**Original Research Article**

**Gender-Based Perspectives on Suggested Revisions to Senior High School Social Studies Curriculum for National Development in Ghana**

**ABSTRACT**

This study examines the gender-based perspectives of Senior High School Social Studies teachers in the Kumasi Metropolitan Assembly, Ghana, regarding suggested revisions to the current curriculum for achieving national development. Using an explanatory sequential mixed-methods design, the research involved 245 teachers selected through stratified random sampling, combining quantitative surveys and qualitative interviews. Findings revealed that although both male and female teachers largely supported curriculum reforms, there were no statistically significant differences in their views based on gender. Teachers highlighted concerns over outdated content, curriculum overload, and a disconnect between curricular aims and national developmental needs. The study emphasizes the importance of incorporating teacher insights regardless of gender into curriculum reform processes. It calls for inclusive, flexible, and contextually relevant curriculum reviews that align with Ghana’s developmental aspirations and global educational trends.

**Keywords:** Curriculum, Revision, Gender, Social Studies, National Development

**INTRODUCTION**

The curriculum is the major tool that education uses to set national and personal goals. It is also an important tool for changing society. Social Studies is one of the most important subjects taught in Ghana's Senior High Schools (SHS). Its goal is to foster civic awareness, social cohesion, and national development (Ministry of Education, 2010). There is a growing call for modifications to the curriculum that better meet the needs of young people as the country deals with problems including youth unemployment, political apathy, and environmental damage.
Because it takes a multidisciplinary approach (Nukunya, 2019), Social Studies is a great way to teach learners the values, information, and skills they need to be responsible citizens and help the country prosper. But there are also arguments concerning whether the subjects taught are still important in light of Ghana's development goals and how well the current curriculum takes into account changing socioeconomic realities (Oppong & Adjei, 2020). In this scenario, it is very important to get the opinions of teachers who are in charge of delivering the curriculum to see if the knowledge that is currently available is acceptable and relevant. Gender is an important way to look at education since it affects how teachers see the curriculum and suggest changes (Bhana, 2012). In Ghana, the cultural and professional backgrounds of male and female teachers typically affect their curricular aims in different ways. This can cause people to differ about whether or not the themes in Social Studies should be modified. It is important to look at these gender-based points of view make educational policies that include everyone and change curricula to reflect a well-rounded national vision.

This study relies on the idea that changing the curriculum shouldn't be a top-down approach. Instead, it should the small variances caused by gender roles and teaching experiences, as well as the practical knowledge of classroom teachers. Knowing about these distinctions will make it easier to change the Social Studies curriculum to help the country's growth.

 **Problem Statement**

There are still questions about whether the existing structure and content of senior high school Social Studies are enough to help Ghana reach its changing national development goals, even if the subject is very important for becoming informed, responsible, and development-focused citizens. Research shows that Ghana's Social Studies curriculum frequently focuses more on traditional civic topics than on important current issues, including gender equality, economic change, technological progress, and environmental sustainability (Anamuah-Mensah, 2011; Amedahe & Owusu, 2021). These restrictions make it very to believe that the curriculum is relevant and responsive to the country's current and future development needs.

 Teachers are the link between what the curriculum is supposed to do and how it is really taught in the classroom. They often see differences between what the curriculum says and what the country needs to grow. But studies have not paid much heed to their ideas and proposals, especially those that are different for men and women. Previous research has looked at how teachers feel about curriculum problems in general, but not many have looked at how male and female teachers view and suggest adjustments to curriculum content in relation to development goals (Mensah, 2017).

 This lack of understanding is especially in a society where gender norms have a big effect on how teachers teach and what policies are expected. If attention is not paid to these gendered points of view, one might make changes that may not take into account vital background information and would make the changes to the curriculum less effective. Because of this, it is very important to look at what male and female teachers in Ghana's Kumasi Metropolitan Assembly think about how relevant the current Social Studies topics are and what changes they suggest to make the curriculum better fit the needs of the country's growth.

 **The Purpose of the Study**

The main purpose of the study is to look into the ideas that both male and female instructors have for changing the current Senior High School Social Studies curriculum so that it better meets the goals of national development.

**Objective of the Study**

To explore the perspectives of male and female teachers in the Kumasi Metropolitan Assembly regarding suggestions for changes to the existing Senior High School Social Studies topics in the teaching syllabus to attain national development in the Kumasi Metropolitan Assembly.

**Question for the Research**

What are the perspectives of teachers in the Kumasi Metropolitan Assembly, categorised by gender, regarding suggestions for changes to the current Senior High School Social Studies topics in the teaching syllabus to achieve national development?

**Hypothesis of the Study**

**H0:** There is no significant difference in the opinions of male and female teachers in the Kumasi Metropolitan Assembly regarding suggestions for changes to the existing Senior High School Social Studies topics in the teaching syllabus to attain national development in the Kumasi Metropolis.

