**Evaluation of tutors’ Pedagogical approaches used in Social Studies Instructional delivery**

**Abstract**

The study aimed to evaluate the tutors' pedagogical approaches in teaching a four-year Bachelor of Education (B.Ed.) in Social Studies curriculum at the Colleges of Education (CoEs) in Ghana. This study employed a mixed-methods approach. A concurrent embedded research design was adopted for the study. The population of this study consisted of all students, teachers, tutors, Heads of Departments (HoDs), and principals from the 10 selected Colleges of Education (CoEs) that run the B.Ed. Programme in Social Studies curriculum. Purposive and proportionate random sample techniques were used to select 360 teacher-trainees, 27 Social Studies tutors, 10 Social Studies department heads, and 10 principals of CoEs for the study. The main instruments were a questionnaire, an interview guide and an observation checklist. The data were analysed using quantitative and qualitative approaches. The quantitative data collected was coded and processed using SPSS and descriptive statistics. The qualitative data from the interview sessions were also analysed using thematic analysis. It can be concluded from the study's findings that College of Education tutors adopted and utilised modern pedagogies and technological tools to build competencies necessary for the field of work and lifelong learning while implementing the B.Ed. Programme Social Studies curriculum. The study also revealed that College tutors effectively used various pedagogical strategies in delivering Social Studies lessons to ensure a better understanding of the curriculum's concepts. It is recommended that tutors in Colleges of Education implement the B.Ed. The Social Studies curriculum for Colleges of Education in Ghana should continue to explore, adopt, and utilise other technologically blended pedagogical approaches to deliver Social Studies lessons, ensuring effective lesson delivery. Tutors could explore and use more modern pedagogical approaches in addition to the existing approaches used in implementing the B.Ed. Social Studies curriculum.

**Keywords:** Evaluation, tutors. Pedagogical approaches, Social Studies Instructional delivery

1. **INTRODUCTION**

The education sector, the curriculum development division, educational institutions, and teachers all need to change the way they teach and learn and the way their classrooms are set up so that there is less overlap between the way people were taught in the past and how they will be taught and learned in the 21st century. This is because new technology has altered how knowledge is acquired. This restructuring process necessitates integrating technology into current pedagogy and content, equipping teachers with the necessary technological, pedagogical, and content competencies to foster meaningful learning among students (Tomei, 2005). Melinger asserts that whereas a teacher's overarching plan for directing education through time is known as a strategy, techniques pertain to a specific type of instruction (Melinger, 1981). According to the Africa Social and Environmental Studies Programme (ASESP), a strategy refers to the order in which a technique is used throughout a class period. At the same time, a method encompasses the entire instructional strategy (ASESP, 1994). The quotations clarify that teaching Social Studies requires high pedagogical expertise. As Byrne suggested, in so far as the teacher's knowledge serves as the foundation for his or her effectiveness, the knowledge that is most pertinent to the subject matter being taught and the appropriate pedagogical strategies for teaching it to the specific student populations to whom it will be taught will be those that are concerned with these topics (Byrne, 1983).

The goals of the Social Studies curriculum for Colleges of Education emphasise helping students develop their curiosity, critical thinking, problem-solving abilities, and leadership capabilities. Additionally, it aims to improve digital literacy, cultural identification, global citizenship, creativity, and teamwork (NaCCA, 2020). Various teaching techniques and tactics are required for Social Studies due to the subject's diverse aims and approaches, as well as its broad, multidisciplinary nature. In Glickman's words, effective teaching "is not a set of generic practices, but rather a set of context-driven decisions about teaching (Glickman, 1991). Effective teachers do not always utilise the same set of strategies, whether or not their pupils are learning, and then modify their strategies as necessary; instead, effective teachers regularly evaluate their performance.

According to Ayaaba (2005), every social studies teacher's primary responsibility is to ensure that their pupils comprehend and apply the material they are taught. However, most educators would concur that educating pupils is not always straightforward. Although understanding is at the core of any instructional effort, learners often struggle to grasp what they are taught. Many teaching techniques and approaches have been developed and employed in the teaching and learning of social studies since the subject was first introduced in Ghana's basic schools. Ensuring that students comprehend social studies topics, theories, and ideas requires the use of appropriate teaching resources. The goal of a study by Odumah, Babah, Osei Mensah, Yalley, and Sakyi-Darko (2020) on evaluating the pedagogical approaches of Social Studies tutors' instruction delivery in the CoEs in the eastern and more significant Accra areas of Ghana was to evaluate the pedagogical approaches of Social Studies tutors' instruction delivery in these Colleges of Education. The study employed both quantitative and qualitative methods, including a descriptive survey. In this study, stratified sampling was employed. The study sample consisted of 480 Social Studies teacher candidates in total. The data collection tools used were questionnaires and semi-structured interview guides.

According to the research of Odumah et al. (2020), the majority of tutors successfully taught and pupils mastered Social Studies utilising respectable pedagogical methods. The study once again revealed that most participants agreed that the teaching-learning approaches and teachers' pedagogical mastery of the subject significantly enhanced the teaching and learning process in the classroom. It is recommended that colleges, teacher education programs, and training facilities in Ghana provide instructors with subject-specific instruction to enhance their teaching skills. Additionally, the results of Odumah et al. (2020) are consistent with those of Folsom (2009), who found that progressive education, an experience-based, child-centred approach, fosters the development of thinking processes and is one of the pedagogical approaches to a successful teaching and learning process. Folsom (2005) concluded that teachers who possess a solid grasp of these pedagogical approaches to teaching and the largely invisible learning processes can consciously create questions and learning activities that support students' development of their thinking and emotional processes as they learn content. Consequently, when tutors, subject experts, and curriculum experts were questioned about the pedagogical approaches they used to teach and study Social Studies, it was discovered that the majority employed the appropriate ones.

According to Odumah et al. (2020), most tutors implemented the curriculum and managed everyday operations using positive techniques. For effective course delivery, the instructors also adopted more cutting-edge methods. One respondent to the interview remarked, "Look, you see, there is no need to argue the fact that the use of suitable teaching pedagogies plays a very significant part in the teaching and learning process." As a result, educators working with students on social studies claim that it is occasionally beneficial to inform people about the advantages of employing appropriate pedagogical approaches in teaching and learning. The findings corroborated Russell's (2010) research, which demonstrated that social studies can be effectively learned through projects that enable students to express their creativity while simultaneously developing their critical thinking skills in decision-making, planning, and self-evaluation. However, far too often, social studies is taught in a way that makes it less engaging and memorable than it could be.

Additionally, Kwegyiriba, Fynn, Mensah, Aidoo, and Enchill (2021) Investigated the pedagogical techniques employed in the Social Studies curriculum at the CoE in the Western Region of Ghana, using a descriptive survey with a population of 480 teacher trainees selected through a multi-stage selection procedure. Data was gathered using self-developed questionnaires. The findings showed that most tutors lacked the pedagogical strategies to influence Social Studies teaching and learning. Again, the pedagogical strategies of tutors were key components of an earlier study conducted in Ghana's Eastern and Greater Accra Districts, where most teachers did not use the appropriate pedagogies.

