

The Common Social Studies Class Room Teaching-Learning Methods in Middle-Level Schools of Addis Ababa: The case of Yeka Sub-City

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Abstract

The main objective of this study was to investigate the common social studies classroom teaching-learning methods in middle-level schools. To accomplish this goal both primary and secondary data sources were utilized. Concurrent mixed method of data analysis was employed. Key informant interview, Focus Group Discussion, survey and personal observations were employed to gather primary data. A simple random sampling method was applied to select a sample of 319 students. In addition, 16 subject teachers were engaged through Key Informant Interview and Focus Group Discussion. The survey result indicates the presence of notable gaps in the teaching methodologies. The moderate mean scores across various aspects of class room teaching learning execution often falls short of engaging students in meaningful learning experiences. The study further identify the practice of various assessments based on a ratio of 60% continuous assessment and 40% summative assessment despite the domination of factual mastery over students' abilities in critical thinking, including analysis, synthesis, evaluation, and application. Thus, enhancing teachers' trainings, increase of instructional time and resource allocation and promoting active learning practices are recommended as remedies.

Keywords: Classroom; learning; middle level; social studies; teaching

1. Introduction

The effectiveness of a lesson greatly depends on the choice of the most appropriate and productive teaching methods (Wiens *et al.*, 2021). The selection of appropriate teaching strategies for different contents of Social Studies is a great concern for the teachers (Pathak, 2012). It is realized that pedagogical skills are important to social studies teaching. Social studies teachers are professionally obligated to adopt effective and supportive methods that encourage, inspire, and manage students' learning progress in the classroom as per the learning objectives, learners and practical requirements (Pathak, 2012; Sofadekan, 2012; NCSS, 2016; Mensah,

2020). Thus, it is important to consider the age, interest, needs and abilities of the learners, as well as the resources available for teaching while prioritizing teaching methods (Kan, 2021).

The effective teaching and learning of social studies contributes to the growth of not only the individual student but also the broader community in which they work and live (Cletus & Edinyang, 2014). Consequently, teaching strategies in social studies education have become a central topic of professional dialogue among Social Studies educators (Sofadekan, 2012). However, there is disagreement over the most effective educational strategies for promoting critical and reflective thinking, which can directly result in thoughtful and reasonable decisions about environmental and social issues (Sofadekan, 2012). Even if there isn't a "right" technique to teach social studies, research has produced a number of teaching methods with solid empirical backing (Thornton, 2005; Wiens *et al.*, 2021). When social studies are engaging, demanding, integrative, values-based, and dynamic, effective teaching and learning can take place (Johnson, 2010; Sofadekan, 2012; Farris, 2015; Mensah, 2020).

Due to its diverse purposes, varied approaches, and broad multidisciplinary scope, social studies requires the use of multiple teaching methods and instructional strategies (Manitoba education, Citizenship & Youth, 2006; Russell & Waters, 2010; Cletus & Edinyang, 2014; Ogene & Nnamani 2014; Farris, 2015; Shah, 2016; Mensah, 2020; Zengulaaru & Nyamekye, 2022; Russell III, Waters & Tuner, 2023). Therefore, effective teaching largely relies on a teacher's command of a wide range of instructional methods and strategies. According to Tamakloe (1991), Yeager (2005), Russell and Waters (2010), and Hong and Hamot (2015), effective social studies instruction requires teachers not only to possess broad interdisciplinary knowledge but also to be skilled in applying a variety of teaching methods and strategies. Teachers may need to apply multiple instructional methods, taking into account students' physical and psychological backgrounds and the nature of the concepts being taught. Glickman (1991) and Thornton (2005) argued that effective teaching is not about following a fixed set of generic practices, but rather about making context-specific decisions. Instead of sticking to the same methods regardless of student outcomes, effective teachers continuously reflect on and adapt their teaching based on the needs of their learners.

