

UNIVERSITY OF EDUCATION, WINNEBA

**ATTITUDE OF STUDENTS OF BOLGATANGA SENIOR HIGH
SCHOOL TOWARDS THE TEACHING AND LEARNING OF SOCIAL
STUDIES**

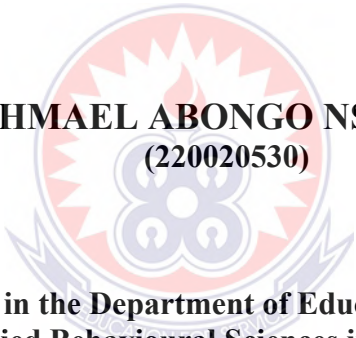


2023

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**ATTITUDE OF STUDENTS OF BOLGATANGA SENIOR HIGH SCHOOL
TOWARDS THE TEACHING AND LEARNING OF SOCIAL STUDIES**

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**A dissertation in the Department of Educational Foundations,
Faculty of Applied Behavioural Sciences in Education submitted
to the School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Post-Graduate Diploma
(School of Education and Life-Long Learning)
in the University of Education, Winneba**

NOVEMBER, 2023

DECLARATION

Student's Declaration

I, **Ishmael Abongo Nsobila**, declare that this dissertation, 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:

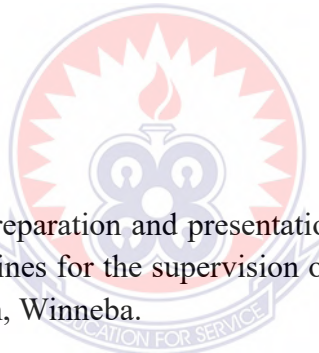
Supervisor's Declaration

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

Supervisor's Name: Mr. Eric Ofosu-Dwamena

Signature:

Date:



DEDICATION

To my family and well-wishers



ACKNOWLEDGEMENTS

I wish to express my profound gratitude to my supervisor, Mr. Eric Ofori Dwamena, who carefully edited and gave constructive criticism as well as immense contributions. Again, I express my immense gratitude to my parents, Mr. Issifu Abongo and Susana Abongo, for their prayers and encouragements which brought me to this far. Besides, my appreciation also goes to the head teacher, Mr. Ababu Afelibiek, colleague teachers and students of Bolgatanga Senior High School for their cooperation during my data collection.

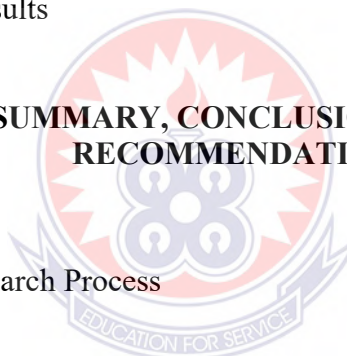


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ABSTRACT

The study sought to investigate the attitudes of students of Bolgatanga Senior High School towards the teaching and learning of Social Studies. The study employed quantitative descriptive survey research design. A sample size of 234 students was selected using a multi-staged sampling techniques comprising purposive and simple random sampling technique. The study used questionnaire to collect data from students and data were analysed descriptively into frequencies and percentages using SPSS (version 22.0). The study findings revealed, students have negative perception about social studies. Also, the findings revealed, students have negative perception about lecture method and role play method of teaching social studies. However, they have positive attitude towards discussion and presentation methods of teaching and learning. Finally, the findings from the study showed, students rate mathematics ahead of social studies but rate social studies above integrated science and English Language as favourite subjects. They scored highest in social studies than the other three core subjects in their last end of semester exams. Also, in terms of importance to their future, students rate integrated science ahead of English, mathematics and social studies. Again, students rate integrated science as being more interesting followed by social studies, mathematics and English Language. Based on these findings, the researcher recommended, schools should be well-oriented on the importance of studying social studies as a subject in order to give it the serious attention it needs.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social Studies was initiated over fifty years ago as a distinctive and independent course of study (Barr, Barth & Shermis, 1977). While, it draws on the content matter from other disciplines, it has its identifiable structure (Barr, 1977). The four types of Social Studies objectives identified by the National Council for Social Studies are knowledge, skills, values, and engagement (Homana, Barber & Torney-Purta, 2006). In Ghana, Social Studies is a subject that is taught at several levels of education. It is a fundamental subject at junior high schools, senior high schools, and teacher training colleges (Bekoe & Eshun, 2013). Social Studies is taught with environmental studies, sometimes known as citizenship education, even at the elementary school level, which is the lowest fundamental level of education. All of them demonstrate how highly valued Social Studies instruction is in our educational system (Stodolsky, 1988).