**H1:** There is a significant difference in the opinions of male and female teachers in the Kumasi Metropolitan Assembly regarding suggestions for changes to the existing Senior High School Social Studies topics in the teaching syllabus to attain national development in the Kumasi Metropolis.

**The significance of the Study**

There are many reasons why this study is important. First, it adds to the conversations and suggestions about changing the curriculum by giving educators, who are the principal stakeholders in charge of putting educational policy into action, gender-specific points of view. This survey will give curriculum designers and policymakers a better idea of how male and female teachers think about the relevance of current Social Studies content and suggest changes to topics depending on national goals.

Second, the study fills in a big vacuum or gap in our knowledge concerning gender and changes to the curriculum in Ghana. There on how it affects teachers' views on the curriculum. This study adds a new and relevant to the conversation on gender-based curricula.

Third, the results will benefit groups that train teachers by showing how important it is to use gender-sensitive methods when reviewing and developing curricula. Realising that teachers have different points of view can help make teaching and the curriculum more inclusive.

This study also helps the larger goal of using education as a tool for social and economic change in Ghana by making sure that curriculum suggestions are in line with national development goals. The results will support evidence-based policy decisions that keep the Social Studies curriculum open, flexible, and focused on growth.

**REVIEW OF RELATED LITERATURE**

**Introduction**

This part gives a critical summary of the research on gender-based views on changes that could be made to Ghana's Senior High School (SHS) Social Studies curriculum. It uses policy papers, real-world research, and philosophical frameworks to back up and put the study's goal in context. The evaluation starts by looking at changes to the curriculum and how Social Studies may help the country grow. Again, it looks at gender views in curriculum discourse, finds gaps in the research, and gives a conceptual framework that serves as the basis for the current study.

**Curriculum Development and the Role of Social Studies in National Development**

The curriculum of a country has a big effect on its people's political and social consciousness and their human capital. The Ministry of Education (2010) states that in Ghana, Social Studies is used to teach citizenship, bring the country together, and promote long-term growth. Social Studies is a discipline that combines several fields of study to teach students how people, society, and the environment interact to become good citizens (Banks, 2015). The SHS Social Studies curriculum in Ghana is meant to encourage civic engagement, social responsibility, and critical thinking, all of which are important for the country's growth (Kankam & Bawa, 2017).
Even with these goals, several researchers have questioned how modern and adaptable the current curriculum is. Amedahe and Anamuah-Mensah (2010) argue that some parts of the curriculum seem old, do not apply to the local area, or do not deal with important social, economic, and environmental problems. Changes to the curriculum are therefore necessary to make sure that it is in line with the changing aims of national development, such as gender equality, fostering peace, being a global citizen, and being equipped to deal with climate change.

**Gender and Curriculum Reforms in Ghana**

When making and looking at a curriculum, gender is an important factor. According to curriculum theorists like Apple (2004) and Kelly (2009), gender roles and points of view affect the way teachers teach, the way students learn, and the things they learn in school. Research shows that male and female teachers in Ghana often read and apply curricular content in different ways because of their social and cultural backgrounds, professional training, and experiences (Essuman & Amoah, 2016; Dampson, Anku, & Ofosu, 2019).

 The Ghana Education Service (GES) has pushed for teaching methods that take gender into account, but not much study has been done on how gender affects suggestions for changes to the curriculum. Male and female teachers may attach various amounts of importance to particular Social Studies disciplines or skills, depending on how they see national progress. For example, female teachers might put more focus on themes like gender equality, health education, and protecting the environment, while male teachers might put more emphasis on subjects like governance, economic participation, and civic duties (Tuwor & Sossou, 2008). This position based on gender shows how crucial it is to include a range of opinions in efforts to change the curriculum.

 **Changes Suggested for SHS's Social Studies Curriculum**

Several researchers and policy evaluations have said that the Social Studies curriculum needs to have new themes added to it so that it is more relevant to Ghanaian society today. Boakye and Ababio (2016) and the Ministry of Education (2020) state that entrepreneurship, digital citizenship, anti-corruption education, peace and conflict resolution, and climate change are some of the topics that should be taught in Social Studies. Adding these kinds of difficulties will help students be able to help with national development efforts. Boahen and Yeboah (2019) state that Social Studies should have more hands-on and community-based learning activities to get students more involved with real-world issues. Avoke (2021) and others argue that the curriculum has to be changed to properly reflect constitutional duties and global obligations, such as the UN Sustainable Development Goals (SDGs). But the fact that these proposals have not been split down by gender shows that there is a need that this study wants to solve.

