	3.75(1.07)	8(29.6)	12(44.4)	2(7.40)	5(18.5)	-
9 To implement the curriculum objectives, tutors used various assessment practices to evaluate lessons.	4.35(.81)	14(51.9)	11(40.7)	1(3.7)	1(3.7)	-
10 In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum.	3.20(1.24)	4(14.8)	10(37.0)	6(22.2)	2(7.4)	5(15.5)
The mean of means/Ave Std Dev	3.59(1.00)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F, frequency; SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

Table 4. Strategies implementation of curriculum objectives

Statement	HoDs					
	M(Sd)	SA N(%)	A N(%)	U N(%)	D N(%)	SD N(%)
1 Curriculum developers were sufficiently sensitised to curriculum implementation.	3.60(.43)	3(30)	4(40)	-	2(20)	1(10)
2 For effective implementation of the objectives, trainer of trainer's programmes for staff of CoEs was organised	4.10(1.20)	4(40)	5(50)	-	-	1(10)
3 Professional development sessions were organised in CoEs	2.80(.43)		4(40)	-	6(60)	-
4 There was the development of Proforma notes for lesson delivery by tutors in CoEs	2.80(.43)		4(40)	-	6(60)	-
5 As part of the implementation of the objective, tutors delivered lessons systematically and sequentially, taking into consideration gender, inclusivity and equity	4.60(.52)	6(60)	4(40)	-	-	-
6 Tutors, as part of implementing the objectives, organised reflective sessions for teaching	4.60(.52)	6(60)	4(40)	-	-	-
7 Tutors also organised feedback sessions for the students to assess their level of understanding in implementing the objectives	4.30(.67)	4(40)	5(50)	1(10)	-	-
8 The Head of the Department, the Principal and other stakeholders periodically monitored lesson delivery to ensure objectives were being implemented	4.30(.95)	5(50)	4(40)	1(10)	-	-
9 As part of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons	4.40(.52)	4(40)	6(60)	-	-	-
10 In implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for future development of the curriculum.	3.60(1.35)	3(30)	3(30)	2(20)	1(10)	1(10)
The mean of means/Ave Std Dev	3.91(.80)					

Source: Field survey, 2022

Key: M = Mean, Sd = Standard Deviation, F, frequency; SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

Quantitative data on strategies employed to implement the objectives of the B.Ed Social Studies curriculum for CoEs: This research question focused on gathering information from tutors and HoDs regarding implementing curriculum objectives. Respondents were asked to agree or disagree with several statements concerning implementing the curriculum objectives; their responses are presented in Tables 3 and 4. The results presented in Table 3 indicate that most indicators received positive ratings (mean values exceeded 3.0), suggesting that the respondents agreed with the indicators. Although there were variations in the responses, they were deficient compared to most respondents who agreed. This indicates that tutors firmly believe that some strategies are required for effectively delivering the Social Studies curriculum.

The results presented in Table 3 show that the tutors generally agreed (MM = 3.59, ASd = 1.00) that they employed different strategies for implementing the Social Studies curriculum objectives. Again, the tutors disagreed (M=2.89, Sd=0.89) that professional development sessions were organised in CoEs, with 55.5% of the respondents constituting the majority (15) agreeing with the indicator. In contrast, 7.5% of respondents disagreed with the statement.

Again, 17 (63%) of the respondents thought that no Proforma notes were developed for lesson delivery by instructors in the CoE, which came with the calculated mean and standard deviation (M=2.93, Sd=0.91). It was agreed (M=4.15, Sd=.04) that tutors delivered lessons systematically and sequentially, taking gender, inclusivity, and equity into consideration. This indicator was agreed upon by 85.2% of the tutor respondents. Of the tutors, 24 (88.9%) further agreed (M=3.85, Sd=0.75) that tutors organised reflective teaching sessions to ensure the curriculum objectives were implemented.

Moreover, the respondents agreed (M=3.85, Sd=0.75) that they organised feedback sessions for the students to assess their level of understanding in implementing the objectives. With this, 88.9% of the respondents indicated their agreement with the statement posed to them. Further, 20 of the tutors, signifying 74%, agreed (M=3.75, Sd=1.07) that the Head of the Department, the Principal, and other stakeholders periodically monitored lesson delivery to ensure the objectives were implemented. However, 25.9% of tutor respondents indicated otherwise. Again, as part

of implementing the objectives of the curriculum, tutors used various assessment practices to evaluate lessons, which was agreed by 92.6% of the respondents, with a calculated mean of 4.35. Furthermore, it was revealed that in implementing the objectives of the curriculum, provisions were made for tutors to make suggestions for the future development of the curriculum (M = 3.20, Sd = 1.24).

