

## How Confident are Social Studies Teachers in Curriculum Implementation? Understanding Teachers' Self-Efficacy Beliefs

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**ABSTRACT:** Quality in curriculum implementation and teachers' self-efficacy beliefs have many common points. Teachers' self-efficacy beliefs influence curriculum implementation in terms of instructional and pedagogical practices. The research was conducted to measure Social Studies teachers' self-efficacy beliefs in the implementation of Social Studies curriculum in public senior high schools in Ghana. The study also examined the difference in Social Studies teachers' self-efficacy beliefs based on gender, age and teaching experience. The study was guided by self-efficacy theory. Descriptive survey design was employed and census method was used to include 52 Social Studies teachers in the public senior high schools in the Cape Coast Metropolis, Ghana. The data was gathered using adapted short form of Teacher Self Efficacy Scale (TSES). The data collected was processed using SPSS version 25.0 and analysed using descriptive (frequency, percentages, means and standard deviation) and inferential (Independent samples t-test and One-Way ANOVA) statistics. The study discovered that Social Studies had a high level of self-efficacy beliefs in implementing the curriculum. They were highly efficacious in their instructional strategies and relatively low in classroom management as compared to other dimensions of self-efficacy scale. The study, further, found that there was no statistically significant difference in the self-efficacy beliefs of Social Studies teachers based on gender, age and teaching experience. The study recommended that Ministry of Education (MoE) through the Ghana Education Services (GES) and school administrators would need to provide Social Studies teachers with adequate classroom management strategies needed to engage their students to facilitate effective curriculum implementation. MoE in partnership with GES and school administrators should continue to organise, and sustain in-service trainings and workshops on teacher quality and effectiveness in terms of instructional strategies, student engagement and classroom management. No special attention should be placed on teachers' characteristics but rather on the quality of instruction and in-service trainings and workshops provided for teachers.

**KEYWORDS:** *Classroom management, Instructional strategies, Self-efficacy beliefs, Social Studies curriculum, Student engagement*

### I. INTRODUCTION

Education plays a significant role in the socio-economic development of any nation. It is perceived as an important vehicle that drives the economic development and human welfare of most nations. The country's socio-economic goals could be achieved through the quality curriculum. Thus, the aspirations and goals of any country are enshrined in the curriculum. The concept "curriculum" is a very broad one which means different things in different context depending on who is employing the term. For the purpose of this article, the term curriculum is taken to mean "a written plan outlining what students will be taught in Social Studies. It is, however, important to note that, whichever form any curriculum change takes, that is, whether an innovation or a reform, the primary concern is to ensure that the major modifications intended are implemented effectively. Implementation plays a critical role in the curriculum development process. It encourages the open use of the programme, so as to effect the necessary changes intended by policy makers. Without successful implementation, the school curriculum will be resigned to just ideas and policies; and the desired changes will not be realized (Mazze, 2013).

Social Studies curriculum starts as a plan and it only becomes a reality when the teachers effectively implement it in the classroom. This implies that Social Studies teachers have a critical role for the actualization of the curriculum. I agreed with Taba (1962) who projected teachers as pinnacle of curriculum development as a result of their significant role in curriculum implementation. This means that, no matter what the curriculum suggests, it is the Social Studies teacher who will make the ultimate decisions about the instructional practices (Marsh & Willis, 2007). This implies that effective curriculum implementation relies on Social Studies teacher

competencies and beliefs. Literature suggested that effective curriculum implementation in schools is a function of teachers' instructional competences (knowledge and skills), perception, concerns and confidence (self-efficacy beliefs) (e.g., Marsh, 1997; George et al., 2006; Leung, 2008). It is worth noting that the instructional modifications that teachers will bring into the classroom to facilitate effective Social Studies curriculum implementation will require their high level of sense of efficacy belief (Smith, 1996).

Social Studies teachers' self-efficacy is the assessment of their capability to organize and execute successful teaching and learning processes. Social Studies teacher level of self-efficacy will determine their feelings, thinking, motivation and behaviors during instructional process. Self-efficacy beliefs to influence an individual's goals, effort, choice of activities and persistence (e.g., Bandura, 1994, 1997). Empirical studies have shown that self-efficacy beliefs are positively associated with teachers in terms of their commitment to teaching (e.g., Coladarci, 1992), classroom planning and organization (e.g., Dibapile, 2012), classroom management (e.g., Poulou, 2007), willingness to implement innovative strategies of teaching (e.g., Rizwan & Khan, 2015; Thomas & Green, 2015), provide more conducive learning environments (e.g., Bandura, 1997; Milner, 2002), spend more time for academic activities (Tschannen-Moran & Hoy, 2007), provide emotional support (Poulou & Norwich, 2002). Fullan (1994) argued in his research that when teachers have a greater sense of efficacy, it leads them to act and persist in the effort required to bring about successful curriculum implementation. Therefore, a greater sense of teacher efficacy might yield a greater degree of curriculum implementation (Snyder et al., 1992) like Social Studies curriculum in the senior high schools in Ghana. This study was conducted to examine Social Studies teachers' self-efficacy in Social Studies Curriculum implementation.