**Gender Differences in Curriculum Perspectives: Theoretical Insights**

Feminist and social constructivist instructional approaches give the theoretical basis for looking at gendered points of view. According to Vygotsky's social constructivism, knowledge is shaped by society, and people's interactions, identities, and social positions all affect how they comprehend the curriculum (Vygotsky, 1978). Hooks (1994) argues that feminist pedagogy says that power relations and gender experiences change how teachers see and teach knowledge. Employing these beliefs, male and female teachers may teach the same subjects in various ways and make changes that are based on social norms and experiences.

 Gender-based curriculum analysis is also in line with the equity theory of education, which states that everyone should have equal representation, involvement, and outcomes in learning situations (Sadker & Zittleman, 2010). It fosters open discussions with people of both genders when it comes to changing the curriculum so that it reflects the complete socio-cultural fabric of the country.

**An Empirical Study of Teachers' Views on Curriculum Reform**

 Empirical studies of teachers' responsibilities in changing the curriculum have demonstrated that teachers are often quite important to making changes (Fullan, 2007). When changes are made in Ghana, teachers' opinions are sometimes ignored, which could affect how policies are put into action (Osei, 2016). According to a study by Antwi (2019) and Anamuah-Mensah and Owu-Ewie (2018), many teachers in Ghana think that their knowledge of the context is not completely used while looking at curricula.

There are not many studies in Ghana that look at curriculum perspectives depending on gender, even though studies in other African nations have shown that gender is a big impact in how teachers see things. For example, Ngunjiri's (2012) study in Kenya indicated that male teachers were more inclined to support changes that included teaching gender sensitivity and life skills, while female teachers were more likely to support reforms that teaching about governance and national security.

**Conceptual Framework**

This study's gender-responsive curriculum analysis uses ideas from social constructivism, feminist pedagogy, and curriculum studies. Based on the framework, social, cultural, and political problems have an effect on what is taught in school. Teachers' experiences as both implementers and reform advocates affect how they feel about the material's usefulness.
For curricular change to work and for national growth to be truly inclusive, it is important to include both male and female points of view.

This model makes it easier to look at how male and female senior high school teachers in the Kumasi Metropolitan Assembly suggest changes to the Social Studies curriculum, as well as how these opinions may be similar or different depending on their level of involvement in the profession and their gendered experiences.

**Summary**

The literature review shows how important it is to change the curriculum in order to help the country grow, with Social Studies being a key part of this effort. It also shows how gender affects decisions about teaching and the curriculum. There have not been many real-life studies looking at the distinctions between male and female in the many suggestions for updating Ghana's Social Studies curriculum. The current study looks at what male and female teachers think about proposed changes to the SHS Social Studies curriculum that would make it more in line with national development goals.

**RESEARCH METHODOLOGY**

**Introduction**

This portion explains the study methodologies used to look at how male and female teachers feel about proposed changes to Ghana's Senior High School (SHS) Social Studies curriculum, especially in the Kumasi Metropolitan Assembly (KMA). The main goal of the study is to find out if male and female Social Studies teachers suggest different changes to the curriculum that would make the subject more relevant to the country's progress. The approach was founded on a suitable philosophical and theoretical framework and was led by the research aim, objective, question, and hypothesis.

**Research Paradigm**

Creswell and Plano Clark (2018) state that a study that is based on the pragmatic research paradigm, which lets researchers combine both quantitative and qualitative methods to the topic they are studying. According to Tashakori and Teddlie (2010), pragmatics both objective and subjective points of view, fosters methodological pluralism, and puts the research topic first. This model was useful because the study wanted both qualitative contextual insights and quantifiable variations in how teachers recommended curricula based on gender.

**Theoretical Framework**

The Gender Schema Theory and the Curriculum Change Theory were used as the basis for this study. Curriculum Change Theory (Fullan, 2007) states that teachers have a large impact on changing the curriculum through their ideas and input and that, teachers need to be involved for it to work. The Gender Schema Theory, on the other hand, describes how cognitive structures based on gender affect attitudes, perceptions, and actions (Bem, 1981). These ideas helped us think about how gender identities can affect teachers' suggestions for changes to the curriculum.

**Research Approach: Mixed Methods**

The researcher employed a mixed-methods research strategy that included quantitative and qualitative data to provide the analysis more depth and breadth. This method works well when neither qualitative nor quantitative methods are enough on their own to solve the study difficulties (Johnson & Onwuegbuzie, 2004). The quantitative data from this study demonstrated patterns and disparities in replies based on gender. The qualitative data, on the other hand, helped the researcher understand better by giving us insights into how teachers think.

**Research Design: Explanatory Sequential Mixed Design**

The design researcher employed for the study was “Explanatory Sequential Mixed Design”. This indicates that the researcher first gathered and analysed quantitative data and then used qualitative data to back up or explain the quantitative conclusions (Creswell and Plano Clark, 2018). This concept was perfect since it let surveys be conducted to find out how opinions regarding curricular modifications differed by gender. Then, in-person interviews were performed to delve into these differences in greater depth.

