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## Exploring the Relationship between Classroom Assessment Practices and Social Studies Curriculum Objectives among Teachers in Junior High Schools: A Case Study of the East Mamprusi Municipality in Ghana's North-East Region

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### **Abstract:**

*The study examined the relationship between Junior High School social studies teachers' classroom assessment practices and the curriculum objectives of social studies in the east Mamprusi municipal. Sixty (60) Junior High School Social Studies teachers were involved in the study. Data were collected through the administration of questionnaires, interviews and observation with a mixed-method design employed in the study. Results from the study showed that teachers had a negative attitude towards classroom assessment even though they had a positive attitude towards some assessment techniques; the results also revealed that the teachers preferred to use both traditional and alternative assessment practices in their instructions. It was also revealed that teachers do not align their classroom assessment practices with the curriculum objectives of social studies. It was recommended that teachers' attitudes towards classroom assessment and their assessment practices should be improved (especially regarding assessing attitudes and values). It was also recommended that refresher courses should be organized for teachers already on the field to upgrade their knowledge and skills in educational assessment based on the curriculum objectives.*

**Keywords:** Curriculum, assessment, social studies, east Mamprusi, Ghana

### **1. Introduction**

The identity and notion of social studies have waned recently. It is impossible to describe social studies without opening a Pandora's Box. Barr and Whittle et al. (2022) claim that since the subject of social studies is so riddled with ambiguity, contradiction and inconsistency, it "represents a complex educational enigma." Because of this, social studies have been described as a group of social sciences, a strategy or methodology, a focus on human interactions, and civic teaching (Bennett, 2017). Accordingly, "the primary purpose of social studies is to help young people develop the capacity to make informed and reasoned decisions for the public good as citizens of a culturally and ethnically diverse democratic society in an interdependent world."

Without a more in-depth examination of the curriculum, the study of social studies cannot be said to be finished (Shreiner, 2018). The purpose of social studies classes should be to prepare students to participate responsibly in a multi-ethnic, multicultural society that values interdependence. As a result, in addition to material from students' cultural experiences and societal demands, social studies curricula ought to incorporate knowledge, abilities, issues, and research methods from the humanities and social scientific domains. The idea can be used as a springboard for action to address any issue covered in the social studies curriculum.

Social studies experts appear to agree on the overall objective of the field despite apparent disparities in what social studies is or should be. For instance, according to Looi et al. (2023), the primary goal of social studies is to produce people who are reflective, knowledgeable, and concerned, as well as those who are both able and motivated to contribute to the advancement of the country. The development of students' problem-solving skills, the acquisition of knowledge that is applicable, and the development of respectable attitudes and values are said to be the three sub-goals of the curriculum, in accordance with (Temple et al., 2023). According to the NCSS, these sub-objectives should be situation-specific. In other words, it is important to design and evaluate social studies objectives in light of local demands (Jumriani, Hadi & Mutiani, 2023; Ayaaba, 2011).

By "equipping learners with knowledge about the culture and ways of life of their society, its problems, values, and hopes for the future" (Arko & Kporyi, 2023), Ghana's social studies curriculum seeks to educate pupils and prepare them for life in the outside world. The teaching syllabus contains a description of the overall objectives for junior high school social studies.

- Develop the ability to adapt to Ghana's evolving and ever-changing society.
- Develop constructive attitudes and ideals towards personal and societal issues.
- Develop critical and analytic abilities to examine situations to make objective decisions.
- Strengthen national consciousness and togetherness.
- Apply inquiry and problem-solving skills to personal and societal issues.
- Develop into responsible citizens who are capable and eager to participate in societal advancement.

The course also aims to give students a stronger awareness of Ghana, its role, and its position in the global world by putting a broad range of information, talents, attitudes, and values into practice (Mensah, 2020).