### 1.1 Statement of the Problem

In Ghana, Social Studies is one of the core curriculum or subject for students in the senior high schools in Ghana. The curriculum prepares the learners to fit into society by equipping them with knowledge about the culture and ways of life of the society, its problems, its values and its hopes for the future. Social Studies helps students to understand their society better; helps them to investigate how their society functions and hence assists them to develop that critical and at the same time developmental kind of mind that transforms societies. The subject is multi-disciplinary and takes its sources from many subjects such as geography, history, sociology, psychology, economics and civic education (CRDD, 2010). However, students' attitude towards issues in society and academic performance in the subject have a major perturbation concerns among stakeholders of education, especially parents. For example, the Chief Examiner report in 2020 revealed that 46,464 (14.79%) of the candidates who sat for the examination had D7-E8 whilst 37,494 (11.94%) had F. In 2019, the report also revealed that 52,983 (15.50%) candidates obtained D7-E8 whilst 30,970 (9.06%) had F9. These results are not different from the previous reports by the West African Examinations Council (WAEC) in the West African Senior School Certificate Examination (WASSCE). These poor performances of students were attributed to students' inability to properly answer the examination questions on certain topics and explain the points/answers raised (WAEC, Chief Examiner Report, 2018, 2019, 2020). These poor performances of students in Social Studies have raised so many concerns about the teachers in terms of their competencies, preparedness and confidence level (self-efficacy). A recent study by Angyagre and Quainoo (2019) in Ghana found limitations in both content and the pedagogical approach to the delivery of current Social Studies curriculum for senior high schools. On account of this, the Chief Examiner reports recommended that Social Studies teachers need to engage the students in learner-centered instructional activities in order to build their confidence and mastery of content knowledge (WAEC, Chief Examiner Report, 2018, 2019, 2020). Both the study by Angyagre and Quainoo and recommendations by Chief Examiner are related to the concept of teachers' self-efficacy in the implementation of Social Studies curriculum. Empirical evidence revealed that teacher sense of self-efficacy lead effective curriculum implementation (e.g., Snyder et al., 1992; Fullan, 1994).

In Ghana, studies have been conducted on teachers' self-efficacy beliefs and its influence on curriculum implementation. However, these studies focused on teachers in different subject areas. For example, Mathematics teachers (e.g., Akayuure et al., 2013), in-service and pre-service Kindergarten/Early childhood teachers (Abroampa & Ahmed, 2016; Cobbold & Boateng, 2015, 2016; Abroampa et al., 2017, 2018), in-service and pre-service Science teachers (Antwi et al., 2016; Ngman-Wara & Dorwu, 2016; Afful et al., 2017; Coffie & Doe, 2019) and Economics teachers (Yidana & Ntarmah, 2016, Ntarmah, 2019; Ntarmah et al., 2019). Other studies in Ghana also focused on in-service and pre-service teachers in general without any specific subject area in Kumasi (Sam et al., 2015; Sarfo et al., 2015; Boateng & Sekyere, 2017). The only studies on Social Studies teachers' self-efficacy in relation to the teaching of Social Studies in Senior High Schools was conducted in the Greater Accra Region of Ghana (Siaw-Marfo, 2011). What remain unknown is the level of Social Studies teachers' self-efficacy in implementing the Social Studies curriculum in Cape Coast Metropolis in the Central Region of Ghana. Likewise, it appears that there is no study on how gender, age and teaching experience of Social Studies teachers influence their level of self-efficacy. Also, the nature of training, philosophical, sociological orientations and beliefs underpinning those subjects are not the same as in Social Studies

curriculum, hence, the findings cannot be generalised to Social Studies teachers in Cape Coast Metropolis and Ghana as large. This is a knowledge gap this current study aims to fill. Accordingly, the current research was guided by the following research questions:

1. What is the level of self-efficacy beliefs among Social Studies teachers in the senior high schools in Cape Coast Metropolis?
2. Is there any statistically significant difference in the self-efficacy beliefs of Social Studies teachers based on gender, age and teaching experience?

## II. THEORETICAL FRAMEWORK

### 2.1 Bandura's (1986) Self-Efficacy Theory (SET)

The study was rooted within the Self-efficacy theory (SET) developed by Bandura (1986). Teacher Self-efficacy is a construct that has emerged from social cognitive theory (SCT). Self-efficacy is a belief that one is capable of performing in a certain manner to attain certain goals (Khurshid et al. 2012). Teacher self-efficacy is the perception a teacher has in his capacity to communicate knowledge effectively and to address student behavior regardless of the level of student motivation (Bandura, 1993; Tschannen-Moran & Hoy, 2001). Self-efficacious teachers perceive they can achieve the outcomes they desire with their students. Teachers with great self-efficacy are open and willing to innovate in instructional practice, and they demonstrate strong classroom management because they perceive they have the ability to be successful in achieving the objectives and the targets that they establish for themselves and for their students (Dibapile, 2012). According to Bandura's model, people can learn through mastery experience, vicarious experience, verbal persuasion, and physiological and emotional experience. Thus, self-efficacy develops through these four sources, and one's self-efficacy can predict success in goal and task achievement. According Social Studies teachers' self-efficacy may develop through a teacher-training program that includes student teaching, observing other teachers, receiving feedback from an evaluator, or successfully accomplishing a teaching task, which produces a pleasant emotional arousal that can be recalled as a positive reinforcement of the successful behavior. Each of these experiences is an example of the four sources of self-efficacy for a teacher.

