

UNIVERSITY OF EDUCATION, WINNEBA

**PERCEPTION OF COLLEGES OF EDUCATION STUDENTS
ATTITUDE TOWARDS THE TEACHING AND LEARNING OF
SOCIAL STUDIES IN SOME SELECTED COLLEGES OF
EDUCATION IN ASHANTI REGION**



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MASTER OF PHILOSOPHY

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UNIVERSITY OF EDUCATION, WINNEBA

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**ERIC YAW OSEI
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The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a cross-like design, surrounded by a sunburst pattern. The shield is flanked by two stylized figures, possibly representing students or scholars. The entire emblem is set against a background of a sunburst.

**A thesis in the Department of Social Studies Education,
Faculty of Social Sciences Education, submitted to the School
of Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Philosophy
(Social Studies Education)
in the University of Education, Winneba.**

DECEMBER, 2021

DECLARATION

Student's declaration

I, Eric Yaw Osei, do hereby declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

Signature.....

Date.....

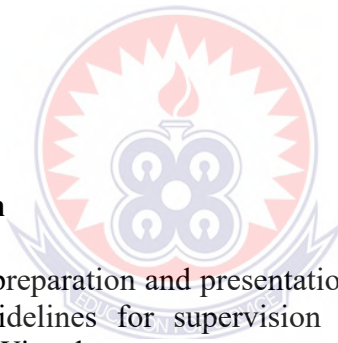
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Lawrence Odumah

Signature.....

Date.....



DEDICATION

To My Family

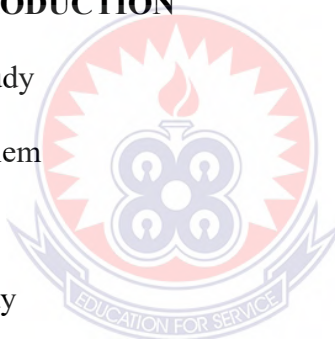


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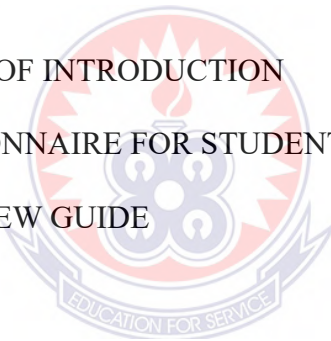
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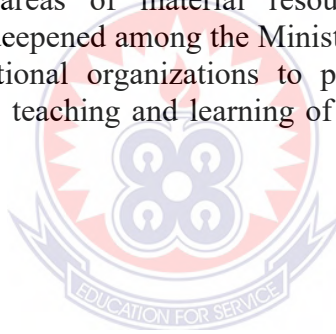
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ABSTRACT

The purpose of the study was to examine the perception of Colleges of Education students' attitudes towards the teaching and learning of Social Studies in the Ashanti region. The pragmatist paradigm, concurrent nested mixed method and descriptive survey research design was adopted for this study. The simple random sampling and purposive sampling techniques were used to select 292 respondents for the study. Quantitative data from the study was analyzed using descriptive statistics from SPSS version 26.0 software in which mean, standard deviation, percentages, frequencies and tables were used while qualitative data obtained were analyzed under emergent themes. Findings revealed that majority of 92.4 percent of students have positive perceptions towards the teaching and learning of Social Studies. The study also revealed that 90.1 percent of students have positive attitudes toward student-centred techniques of teaching but 9.9 percent of them have negative attitudes toward teacher-centred techniques of teaching. Research further revealed that factors like inadequate teaching and learning resources, inadequate textbooks negatively affect teaching and learning while tutors use of variety of teaching techniques improve learning. Moreover, it was revealed that Colleges of Education students rank Social Studies first above other subjects. Based on the findings, it was recommended that T-TEL and Universities, to which Colleges of Education are affiliated, should continue to provide seminars to tutors in areas of material resource development and research. Collaboration should be deepened among the Ministry of Education, T-TEL and other non-governmental educational organizations to provide the needed teaching and learning materials for the teaching and learning of Social Studies at the Colleges of Education in Ghana.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education the world over is seen as a powerful tool of enlightenment (Cross, 2018; Jorgenson & Fraumeni, 2020). This enlightenment spans across several domains of the human life. It is geared towards the development of the individual holistically. This consequently has led to the development of several fields of study from Archaeology to Zoology (Almazova, Bylieva, Lobatyuk & Rubtsova, 2019; Fazey, et al., 2020). It is an undeniable fact that, among the myriads of the fields of study, Social Studies seems to be the only discipline whose 'DNA' is uniquely designed to help students acquire relevant knowledge, positive attitudes, skills and values necessary to equip them to become competent, concerned, reflective and public problem solvers (Meier, 2021).

The overall goal of the Ministry of Education is to provide relevant and quality education for all Ghanaians, including the disadvantaged, to enable them acquire skills which will make them functionally literate and productive. This helps to facilitate poverty alleviation and promote the rapid socio-economic growth of the country (Ministry of Education, 2012). Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on Social Studies (Ministry of Education, 2012).

In the process of introducing Social Studies as a subject, it passed through trajectory processes. There was a lot of confusion surrounding the subject. Different scholars of the subject have expressed varied views and this brought about complex

understanding among the various schools of thought. There is therefore no consensus to the question “what is Social Studies?”

According to Russell and Waters (2021), a curriculum must be defined in order to have an objective, scope and nature. They called Social Studies as a “schizophrenic bastard child” which means, Social Studies has more than one definition. In spite of the arguments, Bar, Barth and Shermis (1981) brought about a school of thought by identifying the historical traditions of practice. There were some who argued with these definitions but in Ghana, we have accepted these traditions which is Social Studies as an amalgamation of social sciences, as an approach or method of teaching, and Social Studies as citizenship education dealing with the interrelationship of humans and their environment.

According to Fadeiye (2005), Social Studies is a discipline, if effectively taught and properly programmed would help to solve social problems that are facing developing countries (p. 6). According to Demoiny and Ferraras-Stone (2018), the purpose of Social Studies is to develop reflective, competent and concerned citizenship for the individuals as single entity and the nation as a whole. The First African Conference (Mombasa Conference) held in August 1968 in Kenya on Social Studies, set up the purpose of Social Studies teaching as to enable every school-going child in Africa to understand people's interaction with the cultural, social and physical environment, appreciate home and heritage, develop skills and attitude expected of citizens and learn to express ideas in many ways (Odekyi, 2020; Kibara, 2021; Willis, Cheeseman & Lynch, 2021).

After the Mombasa Conference, attempts were made to introduce Social Studies to Ghana. Early attempts at introducing Social Studies in Ghana date as far back as the late 1940's when Teacher Training Colleges such as Wesley College in Kumasi and the Presbyterian Training College at Akropong-Akwapim initiated some programmes (Mensah, 2020). However, due to lack of co-ordination of efforts, the idea was shelved. On the accounts of Tamakloe (1994), the reasons for the collapse of the initiative in those institutions were not far-fetched.

1. Lack of competent teachers to teach the subject effectively. Teachers were not trained in the philosophy, methodology, purpose and objectives as well as the techniques of teaching Social Studies at the time They only paid lip service to the subject while they concentrated on teaching their traditional subjects of history, geography, government, just to mention but a few.
2. Conflict with traditional ideas. The idea of subject integration did not find favour with many traditional social scientists. Such people harbored the fear that their traditional subject areas such as History, Geography and Economics would lose their distinct identity and methodologies if they were to be subsumed under the new integrated Social Studies. Social Studies was therefore seen as a threat to the traditional social science subjects.
3. Lack of textbooks on integrated Social Studies was also a contributory factor. Social Studies was introduced without the requisite textbooks and other instructional materials to support the programme. As such, individual teachers taught what they thought were right in the classroom (Tamakloe, 1994).

Following the Mombassa conference, an educational conference was held in Winneba in 1969 during which the subject was adopted and re-introduced into the school curriculum in 1972, but like the early attempt, it did not see the light of the day

(Dwomoh, 2019). Significant efforts at introducing Social Studies into the school system in Ghana came with the implementation of the educational reforms in 1987 which made the subject compulsory at both Junior and senior high schools. The University of Cape Coast consequently mounted a Bachelor of Education Degree programme in Social Studies in 1988. In the same year, the erst-while Advanced Teacher Training College (ATTC) at Winneba also started a Diploma programme in Social Studies. These attempts were geared toward training competent Social Studies teachers for the Senior High Schools and also for the initial Teacher Training Colleges which would in turn train teachers to teach the subject at the basic level of education (Aziabah, 2018; Dwomoh, 2021; Dwomoh, 2019; Dwomoh, 2018).

Social Studies as a school subject strongly emphasizes on the development of the affective domain that can guarantee the promotion of unity in diversity. It tends to inculcate in students the ideal values of (honesty, integrity etc.), national consciousness, awareness, positive attitudes of togetherness, comradeship and cooperation despite diversities in race, desires, beliefs, aspirations, religion etc. (Omo-Ojugo, Ibhafidon & Otote, 2009).

It is proven clearly from the above that Social Studies as a discipline is taught at all levels of education in Ghana. It is taught at the University level, Colleges of Education, Senior High Schools and even at the lowest level, that is, primary level known as Citizenship Education. The above is evident that Social Studies is indispensable for a functioning society. It is as a result of this, that Eshun and Bekoe (2013) recommended that "if importance is attached to Social Studies, then resources already invested in its implementation in Ghana must be followed by program review

and remedial measures taken early, so as to make it more effective and viable" (p. 44a).

The National Council for Social Studies apportions the objectives of Social Studies into four categories: knowledge, skills, values and participation (NCSS, 1994). These four objectives are addressed in the Social Studies curriculum for Colleges of Education in Ghana. The subject plays a pivotal role in Colleges of Education institutions by producing teachers for the basic level of education in the country.

Eshun and Mensah (2013) assert that Social Studies should be taught as a holistic subject which should reflect behavioural change in students and not facts from other Social Sciences. Social Studies teachers should stress on skills more than the factual content. Odumah and Poatob (2016) noted that skills are acquired through practice, refinement and re-enforcement.

The main role of the Social Studies teacher is to emphasize the development of relevant knowledge, positive attitudes, values and problem-solving skills of the students. Gaining knowledge is an integral part of citizenship skills which allows for reflective decision making (Mensah & Frimpong, 2020). Galston (2001) agrees to this by positing seven important links between knowledge and citizenship. These seven links were stated as:

- i. Civic knowledge helps citizens understand their interest as individuals and members of groups. The more knowledge we have, the better we can understand the impact of public policies.
- ii. Civic knowledge increases the ideological consistency of views across issues and time.

- iii. Unless citizens possess a basic level of civic knowledge, it is difficult to understand political events or integrate new information into an existing framework.
- iv. General knowledge can alter our view on specific public issues.
- v. The more knowledge of civic affairs, the likely they are to experience a generalized mistrust of, or alienation from civic life.
- vi. Civic knowledge promotes support for democratic values.
- vii. Civic knowledge promotes political participation.

Martorella (1994) sums it up by saying;

“...the basic purpose of Social Studies curriculum across the grade is to develop reflective, competent and concerned citizens. Reflective individuals are critical thinkers who make decisions and solve problems. Competent citizens possess a repertoire of skills to aid them in decision making and problem solving. Concerned citizens investigate their social world, identify issues as significant, exercise their responsibility as members of a social community. Social Studies should be seen as the head, the hand and the heart. The head represents reflection; the hand denotes competencies and the heart symbolizes concern (p. 29).”

This calls for an effective teacher who will assess his or her teaching and learning outcomes, bearing in mind the general aims of Social Studies in a school curriculum in Ghana. It is becoming obvious that teacher trainee students' attitudes toward Social Studies are deteriorating. Previous research indicates that young students are not positive about Social Studies and find it irrelevant for future careers (Dwomoh,2018).

It is noteworthy to assert that, for the realization of the main aim of Social Studies, the Social Studies student-teachers must themselves have positive attitudes toward the subject. This has become necessary when several studies including Tamakloe in 1988 as reported by Ayaaba (2013), examined the status of Social Studies in Teacher

Training Colleges in Ghana now, Colleges of Education and found out that the subject was ranked in the lower third, just above Physical Education and Home Economics.

The past five decades have witnessed a number of studies that have attempted to understand why students either like or dislike Social Studies. These studies have tried to identify and measure students' attitudes about Social Studies and predict what influence their performance related to this area of the school curriculum (Asante, 2012; Çalışkan & Kılınç, 2012; Ozlem & Yilmaz, 2017; Tagoe, 2012). Through the years, ongoing changes in curriculum design, teaching methodology, and administrative practices may have helped to improve students' performance in Social Studies (Hwang, Chiu & Chen, 2015). However, most students still perceive Social Studies classes as dull, boring, and irrelevant to their lives which seem to affect their performance all the time.

If teacher trainees develop positive attitudes toward the subject, it will lead to onward transmission of learned values, skills and attitudes to their students at the basic level. From the above illustration concerning Social Studies, it is crystal clear that the subject has relevance in the advancement of society. Therefore, exploring the attitudes of Colleges of Education students toward the teaching and learning of Social Studies in the Ashanti region is very crucial. It is against this background that this study seeks to find out the attitudes of Colleges of Education students toward the teaching and learning of Social Studies, especially in the Ashanti Region.

1.2 Statement of the Problem

Due to the growing need of most countries in the world to achieve the status of nation-states in the context of nation-building, it has become paramount for countries the world over, to engage in constant review of their curriculum. For any country to

achieve nation-building, it requires students to display citizenship roles and behaviours. The keen efforts to achieve nation-building, liberty and justice for all by the government of Ghana requires that citizens acquire the right knowledge, develop the right attitudes, and imbibe in themselves the right values. Social Studies which is part of the school curriculum in Ghana is currently undergoing a contemptuous challenge which may bring about a huge impact on the social, economic, political and educational life-line of the Republic of Ghana. The success of the Colleges of Education in Ghana lies in its educational system.

According to Bekoe and Eshun (2013a), the objective of the Social Studies curriculum of the Colleges of Education is to enable students: to link the discipline of Social Studies to everyday life of individuals and communities; enhance understanding of the social system through culture and values to create a multi-ethnic society of national integration; link the country with a history of nation building; examine environmental incidents relating to the social and economic development of society; explain basic economic principles and economic activities associated with social development and nation building; acquire relevant knowledge and skills; develop relevant attitudes and values; participate in civic activities; apply knowledge of environmental education in life; and cultivate a spirit of patriotism (p. 44).

To help students of the Colleges of Education in Ghana contribute to the task of nation building with rapid social, economic and political development, they need to develop the right attitudes toward the subject, especially in this era where the subject is intended to be removed. The right attitude means more inclination to address social and personal issues.

At St. Louis College of Education, where the researcher is a tutor, it has been observed that the attitudes of students toward Social Studies continue to dwindle or is on its decline. It appears the needed civic participation has not seen much desired progress. In the researcher's little study, it appears that many studies have been conducted to determine the attitudes put up by Senior High School students toward the teaching and learning of Social Studies. In light of this, this study sought to investigate the attitudes of Colleges of Education students toward the teaching and learning of Social Studies in the Ashanti region to bridge the existing knowledge gap. This, the researcher believes will trigger keen interest and develop consciousness towards the subject.

1.3 Purpose of the Study

The purpose of the study was to examine the perception of Colleges of Education students' towards the teaching and learning of Social Studies in the Ashanti Region.

1.4 Objectives of the Study

The following research objectives were developed to guide the study:

1. To explore the perceptions of Colleges of Education students toward the teaching and learning of Social Studies.
2. To examine the perception of students in Colleges of Education toward the techniques used in teaching Social Studies.
3. To explore the challenges affecting the teaching and learning of Social Studies in the Colleges of Education in Ashanti Region.

1.5 Research Questions

The following research questions were developed to guide the study:

1. What are the perceptions of Colleges of Education students toward the teaching and learning of Social Studies?
2. What are the attitudes of College of Education students toward the instructional practices used during the teaching and learning of Social Studies?
3. What are the challenges affecting the teaching and learning of Social Studies in the Colleges of Education in Ashanti Region?

1.6 Significance of the Study

The outcome of the study would help Social Studies teachers to ascertain the best methods and techniques to use to enhance the teaching and learning of Social Studies. In addition, it will serve as a basic reference for both teachers and educational stakeholders and other related institutions such that they will be able to solve challenges they may encounter in dealing with issues related to the attitudes of students toward Social Studies. It will also add to existing knowledge by acting as literature for future academics who would be interested in looking into related topics for further debate.

1.7 Delimitation of the Study

The study was delimited to four Colleges of Education in the conducted in the Ashanti Region offering Social Studies programme. Specifically, the colleges were: St. Louis Colleges of Education, Wesley Colleges of Education, St. Monica's Colleges of Education and Offinso Colleges of Education. Also, the study focused on the attitude of Colleges of Education students' toward the teaching and learning of Social Studies in the Ashanti Region for the 2021/2022 academic year.

1.8 Limitations of the Study

Limitations of any particular study concern potential weaknesses that are usually out of the researcher's control, and are closely associated with the chosen research approach and design, statistical model constraints, funding constraints, or other factors. Pragmatists espouse that reality cannot be ascertained as a one shot activity but rather a normative concept and maintain that reality is what works (Pansiri, 2005). This assumption postulate that the findings of this study cannot absolute and static. Notwithstanding, the findings of this study established the attitude of College of Education students towards that teaching and learning of Social Studies (Ray, 2004).

Also, the post COVID 19 pandemic misconceptions restricted the return rate of the questionnaire because respondents feared that they stand risk of getting infected through the receiving and giving of questionnaire and communication to the researcher. This further may hinder the richness of data and the duration of interview.

1.9 Organization of the Study

The study was organized under (5) chapters. Chapter one comprises the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations of the study, organization of the study and operational definitions of terms. Chapter two reviewed related literature which includes theoretical framework and the review of major themes highlighted in the research questions. Chapter three dealt with the research methodology for the study which covered philosophical paradigm, research approach, research design, target population, the study area, sample size and sampling techniques, research instruments, validity and reliability of quantitative instrument, trustworthiness of qualitative data collection instrument, pre-test of instruments, data

collection procedures, data analysis procedures and ethical issues. Chapter four focused on data analysis, data presentation and interpretation of data. Chapter five focused on summary of the research, conclusions, recommendations and suggestions for policy and practice.

1.10 Operational Definitions of Terms

As words may mean different things in different contexts, the following definitions are given as the words used to make meaningful the purpose of the research.

Social Studies: A discipline taught in schools to help students acquire relevant knowledge, positive attitudes, skills and values necessary to equip them to become competent, concerned, reflective, responsible citizenship and public problem solvers.

Student: Someone who is studying at school, especially at the Colleges of Education.

Attitude: Attitude is the manner, disposition, feeling, position of the College students, with regard to the subject, Social Studies. Due to individual differences, people exhibit different behaviours toward events and circumstances.

Teaching and learning: it is the interaction between teachers and learners within the Social Studies classroom whereby knowledge is transferred from the teacher to the learners with the aim of changing student's behaviour towards the set goals. Learning is a changed behaviour.