Again, the social studies instructors lacked sufficient pedagogical content knowledge for teaching and learning, which would have significantly improved the social studies teaching process in the classroom. To enhance the standard of instruction provided in schools, it is recommended that Social Studies tutors make every effort to incorporate various teaching and learning methods into their lessons. However, the stated sampling procedure did not apply to the study, as it did not involve a multi-stage sampling approach. Therefore, there is a need to review the methodology and its findings. Most tutors did not employ the appropriate pedagogical strategies to enhance the effectiveness of social studies teaching and learning (Kwegyiriba, Fynn, Mensah, Aidoo, & Enchill, 2021). For instance, most college tutors in the Western region of Ghana did not employ effective pedagogical strategies in their everyday work or when delivering the curriculum. The results of the study also showed that respondents disagreed that teachers' pedagogical content knowledge significantly affected how they taught social studies in the classroom; as a result, the pedagogical approaches employed by the teachers did not correspond to how the curriculum required the content to be delivered.

This knowledge gap and likely pedagogical issues cited in the literature inspired the researcher to conduct a study evaluating tutors' Pedagogical approaches used in Social Studies Instructional delivery. The study aimed to evaluate the tutors' pedagogical approaches used in the instructional delivery of a four-year Bachelor of Education (B.Ed.) in Social Studies curriculum at the Colleges of Education (CoEs) in Ghana. The study was guided by the following research question:Which pedagogical approaches were utilised by Social Studies tutors in their instructional delivery?

**1.1 Pedagogical approaches used in Social Studies instructional delivery**

The active involvement of students in the teaching-learning process is necessary to ensure that Social Studies is effectively taught in schools, as it should be, and in recognition that it teaches problem-solving, analytical, and reflective skills (Chukuemeka, 2016). Therefore, social studies teaching and learning activities emphasise strategies that enable successful and efficient course delivery, ultimately leading to achieving the stated goals. As a result, the Social Studies Teaching style is a pattern and progression of teachers' behaviours that are purposefully and methodically created to account for all significant aspects. This section of the essay explores various teaching strategies for social studies.

***Inquiry method***: According to Nti (2017), inquiry methods refer to the processes involved in resolving problems. Terms such as reflective thinking, critical thinking, discovery method, and problem-solving are often used in methods related to the inquiry method. The key to this process is ‘finding out’. Inquiries can be described as methods that help students locate information independently.

According to Yunusa, Ololobou, and Nwachukwu (2016), there are five types of inquiry methods in social studies for tertiary institutions.

* Surveys – In this technique, the teacher assigns a topic to the students and asks them to gather specific information. When conducting surveys, the information should be presented in a format that allows for drawing conclusions or generalisations. The questions asked should be phrased to allow responses to be counted and interpreted.
* Opinion Polls - In opinion polls, many people are asked questions requiring short, direct answers. This technique determines what people within a community or nation think about a specific issue or problem, such as a local government election. The objective is to predict the outcome of the situation being investigated.
* Interviews - Students are asked to conduct interviews and ask questions designed to gather the required information. Typically, the person being interviewed is informed of the purpose of the interview. The interviewer knows the questions in advance and prepares himself, unlike an opinion poll, which does not provide room for preparation. Only a few people are discussed in the interview, but many are discussed in an opinion poll.
* Questionnaire - A questionnaire is a list of questions designed to gather specific information from a particular group or individual. There are two types of questionnaires;
* Open quesmemorisationhe respondent is usually free to comment to justify his answer. The respondents are open to responding in the way they think the answer should be.
* Closed questionnaire - In this type, the respondents are given alternative replies; they respond with Yes/No, True/False, or by Ticking.
* Field trips - As the name implies, students are taken from the classroom to see things with their own eyes. They are often more productive if well-planned. The teacher is usually required to give the guidelines.

***Discussion method***: According to Yunusa, Ololobou and Nwachukwu (2016), this is one of the most widely used methods in Social Studies. It is a collaborative thinking process or a type of cooperative learning. The method is organised on the principle that the knowledge and ideas of several people pooled together have more outstanding merit than those of a person. Discussion means discussing the subject from various points of view, and the teacher’s role is not to dispense or communicate knowledge but to act as a moderator. It implies that every student has background information that provides him with viewpoints. It is ridiculous for the teacher to ask students to discuss a topic they know nothing about. Students can express their feelings on a particular issue during a discussion. The teacher motivates questions that help students to reason rather than recall.

These include several discussion techniques, such as (a) small group discussion and (b) panel discussion. Ornstein and Lesley (2017, p. 294) opined that the “small group occurs when the large group is broken up into subgroups according to ability, interest, project, or another criterion. Wu (2017) states that small group discussions can stimulate students to be involved in the active process of constructing knowledge. A small group is a small number of humans who work together through interaction, and their interdependent relationships allow them to achieve a mutual goal (Kenz & Greg, 2017). The students can work together to solve their problems or answer questions from the teacher. Saglam (2011) states that group discussions are more effective when the group consists of 3-4 students, enabling students to share their opinions and ideas quickly. In a group, students are free to discuss and share solutions to answer the questions, as they do not complete their tasks individually.

A study by Larson (2017) revealed that various discussions can differ in purpose, format, and content. The panel discussion replaces the typical student-centred assignments that require students to react to online postings, allowing them ample time to respond. Moreover, students’ responses are challenging to obtain, particularly when they struggle to express their opinions clearly due to shyness. According to Riasati and Nordin (2016), individuals who feel they lack the proficiency to communicate effectively are more reluctant to initiate communication or become involved.

The panel discussion has been recognised for serving several educational purposes, as it is a distinctive form of student engagement that contributes to the classroom dynamic. In general, a panel discussion requires students to engage in discussions with high cognitive and affective levels about the subject matter. Students engage in conversation and use turn-taking in a conversational democracy. The panel discussion is similar to a classroom discussion, but it is conducted in a more intimate setting. Dillon (1994) has simplified the general understanding discussion as “what they talk about is an issue, a topic that is in question for them. Their talk consists of advancing and examining different proposals over the issue.”

Discussion is an effective teaching technique for students to develop higher-order thinking skills, enabling them to analyse, manipulate, and interpret information rather than merely regurgitate details and facts. With that, students are not passive receivers of information. Faust and Paulson (2016) state that Panel Discussions are beneficial as they include the whole class rather than just specific individuals in a classroom setting.

*Buzz or brainstorming*: This process is designed to stimulate the generation of ideas in a small group by reducing the risk associated with creativity. Participants are given a task or issue. Brainstorming questions rather than answers is called questioning*.* One of the members or an external facilitator is instructed to write down all ideas generated on a blackboard, whiteboard, or a Word document projected digitally against a wall. The group members are then instructed to share their ideas, which the facilitator records. No one is allowed to criticise or comment on ideas, as the emphasis is on generating as many ideas as possible first. As with most exercises that stress creativity, there must already be a great deal of trust within the group for unusual ideas to emerge.

After the group determines that enough ideas are on the wall or after an allotted period, participants are instructed to improve or combine these ideas. Participants may elaborate on their ideas to ensure clarity and precision. Duplicate ideas or ones that are infeasible are then removed. At this point, the group selects one or more ideas. It determines how they will be implemented and how their success will be evaluated, or the group will be divided to develop individual responses based on the list of possible ideas. Studies have shown that brainstorming does not increase the number of ideas generated, but it may improve morale, build teamwork, and enhance student satisfaction.