**Population for the Study**

The target group was made up of all the Social Studies teachers (N = 629) in the Ashanti Region of Ghana. The study, on the other hand, only looked at the 629 Social Studies instructors who worked in 52 senior high schools in the Kumasi Metropolitan Assembly (KMA) during the 2023–2024 school academic year in order to meet this specific research goal and premise. The researcher chose this subgroup because they have taught Social Studies for more than ten years in the senior high school and can suggest substantial changes to the curriculum.

**Sample and Sampling Techniques**

The researcher employed Yamane's (1967) formula to calculate the sample size from the small group of 629 Social Studies teachers:

 **N**

**n =**

 **1+ N (e)²**

Where:

* *n* = sample size
* *N* = population size
* *e* = margin of error (0.05)

**Sample Size Determination for Teachers**

The researcher examined the number of Social Studies teachers employed at the fifty-two (52) Senior High Schools in the Kumasi Metropolis and its sub-metros during the 2023–2024 school year to determine how many teachers should be included in the sample. Overall, there were 629 Social Studies teachers who worked at these schools.

This researcher chose 245 teachers to be part of the sample. The researcher used a stratified random sample method to make sure that male and female teachers were equally represented. After splitting the population into two categories based on gender (male and female), basic random sampling was done within each of these groups. The researcher’s sample design made sure that gender-specific viewpoints were correctly and fully represented in the study which made the results about gender-based perspectives more legitimate and reliable.

**Data Collection Instruments**

There were two primary tools used:

**1. Structured Questionnaire:** Initially, the researcher created this tool to gather data on the demographics of teachers and their perspectives on curriculum modifications. It featured closed-ended questions and a 4-point Likert scale to see how many of the respondents agreed or disagreed with the suggested modifications. The questionnaire's clarity and reliability were tested and improved before it was used.

**2. Semi-Structured Interviews**: Twenty (20) Social Studies instructors were chosen from the survey participants to take part in semi-structured interviews. These teachers were chosen to reflect a range of genders, years of experience, and types of schools. The open-ended questions in the interview guide were in line with the study's goal and made it possible to look at the arguments for suggested changes to the curriculum in more depth.

**Ethical Considerations**

This study followed strong ethical rules to keep the participants safe. Everyone who answered gave informed consent. Using codes instead of names and making sure that data was stored safely made sure that people could remain anonymous and secret. Participants were told that they might leave the research at any time and that doing so would not have any consequences. The Ghanaian university research ethics committee project gave their approval before the instruments were sent out to the respondents.

**Data Analysis Procedures**

**Quantitative Data:**

The researcher used the Statistical Package for the Social Sciences (SPSS) to code and look at the data from the questionnaire. The researcher employed descriptive statistics, such as percentages and frequencies, to sum up the data. The researcher therefore employed inferential statistics, specifically the chi-square test of independence **to test the hypothesis**

The methods included understanding the data, coming up with preliminary codes, looking for trends, evaluating themes, identifying and naming them, and writing the report. Then, the new themes were combined with quantitative data to make a whole interpretation.

This methodical methodology was carefully planned to meet the research goal and hypothesis with scientific accuracy. The study was able to combine statistical generalisability with qualitative richness using an explanatory sequential mixed-methods design. The study's results are genuine, reliable, and legitimate because it used stratified sampling, ethical measures, and strong analytical methods.

**DATA ANALYSIS AND INTERPRETATION**

**Research Question**

What are the perspectives of teachers in the Kumasi Metropolitan Assembly, categorised by gender, regarding suggestions for changes to the current Senior High School Social Studies topics in the teaching syllabus to achieve national development?

The researcher utilised a chi-square test of independence to look at the responses of 245 Senior High School Social Studies teachers in the Kumasi Metropolitan Assembly by gender. The researcher conducted this study to determine whether gender significantly influences teachers' opinions about the proposed curriculum modifications.

Table 1 shows that 110 (67%) of the 163 male respondents agreed that the current Social Studies teaching syllabus should be modified, while 53 (33%) disagreed. On the other hand, 31 (37.8%) of the 82 female teachers who answered the questionnaire strongly disagreed with the suggestions to the changes, while 51 (62.2%) suggested changes to be mad

**Table 1: Teachers' Perspectives on Suggestions for Changes to Senior High School Social Studies**

 **Topics: A Gender-Categorized Analysis**

|  |
| --- |
|  **Respondents Views** |
| **Cat.** | **Yes** | **No** | **Total** | $x^{2}$**Value** |  **df** | **Prob.****Value** |
| **M** | 110 (67%) | 53 (33%) | 163 |  .665 | 1 | .415 |
| **F** | 51 (62.2%) | 31 (37.8%) |  82 |  |  |  |

**Source: Field Survey, (2024).** M (Male) and F (Female)

Even while a somewhat higher percentage of male instructors than female teachers wanted changes, the differences were not statistically significant. The chi-square statistic (χ² = 0.665, df = 1, p = 0.415) does not meet the usual level of significance (p < 0.05), which means that the differences in responses between male and female are probably just random and not a real difference (Field, 2018; McHugh, 2013). With a p-value of 0.415, there is a 41.5% chance that any variations between how male and female teachers answered were just random. So, the null hypothesis, which states that opinions about changing the curriculum and the gender of teachers do not have a strong connection, is accepted. So, it looks like the gender of the teachers who answered the survey does not have much to do with how teachers feel about changes to the Social Studies programme.