The goal of Ghana's social studies curriculum is to provide students with a full grasp of the social, economic, and political processes that take place both within Ghana and in the rest of the world. According to the Ministry of Education, one of the objectives of the social studies curriculum is to increase students' awareness of Ghanaian culture and traditions. Finding out about the history, customs, and ethics of Ghana's numerous ethnic groups falls under this category (Ministry of Education, 2019). The major objective of the curriculum is to raise students' awareness of social and economic processes. Students learn about the economic theories that underpin the country's development and the responsibilities that people and groups have in society (Ministry of Education, 2019). The curriculum also promotes the development of critical thinking and problem-solving skills. The social studies curriculum is designed to assist students in analysing and evaluating material from various sources and developing solutions to social, economic, and political problems, according to the Ministry of Education (2019). It encourages participation and active citizenry. Through their education, students are motivated to participate in democratic processes and become active citizens of their communities (Ministry of Education, 2019). The improvement of knowledge and awareness of the world is a key objective. The curriculum aims to raise students' understanding of the greater world, including global issues like climate change, migration, and human rights, claims the Ministry of Education (2019). Ghana's social studies curriculum generally attempts to produce knowledgeable, well-rounded people who can contribute positively to society.

Since it determines how effective education is, assessment is a crucial component of both the teaching and learning processes. The social studies curriculum at Ghana's junior high schools supports students' understanding of their cultural history, the growth of their critical thinking abilities, and their maturation into responsible citizens. These objectives must be supported by the assessment procedures utilised in these schools.

Formative and summative evaluations are the two main forms of assessments utilised in junior high schools in Ghana. In the first place, formative evaluation provides teachers and students with feedback on how well they are doing in achieving the learning objectives. It can be informal or formal and is often done when learning occurs. Quizzes, tests, and assignments are part of formal formative assessment, whereas talks, questioning, and observation are part of informal formative assessment (Yin, Tomita & Shavelson, 2014). Second, the development of students' critical thinking skills is aided by the use of informal formative evaluations in social studies lessons, such as questions and discussions. Students learn to assess information and make connections between concepts through these exercises, two skills that are essential for maturing into responsible people. Quizzes and assignments that are part of formal formative assessment help promote critical thinking by asking students to apply what they have learned to new situations. Students are better able to focus their studies when they are aware of their advantages and disadvantages. Teachers can also use this feedback to modify their teaching strategies to better meet the needs of the students (Frasier, 2023).

On the other hand, summative evaluation is finished at the end of a learning session and is utilised to evaluate how successfully the pupils satisfied the learning objectives. Formal activities like term-end exams and standardised testing are frequently involved. Last but not least, summative assessment tasks like term exams and standardised tests help determine if students have understood the objectives of the social studies programme. These tests provide an overview of the student's performance and help identify any areas that might need improvement. This knowledge may have an impact on future teaching and learning methods.

This is taken into account in the NCSS guidelines for assessment and evaluation in social studies instruction, which requires teachers to use assessment procedures that include evaluation of progress in thinking skills, valuing, and social participation in addition to knowledge, include data from a variety of sources in addition to paper-and-pencil/pen tests, and are useful not only for assessing student progress but also for planning curriculum improvements. No matter whether an evaluation measures learning or aids in evaluating it, all evaluations are required (Gardner, Hickmott & Ludvik, 2023; Becker, Rigaud & Epstein, 2023). The relative importance of teaching, learning, and evaluation in social studies education is demonstrated by the percentage weights assigned to the three main components: knowledge and comprehension (35%), use of knowledge (40%), and attitudes and values (25%) (CRDD, 2010). If students have knowledge and comprehension, they should be able to recall, retain, and/or recreate what they have learned. Teachers are able to use and implement the syllabus's many behavioural levels at their discretion. In order to develop assessment processes, the syllabus advises instructors to define precise goals that allow them to look at a representative sample of the curriculum's objectives.

A school-based assessment (S.B.A.) that focuses on evaluating attitudes and values is also included in the curriculum. The S.B.A. is used as a tool for internal evaluation in Ghanaian schools and may also contain tasks that require the application of knowledge (CRDD, 2010). According to Bello & Tijani (2003), the S.B.A., which superseded continuous

assessment in 2011, performs four essential functions. To make it simpler to assess each student as a whole (especially in terms of attitudes and values), to give the teacher some say in how well the students are doing, to attest to the reliability and validity of the results of student performance on the final exam by including student performance in actual classroom settings in the final grading, and to encourage the student's growth in independent thought. Assessment practises must be in line with what academics refer to as authentic assessment if the assessment objectives set in the curriculum are to be met (Asante et al., 2022). Since the Ghanaian social studies curriculum acts as a guide for teachers on student assessments, it must be followed when giving lessons.