Zemelman, Daniels, and Hyde (2005) recommend several research-based best practices for teaching social studies. They emphasized that students should regularly engage in in-depth investigations of topics and be involved in choosing those topics. Effective Social Studies instruction should encourage learners to explore complex, open-ended issues that stimulate critical thinking. Teaching social studies should entail pupils exploring thought-provoking, open-ended topics. Students studying social studies should actively participate in both the classroom and the larger community. Students should participate in both cooperative learning and independent inquiry in social studies. To guarantee that students are actively participating in their education, Social Studies should incorporate reading, writing, watching, discussing, and debating (Johnson, 2010; Saye & SSIRC, 2013; Farris, 2015). Similarly a study by Shah (2016) found that students enjoy learning social studies in a variety of methods. Shah (2016) further revealed that critical thinking, group discussions, question-and-answer sessions, and presentations which are examples of active learning are preferred than rote memorization, lecture, worksheets, note-taking, and busy work. This study unequivocally shows that students viewed their teachers as mentors rather than as a reliable source of information.

Ethiopia's General Education Curriculum Framework document advocates for a teaching approach that involves students and creates an enjoyable learning environment. Furthermore the framework states that students should be inspired to experiment, ask questions, research, and create. It must motivate educators to foster students' curiosity about what they know, can do, and should live with. Moreover, effective teaching should be grounded in the belief that learners are active partners in the learning process, while teachers serve as facilitators rather than mere sources of information (MoE, 2020).

It was however, discovered that learners often consider social studies as a dull and boring subject resulted partly from the wide use of traditional methods based on memorization (Mensah, 2020; Zengulaaru & Nyamekye, 2022). Similarly, the Ethiopian Education Development Roadmap (2018-30) survey report also inferred most respondents thought teaching and learning were not practice-oriented (Sisay & Teferi, 2025). Therefore, it is important to examine the instructional choices teachers make, given the critical impact these decisions have on students' learning in social studies classrooms. Accordingly, this study was intended to investigate the common social studies classroom teaching-learning methods in Middle-level schools.

2. Methods and Materials

This research was carried out in Yeka Sub-city which is one of the 11 administrative divisions of Addis Ababa. In the 2023/24 academic year, the study sub –city has an estimated 52, 890 students registered both in primary and middle-level schools, of which 34, 735 are reported to attend in 31 public schools and the reaming 18, 155 are reported to be enrolled in 50 privately owned schools (Sisay & Teferi, 2025)

Focusing on middle-level school students and social studies subject teachers, the study adopted a concurrent mixed method approach. It used primary and secondary data sources where primary data was collected from sample middle-level students and social studies teachers. While secondary data sources—including books, scholarly articles and different published reports pertinent to the raised issue were also reviewed.

In order to select respondents, non-probability and probability sampling methods were utilized. Specifically, a multi-stage sampling method was implemented. Accordingly, first, Yeka Sub-City was purposively selected owing to its proximity to Kotebe University of Education as an advantage. According to Sisay and Teferi (2025), there are about 28 middle-level schools with a total number of 7,732 enrolled students in grade 7 and 8 at the study sub-city. Of the enrolled students 4, 187 are females and the remaining 3,545 are males. Of the available target schools four schools with a combined student population of 1,570 were randomly selected employing a simple random sampling technique (See table 1).

Table 1: The selected sample schools, along with their respective student and teacher populations

No	Sample School name	No of students	Sample students	Subject Teachers
1	Hizbawii Serawite	514	104	5
2	Mekanee Hiwote	264	54	3
3	Dejazemache Wondiyrad	671	136	6
4	Addis Birhan	121	25	2
Total		1570	319	16

Source: Sisay and Teferi (2025)

Allowing a +/- 5% margin of error (level of precision) and 95% confidence interval, the sample size was determined employing Yamane's (1967) sample size determination formula. As a result, a total of 319 sample students were identified using simple random sampling technique. Then again, employing census sampling technique the whole social studies teachers in the selected schools were contacted.

$$n = \frac{N}{1+N(e)^2} = \frac{1570}{1+1570(0.05)^2} = 319$$

Where: N denotes the total target student population (1570)

e represents the acceptance margin of error (+/-5%) and

n is the required sample size (319)

A sampling frame was obtained from each of the selected schools.