Method of teaching: It is a systematic or orderly and logical arrangement of steps in teaching e.g. teacher-centered method and learner-centered method.

Technique of teaching: It is a well-defined procedure used to accomplish a specific learning goal or objective e.g. dramatization, role play and discussion etc.

T-TEL: Transforming Teacher Education and Learning. A Ghanaian not-for-profit organization that provides high quality technical advice, project management, research and implementation support services, using local talent and expertise to enable Ghana's education system to reach greater heights.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature on what some scholars, educationists, researchers, and other authorities have written on the attitudes of students toward the teaching and learning of Social Studies. The review first covered theoretical frameworks followed by review of key themes raised in the research questions: theoretical framework: theory of attitude formation, cognitive dissonance theory; conceptual framework; meaning of social studies; the concept of attitude; the concept of perception; perceptions of colleges of education students toward the teaching and learning of social studies; attitudes of students toward the techniques used in teaching and learning of social studies; and factors affecting the teaching and learning of social studies.

2.1 Theoretical Framework

The theoretical framework adopted for this study was attitude formation theory. Attitude formation theory helps us understand how a person's attitude takes shape and why a person might have a particular attitude or how that attitude came to exist. Attitude formation is of particular interest to psychology because attitudes often direct behaviour.

2.1.1 Attitude Formation Theory

Attitude formation is determined by a number of motivational bases. This theory established four motivational bases for attitude formation, namely utilitarian, value-expressive, ego-defensive, and knowledge (Bettiga, Lamberti & Noci, 2017; Keating, 2021; Markova & Jones, 2011; Wang, 2020).

1. Attitude with a utilitarian base is associated with survival, safety and other social needs of the individual. This means that, one's attitude towards the teaching and learning of a subject is bound to be favourable if it improves one's survival needs (Bettiga, Lamberti & Noci, 2017; Keating, 2021; Markova & Jones, 2011; Wang, 2020).
2. Value - expressive attitude is based on a person's motive for self-esteem and self - actualization. People seek to develop an identity and a concept of self-esteem in which they have pride. This implies that, attitude that coincides with a person's values and ego-ideals will enhance one's feeling of self-esteem (Bettiga, Lamberti & Noci, 2017; Keating, 2021; Markova & Jones, 2011; Wang, 2020).
3. Ego-defensive attitude - is a mechanism of a sort formed by a person to defend one's anxieties. The implication is that, students who become dissatisfied with their learning conditions and environment are likely to express negative attitudes toward teaching and learning (Bettiga, Lamberti & Noci, 2017; Keating, 2021; Markova & Jones, 2011; Wang, 2020).
4. Knowledge - the fourth aspect of attitude formation is based on knowledge. To acquire knowledge, one needs to cope with the attitudes of those around him or her or by adopting an attitude which is consistent with one's thinking towards the subject matter under study, in this case, the teaching and learning of Social Studies (Bettiga, Lamberti & Noci, 2017; Keating, 2021; Markova & Jones, 2011; Wang, 2020).

This theory is thus relevant to this study as it gives an understanding and information on which of the bases of motivation influence Colleges of Education students' attitudes toward Social Studies. If Colleges of Education students have the notion that

their programme of study will enhance their self-esteem, they will develop positive attitudes toward Social Studies which itself is cognizant to the main goals of Social Studies.

The advantage of using this theory is that, it offers many bases for understanding the student's behaviour towards Social Studies and hence, tutors, teachers, and supervisors will be informed on the angle to offer solutions to tackle this problem (Srivastava & Rojhe, 2021). Again, this theory was adopted because, it offers full context on attitudes and motivation toward students' psychological and physical learning needs in Colleges of Education in the Ashanti Region.

2.2 Conceptual Framework

Conceptual framework refers to the tool in research that aims at enabling the researcher develop awareness and understanding of the situation under scrutiny and to communicate it to the reader (Kombo & Tromp, 2006). The conceptual framework to guide this study was created from the literature reviewed. The researcher is of the view that the interconnection between perceptions of Colleges of Education students regarding Social Studies, factors affecting teaching and learning, tutors' techniques employed in teaching Social Studies as well as how Colleges of Education students rank Social Studies are all key factors that may contribute to the kind of attitudes Colleges of Education students form regarding Social Studies. Below is a diagram showing these interconnections.

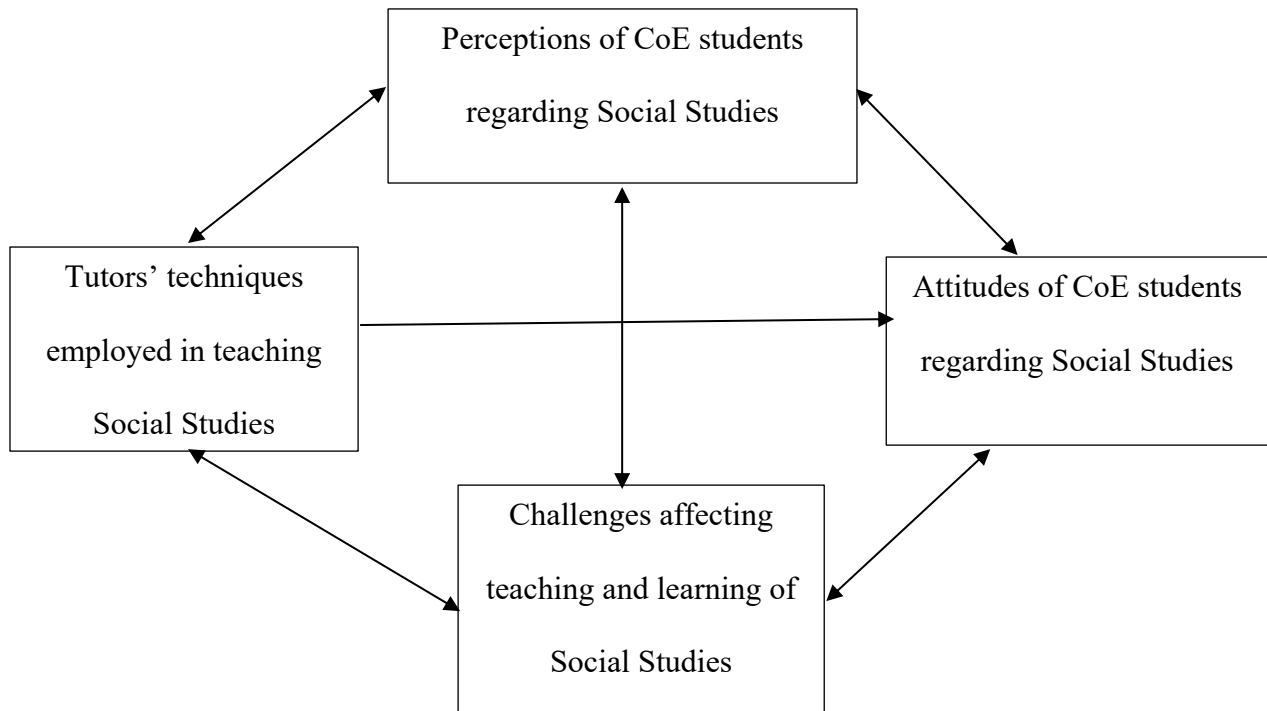


Figure 1: Conceptual framework

Source: (Authors' own construct, 2021)

The researcher is of opinion that addressing factors that negatively affect teaching and learning of Social Studies, teacher's ability to possess good knowledge of the use of techniques of teaching could enable students have good perceptions of Social Studies as well as rank Social Studies above all other subjects. This would enable them develop positive attitudes toward Social Studies.

The researcher is of the opinion that creating a classroom culture that leads to enjoyment of teaching and learning is rewarding to students. According to Hoagland (2000) teachers need to connect the content to the individual interests of the students, thus increasing students' interest in the content and actively engaging students in the learning process. Social Studies lessons are supposed to be engaging; it means they should be full of activities that help learners to acquire the values and attitudes needed to function well in society (Abdulai & Akaglo, 2020). This entails utilizing a variety of

teaching techniques that help engage students in the learning process. Some examples of engaging instructional techniques include cooperative learning, role playing, and technology (Driscoll, 2005).

Ben-Peretz (2011) is also of the view that, teachers need to have knowledge about variety of approaches and should be able to decide what to reject or accept as the technique that is most appropriate for the students. The researcher is also of the opinion that, it is only when the right tools of teaching are employed and critical issues regarding teaching and learning are addressed that student teachers will form positive attitudes and values toward individual and societal issues. Be it, personal values, group values and societal values (Odumah&Poatob, 2016). Ayaaba and Odumah (2013) posit that, it is important to inculcate positive attitudes into learners so that they would become good citizens who would join hands in moving the nation forward. Student teachers are trained to impart into the lives of others. On this note, Ayaaba and Odumah (2013) postulate that learners will be reflective citizens-citizens who are capable of channeling the knowledge they acquire into action.

The views of (Abdulai & Akaglo,2020 and Ayaaba & Odumah, 2013) clearly indicate that perceptions of CoE students regarding Social Studies, factors affecting teaching and learning, tutors' techniques employed in teaching Social Studies as well as how CoE students rank Social Studies are well connected to forming positive attitudes toward Social Studies.

2.3 Meaning of Social Studies

Defining Social Studies is not an easy task; it is encumbered by a confounding history, conflicting conceptual ideas, and strong ideological divergence in both political and educational philosophy (Stern, 2013). Even the question of whether

Social Studies is a singular or plural term has political overtones-singular, suggesting the field is an integrated study of social knowledge, and plural, suggesting that it is a collection of several separately defined subjects. More important, the several definitions of Social Studies cover a political-educational gamut from right-wing conservative traditional to left-wing liberal progressive (Stern, 2013). Thus, the term "Social Studies" is a contested concept. Hence, it is labeled as Schizophrenic bastard child. (Aggarwal, 2001)

Since the inception of Social Studies in 1910, there has not been consensus among the practitioners of the subject as to how the term "Social Studies" should be defined. The first African Conference on Social Studies was held in Kenya (Mombasa Conference) in August 1968 in order for the participating nations to work together more closely to champion the course of Social Studies. This was made up of twenty-five (25) African educators, seven (7) British and six (6) American representatives, who met at the Mombasa Conference where they addressed important issues including questions such as: What is Social Studies? What should be the objectives in Social Studies education? and what approach should be used in teaching Social Studies? (Fägerlind & Saha, 2016). The answers to these questions might have been affecting the definition, objectives and the techniques to employ in teaching Social Studies for effective achievement of its objectives at the senior high school level in Ghana.

Aggarwal (1982) commented that, the term "Social Studies" has been defined differently by different Commissions, Committees and Writers. Shane and Longstreet (1993, p. 262), hold similar view when they said, the question of definition has plagued the field of Social Studies since its inception in 1916. From the onset,

scholars have never agreed on a common definition, that is, whether Social Studies uses a singular verb 'is' or a plural verb 'are' (Zevin, 2000).

Even though, a professional usage demonstrates convincingly that the term "Social Studies is seen as a plural verb (Muhammad, 2020). It must be emphasized that the term "Social Studies" must be seen in a generic sense which takes on the singular verb 'is'. Based on the above argument, Ravitch (2003, p. 1) poses these questions, "What is Social Studies? Or, what are Social Studies? Is it History with attention to current events? Is it a merger of History, Geography, Civics, Economics, Sociology and all other Social Sciences? Is it a mishmash of courses such as career education, ethnic studies, gender studies, consumer education, environmental studies, peace education, character education and drug education? Is it a field that defines its goals in terms of cultivating skills like decision making, inter-personal relations and critical thinking, as well as the development of "critical attitudes of global awareness, environmental consciousness, multiculturalism, and gender equity? She adds that over time, it has been all of the above, and that the leaders of the field have frequently wrestled with their goals and purposes and self-definitions of the subject.

If this has been the situation concerning the definition of Social Studies, then one would definitely agree with Tosar (2018) when he indicated that in trying to find out what the term "Social Studies" is, then one needs to examine the general definitions for Social Studies offered by educators whose special interest is in Social Studies education and that will serve as guidelines and statements of purpose of Social Studies.

According to Quartey (2003), ever since Social Studies started to exist on the continent, Social Studies has been understood differently by some of its stakeholders.

As a result, Social Studies for different people mean different things which serve as a hindrance in achieving its educational objectives like understanding, acquisition of skills and desirable attitudes and values which will enable the learners to be more disciplined and solve personal and societal problems. Evans (2004) for instance, describes three rationales for the Social Studies when he conceived Social Studies as; Social Sciences, as a way of developing good citizens and as imposition of certain contents and values.

The numerous definitions given by scholars have given birth to schools of thought (Fägerlind & 2016; Russell, 2012; Byrd, 2012). Some believe that Social Studies is a method or approach to the teaching of the social sciences (Byrd, 2012). Others believe that it is an integration of the social sciences. While others believe it is a study of man and his environment others believe Social Studies is citizenship education (Russell, 2012).

The educators who see Social Studies as a study of man and his environment believe that Social Studies teaches the young children or the youth to be responsible in the society, by inculcating in them the desirable democratic values and attitudes so as to be able to make reasonable use of the environment or interact favourably with the environment. According to Obebe (2005, p. 4) as children develop the sense of responsibility as participating members of a democratic and viable society; they study and learn the human events significant to their actions.

The practitioners of Social Studies as a method or approach to the teaching of the social sciences including Russell and Waters (2021) views Social Studies in the context of method and purpose of teaching social sciences when he argued that Social Studies are the social sciences simplified for pedagogical purposes.

The educators of Social Studies as integration believe that, to enable the youth to become more reflective individuals, it is necessary for them to acquire the needed knowledge and skills from the social science subjects. Based on this, Evans (2021) defines Social Studies as “an integration of knowledge, skills and processes that provides powerful learning in humanities and social sciences for purposes of helping children to learn to be good problem solvers and wise decision makers”. Preston and Herman (1994, p. 1) also assert that "Social Studies is the name commonly given to the curriculum area that embraces the social sciences”.

However, most scholars believe that Social Studies is citizenship education. Even the Social Studies syllabus of Ghana Education Service (2010) for Senior High Schools emphatically notes that Social Studies is "citizenship education". Evans (2021) stresses that Social Studies is that part of the elementary and high school curriculum which has primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, nation and the world.

Despite the divergent views concerning Social Studies definition, it must be emphasized that Social Studies programme is a distinct field of study. One may therefore conclude that, for all the debates about the definitions or concepts of Social Studies, the challenges for developers of Social Studies curriculum is to design programmes of instruction that will contain relevant knowledge. This relevant knowledge is what will train and equip learners to fit in society and be effective contributors to society’s progress (Russell & Waters, 2021).

Ayaaba (2011), believes that all subjects play a significant role in developing informed and responsible citizenship, yet it is only Social Studies that have citizenship development as its priority goal. He further explained that Social Studies is to help young people acquire relevant knowledge, skills, attitudes and values for effective adult citizenship so they can help solve the myriad of societal problems to make the society better.

Merryfield (1988) contends that as African nations achieved independence in the late 1950s and early 1960s, they sought ways to change inherited educational systems to make them more suitable to the needs of new nations. “No courses in the curriculum were viewed as more closely tied to national aspirations than those dealing with the country, its people, and the responsibilities of citizenship”.

Oyibe and Nnamani (2016), conducted a study in Nigeria and revealed that Social Studies does not only imply an understanding of human relationship but also in terms of aim of producing citizens with skills, competencies, morals, values and reasoned judgment to effectively live, initiate, interrelate and contribute positively to the economic, social, political, and cultural development society. They added that the ultimate objective of Social Studies is the development and improvement of living. The teaching to an acquisition and sustenance of desirable attributes characteristics of effective citizenry within a democratic society. It is on record that early attempts were made to introduce Social Studies in Ghana in the 1940's at Wesley College in Kumasi and Presbyterian Training College at Akropong-Akwapim to run courses for teachers by the Institute of Education of the University College of the Gold Coast (now the University of Ghana, Legon). However, due to lack of co-ordination of efforts, the idea was shelved in the 1950's. The reasons for the collapse were: lack of competent

teachers to teach the subject effectively, conflict with traditionalist ideas and subject integration, and lack of textbooks on integrated Social Studies.

Ayaaba (2011), reported that the Mombassa Conference of 1968, recommended an Educational Conference to be held in Winneba in 1969 during which the subject was adopted and reintroduced in 1972. Sawyer (2015), revealed that further attempt was made again to push the programme through by sending teachers to Wales and Bristol to study integrated Social Studies. They returned from their studies in 1971 and were posted to the Teacher Colleges to engineer the development of the integrated programme which they had studied abroad. Like the early attempts it did not see the light of the day.

Ayaaba, (2011), opines serious efforts were made to introduce Social Studies into Ghanaian school system due to the 1987 Educational Reforms which made Social Studies a compulsory subject at the Junior Secondary levels. Later in 1998 the subject was introduced in Senior High Schools as a core subject and finally, the Anamuah-Mensah also recommended the introduction of the subject as an examinable core subject in Technical Institutions.

Afful-Broni and Ziggah (2006) opined that lay persons and even sometimes educators are rather vague in their expressions and intended outcomes of their educational objectives. Whereas sometimes the expectations may be too high and unrealistic, they are, on other occasions, too simplistic. They believed that one major progress that has been made to realistically articulate educational objectives, thus enabling both students and teachers to work in more unified and productive ways is the study of the taxonomies of educational objective. Their suggestion also applies to Social Studies since it is one of the subjects studied in schools.

2.4 Conceptualizing Social Studies, its Purpose and Goal

According to Poatab and Odumah (2016), the inception of Social Studies was fraught with confusions regarding the appropriate definition. Experts in the field have long debated the dimensions of an appropriate definition of Social Studies (e.g. Rhee, Bayer, Lee & Kuru, 2021; Russell & Waters, 2021; Parker, 2010; Brophy, Alleman & Halvorsen, 2016; Roberts, 2014). The National Council for the Social Studies (NCSS) proclaims that as a field of study, Social Studies may be more difficult to define than is a single discipline such as history or geography, precisely because it is multidisciplinary and interdisciplinary and because it is sometimes taught in one class (perhaps called "social studies") and sometimes in separate discipline-based classes within a department of social studies. Social Studies is a multi-facet phenomenon which has varied definitions. Some protagonist of the subject were of the view that defining it will restrict its content and as such they will not be able to plant their traditional subjects such as history, geography, among others into the new subject. Hence, Poatab and Odumah (2016), concluded that it should not be defined. It is also on record that the Mombassa conference in 1968 did not also yield any fruitful definition regarding the subject due to the differences in the views of the scholars regarding the subject.