Despite the significant influence social studies curriculum objectives have on teachers' assessment practises, there have not been many comprehensive studies that examine the relationship between classroom assessment practises and social study curriculum objectives in junior high schools in the East Mamprusi District of North-east Ghana.

### *1.1. Purpose of the Study*

The main purpose of the study is to explore the extent of the relationship between classroom assessment practices and social studies curriculum objectives among junior high school teachers in the East Mamprusi Municipality in Ghana's northeast region.

### *1.2. Research Question*

What is the extent of the relationship between classroom assessment practices and social studies curriculum objectives among junior high school teachers in the east Mamprusi municipality?

### *1.3. Significance of the Study*

It is predicted that the study's findings will be particularly useful to educational policy and decision-makers in charge of establishing and refining the Social Studies curriculum in junior high schools. The survey is also expected to reveal information about how well children succeed in Social Studies. It would also clarify how professors evaluate students' subject knowledge and how it impacts their performance.

### *1.4. Delimitation of the Study*

The only participants in the study were the teachers of junior high school social studies and the East Mamprusi Municipal Assembly in Ghana's North-East region. However, given that Junior High School teachers share comparable characteristics in terms of training, the researcher is optimistic that the study's findings may be used as a basis for generalising Social Studies students according to the curriculum objectives in Junior High Schools.

### *1.5. Limitations of the Study*

The study was conducted in the East Mamprusi municipality in the north-east of Ghana. The north-east of Ghana has six (6) municipalities and districts, although this is only one of them. Additionally, only sixty (60) respondents were chosen at random from the total teacher population in the East Mamprusi municipality as a convenient/accidental sample. The study's capacity to generalise its findings to encompass all junior high school social studies teachers in the northern region, much alone those in the East Mamprusi municipality, is obviously constrained by this. The accuracy and sincerity of the survey participants may have also made it difficult for the study to draw valid results. The study's conclusions also suffer from the poor quality and reliability of the data and the methods utilised to obtain it.

## **2. Research Methodology**

In order to analyse the association between classroom assessment practices and social studies curricular objectives in junior high schools, the descriptive survey research design was specially adopted in the study. Methodologies for quantitative and qualitative research were both utilised in the study. This is done so that data collection as part of the activity will allow research questions concerning the issue to be addressed. The target group for the study consisted of all social studies teachers at the East Mamprusi Municipal Assembly.

### *2.1. Participants for the study*

The sample is made up of junior high school teachers chosen at random from the public schools in the East Mamprusi municipality. The participants' interest in the study and their prior teaching or grading experience with social studies students were taken into consideration while selecting the sample. This method reduces sampling error while including all social studies teachers in the sample. 60 respondents were picked at random from a total of 80 respondents in the sample frame. These 60 instructors were selected at random from 15 JHS in the municipality to offer a representative sample of the population. The general rule of thumb states that the sample size should be at least 5% of the total population. Other factors, such as the required level of precision and demographic diversity, have an impact on the sample size.

### *2.2. Data Collection Tools*

The study acquired data via surveys, interviews, and observation. Surveys were presented to teachers to get quantitative data about assessment practices and curriculum objectives. A subset of instructors was questioned to obtain qualitative information regarding their thoughts on the relationship between assessment practices and curriculum objectives. The information acquired from the interviews was also confirmed and triangulated through observation.

### 2.3. Data Analysis

The following actions were conducted to analyse the data amassed for the topic "An Exploration of the Relationship between Classroom Assessment Practices and Social Study Curriculum Objectives in Junior High Schools." The first item on the list was data preparation and cleaning. After checking for any errors or missing values, the obtained data were cleaned up as necessary. The information was then structured to use statistical tools quickly and simply.