Ghana has undergone a series of educational reforms in an attempt to embrace an educational system that promotes effective and efficient social cohesion for national unity (Kyei & Liyab, 2022). These four categories of the learning of Social Studies are also addressed in the objectives declared by the Ghana Education Service for both elementary schools and senior high schools (Ghana Education Service, 2007). Regarding the Social Studies curriculum, Aggarwal (2001) posits that it is that part of the general school curriculum which enables the learner to acquire an understanding and appreciation of human relationships, the environment, the society and a

commitment to participate in the democratic process through which society is maintained and transformed.

According to the Ghanaian Ministry of Education, "Social Studies at the senior high school level is concerned with providing the students with an integrated body of information, skills, and attitudes that would assist the student to develop a broader view of Ghana and the world" (Social Studies syllabus for senior high schools in Ghana, 2007, p.7). The course looks into the past and equips students with knowledge so they may comprehend their culture and find solutions to both personal and societal issues (Russell & Waters, 2021).

Key ideas in the Social Studies curriculum include democracy, justice, rights and obligations, identity, and diversity (Gay, 1997). Teachers use current events, politics, and social issues to make Social Studies material more engaging. The fundamental citizenship skills that students require for research, discussion, and debate sessions are developed in these subject areas (Bining & Bining, 1952). The senior high school Social Studies curriculum strives to cultivate in students a capacity for meaningful participation in their communities and the larger society as informed citizens (Kerr, 1999). For instance, students might decide to start a project to address racism in their school or community after learning about human rights, diversity, and inequality (Social Studies Syllabus for SHS, 2007). The goal of active citizenship is to teach students how to collaborate and take meaningful activities utilizing their Social Studies knowledge and understanding to improve local, national, and international society (Doolittle & Hicks, 2003).

The family, peer group, media, church, and school are just a few of the numerous organizations that can help with Social Studies instruction (Remy, 1978). Out of all of them, the school seems to be the Social Studies curriculum's most powerful driver in Ghanaian culture (Bekoe, 2006). For instance, one cannot ensure that the various family units would effectively instil the concepts of our form of democracy in the kids due to the newness of democratic living in the Ghanaian system (Green, 2012). Similarly, it is unarguable that the majority of young people do not have access to the media. The church can be subject to the same. Contrarily, the legislation requires practically all kids to complete at least a basic education (Article 25(1) of the 1992 Constitution).

Numerous research has been conducted over the past 50 years to determine why students either prefer or despise Social Studies (Gorard & Taylor, 2004). This research aimed to gauge students' attitudes toward Social Studies, measure those attitudes, and forecast factors that would affect those opinions. Through the years, ongoing changes in curriculum design, teaching methodology, and administrative practices may have helped to improve students' perception of Social Studies (Shaughnessy & Haladyna, 1985). However, most students still perceive Social Studies classes as dull, boring, and irrelevant to their lives (Chiodo & Byford, 2004). If the Social Studies curriculum is to continue to have support from school administrators, politicians, and the general public, it is desirable to have positive student attitudes towards the subject matter (Alazzi, 2007). This is important because it is quite possible that negative attitudes toward Social Studies in Ghana could ultimately result in a sharp decline in the allocation of resources for this subject area (Frimpong, 2020).

Sadly, a prior study has shown that young kids do not value Social Studies and believe it is unimportant for future employment (Alazzi, 2007). Historically, when elementary and high school students were surveyed, the most dominant negative perception was that Social Studies was boring and had little relevance to their lives. Fernandez, Massey and Dombush, (1976) carried out one of the first surveys on students' opinions of Social Studies in San Francisco Public Schools. When compared to other essential topics like English and mathematics, they discovered that students in grades 9 through 12 gave Social Studies the lowest relevance rating. Participants said Social Studies were difficult and had little bearing on their future.

An examination of students' attitudes toward the teaching and learning of Social Studies will be of considerable value to the formation of engaged citizens, as can be inferred from the foregoing description of Social Studies education in Ghana and the rest of the globe. In light of this, the purpose of this study was to investigate how senior high school students felt about Social Studies instruction and learning.

1.2 Statement of the Problem

As our nation's founders intended, "liberty and justice for all" must be advanced. To do this, citizens must develop the knowledge, attitudes, and values necessary to uphold constitutional democracy (CONSTITUTION of Ghana, 1992). The stability and expansion of Ghana's economy are heavily dependent on its educational system. Because it examines morals and values and gives pupils the knowledge and skills necessary to comprehend the ideals connected with being a good citizen, Social Studies is an important component of the school's curriculum (Ministry of Education, 2007).

Social Studies education in schools has frequently been shown to be marginalized. For instance, Lawson (2003) conducted a survey of 100 students in the tenth and 100 in the twelfth grades in the United States to find out how they felt about various topic areas. In the research, Social Studies were ranked below English, Mathematics, and Reading. Participants characterized Social Studies as dull and disconnected from their daily lives. Students' Social Studies performance could suffer as a result of this circumstance. The researchers believe that the apparent drift may be the result of inadequate Social Studies subject instruction and learning. Therefore, this study explores how senior high school students feel about Social Studies instruction and learning.