Ayaaba and Odumah (2007) lend a support to this view when they stated that Social Studies is a subject whose definition has been in a constant state of flux. It has been defined differently by different writers, different commissions, and different committees over the years. Experts like Van Sledright and Limón (2006) argue that Social Studies is a very broad field. To many, it means the study of virtually all the academic disciplines one might name for the purpose of preparing active, thoughtful citizens (National Council for the Social Studies, 1993). Such study proponents,

creates good democratic citizens who engage and participate in the affairs of their communities and pursue social justice agendas. According to Lawton and Dufour as quoted in Obebe (2005) all around the world Social Studies comes in different shapes and sizes. People are of the conviction that Social Studies is like language, it wears the colour of the environment where it exists.

Despite the numerous arguments, it is important to note that as a new subject, it was very necessary to define it in order to give it an identity and focus (Poatab & Odumah, 2016). The authors further add that defining the subject gives a clear view of what the subject is about thus the selection of the topics – what should or should not be included, content, how it is taught and assessed, scope and nature of the subject as well as sharpening its focus which gives growth. There is not a single universally accepted definition of Social Studies. There are different schools of thought about what the subject is or ought to be. Experts in the field such as Ayaaba and Odumah (2007) and Ayaaba (2011) saw four different groups of schools of thought about the definition of Social Studies. These are Social Studies is thought as: an amalgamation of the Social Sciences, human relations, a method or approach, and citizenship education.

Scholars who view Social Studies as an amalgamation of the Social Sciences believe that for young people to become reflective individuals; they need to acquire sound knowledge and skills of particular Social Science (Ayaaba, 2011). In similar vein, Poatab and Odumah (2016) suggest these scholars see the subject as a mere conglomeration of topics from the various Social Science subject into a substantive disciplinary framework known as Social Studies. Some social scientists believed that no single definition can cover the broad range of academic disciplines considering the

broad sense of social science itself, since it is seen as the study of society and manner in which people behave and influence the world around them. In this wise, they simply define Social Studies by listing the subjects it includes. Authorities in this school of thought advance definitions such as: Social Studies gains some of its identity from the social sciences such as History, Geography, Political Science, Anthropology, Economic, Sociology, among others (Martorella, 1994).

Dynneson and Gross (1999) also saw Social Studies as an interdisciplinary field of learning drawing upon the concepts and means of the social sciences and related areas. They believe that for the youth to become reflective individuals in their society, they need to acquire sound knowledge and skills of particular social science subject. Aggarwal (2001) supports this when he posits Social Studies include much of the subject matter of History, Geography, civics and Economics. Quashigah (2014) further collaborates this view when he opines Social Science and Social Studies are bedfellows, such that Social Studies is a practical manifestation of Social Science. Social Studies draw knowledge and ideas from the Social Sciences to solve problems since the nature of Social Studies is problem solving. And all the problems we come across in our society need multiple ideas from different directions to be able to solve them.

Quashigah (2014) contends that the subject matter of Social Studies education has to include the ideas, facts, skills, issues and methods of inquiry drawn from the various fields of the Social Science and humanities. He further adds Social Studies depend on the subject matter of the social science as re-source and blend them to provide meaningful learning experiences. From the lenses of Martorella, Aggarwal,

Quashigah, Dynneson and Gross among others, Social Studies is a combination of subjects.

According to Ayaaba (2011), the school of thought that views Social Studies as human relation are of the perception that people need to exhibit good behaviours toward the environment they live. It is Social Studies that teaches the young one's values and attitudes that are needed to live a meaningful and peaceful in society. They also came out with some definitions of Social Studies as: Social Studies is primarily concerned with the study of human relationships believed to be the most important in developing responsible citizenship (Michaelis, 1999). Forrester cited in Aggarwal (2006) also agreed that Social Studies is the study of man and its chief aim is to help pupils to understand the world in which they have to live and how to come to be so they may become responsible citizens. To Forrester it also aims at promoting critical thinking and readiness for social change at creating a disposition for acting on behalf of the general welfare, at an appreciation of other cultures and realization of the interdependence of man and nation.

Another group of proponents propose that Social Studies is a method or an approach to teaching the Social Science. Poatab and Odumah (2016) view methods of teaching such as the teacher centred and learner centred approaches with the various techniques such as the discussion, role playing, dramatization, brainstorming, lecture, demonstrations among others will be the content of the subject. Ayaaba (2011) argues that to describe Social Studies as a method or an approach to the teaching of the social sciences simply connotes that it is not a subject on its own. Poatab and Odumah (2016, p.13) closed the argument by saying "this presupposes that Social Studies is not a discipline on its own but an appendage or a manual for the Social

Science teachers”. These proponents gave their definition as follows: Social Studies is a kind of short hand for the study of people by pupils in elementary and secondary schools (Russell & Waters, 2021). The Junior Secondary School Social Studies Syllabus (1987) also defined Social Studies as an integrated inter-disciplinary approach to the study of the society and environment.

The final group of protagonists according to Ayaaba and Odumah (2007) proclaim that Social Studies should prepare young people or the youth for citizenship roles. And as such they also see Social Studies as citizenship education. These authorities advance definitions of Social Studies as follows: Quartey (1985) defines Social Studies as the study that equips the learner with the tools necessary for solving personal and societal problems. From the lenses of Quartey, these tools include relevant knowledge, desirable attitudes values and skills. Martorella (1994) corroborates this and opines Social Studies is citizenship education and aims at producing a reflective, competent and concerned citizen. Ross as quoted in Ayaaba and Odumah (2007) defined Social Studies as the preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in society.

In similar vein Russell and Waters (2021) also gave this definition of social studies as a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. Engle and Ochoa (1988) lend their support to this assertion and opine that Social Studies are concerned exclusively with the education of citizens. It is discernible from the above description of citizenship education that it does not merely consist of transmission a body of knowledge. Rather, it aims at inculcating shared

attitudes and values such as democratic outlook, political responsibility, the ideals of tolerance and social justice, respect for authority and other attitudes among learners so that they would become useful members of the Ghanaian society. Parker and Jarolimek (1997) support this view and assert that citizenship education aims to prepare children for a particular relationship to one another and to political community. They remind us that while the children in a classroom will identify with diverse cultural and ethnic groups religious belief and family backgrounds, they share one political identity called citizenship.

Blege (2001) cuts the argument short with the simple definition Social Studies is citizenship education. With this simple definition, it is emphatically clear that Blege is on the same wavelength with those who perceive the subject as citizenship education. Citizenship education implies being prepared to become an effective member of one's immediate and general human community and develop a commitment to work effectively with diverse people, accept differences in cultures and values and to respond to societal and developmental needs, changes and issues. In a further effort to define citizenship, certain characteristics of a good citizen have being described by Blege (2001, p. 14-15).

Social Studies is an integration of experiences and knowledge concerning human relations for the purpose of citizenship education (Ersoy, 2014; Maguth & Harshman, 2013; Johnson, 2016). Thus, equipping learners with the relevant knowledge, attitudes, values and skills to be able to solve personal and societal problems of human survival. They support experts such as Kennedy (2012), Ross (2014), Burcu (2021) among others. The subject prepares the individual to fit into the society by equipping them with the necessary relevant knowledge about the culture and ways of

life of their society, its problems, its values and its hope for the future (Kudawe, unpublished). It can be deduced that the many definitions of Social Studies were geared towards one thing, citizenship education.

According to Obebe (2005), the antecedents that led to the introduction of social studies in America and Britain were moral decadence and industrial revolution respectively. American youth became wayward and there was increased violence and social disharmony. Many industries sprang up in Britain and there was the need to equip the youth with industrial skills for them to work in the industries. These were different issues yet they all had the same focus, thus, citizenship education. Therefore, Poatab and Odumah (2016) were very right to conclude that the mention of Social Studies is synonymous with citizenship education.

Obebe (2005), a leading scholar of Social Studies education, defined the subject as “man is the centre of study in Social Studies”. He is of the view that by considering: the what, how, why, and when theory in Social Studies one realizes that Social Studies is about the study of what man does to make life comfortable (see figure 2).

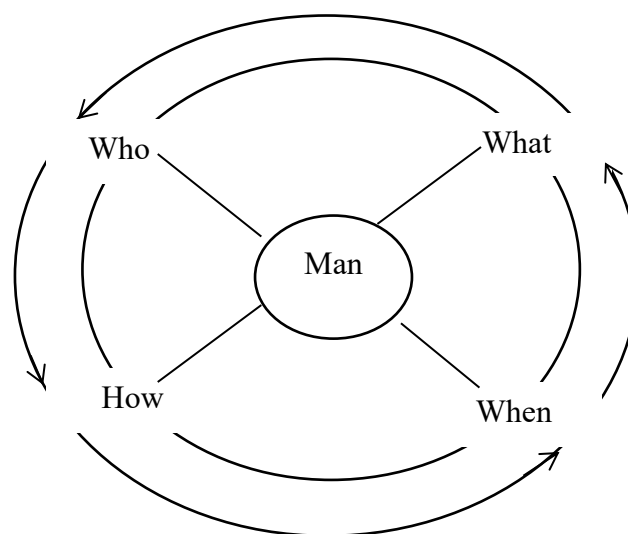


Figure 2: The diagram illustrates man as the centre of studying social studies

Source: Obebe (2005)

Obebe (2005) adds that by this theory, learners are always challenged to make use of information collected from more than one academic discipline such as History, Geography and others to solve issues that come their way. The history in Social Studies looks at the past of human activities and how they influence present activities. Osuutokun as cited in Obebe (2005), believes time past is part of time present and “time present is part of time future” To make the present better and meaningful one needs to know what happened in the past. Obebe (unpublished) suggested literature books that talk about Ghanaian culture can be used to teach Social Studies in Ghanaian schools. He made emphatic reference to Efuah Sutherland’s ‘marriage of Anansewa’ which can be used to teach the institution of marriage in Social Studies. Geography in Social Studies deals with the geographical factors that affect where and how people live and what they do; people adapt, utilize and exploit the earth to their own needs (Obebe, 2005). One depends on the geographical knowledge to make good use of the environment. For instance, a learner may use his knowledge in geography to extract the resources in the earth as well as locating his way back home when lost in the forest with knowledge of cardinal points. Man has relied on his geographical knowledge hence he is at the centre of cite study.

Obebe (2005) is of the view that the economy of a country is related to available resources, investment capital, and the educational development of its people. Additionally, Economics in Social Studies considers the activities that man does to earn income as well as food to make a meaningful living. Economists have it that human wants are insatiable whereas resources to satisfy them are limited. Based on critical thinking and reasoned knowledge acquired in Social Studies we make rational decisions to forego the less important ones.

It is in view of this Obebe (2005), summarized that those scholars who defined Social Studies as amalgamation and humanities stopped midway in trying to accomplish a task. He therefore concludes that Social Studies should be defined as a discipline that allows the learners to study people as they interact with one and other, as they meet their needs for survival and comfort, develop their unique life style, work out problems of group living as they reflect on the knowledge, beliefs, environmental characteristics and tides of circumstances that have brought them to their present status and are likely to propel them into the future. Therefore, it is very rational for one to say Social Studies is a study that takes into consideration every aspect of man's development and progress. The discussion has showed that man is at the centre of study in Social Studies as all the ideas borrowed from different fields of study end up improving the life of man. It is in similar vein that Cotgrove (2020) lends his support that Social Studies is concerned with the study of man in society. It draws on specialist disciplines as and when necessary to carry out the study. All the accumulated knowledge is to the benefit of man. Hence, it is convincing to say man is the centre of study in social studies.

From the forgoing discussion, it can be concluded that there is no a single universally accepted definition of Social Studies. The various definitions given to Social Studies have elements of truth and conviction and as such people associate with one of the schools of thought. They all looked at how man is able to acquire knowledge, skills and attitudes to be able to solve personal and societal problems to make life comfortable. This made Ayaaba (2011) to make a reservation that there are as many definitions of Social Studies as its educators. He adds that for lack of consensus on the definition of the subject, the National Council for the Social Studies tried to reconcile all the definitions of Social Studies. This definition was proposed in 1992 as

Social Studies is the integrated study of the Social Sciences and humanities to promote civic.

Quashigah (2014), asserts that some scholars view that the purpose of Social Studies education as mainly socialization into the values, habits and beliefs that can allow the youth to find a place in adult society. Dynneson and Gross cited in Poatab and Odumah (2016), maintained that Social Studies has been assigned the task of socializing students for their future responsibilities as citizens. They explained that scholars who thought of the purpose of Social Studies as socialization perceive the subject is to transfer the culture of society to the individual. The society tries to perpetuate its cultural heritage and socialization helps in achieving this by assisting the individual to fit well into the society.

Through socialization, the individuals learn from the older people the values, norm, beliefs, attitudes, language, knowledge and skills to enable them live as effective and independent members of the society. Example, individuals learn to be honest, tolerant, respectful, a leader, a teacher, a trader, a farmer, a carpenter, take up responsibility roles, communicate well with people etc. Socialization aims at bringing up individuals with desirable, accepted and approved behaviours so as to live harmoniously with one another in society. Citizenship education goes beyond socialization.

Poatab and Odumah (2016) attest that, the core of Social Studies today is not socialization, even though aspects of socializations such as inculcating into the learners' knowledge, skills, attitudes and values needed to fit into the society are found in it. They further explained that it does not just pass on what is cherished in

society to the younger generation but critically examines them to see how useful they are to society today.

Leading scholars as well as the National Council for the Social Studies (NCSS) has it that social studies programs have as a major purpose the promotion of civic competence-which is the knowledge, skills, and attitudes required of students to be able to assume "the office of citizen" in our democratic republic. Although civic competence is not the only responsibility of Social Studies nor is it exclusive to the field, it is more central to social studies than any other subject area in the schools. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an inter- dependent world.

Ayaaba and Odumah (2007), opine the purpose of Social Studies education is to inculcate positive attitudes among learners so that they would become good citizens to exhibit attitudes like punctuality, high sense of duty, honesty, dedication and loyalty towards works. To them values are what a particular society considers to be reasonable and acceptable behaviour. Values in Ghana include honesty, kindness, hospitality, modesty, patriotism, respect for the aged, humility, resilience, among others. They again proclaim that Social Studies de-emphasize the things that divide us and rather highlight on traits, which are common to all ethnic groups in Ghana and therefore bind us together.

Ayaaba (2011), finally explains that the purpose of Social Studies is to develop the head, hand and heart. The head represents reflection, the hand for competencies and the heart for concern. The main purpose of Social Studies is therefore citizenship

education that is to develop the ability to make rational decision so that they are able to resolve personal and societal problems.

Ayaaba (2011), noted that in spite of the diversity of opinions about what Social Studies is or ought to be, there is a general agreement among Social Studies scholars about the essential goals and especially, the overarching goal of Social Studies. He then quoted Risinger (2009) who observed that for all the arguments, convention speeches, and journal articles, it seems clear that the term citizenship education lies at the heart of Social Studies. According to the National Council for Social Studies (NCSS). The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an inter-dependent world.

National Council for the Social Studies (NCSS) has long supported civic competence as the goal of social studies. By doing so, NCSS has recognized the importance of educating students who are committed to the ideas and values of our democratic republic and who are able to use knowledge about their community, nation, and world, along with skills of data collection and analysis, collaboration, decision-making, and problem-solving. Students who have these commitments, knowledge, and skills will be the most capable of shaping our future and sustaining and improving our democracy. Martorella (2001), finally closed the argument by saying that ‘the enduring goal of Social Studies is the development of reflective competent and concerned citizens’.

2.5 The Concept of Attitude

An attitude is “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects

and situations with which it is related” (Schwarz & Lee, 2018). Gaiseanu (2020), defines an attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour”. Mentally or psychologically, every individual has his or her own thought or emotions when it comes to issues. People have different views or exhibit diverse behaviours toward particular issue at hand due to their mental conditions. Therefore, one can be in favour or against a motion. People tend to behave to objects or issues from the degree of how they see it or deem it fit to their philosophy of life.

Kreitner and Kinicki (2004) define attitude as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object (p.197). Attitude has cognitive, affective and conative components; it involves beliefs, emotional reactions and behavioural tendencies related to the object of the attitudes. It refers to an individual’s inclinations, prejudices, ideas, fears and convictions concerning any topic. It has an evaluative aspect, a disposition and tendency to react positively or negatively to something (McGroarty, 1996). It is, in short, the way someone thinks or behaves.

Attitude affects the behaviour of the individual in three (3) main components, that is, affective, cognitive and behavioural. The affective component of an attitude contains the feelings and emotions one has about a given object or situation. The cognitive component of attitude has to do with what one thinks about people, situations or objects. The third component of attitude is behavioural and this refers to how the individual tends to act or is expected to act towards something or someone.

Gleitman (1995), also believe that every attitude is a combination of beliefs, feelings, evaluation and predisposing to act accordingly. People differ in attitudes toward

matters of life and they will probably have different beliefs and evaluate life differently. These differences will make them more likely to take some actions rather than others. For example, a student will have a favourable or an unfavourable attitude towards the teaching and learning of a particular subject concerned. This will not be surprising when students in the same class studying Social Studies will exhibit different attitudes toward the subject.

Furthermore, attitudes are often altered by changes in the personal situation, which may be advantageous or unfavourable. Krech and Crutchfield (1958) are of the view that changes can be enforced in behaviour either under certain circumstances legal or other force which may be applied to require a person to change his behaviour towards an object for which he has a negative or positive attitude. When the conditions assigned to a particular thing change positively, an individual feels happy, but if the change becomes unfavourable, the individual is likely to leave that condition and go in for other conditions favourable. For instance, in our Junior High Schools, students will always like teachers who teach Social Studies using illustrations, maps, globes and so on, and engage the students in selecting a particular topic that meet the interest of them. On the other hand, when the students feel that other teachers are unfriendly, give plenty notes without explaining and do not consider the welfare of students, they will dislike the subject.

Bohner and Dickel (2011) saw that attitudes may be defined along a continuum, ranging from purely memory-based summary evaluations that are easily retrieved to evaluative judgments that are constructed from currently accessible information. From a strictly constructionist perspective, all attitudes change must be conceptualized as differences between repeated instances of attitude formation, whereas a strictly

memory-based model would have to posit that old attitudes are taken out of their mental file-drawers and replaced by new ones (Bohner & Dickel, 2011).

Integrating these views, both Bohner and Dickel (2011) assume that attitude change involves both the retrieval of stored evaluations and the consideration of new evaluative information to varying extents. Therefore, it may not be useful to distinguish between attitude formation and attitude change; instead, they speak of attitude change whenever people process information with the result of forming an evaluation of an object of thought (Crano & Prislin 2006, Walther & Langer 2008). This means that for Social Studies students to form a new attitude that is consistent with the demands of the objectives of the subject, it depends on the kind of information they process about the subject. This mental process will enable them to hold on to certain beliefs or reject them.

Nurhidayah (2008, p. 2) states that "there are several factors affecting; student's achievement, and attitude is one of them. Attitude therefore determines the success of teaching and learning process. For instance, students who have positive attitudes toward Social Studies and its culture are expected to learn and appreciate it better than students who have negative attitudes toward it, because they will have stronger motivation to learn, while the reverse will be the case for students who have negative attitudes toward Social Studies.