A technique for class discussions can be organised in the form of small group discussions. This technique can be used when there is a need to examine various aspects of a more significant issue in greater detail. For example, four or more groups may be set up on a field trip to obtain information on different questions. Controversial issues are best taken in small groups. In this setting, participants can discuss the issues at hand openly and freely, without inhibition, and ask questions about why, how, and when related to the topics. The following steps can be adopted when using a small discussion class: (a) divide the class into groups of five or six (depending on the population size), and (b) have each group appoint a leader and a recorder. The leader directs the discussion while the recorder writes down points arrived at after a detailed discussion. The teacher should ensure that no one is inhibited and no single discussant dominates the discussion (Uchegbu & Ikwuazom, 2017).

*Discovery method*: This method of instruction gives students the freedom to use their mental processes to contribute to knowledge, comprehend previously challenging ideas, make generalisations, apply principles, or devise solutions to problems that are appropriate for achieving learning objectives, with minimal or no teacher direction. This method involves students choosing problems connected to the learning objectives, asking questions, gathering, analysing, and interpreting the data that would help them solve the problem or achieve the learning objective, as well as applying their findings or generalisations to unusual circumstances. The student is given the chance to conduct independent research. Children and adults alike are given plenty of opportunities to investigate things independently, which aligns with their naturally adventurous nature. This approach promotes the learner's active participation in the teaching-learning process, enabling them to develop learning, memory, and retention skills rather than relying on rote memorization and forgetting (Mezieobi, 2016).

***Simulation games****:* A simulation game is an activity or circumstance that resembles a game and replicates or recreates real-life situations with varying degrees of accuracy. In the absence of real learning experiences, schools must expose students to this kind of fabricated experience so that abstract notions can be internalised. The elements of the real phenomenon that are of particular interest to the simulators or the class must be prominently displayed in the simulation. A simulation game is a teaching tool, making it an essential component of a successful Social Studies curriculum.

Creating simulation games based on real-world issues in the classroom, outside of it, and in the neighbourhood is a skill that an Indigenous social studies instructor possesses. Instead of just being a game played for fun, it should be seen as an educational opportunity or a chance to learn. Because they are customised to the needs and interests of the students, teacher-made simulation games are more engaging and save time compared to finding games that meet learning objectives. It teaches pupils the habit or ability of classifying issues in order to identify solutions. Attention is crucial to successful learning since it piques students' interest and inspires them to learn (Uchegbu & Ikwuazom, 2017).

***Role-playing****:* Role-playing, a dramatised activity, involves acting out or reenacting morally and ethically complex real-life scenarios. Decisions are made. Although they may share some characteristics, role-playing and plays are distinct entities. The preparation of scripts that will be learned and recalled before enactment is one way a play, for instance, is organised around a clear pattern. Since there is no elaborate writing for the participants, role-playing does not require a set structure, unlike a play. If there is any scripting in role-playing, it is spontaneously created by the player himself in the role-playing process; there is no trial performance of the role (pre-role-playing) prior to the actual act of role-playing. Instead, a player accepts a role, interprets it as they wish and feel, and creates a role by translating their interpretation into action while performing it.

The educational purpose of role-playing is compromised if it is reduced to mere playacting. Role-playing is the temporary abandonment of one's life roles and behavioural patterns to assume another person's actual or imagined roles, past or present (Mezieobi, 2016). Role-playing makes the social studies curriculum more relevant by incorporating real people into the research. Since role-playing reflects human concerns and how individuals interact with their society, it helps students understand social studies. Role-playing not only helps kids understand social circumstances that may not have been as apparent to them otherwise, but it also helps them become aware of or sensitive to societal issues they will face as adults. Role-playing helps individuals better comprehend other people's difficulties, opinions, and perspectives. They may provide insight into why individuals behave in specific ways by allowing them to project themselves into another's roles and situations. This knowledge is crucial today since it fosters better interpersonal relationships.

***Problem-solving method****:* The name of this strategy reflects the emphasis on problem-solving in social studies. This is a teaching-learning style where students attempt to solve problems using the trial-and-error method, individually, collectively, or in a group activity. With this approach, the pupils actively engage in educational activities. Students become inventive and cultivate reflective or critical thinking skills as they work through difficulties and learn from their failures and accomplishments (Ogunyemi, 2015).

To reflect the changing times and demands, problem-solving instruction requires students to choose issues pertinent to their needs, the study topic, and pressing social needs. The instructor may use the problem-solving method to:

* The teacher could show difficult instances in order to introduce and clarify the issue, or the social studies teacher could start a conversation that would help the pupils recognise the issues,
* Students are then free to work alone, in couples, or in groups to develop rudimentary proposals or solutions to the issues. They also can collect and analyse data in the context of anticipated outcomes.

The actual results can be used to conclude. The initial issue might be entirely or partially resolved, in which case data would be sought to guarantee that issues are significantly decreased. In the problem-solving teaching and learning approach, students actively and directly participate in defining their learning assignment, setting their goals, and gathering, rearranging, and assessing essential facts to assist them in solving the problem (Mezieobi, 2017).

***Project-based approach****:* The project-based learning approach is one of the educational approaches considered an appropriate structure for understanding Social Studies (Başbay, 2016). A project-based learning approach is a learning approach that aims to solve problems by employing individuals or small groups in a method similar to living under natural conditions (Korkmaz & Kaptan, 2016). The project-based learning method allows students to throw out opinions about the topics covered in fields of interest, ask questions, estimate, develop theories, use different tools, use the skills acquired in the context of real and meaningful life and allows the learner to solve problems and creatively answer questions in the classroom and outside (Katz & Chard, 2017).

Furthermore, project-based learning emphasises learning concepts and principles over memorising facts and focuses on developing complex problem-solving skills rather than acquiring skills in isolation (Newell, 2016). Project-based learning emphasises true student-centredness by shifting the attention away from the teacher to the learner (Erdem & Akkoyunlu, 2016). This approach is more frequently recommended for teaching social studies, as it raises student involvement.

1. **METHODOLOGY**

This study employed a mixed-methods approach. A mixed-methods approach was employed to integrate quantitative and qualitative data collection and analysis procedures, providing a comprehensive understanding of the phenomenon under investigation. According to the pragmatist paradigm, the mixed-methods approach is suitable for investigating phenomena consistent with the nature of reality and ensuring a robust research design. As a result, the current study requires collecting both quantitative and qualitative data from respondents to facilitate triangulation techniques for assessing and interpreting the dataset. A concurrent embedded research design was adopted for the study. This design was chosen because it allows for the simultaneous collection of both quantitative and qualitative data, thus enabling the researcher to use qualitative data to provide a supportive role to the findings from the quantitative analysis.

The population of this study consisted of all students, teachers, tutors, Heads of Departments (HoDs), and principals from the 10 selected Colleges of Education (CoEs) that run the B.Ed. Programme in Social Studies curriculum. The study's population consisted of 1,500 teacher trainees, 27 tutors, 10 heads of departments (HoDs), and 10 principals. Purposive and proportionate random sample techniques were used to select 360 teacher-trainees, 27 Social Studies tutors, 10 Social Studies department heads, and 10 principals of CoEs for the study.

The main instruments were a questionnaire, an interview guide and an observation checklist. A 5-point Likert scale-type questionnaire adapted from Babah (2016) was used to collect the quantitative data. The primary purpose of the observation checklist and the interview guide was to triangulate the responses from a quantitative perspective. The researcher employed an observation guide to provide insight into the research questions of this study.Some items in the observation guide include how subject- and subject-specific pedagogical knowledge is integrated into the lesson, as well as the tutors' demonstration and familiarity with the NTS in remote lessons. The interview guide was developed based on the results from the quantitative data collected during the study's first phase, aiming to gain a deeper understanding of the quantitative findings. (Principals) were asked to give their opinion on the teaching strategies used by tutors in implementing the objectives of the Social Studies curriculum in their respective Colleges.