In order to properly acquire information from the various sources, different data collecting tools such as questionnaire, Focus Group discussion, interview and personal observation were used. To confirm and find out if the instruments were appropriate for the study's objective, the instruments were distributed to willing participants for pilot test and knowledgeable specialists in the field. Besides, Cronbach Alpha test was employed to test the items internal consistency through assessing the association between each item. The computed Cronbach Alpha test was found to be 0.81 which indicate the presence of internal consistency between items.

The researchers held Key Informant Interviews (KIIs) with 16 social studies subject teachers. Additionally, three Focus Group Discussion (FGDs) were organized with subject matter teachers. Complementing these methods, classroom and school observations were carried out in two sections (one from grade 7 and one from grade 8 in the selected schools) using structured checklists.

For this study concurrent mixed method of data analysis which relies on Pragmatic worldview and quantitative and qualitative data was employed.

3. Results and Discussion

The discussion is grounded in a survey data collected employing a five point Likert scale, where one indicates "strongly disagree" and five indicates "strongly agree." The analysis is guided by the classification criteria proposed by Pihie (2009) and employed by Sisay and Teferi (2025),

which interprets mean scores as follows: scores below 3.39 are categorized as low, scores between 3.40 and 3.79 as moderate, and scores above 3.80 as high. These categories are used to interpret and compare the average responses across the five-point scale.

Globally, education systems are currently undergoing radical transformations, one of which is the move from the positivist paradigm of learning and teaching to the constructivist paradigm. Constructivists contend that learners must actively construct their knowledge instead of passively receiving it from teachers (Rambuda & Fraser, 2004). Ethiopia has tailored its education policies to fit each educational system in accordance with this idea. The policy covers the organization, methodology, media of instruction at different levels, recruiting, professional ethics and career development of teachers, trainings as well as the framework of education in connection to the development of learners' profiles (MoE, 1994).

Table 1: Social studies common class room teaching-learning methods

Item	Mean	Standard deviation
Social studies text books/ syllabus have participatory exercises/activities	4.16	1.214
Social studies text book contents are inviting to practice different learning methods	4.18	0.960
Social studies text book contents are attractive for the utilization of instructional materials in the teaching -learning process	4.47	0.803
My social studies teacher practices different teaching methods	2.22	0.437
My social studies teacher permits me to ask questions and share my opinions during the teaching-learning process	2.76	0.982
My social studies teacher utilize various instructional materials in the teaching-learning process	2.29	0.472
My social studies teacher appreciates us to practice creative activities	1.06	0.319

Source: Own Survey, 2024

As presented in table 1, the output of this survey showed that the syllabus and text books of social studies were prepared in accordance with Ethiopia's educational policy which adhere constructivist teaching approach. The contacted students highly believed that Social studies text book/ syllabus have participatory exercises/activities (mean=4.16, Std. Deviation= 1.214). The same table further publicized that social studies text book contents are inviting to practice different learning methods. The sample students highly assumed that Social studies text book contents are inviting to practice different learning methods (mean=4.18, Std. Deviation= 0.960). Inline to students' response, the KII and FGD participants also argue that the syllabus as well as

the textbooks are prepared giving due emphasis to participatory exercises/activities which in turn are believed to be convenient to the practice of different learning methods.

When teaching social studies instructional materials are crucial (Misnah et al., 2019). As to the National Council for Social Studies (NCSS), field visits, lectures, reference books, maps, journals, audio and visual materials, and blackboards are all necessary for social studies education (NCSS, 1979). The council made the observation that a range of media ought to be accessible so that students can learn by acting, touching, and seeing. As presented in table 1, sample students highly agree on the attractiveness of social studies text book contents for the utilization of various instructional materials in the teaching-learning process (mean=4.47, Std. Deviation= 0.803). On the other hand, sample students were also requested to evaluate the use of different instructional materials such as film slides, pictures, guest speakers, diagrams, sketches, cartoons, mass media, newspapers, stamps, television, radio, maps and globes into their teaching-learning process. As publicized in table 1, they agree that there is a minimal use of instructional materials (mean=2.29, Std. Deviation= 0.472).