In all, it was revealed that there are ways in which tutors use the implementation of the objectives of the Social Studies curriculum, including sufficient sensitisation on the implementation of the curriculum by the curriculum developers, training of the trainers' programmes for staff, organisation of the professional development sessions, tutors delivering lessons systematically and sequentially taking into consideration gender, inclusivity and equity, tutors organising reflective teaching sessions, tutors organising feedback sessions from the students to assess the level of understanding in implementing the objectives, Head of Department, the Principal, and other stakeholders periodically monitoring lesson delivery and tutors using various assessment practices to evaluate lessons.

Table 4 indicates that various strategies are generally used to implement the objectives of the Social Studies curriculum. This was evident from the overall mean and average standard deviation (MM= 3.91, ASd= 0.80). This implies that the HoDs agreed that implementing the Social Studies curriculum objectives was accomplished smoothly through different approaches. Expressly, 90%, representing most of the respondents, agreed that tutors organised feedback sessions for students to assess their level of understanding in implementing the objectives. The calculated mean and standard deviation values (M= 4.30, SD = 0.67) support respondents' opinions. In addition, the HoDs indicated their agreement (M= 4.40, Sd= 0.52) that tutors used various assessment practices to evaluate lessons to implement the curriculum objectives. This was revealed by 100% of the respondents.

Again, the respondents confirmed sufficient sensitisation on the curriculum implementation by the curriculum developers (M= 3.60, Sd=1.43), with seven of the HoDs representing 70% in support. Further, 9 of the respondents, constituting 90%, agreed that for effective implementation of the objectives, trainers of trainers' programs for staff of CoEs were

organised. This was also evident in the mean and standard deviation scores ($M = 4.60$, $SD = 0.52$). All 10 HoDs agreed that, as part of the implementation of the objectives, tutors delivered lessons systematically and sequentially, considering gender, inclusivity, and equity ($M = 4.60$, $Sd = 0.52$).

Qualitative Results on strategies employed to implement the objectives of the B.Ed Social Studies curriculum for CoEs: Principals were asked questions related to the study's research question. The following themes emerged from interviews with the college principals.

Sensitisation of staff, students and the community of practice: The principals of colleges of education in this study were asked how tutors gather sufficient information on the objectives of the B.Ed. Effective implementation of Social Studies Curriculum One dominant response collated from the interview was the sufficient sensitisation of staff, students, and the community of practice. According to most respondents, this was done through the organisation of workshops and orientations. For instance, one Principal said,

"We have focused on sensitising our tutors and students. We understand the importance of creating awareness and understanding of the curriculum's objectives among all stakeholders. This involves regular workshops, orientations, and communication to ensure everyone is well-informed about the curriculum's goals and expectations." (P4)

Another principal noted:

"Ensuring our faculty is well-prepared and confident in delivering the new B.Ed. Social Studies curriculum is crucial for its successful implementation. We are prioritising staff sensitisation through a comprehensive approach at the college. By providing in-depth training, resources, and support, we aim to equip our faculty with the necessary knowledge and skills to deliver the curriculum effectively." (P6)

While others have focused on sensitising both tutors and students, the interview responses show that there are colleges that further orient the entire community of practice to be abreast with the requirements of the B.Ed curriculum. For example, one Principal remarked,

"The entire college has been briefed on the expectations of the B.Ed curriculum, including the requirement for student-teachers to embark on Supported Teaching in Schools (STS) and teaching practices. College drivers, cooks and the like have all been oriented on the demands of the curriculum, and as such, they follow the time schedules to support the implementation." (P3)

Similarly, some colleges have initiated trainers' programmes for tutors. One of the principals mentioned that:

"We have initiated a 'trainer of trainers' programme for tutors. This program aims to equip our tutors with the necessary knowledge and skills to deliver the new curriculum effectively. Through this initiative, experienced educators train and mentor our tutors, ensuring they are well-prepared to implement the curriculum in an impactful manner." (P5)

Professional Development (PD) Sessions:

The principals were further asked how professional development (PD) sessions helped tutors gather information on the objectives of the Social Studies curriculum. The principals responded positively to the sessions' impact on helping tutors implement the objectives of the social studies curriculum. When asked how often the PD sessions were organised in the colleges, most of the principals asserted that PD sessions are organised monthly. One of the principals, however, mentioned that the session is organised once a semester in college:

"Professional development sessions used to be held intermittently as the need arises, specifically once in a semester. These sessions were scheduled based on the identified needs of the faculty and staff, and they aimed to provide ongoing support and training to enhance skills and knowledge in the education field." (P3)

Most of the principals mentioned that the attendance and interest of tutors in the PD session were encouraging and very high from the beginning of the programme. However, they quickly added that their interest had waned out, as most tutors do not attend PD sessions. One participant said,

Table 5. Interview results

Research Question	Themes
R1 = In what ways are the objectives of the B.Ed. Is the social studies curriculum for colleges of education being implemented?	Sensitisation of staff, students and the community of practice Professional Development (PD) Sessions Integrating aspects of GESI in the implementation of the objectives Ensuring tutors implement the objectives of the B.Ed. Social Studies Curriculum Measuring the achievement of the objectives
R3 = What pedagogical approaches do tutors use to deliver Social Studies instruction?	Pedagogical approaches used by tutors Assessing the effectiveness of pedagogical approaches Challenges in implementing the pedagogical approaches Supporting tutors during their pedagogical processes
R4 = What resources are needed for the effective delivery of the B.Ed. Social Studies curriculum?	Appropriate human and material resources for the implementation Available electronic materials for the implementation of the programme Available teaching resources in the colleges
R5 = How do tutors integrate assessment and the National Teachers Standards (NTS) in implementing the B.Ed. Social Studies Curriculum?	Awareness of the Assessment Policy and its accessibility Ensuring assessment of the curriculum is done following the NTEAP Guidelines Challenges in using the NTEAP guidelines in the assessment Suggestions for improving the NTEAP guidelines Ensuring tutors integrate the Professional Values and Attitude (PVA), the Professional Knowledge (PK) and the Professional Practice (PP) of NTS

Source: Field Data, 2022

"The college held professional development (PD) sessions every week. Initially, the tutors showed strong enthusiasm and interest in the PD sessions. However, this initial enthusiasm gradually diminished, and their participation and engagement in the sessions began to decline." (P6).

Integrating aspects of GESI in the implementation of the objectives: Gender Equality and Social Inclusion (GESI) is a key component of B.Ed. Social Studies Curriculum. In implementing the objectives of the B.Ed. In the social Studies curriculum, it is expected that the aspects of GESI will be integrated.

Probing how GESI is integrated into the implementation of the objectives of B.Ed. In the social Studies curriculum, participants mentioned that aspects of GESI were integrated into Social Studies lessons. For instance, one participant said:

"The College has a dedicated GESI/Gender committee that regularly hosts orientation workshops to promote awareness and understanding of gender-related issues and equality. These workshops aim to create an inclusive and supportive environment for all College community members. Tutors are therefore encouraged to integrate aspects of the GESI issues into their lessons." (P3)

Similarly, another principal from a different institution was of this view:

"To promote gender equality and social inclusion (GESI), various aspects such as gender, ethnicity, social status, and disability are incorporated into the curriculum. Tutors undergo training to learn and implement inclusive teaching techniques and be considerate of diverse backgrounds and needs. This approach aims to create a more supportive and effective learning environment for all students." (P5)

Ensuring tutors implement the objectives of the B.Ed. Social Studies Curriculum: The principals of the colleges in this study were asked how they ensured the objectives of the B.Ed. Social Studies tutors implemented the Social Studies curriculum. In response, most participants said they monitored and observed the Social Studies lessons delivered by the tutors. Monitoring or observation, according to the principals, was done either by themselves or by vice principals. For instance, one Principal responded,

"As a principal, part of my responsibilities includes conducting unannounced lesson observations of tutors while they are actively engaged in teaching and learning. Additionally, I ensure that the necessary learning resources are acquired and provided to the tutors as required." (P3)

The principals also said that they ensure that tutors implement the objectives of the curriculum by monitoring tutors' attendance at PD sessions. For them, PD sessions help tutors grasp the core objectives of the subjects they teach. Attendance at PD sessions, therefore, meant that tutors were equipped to implement the curriculum objectives. For example, one participant commented:

"Tutors are strongly encouraged to participate in workshops designed to explore and discuss the objectives outlined in the new B. Ed Social Studies curriculum. In addition to these workshops, there are regular departmental meetings where tutors can actively share and exchange ideas related to the curriculum and teaching strategies." (P8).