2.6 Concept of Perception

The way students perceive a subject determines their success or failure in that subject. According to McDonald (2011), perception is a process by which the sensory stimuli are interpreted, analyzed and integrated. Grusec, Davidov and Lundell (2002) are of the view that, perception is the primary process by which we obtain knowledge about

the world. In the work of Huffman (1991), perception is the process of selecting, organizing and interpreting sensory data into usable mental representation of the world. This means that, perception has to do with selecting, organizing and interpreting information received by our senses. It is the process by which individuals and organizations interpret their sensory impressions in order to give meaning to their environment.

According to McDonald (2011), perception utilizes sensory and cognitive processes to appreciate the world around us. It is a unique way of understanding phenomena by interpreting sensory information based on experience, processing information, and forming mental models. McDonald (2011) maintained that in order for perception to occur, these defining attributes must be present:

1. Sensory awareness or cognition of the experience.
2. Personal experience.
3. Comprehension that can lead to a response

McDonald concluded by saying that, perception is a personal manifestation of how one views the world which is coloured by many sociocultural elements. Markus and Kitayama (1991) concluded that people in different cultures have strikingly different perceptions of self and others. This means that perception varies from person to person since individuals have their own experience, way of thinking and understanding a phenomenon.

2.7 Perceptions of Colleges of Education Students toward the Teaching and Learning of Social Studies

Students' perceptions of Social Studies have to do with how students view the subject, based on the information, senses received and how this information has been analyzed

and interpreted (Gao, 2020; Mathé, 2019). According to Gao (2020), a prime area of concern for Social Studies was the perception by students, parents and the wider community that Social Studies was of little value, frequently dull and boring and not related to future employment. He opined that abundant evidence was also put forward to indicate that the image of Social Studies as an effective curriculum component is less than desirable.

In terms of status of Social Studies, studies by Alazzi and Chiodo (2004), reported that students ranked Social Studies well below the core subjects of English, Mathematics and Science. While students may not like these subjects, they are perceived by students as being important subjects in gaining future employment and therefore essential subjects to study. Such negative and indifferent attitudes toward the subject are bound to affect students' motivation to learn Social Studies. Since attitude may be causally related to achievement, the likely educational outcome would be reduced learning. Moreover, given the current economic situation and the greater accountability demanded of schools, unless corrected, this negative view might lead to a lack of support and diminished resources for Social Studies (Bekoe & Eshun, 2013). With the move to greater flexibility in post compulsory education, there is a possibility that fewer students will choose Social Studies in upper school which will have a compounding effect on the status of Social Studies as a school subject (Eshun, 2013).

Print (1990a) stated that, in 1990 a comprehensive review of the curriculum in Australian was commissioned by the Ministry of Education. The study carried out revealed that students who liked the subject had high self-perceptions of ability, took responsibility for their own learning, were motivated by receiving good grades and

attributed their success to personal effort. Students who did not like the subject perceived it to be difficult to understand and irrelevant to their future needs. These students differed in reasons for their lack of achievement which included external causes, such as difficult content and poor teacher strategies, and internal causes such as lack of effort. All students reported that low grades affected their perceptions of a subject and they all tended to like subjects in which they achieved well.

According to a study by National Council for Social Studies (2009), students show less interest in studying Social Studies because they perceive the subject as being easy and therefore, do not see the need to study it and also pay critical attention to it. This shows that students may have either positive or negative perceptions toward the study of Social Studies, and as such, they pay little or more attention to it.

The responsibility lies with Social Studies teachers to acquire knowledge of the current research findings in their field and use this knowledge to promote their subject to school students. The problem as expressed by Eshun (2013) is that, there is still much in Social Studies education about which little is known. Further, only a narrow range of research methodologies have been used by Social Studies educators prompting Fraenkel to call for additional models such as in-depth interviews, case-studies, participant observations and ethnographic studies to provide additional and different perspectives about issues in Social Studies.

A study conducted by Fouts, Chan and Biao (1990) on the perception of students towards Social Studies showed that girls perceived social studies in a less favourable manner than boys. The girls surveyed saw social studies as less important and unattractive than the boys who were surveyed, however, girls like Social Studies than boys when they had a female teacher. This implies that, gender also determines.

However, a study by Ayaaba (2013) revealed that students of the Colleges of Education had a favourable attitude towards the teaching and learning of Social Studies.

2.8 Attitudes of Students toward the Techniques Used in Teaching and Learning of Social Studies

The kind of environment in which students find themselves greatly influences their attitudes toward the concept of teaching and learning. Several studies reveal that the factors most likely to affect positively students' attitudes toward the teaching and learning of concepts is an open classroom climate - an environment whose signifying features are teacher respect for students' ideas and teacher use of democratic leadership behaviours (Eshun & Mensah, 2013; Quashigah, Eshun & Mensah, 2013). The beneficial effects of an open classroom climate are cited by virtually every researcher and reviewer who looked at the relationship between educational practices and students' results (Quashigah, Eshun & Mensah, 2013).

Obviously, the nature of the learning environment has a direct impact on the attitude of students towards the teaching and learning of concepts. As disclosed by Harwood (1992) in a research that investigated the relationship between climate measures in Social Studies classrooms and students' attitudes towards political concepts, open classroom environments featuring student participation and free expression have a positive impact on students' attitudes toward the learning of concepts (Mensah, Bassaw, Bordoh & Eshun, 2014). Jibililu (2021) supports that there is a positive relationship between open classroom climates and several civic concepts and attitude measures. The teacher's role in creating such an open and democratic classroom environment is critical. Omolara and Adebukola (2015) opines that "the

teacher's role is crucial because the teacher's way of managing the class sets the climate of self-direction, free exchange of views, egalitarian treatment of peers and at the same time, maintains order and direction in the group”

Scientists have recorded a positive correlation between attitude and achievement, and between attitude and career preferences related to subjects (Omolara & Adebukola, 2015; Uge, Neolaka & Yasin, 2019). This is because students' attitudes eventually affect their performance and their success in the study of their courses or subjects. A number of factors influence students' attitudes. It stands to reason that, a careful study of these factors and how to vary and apply them in educational context and setting can go a long way to positively affect the attitudes of students for better performance. It is in this light that many researchers have conducted studies on attitudes and their effect in many disciplines and field of interest (Uge, Neolaka & Yasin, 2019).

Siler (1998) found out that, possessing knowledge of the subject is important but knowledge is not enough to spark students' curiosity. Senior high, technical and vocational school students expressed their concerns regarding teaching methodology in Social Studies and how boring it is when the teacher uses the lecture technique without involving the students in the teaching and learning process. This implies that, students will not pay attention in the Social Studies class when the teacher does the talking alone and allows no contribution from students just because he knows better than the students.

In a study conducted by Governale (1997) on students' attitudes toward the methods used in teaching Social Studies, Governale found out that teacher-centred and textbook based Social Studies instruction negatively affected students' attitudes toward the subject, in that, students show low interest in Social Studies when the

teacher dominates the class. Social Studies is viewed as one of the least liked and unimportant subjects by students because of the methods teachers employ, that is, teacher-centered and learner-centered methods in the classroom (Dundar & Rapoport, 2014). To Uge, Neolaka and Yasin (2019), Social Studies students end up having low interest in the subject, due to the teacher-centered and learner-centered methods used by the teachers. This implies that, techniques used by teachers in the teaching and learning of Social Studies determine the attitudes that students show toward the subject, and that students show low interest when the class is teacher dominated.

In researching about students' attitudes toward the techniques used in teaching Social Studies, some researchers devoted their studies to students' attitudes toward the methods used in teaching Social Studies concepts. Boadu, (2012) reported that students in the Colleges of Education in Ghana encounter several concepts in the Social Studies curriculum such as production, nationhood, freedom and justice, rights and responsibilities, and democratic governance. Whereas experience and many events in the environment may provide direct and immediate situations for the teaching and learning of concepts in Social Studies, the classroom environment, on the other hand, tends to be more symbolic and abstract in nature.

The attitudes of students toward concept teaching and learning are related to the kind of environment in which they find themselves. Several studies support the view that, the factors that are most likely to affect positively students' attitudes toward the teaching and learning of concepts is an open classroom climate - an environment whose signifying features are teacher respect for students' ideas and teacher use of democratic leadership behaviours (Alazzi & Chiodo, 2004; Celikkaya & Filoglu, 2014). The beneficial effects of an open classroom climate are cited by virtually every

researcher and reviewer who looked at the relationship between educational practices and students' results (Siburian, Corebima&Saptasari, 2019; Mahler, Grossschedl& Harms, 2018; Bølling et al., 2018).

Clearly then, the nature of the learning environment has a direct impact on the attitudes of students toward the teaching and learning of concepts. Law, Geng and Li (2019), view of a research that investigated the relationship between climate measures in Social Studies, classrooms and students' attitudes towards political concepts, open classroom environments featuring student participation and free expression have a positive impact on students' attitudes toward the learning of concepts. This is also confirmed by Blankenship's findings in 1990 that, there was a positive relationship between open classroom climates and several civic concepts and attitude measures. The teacher's role in creating such an open and democratic classroom environment cannot be over-emphasized. Siler (1998) explained that teachers tend to use only one teaching style day after day, which denies students the opportunity of a variety of teaching techniques. Ellis, Fouts, and Glenn (1992), stated that teachers often rely solely on text, lecturing, worksheets and traditional tests as methods of learning. However, research concludes that students have more interest in a topic when a variety of teaching techniques are implemented (Chiodo & Byford, 2006; Byford & Russell, 2006).

The ability to use various techniques and methods for instruction is often neglected by educators. Teachers tend to have students participate in activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates, and places. VanSledright (2004) explained "the common preoccupation with having students commit one fact after another to memory based on history textbook,

recitations and lectures does little to build capacity to think historically” (p.233). In addition, Hoagland (2000) observed that teachers need to connect the content to the individual interests of the students, thus, increasing students’ interest in the content and actively engaging students in the learning process. This entails utilizing a variety of teaching techniques that help engage students in the learning process. Some examples of engaging instructional techniques include cooperative learning, role playing, and technology (Driscoll, 2005). Stahl (1994) explains that using cooperative learning requires students to become active learners. Furthermore, Stahl (1994) believed that, “cooperative learning provides opportunities for students to learn, practice, and live the attitudes and behaviours that reflect the goals of Social Studies education” (p. 4-5).

Using various teaching techniques is considered by many a best practice, and numerous studies conclude positive results with regard to the use of various instructional techniques. For example, Dow (1979) concluded that direct observation, data gathering, reading, role-playing, constructing projects, and watching films are all excellent ways to provide students with new information. Using film to enhance Social Studies instruction has been found to be an effective instructional method (Russell & Waters, 2010; Russell, 2007; Russell, 2008; Paris, 1997). In 2006, researchers concluded that using simulations heightened students’ interest and increased understanding (Russell & Byford). As well, researchers have found that the discussion technique is a valuable method for teaching Social Studies (Byford & Russell, 2007).

The use of these different techniques in teaching Social Studies by teachers also arouse and sustain their interest throughout the teaching and learning process. The

implication of this is that, appropriate teaching and learning methods which are learner-centred such as role play, dramatization and discussion will make students develop positive attitudes toward Social Studies, and they will be willing to learn it all the time.

2.9 Challenges affecting the Teaching and Learning of Social Studies

The past years have witnessed a number of studies that have attempted to understand why students either like or dislike Social Studies. These studies have tried to identify and measure students' attitudes about Social Studies and predict what influence their performance relative to this area of the school curriculum (Omolara & Adebukola, 2015; Ciftci, 2015).

A survey on factors affecting students' attitudes toward the learning of Social Studies in the Accra Metropolis of Ghana by Mensah and Frimpong (2020) revealed that ; teachers not showing interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching techniques in Social Studies classes, inadequate teaching and learning materials and inability of Social Studies teachers to employ resource persons in times of difficulty, are some of the critical factors that make students develop negative attitudes toward the learning of Social Studies.

2.9.1 The problem of using unqualified, inexperienced and out-of-field teachers teaching Social Studies. (Competence of teachers)

According to Du Plesis (2017) the phenomenon of out-of-field teaching where teachers are placed in teaching positions in which they have to teach subjects or year-levels outside their field of qualification or expertise appears in public schools as well as independent schools. She further explained that this happens either because of a

managerial decision by the principal and the school management team or because of governmental recruitment and placement procedures.

Ingersoll (1999) posits educators have, of course, long been aware of the existence of out-of-field teaching. James Conant called attention to the widespread “misuse of teachers” through out-of-field assignments in his landmark 1963 study *The Education of American Teachers*. Albert Shanker condemned out-of-field teaching as education’s “dirty little secret” in a 1985 opinion piece in the *New York Times*. But an absence of accurate statistics on out-of-field teaching has kept this problem largely unrecognized, a situation remedied with the release, beginning in the early 1990s, of the Schools and Staffing Survey (SASS), a major new survey of the nation’s elementary and secondary teachers conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education.

In a complex teaching situation, such as the out-of-field phenomenon, teachers adapt by developing certain teaching characteristics that may be acceptable to their superiors or leaders in order to survive, but they often become uncertain followers, rather than motivated leaders and creative developers of extended curricula. Teachers are able to adapt and develop the skills they need, but often at great cost to them and their students (Du Plessis, 2017). Similarly, parents would also not wish their secondary school children to be taught trigonometry by teachers who did not have any formal higher education or training in Mathematics.

Regrettably, this happens regularly, as the out-of-field phenomenon seems to be an acceptable practice in public and independent schools. The reality in the field is that each school community has its own needs; to meet them; school-leaders must prioritize needs and fill teaching positions accordingly (Du Plessis, 2017). Cengelci

(2013) brings forward an argument that leaders' understanding of the implications of taking the option to assign unsuitably qualified teachers in certain positions has a significant influence on teachers' out-of-field experience, and what it means for effective learning

Ingersoll (1999) observed that about a fifth of Social Studies teachers are without at least a minor in any of the social sciences, public affairs, Social Studies education, or history. He remarked that high levels of out-of-field assignments could also negatively affect the learning environment for all students in schools, not just for those students unlucky enough to be taught by out-of-field teachers. The assignment of teachers to teach fields in which they have no training could change the allocation of their preparation time across all of their courses—decreasing the amount of time they spend preparing for their other courses in order to prepare for the one(s) for which they have no background. There are, moreover, consequences for teachers to be considered. Having to cope with out-of-field assignments comes on top of an already burdensome teaching load for most public secondary teachers who are assigned an average of 128 students and five classes per day. What is the impact on teachers' sense of efficacy of having to teach courses for which they have little formal background preparation?

Ingersoll (1999) lamented one can easily imagine the limitations imposed by a lack of subject background on a teacher's ability to teach for critical thinking and to engage the students' interest in the subject - the kinds of learning probably not well captured by standardized examinations. As out-of-field teaching can result in poor-quality teaching practices and inequity of teacher resources in education, a diagnostic

understanding of how the out-of-field phenomenon influences effective school leadership and management is essential.

I know from personal experience how detrimental out-of-field teaching can be to both learners and teachers. Due to the difficulty in obtaining qualified teachers, appointments were at times made knowing full well that the appointment is not the ideal appointment. I believe that even today, this remains one of the most vital matters that need to be addressed; teachers being out-of-field in not understanding the culture of the learners they are teaching. Some educators were and are very successful in adapting and using the learners' cultural background to help them excel in their specific subject, but there are teachers that, due to not understanding the cultural background of learners, are unable to motivate these learners to excel in their subjects (Du Plessis, 2017).

All these problems mentioned adds to what Ayaaba (2011), earlier on remarked that there was lack of competent teachers to teach the subject effectively. Teachers were not trained in the philosophy, methodology, purpose and objectives as well as the techniques of teaching Social Studies. As a result, teachers teaching Social Studies the time only paid lip services to the subject while they concentrated on teaching their traditional subjects of History, Geography, Government, to mention but a few.

The concept of “professional competence” is defined as the interactive form of understandings, prowess, attitudinal variables and motivational variables for implementing a specific task or work (Epstein & Hundert, 2002 cited in Kunter et al, 2013, p. 151). To be specific, Epstein and Hundert (2002) give the definition of professional competence as the habitual and judicious use of the communication, knowledge, technical skills, clinical, emotions, value and reflection in daily practice for the benefit of the individual reasoning and community being served”. Basing on such definition, professional competence is not inborn, but can be accumulated via studying.

In the teaching field, many studies share the view of teachers' professional competence as the integration of knowledge and understanding, skills, and abilities, teachers' beliefs and moral value (Tang, Wong & cheng, 2016).

Blomeke and Delaney (2012) have suggested a model of professional competence with two key components of profession-specific knowledge and affective-motivational characteristics. The professional knowledge comprises general pedagogical knowledge, content knowledge and pedagogical content knowledge. The elements relating to emotional motivational characteristics are motivation, self-regulation, professional beliefs about teaching and learning and the subject content.

The quality of education is always a concern to society due to the contribution of education to the country's development. Education supplies a vast number of high-skilled labour forces and shapes the ethics of workers. In the education and training system, teachers play the key role. With the passing of time, teachers are not only the providers of knowledge, but also contribute to the students' comprehensive development in intelligence, personality, and social level. Development of teachers' professional competence is an important strategy to improve educational quality. Orazbayeva (2016) indicates that, a thorough understanding of factors influencing professional competence is a first essential step to this strategy.

To get the optimal goal of learning requires teachers who are competent in managing learning. It is the professionalism of educators (teachers), and responsibility as learning planners when they are competent (Tambunan, 2014). Education is considered as construction of knowledge as well as competency, and potential development, it is transformed drastically. Besides, students are expected to be able to learn without the limitation of time and place. Another important issue in education is

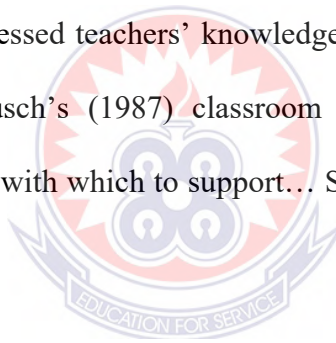
to provide opportunities for students to think while they are solving problems, analyzing, and synthesis their knowledge at every level of their studies (Sootipon, 2010). Teachers need to manage effective teaching and learning process so that students know how to learn and utilize their knowledge appropriately in their daily life and live in a society with happiness. Therefore, teachers need to develop their competencies in accordance with educational transformation in practice as well as professional activities effectively (Surasak, 2013).

The competency of an individual that involves his/her work, can be detected through the work behaviour and that will be a success indicator for the organization rather than his/her educational level or intelligence. As a result, the present human resource development should emphasize on the competency development. According to Poonsook (2013), a successful transformational leader should develop teachers' competency so that teachers would change their working style. The main factors that affect the quality of instructional management including the good relationships between teacher and students as well as learning climate management. In addition, teachers' work morale was able to motivate them to provide instructional management (Woranan, 2007). In this line of reasoning, teachers' competencies are essential to improve the quality of the students.

The core curriculum of basic education in Ghana recognized the importance of attitudes as espoused in Social Studies syllabus. Therefore, attitude development is a major concern in students' learning process. Students' learning process encompassed the transmission of knowledge, skill, attitude, value system on themselves and others. All these activities are expected to occur through teachers' instructional competency.