Consistent to the students' response the KII and FGD participant teachers also concur that there is a dearth of different instructional materials essential to teach social studies. They argue that most schools have materials such as World map, Map of Africa, Map of Ethiopia and globe despite the need of various materials as indicated in the curriculum. They also further acknowledge that they are not fully utilizing the accessible materials. Instead most teachers heavily rely on their textbooks. It appears that social studies instruction may not be effectively completed and its goals may not be met in the absence of the availability and utilization of appropriate teaching resources.

Despite the presence of well-developed syllabus and text books to the practice of different learning methods, the bulk of teachers regularly employ conventional teaching techniques. As shown in table 1, the prevalent pedagogical approach practiced in social studies classes prioritizes cursory coverage of large bodies of subject matter. As displayed in table 1, sample students evaluate their teachers practice of different teaching to be very low (mean=2.22, Std. Deviation= 0.437). Such practice, according to critics, falls short of producing the mental capital required for democratic citizenship (Thornton, 2005; Saye & SSIRC, 2013).

Additionally, as per the KII and FGD participants there were significant barriers to the practice of social studies curriculum using constructivist teaching methods, including teachers' lack of professional training in the use of different learner- centered methods, learners' lack of experience with learner-centered teaching methods, teachers' lack of interest and commitment, teachers' failure to use teaching materials, students' lack of interest in learning and inability to learn through learner- centered methods, students' low participation in the teaching activities, students' disturbance and a shortage of time.

This study's findings build upon and strengthen previous research that showed social studies teachers' preference of conventional teaching approaches that focused on memorization. As to the Ethiopian Education Development Roadmap (2018-30) survey report, the curriculum has too much content, which leaves little room for reflection or in-depth learning. The report further revealed that neither the teachers nor the students are motivated by the curriculum. It is not engaging for either group. Students are not assisted by the curriculum in learning "what to do," "how to do," or "need to do"(MoE, 2018).

The study finding of Leming, Ellington and Schug (2006), Russell (2012), Ross (2014), Wiens *et al.* (2021), Higgins (2022) and Sisay and Teferi (2025), exposed the gap between theory (use of diverse instructional practices) and practice as social studies teachers are not maximizing their potential to achieve this goal. They further revealed there is a clear utilization of passive and non-engaging methods through a strong preference for lecturing, note taking and use of textbooks. Regrettably, teachers tend to believe that simply covering a subject is equivalent to teaching it. However, such teaching practice tends to undermine students' thinking capacity.

A study by Adewuya (2002), Alazzi and Chiodo (2004), Alazzi's (2005) and Sisay and Teferi (2025) also disclosed that a large number of educators still rely mostly on lectures and textbooks as their instructional resources. Traditionally, the emphasis of these two approaches has been on information presentation as opposed to an interactive strategy. Teachers often engage students in activities that emphasize rote memorization of names, dates, and places, rather than fostering critical thinking skills.

Students in social studies dislike passive learning where teachers had a dominant role in transferring knowledge to students; they express a strong desire to take an active role in learning

social studies. Teachers must engage pupils in rigorous inquiry that develops the knowledge and skills required for tackling the complex issues presented by democratic life in order to foster civic competency (Saye & SSIRC, 2013). A teacher who truly provides these kinds of opportunities for students is one who possesses the dispositions of "sensitivity" and "responsiveness" to the demands that students express as a result of their hands-on experiences with new, surprising, and unique concepts and objects (English & Doddington, 2019). Because of this, teaching is a thoughtful and educational process rather than a regular, mechanical one or just an observant one, in which the teacher gains knowledge as well. Accordingly attempts were made to assess sample students witness on the chance given to ask questions or express their opinion while the teaching- learning process is going on. They lowly agree that they got that chance (mean=2.76, Std. Deviation= 0.982). If social studies teachers are willing to be creative and provide opportunities for students to learn through discussion, social studies instruction can become more effective. They must respect the individuality and diversity of students, recognizing their unique experiences, knowledge and perspectives. Thus, teachers should be able to encourage students to ask questions as a way to help them develop their critical and creative thinking skills which are meaningfully for their daily lives.