This result is in line with what research in the field of curriculum development has found: support for educational reform, especially in Social Studies, often goes beyond demographic factors like gender and is more closely linked to professional experience, pedagogical practicality, and the subject matter's relevance to society (Print, 1993; Ornstein & Hunkins, 2017). Teachers of both genders may be more influenced by their shared experiences in the classroom and their understanding of how important it is to link the Social Studies curriculum with current national development goals (Amissah, 2020; Tuwor & Sossou, 2008).

In conclusion, most male and female teachers wanted modifications to the current Social Studies curriculum. Their gender did not alter their thoughts. This means that most teachers agree that the curriculum has to be changed to better match the needs of the country's current development.

**Face-to-Face Interview**

The qualitative analysis of interviews with Social Studies teachers in the Kumasi Metropolitan Assembly showed that one of the primary problems was that they thought some elements of the Senior High School Social Studies curriculum needed to be revised. Most of the participants (16 out of 20) agreed that the syllabus's structure and thematic organisation, especially its three main sections, are generally appropriate. However, they stressed how important it is to review the content of certain topics so that they better reflect the realities of society today and the needs of national development.

One male participant (TP.5) said that: *“The basic reason for teaching Social Studies, which is to give students useful information about social norms, beliefs, and problems, is still true. However, some topic areas need to be updated to keep the curriculum relevant in a society that is always changing. He stressed that the way the current material puts too much focus on problem-solving goes against the main goal of Social Studies”.* He emphasized that the current content lacks a consistent problem-solving focus, which contradicts the fundamental aim of Social Studies as an inquiry-driven and problem-oriented discipline (Martorella, 1996).

"National Independence and Self-Reliance" and "Ghana and the International Community" were also determined to be important topics to study in order to show how interdependent the world is today and how national sovereignty is changing. He suggested, for instance, integrating "Our Social Environment and Socialisation" with "Peace Building and Conflict Resolution" to make it more relevant to the present and to include issues like rising divorce rates, changing expectations for marriage, and unconcern.

A female participant (TP. 15) agreed and added that *“Even though the topics are usually appropriate, they need to be completely rewritten to reflect changes in modern culture. Using drawings to teach these subjects will help students connect with the material better because the drawings would be based on real-life circumstances”.*

Participant 14, a male teacher with more than nineteen years of experience, said again how important the curriculum is for forming students' moral character and helping the country grow. He said that *"Social Studies has quietly but profoundly changed lives by encouraging civic engagement and moral self-discipline." Some areas of the topics, like "Science and Technology" and "National Independence and Self-Reliance," are not directly related to the subject's main focus”.* *The Science and Technology topic should be realigned with ICT-related subjects like digital literacy, coding, and data analytics to better prepare students for the workforce* *of the twenty-first century as suggested by UNESCO in 2019.* This view fits with the larger worldwide trend in education that focusses on teaching students digital and business skills so they can deal with problems in the future (World Economic Forum, 2020).

Another female teacher made a similar argument when she (TP. 1) that: *Topics like "The World of Work and Entrepreneurship" are good, but they put too much focus on formal business procedures instead of the life and job skills that are necessary for financial independence. I advised that, changing the content of the topics to focus more on handicrafts, skill-building, and starting a business in the unorganised sector would be more appropriate to help the students”.* These are all more in line with the financial realities that many Ghanaian students face. Her suggestion is in line with what experts like Akyeampong (2014) indicated that the curriculum in sub-Saharan Africa should be changed such that practical skills are more important than theoretical knowledge.

Also, a number of the teachers who took the Social Studies course said they were worried about how much information there was. One male teacher (TP.15) said that “*The curriculum is too overloaded and overburdened, meaning that there is too much material to cover in the time set up for teaching, especially because senior high school lasts only for three academic years”.* This finding is in line with research that shows that when there is too much content to cover, teachers typically do not teach it well because they may not have enough time to do so (Fullan, 2007; Darling-Hammond et al., 2020).