The principals also hinted at one of the key strategies they have insisted that tutors adopt to organise lessons sequentially and systematically. For instance, one noted the following.

"As a college, we have emphasised systematic and sequential delivery of lessons. We have developed a structured approach to lesson delivery to ensure that the content is delivered coherently and progressively. This approach helps our tutors effectively cover the curriculum objectives and ensures students receive a well-organised education experience."(P1)

Measuring the achievement of the objectives:

The participants were asked how they measured the achievement of the objectives of the B.Ed. Social Studies Curriculum. Most participants said that students' performance in Social Studies assessment helps determine the achievement of the objectives. For instance, one Principal had this to say: *"We measure the achievement of the objectives through the performance of student-teachers in the exams and during quizzes." (P1)*

Again, interviews and course appraisals from the students helped measure the achievement of the objectives. The participants also mentioned that they could determine whether the objectives

were achieved through observation or monitoring of lesson delivery. For example, a principal noted the following.

"I measure the achievement of the objectives by engaging in meaningful conversations with aspiring student teachers and experienced tutors, closely observing teaching sessions in diverse classrooms, meticulously analysing examination results, and critically evaluating the lesson presentations delivered by student teachers during their supervised teaching sessions." (P3)

Another added *I can assess the curriculum's learning objectives by conducting interviews with social studies students, observing social studies lessons and reviewing social studies assignments."* (P6)

Based on the first research question, the analysis showed that about eight teaching strategies were used by tutors in the implementation of the objectives of the Social Studies curriculum, the key of which includes sensitisation of staff, students, and the community of practice; tutors participating in professional development sessions conducted in Colleges of Education (CoEs); the use of diverse assessment methods to evaluate student learning; and the creation of structured Proforma notes for lesson delivery. The delivery of lessons systematically and sequentially, taking into consideration aspects such as gender, inclusivity and equity; organisation of feedback sessions to gauge students' level of understanding regarding the curriculum objectives; periodically monitoring lesson delivery by the Heads of Department, Principal, and other stakeholders to ensure that the curriculum objectives are effectively implemented, and tutors engaging in reflective sessions to critically analyse their teaching practices.

Furthermore, the study indicates that the organisation of professional development sessions in Colleges of Education (CoEs) was identified as a teaching strategy that accounted for variability in the dataset after conducting a Confirmatory Factor Analysis (CFA). This finding suggests that the effectiveness of professional development sessions in CoEs varies among the teaching strategies examined in this study. The CFA helped analyse the relationship between different teaching strategies and their impact on the implementation of the Social Studies curriculum objectives, and it identified the

organisation of professional development sessions as a significant factor contributing to the variability in the dataset.

Based on the results, tutors, HoDs, and teacher trainees in Colleges of Education agree that the objectives of the Social Studies curriculum for Colleges of Education have been effectively implemented in various ways. The lesson observations corroborated this finding. The lesson observation revealed that the purposes of each lesson were clearly linked to the course learning outcomes and communicated clearly to the teacher trainees. The linkage of lesson objectives to the course learning outcomes, by implication, means that the broader philosophy and goals of the Social Studies curriculum will be achieved.

According to **Alleman and Brophy (1993)**, well-implemented curriculum objectives ensured that the educational goals of the curriculum and the nation were inevitably achieved. The current study's findings and implications align with Popham's,(1995) study, which analysed Tyler's objective model to establish a linkage between measurable objectives and educational goals. According to Popham,(1995), educational goals are transformed into measurable objectives that can be taught in the classroom. This suggests that educational goals are achieved when the objectives are well implemented.

The current study also established that tutors and teacher trainees had access to sufficient information to implement the objectives of the Social Studies curriculum. This was confirmed by the interview results obtained from the college principals. According to the principals, tutors obtain sufficient information on the objectives of the Social Studies curriculum from the PD sessions. Darling-Hammond,(2006) agrees that the participation of teachers in professional development workshops increases their ability to gather sufficient information on a particular subject. In this case, Social Studies tutors can gather sufficient information on the objectives of the B.Ed. Effective implementation of Social Studies curriculum The implication is that the curriculum developers had made all necessary resources available to the stakeholders in charge of curriculum implementation to ensure the effective implementation of the B.Ed. Curriculum.