Students today deal with a wide range of challenging issues. Because of this circumstance, they must possess a variety of abilities and inventiveness in order to become change agents that provide accurate solutions through critical and creative thought. Humanity and civilization cannot exist without creativity. Ethiopia's General Education Curriculum Framework document identified creative-thinking and innovation as one of the core competencies (MoE, 2020). Therefore, teaching methods in social studies should be designed to nurture students' diverse abilities while fostering critical and creative thinking within a supportive learning environment. Students may focus entirely on their studies when they are in a setting that supports learning. Teachers need to redefine creativity as an option that both they and their students must choose (Harris, 2014). In order to support students' creativity, efforts have been undertaken to assess the methods used by social studies teachers. As vividly displayed in table 1, they minimally agree that their Social Studies teacher appreciates and supports them in their creative activities (mean=1.06, Std. Deviation= 0.319). In social studies education, there has been a strong focus on covering as much curriculum content as possible during the teaching and learning process.

Consequently, a culture of memorization rather than innovation has been developed. In the social studies curriculum materials, we were not able to explicitly observe the strategies to be employed to develop students' creativity and innovation. An empirical study conducted by Kurniawati et al. (2023) found that students' critical and creative thinking abilities were categorized at a moderate level. Teachers should create opportunities that encourage students to think critically. Rather than presenting knowledge as static or complete, educators need to help learners understand that knowledge is dynamic—constantly evolving with new discoveries and insights. Thus, it needs to explicitly present strategies or opportunities used to develop students' creativity and innovation capacity in the curriculum materials.

Assessment involves gathering and analyzing information about students' abilities and performance to inform and guide future instructional planning (Farris, 2015; Tünkler, 2022). Assessment results must first indicate how well students have met the learning objectives for a lesson or unit in order for this determination to be made (Gagne, Briggs & Wager, 1992; Zarrillo, 2012; Parker, 2014; Farris, 2015; MoE, 2020). Assessment serves purposes beyond simply providing feedback. It helps determine the effectiveness of teaching, evaluates how well students have learned and performed, and identifies areas that still require attention. At its finest, assessment directs and enhances instruction (Russell III, Waters & Tuner, 2023). Thus, assessment is an important component of teaching—learning process (Pathak, 2012; Parker, 2014; MoE, 2020). As a result teachers must organize learning and assessment activities around preset instructional objectives in order to produce assessments that measure instruction more correctly (Farris, 2015).

Formative and summative assessments are the two main categories of assessments in terms of their intended uses. Assessment of learning is most often conceived as a means to determine what knowledge and skills pupils possess which is basically a summative perspective. Summative assessment is carried out at the end of a teaching unit to evaluate the extent of knowledge students have gained throughout the learning process. On the other hand, formative assessment also named as assessment for learning, is conducted formally and informally multiple times during educational activities, utilizing a range of data types to give teacher and student with feedback that can guide their future teaching and learning. Accordingly, data from formative assessment can be used to improve and revise teaching and learning methods.

Summative and formative assessments are mainly accomplished by teachers. However, effective assessment also gives students a chance to participate in self-assessment, which has the more general goal of producing self-motivated students who are equipped with a variety of metacognitive techniques that support self-analysis and self-feedback. Students who self-assess must be unbiased about their own work. In order for students to participate in self-assessment, the criteria and other elements need to be stated in language that they can confidently and easily grasp in order to appropriately characterize their efforts and successes (Mathison & Fragnoli, 2006; Farris, 2015). NCSS (2010) strongly believes in self-assessment: Developing self-direction and reflective skills is essential for students to effectively self-assess and set meaningful goals for their future learning. To support this, students should be given frequent opportunities to track, interpret, and evaluate their progress toward learning objectives. Additionally, they benefit from receiving targeted feedback as they advance (Farris, 2015). All situations warrant the importance of assessment, but social studies education may benefit from it the most (Mathison & Fragnoli, 2006).

Effective social studies instruction depends on assessment, because test scores and grades are so important; rather, assessment educates both teachers and students. A thorough assessment reveals the teaching learning process strengths and areas for improvement. In an ideal world, assessment would represent the goals that educators and institutions are working to achieve (Russell III, Waters & Tuner, 2023). However, all teachers face difficulties when designing and implementing systems for monitoring student progress and giving feedback, but social studies teachers face particular difficulties when it comes to assessment. Sawyer & Myers (2018) found teachers preference of formative assessments using teacher-centered assessment approaches as a challenge of social studies. Furthermore, Alleman & Brophy (1999) and Zengulaaru & Nyamekye (2022) found that students were evaluated using traditional methods.