1.3 Purpose of the Study

The purpose of the study was to investigate the attitudes of Bolgatanga Senior High School students towards the teaching and learning of Social Studies.

1.4 Research Objectives

Specifically, the study sought to:

1. Measure the perception of Bolgatanga Senior High School students towards the teaching and learning of Social Studies.
2. Investigate the attitudes of Bolgatanga Senior High Schools students towards the methods used in teaching and learning Social Studies.
3. Rate Bolgatanga Senior High School students' perception of Social Studies as a subject as compared to other core subjects.

1.5 Research Questions

Due to the broad nature of the study, the following research questions guided the researcher in conducting the study:

1. How do students in Bolgatanga Senior High Schools perceive the teaching and learning of Social Studies?
2. What are the attitudes of Bolgatanga senior high school students toward the methods used by teachers in the teaching and learning of Social Studies?
3. How do students of Bolgatanga Senior High School rate Social Studies as compared to other core subjects?

1.6 Significance of the Study

The study's findings will effectively impart knowledge in the areas of teaching and learning of Social Studies in Bolgatanga Senior High Schools, senior high schools in the Upper East Region, and Ghana as a whole. It will assist Social Studies teachers in being able to impart knowledge to their students appropriately and effectively because teachers get to know and understand the perception of their students about the subject, which gives teachers the opportunity for new knowledge. The study will also provide a foundational resource for educators, including teachers, educational stakeholders, and other relevant institutions, enabling them to address problems relating to students' views about Social Studies. The research's findings will not only help decision-makers in education to make educated choices, but they will also help them to comprehend the difficulties and procedures involved in doing research. Finally, the study will augment knowledge and serve as a reference point for further research into attitudes of students towards the teaching and learning of Social Studies in Ghana.

1.7 Delimitation of the Study

Because of the comprehensive nature of the study, it was limited to measuring the perception of Bolgatanga Senior High School students towards the teaching and learning of Social Studies, investigating the attitudes of Bolgatanga Senior High Schools students towards the methods used in teaching and learning Social Studies and rating Bolgatanga Senior High School students' perception of Social Studies as a subject as compared to other core subjects. Geographically, the study was carried out in Bolgatanga Senior High School in the Talensi District of Ghana. The researcher's decision to conduct the study in this area was influenced by his familiarity with the setting, which the researcher hopes to get accurate information and data for the study.

1.8 Limitations of the Study

This study like any other research, also has its own limitations. First of all, a major limiting factor was inability of the researcher to employ multiple instruments to collect varied data from the respondents. The use of only questionnaire limited the extent that the respondents responded to the items. Secondly, since the researcher is a full-time teacher and has not been granted study leave at the time of conducting the research, the researcher's busy work schedule delayed the progress of the study. Furthermore, the school authority's unwillingness to allow research to be carried out in the school hindered the smooth execution of the research process. Finally, since the study is a case of Bolgatanga Senior High School in the Talensi District, the researcher could not generalize beyond the study area.

1.9 Definition of Terms

Social Studies: To teach citizenship education, Social Studies integrate social science subjects such as sociology, history, geography, economics, and psychology. The

fundamental goal is to prepare students to contribute positively to society and the nation as a whole.

Attitude: is how people act or react to a circumstance or an object. People react to events and circumstances in different ways due to individual variances. A variety of strong influences, including social norms and beliefs, as well as unique situations, can drive people to act in a certain way. Attitudes can have a significant impact on behaviour.

Teaching and learning: To change students' behaviour in the direction of the established goals, knowledge is transferred from the teacher to the learners through their interaction.

1.10 Organization of the Study

The study is divided into five (5) chapters. The first chapter covers the introduction which consists of background to the study, statement of the problem, research objectives, research questions, significance of the study, delimitations and limitations of the study. The second chapter also deals with the review of related literature which re-examined theories, concepts and similar studies carried out by other researchers. The third chapter discusses the methods employed in conducting the study. This comprises of the research design, study population, sample size, data collection tools and techniques, sampling techniques and procedure, pre-testing of data collection instruments, data collection and methods of data analysis. The fourth chapter analyses and discusses the results from the data collected. The final chapter summarises the key findings of the study, draws conclusions and make recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two (2) consists of the conceptual review and empirical review. The conceptual review focuses on reviewing concepts of underpinning the study whereas the empirical review re-examines works done by other researchers which have bearing on the study.