Therefore, attitudes become a necessity for students to possess in order to participate in public spheres, thus live happily in the society.

Tamakloe (1988) examined the status of Social Studies in Teacher Training Colleges in Ghana (now Colleges of Education) and found out that, the subject was ranked in the lower third, just above Physical Education and Home Economics. He noted that the College Principals ascribed the situation to lack of competent teachers. The need for well trained teachers to teach Social Studies has been emphasized by Social Studies educators including Aggarwal (2001) who made it clear that, Social Studies more than any other subject requires well trained teachers. Stanton's (1987) research with pre-service teachers revealed that two-thirds of them scored below the mid-point on an instrument that assessed teachers' knowledge about concepts in Social Studies education, while Kickbusch's (1987) classroom observational study revealed "a paucity of teaching skills with which to support... Social Studies education goals" (p. 178).



2.9.2 Lack of meaning of concepts

Social Studies teachers often present isolated facts with no regard to any context that might give meaning to concepts. Speculating on the reasons for such lackluster teaching of concepts, Newman (1980) argues that bona fide discussion is usually suppressed by some teachers with the belief that the purpose of teaching is to transmit fixed knowledge to students. This is unfortunate, because, memorizing a lot of facts as isolated bits of information does not generate the meaning of concepts. As Seefeldt (2001) has pointed out, student teachers who are taught Social Studies by rote are rather like parrots that have been taught to recite without understanding conceptual issues.

2.9.3 Lack of training in process skills

This has been found out that teachers do not for the most part, provide training or practice in critical thinking, problem solving, decision making or other process skills (Avery et al., 1993; Berman, 1990; Levitt & Longstreet, 1993). In fact, the view that teachers should devote attention and time to teaching students how to think around concepts is popular among many educators today (e.g. Savage & Armstrong, 2000).

These writers, for instance, stress that learners who leave school with highly developed thinking skills have powerful intellectual skills they can apply to develop and understand other concepts in new situations.

2.9.4 Avoidance of controversial issues

Teaching with a range of strategies leads to a higher likelihood of student involvement and engagement in higher-order thinking tasks such as analysis, synthesis, and evaluation. These critical-thinking activities can inspire students to engage and self-reflect, producing a more metacognitive process (Krathwohl, 2002). Niemi and Chapman (1999) claimed that these higher-order tasks help increase political knowledge and a sense of citizenship. Students learn how to construct opinions and persuade others so that they are better prepared for society. However, it is the teacher who defines and determines the value and effectiveness of these instructional methods and who decides to implement these teaching strategies.

The goal for many Social Studies educators is to develop students into effective citizens who are reflective and critical thinkers. The National Council for the Social Studies (NCSS) issued the following position statement in 2001: “A primary goal of public education is to prepare students to be engaged as effective citizens.” To achieve this goal, teachers must teach Social Studies without avoiding controversial

issues. Teaching controversial issues is an effective strategy endorsed by the NCSS. In May 2007, the NCSS released its revised position on teaching controversial issues, stating,

“Controversial issues must be studied in the classroom without the assumption that they are settled in advance or there is only one right answer in matters of dispute. The Social Studies teacher must approach such issues in a spirit of critical inquiry exposing the students to a variety of ideas, even if they are different from their own”

Furthermore, the NCSS identified four skills and attitudes that the study of controversial issues should help develop:

- i. The ability to study relevant social problems of the past or present and make informed decisions or conclusions;
- ii. The ability to use critical reasoning and evidence-based evaluation in the study and analysis of significant issues and ideas; this includes development of skills of critical analysis and evaluation in considering ideas, opinions, information, and sources of information;
- iii. The recognition that differing viewpoints are valuable and normal as a part of social discourse; and;
- iv. The recognition that reasonable compromise is often an important part of the democratic decision making process (NCSS, 2007).

Nonetheless, many Social Studies teachers neglect teaching controversial issues through discussion and interaction because of school and district policy, the attendant lack of classroom control, or discomfort with students openly discussing and debating the issues at hand. Levitt and Longstreet (1993) suggested that many teachers consider teaching controversial issues a “no win” situation: Once the controversial issues reflect reality, the discussions can be counterproductive for students because of teachers’ inexperience or inability to harness the emotional contexts or dilemmas the

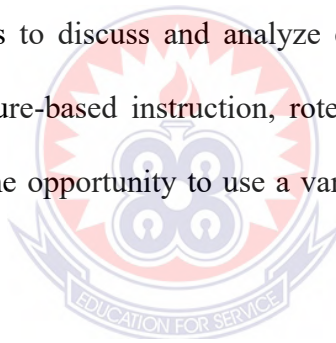
students are trying to rationalize. Furthermore, in a study conducted by Cotton (2006), teachers had difficulty avoiding stating opinions themselves or becoming actively involved in argument and debate. Kerr et al. (2004) suggested that, students learn how to construct opinions and persuade others so that they are better prepared for society. In addition, the discussion of important issues supports Hess's (2001) belief that, teaching with discussions and allowing students to provide feedback helps them improve their ability to think critically.

Some educators believe that certain issues are best addressed privately — at home, for example and that Social Studies should focus on objective facts. Others argue that public controversy is characteristic of a healthy democracy and that working with others to address multiple perspectives is a skill that students need to develop in a classroom context (Annenberg Learner, 2020). All Social Studies teachers must inevitably deal with controversial issues, ranging from basic ideas of fairness and equality in a democracy, to immigration, to the distribution of world resources. Controversial issues require students to conduct thorough research, master concepts on both sides of an issue, and develop a perspective of their own.

The most difficult issues often have a profound impact on students, and class discussions about these issues can leave teachers feeling like referees. However, in a democracy, it is critical for students to learn how to listen to opposing viewpoints, and the teacher's role must be to create an open forum that allows opposing viewpoints to be fully expressed. The challenge for all teachers is finding the fine line between engaging students' interest and maintaining a sense of objectivity that lets students master the material and develop their own perspectives. Gao (2020) opined that through discussion, students increase their awareness of social, political, and

environmental issues. Encouraging students to discuss controversial issues allows them to be actively engaged in the curriculum and allows the issues to become more meaningful and relevant to the students' everyday lives (Torney-Purta et al. 2002). Furthermore, discussing controversial issues also helps students develop critical decision-making skills, which are considered the heart of Social Studies education (Engle, 2003).

Misco and Patterson (2007) concluded that many pre-service teachers are uncomfortable teaching controversial issues, such as sexual orientation, sexual harassment, and religious issues. In addition, Kahne et al. (2000) observed eighth- and tenth-grade Social Studies classes and found an almost complete absence of opportunities for students to discuss and analyze controversial social issues. Many teachers instead use lecture-based instruction, rote memorization, and the textbook day after day, ignoring the opportunity to use a variety of teaching techniques (Gao, 2020).



Either out of fear or complaints (e.g. from parents) or out of personal preference, most Social Studies teachers are unwilling to take up in the classroom the controversies that arise in society that must be addressed in Social Studies lessons (Fitchett, 2010; Swalwell & Schweber, 2016; Çengelci, 2013). A study done by Byford, Lennon and Rusell III (2009) indicated that, teacher response concerning pedagogy mirrored the above concern, with a significant percentage unsure of their ability to effectively teach controversial issues. Concerns surfaced over the ability of textbooks to cover or assist in teaching this subject. Overall, it appears that teachers understood the importance of controversial issues in Social Studies but were concerned about limitations, their teaching effectiveness, student behaviour, and consequences from

the community. To Byford et al (2009) controversial issues are important to teach, but pragmatically, problems exist in teaching them effectively and with minimal disturbances. Thus, the teaching of controversial issues is an integral part of the teaching and learning of Social Studies concepts and no effective teacher should compromise this on the altar of fear or intimidation, in so far as such controversies are not personalized.

2.9.5 Limited shallow textbook content

Most Social Studies texts are restricted in content, superficial in the treatment of concepts, and present facts out of their contexts (Libresco, Balantic & Kipling, 2011; Neumann, 2012).

In Ghana, most Social Studies textbooks have been written by people with superficial knowledge of the subject, and hence sub-standard, a situation which seriously undermines the effective teaching and learning of Social Studies concepts. The limited subject matter and uninspired treatment in Social Studies textbooks might not matter so much, if Social Studies teachers use a rich array of other instructional resources (Dwomoh, 2021; Siaw-Marfo, 2011).

A study done by Abdelhak and Ladi (2019) revealed that slow integration of ICT is among the factors that affect teaching and learning of Social Studies. They maintained that the integration of ICTs to support the learning environment in teaching is still in its early stages and chalkboards in the teaching are still dominant. Modern media such as computers are rarely used. This means that Social Studies teachers are not adapting to current instructional practices when in fact, Social Studies teachers are the ones who should know well about adapting to changing situations. Consequently, tutors and policymakers are requested to view ICTs as beneficial tools that can make the

teaching and learning of Social Studies more stimulating, rewarding and inspiring for all.

Research has it that, students' attitudes eventually affect their performance and their success in the study of their courses or subjects. It stands to reason that, a careful study of these factors and how to vary and apply them in educational context and setting can go a long way to positively affect the attitudes of students for better performance.

A survey on factors affecting students' attitudes toward the learning of Social Studies in the Accra Metropolis of Ghana by Mensah and Frimpong (2020) revealed that the teaching of Social Studies should be made more practical. There could also be exchange programmes between teachers. There should be exposure of students, students should be motivated enough to think outside the box. Students should be taught to change their perceptions on the subject as cheap.

Mensah and Frimpong (2020) recommended that students' attitudes toward Social Studies can be improved by providing competent teachers for the subject, teachers being interested in teaching controversial issues, teachers employing different teaching methodologies, teachers being readily available to give students the needed assistance in Social Studies, adequate provision of teaching and learning materials and teachers engaging the services of resource persons in areas of difficulty.

2.10 Gap in Literature

There was considerable evidence to show that gaps exist in the literature reviewed on perceptions and attitudes of Colleges of Education students toward Social Studies. One of such research was a study done by Ayaaba (2013), unfortunately, there was no empirical research on how Colleges of Education students compared Social Studies to other subjects. This study was therefore designed to fill the gap by exploring Colleges of Education students' attitudes toward Social Studies in the Ashanti Region of Ghana.

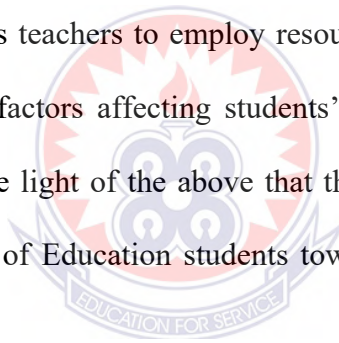
2.11 Chapter Summary

The chapter looked at theoretical, conceptual and empirical review of literature; it focused on the meaning of Social Studies, the concept 'attitude' and the concept 'perception'. The perceptions of Colleges of Education students toward the teaching and learning of Social Studies, the attitudes of Colleges of Education students toward the methods used in teaching and learning of Social Studies and the factors that affect teaching and learning of Social Studies.

Theoretically, Attitude Formation Theory and Cognitive Dissonance Theory were adopted for the study. Attitude Formation Theory has four motivational bases for attitude formation as utilitarian, value-expressive, ego-defensive, and knowledge. The Cognitive Dissonance Theory is based on the assumption that any kind of dissonance or inconsistency is uncomfortable and that, in terms of the discrepancy between attitudes and behaviour, it is most likely that the attitude will change to accommodate the behaviour.

The chapter revealed that some students have negative perceptions toward the teaching and learning of Social Studies whilst other studies also indicated that some students have positive perceptions toward the teaching and learning of Social Studies. It was also revealed in the literature that, the teacher-centred techniques of teaching Social Studies make students lose interest in the teaching and learning of Social Studies while the student-centred techniques promote students' interest in the subject.

Literature on the factors that affect teaching and learning of Social Studies revealed that, teachers not showing interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching methods in Social Studies classes, inadequate teaching and learning materials and inability of Social Studies teachers to employ resource persons in times of difficulty are some of the critical factors affecting students' attitudes toward the learning of Social Studies. It is in the light of the above that the researcher wants to investigate the attitudes of Colleges of Education students toward the teaching and learning of Social Studies.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology adopted for the study. It covers the philosophical paradigm, research approach, research design, target population, the study area, sample size and sampling techniques, research instruments, validity and reliability of quantitative instrument, trustworthiness of qualitative data collection instrument, pre-test of instruments, data collection procedures, data analysis procedures, ethical issues and summary of the chapter

3.1 Philosophical Paradigm

The study was conducted within the context of the pragmatic philosophical paradigm. In social research, the term “paradigm” is used to refer to the philosophical assumptions or the basic set of beliefs that guide the actions and define the worldview of the researcher (Lincoln, Lynham & Guba, 2011). Creswell (2014) perceives philosophical paradigm as a general philosophical orientation about the world and the nature of research that a researcher brings to a study. Guba and Lincoln (1994), also see research paradigms as worldviews or belief systems that guide researchers’ action or an investigation. Thus, philosophical paradigms are the research worldviews or a set of beliefs that a researcher holds which informs his or her research practices.

Pragmatist philosophy holds that human actions can never be separated from the past experiences and from the beliefs that have originated from those experiences (Goldkul, 2012). Human thoughts are thus intrinsically linked to action. People take actions based on the possible consequences of their actions, and they use the results of their actions to predict the consequences of similar actions in the future. A major

contention of pragmatist philosophy is that meaning of human actions and beliefs is found in their consequences. External forces do not determine humans; they are themselves capable of shaping their experience through their actions and intelligence.

Pragmatists believe that reality is not static – it changes at every turn of events. Similarly, the world is also not static – it is in a constant state of becoming. The world is also changed through actions – action is the way to change existence. Actions have the role of an intermediary. Therefore, actions are pivotal in pragmatism (Goldkuhl, 2012). Morgan (2014a), who uses the work of John Dewey to develop his approach to pragmatism, identifies three widely shared ideas of pragmatism that highlight that, pragmatists focus on the nature of experience unlike other philosophies that emphasize nature of reality. Firstly, “actions cannot be separated from the situations and contexts in which they occur” (p. 26). This world is a world of unique human experiences in which, instead of universal truths, there are warranted beliefs, which take shape as we repeatedly take actions in similar situations and experience the outcomes. Our warranted beliefs are produced by the repeated experiences of predictable outcomes (Morgan, 2014a).

Secondly, “actions are linked to consequences in ways that are open to change” (p. 26), meaning that, if the situations of the action change, their consequences would also change, despite the actions being the same. Pragmatist philosophy maintains that, it is not possible to experience exactly the same situation twice, so our warranted beliefs about the possible outcome are also provisional, which means that our beliefs about how to act in a situation are inherently provisional (Morgan, 2014a). Finally, “actions depend on worldviews that are socially shared sets of beliefs” (p. 27).

Pragmatists believe that no two people have exactly identical experiences, so their worldviews can also not be identical.

Creswell (2014) provides some hint on the nature of pragmatic research and contends that pragmatic researchers look at “what” and “how” to research based on intended consequences. According to him, pragmatic research worldview is problem-centered and it focuses on the consequences of actions. This applies to mixed methods research, in that, inquirers draw liberally from both quantitative and qualitative assumptions when they engage in research (Creswell, 2014).

The pragmatist philosophy again allows for mixed methods research where both quantitative and qualitative data are collected, utilizing the strengths of both forms of research (Creswell 2009), for analysis so as to answer the research problem (Creswell & Plano Clark, 2007; Greene 2007; Teddlie & Tashakkori, 2009). Mixed methods research thrives on the assumption that “the combination of quantitative and qualitative approaches provides a more complete understanding of a research problem than either approach alone” (Creswell, 2014 p. 32). Thus, this study used pragmatist philosophy because it allowed for data collection and analysis procedures that provided insight into the research question. Also, since the pragmatic paradigm looks at problems from the perspective of consequences of actions, it was needful to employ this paradigm to evaluate the consequences of actions taken by stakeholders on the issue of academic performance as a way of making recommendations to mitigate the problem. Finally, this study deemed pragmatism useful since its approach allows the possibility of choosing the appropriate research methods from the wide range of qualitative and/or quantitative methods, and this pluralism is strength of pragmatism that provide several advantages for social justice research (Pappas, 2017).

3.2 Research Approach

The study adopted the mixed method approach to examine the attitudes of Colleges of Education students toward the teaching and learning of Social Studies in the Ashanti region. According to Tashakkori and Creswell, (2007), mixed method approach is defined as research in which the researcher collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches in a single study or a programme of inquiry. In the view of Cropley (2019), mixed research combines qualitative and quantitative techniques, methods or designs to explore a single research topic. To explain further, mixed method is a philosophical assumption that guides the direction of collection and analysis of data and the mixture of qualitative and quantitative approach in many phases in the research process (Creswell & Plano-Clark, 2007). In the view of Creswell and Plano-Clark (2011), mixed method is a research approach whereby the researcher collects and analyses both quantitative and qualitative data within the same study.

Specifically, the concurrent nested mixed method was used to provide a better understanding and can provide opportunities for participants to have a strong voice and share their experiences across the research process (Wisdom & Creswell, 2013). According to Cropley (2019), one method becomes that major (quantitative or qualitative) nested in the other secondary method. This is done to support the other et of data by integrating either the quantitative into the qualitative or vice-versa. The justification for this approach is that, it provides the most authentic findings, that is most favourable for external validity.

Quantitatively therefore, this study employed the probability sampling technique. The study also made use of questionnaire, which is a quantitative instrument to collect the

data. In terms of analytical procedures, frequencies and percentages were used to describe the results. Taylor-Powell (1995) describes these statistics methods as descriptive statistics since their main purpose is to describe a data. The findings are also presented using tables to help in easy description and explanation of the phenomenon that the data reflects.

Also, the qualitative research design deals with procedures which results in open-ended, non-numerical analysis which is analyzed in themes (Dornyei, 2011). The study also employed an interview guide, a qualitative instrument for data collection. The interviews were then transcribed and grouped according to the emerging themes in relation to the purpose of the study.

Fraenkel and Wallen (2009) reiterated that, the use of both methods provide a more complete understanding of research problems than does the use of either approach alone. This is because in the social world, according to Williams (2007) human reflection and awareness are definitely different and sophisticated in terms of social experiences, networks, social responses and cares. Therefore, in order to delve into these social constructions and describe the attitudes of Colleges of Education students toward Social Studies, the researcher considers this approach appropriate for the study.

The research questions raised were analyzed both quantitatively using questionnaire and qualitatively using interview guide. In consonance with these authorities and research questions of the study, the researcher found this approach appropriate and had adopted the approach (mixed method) for the study.

3.3 Research Design

For the purpose of this study, a research design that was deemed more appropriate for the study was descriptive survey, which was used to describe the characteristics of a population whereby the researcher directly examined the sample of that population (Akhtar, 2016; Myers, Well & Lorch, 2013). The design for a research project is literally the plan for how the study will be conducted. It is a matter of thinking about, imagining, and visualizing how the research study will be undertaken (Sileyew, 2019). Research design, according to Cooper and Schindler (2000) refers to simply as “the plan and structure of investigation so conceived as to obtain answers to research questions” (p. 134).