### 2.2. Empirical Studies

A plethora of studies exist on the level of efficacy beliefs among teachers from both developed and developing countries with varied findings. For example, Klassen and Chiu (2010) that the teachers had a relatively high level of self-efficacy in classroom management, instructional strategies and moderate level in student engagement. Female teachers had lower classroom management self-efficacy but not in instructional strategies and student engagement. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors. Teachers increase in self-efficacy through their early years and into the mid-career years but decrease in efficacy as they enter the last stages of their careers. However, Fives and Buehl (2010) reported no significant relationship between teacher efficacy and years of teaching experience. In Iran, Karimvand (2011) found that gender had no significant effect on the teachers' efficacy. However, Anderson (2011) in his study found that that females report higher teacher self-efficacy than males. In terms of age, Voris (2011) found no significant differences in the self-efficacy levels of special education teachers when analyzed by age. Hicks (2012) found no sufficient evidence to indicate a relationship between self-efficacy and teacher age.

In Iran, Mehdinezhad (2012) investigated the relationships between high school teachers' wellbeing and their efficacy using 290 sample. The study reported a relatively high score on teachers' efficacy. There was statistically significant difference in teachers' self-efficacy score based on age and years of teaching experience. The older teachers had high score compared to the younger ones. Also, teachers with 16 to 20 years teaching experiences got the higher scores in comparison with other groups. Teacher self-efficacy does not vary by gender. Viewing this from a different perspective, Gür, Çakiroğlu and Çapa-Aydin (2012) in Turkey examined the predictors of teachers' sense of efficacy and found that gender and years of teaching experience were not significant predictors of teachers' self-efficacy. In Parkistan, Shaukat and Iqbal (2012) found no significant difference between male and female teachers on student engagement and instructional strategies but male teachers were likely to be significantly better in classroom management than female teachers. Also, researchers associated stronger teacher efficacy beliefs with younger teachers rather than older teachers (Robinson & Edwards, 2012; Shaukat & Iqbal, 2012).

In another related study, Tweed (2013) revealed that teacher gender, age and years of teaching experience did not play a significant role in the self-efficacy of teachers. In Trinidad and Tobago, Gowrie and Ramdass (2014) investigated differences in the three dimensions of teacher efficacy, by gender and teaching experience among 532 primary teachers. The study reported no significant differences in the teaching efficacy among teachers based on gender and years of teaching experience. Also, Page, Pendergraft, and Wilson (2014) reported no significant relationship between teacher efficacy and years of teaching experience. In Iran, Nejati, Hassani and Sahrapour (2014) examined the relationship between gender and subscales of self-efficacy of

English as Foreign Language (EFL) teachers. The study indicated that male and female teachers did not differ as far as classroom management was concerned. However, they differed in terms of student engagement and instructional strategies; male teachers were better at student engagement while female teachers were better at instructional strategies. Relatedly, in Kenya, Wang'eri and Otanga (2014) explored demographic and contextual predictors of personal teacher efficacy and the extent to which they determine teachers' choice of either traditional or innovative teaching techniques. The study was conducted among 80 primary school teachers. The teachers highly rated their confidence about their teaching abilities. Teacher efficacy was found to vary by gender and age and years of teaching experience. Findings of the study further showed that the female teachers and teachers within the age group of 35-45 reported highest teacher efficacy compared to other teachers. The teachers with 11-15 years teaching experience reported similar high levels of teaching self-efficacy than teachers whose length of teaching spanned 10-15 years and those between 1-5 and beyond 16.

In another study, Jameson-Charles and Jaggernauth (2015) in Caribbean, examined secondary school teachers' efficacy. The study found that teachers' level of efficacy in the three dimensions was moderate. There were no differences in teacher efficacy by teachers' gender and years of service. The study found that there was statistically significant difference in the instructional strategies of teachers based on age group. Teachers over 45 years reported significantly stronger teacher efficacy for classroom management than younger colleagues. Also, in Turkey, Kabaoğlu (2015) found that elementary mathematics teachers evaluated themselves as relatively more efficacious in instructional strategies, than in classroom management and student engagement. Equally, Alrefaei (2015) investigated teachers' characteristics and sense of efficacy and found no difference in teacher self-efficacy based on teaching experience. In Ghana, Sarfo et al. (2015) investigated the relationship between gender and self-efficacy beliefs in Kumasi Metropolis. Using 259 male and 178 female teachers, the study found that the teachers indicated relatively higher self-efficacy. They were more efficacious in student engagement than the classroom management and instructional strategies. The male and female teachers differed in relation to their instructional strategies with female teachers having higher instructional strategies efficacy than male teachers. Yet, both male and female teachers had the same level of classroom management and student engagement efficacies.

### III. RESEARCH METHODS

Descriptive survey design was used to examine the level of Social Studies teachers' self-efficacy in the implementation of social studies curriculum in the senior high schools in Cape Coast Metropolis. This design is deemed appropriate for the current research because it is versatile and practical, and help to obtain information concerning the current status of phenomenon without manipulation of any variables (Ary et al., 2010; Osuala, 2001). The study population was all Social Studies teachers in the senior high schools of Cape Coast Metropolis. There are nine (9) public senior high schools in the Metropolis. Census survey method was used to include all the 52 teachers because the number is small and it is realistic to include everyone. The data was gathered from the respondents using a modified short version of Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001). The adapted questionnaire was measured on four (4) point Likert Scale type ranging from strongly disagree to strongly agree. The questionnaire contained two (2) sections (A & B). Section 'A' elicited data from the respondents on their background characteristics (gender, age, and years of teaching experience). Section 'B' focused on the teachers' self-efficacy belief. The questionnaire was used for the study because it is appropriate for survey work and also affords the respondents adequate time to give well thought out answers (Kothari, 2004).