Furthermore, their opinions on the pedagogical approaches tutors use to implement the B.Ed. Social Studies curriculum was solicited. To ensure its validity and reliability, the questionnaire, adapted from Babah (2016), was sent to colleagues in the same field of study for review to assess the completeness and representativeness of the items. The trustworthiness of the interview guide items was also tested.

The data were analysed using quantitative and qualitative approaches. The quantitative data collected was coded and processed using SPSS. After the data had been processed, descriptive statistics were run to understand the nature of the data. The qualitative data from the interview sessions were also analysed using thematic analysis.

1. **RESULT AND DISCUSSION**

This section was guided by the research question - *Which pedagogical approaches were utilised by Social Studies tutors in their instructional delivery?* The analysis sought to examine factors related to pedagogical approaches. Items under this section were analysed using frequency, percentage, mean and standard deviation (Sd). Tables 1, 2 and 3 were used to present the findings.

**Table 1: Pedagogical Approaches for Social Studies Instructional Delivery**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Teacher Trainees | | | | | |
| Statement | M(Sd) | SA | A | U | D | SD |
|  |  | N(%) | N(%) | N(%) | N(%) | N(%) |
| 1. Tutors employ computer technology and multimedia to deliver course content. | 3.49(1.32) | 86(23.9) | 149(41.4 | 23(6.4) | 61(16.9) | 41(11.4) |
| 1. Tutors employ group work, presentations, and projects in their lesson delivery. | 4.28(1.02) | 194(53.9) | 120(33.3) | 13(3.6) | 20(5.6) | 13(3.6) |
| 1. Tutors can use concept mapping, debates, or audio-visuals to deliver course content. | 3.72(2.97) | 105(29.2) | 133(36.9) | 26(7.2) | 60(16.7) | 36(10.0) |
| 1. Tutors adopt work-based visits and other field visits as part of lesson delivery modes. | 3.40(1.35) | 85(23.6) | 128(35.6) | 35(9.7) | 69(19.2) | 43(11.9) |
| 1. Tutors adopt the Think-pair-share and Inquiry design model in lesson delivery. | 4.07(1.03) | 137(38.1) | 162(45.0) | 24(6.7) | 23(6.4) | 14(3.9) |
| 1. Tutors use resource persons to facilitate specific topics in the course outline. | 3.50(1.38) | 97(26.9) | 134(37.2) | 33(9.2) | 44(12.2) | 52(14.4) |
| 1. Tutors supervise using micro-teaching to develop various skills in learners as part of the learning process. | 3.85(1.16) | 121(33.6) | 141(39.2) | 41(11.4) | 37(10.3) | 20(5.6) |
| 1. Tutors use video clips to present certain concepts to learners | 3.26(1.44) | 82(22.8) | 121(33.6) | 28(7.8) | 65(18.1) | 64(17.8) |
| 1. Tutors use role play and dramatisation in lessons | 3.58(1.37) | 114(31.7) | 119(33.1) | 28(7.8) | 60(16.7) | 39(10.8) |
| 1. Tutors use simulation during lesson delivery | 3.73(1.25) | 111(30.8) | 140(38.9) | 39(10.8) | 39(10.8) | 31(8.6)) |
| The mean of means/Ave Std Dev | 3.69(1.43) |  |  |  |  |  |

Source: Field survey, 2022

The results presented in Table 1 indicate that tutors employed a variety of pedagogical approaches to deliver Social Studies instruction. This was supported by the mean of means and average standard deviation values (MM = 3.69, ASd = 1.43). The majority, comprising 314 teacher trainees (87.2% of the respondents), generally agreed that tutors employed approaches such as group work, presentations, and projects as part of their lesson delivery, which yielded calculated mean and standard deviation scores (M = 4.28, SD = 1.02). Additionally, 299 respondents, representing 83.1%, believed tutors employed the think-pair-share and inquiry design model in their lesson delivery. This was supported by the mean and standard deviation scores (M = 4.07, Sd = 1.03). With a calculated mean score of 3.85, the majority, 262 respondents, representing 72.8%, agreed that tutors supervised using micro-teaching to develop various skills in learners as part of the learning process. When the respondents were asked whether tutors used simulation during lesson delivery, 251, constituting 69.7%, agreed with the mean and standard deviation scores (M = 3.73, SD = 1.25). However, 70 respondents, representing 19.4%, disagreed with the indicator. Regarding whether tutors adopted concept mapping, debates, audio-visual and tactile analysis in the delivery of course content, 66.1% of the respondents agreed with this assertion, with a calculated mean of 3.72. On the contrary, 76 respondents, or 26.7%, disagreed with this assertion.

**Table 2: Pedagogical Approaches for Social Studies Instructional Procedure**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statement |  |  | Tutors |  |  |  |
|  |  | SA | A | U | D | SD |
|  | M(Sd) | N(%) | N(%) | N(%) | N(%) | N(%) |
| 1. Tutors employ the use of computer technology and multimedia in the delivery of course content | 3.90(.91) | 6(22.2) | 17(63) | - | 4(14.8) | - |
| 1. Tutors employ the use of group work, presentations, and projects as part of their lesson delivery | 4.30(.92) | 14(51.9) | 11(40.7) | - | 2(7.4) | - |
| 1. Tutors adopt the use of any of the following: concept mapping, debates, and audio-visual in the delivery of course content | 3.80(.62) |  | 25(92.6) | - | 2(7.4) | - |
| 1. Tutors adopt work-based visits and other field visits as part of lesson-delivery modes. | 3.30(1.03) | 1(3.7) | 16(59.3) | 1(3.7) | 9(33.3) | - |
| 1. Tutors adopt the Think-pair-share and Inquiry design model in lesson delivery | 4.20(.89) | 12(44.4) | 13(48.1) | - | 2(7.4) | - |
| 1. Tutors use resource persons to facilitate specific topics in the course outline. | 3.35(1.04) | 2(7.4) | 14(51.9) | 3(11.1) | 8(29.6) |  |
| 1. Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process | 4.20(.89) | 11(40.7) | 14(51.9) | - | 2(7.4) | - |
| 1. Tutors use video clips to present certain concepts to learners. | 3.90(.79) | 4(14.8) | 20(74.1) | 1(3.7) | 2(7.4) |  |
| 1. Tutors use role play and dramatisation in lessons | 3.95(.94) | 8(29.6) | 16(59.3) | - | 3(11.1) |  |
| 1. Tutors use simulation during lesson delivery. | 3.75(1.02) | 5(18.5) | 18(66.7) | 1(3.7) | 2(7.4) | 1(3.7) |
| The mean of means/Ave Std Dev | 3.87(.91) |  |  |  |  |  |

Source: Field survey, 2022

Table 2 presents the pedagogical approaches used to deliver Social Studies instruction. The results revealed that all the indicators received positive ratings, with mean values exceeding 3.00, suggesting that the respondents generally agreed with the indicators.