Second, to analyse the survey data and synthesise the findings, descriptive statistics, including frequency, mean scores, median, and standard deviations, were employed. This provides a comprehensive comprehension of the data gathered. A simple linear regression analysis was used to look into the relationship between social studies curriculum objectives and assessment practices in junior high schools. This was done using statistical software like SPSS version 23. The study offers details on the importance and direction of the relationship between these factors. Data from the interviews were analysed using content analysis to look for recurrent themes and patterns.

### 2.4. Ethical Considerations

First, approval and consent were sought from the heads of the junior high schools chosen for this study. The study's sample of participants was chosen willingly, and confidentiality and anonymity were guaranteed to them. In order to preserve confidentiality, the respondents' responses were kept private, and their real names were modified to preserve anonymity. They were assured that any information they gave would be protected and used only for educational purposes.

## 3. Results and Discussion

### 3.1. Analysis of the Research Objectives

#### 3.1.1. Introduction

To accomplish the study's research goals, information was acquired using a questionnaire, an interviewing guide, and an observation checklist. The results of the study are discussed in this session in light of the research goals. The primary data are presented in line with the following themes:

- The attitudes of social studies teachers in junior high schools in the East Mamprusi Municipality towards classroom evaluation.
- The techniques used in the classroom by junior high school social studies teachers in the East Mamprusi Municipality.
- The relationship between the East Mamprusi Municipality's social studies curriculum objectives and the evaluation techniques employed by junior high school social studies teachers.

As part of the questionnaire, teachers received a contextual definition of assessment and fourteen (14) assessment techniques. On a five-point Likert scale, with SA = "strongly agree," A = "agree," and D = "disagree," teachers were then asked to rate their level of agreement. The abbreviations NS = "Not sure" and SD = "Strongly disagree," respectively, are used to explain and use the fourteen methodologies for classroom evaluation. The average mean score for this group was calculated by summing the individual item means and dividing the sum by the total number of items (15 inclusive). The average mean value for each of the fifteen (15) items is then compared to the mean value for each individual item to establish the amount of agreement, agreement, uncertainty, disagreement, or extreme disagreement among teachers.

A second five-point Likert scale with twelve (12) statements—six (6) positive and six (6) negative—was then used to gauge instructors' attitudes towards classroom assessment. Here, the attitudes of the teachers were evaluated independently of one another. This was accomplished by adding up the selections made on the scale by each teacher. For positive assertions, the options were strongly agreed (SA) = 5, agreed (A) = 4, not sure (NS) = 3, disagreed (D) = 2, and severely disagreed (SD) = 1. By summing the scores earned by each teacher and dividing them by the total number of teachers (60), the average mean score for this group was determined. The average mean score then becomes the reference point to tell whether a teacher had a highly positive, positive, negative, or highly negative attitude. This was summarized in a table.

The presentation on teacher assessment practices employed a similar structure to that of the presentations on the definition of assessment in context and the tactics that need to be applied in classroom assessment procedures. This was done, however, in accordance with the following headings:

- The methods teachers use to communicate/report assessment results,
- The methods teachers use to record students' assessment results,
- The methods teachers use to give students feedback, and
- The methods teachers use to assess students.

Additionally, instructors' evaluation practices in the classroom were rated on a five (5) point Likert scale using the following alternatives: never (N) = 1, seldom (R) = 2, occasionally (S) = 3, frequently (O) = 4, and always (A) = 5. A correlation study was carried out to ascertain the degree of association between the objectives of the social studies curriculum and the techniques used for teacher evaluation.

### 3.2. Attitudes of Junior High Schools' Social Studies Teachers towards Classroom Assessment

What do the social studies teachers at J. H. S. in the East Mamprusi municipality think about classroom evaluation? This component of the questionnaire, which is explained in chapter one, answers the first research question.