Face and content validity of the instrument was validated by two experts in the College of Distance Education, UCC. After the experts' validation, the questionnaire was pilot tested using 10 teachers from the public senior high schools in Komenda-Edina-Eguafo-Abrem (KEEA) Municipality. This was in line with Baker (1994) who stated that a sample size of 10-20% of the actual sample size is a reasonable number of participants to consider in pilot testing. Internal consistency of the instrument was assessed using Cronbach's Alpha ( $\alpha$ ). The instrument yielded a reliability coefficient of 0.681 ( $n = 12$  items). The Alpha value obtained was judged to be reliable and acceptable for collecting useful data for the study. No item was deleted or changed on the questionnaire (Fraenkel & Wallen, 2000). Table 1 presents the reliability of the research items and sub-scale.

**Table 1: Internal Consistency of Short Form of TSES**

| TSES                     | NO. of items | Cronbach's Alpha ( $\alpha$ ) |
|--------------------------|--------------|-------------------------------|
| Instructional strategies | 4            | .605                          |
| Student engagement       | 4            | .674                          |
| Classroom management     | 4            | .599                          |
| <b>Overall scale</b>     | <b>12</b>    | <b>.681</b>                   |

Source: Field data, 2021

Ethical protocols was followed during the data collection. A letter of introductory was taken from the head of Department of Education, College of Distance Education, UCC to seek permission from the various headteachers of the public senior high schools in Cape Coast Metropolis and also build rapport with the study participants. The questionnaire was administered to 63 Social Studies teachers and they were given two days period to fill the questionnaire. This gives the respondents an ample time to objectively read the items on the questionnaire and respond frankly. The respondents were assured of their confidentiality and anonymity. Out of 52 questionnaire distributed, 41 was retrieved giving 79% response rate. The data collected was processed using SPSS version 25.0 and analysed using descriptive (frequency, percentages means and standard deviation) and inferential statistics (Independent samples t-test and One-Way ANOAV). The mean and standard deviation was used to measure the level of self-efficacy among Social Studies teachers. For ease interpretation of the results, scale mean score interpretation is given as follows ( $1 + 2 + 3 + 4 = 10/4 = 2.50$ ): a mean below 2.50 was considered as a low level of self-efficacy while a mean of 2.50 and above was regarded as a high level of self-efficacy among Social Studies teachers in curriculum implementation. Independent samples t-test and One-Way ANOAV was used to gauge the difference in Social Studies teachers' self-efficacy based on gender, age and years of teaching experience.

#### IV. RESULTS

The part of the study presents the background information of the respondents and the actual results in relation to the research questions that were formulated to guide the study.

##### 4.1 Demographic Characteristics of Respondents

The background information of the Social Studies teachers who participated in the study was sought which includes gender age years of teaching experience. By these information, the sensitivity of teachers' efficacy to such characteristics was examined. Data gathered on these variables was analysed using frequency and percentages and the results are presented in Table 2.

**Table 2: Demographic Characteristics of Respondents (n=41)**

| Variable            | Sub-scale        | Frequency | Percentage |
|---------------------|------------------|-----------|------------|
| Gender              | Male             | 15        | 26.60      |
|                     | Female           | 26        | 63.40      |
| Age group           | Between 30-34yrs | 4         | 9.80       |
|                     | Between 35-39yrs | 8         | 19.50      |
|                     | Between 40-44yrs | 10        | 24.40      |
|                     | Between 45-49yrs | 8         | 19.50      |
|                     | Between 50+ yrs. | 11        | 26.80      |
| Teaching experience | Between 1-5yrs   | 2         | 4.90       |
|                     | Between 6-10yrs  | 18        | 43.90      |
|                     | Between 11-15yrs | 7         | 17.10      |
|                     | Between 16-20yrs | 14        | 34.10      |

Source: Field data, 2021

In Table 2, the majority of the respondents who participated in the study were female Social Studies teachers ( $n = 26$ ; 63%). This creates an impression that the teachers of Social Studies in pre-tertiary education sector in Ghana is predominantly female-dominated. The social studies teachers were bundled around the age group of 50+years ( $n = 11$ ; 27); 40-44years ( $n = 10$ ; 24%) and 45-49years ( $n = 8$ ; 20%) and 35-39years ( $n = 8$ ; 20%). This result suggests that the Social Studies teachers are matured in terms of their age, hence, they could describe their belief in their ability to execute instructional tasks and activities. This level of age group among the teachers would provide some kind of classroom experiences for the teachers which could serve as a good approach in gauging their self-efficacy beliefs in the implementation of the curriculum. Concerning years of teaching experience, 18(43.9%) of the respondents had taught for 6-10years. This was followed by 14(34.1%) and 7(17.1%) of the respondents who indicated that they had taught for 16-20years and 11-15years respectively. This result means that the teachers have experiences in the teaching profession. This level of teaching experience could serve as one of the primary sources of the teachers' self-efficacy.