In view of Gay (1997), descriptive research involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of study. Its main purpose is to observe, describe and document aspects of a situation as it naturally occurs. This design makes use of various data collection techniques such as questionnaire, observation, interviews, or examination of documents (Amedahe & Gyimah, 2003). Since this study sought to obtain data on the attitudes of students in the Colleges of Education, descriptive research was considered suitable for the study given the size of the population and the nature of the issue. Babbie (2020) opines that descriptive survey is useful for generalizing from a sample to a population so that inferences can be made about the characteristics, attributes or behaviour of the population. Another great advantage of the descriptive survey is that, it has the potentials to provide a lot of information obtained from quite a large sample of individuals (Fraenkel & Wallen, 2003). Based on these advantages of descriptive survey, the researcher therefore finds it expedient to choose this design in order to

form a general opinion about the population in this survey, either the whole population or the sample (Karasar, 2005).

Also, descriptive research studies are designed to obtain information, which concerns the current status of phenomenon (Saunders, Lewis & Thornhill, 2007). The approach was chosen because the researcher would not manipulate the variable but to describe the phenomenon that existed at the time of the research. The use of descriptive research will enable the researcher to bring to light the factors that contribute to the effectiveness of internal audit and the extent to which these factors can affect the work of internal auditors in the public sector. However, the descriptive research falls short of discovering new insights into a phenomenon, because it does not manipulate the variables concern and it only focused on explaining what has already happened. The method may also produce untrustworthy results because it may delve into private and emotional matters that respondents may not be completely truthful about. In spite of these disadvantages, the descriptive research design is considered the most appropriate for investigating into the attitudes of Colleges of Education students toward the teaching and learning of Social Studies. This is because the attitudes of Colleges of Education students toward the teaching and learning of Social Studies will depend on the contribution of the stakeholders involved such as social studies teachers and students at the Colleges of Education in the Ashanti Region of Ghana.

3.4 Study Area

The study was conducted in the Ashanti Region of Ghana. According 2021 Population and Housing Census analytical report Ashanti Region, the region lies in the southern half of the country and occupies 24,389 sq. km. or 10.2 percent of the total land area of Ghana. It is the third largest region after the Northern and Brong

Ahafo regions, respectively. It shares boundaries with the Bono East Region to the North, Western Region to the West, Eastern Region to the East and Central Region to the South. The more or less central location of the region is strategic for transportation and distribution networks for goods and services in the country and beyond (GSS, 2013).

3.5 Study Population

Population, according to Burns and Grove (2005), is a large collection of individuals or objects with similar characteristics that is the main focus of a scientific inquiry. Fox and Bayat (2007) also noted that, a population consists of a group that share common characteristics from which individuals or units of analysis are then chosen out of the population for the study. The target population for the study comprised all the second year (form 2) Social Studies students from the four (4) selected Colleges of Education in the Ashanti Region - with an estimated population of 1330 students, and an accessible population of 902 students. The study also included 15 from tutors from the four (4) selected Colleges of Education - who agreed and willing to participate in the study. The breakdown is given in the table 1 below.

Table 1: Population Size

Colleges Sample	Total Students	Total Tutors
St. Louis	219	4
Wesley	192	4
Offinso	292	4
St. Monica	199	3
Total	902	15

Source: Author's Field survey (2020)

3.6 Sample Size Determination

A sample is a group in a research study on which information is obtained (Kothari,2008). The sample is always smaller than the population; this is because the researcher can rarely have time to access all members of the population. Sampling therefore refers to the process of selecting individuals in the sample. Sampling is necessary because population interest is large, diverse and scattered over a large geographic area (Kothari, 2008).

The researcher employed a statistical model by Yamane (1964) to settle on the sample size at a 95% confidence level with 5% margin of error. The sample size for this study included the total number of households within the study area.

$$n = \frac{N}{1 + N(\partial^2)}$$

Where n= the sample size, N= the sample frame, 1= a constant, and $\partial = 0.05$

Therefore,

$$n = \frac{902}{1+902(0.05^2)} = 277$$

Below is the distribution of the sample size for the study in Table 2.

Table 2: Sample size

Colleges Sample	Total Students	Formula	Sample size
St. Louis	219	$\frac{219}{902} * 277$	67
Wesley	192	$\frac{192}{902} * 277$	59
Offinso	292	$\frac{292}{902} * 277$	90
St. Monica	199	$\frac{199}{902} * 277$	61
Total	902		277

Source: Author's Field survey (2020)

3.7 Sampling Procedures

Sidhu (2003) defines sampling as the process of selecting a representative unit from a population. For the purpose of this study, two sampling techniques were employed to select respondents namely; simple random sampling, which is a probability sampling technique and purposive sampling which is non-probability sampling technique. The study involved 105 Second Year Social Studies students selected from four (4) Colleges of Education purposely sampled for the study, that is, St. Louis, Wesley, St. Monica's and Offinso Colleges of Education. These Colleges were purposely sampled in view of the fact that some Colleges do not offer Social Studies as a programme. Also, it was appropriate to adopt the purposive sampling technique as it allowed for the involvement of those with the specific required rich information.

Second year Social Studies students were purposively sampled for the study in view of the fact that they had experienced two academic years of Social Studies teaching and learning than first year students. They were therefore deemed suitable to bring their experiences to bear on responding to questionnaire items.

In each of the four Colleges of Education, the simple random sampling technique involving the use of a table of random numbers was adopted to select one second year class from a number of such classes. In each of the second-year class sampled, the simple random sampling, specifically, the lottery method was adopted for the study. The major reason for adopting the random sampling technique was that it gives the respondents equal chances to be included in the study. The second reason was in line with what Frankael and Wallen (2009) espouse that if the sample size is large, this method is the best way to devise to obtain a sample representative of the population of interest. Also, fifteen (15) Social Studies tutors from the four colleges were also

purposely selected and interviewed. The fifteen was reached as a result of data saturation. In all, 292 participants were selected for the study.

3.8 Research Instruments

The data for this study were generated or gathered through the use of questionnaires and an interview guide.

3.8.1 Questionnaire

A questionnaire was designed as an instrument for data collection from students because of its ability to limit inconsistency and also save time. The structured questionnaire was divided into sections. Section A comprised the demographic data, which sought to obtain respondents' details such as age, sex, and marital status. Section B was used to seek information on the perceptions of Colleges of Education students toward Social Studies. Section C was used to seek information on the attitudes of Social Studies students toward Social Studies. Section D was used to seek information on the methods used in teaching Social Studies. Section E was used to seek information on how Colleges of Education students compare Social Studies to other subjects. Section B, C, D and E had its items on a four-point Likert scale for accurate representation of data on the questionnaire, which according to Bryman (2008), the Likert scale is seen as a tool that assists the respondents to identify the degree of agreement or disagreement and how they feel about an issue with a number of statements. Items were coded, Strongly Agree 4, Agree 3, Disagree 2, Strongly Disagree 1. It was the most preferred instrument because it is easy to construct, administer and score (Borg & Gall cited in Mukui, 2013).

3.8.2 Interview guide

Another technique employed for data collection was interview guide. An unstructured interview guide was used to elicit responses from College tutors on the attitudes of College students toward Social Studies. Interview, according to Enon (1998), requires the researcher to ask questions orally or vocally. This technique involves face-to-face interaction between individuals leading to self-report. According to him, interview is quite flexible and adaptable. Kerlinger (1973) observed that there are more people willing to communicate than in writing.

The interview schedule, in line with Enon (1998) was employed. It basically involved an interaction with the respondents in the study. It took the form of a face-to-face questions and answer time as well as telephone conversation (when it was necessary) with tutors. This generally helped to obtain more clarifications from the respondents on certain pertinent issues. Open ended interview questions were used because a research interview seeks to collect data at both a factual and meaningful level. The researcher traced and contacted the respondents for the interview in their various Colleges.

During the interview, a recorder was used to capture records of the interactions and discussions with permission from the interviewees. Field notes were also written to supplement the recordings in case of any technical faults in the recordings.

3.9 Validity and Reliability of Quantitative Instrument

Validity can be defined as the accuracy of research results. According to Moskal (2000), validity is the extent to which a test measures what it is intended to measure. To ensure content validity, the questionnaire and interview guides were submitted to the supervisor for proof reading and correction before they were administered. Vague

questions were reconstructed and remodeled such that they could be understood easily, and other necessary corrections were also made before the questionnaires were sent out finally to ensure reliability of the data collected.

Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions (Cohen, Manion & Morrison, 2011). There should be consistency of scores when the research instruments are administered multiple times on different occasions. Its purpose is to check the time taken to complete the questionnaire, whether it is too long or too short, too easy or too difficult and to check the clarity of the questionnaire items, and to eliminate ambiguities or difficulties in wording (Cohen, Gottlieb & Underwood, 2000, p. 600). In this research, reliability was achieved by first pre-testing close ended questionnaires and semi structured interview tool with respondents from one college outside the target population and experts in the field who are not direct participants of the study. Their inputs or comments were incorporated into the instruments and re-tested before its final use in the field. The questionnaire yielded a Cronbach alpha reliability coefficient of 7.58. According to Wallen and Fraenkel (2013), a Cronbach alpha coefficient of 0.6 to 0.9 is considered very respectful to determine the appropriateness of the instrument. By implication, the closed-ended questionnaire Cronbach alpha reliability coefficient of 7.58 has the potential to elicit reliable data to answer the research questions.

3.10 Trustworthiness of Qualitative Data Collection Instrument

Qualitative research is trustworthy when it accurately represents the experiences of the study participants (Speziale, Streubert & Carpenter, 2011). To ensure that data collected remain trustworthy during and after collection, the researcher discussed the

interview guide with the supervisor before it was administered. The suggestions from the supervisor helped the researcher to modify the interview questions. Not to skew the interpretation given by the participants, the researcher maintained a degree of neutrality in her findings. Four criteria proposed by Lincoln and Guba (1985) used to measure the trustworthiness of qualitative data collected are credibility, transferability, dependability and confirmability.

3.10.1 Credibility

This qualitative study sought to identify an authentic understanding of a specific phenomenon (Cope, 2014; Kyngäs, Kääriäinen & Elo, 2020; Shufutinsky, 2020). Thus, the credibility of the human experience, explained in categories, reflects an assurance that the phenomenon exists (Shufutinsky, 2020). Triangulation as noted by Lincoln and Guba (1985) is a validity measure that makes use of different sources, theories, and methods to analyze the same information. In this study, the use of triangulation was demonstrated by using audio-recordings and field notes as part of the data collection. To further enhance the validity of the study, the researcher once again carried out member checking. Member checking in the study refers to an examination of interpretations, categories, and conclusions with the stake-holding groups from which data were originally collected. These processes were carried out to ensure clarity and accuracy while collecting qualitative data.

In addition, the credibility of the interview data obtained from the study was enhanced by aligning the interview guide items with the critical issues contained in the questionnaire. This aided the researcher to obtain insightful information from the participants interviewed by addressing the lapses in the questionnaire.

3.10.2 Transferability

Transferability is equivalent to generalizability of findings in qualitative study (Kusi, 2012). This refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts (Trochim & Donnelly, 2006; Bhattacharjee, 2012). The researcher achieved this in this study by extensively and thoroughly describing the process that was adopted for others to follow and replicate. Thus, the researcher kept all relevant information and documents regarding the study. Also, in this study, the research context, and methodological processes was provided. These could enable other researchers to apply the findings of this study to similar settings of their choice thereby regarding the findings in this study as answers in their chosen contexts. Furthermore, there was adequate background information about the respondents; the research context and setting that allow others to assess how transferrable the finding is. The researcher kept accurate record of all the activities while carrying out the study. These include the raw data (transcripts of interviews) as well as details of the data analysis.

3.10.3 Dependability

Dependability corresponds to reliability of findings in qualitative research (Merriam & Associates as cited in Kusi, 2012). Guba and Lincoln (1985), admit there could be no credibility without dependability in qualitative research. Also, it is concerned with whether we would obtain the same results if we could observe the same thing twice (Trochim & Donnelly, 2006). Dependability in this study was related to consistency and it was done by making sure that the researcher checked whether the analysis process was in line with accepted standards for the design of the study. An extensive and detailed evidence of the process in which the research is conducted was documented in order that others can replicate and ascertain the level of dependability.

To ensure dependability, interpretive researchers must provide adequate details about their phenomenon of interest and the social context in which it is embedded in order to allow readers to independently authenticate their interpretive inferences (Bhattacharjee, 2012).

In this study, dependability was established through the establishment of appropriate enquiry decision. This included review of interviewer bias to resist early closure and at the same time prevent the provision of unreliable data due to boredom on the part of the respondents because of prolonged interview sessions. In addition, information from literature assisted the researcher to develop questions that elicit appropriate responses to answer the research questions that are formulated to guide the study. There was a systematic data collection procedure that reached the point of saturation, the extensive documentation of the data (transcriptions of interview narratives), methods and decisions in the memo are steps in proving the dependability of the data. Thesis supervisors assessed the work to find out whether or not the findings, interpretations and conclusions are supported by the data.

3.10.4 Confirmability

Trochim and Donnelly (2006) declare confirmability to mean the degree to which the results could be confirmed or corroborated by others. Also, confirmability refers to the extent to which the findings reported in interpretive research can be independently confirmed by others, typically, participants. This is similar to the notion of objectivity in functionalistic research. Since interpretive research rejects the notion of an objective reality, confirmability is demonstrated in terms of "intersubjectivity", i.e., if the study's participants agree with the inferences derived by the researcher. In order to establish confirmability, the researcher after coding and

transcribing the audiotapes, interview questions, and all other relevant information and documents regarding the study, it was given back to the participants to confirm the responses. The researcher effected changes where necessary and give the transcribed data back to the participants again for them to authenticate the inferences derived by the researcher. The researcher then took the final transcribed data from the participants as a true record of what the respondents factually provided. Confirmability of the qualitative data obtained for the study was guaranteed by making sure that the researcher's bias did not skew the opinions shared by the participants who were interviewed as a fabricated narrative during the transcription phase. Hence, the opinions shared by the participants on the study were reported verbatim and were reflected in the analysis of data, findings and discussions. Confirmability was also achieved through neutrality. The purpose of the above was to ensure that the interpretation of the data would not be based on the researcher's own particular preferences and viewpoints but rather to be fully grounded in the data collected. Put differently, to ensure the confirmability of the qualitative data, the researcher's analysis of the participant's standpoints was reflective of the participant's views expressed.

3.11 Pre-Test of Instruments

The pre-test of the instruments was done between 19th and 23rd October at Akrokerri College of Education to ascertain the reliability of the questionnaire. According to Faux (2010), one of the objectives of pre-test instruments was to determine the adequacy and effectiveness of the instrument, particularly content validity, in order to ensure that the instrument measures what it is supposed to measure and also determine the internal consistency and homogeneity of the instruments.

The researcher carried out the pre-test of the research instruments at the Akrokerri College of Education involving a segment of the student population and colleague tutors in the Ashanti Region of Ghana. The importance of pre-test of instruments before the main study has been addressed by Bryman (2008), when he asserted that "it ensures the instruments as a whole function well". The results of the pre-test helped the researcher to identify some weaknesses in the wording of some questions that could lead to getting the wrong data. Results showed that some items have similar meaning and hence, there was the need to reframe them and delete items where necessary. Colleague tutors helped in modifications of items that were not clear enough for understanding.

3.12 Data Collection Procedures

Data collection is "a systemic way of gathering information, which is relevant to the research purpose or questions" (Burns & Grove 1997, p. 383). Permission was sought from the Colleges of Education selected. This was done through an introductory letter which was collected from the Department of Social Studies Education, UEW. This helped the researcher to get the permission from Principals of the various Colleges of Education selected for the study. On the field, interviews were done and a structured questionnaire was used as data collection instrument. Detailed information about the study was given to the participants, with an informed consent to participate. To administer the questionnaire to students to ensure maximum response, it was administered personally by the researcher. The instructions and the various items to the respondents were explained to obtain desired responses. After all the students responded, the researcher collected all the questions administered with the help of Social Studies tutors.

The interview process with tutors began with familiarity visits at the time the researcher sent introductory letter from UEW to the Colleges involved. The interview was done in their offices and some under trees in the cool of the day. All interviews scheduled were conducted and recorded as well. Notes were taken to supplement the recording in case of any lost or lapses in the recording. Each interview took approximately 45 minutes while responding to questionnaires took approximately 50 minutes to complete.

3.13 Data Analysis

In research, data analysis is understood as a "the systematic organization and synthesis of the research data and the testing of research hypotheses, using those data" (Polit & Hungler, 1995, p. 639). The quantitative data obtained was coded into Statistical Product for Service Solution (SPSS) (version 26.0) to analyze the information that was obtained. First, the demographic data in section A was analyzed using descriptive statistics. Section B was analyzed using descriptive statistics involving tables, frequencies and percentages for each item. "Strongly Agree", "Agree", "Strongly Disagree", "Disagree" were all used in the analysis for easy presentation and understanding. Summaries and conclusions were drawn from the findings and supported with literature.

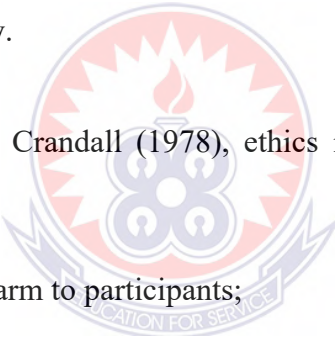
The qualitative data obtained from the study were subjected to thematic analysis using themes developed from the data collected based on the research questions. Thematic analysis is a type of qualitative analysis. It is used to analyse classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations (Minayo, 2012). Thematic Analysis is considered the most appropriate for any study that seeks to discover using

interpretations. It provides a systematic element to data analysis. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole content. The analysis involved the process of listening, reading, re-reading, inductive reasoning, reflection and coding the interview transcripts and drawing out major themes from data collected.

3.14 Ethical Issues

Ethics are the moral principles that govern a person's behaviour. Research ethics may be referred to as doing what is morally and legally right in research. They are actually norms for conduct that distinguish between right and wrong, and acceptable and unacceptable behaviour. Every researcher needs to be aware of ethical principles to guide him/her in any study.

According to Diener and Crandall (1978), ethics in social research has four main areas, that is,

- 
- i. Whether there is harm to participants;
 - ii. Whether there is a lack of informed consent;
 - iii. Whether there is an invasion of privacy;
 - iv. Whether deception is involved.

The study adhered to all codes of ethics including plagiarism, confidentiality, secrecy, informed consent, data protection and respect for the rights of participants. With this, an introductory letter was taken from the University and presented to the authorities of the Colleges of Education concerned. Also, participants were briefed and assured that the research will be used for solely academic purposes. In like manner, verbal consent was sought from the participants to indicate their willingness of participation before the questionnaires were given to them. Moreover, names were not sought in

this study to adhere to the principle of anonymity and confidentiality. Recorded interviews were password protected. In addition, all academic sources consulted such as books, articles, journals, newspapers and websites were duly cited and referenced.