Participant TP.18, a female teacher with almost twenty years of experience in teaching Social Studies, also had serious problems with how the Social Studies topic was presented. She stated that: “*While* *though the curriculum places a lot of emphasis on establishing good values and attitudes, in practice, education is frequently only focused on cognitive outputs because the West African Senior School Certificate Examination (WASSCE) is all about tests. The difference between what the curriculum is meant to do and what it actually does puts students' overall growth at risk”.* For a long time, researchers have criticised exam-based education for ignoring the emotional and psychomotor aspects of learning (Bloom, 1956; Amissah, 2019).

In conclusion, both male and female teachers stressed the need to critically revise some of the subjects to better meet changing social needs and global trends. Teachers agreed that the goals and structure of the Social Studies curriculum were generally good. The primary issues they raised were that the curriculum was too overloaded and overburden, that there was an imbalance in the focus of the domains, and that the curriculum did not match the aims for national growth. These results support the premise that the content of the curriculum should be adaptable and flexible so that it can keep up with changes in technology, culture, and the economy (Tawil & Cougoureux, 2013).

**Changes Suggested for the Social Studies Curriculum in Ghanaian Senior High Schools**

A good Social Studies programme must be able to keep up with how society changes all the time. Banks (2017) and UNESCO (2021) suggest that curriculum renewal is necessary to make sure that it is relevant, inclusive, and responsive to both national development goals and global challenges. In Ghana, Social Studies teaches learners about civic duty, national pride, and how the economy works. The survey's results, which were based on the opinions of both male and female Social Studies instructors in the Kumasi Metropolis, show that there is a lot of agreement that some of the courses in the existing curriculum need to be revised. These suggestions are based on what teachers have learnt from their professional experiences, their knowledge of the subject, and their observations of how the curriculum is used in the classroom.

**Reasons for Updating the Curriculum**

The study indicated that a large number of participants (65%), including both male and female Social Studies teachers, thought that the senior high school Social Studies curriculum needed to be changed a lot. Some teachers argue that some topics are no longer useful and do not prepare students well enough to take part in the country's advancement. This conclusion supports Smith's (2019) claim that school subjects should include current social issues and global trends to help students think critically and get involved in their communities.

The study also found that a majority of the teachers who took part thought the curriculum was out of date and did not relate to modern Ghanaian society. This worry is in line with what Kwakye (2019) and Akwetey and Afriyie (2014) have said about the existing Social Studies curriculum not being able to deal with the country's new socioeconomic and political problems. Teachers who answered the survey stressed that the curriculum should be flexible and adaptable so that it can keep up with changing national priorities at a time of globalisation, technological growth, and changing cultural norms.

Both male and female teachers who answered the survey said that some of the topics should be modified because they do not seem to be useful or because they have too much information. These include "National Independence and Self-Reliance", "Science and Technology", "Ghana and the International Community", and "Promoting National Socio-Economic Development". Participants said that while these topics have theoretically important content, they do not prepare students for real-life situations or develop the civic and socioeconomic skills needed for active citizenship.

These worries are in line with Evans' (2004) argument that Social Studies education needs to be up-to-date and relevant to both important social issues and students' real-life experiences. The participant also said that there is not generally enough time for instruction to cover a wide range of topics, which puts both the depth of learners' knowledge and the overall quality of education at risk.

In summary, all of the male and female Social Studies instructors in the Kumasi Metropolis agreed that Ghana's senior high school Social Studies curriculum needs to be fully evaluated. Teachers stressed that some disciplines need to be updated so that they may assist students in becoming more civic-minded, fitting into the time limits of the classroom, and being aware of the requirements of modern society. This study shows how important it is to include both male and female teachers in the process of revising the curriculum in order to keep educational content relevant, important, and in line with the goals of national development.

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**5.1 Summary of Key Findings**

This study sought to explore the perspectives of teachers in the Kumasi Metropolitan Assembly, categorised by gender, regarding suggestions for changes to the current Senior High School Social Studies topics in the teaching syllabus to achieve national development in Ghana. The survey showed that the majority of the participants strongly agreed that some parts of the curriculum needed to be changed to adequately meet the core purpose of the subject. In particular, 65% of the teachers (both male and female) who took part in the study thought that some of the issues were not up to date with the current state of the country and the world.
Teachers thought that the topics like "Science and Technology", "Ghana and the International Community", "Promoting National Socio-Economic Development", and "National Independence and Self-Reliance" were out of date or not useful in real life because these topics seem to be either too theoretical or not related to what students were going through in real life. Banks (2017) and UNESCO (2021) stress the importance of making modifications to the curriculum to keep up with changes in society, technology, and national development goals.

The study also revealed that difficulties with these topics, such as having too much content, made it harder to teach the curriculum in an effective way. Teachers stressed that the large amount of material in the curriculum made it harder for students to understand and for teachers to teach well. This supports Evans' (2004) claim that information of Social Studies should be relevant to real-world problems and linked to students' own experiences.