Although there are variations in the responses, as indicated by the frequency, percentage, and standard deviation, they are deficient compared to most respondents who agreed. This suggests that the respondents firmly believed specific pedagogical approaches were employed in the delivery of Social Studies instruction.With mean and standard deviation scores (M = 3.90, SD = 0.91), it was evident that tutors used computer technology and multimedia to deliver course content. This indicator was agreed upon by the majority of 23 tutors, denoting that 85.2% of the respondents agreed with the indicator, while 4, or 14.8%, disagreed. Additionally, 25 tutors, representing 92.6%, reported using group work, presentations, and projects as part of their lesson delivery, as indicated by the mean and standard deviation scores (M = 4.30, SD = 0.92).

Again, with a calculated mean value of 3.80, the majority of 25 respondents, constituting 92.6%, observed that tutors adopted concept mapping, debates, and audio-visual and tactile analysis to deliver course content. It was observed that tutors incorporated work-based visits and other field visits into their lesson delivery modes. This indicator was agreed upon by 17 of the tutors, representing 63%, with calculated mean and standard deviation scores (M = 3.30; SD = 1.03), while nine respondents, denoting 33.3%, disagreed. On whether tutors adopt the think-pair-share and inquiry design model in lesson delivery, the majority, 25, signifying 92.6% of the respondents, indicated their agreement with the indicator with the calculated mean and standard deviation values (M=4.20; Sd=0.89). On the contrary, two respondents, representing 7.4%, disagreed with the indicator. Moreover, 16, representing 59.3% of the respondents, agreed (M = 3.35, Sd=1.04) that tutors used resource persons to

Facilitate specific topics in the course outline, and 25 tutors, representing 92.6% of the tutors, agreed that they supervise using micro-teaching in developing various skills in learners as part of the learning process (M = 4.20; SD = 0.89). The respondents agreed that tutors used video clips to present certain concepts to learners (M = 3.90; SD = 0.79) and that tutors employed role-play and dramatisation in lessons (M = 3.95; SD = 0.94). Additionally, the table revealed that tutors used simulation during lesson delivery (M = 3.75, SD = 1.02).

**Table 3: Pedagogical Approaches for Social Studies Instructional Procedure**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statement | HoDs | | | | | | | |
|  |  | SA | | A | | U | D | SD |
|  | M(Sd) | N(%) | | N(%) | | N(%) | N(%) | N(%) |
| 1. Tutors employ the use of computer technology and multimedia in the delivery of course content | 4.20(.42) | 2(20) | | 8(80) | | - | - | - |
| 1. Tutors employ the use of group work, presentations, and projects as part of their lesson delivery | 4.60(.52) | 6(60) | | 4(40) | | - | - | - |
| 1. Tutors adopt the use of any of the following: concept mapping, debates, and audio-visual in the delivery of course content | 4.30(.67) | 4(40) | | 5(50) | | 1(10) | - | - |
| 1. Tutors adopt work-based visits and other field visits as part of lesson-delivery modes | 3.90(1.37) | 4(40) | | 4(40) | | - | 1(10) | 1(10) |
| 1. Tutors adopt the Think-pair-share and Inquiry design model in lesson delivery | 4.50(.53) | 5(50) | | 5(50) | | - | - | - |
| 1. Tutors use resource persons to facilitate certain topics in the course outline | 3.90(1.10) | 3(30) | | 5(50) | | - | 2(20) | - |
| 1. Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process | 4.50(.53) | 5(50) | | 5(50) | | - | - | - |
| 1. Tutors use video clips to present certain concepts to learners | 4.10(.88) | 3(30) | 6(60) | | - | | 1(10) | - |
| 1. Tutors use role play and dramatisation in lessons | 4.20(.92) | 4(40) | | 5(50) | | - | 1(10) | - |
| 1. Tutors use simulation during lesson delivery. | 4.00(1.25) | 4(40) | | 4(40) | |  | 1(10) | 1(10) |
| The mean of means/Ave Std Dev | 4.22 |  | |  | |  |  |  |

Source: Field survey, 2022

The results presented in Table 2 showed that 10 respondents, representing 100% of the sample, generally agreed with the fact that tutors employed approaches such as group work, presentations, and projects as part of the lesson delivery, with mean and standard deviation scores for teacher trainees (M = 4.60, SD = 0.52). Additionally, all 10 respondents agreed that tutors employed the think-pair-share and inquiry design model in their lesson delivery. This was supported by mean and standard deviation scores (M = 4.50, Sd = 0.53). Furthermore, all 10 respondents agreed that tutors supervised using micro-teaching to develop various skills in learners as part of the learning process. This was also clear from the mean and standard deviation scores (M = 4.50, SD = 0.53). When the respondents were asked whether tutors used simulation during lesson delivery, 8 of them, representing 80%, agreed, with a calculated mean and standard deviation score of 4.00; however, two respondents disagreed. Furthermore, nine respondents, representing 90%, agreed (M = 4.30, SD = 0.67) that tutors adopted concept mapping, debates, audio-visual, and tactile analysis in delivering course content.

***Exploratory Factor Analysis: Dimensionality of Pedagogical Approaches (PA) Construct***

The EFA assessed the one-dimensionality and reliability of pedagogical approaches (PA). Maximum Likelihood with Varimax rotation (ML Varimax) was specified as the extraction and rotation method. Ten items were measuring the construct. The Kaiser-Meyer-Olkin (KMO) of 0.832 with Bartlett’s test of sphericity of p<0.000 was also obtained, indicating consistency with the recommended KMO cut-off value of 0.70 and Bartlett's test of sphericity of p<0.05 suggested by Hair et al. (2014). These results suggested that factor analysis could be conducted with the data. All ten items (PA1, PA2, PA3, …, PA104), which are expected to measure pedagogical approaches (PA), are loaded into two components.

Using a threshold of 0.5 for factor loading, which exceeds the recommended value of 0.40 (Field, 2005; Hair et al., 2012), all items had factor loadings greater than 0.5 for their respective components. Six (6) items recorded a threshold of more than 0.5 for the first component. They are “Tutors employ the use of group works, presentations, and projects as part of their lesson delivery”, “Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process”, “Tutors adopt the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content”, “Tutors use role play and dramatisation in lessons”, “Tutors adopt Think-pair-share and Inquiry design model in lesson delivery”, and “Tutors use simulation during lesson delivery”. These items measure constructive and integrative approaches (CIA). Thus, they will be called constructive and integrative approaches (CIA).

Four (4) items recorded a threshold of more than 0.5 for the second component. They are “Tutors adopt work-based visits and other field visits as part of lesson delivery modes”, “Tutors use resource persons to facilitate certain topics in the course outline”, “Tutors employ the use of computer technology and multimedia in the delivery of course content”, and “Tutors use video clip in presenting certain concepts to learners”. These items measure work and computer-based learning (WCBL). Thus, they will be called work and computer-based learning (WCBL). After using the EFA to extract the components, the corrected item-total correlation for the items within each component was calculated using the suggested cut-off value of 0.30. The items were found to be suitable measures of the components, as Cronbach’s alphas were more significant than 0.800, at 0.943 for the component (PA), indicating acceptable internal reliability (Cronbach, 1951; Manually & Bernstein, 1994).

**Structural Equation Model (SEM) for Pedagogical Approaches Construct**

After the constructs demonstrated sufficient evidence of one-dimensionality and reliability using exploratory factor analysis (EFA), a confirmatory factor analysis (CFA) was conducted. The analysis strategy for goodness of fit of the pedagogical approaches (PA) construct followed a three-statistics strategy of fit indexes, as recommended by Hu and Bentler (1999). The sample data on the pedagogical approaches (PA) model yielded an S – Bχ2 of 2.909 with 26 degrees of freedom (df) and a probability of p = 0.0000. This chi-square value indicated that the departure of the sample data from the postulated model was significant and indicative of a good fit. The chi-square test is susceptible to sample size and is used more as a descriptive fit index than a statistical test (Kline, 2005).