3.15 Summary of the Chapter

In this chapter, the methodologies employed in the research were looked at. The research design, the population involved in the study and how it was sampled were looked at. This chapter also worked on how the research instruments, that is, questionnaires and interview guides were subjected to pre-test. The mode of data analysis using SPSS was also discussed. The next chapter looked at the research findings and interpretation.



CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study. Data from the field is presented and discussed in this chapter. It has two sections. Section A presents the demographic characteristics of respondents. This comprised data on the sex of the respondents and age, as per section A of the questionnaire. Though the bio-data plays less important role in the findings, it is presented to provide readers with a general view of the participants of the study. Section B also presented the findings based on the four research questions. That is;

1. What are the perceptions of Colleges of Education students toward the teaching and learning of Social Studies?
2. What are the attitudes of students in Colleges of Education toward the techniques used in teaching Social Studies?
3. What are the factors that affect the teaching and learning of Social Studies in the Colleges of Education in Ashanti Region?

4.1 Background Information of Students

This section of the chapter focused on the background information of student respondents who were in the four (4) Colleges of Education used for the study. The background information collected includes; gender and age. These background data are represented in table 3 and Table 4.

Table 3: Gender of students

Gender	Frequency	Percentage
Male	74	26.7
Female	203	73.3
Total	277	100

Source: Field Data, 2021

Table 3 shows the gender distribution of students' respondents involved in the study. The Table shows that 74 (26.7%) of the respondents were males whilst 203 (73.3%) of the respondents were females. This means that more females were involved in the study than males. This outcome is more so because of the involvement of single sex (female) colleges involved in the study.

Table 4: Age of students' respondents

Age of Students	Frequency	Percentage (%)
Below 20 years	8	2.9
20-25 years	243	87.7
26-30 years	26	9.4
Total	277	100

Source: Field Data, 2021

Table 4 shows that only eight (8) of the respondents accounting for 2.9% were below the ages of 20 years whilst majority 243(87.7%) of the respondents were between the ages of 20-25 years and 26(9.4%) of the respondents were between the ages of 26-30. This shows that majority of respondents involved in the study were between the ages of 20 to 25.

4.2 Background Information of Tutors

This aspect of the chapter focuses on the background information of Social Studies tutors who teach students at the four (4) Colleges where the study was conducted. The

background information on tutors includes; current highest qualification, position as well as numbers of years of teaching at the college.

Table 5: Current highest qualification

Qualification	Frequency	Percentage (%)
M. Ed (Social Studies)	10	66.7
M. Phil (Social Studies)	3	20
M. Phil (Basic Education)	2	13.3
Total	15	100

Source: Field Data, 2021

Table 5 shows the current highest qualification of tutors involved in the study. The table depicts that 10 (66.7%) of tutors had Master of Education (M. Ed) in Social Studies as their current highest qualification. Three 3(20%) of tutors had Master of Philosophy in Social Studies as their current highest qualification whilst only 2(13.3%) had Master of Education in Basic Education as their current highest qualification. The data from the study shows that all tutors involved had background qualifications in Social Studies. The table shows that, majority of tutors involved in the study had Master of Education (M. Ed) in Social Studies as their current highest qualification. This implies that majority of tutors teaching at the colleges in the region had qualifications below the standard requirement of teaching at the Colleges which is a Researched Masters. According to Utuka (2012) the National Accreditation Board requirement for teaching is a Research Masters, but the Fair Wages Commission promotes doctorates. As a result of this, tutors of Colleges of Education (COEs) have been challenged to upgrade themselves to enable them to meet the National Accreditation Board's (NAB) requirement for lecturers in tertiary institutions.

Positions of Tutors

Table 6 shows the positions of tutors at the Colleges of Education involved in the study. The table depicts that out of the 15 tutors involved in the study, 1(6.7%) held position as Dean of Students' affairs, 2(13.3%) of tutors held positions as Head of Department, 4(26.6%) held position as Hall Warden/Master whilst only 1(6.7%) each held positions as Gender Focal Person and Forms Counselor. The study also depicts that 6 tutors accounting for 40% did not hold positions at the Colleges involved. This implies that, majority of tutors involved in the study 9(60%) held positions. Research shows that giving teachers/tutors positions in the various schools or colleges motivates them (Amoah & Entsiwah, 2020). It is the teacher who gives the institution its credibility and determines its character. The teacher is the vehicle through which knowledge is generated and skills developed. Therefore, the role of the teacher in human capital formation is very critical and therefore whatever is required to boost the morale and retain teachers in our educational institutions is of paramount importance (Amoah & Entsiwah, 2020).

Recognizing that, the teacher is both an embodiment of human capital and also the channel through which the human resource of a nation is developed. The relevance of job satisfaction and motivation are therefore very serious to the long-term growth and development of any educational system. They probably rank alongside professional knowledge and skills, core competencies, educational resources and strategies as the veritable determinants of an educational system's success and performance. Professional knowledge, skills and core competencies occur when one feels effective in one's behaviour. Professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003).

It is thus relevant to fix tutors who are without positions to motivate them in their teaching career, because it is well known that, many teachers lose or fail to develop self-efficacy within educational settings as a result of that (Dweck, 1999).

Table 6: Positions of tutors

Positions of Tutors	Frequency	Percentage
Dean of Students Affairs	1	6.7
Head of Department	2	13.3
Hall Warden/Master	4	26.6
Gender Focal Person	1	6.7
Form Counselor	1	6.7
None	6	40
Total	15	100

Source: Field Data, 2021

Years of teaching at the college

The data in the Table 7 below sought to unearth the number of years tutors had taught at the Colleges at the time of data collection. The results show that 3(20%) had taught for 1 to 5 years, 2(13.3%) of tutors had taught between 6 to 10 years, 6(40%) of tutors had taught between 11 to 15 years whilst 3(13.3%) of tutors had taught between 16 to 20 years. The highest number of years a tutor had taught was between 21 to 25 years. The table revealed that majority (40%) of tutors had been teaching in the Colleges from 11 to 15 years. This implies that, these tutors had more cumulative knowledge about Colleges of Education students' attitude toward the teaching and learning of Social Studies as well as the factors that affect teaching and learning of Social Studies. These tutors will also be well versed in the use of methods, techniques and strategies in teaching and learning.

Table 7: Years of teaching at the college

Years of Teaching at the College	Frequency	Percentage
1-5	3	20
6-10	2	13.3
11-15	6	40
16-20	3	20
21-25	1	6.7
Total	15	100

Source: Field Data, 2021

4.3 The Perceptions of Colleges of Education Students Toward the Teaching and Learning of Social Studies

Research question one sought to find out from students' respondents how they perceive the teaching and learning of Social Studies to be. Data were collected by means of a 4-point Likert-scale format. Frequency and percentages were used for the analysis. The views of the students on how they perceive the teaching and learning of Social Studies are presented in Table 8.

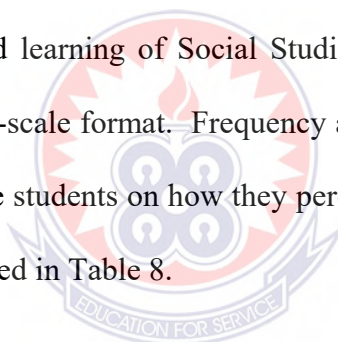


Table 8: Perceptions regarding teaching and learning of social studies

Statements	SA	A	D	SD	Total
	f(%)	f(%)	f(%)	f(%)	f(%)
Social Studies contributes to solving societal problems	211(76.2)	45(16.2)	13(4.7)	8(2.9)	277(100)
Social studies is the only subject engineered to provide citizenship education	119(42.9)	106(38.3)	47(17.0)	5(1.8)	277(100)
College students show less interest in Social Studies	29(10.5)	50(18.1)	114(41.1)	84(30.3)	277(100)
Social Studies is the easiest field of study	47(17.0)	79(28.5)	104(37.5)	47(17.0)	277(100)
There should exist no Social Studies as a field of study and no Social Studies teacher	23 (8.3)	19(6.9)	45(16.2)	190(68.6)	277(100)
Students dedicate much time to studying Social Studies	47(17.0)	114(41.1)	90(32.5)	26(9.4)	277(100)

Source: Field Data, 2021

Table 8 shows the perceptions of Colleges of Education students' regarding teaching and learning of Social Studies. The results indicate that, 211 (76.2%) of the respondents strongly agreed that Social Studies contributes to solving societal problems whilst only 13 (2.9%) of the students strongly disagreed. This implies that students in Colleges of Education are aware of the problem-solving nature of the subject. Hence, they are ready to acquire such skills of problem-solving taught in Social Studies. According to Altun (2013) possessing the knowledge about the concept of problem solution is not enough to solve a problem. A human with developed problem solution abilities can use knowledge effectively in encountered problems. A human being with underdeveloped problem-solving abilities just carry

the knowledge without using it functionally. Since problem solving is a learned behavior and ability, it can be considered that every individual possesses this ability at a different level but problem solving is a skill which requires learning and developing continuously (Ulusoy et al., 2014).

The subject, Social Studies makes children effective members of the society in the socialization process and helps them overcome their problems by following their development closely (Çelikkaya, 2013). The subject, Social Studies is of particular importance in terms of having students acquire knowledge, skills and attitudes to help them in their individual and social lives (Güleç, 2020). According to Quartey (1984), Social Studies is the study that equips the learner with the tools necessary for solving his personal and societal problems.

Furthermore, from table 8, the students were also asked if Social Studies is the only subject engineered to provide citizenship education. Results indicate that 119 (42.9%) of them strongly agreed to the assertion, 106(38.3%) of them agreed, whilst 47(17.0%) and 5(1.8%) of them disagreed and strongly disagreed to the assertion, respectively. Depicting that the majority of the students 225 (81.2%) see social subject as a tool for citizenship education. This result is in line with the study conducted by Almaamari and Menter (2013) which revealed that student teachers see Social Studies as a subject meant to provide citizenship education. The study also suggests that tutors in the Colleges of Education need to shift from the traditional approach to democratic and participation. The Social Studies drafted syllabus of Ghana Education Service (2010) for Senior High Schools simply states that Social Studies is "citizenship education". Ersoy (2014) note that Social Studies is citizenship education when they stated that the Social Studies are concerned exclusively with the education of citizens. In the

same way, Shaver (1991) indicated that, Social Studies is that part or the school general education programme which is concerned with the preparation of citizens for participation in a democratic society. Blege (2001) shares this view when he asserts that, Social Studies is citizenship education. He regards citizenship education as an instructional preparation of the youth by making them good and effective persons in their society.

In addition, students were also asked if College students show less interest in Social Studies. Results show that 29(10.5%) strongly disagree 84(30.3%) disagree to the assertion that “College students show less interest in Social Studies”, whereas only few of them 29(10.5%) and 50(18.1%) “strongly agreed” and “agreed” to the assertion. This implies that, students have interest in the subject and therefore attach much seriousness towards the learning of the subject. This refuted the claims by Smilowitz (2011) when they revealed that, majority of students perceived the subject to be uninteresting, unimportant and insignificant. Results are also contrary the opinion of Chiodo and Byford (2006) who said students often consider Social Studies to be dull and boring.

Concerning the statement, Social Studies is the easiest field of study, results from respondents indicate that, 104(37.5%) of respondents disagreed whilst 47(17.0%) strongly agreed. Results show that majority of students disagree with this assertion. This implies that, College students dedicate time to studying Social Studies since the subject is not that easy. The results do not tally with a study by National Council for Social Studies (2009) that, students show less interest in studying Social Studies because they perceive the subject as being easy and therefore, do not see the need to study it and also pay critical attention to it.

Again, 190(68.6%) of respondents strongly disagreed that, there should exist no Social Studies as a field of study, and no Social Studies teacher. The outcome indicates that, out of the 277 students involved in the study, only 19(6.9%) agreed that there should exist no Social Studies as a field of study, and no Social Studies teacher. This means that, students see Social Studies as a subject that will advance their careers and allow them to play useful roles as adult citizens.

The last item on table 8 was to survey if Social Studies students dedicate much time to studying Social Studies. Results show that, out of the 277 students involved in the study, 114(41.1%) agreed that they dedicate much time to studying Social Studies, only 26 students representing 9.4% strongly disagreed that students at the Colleges dedicate much time to studying Social Studies. This means that, students attach much seriousness to the studying of Social Studies.

4.4 The Perception of Colleges of Education Students toward the Techniques Used in Teaching Social Studies

As part of the study objectives, it was imperative to examine the attitudes of students in Colleges of Education toward the techniques used in teaching Social Studies. Data were collected by means of a 4-point Likert-scale format, and analyzed using mean and standard deviation. The students' perception towards the techniques used in teaching social studies was analyzed and presented in Table 9 depicting a fair illustration of the respondents' level of agreement or disagreement with each the statement asked. Whereas the standard deviation measures the precise extent or how concentrated the data (observation) vary around the mean; the more concentrated, the smaller the standard deviation. To interpret the results, where the mean is

- Under 2.5 = Disagreed to the assertion;

- Between 2.5 and 2.9 = Agreed to the assertion;
- Over 3.0 and Higher = Strongly agreed to the assertion.

The table below presents the result.

Table 9: Perception towards techniques used in teaching and learning Social Studies

Statements	N	Mean	Standard deviation
Child centered techniques enhance understanding in Social Studies	277	2.88	0.88
An ideal Social Studies classroom should be dominated with teacher centered techniques	277	2.18	0.73
Lecture technique makes Social Studies class boring	277	2.59	0.75
Dramatization technique arouses students' interest in Social Studies	277	2.94	0.81
Role play technique arouses students' interest in Social Studies	277	3.01	1.35
Fieldtrip technique arouses student interest in Social Studies	277	2.78	0.94
Students feel happy when a tutor invites a resource person	277	2.98	1.29

Source: Field Data, 2021

Table 9 elicited responses from the students on their attitudes toward the techniques employed by teachers to teach Social Studies at the Colleges. The Table shows that 211 (76.2) students agreed to the assertion that an ideal Social Studies classroom is child-centred. This is shown by (M= 2.88 and SD= 0.88). This means that social studies teachers should employ techniques that are child-centred to boost learning.

Mensah (2020) concluded that teachers are key and most important factor to what Social Studies will be for the student.

Students were also asked if an ideal Social Studies class should be dominated with teacher-centred techniques. The results show that majority of the students disagreed to the assertion. This is shown by the ($M = 2.18$ and $SD = 0.73$), denoting that a good proportion of the student view the assertion otherwise. Thus, to them, social studies class should not be dominated with teacher-centred techniques. In other words, this implies that tutors should employ techniques that favour students learning. When instruction tends to be dominated by lecture, textbooks or worksheets techniques, Social Studies does not inspire students to learn.

Again, 211(76.2) students disagreed that the discussion technique makes the class rowdy, any time it is employed in the lecture hall. This is shown by ($M = 2.26$ and $SD = 0.75$). This result denotes that the students do not agree to the assertion that the class becomes noisy when teachers employ the discussion technique. The researcher also shares the same view with that of the respondents, since any competent Social Studies teacher can employ the discussion technique and maintain a great level of classroom atmosphere which promotes the teaching and learning of the subject. This is also consistent with the findings of Aggarwal (2006), who established that the discussion as technique stimulates mental activity, develops fluency and ease in expression, clarity of ideas in thinking and training in the presentation of one's ideas and facts. This is very useful for Social Studies teaching, since the subject is full of issues that are confronting people in the society. It also concurs with the study conducted (2011) that the discussion is the most popular technique that should be

used in teaching Social Studies because it ensures democracy in the classroom and also helps in achieving affective ends especially in Social Studies teaching.

Furthermore, from the table, few above the average number of the affirmed the assertion that using the lecture technique makes Social Studies class boring. This is shown by ($M = 2.59$ and $SD = 0.75$). This data suggests that the students are of the view that when Social Studies teachers employ the lecture technique the lesson becomes teacher-centred. Students' participation is minimized and the lesson becomes boring to the students. This is directly in line with the view of Agyeman-Fokuo (1994) who indicated that the lecture technique places emphasis on rote learning in teaching Social Studies. Bligh (2002) opined that teachers should not rely on lecture technique to improve thought, change attitude or behavioral skills. The lecture technique is very useful and appropriately good for situations where the ratio of the learner-teacher is too high and a lot of topics have to be covered in the syllabus during a specific time (Odumah & Ayaaba, 2013).

In addition, the data in the table 9 shows that a significant number of the students affirmed that dramatization technique employed by Social Studies teachers arouses students' interest in Social Studies. This is shown by ($M = 2.94$ and $SD = 0.81$). This result suggests that the use of dramatization technique can sustained students' interest in the Social Studies class. This syncs with the views of both Sung and Yang (2013) and Dattoo and Chagani (2011) when the findings of their study indicated that the techniques the teacher employ when teaching Social Studies has a unique influence on the curriculum and students, and that, students have much interest in Social Studies when teachers use dramatization technique.

Moreover, overwhelming majority of the students agreed that role play technique employed by Social Studies teachers arouses students' interest in Social Studies. This is also showed by ($M = 3.01$ and $SD = 1.35$). This result denotes that teachers are able to sustain students' interest in social studies when the employ role play technique in teaching the subjects. Utilizing varieties of teaching techniques help engage students in the learning process. An example of engaging instructional technique is the role play technique (Driscoll, 2005). This technique of teaching Social Studies actually encourages the learners of Social Studies to study the subject by expressing themselves especially in words. It also provides for the learners a special fun during the lesson and makes them use their initiative and opportunity to develop their cognitive abilities. According to Martorella (2001), role playing is used in the classroom to teach Social Studies in order to train the students in effective way of solving problems as students pick social problems for study. It is described as a spontaneous acting out of a situation to show the emotional reaction of a real situation.

The African Social and Environmental Studies Programme (ASESP) (1994) contends that the role playing as a technique used in Social Studies teaching enables the students to remember as much as eighty percent (80%) of what has been learnt. It could be concluded that, if role play is effectively adopted by a Social Studies teacher, it could provide meaningful opportunity for students to explore issues in groups and individually for themselves.

Furthermore, a significant number of the students affirmed that fieldtrip technique employed by Social Studies teachers arouses students' interest in Social Studies. This statement is supported by ($M = 2.78$ and $SD = 0.94$), denoting that fieldtrip technique

sustain students interest in the teaching and learning Social studies. Results of the study align with the study conducted by Russell III and Waters (2010). The results of their study conclude that, students want to use technology, go on field trips, work in cooperative learning groups, and be actively engaged with content. Passive learning, such as lecture, note-taking, busy work, worksheets, and rote memorization is what students dislike about Social Studies.

Lastly, a substantial proportion of the students strongly settled that students feel happy when a teacher invites resource person. Results show a mean score of 2.98 and a standard deviation of 1.29. This means that students are comfortable when teachers bring in resource persons to teach some aspects of the content in Social Studies.