##### 4.2 Level of Social Studies Teacher' Self-efficacy Beliefs

This research question examined the levels of self-efficacy beliefs among Social Studies teachers in the senior high schools. Table 3 presents the results of teachers' level of efficacy in the implementation of Social Studies curriculum.

**Table 3: Social Studies Teachers' Level of Self-Efficacy**

| TSES Variables  | Mean        | SD         |
|---|-------------|------------|
| <b><i>Instructional Strategies Engagement (ISE)</i></b>                     | 3.56        | .59        |
| I can use a variety of assessment strategies for my students                | 3.68        | .47        |
| I can provide an alternative explanation/example when students are confused | 3.51        | .64        |
| I can implement alternative teaching strategies in my classroom             | 3.37        | .62        |
| I can craft good questions for my students during class test and exams      | 3.68        | .61        |
| <b><i>Student Engagement Efficacy (SEE)</i></b>                             | 3.40        | .53        |
| I can assist parents in helping their children to do well in school         | 3.37        | .62        |
| I can motivate students who show low interest in school work                | 3.44        | .50        |
| I can get students to believe they can do well in school work               | 3.42        | .50        |
| I can help my students' value learning                                      | 3.37        | .49        |
| <b><i>Classroom Management Engagement (CME)</i></b>                         | 3.21        | .58        |
| I can control disruptive behaviour in the classroom                         | 3.34        | .48        |
| I can get my students to follow classroom and school rules                  | 3.17        | .54        |
| I can calm a student who is disruptive or noisy in class                    | 3.20        | .68        |
| I can establish a classroom management system with each group of students   | 3.15        | .62        |
| <b>Overall Scale Item Mean (TSES)</b>                                       | <b>3.39</b> | <b>.57</b> |

Source: Field data, 2021

As evident in Table 3, the Social Studies teachers largely reported that they were highly efficacious to engage their students during instructional process to ensure effective curriculum implementation. This evident by the overall mean of mean score ( $M = 3.39$ ,  $SD = .57$ ). This was characterised within the three dimensions of teacher self-efficacy. The Social Studies teachers highly rated themselves to be efficacious in instructional strategies ( $M = 3.56$ ;  $SD = .59$ ). Specifically, they believed that they could use a variety of assessment strategies for their students ( $M = 3.68$ ;  $SD = .47$ ) and craft good questions for their students during class test and exams ( $M = 3.68$ ;  $SD = .61$ ). This was followed by their self-efficacy in student engagement ( $M = 3.40$ ;  $SD = .53$ ). The teachers indicated that they could get students to believe that they can do well in school work ( $M = 3.42$ ;  $SD = .50$ ) and motivate those who show low interest in school work ( $M = 3.40$ ;  $SD = .50$ ).

This would certainly encourage their students to always attend classes and desist from dysfunctional behaviours that might disrupt academic work. The high level of engagement efficacy implies that they could equally ensure students' behaviour, cognitive and emotional engagement. This is encouraging to facilitate effective instructional intercourse with their students. Finally, classroom management efficacy ( $M = 3.21$ ;  $SD = .58$ ) was the least rank among the teachers. They reported that they could control disruptive behaviour in the classroom ( $M = 3.34$ ;  $SD = .48$ ) and calm a student who is disruptive or noisy in class ( $M = 3.20$ ;  $SD = .68$ ). From these results, it is diaphanous that Social Studies teachers have a high level of self-efficacy beliefs in terms of instructional strategies. Also, the value of standard deviation of the three dimensions of self-efficacy revealed that the teachers' response regarding their self-efficacy beliefs are clustered around the mean. Thus, they have homogeneous in their responses.

#### **4.3 Difference in Social Studies Teachers' Self-Efficacy Beliefs based on Gender, Age and Teaching Experience**

The objective this research question was to identify whether there was any statistically significant difference in the self-efficacy beliefs among Ewe teachers based on gender, age and teaching experience. Initially, the factorial MANOVA ( $2 \times 5 \times 4$ ) was conducted to test for the difference in Social Studies teachers' efficacy and examine any interaction effects, however, interaction effects among the independent variables (gender, age and teaching experience) cannot be determined, hence, I sought for independent samples test and One-Way ANOVA. The results are presented in Table 4.

In Table 4, concerning gender of teachers and self-efficacy beliefs, the Levene's test for equality of variances revealed that there was homogeneity of variance of self-efficacy between male and female Social Studies teachers ( $F = 1.403$ ;  $p = .243$ ). The results of independent samples t-test discovered that there was no statistically significant difference in the overall self-efficacy scores between male ( $M = 3.36$ ;  $SD = .38$ ) and female Social Studies teachers ( $M = 3.41$ ;  $SD = .19$ ,  $t(39) = .524$ ,  $p = .603$ ). The insignificant difference was also evident in the three dimensions of self-efficacy scale. Despite insignificant difference, the female teachers appears to have a relatively high overall self-efficacy, instructional strategies efficacy (ISE) and classroom management efficacy score than the male teachers while the male teachers have a relatively high score in