**Conclusions**

The study's results show that Ghana's existing Social Studies curriculum for senior high school needs to be revised in a cautious and planned way. Both male and female teachers believe that the curriculum needs to be flexible, culturally appropriate, and in line with the country's plans for socioeconomic transformation. The investigation's results prove that:

1. The curriculum’s content does not do a good job of covering current events in Ghana and throughout the world, like digitisation, environmental problems, and how people can get involved in democratic government.
2. Teachers have come to a gender-neutral agreement about the practical limits of certain curriculum themes, showing that they have a professional knowledge that goes beyond gender.
3. Too much content compared to the time available for teaching makes it hard to effectively execute the curriculum, which results in shallow teaching and learning outcomes.

The study therefore supports what Smith (2019) and Kwakye (2019) argue about curricula that are responsive to the needs of students and help young children think critically and become conscious of their country.

**Recommendations**

Based on the study's results and conclusions, the following suggestions are made:

1. **Curriculum Review and Update:** The Ghana Education Service (GES) and the Ministry of Education should work with curriculum experts to make changes to the Senior High School Social Studies curriculum that are based on data and include everyone (Teachers or Educationist, Politicians, Chiefs and Elders etc.). It is important to make sure that the material fulfils the needs of 21st-century society, such as those linked to digital literacy, economic resilience, environmental sustainability, and global citizenship.
2. **Involvement of Stakeholders:** Both male and female teachers should be included in creating and evaluating the curriculum. Their experiences in the classroom give us useful information about how well the curriculum works and how to apply it.
3. **Streamlining of Substance:** Some disciplines should have less content so that students can study them in depth and learn the basics. To improve teaching and learning, the needs of the curriculum and the amount of time spent on instruction must be in sync.
4. **Professional Development:** Social Studies instructors should be able to use digital resources, hands-on learning, and current events in their lessons thanks to continuous professional development (CPD) programmes.
5. **Evaluation Procedures:** Set up ways to regularly check how well the curriculum works and how it affects students' civic engagement and sense of national identity.

**Areas for Further Study**

The study opens up new areas for investigation in the following ways:

1. **Comparative Curriculum Studies:** Other researchers can learn more about how to improve the curriculum by comparing Ghana's Social Studies curriculum to those of other nations.
2. **Student Opinions:** This study was mostly about teachers, but future research might look at how students feel about the Social Studies programme and how useful it is.
3. **Gender-Specific Teaching Methods:** Future research should look into whether male and female teachers use distinct teaching methods when teaching Social Studies, as well as how these methods affect student performance.
4. **Integrating Technology with the Curriculum:** To encourage interactive and student-centered learning, it is important to look into how digital technologies and online platforms could be used in Social Studies classes.

**Contributions to the Advancement of Knowledge**

This study adds a lot to what we know about Social Studies teaching and curriculum creation in a number of ways.

1. **Empirical Support for Policy:** The study gives a strong empirical basis for changes in curriculum planning and development strategies by giving gender-balanced observations from teachers in the classroom.
2. **Framework for Curriculum Responsiveness:** The results help build a framework that makes sure the curriculum is relevant to both national development goals and the global educational environment.
3. **Gender-Inclusive Curricular Development:** The study adds to the body of knowledge on gender equity in curricular processes by stressing the importance of including a range of teacher perspectives, regardless of gender, in the creation of educational materials.
4. **Pedagogical Innovation:** The study encourages discussion about new teaching methods that are both culturally relevant and easy to put into practice by finding problems with current methods and suggesting ways to make them better.

The study's result makes it clear that Ghanaian senior high schools need to adapt their curriculum in a proactive and inclusive way. If done right, these initiatives will not only improve Social Studies instruction, but they will also give students the tools they need to be knowledgeable, responsible, and engaged members of society.

**References**

Akwetey, E., & Afriyie, M. (2014). *Educational challenges and curriculum responsiveness in Ghana*. Accra: Institute of Policy Research.

Akyeampong, K. (2014). *Reconceptualising secondary education in Africa: Examining the* *evidence in Ghana*. Comparative Education, 50(2), 153–167. <https://doi.org/10.1080/03050068.2014.88>

4920

Amedahe, F. K., & Owusu, B. (2021). *Relevance of social studies curriculum in Ghana: A contemporary analysis*. Journal of Curriculum Studies, 53(2), 203–221.

Amissah, A. (2019). *Assessment practices and challenges in Ghanaian senior high schools: A case study approach*. Journal of Educational Evaluation, 12(3), 45–58.

Anamuah-Mensah, J. (2011). *Curriculum renewal in Ghana: A contextual overview*.

Educational Review, 63(3), 343–356.

Anamuah-Mensah, J., & Owu-Ewie, C. (2018). *Teachers’ views on curriculum reforms in Ghana: Problems and possibilities*. Ghana Journal of Education and Teaching,1(1), 89–105.