4.5 The Challenges Affecting the Teaching and Learning of Social Studies in the Colleges of Education in Ashanti Region

Furthermore, the third objective of this stud sought to find out challenges affecting the teaching and learning of social studies in the colleges of education in Ashanti Region. This objective was specifically focused on the college tutors in the Ashanti Region. Data was obtained by the use of an interview and analyzed using thematic analysis. The following thematic areas emerged after the interview with the respondents. Below are the areas:

4.5.1 Inadequate teaching and learning materials

Majority of the respondents said that, teaching and learning resources were not enough to facilitate the teaching and learning of Social Studies. According to most of the respondents, teaching and learning resources is a great way to sustain students' interest in Social Studies. Once there is enough teaching and learning resources

students are able to remember a greater percentage of what was taught. Below are some views of respondents on the issue of inadequate teaching and learning resources:

Respondent I

“Teaching without TLMs is like a soup without salt. When TLMs are incorporated in the teaching process, it sustains students’ interest and makes them to develop appropriate attitudes toward the subject”.

Respondent II

“When you teach without teaching and learning resources, you don’t expect learners to understand up to your expectation. You can only do so when you employ resources. But the fact is that, some resources are not available for us to use”.

Respondent II

“We have good white boards for teaching and learning to take place but sometimes you need some graphical representations to teach. You also need to use a projector to project some videos and pictures, which we lack. It is not that they are not available. It is just that they are inadequate”.

Mudulia (2012) posit that teaching and learning resources aid teaching and learning to be more effective and easier. They assert that children learn by doing and observing and this calls for the use of real-life situations in the Social Studies classroom. This brings into sharp focus the use of multi-media resources in Social Studies education. Tamakloe (2018) supports the idea that instructional materials are effective mechanism of helping students to build clear and accurate concepts. In addition, materials are capable of directing students' interest and promoting their active participation in the teaching and learning process. Specifically, audio-visual resources are capable of widening students' horizon and range of experiences when judiciously utilized. Also, these resources reduce verbalism, which is characterized by rote learning and promote retentive learning.

4.5.2 Time allocation

Time allocation emerged during the interview as one of the factors that affect the teaching and learning of Social Studies. Some of the respondents indicated that, the time meant for teaching was not enough for achieving stated objectives. This is reflected in the words of some respondent below:

Respondent A

“I think that the time allocated to Social Studies periods at the Colleges should be increased a little bit. That way, I think would help to achieve meaningful learning. Sometimes, learning becomes interesting but before you realize time up”.

According to Berliner (1990), “instructional time allows for understanding, prediction, and control, thus making it a concept worthy of a great deal more attention than it is usually given in education and in educational research(p.4)” Berliner explains the complexity of instructional time by differentiating among allocated time, engaged time, time-on-task, academic learning time, transition time, and waiting time. Ruiz-Gallardo, Castaño, Gómez-Alday and Valdés (2011) indicated that, time on task is one important variable, but student engaged time, distribution of time across activities, interactive instruction, and student achievement levels also influence overall achievement gains.

4.5.3 Ability of tutors to use different teaching techniques

The result of the study revealed that, the use of different teaching techniques in the course of teaching positively affects the teaching and learning of Social Studies in the Colleges of Education in the Ashanti Region. It was shown that tutors use different techniques such as discussion, role play, think-pair-share and many others, to vary their teaching. Here is what a respondent said:

Respondent K:

“For me, I do vary my teaching techniques in the course of teaching a lesson. I have seen some of my colleagues also doing that. This is what I can say, is a factor that positively affect teaching and learning in this college”.

It is extremely important to use different teaching methods and techniques together, due to the fact that, some methods or techniques can cover the other methods’ or techniques’ shortcomings and make teaching enriched and more effective (Randler & Bogner, 2009). According to Djamarah and Zain (2010), the technique of teaching is a teaching strategy used to achieve the expected goals. By utilizing accurate techniques, the teacher will achieve the goal of teaching smoothly. When the goals are formulated for students to have certain skills, techniques must be adapted in a way to achieve these goals. Thus, teachers should use techniques that can support teaching and learning activities, so it can be used as an effective tool to achieve the goal of teaching.

4.5.4 Inadequate textbooks

Availability of Textbooks emerged as another factor affecting the teaching and learning of Social Studies at the Colleges. 12 (80%) of tutor respondents indicated that, every course has a course pack which entails what is to be taught but textbooks are not adequate. This is reflected in the words of a respondent below:

Respondent D:

“Everybody knows the relevance of textbooks in teaching and learning. For me, I do a lot of research before going to the classroom. My concern is about the students. Textbooks must be available for them to aid in their personal readings. This also helps us, because once they read what is available, it makes teaching easier and learning progresses faster”.

Many researchers argue that the availability of the textbooks appears to be the most consistent factor in predicting teacher effectiveness towards teaching in primary schools. Studies in different countries show a correlation between textbooks and educational achievement. In Uganda, strong correlation was found between textbooks availability in the classroom and students' examination performance, regardless of students' socio-economic status. Chingos and West (2010) propound that, children without textbooks achieved significantly lower test scores than those who had textbooks.

What this high correlation between textbooks and achievement shows is not the only effect on individual student, but also the effect of how a teacher has when using textbooks when few or no students have textbooks, the teacher has to use the textbooks as a guide, and rely on the blackboard or on oral dictation and students have to copy materials into their own note books. This wastes the time of both teacher and student and consequently student fail even if they have qualified and enough instructed materials. Teachers can vary teaching techniques if there are adequate textbooks. The result also shows that there are also issues with textbooks having shallow limited contents.

This was revealed in the words of a respondent below:

Respondent E:

“Some textbooks are shallow in content. In other words, what I am saying is that, the way some Social Studies topics are treated in some books are not encouraging. The way issues are treated are not deep as expected. It is as if, the authors do not have enough knowledge about what they were writing”.

This present result is in line with the writings of Ayaaba (2013) who said that, in Ghana, most Social Studies textbooks have been written by people with superficial knowledge of the subject, and hence sub-standard, a situation which seriously undermines the effective teaching and learning of Social Studies concepts. Moreover, Mensah and

Frimpong (2020) indicated that, lack of exposure to the real world, lack of teaching and learning materials in teaching Social Studies, inadequate instructional time on the school time table for teaching Social Studies affect teaching and learning.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research. It explains the extent to which the researcher's objectives have been achieved. The study focused on Colleges of Education students' attitudes toward the teaching and learning of Social Studies in the Ashanti Region.

5.1 Summary

The purpose of the study was to examine the perception of Colleges of Education students' attitudes toward the teaching and learning of Social Studies in the Ashanti Region. The following research questions guided the study:

1. What are the perceptions of Colleges of Education students toward the teaching and learning of Social Studies?
2. What are the attitudes of College of Education students toward the instructional practices used during the teaching and learning of Social Studies?
3. What are the challenges affecting the teaching and learning of Social Studies in the Colleges of Education in Ashanti Region?

Literature relevant to the study which was reviewed provided guidelines and laid the background to the study. The pragmatist paradigm, concurrent nested mixed method and descriptive survey research design was adopted for this study. The accessible population of the study comprised 4 Colleges of Education in the Ashanti Region, a sample size of 277 students and 15 tutors from the 4 Colleges were selected. The main data collection instrument were a close-ended questionnaires and a structured

interview guide were used to collect data. A pilot study was conducted in Akrokerrri College of Education in order to determine the adequacy and effectiveness of the instrument, particularly content validity to ensure that the instrument measures what it is supposed to measure. The pre-testing helped to ensure that the clarity of research questions was ensured. The questionnaire yielded a Cronbach alpha reliability coefficient of 7.58. According to Wallen and Fraenkel (2013), a Cronbach alpha coefficient of 0.6 to 0.9 is considered very respectful to determine the appropriateness of the instrument. The quantitative data from the study was analyzed using descriptive statistics involving tables, frequencies and percentages for each item, while qualitative data from the study was subjected to thematic analysis where themes were developed.

5.2 Main Findings

5.2.1 Perceptions of Colleges of Education students toward the teaching and learning of Social Studies

The study revealed that Social Studies students at the Colleges of Education had positive perceptions toward the teaching and learning of Social Studies. The results indicate that, 211(76%) of the respondents strongly agreed that Social Studies contributes to solving societal problems while 13(3%) of the respondents strongly disagreed. This implies that students in Colleges of Education are aware of the problem-solving nature of the subject. Also, 225(81%) of the respondents attest that Social Studies education serves as a tool for citizenship education and transmission. Also, it was established that students positively perceived the subject to provide citizenship education. The result is in line with the study conducted by Almaamari and Menter (2013) which revealed that, student teachers see Social Studies as a subject meant to provide citizenship education. In addition, students have much interest in the subject, and therefore attach much seriousness towards the learning of

the subject. With regard to this, they dedicate much time to studying the subject as they also disagreed to the assertion that, the subject is easy. Majority of the students' respondents, that is, 68.6% of them reject the statement that Social Studies should be removed from the curriculum. To them, since Social Studies is a problem solving subject and a provider of citizenship education, it is irrelevant to remove it from the school curriculum. They see the subject as unique to advance their careers and play useful roles as adult citizens.

5.2.2 Perception of Colleges of Education students towards the techniques used in teaching Social Studies

Generally, the uses of these different techniques in teaching Social Studies by teachers arouse and sustain students' interest throughout the teaching and learning process. Students have positive attitudes toward student-centred techniques of teaching but have negative attitudes toward teacher-centred techniques of teaching. The study showed that an ideal Social Studies classroom should not be teacher-centred and when teachers employ the lecture technique which is teacher-centred, it makes the class boring and unproductive. In fact, 61% of the students indicated that, an ideal Social Studies classroom is child-centred.

Result shows that, students have much interest in Social Studies when teachers use students-centred techniques such as role play, dramatization, field trip and discussion to enhance students understanding in Social Studies, discussion technique does not make the class rowdy, and students feel happy when the teacher invites a resource person.

5.2.3 Challenges affecting the teaching and learning of Social Studies in the Colleges of Education

The study revealed that multiple factors affect the teaching and learning of Social Studies in the Colleges of Education in the Ashanti Region. Inadequate teaching and learning materials was a major factor that negatively affect teaching and learning. Majority of tutors said that, teaching and learning resources were not enough to facilitate the teaching and learning of Social Studies in their Colleges. One major resource identified was a projector. They suggested that, there should be more projectors to facilitate teaching and learning. Close to that, tutors mentioned textbooks as a factor. Majority of respondent tutors indicated that, every course has a course pack which entails what it is to be taught but textbooks are not adequate. They however indicated that, they do lots of research before going to the classroom.

Another factor identified was time allocation. It was revealed that, the time used for teaching was not enough, because sometimes, they were not able to achieve their set objectives for the period. Therefore, increasing the time for each period will meet their expectation. Another notable factor was the ability of tutors to vary their methods of teaching.

It was shown that tutors use different techniques such as discussion, role play, think-pair-share and many others to vary their teaching. Of course, many researchers argue that the availability of the textbooks appears to be the most consistent factor in predicting teacher effectiveness towards teaching in schools (Chingos & West, 2010). Ayaaba (2013) said that, most Social Studies textbooks have been written by people with superficial knowledge of the subject, and hence sub-standard, a situation which seriously undermines the effective teaching and learning of Social Studies.

5.3 Conclusion

Based on the findings, the following conclusions have been drawn;

That attitude formation that is consistent with one's belief largely has effect on students' attitudes toward the teaching and learning of Social Studies.

The study concludes that the role of Social Studies at the College level is very well recognized by College students, as a result, they have positive perceptions of the subject.

Students have positive perceptions of the subject, Social studies when they are well educated by placing the main goal of subject at the centre of consideration. Students' ability to dedicate much time to studying the subject in order to acquire relevant knowledge, positive attitudes and skills as well as solve societal problems stems from their ability to have good perception of the subject. Again, the ability of the subject to have good reputation as relevant in the school curriculum hinges on the ability of Social Studies students to perceive the subject positively.

In the area of students' attitudes toward the techniques used in teaching the subject, the study concludes that varying techniques of teaching is a key factor in enabling students to develop keen interest in Social Studies. That, for teachers to ensure that they arouse and sustain students interest in the subject, they must not neglect employing methods that are student-centered. This stands to conclude that, student-centered techniques such as discussion, fieldtrips, dramatization, role play etc. is very significant in realizing that the classroom atmosphere is interest driven.

Moreover, the study concludes that tutors' ability to vary their techniques of teaching is a fundamental ingredient in evaluating their competence. However, the study

concludes that teacher-centered techniques like lecture, are necessary but must be limited in usage. This is because using it all the time creates a culture of boredom in the classroom environment.

Furthermore, conclusion was drawn that adequate textbooks, availability of teaching and learning materials such as projectors, ability of tutors to engage in researching, ability to vary techniques of teaching are some factors that affect the teaching and learning of Social Studies in Colleges of Education. Students are able to remember a greater percentage of what was taught when techniques used by teachers are in their interest.

Lastly, the study concludes that provision of curriculum resources are necessary in making sure that College students rank Social Studies first before all other areas of study. The study concluded that, the extent to which students rank Social Studies is high while other subjects such as Mathematics, English Language, Integrated Science and Communication skills had low ranking far below Social Studies. This stands to conclude that, Social Studies students at the Colleges hold the subject in high esteem.

In conclusion, the findings harmonize with Colleges of Education students' attitude formation from the perspective of utilitarian, knowledge and value – expressive mechanisms (Russel, 1971). These mechanisms include motive for self-esteem and self – actualization, attainment of survival needs. Also, students had consistency among their cognitions, such as beliefs and opinions (Festinger, 1957). This helped them to adopt positive attitudes toward the subject.

5.4 Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were made:

1. There is the need for collaboration among the Ministry of Education, T-TEL and other Non-governmental educational organizations to provide the needed teaching and learning materials for the teaching and learning of Social Studies at the Colleges in Ghana.
2. Tutors should vary their methods of teaching. They should focus more on the use of child-centered techniques of teaching. They should be critical in deciding which techniques work best and for which lesson such techniques are needed. Social Studies teachers should engage resource persons in areas where they find difficulties since inviting resource persons stimulate students' interest.
3. T-TEL and Universities to which Colleges of Education are affiliated, should continue to provide seminars and sessions to tutors in areas of material, resource development and research. This will continue to ensure that tutors are competent in their field of specialization.
4. Government should conduct nation-wide programme evaluation exercise on Social Studies in order to identify the loopholes needed to ensure the effectiveness of the subject.

5.5 Suggestions for Further Research

Student teachers are very important in imparting relevant knowledge, skills and attitudes to their future students. As identified by this research, student teachers see Social Studies as a subject meant to provide citizenship education. Therefore, there is the need to make student teachers more resourceful. The findings of the study and

literature reviewed indicated that College students have positive perceptions of Social Studies and as a result, have positive attitudes toward the subject. However, the scope of this present study was limited to only Ashanti Region. It is therefore imperative for studies to be extended to other regions in Ghana. This will provide a broader perspective on the attitudes College students have toward the teaching and learning of Social Studies.



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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION



26th April, 2021.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. ERIC OSEI YAW (200030477)

We write to introduce Mr. Eric Osei Yaw to your outfit to assist him conduct his research. Mr. Eric Osei Yaw is pursuing a Master of Philosophy (M. Phil) in Social Studies Education in the Department of Social Studies Education of the University of Education, Winneba.

As part of the requirements for the award of M. Phil in Social Studies Education, he is undertaking a research on the topic "*Colleges of Education Students' attitudes towards the teaching and learning of Social Studies in selected Colleges of Education in the Ashanti Region*".

We would be very grateful if he could be offered any assistance he may need to enable him achieve the purpose of his study.

Thank you.

Yours faithfully,

Mr. Cletus K. Ngaaso
Ag. Head of Department

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCE EDUCATION

DEPARTMENT OF SOCIAL STUDIES

This questionnaire is designed to gather information for research at the University of Education, Winneba. The interest of the researcher is to find out the attitudes of Colleges of Education students toward the teaching and learning of Social Studies. I would be grateful if you could open up with appropriate and frank answers to the questions/statements. This research is purely for academic purpose and your responses will be treated with utmost confidentiality. In this regard, your name or any other form of identification is not needed.

SECTION A: SOCIO-DEMOGRAPHIC INFORMATION

Please tick (✓) the appropriate boxes that correspond to your choice concerning the statement. Write where necessary.

1. Gender:

Male [] Female []

2. Age bracket

Below 20 years [] 20-25 years [] 26-30 years [] 31-35
years []

SECTION B**PERCEPTIONS OF COLLEGES OF EDUCATION STUDENTS TOWARD
THE TEACHING AND LEARNING OF SOCIAL STUDIES**

Please indicate by ticking (✓) the extent of your agreement with the statements on the following scale:

“Strongly Agree” (SA), “Agree (A)”, “Strongly Disagree (SD)”, “Disagree (D)”

S/N	STATEMENT	SA	A	D	SD
3.	Social Studies contributes to solving societal problems				
4.	Social Studies is the only subject engineered to provide citizenship education				
5.	College students show less interest in Social Studies				
6.	Social Studies is the easiest field of study				
7.	There should exist no Social Studies as a field of study, and no Social Studies teacher				
8.	Students dedicate much time to studying Social Studies				

SECTION C**PERCEPTION OF COLLEGES OF EDUCATION STUDENTS TOWARD
THE METHODS USED IN TEACHING AND LEARNING SOCIAL STUDIES**

Please indicate by ticking (✓) the extent of your agreement with the statements on the following scale:

“Strongly Agree” (SA), “Agree (A)”, “Disagree (D)”, “Strongly Disagree (SD)”

S/N	STATEMENT	SA	A	D	SD
9.	Child centered techniques enhance understanding in Social Studies				
10.	An ideal Social Studies classroom should be dominated with teacher centered techniques				
11.	Discussion technique makes class rowdy, hence, does not lead to achievement of lesson objectives				
12.	Lecture technique makes Social Studies class boring				
13.	Dramatization techniques arouses students interest in Social Studies				
14.	Role play techniques arouses students interest in Social Studies				
15.	Fieldtrip techniques arouses students interest in Social Studies				
16.	Students feel happy when a tutor invites a resource person				

APPENDIX C

INTERVIEW GUIDE

This interview guide is designed to gather information for research at the University of Education, Winneba. The interest of the researcher is to determine the attitudes of Colleges of Education students toward the teaching and learning of Social Studies. I would be grateful if you could open up with appropriate and frank answers to the questions/statements. This research is purely for academic purpose and your response will be treated with utmost confidentiality. In this regard, your name or any other form of identification is not needed.

1. What are your qualifications?
2. What position do you hold at the College?
3. For how long have you been teaching at the college?
4. Have you used the lecture technique in teaching?
5. Describe the learning environment whenever you use the lecture technique in teaching
6. What techniques do you think improve the teaching and learning of Social Studies?
7. What the challenges affecting the teaching and learning of Social Studies?