student engagement efficacy compared to the female teachers. To the age and self-efficacy level among social studies teachers, the Levene's test for the overall self-efficacy scale indicated that the homogeneity of variances assumption was violated ( $F = 6.964$ ;  $p = .000$ ). This was also evident for instructional strategies efficacy (ISE) and classroom management efficacy (CME) but not student engagement efficacy (SEE). The results of the One-Way ANOVA revealed that there was no statistically significant difference in the overall self-efficacy score of Social Studies teachers based on age group,  $F(4, 36) = 1.529$ ,  $p = .214$ . Thus, the Social Studies teachers within the age group of 30-34years ( $M = 3.13$ ;  $SD = .70$ ), 35-39years ( $M = 3.47$ ;  $SD = .16$ ), 40-44years ( $M = 3.33$ ;  $SD = 1.4$ ), 45-49years ( $M = 3.44$ ;  $SD = .26$ ) and 50+years ( $M = 3.45$ ;  $SD = 14$ ) have the same level of overall self-efficacy score. This insignificant difference among the teachers' overall self-efficacy score based on age was characterised within the three dimensions of the self-efficacy scale. Finally, regarding teaching experience and self-efficacy, the test of homogeneity of variance based on Levene's test indicated statistical non-significance for the overall self-efficacy score of the Social Studies teachers ( $F = .165$ ;  $p = .485$ ). Accordingly, the assumption of the equality of homogeneity of variance has been met. This was the same for the three dimensions of self-efficacy scale in terms of instructional strategies (ISE), student engagement (SEE) and classroom management (CME).

**Table 4: Differences in Social Studies Teachers' Self-Efficacy Based on Demographic Characteristics**

| Variables                           | Factors     | N  | Mean | SD  | t/f   | df    | p-value |
|-------------------------------------|-------------|----|------|-----|-------|-------|---------|
| <b>Gender distribution</b>          |             |    |      |     |       |       |         |
| ISE                                 | Male        | 15 | 3.55 | .57 | .132  | 39    | .895    |
|                                     | Female      | 26 | 3.57 | .27 |       |       |         |
| SEE                                 | Male        | 15 | 3.47 | .42 | -.919 | 21    | .307    |
|                                     | Female      | 26 | 3.36 | .27 |       |       |         |
| CME                                 | Male        | 15 | 3.07 | .46 | 1.869 | 39    | .069    |
|                                     | Female      | 26 | 3.30 | .33 |       |       |         |
| TSES                                | Male        | 15 | 3.36 | .38 |       | 39    | .603    |
|                                     | Female      | 26 | 3.41 | .19 |       |       |         |
| <b>Age distribution</b>             |             |    |      |     |       |       |         |
| ISE                                 | 30-34yrs    | 4  | 3.13 | .92 | 1.962 | 4, 36 | .121    |
|                                     | 35-39yrs    | 8  | 3.75 | .23 |       |       |         |
|                                     | 40-44yrs    | 10 | 3.55 | .23 |       |       |         |
|                                     | 45-49yrs    | 8  | 3.67 | .30 |       |       |         |
|                                     | 50yrs above | 11 | 3.52 | .34 |       |       |         |
| SEE                                 | 30-34yrs    | 4  | 3.38 | .43 | .530  | 4, 36 | .714    |
|                                     | 35-39yrs    | 8  | 3.28 | .34 |       |       |         |
|                                     | 40-44yrs    | 10 | 3.35 | .34 |       |       |         |
|                                     | 45-49yrs    | 8  | 3.47 | .28 |       |       |         |
|                                     | 50yrs above | 11 | 3.48 | .34 |       |       |         |
| CME                                 | 30-34yrs    | 4  | 2.88 | .92 | 1.691 | 4, 36 | .173    |
|                                     | 35-39yrs    | 8  | 3.38 | .30 |       |       |         |
|                                     | 40-44yrs    | 10 | 3.10 | .13 |       |       |         |
|                                     | 45-49yrs    | 8  | 3.19 | .42 |       |       |         |
|                                     | 50yrs above | 11 | 3.34 | .26 |       |       |         |
| TSES                                | 30-34yrs    | 4  | 3.13 | .70 | 1.529 | 4, 36 | .214    |
|                                     | 35-39yrs    | 8  | 3.47 | .16 |       |       |         |
|                                     | 40-44yrs    | 10 | 3.33 | .14 |       |       |         |
|                                     | 45-49yrs    | 8  | 3.44 | .26 |       |       |         |
|                                     | 50yrs above | 11 | 3.45 | .14 |       |       |         |
| <b>Years of Teaching Experience</b> |             |    |      |     |       |       |         |
| ISE                                 | 1-5yrs      | 2  | 3.50 | .12 | .149  | 3, 37 | .930    |
|                                     | 6-10yrs     | 18 | 3.53 | .49 |       |       |         |
|                                     | 11-15yrs    | 7  | 3.64 | .20 |       |       |         |
|                                     | 16-20yrs    | 14 | 3.57 | .39 |       |       |         |
| SEE                                 | 1-5yrs      | 2  | 3.38 | .53 | 1.177 | 3, 37 | .332    |
|                                     | 6-10yrs     | 18 | 3.29 | .28 |       |       |         |
|                                     | 11-15yrs    | 7  | 3.46 | .34 |       |       |         |