This finding is also in line with **Okon's, (2020)** preposition that adequate information and resources, including the content and context of a curriculum, adequate human resources, political

will and favourable government policies, and availability and effective utilisation of instructional resources, are the significant factors contributing to the effective implementation of the Social Studies curriculum in schools. In addition, since adequate information is provided, tutors who are the final implementers of the curriculum can teach content within the time allocated to the course outline.

This is not surprising because the respondents asserted that the objectives of the B.Ed. The curriculum provides clear learning outcomes and indicators for each lesson. These objectives help tutors select appropriate content areas to address learning outcomes. These findings align with Babah and Mac-Hubert's,(2017) study, which revealed a significant relationship between the content selected for the Social Studies curriculum objectives and content instruction.

The study's findings again suggest that the requisite innovative instructional pedagogies to be inculcated in teacher trainees were spelt out by the objectives of the B.Ed. curriculum. This indicates that implementers of the new curriculum were abreast with the pedagogical strategies necessary to teach the objectives stated in the curriculum to assist students in relating all concepts learned to real-world experience. In support of this finding, Okon,(2020) examined how effectively the Social Studies curriculum has been implemented in schools. According to Okon,(2020), adequate human resources, availability, and effective utilisation of instructional resources are significant factors in adopting innovative pedagogical strategies. Thus, the availability of skilled Social Studies teachers and adequate resources will go a long way in enhancing the pedagogical strategies used in the classroom. Moreover, the findings suggest that the new curriculum provided adequate information and references to various content areas to meet the objectives of the curriculum. These references helped Social Studies tutors and teacher trainees access much information on all content areas in the new curriculum, which made teaching and learning of Social Studies easy and applicable. This finding contradicted the findings of Nwaubani, Otoh-Offong, Usulor and Okeke, (2016) that most vital instructional materials and references for effectively implementing junior secondary Social Studies curricula are unavailable in schools.

While Social Studies teachers have adopted innovative pedagogical approaches, they lack

instructional resources and references to effectively deliver the Junior Secondary School Social Studies Curriculum. On a more positive note, the current study's findings show how instructional materials and references help tutors, and teacher trainees access information on various Social Studies curriculum content areas.

4. CONCLUSION AND RECOMMENDATION

The study concluded that Colleges of Education employed various strategies to implement the objectives of B.Ed. Social Studies Curriculum. These strategies included sufficient sensitisation of staff, students, and the community of practice; trainers of trainers for tutors on the new curriculum; systematic and sequential delivery of lessons; organised reflective sessions after teaching; and the use of various assessment practices during lesson delivery. The study also revealed that the B.Ed. The social studies curriculum for Colleges of Education was successfully implemented with appropriate strategies planned and executed by the stakeholders and the college tutors, who were the grassroots implementers. However, important components of the implementation process, such as the organisation of professional development sessions (PDS) and the preparation of proforma lesson notes, were not successfully carried out. It is recommended that the findings of this study indicate that the management of Colleges of Education and other stakeholders in Teacher Education should re-design and adopt pragmatic ways of organising professional development sessions (PDS) for tutors in Colleges of Education for its effective organisation so that the maximum results can be derived. The policy of weekly organisation of professional development sessions should be reconsidered and tailored to fit well into the activities of Colleges of Education for effective implementation.

ETHICAL APPROVAL AND CONSENT

Ethical guidelines were strictly followed to protect the dignity of the participants. The researchers sought the consent of all the respondents through principals of the institutions before conducting the study in their institutions. Ethical clearance was sought from the University of Cape Coast Institutional Review Board.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