Antwi, M. K. (2019). *Teacher involvement in educational reform: The Ghanaian experience*. Journal of African Educational Research Network, 10(1), 23–38. Apple,

M. W. (2004). *Ideology and curriculum* (3rd ed.). New York, NY: Routledge Falmer.

Avoke, M. (2021). *Curriculum relevance and inclusive education in Ghana*. Ghana Journal of Disability Studies, 5(1), 18–32.

Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Boston, MA: Pearson.

Banks, J. A. (2017). *Educating citizens in a multicultural society* (2nd ed.). New York, NY:Teachers College Press.

Bem, S. L. (1981). *Gender schema theory: A cognitive account of sex typing*. Psychological Review, 88(4), 354–364.

Bhana, D. (2012). *Gender in the classroom: Power and pedagogy*. Agenda, 92(1), 54–63.

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York, NY: Longman.

Boahen, E., & Yeboah, M. A. (2019). *Social Studies curriculum and community engagement in Ghana*. Journal of Educational Development, 8(2), 144–159.

Boakye, J. K. A., & Ababio, J. A. (2016). *The need for a contemporary Social Studies curriculum for Ghanaian secondary schools*. Ghana Journal of Education, 5(1),

67–83.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Dampson, D. G., Anku, D. E., & Ofosu, E. (2019). *Gender and curriculum development in Ghanaian schools: Insights and implications*. Ghana Journal of Education,Learning and Teaching, 3(2), 12–29.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020).

*Implications for educational practice of the science of learning and development*. Applied Developmental Science, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>

Essuman, A., & Amoah, S. A. (2016). *Gender and teacher perceptions on curriculum implementation in Ghanaian schools*. Journal of Curriculum and Teaching, 5(2), 78–90.

Evans, R. W. (2004). *The Social Studies wars: What should we teach the children?* New York, NY: Teachers College Press.

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). London: SAGE Publications.

Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York, NY: Teachers College Press.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). *Mixed methods research: A research paradigm whose time has come*. Educational Researcher, 33(7), 14–26.

Kankam, G., & Bawa, A. C. (2017). *Citizenship education in Ghana: The role of Social Studies*. Journal of Education and Practice, 8(5), 68–76.

Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). London: SAGE Publications.

Kwakye, A. O. (2019). *Curriculum reform in Ghana: Addressing 21st-century competencies in basic education*. Ghana Education Review, 1(1), 1–15.

Martorella, P. H. (1996). *Teaching Social Studies in middle and secondary schools* (2nd ed.). New York, NY: Merrill.

McHugh, M. L. (2013). *The chi-square test of independence*. Biochemia Medica, 23(2), 143–149.

Mensah, I. K. (2017). *Teachers’ perceptions of curriculum change: A case study of Ghanaian Senior High Schools*. African Journal of Educational Studies, 13(2), 44–57.

Ministry of Education. (2010). *Teaching syllabus for Social Studies: Senior High School 1–3*. Accra: Curriculum Research and Development Division (CRDD).

Ministry of Education. (2020). *National pre-tertiary education curriculum framework*. Accra: Ghana Education Service.

Ngunjiri, F. W. (2012). *Women’s spiritual leadership in Africa: Tempered radicals and critical servant leaders*. Albany, NY: SUNY Press.

Nukunya, G. K. (2019). *Tradition and change in Ghana: An introduction to sociology* (2nded.). Accra: Ghana Universities Press.

Oppong, S., & Adjei, D. (2020). *Assessing curriculum relevance to national development: Perspectives from Ghanaian educators*. Journal of Curriculum Development, 5(1), 101–116.

Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Boston, MA: Pearson.

Osei, M. (2016). *Teacher participation in curriculum development in Ghana*. Ghana Journal of Education, 2(1), 77–93.

Print, M. (1993). *Curriculum development and design* (2nd ed.). Sydney: Allen & Unwin.

Sadker, D. M., & Zittleman, K. R. (2010). *Teachers, schools, and society* (9th ed.). New York, NY: McGraw-Hill.

Smith, L. T. (2019). *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.). London: Zed Books.

Tashakkori, A., & Teddlie, C. (2010). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE Publications.

Tawil, S., & Cougoureux, M. (2013). *Curriculum and learning: Content and learning strategies for the 21st century*. Geneva: UNESCO International Bureau of

 Education.

Tuwor, T., & Sossou, M. A. (2008). *Gender discrimination and education in West Africa: Strategies for maintaining girls in school*. International Journal of Inclusive

Education, 12(4), 363–379.

UNESCO. (2019). *Digital skills critical for jobs and social inclusion*. Paris: UNESCO.

UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. Paris: UNESCO.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

World Economic Forum. (2020). *The future of jobs report 2020*. Geneva: WEF.

Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). New York, NY: Harper & Row.