|      |          |    |      |     |       |                       |      |
|------|----------|----|------|-----|-------|-----------------------|------|
|      | 16-20yrs | 14 | 3.50 | .37 |       |                       |      |
| CME  | 1-5yrs   | 2  | 3.25 | .13 |       |                       |      |
|      | 6-10yrs  | 18 | 3.08 | .45 | 1.742 | 3, 37                 | .175 |
|      | 11-15yrs | 7  | 3.18 | .19 |       | (F = 1.043; p = .385) |      |
|      | 16-20yrs | 14 | 3.39 | .36 |       |                       |      |
|      |          |    |      |     |       |                       |      |
| TSES | 1-5yrs   | 2  | 3.38 | .18 |       |                       |      |
|      | 6-10yrs  | 18 | 3.30 | .32 | 1.379 | 3, 37                 | .264 |
|      | 11-15yrs | 7  | 3.43 | .13 |       | (F = .165; p = .485)  |      |
|      | 16-20yrs | 14 | 3.49 | .24 |       |                       |      |
|      |          |    |      |     |       |                       |      |

Source: Field data, 2021

The One-Way ANOVA results showed that there was no statistically significant difference between the age groups of Social Studies in relation to their overall self-efficacy score,  $F(3, 37) = 1.379$ ;  $p = .264$ . This means that the Social Studies teachers who had taught for 1-5years ( $M = 3.38$ ;  $SD = 1.8$ ), 6-10years ( $M = 3.30$ ;  $SD = .32$ ), 11-15years ( $M = 3.43$ ;  $SD = .13$ ) and 16-20years ( $M = 3.49$ ;  $SD = .24$ ) had the same level of overall self-efficacy score irrespective of the number of years of teaching experience. This insignificant difference among the teachers' overall self-efficacy score based on years of teaching experience was characterised within the three dimensions of the self-efficacy scale.

## V. DISCUSSION

The study measured the level of self-efficacy beliefs of Social Studies teachers to gauge their readiness and competences for effective curriculum implementation. This fundamentally relevant due to the significant contribution of teacher self-efficacy in curriculum implementation in terms of effective instructional decision making. The study found that Social Studies teachers were highly efficacious in all the three aspect of self-efficacy (instructional strategies, student engagement and classroom management. However, they were highly efficacious in the instructional strategies (ISE) and relatively low in classroom management. This is a novel findings since no studies have been conducted on Social Studies teachers in the public senior high schools in Cape Coast Metropolis of Central Region, Ghana.

High level of Social Studies teachers' self-efficacy indicate their level of effectiveness and instructional quality. The high level of Social Studies teachers' instructional strategies means that they have the ability to arrange content, deliver content, and carry out activities that improve learning. They could select appropriate teaching techniques that support independent thinking, creativity in teaching, and strategic methods for assessment. Instructional strategies are an essential part of instruction and can be thought of as the building blocks of a lesson (Rizwan & Khan, 2015). Learners are more apt to be motivated to learn the content if they can find significance, relevance, and the ability to relate the instructional material to their everyday lives (Thomas & Green, 2015). Classroom experiences need to engage students with a multitude of activities. This could influence effective Social Studies curriculum implementation and students' behavioural outcomes like engagement and retention.

The level of Social Studies teachers' student engagement means that they have the ability to encourage their students to always attend classes and desist from dysfunctional behaviours that might disrupt academic work. They would equally ensure students' behaviour, cognitive and emotional engagement. They could provide instructional and pedagogical activities that would actively engage students to think, talk, and interact with the content of a course, other students, and the instructor. They could also provide caring environments, structured classrooms, and student support that would allow students to attend school, follow teacher instructions, complete assignments, and have a positive attitude about class attendance. This is encouraging to facilitate effective instructional intercourse with their students. This could also influence teachers' instructional approaches and activities and students' behavioural outcomes like retention and academic performance. This result confirmed the study by Reyes et al., (2012) that students who are actively engaged are attentive, participate in class discussions, and are motivated to learn. In addition, increasing engagement and decreasing disruptive behaviors allow more time for instruction (Reinke et al., 2013). Teacher efficacy beliefs in student engagement can also influence a teacher's approach to instruction and can have an impact on the professional accomplishments of a teacher (Martin et al., 2012). Research has determined there are links between student engagement, learning, and academic achievement (Henrie et al., 2015).

The Social Studies teachers exhibited high level of classroom management efficacy but relatively low when compare with the other dimensions of self-efficacy scale. Classroom management is an important skill that must be learned by one planning to be a successful classroom teach. Ineffective classroom management could create issues that could have causal effect on student achievement. To ensure effective curriculum implementation and facilitate student learning in Social Studies educators need to create a culture of learning in both their schools and classrooms. Classroom management research also indicates that caring environments for



students can also impact student behavior outcomes (Hulac et al., 2010). Therefore, educators must be able to provide a positive classroom environment that is conducive to student achievement. Positive classroom management promotes a caring environment in the classroom, promotes emotional well-being, and increases student achievement (Alderman & Green, 2011).