Instead of rewarding memorization of decontextualized facts, social studies evaluation should emphasize students' critical thinking and their readiness to become responsible citizens (Johnson, 2010; Jorgensen, 2014). According to Sofadekan (2012), assessment in social studies education should be a comprehensive and inclusive process. Goal-oriented assessment is one of the 12

research based tenets of effective social studies for elementary learners. In this approach, the teacher tracks students' progress toward learning objectives using a range of formal and informal assessment techniques (Brophy, Alleman, & Halvorsen, 2013).

As a result, there is a struggle in social studies to shift from traditional methods of evaluating student knowledge and skills, such as multiple-choice, true-false, matching, fill in the blank, short answer, and essay questions to performance based and authentic evaluations of learning. "Twenty-first century" skills are not well aligned with multiple-choice, closed-response assessments. "Testing that requires a student to create an answer or a product that demonstrates his or her knowledge or skills" is known as performance testing. Numerous formats are available for performance evaluation, such as group or individual projects, portfolios, oral presentations, interviews, essays, experiments, and demonstrations. In performance assessments, the focus is no longer on whether pupils merely know the correct answer, but rather on how they arrived at it. As a result, performance evaluations have a direct bearing on the objectives of education and the anticipated results (Mathison & Fragnoli, 2006; Mathison, 2014; Farris, 2015).

According to a position statement by the NCSS (2003) on fair and equitable assessment, evaluations should promote higher-order thinking, written expression, and the application of Social Studies knowledge to real-world contexts beyond the classroom. Furthermore, as mandated by the NCSS, students must be provided with multiple avenues to exhibit their knowledge and abilities, such as research projects, written reports, performance evaluations, portfolios, and so on (NCSS, 2003).

Table 2: Common assessment techniques employed in teaching and learning Social Studies

Item	Mean	Standard deviation
Social studies text book/ syllabus have various exercise/questions.	4.38	1.139
To asses our understanding, my social studies teacher asks different questions in every session.	4.48	0.957
To assess my performance my social studies teacher uses different assessment techniques.	4.55	0.745
My social studies teacher timely checks and gives feedback on my exam papers.	4.56	0.777

Source: Own Survey, 2024

It is imperative for educators to incorporate a range of assessments into their lessons in order to provide learners with numerous chances to exhibit their learning (Farris, 2015; Russell III,

Waters & Tuner, 2023). Similarly, the Federal Democratic Republic of Ethiopia (FDRE), Ministry of Education (MoE) (2020) General Education Curriculum Framework document revealed that students will require a variety of assessment strategies in order to demonstrate their learning accomplishment as they grow in self-evaluation and strive for greater levels of achievement. Presentation, project work, exhibits, fieldwork, discussions, tests and exams, whether completed individually or in groups, can all provide evidence of learning.

Accordingly, attempts were made to identify the common assessment techniques employed in Social Studies classes. As publicized in table 2, the survey result confirms that majority of the contacted students testified that social studies teachers are practicing various assessment methods, such as tests, quizzes, worksheets, group works, and class participation to assess students' understanding as all the calculated mean values are greater than 3.40. In line with the students' responses, the KII and FGD participant subject teachers indicated that they consistently apply various assessments based on a ratio of 60% continuous assessment and 40% summative assessment. They also confirmed that they administer monthly tests that include multiple-choice, true/false, matching, and fill-in-the-blank questions. Besides to the regular monthly tests teachers are also free to evaluate their students out of 30% through quizzes, assignments, attendances and activities.