Please mention highlighted references inside the text

- Adu-Gyamfi, S., Donkoh, W. J., & Addo, A. A. (2016). Educational reforms in Ghana: Past and present. *Journal of Education and Human Development*, 5(3), 158-172.
- Akkoç, H., Bingolbali, E., & Ozmantar, F. (2008). Investigating the technological pedagogical content knowledge: A case of derivative at a point. In *32nd International Conference on the Psychology of Mathematics Education (PME32)*, Morelia, Mexico, July 17 (pp. 17–21).
- Amedahe, F. K. (2002). The education of children with special needs in Ghana: Policies, assessment, and teacher training. *IFE Psychologia: An International Journal*, 10(2), 212–244.
- Apsari, Y. (2018). Reflective reading journal in teaching writing. *Indonesian EFL Journal*, 4(2), 39–47.
- Babah, P. A. (2016). Process evaluation of the social studies curriculum in colleges of education in the eastern and Greater Accra regions of Ghana.
- Babah, P. A., & Machubert, G. (2017). Evaluation of social studies curriculum objectives in About its course content instruction in the Colleges of Education in Ghana. *African Journal of Interdisciplinary Studies*, 10, 102-110.
- Badugela, T. M. (2012). Problems facing educators in implementing the national curriculum statement: The case of Tshifhena secondary school, Vhembe District, Limpopo Province, South Africa. (Unpublished M Ed dissertation). University South Africa.
- Bekoe, S. O., & Eshun, I. (2013). Curriculum feuding and implementation challenges: The case of Senior High School (SHS) Social Studies in Ghana. *Journal of Education and Practice*, 4(5), 39-45.
- Bekoe, S. O., Eshun, I., & Bordoh, A. (2013). Formative assessment techniques tutors use to assess teacher-trainee in social studies in Colleges of Education in Ghana. *Research on Humanities and Social Sciences*, 3(4), 20–30.
- Brophy, J. (1990). Teaching social studies for understanding and higher-order applications. *The Elementary School Journal*, 90(4), 351-417.
- Chaudhary, P. (2015). Teacher education for global age. *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, 3(10), 1-10.
- Chikumbu, T. J., & Makamure, R. (2000). *Curriculum theory, design and assessment (Module 13)*. Vancouver: Commonwealth of Learning.
- Cobbold, C. (1999). Implementation of the social studies programme in teacher training colleges in Ghana: An evaluation (Doctoral dissertation, University of Cape Coast).
- Cobbold, C. (2017). Moving from page to playground: The challenges and constraints of implementing curriculum in Ghana. *Research on Humanities and Social Sciences*, 7(4), 1-11.
- Creswell, J. W., Clark, V. L. P., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research* (pp. 209-240).
- Dankwa, O. J. (2022). Challenges and resolutions include COVID-19, poverty, education, and technology in Ghana. In *Contemporary Issues in Multicultural and Global Education* (pp. 217–239). IGI Global.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
- Durbey, K. L., & Barth, B. O. (2016). Promoting quality control in Yoruba language textbooks for primary schools in Nigeria. *Interdisciplinary Journal of African and Asian Studies*, 1(2), 4-9.
- Enem, U. E. (2017). Exploring outreach counselling in promoting girl-child literacy in Abuja rural areas. *IGWEBUIKE: African Journal of Arts and Humanities*, 6(8).
- Eshun, E. F. (2018). Senior high schoolers' attitudes toward visual art education in Ghanaian secondary schools. *International Journal of Innovative Research and Development*, 7(8).
- Eshun, J. P. (2010). A longitudinal analysis of the moderated effects of networking relationships on organisational performance in the sub-Saharan African