The opinions of the social studies teachers at J.H.S. were evaluated using a five-point Likert scale with options ranging from very positive (HN) to extremely negative (HP). The scale had six statements that represented positive dispositions and six statements that represented negative dispositions. The six affirmative statements were graded on a scale of 5 for extremely positive, 3 for strongly negative, 2 for not sure and 1 for neutral. The scoring key for the positive statements was reversed to score the negative statements as well (for example, HN=5, N=4, NS=3, P=2, HP=1). The strategy used in this case was to total the values of each teacher's scaled selections to assess each one's attitude independently of the others.

Each respondent has a chance of receiving a low score of 12 or a high score of 48 with a reference mean score of 31. The individual scores (attitudes) were summed to create the average (reference) mean score, which was then divided by the entire sample size of 60 respondents. Based on the ranges, 18–24, which indicates highly negative attitudes; 25–31, which shows a negative attitude; 32–38, which suggests a positive attitude and 39–45, which indicates a highly positive attitude, individual instructor scores were divided into four groups. For exceedingly positive, significantly negative, and neutral, 3, 2, and 1 are used, respectively. The average mean score (31) was compared to each teacher's score (attitude), with scores greater than that score indicating a positive attitude and scores lower than or equal to that score indicating a negative attitude. A summary of instructors' attitudes regarding classroom evaluation is shown in table 1.

Range of Scores	Frequency (F)	Percentage (%)	Mean (m)	Description
18-24	4	6.7	21.25	Highly negative
25-31	30	50	28.67	Negative
32-38	22	36.7	33.73	Positive
39-45	4	6.7	42.25	Highly positive
	60	100		

Table 1: Attitudes of JHS Social Studies Teachers towards Classroom Assessment

Source: 2023 Field Data

Table 1 reveals that (6.7%) of teachers obtained scores that were below the mean (31) after aggregating the outcomes of each teacher's individual selections. To put it another way, none of the four respondents scored higher than the mean (31) score. The fact that they are between the ages of 18 and 24 suggests that they had a very negative attitude towards classroom evaluation. Furthermore, 30 (or 50%) of the respondents had personal ratings in the 25–31 range, indicating negative views towards classroom evaluation. The teachers' negative attitudes towards classroom evaluation are only strengthened by the fact that their mean score was lower than the reference mean average of 31, which was 31. It can be inferred that 34 respondents, or 56.7%, had negative views about classroom evaluation. However, regarding classroom evaluation, 26 (43.4%) of the teachers had favourable opinions. It should be highlighted that 4 respondents (6.7%,  $m=42.25$ ) and 22 respondents (36.7%,  $m=33.73$ ) had score ranges of 32–38 and 39–45, respectively. This result showed that 22 (36.7%) had a favourable attitude towards assessment, whereas 4 (6.7%,  $m=42.25$ ) had a highly positive attitude.

Overall, it can be claimed that the social studies teachers at the junior high school in East Mamprusi municipality had a poor attitude towards student evaluation. This conclusion was drawn in light of the fact that the majority of the teachers' performances fell below the reference average score of 31. This result contrasts with research by Segkulu (2023), which found that primary school social studies instructors generally felt positive about their jobs. In 2023, Segkulu looked at studied the methods, attitudes, and opinions of social studies instructors in elementary schools with reference to classroom evaluation. Again, the aforementioned conclusion conflicts with that of Franco-Buriticá et al. (2023), who came to the conclusion that a higher proportion of the teachers displayed positive attitudes towards most assessment practices while their attitudes towards some assessment practices tended to be negative or neutral. They examined the attitudes of some Nigerian science, technology, and mathematics teachers towards assessment practices and came to this conclusion.

Additionally, the findings of the present study disagree with those of (Karakose et al. 2033; bin Mat Yusoff et al., 2023; Bas, 2022), who all claimed that teachers had a positive attitude towards classroom evaluation. While the results of the previous study are in conflict with this finding, Kuze and Shumba (2011), which were cited by Awuah (2014), found that teachers had negative attitudes towards classroom assessment despite knowing how to conduct it.

### 3.3. Classroom Assessment Practices of Junior High Schools' Social Studies Teachers

The results of the study in relation to the second research question are presented in this section of the study. "Describe the classroom assessment practices of junior high school social studies teachers in the east Mamprusi municipality" was how the question was phrased.