Although it is crucial to assess higher-order thinking skills rather than merely knowledge and comprehension of specific content, as well as attitudes and social skills, we observe that the evaluation of Social Studies learning outcomes tends to prioritize factual mastery over students' abilities in critical thinking, including analysis, synthesis, evaluation, and application. Gültekin, Anilan, & Kilic (2010) also confirm that teachers have challenges with assessment and evaluation. The contacted KII and FGD participants also express the inadequacy of the employed assessment strategies to comprehensively achieve the stated subject objectives. They cited several reasons for not assessing higher-order thinking skills, attitudes, and social skills: a lack of knowledge and experience with various assessment strategies, difficulties in preparing high-quality tests, the overall testing frameworks within the school system, and contextual factors like overcrowded classrooms.

Giving good feedback is essential to formative evaluation. In light of our aims and goals, feedback is information that lets us know how we are doing and what has to be done next. It is crucial that the student has quick access to the assessment findings, regardless of the kind of activity or the instrument used for assessment. The assessment process actually turns into a learning exercise if students are given access to the assessment components and findings right away (Farris, 2015). According to Marzano, Pickering, and Pollock (2001), feedback has to be given promptly, precisely (based on criteria), and in a corrective manner so as to highlight what went well, what needs to be improved and how. Cognizant to this fact, students were asked to assess how their teachers provided feedback on their exam papers. As indicated in table 2, sample students highly believe that Social Studies teacher are providing timely checks and feedback on their exam papers (mean=4.56, Std. Deviation= 0.777). Contrary to our findings, Alleman & Brophy (1999) and Zengulaaru & Nyamekye (2022) exposed the exclusive usage of pen and paper evaluation techniques along with oral question by social studies teachers. They argued that students were frequently forbidden from offering feedback, criticism, or criticism regarding the lesson covered in the topics. They argue that typical Social Studies assessments often fall short in evaluating students' understanding of key concepts, appreciation of the subject, real-life application skills, and higher-order thinking abilities.

4. Conclusion and Recommendations

The main objective of this study was to investigate the common social studies classroom teaching-learning methods in middle-level schools. To accomplish this goal both primary and secondary data sources were utilized. Concurrent mixed method of data analysis was employed. Key informant interview, Focus Group Discussion, survey and personal observations were employed to gather primary data. A simple random sampling method was applied to select a sample of 319 students. In addition, 16 subject teachers were engaged through Key Informant Interview and Focus Group Discussion. The survey result indicates the presence of notable gaps in the teaching methodologies. The moderate mean scores across various aspects of class room teaching learning execution often falls short of engaging students in meaningful learning experiences. The study further identify the practice of various assessments based on a ratio of 60% continuous assessment and 40% summative assessment despite the domination of factual mastery over students' abilities in critical thinking, including analysis, synthesis, evaluation, and

application. By implementing the following recommendations, stakeholders can help enhance the role of social studies in shaping informed, responsible, and actively engaged citizens.

Enhance Teacher Training: Provide ongoing professional development opportunities for social studies teachers to enhance both their instructional techniques and subject matter expertise. Specialized training should emphasize interactive teaching approaches that foster critical thinking and active student participation. Regular in-service training sessions, seminars, forums, and workshops are also essential.

Increase Instructional Time: Advocate for increasing the weekly instructional time allocated to Social Studies. This would enable more comprehensive exploration of subject matter and support the use of diverse, learner-centered teaching strategies such as project-based learning and classroom discussions.

Resource Allocation: Ensure that schools are adequately supplied with instructional resources, including textbooks, visual aids, and technology tools that enhance student engagement. These materials will support teachers in delivering effective lessons and enrich students' overall learning experiences.

Promote Active Learning: Promote the use of participatory teaching approaches that actively involve students in the learning process. Emphasis should be placed on strategies like group discussions, debates, and hands-on projects to create a more engaging and interactive classroom environment.

Declarations

Disclosure statement: We declared that we have no conflict of interest related to this publication.

Acknowledgments: The authors have a grateful gratitude for the financial support provided by Kotebe University of Education. We also want to extend our sincere thanks to all the participants for their cooperation and for providing the data essential to this study.

Authors' contribution: Goitom Sisay contributed to the original draft writing, conducted the investigation, developed the methodology, performed the analysis, and contributed to the conceptual framework. Bogale Teferi was responsible for editing and reviewing the manuscript, providing supervision, participating in the investigation, managing data curation, and contributing to the conceptualization.

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