- economy. *Human Relations*, 63(5), 667–700.
- Farris, P. (2001). The imperative to teach: Towards vital renewal of the teaching office.
- Fixsen, D. L., Blase, K. A., Duda, M. A., Naoom, S. F., & Van Dyke, M. (2010). Implementing evidence-based treatments for children and adolescents: Research findings and their implications for the future.
- Ghazali, A. (2015). Exploring the roles of the head of the department as the middle-level manager in a higher education institution in the quality assurance of teaching and learning (Master's thesis).
- Gilbert, P. (2010). An introduction to compassion-focused therapy in cognitive behaviour therapy. *International Journal of Cognitive Therapy*, 3(2), 97–112.
- Gorely, T., Harrington, D. M., Bodicoat, D. H., Davies, M. J., Khunti, K., Sherar, L. B., ... & Edwardson, C. L. (2019). Process evaluation of the school-based Girls Active programme. *BMC Public Health*, 19, 1–16.
- Hahn, S. N. (2001). Putting a resilience lens on climate change adaptation: A case study in Northern Vietnam. *ResearchGate*.
- Hickey, C. (2005). Issues and challenges in implementing the 1999 curriculum for visual arts: A case study in a junior school. (Unpublished Doctoral Dissertation, National University of Ireland Maynooth).
- Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted classes, undisrupted learning during the COVID-19 outbreak in China: The application of open educational practices and resources. *Smart Learning Environments*, 7, 1-15.
- Hussain, A., Dogar, A. H., Azeem, M., & Shakoor, A. (2011). Evaluation of curriculum development process. *International Journal of Humanities and Social Science*, 1(14), 263-271.
- Idaka, I. I., & Joshua, M. T. (2005). Assessment of the preparedness of Nigerian academics for evaluation by students. *Education for Today*, 5(1), 17-28.
- Izuagba, A. C., & Afurobi, A. O. (2009). Quality education through innovation: Examples of tertiary institutions in Nigeria. *European Journal of Social Sciences*, 10(4), 605-613.
- Kankam, B. (2016). Citizenship education in Ghana: A traditional and modern perspective in development. *International Journal of Information Research and Review*, 3(4), 2102-2108.
- Kissock, C. (1981). *Curriculum planning for social studies teaching: A cross-cultural approach*.
- Mabale, M. B. (2013). Challenges faced by lecturers in the implementation of National Certificate Vocational curriculum at Mopani South East FET College. (Unpublished Doctoral Dissertation).
- McLachlan, C., Fleer, M., & Edwards, S. (2018). *Early childhood curriculum: Planning, assessment and implementation*. Cambridge University Press.
- Mezieobi, S. A. I. (2016). Teachers' attitudes on effectively implementing the upper basic social studies curriculum in Rivers State. *Social Studies*, 13.
- Ministry of Education (MoE). (2015). *National school's curriculum framework*. Ministry of Education.
- Mkandawire, S. B. (2010). Impediments to curriculum implementation in learning institutions.
- Mojkowski, C. (2000). The essential role of principals in monitoring curriculum implementation. *NASSP Bulletin*, 84(613), 76-83.
- Mulyasa, E. (2009). Improved quality management-based learning for preparing the character of graduates in response to the era of globalization. *International Journal of Education and Research*, 4(11), 385–393.
- Muskin, J. A. A. (2015). From good ideas to good practice: Putting teachers at the centre of education improvement to which they belong. *Educational Assessment, Evaluation and Accountability*, 27, 93–102.
- National Council for Curriculum and Assessment (NaCCA). (2020). *Social Studies Common Core Programme (Ccp) Curriculum for B7/JHS1 - B9/JHS3*.
- National Council for the Social Studies. (1990). *Social studies curriculum planning resources*. Kendall/Hunt Publishing Company.
- Nwachukwu, A. J., Yunusa, N. I. A., & Ololobou, E. C. S. (2016). Assessment of knowledge, attitudes, and practices of students undertaking the social studies curriculum at the University of Amaku. *Journal of Education and Practice*, 1(2), 112-125.
- Ogar, O. E., & Opoh, F. A. (2015). Teachers perceived problems of curriculum implementation in tertiary institutions in Cross River State of Nigeria. *Journal of Education and Practice*, 6(19), 145-151.
- Onyeachu, J. A. (2008). Curriculum implementation at the primary education

- level: Challenges for the 21st century. *Multidisciplinary Journal of Research Development*, 10(1), 38–49.
- Oppenheim, I. J. (1992). The masonry arch has a four-link mechanism under base motion. *Earthquake Engineering & Structural Dynamics*, 21(11), 1005–1017.
- Osei, A., & Malang, T. (2018). Party, ethnicity, or region? Determinants of informal political exchange in the parliament of Ghana. *Party Politics*, 24(4), 410–420.
- Osei-Akoto, A., & Eshun, A. R. (2021). The stigma associated with sickle cell disease in Kumasi, Ghana. *Journal of Transcultural Nursing*, 32(6), 757–764.
- Popham, W. J. (1995). An extinction-retardation strategy for educational evaluators. *Evaluation Practice*, 16(3), 267–273.
- Ravitch, D. (2016). *The life and death of the great American school system: How testing and choice are undermining education* (Revised and expanded). New York, NY: Perseus.
- Rogan, J. M., & Grayson, D. J. (2003). Towards a theory of curriculum implementation with particular reference to science education in developing countries. *International Journal of Science Education*, 25(10), 1171–1204.
- Ross, M. (2006). Is democracy suitable for people with low incomes? *American Journal of Political Science*, 50(4), 860–874.
- Setlhako, D. (2018). Impact of chemotherapy stock-out on standard therapy delivery among cancer patients in Botswana. *Frontiers in Oncology*, 8, 187.
- Transforming Teacher Education and Learning (T-Tel, Ghana). (2018). *Curriculum reform study*.
- University of Zimbabwe. (1995). The development of a teaching practice curriculum for teacher education in Zimbabwe.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of the publisher and/or the editor(s). This publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.