#### 3.3.1. Techniques Employed by Teachers to Assess Their Students in the Classroom

To gather information on the assessment practices of JHS social studies teachers, techniques used in assessing students in the classroom were first looked at.

Technique	Number of Respondents = 60					
	N F (%)	R F (%)	S F (%)	O F (%)	A F (%)	Mean (M)
Multiple Choice	5(8.3)	5(8.3)	30(35)	5(8.3)	15(25)	3.33
Blank Filling	25(41.7)	15(25)	10(16.7)	5(8.3)	5(8.3)	2.17
Close-ended/Short Answer	5(8.3)	5(8.3)	15(25)	15(25)	20(33.3)	3.67
True or False	10(16.7)	10(16.7)	25(41.7)	15(25)	0(0)	2.75
Matching Questions	20(33.3)	25(41.7)	5(8.3)	5(8.3)	5(8.3)	2.17
Open-ended/Essay	0(0)	0(0)	10(16.7)	10(16.7)	40(66.7)	4.50
Observation	15(25)	15(25)	15(25)	0(0)	15(25)	2.75
Peer Assessment	10(16.7)	10(16.7)	20(33.3)	5(8.3)	15(25)	3.08
Self-Assessment	10(16.7)	15(25)	20(33.3)	0(0)	15(25)	2.92
Projects	15(25)	10(16.7)	25(41.7)	0(0)	10(16.7)	2.67
Portfolio	35(58.3)	20(33.3)	0(0)	5(8.3)	0(0)	1.58
Oral Presentation	10(16.7)	15(25)	25(41.7)	5(8.3)	5(8.3)	2.67
Discussion	0(0)	5(8.3)	15(25)	10(16.7)	30(50)	4.08
Group Work	0(0)	5(8.3)	25(41.7)	15(25)	15(25)	3.67
Average mean score = 3.00						

Table 2: Techniques Teachers Employ in Assessing Students in the Classroom  
Source: 2023 Field Data

Table 2 shows that teachers prefer open-ended/essay questions the least ( $M = 3.67$ ), group work the most ( $M = 4.08$ ), short answer/closed-ended questions the most ( $M = 3.67$ ), and open-ended/essay questions the most ( $M = 4.08$ ). Teachers evaluated observations as True or False equally, as evidenced by the matching mean values ( $M=2.75$ ). However, 15 (25%) and 10 (16.7%) of the teachers said they had never evaluated their students using True or False questions or observation in their classrooms.

Fifty-eight respondents indicated that a portfolio has never been used as a tool for evaluating students in the classroom, with the methods of blank-filling, matching, projects, 15 (25%), oral presentations, 10 (16.7%), and peer assessment coming in that order. The least preferred assessment methods include Portfolio ( $M= 1.58$ ), Blank-filling ( $M= 2.17$ ), Matching ( $M= 2.17$ ), Observation ( $M= 2.75$ ), and True or False questions or assessment items ( $M= 2.75$ ). Table 2 shows that teachers frequently use both traditional and unconventional assessment techniques to assess their pupils, especially open-ended/essay questions ( $M= 4.50$ ) and dialogues ( $M= 4.08$ ). The findings of this analysis partially agree with those of other studies. For instance, Roemer (1999) discovered that in a study of the assessment practices of Montessori teachers, both conventional and alternative evaluations were applied. While open-ended/essay questions had the highest score in this survey, teachers rated observation as the most common question type in Roemer's (1999) study, which highlights the disparity. According to Caliskan and Basikci (2010), teachers prefer using traditional evaluation methods in their classes, and this was also true for our study. These tests come in various formats: multiple choice, open-ended, short answer, and gap-fill. The study also lends credence to Zhang and Burry-Stock's (2003) observations that secondary school teachers commonly assessed their students using written evaluations, multiple-choice tests, and essay questions.