The current research provided support to the findings by prior studies that teachers had a relatively high score on teachers' efficacy (e.g., Mehdinezhad, 2012; Wang'eri & Otanga, 2014; Sarfo et al., 2015). Kabaoğlu (2015) in Turkey found that elementary mathematics teachers evaluated themselves as relatively more efficacious in instructional strategies, than in classroom management and student engagement. However, the results of the current study disagreed with the findings of Klassen and Chiu (2010) that the teachers had a relatively high level of self-efficacy in classroom management, instructional strategies and moderate level in student engagement. The current study also has different perspective on the findings of Jameson-Charles and Jaggernauth (2015) that teachers' level of efficacy in the three dimensions was moderate. The differences in the current research could be attributed to educational sector policies, socio-cultural disparity, social perspectives of respondents, respondents' different interpretation and understanding of measurement items and time of data collection among others.

The study found that there was no statistically significant difference in Social Studies teachers' self-efficacy beliefs as well as all the three dimensions (instructional strategies, student engagement and classroom management) based on gender, age and teaching experience. This result means that Social Studies teachers' self-efficacy beliefs are not sensitive to their gender, age and teaching experience. Therefore, the influence of gender, age and teaching experience on teachers' self-efficacy was also averted by the current study. This outcome is also new since former studies in Ghana focused on pre-service teachers, kindergarten teachers, science teachers and economics teachers in other part of Ghana without focusing on Social Studies teachers in Cape Coast Metropolis of Central Region, Ghana. An imaginable purpose for this outcome could come from the fact that Social Studies teachers irrespective of the gender, age and teaching experience frequently provide appropriate instructional and pedagogical strategies, maintain conducive classroom and control disruptive behaviours of students to facilitate student engagement in instructional process. The result of the current research align itself to former studies that found that gender does not affect teachers' self-efficacy beliefs (e.g., Karimvand, 2011; Gür et al., 2012; Mehdinezhad, 2012; Shaukat & Iqbal, 2012; Tweed, 2013; Gowrie & Ramdass, 2014; Nejati et al., 2014; Jameson-Charles & Jaggernauth, 2015; Sarfo et al., 2015). These former studies found that both male and female teachers had the same level of self-efficacy beliefs. Anderson (2011) in his study found that females report higher teacher self-efficacy than males. The results of the current study are in agreement with the prior studies that age does not vary with teachers' self-efficacy beliefs (e.g., Voris, 2011; Hicks, 2012; Robinson & Edwards, 2012; Shaukat & Iqbal, 2012; Tweed, 2013). Likewise, the current research findings are in align with the results of previous researchers that years of teaching experience does not influence teachers' self-efficacy beliefs (e.g., Fives & Buehl, 2010; Gür et al., 2012; Tweed, 2013; Gowrie & Ramdass, 2014; Page et al., 2014; Jameson-Charles & Jaggernauth, 2015; Alrefaei, 2015). The current study found that Social Studies teachers with 11-15 years and 16-20 years of teaching experience had higher self-efficacy score as compared to others teachers. This result confirmed the study of Wang'eri and Otanga (2014) that teachers with 11-15 years teaching experience reported high levels of teaching self-efficacy than teachers whose length of teaching spanned 10-15 years and those between 1-5 years. However, the current study does not hold that gender, age and teaching experience can influence Social Studies teachers' self-efficacy beliefs as found by previous researchers (e.g., Mehdinezhad, 2012; Nejati et al., 2014; Wang'eri & Otanga, 2014; Jameson-Charles & Jaggernauth, 2015; Sarfo et al., 2015). Klassen and Chiu (2010) that Female teachers had lower classroom management self-efficacy but not in instructional strategies and student engagement, however, this does not agree with the current research outcomes. The differences in the current research could be attributed to educational sector policies, socio-cultural disparity, social perspectives of respondents, respondents' different interpretation and understanding of measurement items and time of data collection among others.

## VI. CONCLUSION AND RECOMMENDATION

### 6.1 Conclusion

The study clearly indicates that Social Studies teachers have a high level of self-efficacy as measured by instructional strategies, student engagement and classroom management. This could help ensure effective curriculum implementation and students' behaviour outcomes. However, their level of classroom management engagement was not too impressive as compared to their instructional strategies and student engagement. This might negatively affect Social Studies teachers' instructional and pedagogical approaches and students' behaviour outcomes like engagement, retention and academic achievement which in turn affect curriculum implementation. Likewise, if policy makers and curriculum developers do not place adequate weight on Social Studies teachers' development of classroom management competencies in, quality instructional process, student

engagement, academic performance would be jeopardize and the intent of the curriculum development and implementation would be in vain. The current study discovered that Social Studies teachers profiles (gender, age and teaching experience does not influence their self-efficacy beliefs.

## 6.2 Recommendation

Accordingly, Ministry of Education (MoE) through the Ghana Education Services (GES) and school administrators would need to provide Social Studies teachers with adequate classroom management strategies needed to engage their students to facilitate effective curriculum implementation. MoE in partnership with GES and school administrators should continue to organise, and sustain in-service trainings and workshops on teacher quality and effectiveness in terms of instructional strategies, student engagement and classroom management. Social Studies teachers should not relent in their high self-efficacy beliefs since it helps in effective curriculum implementation. The Social Studies teachers are alerted to continue to increase and sustain their level of self-efficacy beliefs by attending more in-service trainings centered on making them more efficacious. No special attention should be placed on these characteristics but rather on the quality of instruction and in-service trainings and workshops provided for teachers. These in-service trainings and workshops should not be organised on profile of the teachers (gender, age and teaching experience).

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