**Table 4: Robust Fit Index for Pedagogical Approaches**

|  |  |  |  |
| --- | --- | --- | --- |
| Fit Index | Cut-Off Value | Estimate | Comment |
| S – Bχ2 |  | 2.909 |  |
| *Df* | 0≥ | 26 | Acceptable |
| CFI | 0.90≥ acceptable  0.95≥ good fit | 0.950 | Good fit |
| PCFI | Less than 0.80 | 0.542 | Good fit |
| RMSEA | Less than 0.08 | 0.031 | Acceptable |
| RMSEA 95% CI | 0.00-0.08 “good fit.” | 0.023-0.040 | Acceptable |
| NFI | More significant than 0.90 “good fit.” | 0.978 | Good fit |
| IF | More significant than 0.90 “good fit.” | 0.962 | Good fit |
| PNFI | Less than 0.80 | 0.489 | Good fit |
| RMR | Less than 0.05 “good fit.” | 0.044 | Good fit |
| GFI | More significant than 0.90 “good fit.” | 0.901 | Good fit |

*Source: Field survey (2022).*

The CFI value was found to be 0.950, which exceeded the cut-off limit of 0.90, indicating that the model is acceptable. The NFI value was 0.978, which falls within the given range. Therefore, the model is acceptable. The PNFI value obtained is 0.489, below the cut-off value of 0.80. Also, the RMR of 0.044 is smaller than 0.05, and the GFI value of 0.9021 is more significant than 0.090. These fit indexes for the pedagogical approaches (PA) model suggest that the postulated model adequately describes the sample data and could be included in the complete latent variable model analysis (Table 5).

**Table 5: One-Dimensionality and Reliability of Pedagogical Approaches Construct**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Construct | CIA | WCBL | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted | Cronbach's Alpha |
| Tutors employ the use of group works, presentations, and projects as part of their lesson delivery | 0.901 |  | 0.818 | 0.837 | 0.934 | 0.943 |
| Tutors supervise the use of micro-teaching in developing various skills in learners as part of the learning process | 0.879 |  | 0.803 | 0.956 | 0.935 |
| Tutors adopt the use of concept mapping, debates, audio-visual and tactile analysis in the delivery of course content | 0.87 |  | 0.834 | 0.877 | 0.937 |
| Tutors use role play and dramatisation in lessons | 0.857 |  | 0.603 | 0.898 | 0.945 |
| Tutors adopt the Think-pair-share and Inquiry design model in lesson delivery | 0.823 |  | 0.900 | 0.924 | 0.931 |
| Tutors use simulation during lesson delivery | 0.733 |  | 0.681 | 0.895 | 0.942 |
| Tutors adopt work-based visits and other field visits as part of lesson delivery modes. |  | 0.919 | 0.881 | 0.948 | 0.931 |
| Tutors use resource persons to facilitate specific topics in the course outline. |  | 0.905 | 0.835 | 0.897 | 0.934 |
| Tutors utilise computer technology and multimedia in delivering course content. |  | 0.632 | 0.774 | 0.947 | 0.936 |
| Tutors use video clips to present certain concepts to learners. |  | 0.532 | 0.665 | 0.921 | 0.942 |

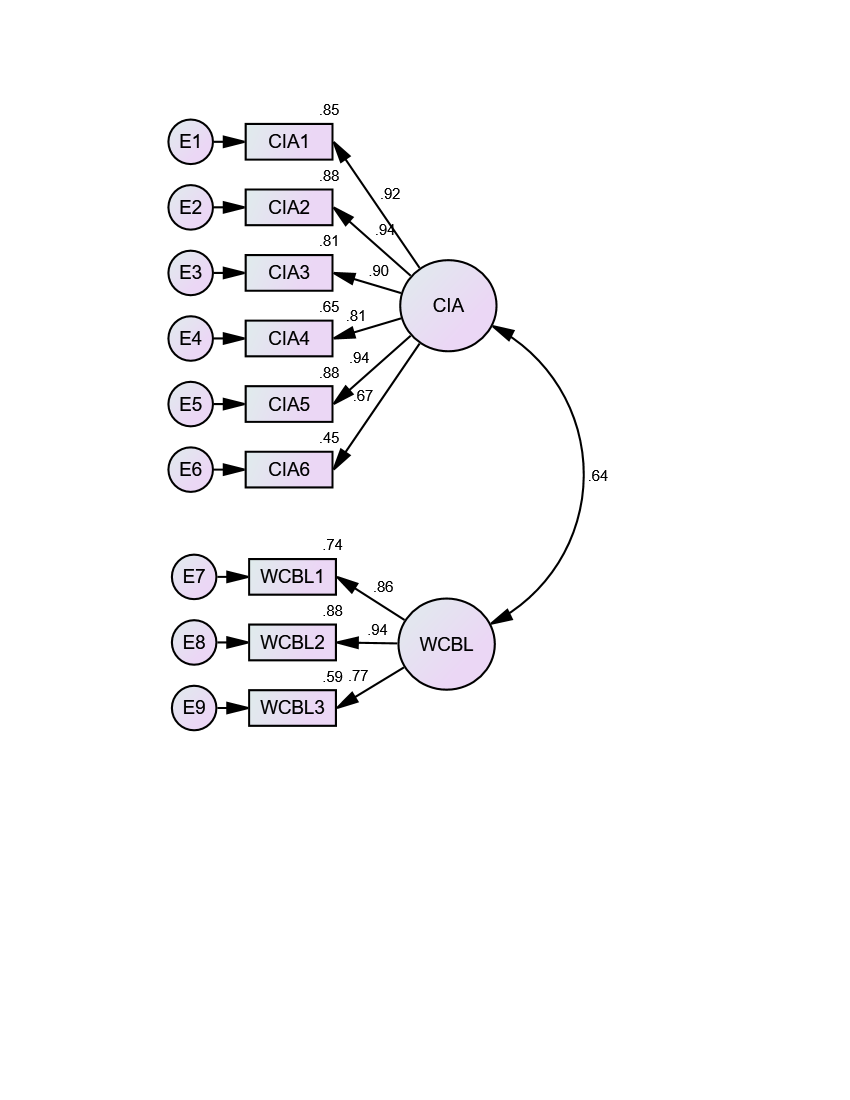
*Source: Field survey (2022).*

**Table 6: Final Conceptual Model Indicator Variables for Pedagogical Approaches**

|  |  |  |  |
| --- | --- | --- | --- |
| Latent Component | Indicator Variable | Measurement Variable | Label |
| Constructive and Integrative Approach (CIA) |  | Tutors utilise group work, presentations, and projects in their lesson delivery. | CIA1 |
|  | Tutors supervise using micro-teaching to develop various skills in learners as part of the learning process. | CIA2 |
|  | Tutors utilise concept mapping, debates, and audio-visual and tactile analysis in delivering course content. | CIA3 |
|  | Tutors use role play and dramatisation in lessons | CIA4 |
|  | Tutors employ the Think-Pair-Share and Inquiry design model in their lesson delivery. | CIA5 |
|  | Tutors use simulation during lesson delivery. | CIA6 |
| Work and Computer-Based Learning (WCBL) |  | Tutors adopt work-based visits and other field visits as part of lesson delivery modes. | WCBL1 |
|  | Tutors utilise resource persons to cover specific topics outlined in the course. | WCBL2 |
|  | Tutors utilise computer technology and multimedia in delivering course content. | WCBL3 |

Source: Field survey (2022).