### 3.3.2. Techniques Employed by Teachers to Record Students' Assessment Results

Teachers were asked to describe their evaluation processes in section 'C' of the questionnaire, using the notation N for "never," R for "rarely," S for "occasionally," O for "often," and A for "always." The goal of the first inquiry was to find out from teachers how frequently they employ a particular technique to record student assessment results. The list includes four conventional and unconventional methods. The goal of the second investigation was to find out how frequently teachers employ a certain method to update pupils on their learning progress. In the third question, teachers were asked to say how frequently they employ a certain evaluation technique. The list of fourteen assessment methods contained six traditional and eight non-traditional evaluation approaches. In the following survey, teachers were asked how frequently they use assessment data. Both reporting students' academic achievement to parents or guardians and using assessment data to provide students feedback were choices available to teachers. The most recent investigation examined how frequently teachers communicate or report test results. Similar to how the questions in section "C" of the questionnaire are ordered, so is the analysis. The weights for the five frequency options (N, R, S, O, and A) were  $N=1$ ,  $R=2$ ,  $S=3$ ,  $O=4$ , and  $A=5$ . The weights were used to calculate the means of all the items/techniques under each question. The individual item mean was utilised to calculate the average mean for each question, which was then used to simplify interpretation and analysis.

Techniques	Number of Respondents = 60					Mean (M)
	N F (%)	R F (%)	S F (%)	O F (%)	A F (%)	
Marks	0(0)	5(8.33)	5(8.33)	20(33.33)	20(33.33)	3.42
Letter grade	5(8.33)	15(25)	30(50)	5(8.33)	5(8.33)	2.83
Written comments	0(0)	10(16.6)	15(25)	10(16.67)	25(41.67)	3.83
Teaching diary/log	40(66.6)	15(25)	5(8.33)	0(0)	0(0)	1.42
Average mean = 2.88						

Table 3: Techniques Employed by Teachers to Record Students' Assessment Results

Source: 2016 Field Data

Key: N= Never, R= Rarely, S= Sometimes, O= Often and A= Always

Table 3 shows that 20 (33.33%) of the respondents preferred using marks to record students' assessment results regularly and always, whereas 30 (50%) preferred using letter grades and 41.67% (25) preferred writing comments. 25% and 8.33% of respondents claimed they never record student assessment results in a teaching journal, while others said they do so periodically. This was supported by a mean value of 1.42, which is lower than the average mean value of 2.88. Teachers typically prefer written comments (M=3.83), grades (3.42), and letter grades (M=2.83). The least preferred method is the teaching diary (1.42).

### 3.3.3. Ways by Which Teachers Report Assessment Results

The table below shows how teachers report or communicate assessment results to stakeholders.

Techniques	Number of respondents = 60					Mean (M)
	N F (%)	N F (%)	N F (%)	N F (%)	N F (%)	
Share assessment data with the school administration	0(0)	10(16.7)	25(41.7)	0(0)	25(41.7)	3.67
Interview with students	15(25)	5(8.3)	25(41.7)	10(16.7)	5(8.3)	2.75
Teacher/student/parent conference	35(58.3)	10(16.7)	10(16.7)	5(8.3)	0(0)	1.75
Report cards	0(0)	0(0)	0(0)	10(16.7)	50(83.3)	4.83
Discussions with other teachers	0(0)	15(25)	25(41.7)	10(16.7)	10(16.7)	3.25
Average mean score = 3.25						

Table 4: Ways by Which Teachers Report Assessment Results

Source: 2023 Field Data

50 teachers, or 83.3%, indicated in table 4 above that they always prefer and use report cards to communicate or disclose assessment findings. This is supported by a mean value of 4.83, which is higher than the average mean value of 3.25. 25 respondents (41.7%) claimed they always inform the administration of the school's evaluation findings, while 5 (8.3%) instructors claimed they do this through speaking with students. 41.7% of those polled acknowledged that they occasionally consult with other teachers, interview students, and share evaluation information with the school administration. In interviews with students and teacher/student/parent conferences, 35 (58.3%) and 15 (25%) teachers, respectively, said they had never given children access to assessment results. According to the overall picture (M=4.83), teachers frequently discuss assessment findings through report cards. The following steps are discussing evaluation results with the school administration (M=3.67) and speaking with other instructors (M=3.25). Teacher/student/parent conferences are used the least for reporting assessment data, with a mean value of 1.75. The descriptive statistics, interpretation, and analysis that followed demonstrate that teachers employ both traditional and alternative assessment practices, from the ways they record their findings to the ways they share them with students in their various classrooms. Social studies classrooms currently use both traditional and unconventional activities in the East Mamprusi municipality.