A unidimensional model for pedagogical approaches (PA) features is presented (Figure 1 and Table 8). Out of the ten (10) indicator variables, nine (9) were obtained and used for the final CFA analysis (Byrne, 2006; Joreskog & Sorbom, 1988). From the cases analysed for this construct, eight indicator variables, comprising two components, were identified as CIA (CIA1, CIA2, CIA3, CIA4, CIA5, and CIA6) and WCBL (WCBL1, WCBL2, and WCBL3).



*Figure 1 :* CFA Model for Pedagogical Approaches

**Table 7: Factor Loading and P-value of Pedagogical Approaches**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Hypothesised relationships (Path) | Unstandardised coefficient (λ) | Standardised coefficient (λ) | P-Value | R- Square | Significant at 5% Level |
| CIA1 🡐CIA | 1.000 | 0.922 | 0.00 | 0.850 | Yes |
| CIA2 🡐CIA | 0.985 | 0.937 | 0.00 | 0.878 | Yes |
| CIA3 🡐CIA | 0.650 | 0.899 | 0.00 | 0.809 | Yes |
| CIA4 🡐CIA | 0.896 | 0.807 | 0.00 | 0.652 | Yes |
| CIA5 🡐CIA | 0.987 | 0.904 | 0.00 | 0.883 | Yes |
| CIA6 🡐CIA | 0.801 | 0.669 | 0.00 | 0.447 | Yes |
| WCBL1 🡐 WCBL | 1.000 | 0.860 | 0.00 | 0.740 | Yes |
| WCBL2 🡐 WCBL | 1.098 | 0.936 | 0.00 | 0.877 | Yes |
| WCBL3 🡐 WCBL | 0.788 | 0.767 | 0.00 | 0.588 | Yes |
| CIA 🡘 WCBL |  |  | 0.00 | 0.640 | Yes |

Source: Field survey (2022).

Table 7 presents the correlation values, standard errors, and the test statistics of the final eight-indicator model. All correlation values were less than 1.00, and all p-values were less than the significance level of 0.05, indicating appropriate statistical significance. The estimates were, therefore, deemed reasonable and statistically significant. The parameter with the highest standardised coefficient was the indicator with variable CIA2, and its parameter coefficient was 0.937.

Most parameter estimates exhibited high correlation values, ranging from 0.90 to 0.99. The high correlation values indicate a strong linear association between the indicator variables and the unobserved variables (CIA and WCBL**)**. The R-squared values were also close to the desired value of 1.00, indicating that the factors explained a significant portion of the variance in the indicator variables. The results suggest that the indicator variables significantly predict the unobserved components, as all the measured variables are significantly associated with the two components (CIA and WCBL) under pedagogical approach factors.

**Qualitative Analysis**

The research question aimed to determine tutors' pedagogical approaches in delivering Social Studies lessons. Principals were asked questions related to these approaches. The themes extracted from the interview included the pedagogical approaches used by Social Studies tutors, the assessment of their effectiveness, the challenges in implementing these approaches, and the support provided to tutors during their pedagogical processes.

***Pedagogical approaches used by tutors***

The participants were asked to mention tutors' pedagogical approaches to deliver lessons in Social Studies. The participants stated that Social Studies tutors predominantly use learner-centred or creative pedagogies. Some also mentioned that most tutors have adopted activity-based approaches in teaching Social Studies courses. Clear examples cited from the interview included approaches such as “*brainstorming, case study, group discussion, think-pair-share, and simulation*” (P5, P7 and P8). Again, the participants mentioned the use of digital or ICT tools as a means of improving pedagogical approaches. For instance, one principal emphasised that:

“*My tutors utilise various teaching tools and methods, including PowerPoint presentations and guided notes displayed through projectors. They also incorporate WebQuests and digital devices like phones for interactive learning experiences. Additionally, they employ interactive approaches and immersive history experiences to make the learning process more engaging. This encourages students to enhance their skills through writing and presentations.*” (P3)

***Assessing the effectiveness of pedagogical approaches***

Regarding how college principals assess the effectiveness of the pedagogical approaches used by Social Studies tutors, the participants mentioned that they observe or monitor these approaches through their Vice Principals, Heads of Social Science Departments, or Quality Assurance Officers. The participants also stated that they evaluate the effectiveness of the pedagogical approaches used by tutors through appraisals or checklists, which are obtained from students and Heads of Departments (HoDs). For example, one of the participants commented,

“*I assigned my Quality Assurance Officer the responsibility of creating*

*a detailed checklist that we could utilise to evaluate the efficacy of the*

*various pedagogical methods and approaches we employ.*” (P8).

The effectiveness of the pedagogical approaches was also assessed by evaluating student-teacher performances in examinations and quizzes. This was noted by one of the principals:

“*The effectiveness of pedagogical approaches is typically evaluated through various methods, including assignments, quizzes, oral questioning, student responses, group work, projects, and presentations. These assessment tools provide valuable insight into how well students grasp the material and engage with the learning process.*” (P3)

Tutors were also tasked with enacting some pedagogical approaches during professional development (PD) sessions to determine their effectiveness and practicality in lesson delivery.

***Challenges in implementing the pedagogical approaches***

Participants were also asked to identify their challenges in implementing the pedagogical approaches. Key among these challenges mentioned was the time constraint of using activity-based approaches in the classroom. According to a principal:

“*The learner-centred pedagogies involve various activities that require significant time to implement effectively. However, tutors often face time constraints that make engaging fully in these activities challenging. For example, a complex activity such as a role-play necessitates ample time for planning, execution, enactment, and debriefing. This poses a substantial challenge for our tutors as they strive to deliver high-quality instruction within limited time frames.*” (P2)

Another challenge the principals stated was the inadequate teaching and learning resources for delivering Social Studies lessons. For example, one of the participants remarked,

“*The teaching and learning resources at the college are seriously*

*lacking. There is a shortage of essential equipment, such as projectors,*

*which makes it challenging for tutors to deliver lessons effectively and*

*for students to engage with the material. This impacts the overall quality*

*of the implementation of the B.Ed curriculum.*” (P5).

Another challenge in implementing the pedagogical approaches was the tutors' inability to properly debrief their colleagues on workshops they had attended on enhancing pedagogical strategies in the classroom. For instance, one principal stated:

“*I have observed that my tutors struggle to effectively debrief their*

*colleagues after attending workshops. This lack of ability to train their*

*colleagues on successful approaches and strategies impedes the*

*proper implementation of new concepts and ideas.*” (P3)

The nature of the classroom also poses a challenge to implementing learner-centred approaches. As remarked by a principal, “*dealing with large numbers of students in smaller spaces - classrooms, is a great challenge…”* (P4). Another added, “*Large class sizes implement the learner-centred approaches quite difficult*" (P6). The participants also noted that intermittent power shortages in the colleges prevent social studies tutors from using digital tools to enhance learner-centred pedagogies. For instance, one principal noted:

“*One of the most significant challenges we face is intermittent blackouts, which directly impact the efficiency and effectiveness of our lesson presentations. This not only hampers the implementation of our educational activities but also poses a significant obstacle to achieving our objectives*.” (P3)

***Supporting tutors during their pedagogical processes***

Participants were also asked how they support tutors in enhancing the pedagogical process. Most of the responses centred on providing human and material resources to implement appropriate pedagogical approaches in Social Studies lessons. For instance, one participant commented, “Management supports tutors when they request materials that enable them to teach effectively” (P4). Another added, “*Management supports tutors by giving funds to purchase data. Departments have been distributed with desktop computers*” (P8).

Another way that the principals or management also support tutors in using appropriate pedagogies is through capacity building. For example, one participant said, "*Workshops are frequently organised to sharpen the skills of tutors…*” (P6). Another added, “We, the principals and management, support tutors in attending workshops on the new curriculum to facilitate its implementation.”

The participants also stated that principals or vice principals support tutors' pedagogical processes through monitoring, observation, and sharing their experiences to enrich the tutors' practices. One participant remarked, “*Intermittent classroom lesson observations by the Principal, Vice Principal, and Heads of departments provide adequate support to the tutors*.”

Based on the third research question, it was identified that the specific pedagogical approaches used by tutors in Social Studies instructional delivery involve group work, presentations, and projects as part of their lesson delivery. Tutors also supervise the use of micro-teaching to develop various skills in learners. As part of the learning process, tutors adopted concept mapping, debates, and audio-visual and tactile analysis in delivering course content. Tutors also used role-play and dramatisation, think-pair-share, inquiry design models, and simulations during lesson delivery, which was measured through constructive and integrative approaches. Moreover, tutors incorporated work-based and field visits into their lesson delivery modes. The tutors also utilised resource persons to facilitate specific topics outlined in the course. They employed computer technology and multimedia to deliver course content, which was assessed through work-based and computer-based learning approaches. Therefore, the specific pedagogical approaches identified in the study for delivering Social Studies instruction include constructive and integrative approaches, work- and computer-based learning approaches, and various interactive and immersive strategies to enhance student engagement and understanding.

The current study revealed that tutors in Colleges of Education use varied pedagogical approaches for Social Studies instructional delivery. The result further revealed that pedagogical approaches used by tutors in delivering Social Studies lessons were appropriate and effective. For example, the study revealed that Social Studies tutors adopted the Think-pair-share and Inquiry design model in lesson delivery. Similarly, tutors employed group work, presentations, concept mapping, debates, simulation, audio-visual analysis, and audio-visual and tactile analysis to deliver course content. The classroom observation of tutors supported this finding.

Results from the observation showed that tutors practically used approaches that were engaging and involved the learner. The observation results showed that tutors employed group work, presentations, and projects as part of lesson delivery. The results from the interviews of the principals further buttressed the finding that social studies tutors use varied pedagogical approaches. According to the principals, tutors use learner-centered and activity-based approaches in teaching Social Studies lessons. Examples of pedagogical approaches mentioned by the principals included *“brainstorming, case study, group discussion, think-pair-share, and simulation” (P5, P7 and P8).*

While using varied pedagogical approaches is important in building student teachers' capacity, their effectiveness must also be assessed. The results from the interview indicated that monitoring tutors' practices is an effective way to assess the appropriateness of the pedagogical approaches they use. As reiterated by the principals, the appropriateness of a pedagogical approach may also be assessed through students' performance. The assessment of students' performance in tests, group activities, and projects helps to determine the effectiveness of the pedagogical approaches used by the tutors.

However, using an appropriate and effective pedagogical approach may be challenging. As emphasised by the principals of the colleges, challenges such as inadequate teaching and learning resources, large class sizes and smaller lecture halls impede the implementation of activity-based approaches. To support the pedagogical practices of tutors in implementing the B.Ed. In the Social Studies curriculum, provisions must be made to enhance the human and material resources of the colleges. Again, *“workshops must be frequently organised to build the capacities of the tutors”* (P1). Using appropriate pedagogical approaches in lesson delivery is important in shaping the character of future leaders of a country (Brown & Shaked, 2018). Appropriately using pedagogical approaches also ensures that learners (student-teachers) have the skills and competencies necessary for work and adulthood. For example, through simulations and debate, the student-teachers are equipped with personal development and leadership skills (NaCCA, 2020). Again, student-teachers ability to present knowledge and content in mind maps, posters, charts, etc., improves their imagination and critical thinking skills. Students also develop problem-solving skills through inquiry-based models. By implication, the use of appropriate pedagogical approaches in lesson delivery is equivalent to developing the capabilities and competencies of learners. For student-teachers, the use of appropriate pedagogical approaches is crucial, as they are likely to adopt and employ these approaches in their future classroom teaching roles (Odumah, Babah, Osei Mensah, Yalley, & Sakyi-Darko, 2020).

The current study agrees with the study conducted by Odumah, Babah, Osei Mensah, Yalley and Sakyi-Darko (2020) on assessing the pedagogical approaches of Social Studies tutors’ instructional delivery in the Colleges of Education in the Eastern and Greater Accra Regions of Ghana. The study revealed that most tutors employed appropriate pedagogical approaches to facilitate effective teaching and learning in Social Studies. Again, the study revealed that the pedagogical content knowledge of Social Studies teachers and the teaching-learning strategies they adopt significantly enhanced the instructional process in the classroom. As a recommendation, Odumah, Babah, Osei Mensah, Yalley, and Sakyi-Darko (2020) proposed that teacher training institutions, teacher education divisions, and universities in Ghana should provide appropriate training to teachers in their subject areas to enhance their pedagogical skills and knowledge. The current study also confirmed Folsom's (2009) study, which revealed that one of the pedagogical approaches contributing to an effective teaching and learning process was experience-based, child-centred education. This approach, which promotes thinking processes through progressive education, supported the study's findings. In agreement, this study proposes effective child-centred pedagogies that promote core skills, such as critical thinking and problem-solving.

Adopting effective child-centred pedagogies helps the tutor to consciously plan questions and learning activities that will guide students in

Developing their thinking and emotional processes as they learn. In classroom observation, using effective child-centred pedagogies was the most effective way of teaching and learning Social Studies. The current findings, however, contradict those of Kwegyiriba, Fynn, Mensah, Aidoo, and Enchill (2021), who found that most college tutors do not use appropriate pedagogical approaches to enhance the effective teaching and learning of Social Studies. Most tutors in colleges in the Western Region did not employ constructive teaching methods in Social Studies.

**CONCLUSION AND RECOMMENDATIONS**

It can be concluded from the study's findings that College of Education tutors adopted and utilised modern pedagogies and technological tools to build competencies necessary for the field of work and lifelong learning while implementing the B.Ed. Program. Social Studies curriculum. Both lesson observations and questionnaires administered confirmed that College tutors effectively used various pedagogical strategies in delivering Social Studies lessons to ensure a better understanding of the curriculum's concepts. It is recommended that tutors in Colleges of Education implement the B.Ed. The Social Studies curriculum for Colleges of Education in Ghana should continue to explore, adopt, and utilise other technologically blended pedagogical approaches to deliver Social Studies lessons to ensure effective lesson delivery. Tutors could explore and use more modern pedagogical approaches in addition to the existing approaches used in implementing the B.Ed. Social Studies curriculum.

**ETHICAL APPROVAL AND CONSENT**

Ethical guidelines were strictly adhered to to protect the dignity of the participants. The researchers obtained all respondents' consent through the institutions' principals before conducting the study on their premises. 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 the writing or editing of this manuscript.

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