### 3.4. Relationship between Social Studies Curriculum Objectives and Perceived Assessment Practices

Three simple linear regression analyses were used to analyse the link between the objectives of the social studies curriculum and how JHS social studies teachers rated evaluation practices (Table 5). Perceived performance was used as an independent variable to integrate assessment practices and was calculated to indicate JHS social studies instructors' competency and performance in using various assessment procedures. Perceived performance was a combination of the two variables.

The findings show that the JHS social studies teachers used various assessment techniques based on the course objectives in a 15% ( $r = .148$ ) different way depending on how proficient and effective they felt at applying the various assessment practices. ( $p.01$ ,  $f(1, 47) = 8.610$ ) This was significantly different from 0 from a statistical perspective. However, the findings showed that less than 1% ( $r = .002$ ) of the variance in the assessment techniques used was explained by the ability of the Junior High Social studies teachers' perceived performance over the assessment techniques used when

it came to the questions about their ability to select an assessment technique over which they have perceived control. This was not statistically significantly different from zero  $f(1, 53) = .132; p = .718$ .

Predictor	R2	F	B
Assessment techniques	.148	8.145	.792***
Curriculum objectives	.002	.132	-1.36
Perceived performance	.117	6.091	.597**

Table 5: JHS Social Studies Teachers' Perceived Performance of Assessment Techniques as a Predictor of Social Studies Curriculum Objectives

\*Note: \*\* Represents  $P < .05$ , \*\*\* Represents  $P < .01$

The results of the simple linear regression also showed that when the assessment techniques and curriculum objectives were combined into one variable (perceived performance), it was possible to account for 11% of the variance ( $r = .117$ ) in JHS social studies teachers' use of assessment techniques by both their perceived performance of the curriculum objectives and their capacity to select an assessment technique. A p-value of 0.02 and  $f(1, 49) = 6.091$  indicate that this was significantly distinct from 0.00.

#### 4. Conclusions

The investigation's findings have produced the following conclusions: The study first demonstrated that, despite instructors' negative opinions towards classroom assessment, they had favourable attitudes towards or supported both traditional and non-traditional evaluation procedures.

Teachers employ both traditional and unconventional evaluation methods in their social studies classrooms, indicating that social studies may be taught and evaluated holistically.

Finally, it became evident that the goals of the social studies curriculum and teacher evaluation methods are unrelated. A more complete picture of students' abilities might go unreported because teachers stress evaluating students' knowledge and comprehension while ignoring attitudes and values in favour of knowledge.

#### 5. Recommendations

In light of the study's findings and recommendations, we firmly believe that teachers' attitudes towards classroom assessment and their assessment practices should be improved (especially regarding measuring attitudes and values). Based on the results of this study and in accordance with the research questions, we offer the following recommendations. A deliberate effort should be made to alter teachers' attitudes towards classroom assessment through workshops, seminars, and other pertinent in-service training on the value of assessment as an essential component of the instructional process for teachers in the field, as well as modifying training programmes for those yet to enter the field. Furthermore, educators must be properly trained on how to integrate S.B.A. into their classrooms. As part of meeting the curriculum's requirement for the profile dimension, teachers ought to obtain additional training on how to assess students' attitudes and beliefs.

Teachers must employ various evaluation techniques to paint a complete picture of students' learning progress. Social studies can aid in producing the ideal type of responsible citizen in this way.

Compared to the entire North-East Region, the study was only undertaken in the east Mamprusi municipality. In order to generalise the findings to cover all J. H. S. teachers in the Northeast Region, future studies should consider duplicating this study to include all Social Studies instructors at the J. H. S level in the region. Future research may consider focusing on the knowledge and expertise of J.H.S instructors in the East Mamprusi Municipality since this study did not specifically address teachers' knowledge and expertise in conducting classroom evaluations.

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