2.1 Conceptual Review

This section reviews concepts such as historical overview of social studies, meaning and scope of Social Studies, Goals and Objectives of Social Studies, the concept of attitude, the concept of perception, attitude of teachers towards teaching and learning of social studies, attitudes of students towards Social Studies, development of attitude towards Social Studies, motivation to teaching and learning processes, factors influencing teachers and students' attitude towards social studies and methods used in teaching Social Studies.

2.1.1 Historical Overview of Social Studies.

The early 20th century in the United States is when social studies first emerged as a subject, according to the majority of educational historians (Coleman, 2021). Coleman (2021) went on to say that because of the US's impact around the world, social studies as a school topic also extended to many other nations, frequently replacing or combining other subject areas.

In the United States, ideas for upgrading social studies education in Africa, African schools in general, and Ghanaian schools in particular, were taken into consideration as early as 1961, claims Tamakloe (1991). The subcommittee on the humanities and social studies, Tamakloe continued, made a number of recommendations. He emphasized that one specific recommendation that has changed how social studies are taught and learned in Ghana and Africa is that "teaching geography, history, and civics as separate disciplines in primary schools in Ghana and Africa has introduced an artificial division in the Social Sciences which should be discouraged in the early years of schooling." "The child should be introduced to the social sciences as an integrated field of study and should be made to appreciate, from the beginning of education onward, the close relationship between disciplines that later emerge as a distinct field of learning" (African Social Studies Programme Report, 1977) referred to by Bariham, Ondigi, and Kiiro (2021).

As a result of the aforementioned, multiple conferences were convened by African educators and their development partners at Queen's College in Oxford and Mombasa (Tamakloe, 1981). It is crucial to know that a Ghanaian delegate was appointed the session chairman for the conference in Mombasa, which discussed the value of teaching social studies. The representative established what is now known as the African Social Studies Program at the meeting (ASSP). based on the claim that social studies should be taught in all African schools made by the African Social Studies Programme. Ghana's response was to assess the local circumstances and make the necessary arrangements for the various levels of education. Boadu (2013) claims that social studies in Ghana, and more specifically senior high school social studies,

include elements of sociology, geography, economics, history, government, and psychology. On the basis of the report from the Anamuah Mensah Review Commission, certain aspects of these subjects were advised (2002).

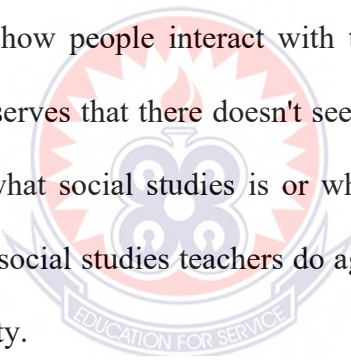
2.1.2 Meaning and Scope of Social Studies

Social studies have been defined or described in a variety of ways by numerous authors in the field of social studies education. The National Council for the Social Studies (NCSS) defines social studies as "the integrated study of the social sciences and humanities to enhance civic competence" in their publication *Standards for Social Studies: A framework for Teaching, Learning, and Assessment*. The social studies curriculum in schools offers coordinated, systematic study that incorporates relevant material from the humanities, mathematics, and natural sciences as well as the following academic fields: anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. The main goal of social studies is to support young people in making sensible decisions for the common good as members of a democratic society that values diversity of culture (Coleman, 2021).

According to New, Swan, Lee, and Grant's (2021) citation of the report on the committee of Social Studies as revised in 2013, "Social Studies is considered as a topic whose subject matter, connects directly to the organization and development of human society and man as a member of Social group." In order to foster civic competence, social studies integrates the social sciences and humanities. It offers coordinated, systematic study that incorporates relevant material from the humanities, mathematics, and natural sciences as well as the disciplines of anthropology,

archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology (Lawless & Brown, 2018).

A comprehensive definition of the subject is provided by Russell and Waters (2021), who define social studies as the part of the elementary and secondary school curriculum that is primarily in charge of helping students develop the skills, knowledge, attitudes, and values required to participate in civic life in their local communities, the nation, and the rest of the world. Social Studies is the sole subject that has the duty of developing civic competences and skills as its major purpose, even while the other curriculum areas also assist students in achieving some of the skills required to engage in a democratic society (Russell & Waters, 2021). Social studies are the study of how people interact with their environment. According to Tamakloe (1994). He observes that there doesn't seem to be agreement among social studies educators as to what social studies is or what subject pupils ought to learn about it. The majority of social studies teachers do agree, however, that social studies is a study of man in society.

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Man's existence in his social and physical environment is at the centre of social studies' goal and domain. It addresses the numerous effects or elements that affect man's existence. Social studies consider a man as more than just himself. Instead, it examines how man interacts with others because his existence depends on the collaboration of information and resources from numerous others. Include the study of people as individuals and as groups and how they interact with one another. By doing this, emphasis is put on personal traits like critical thinking, obedience, honesty, patriotism, etc. The study also highlights ideas about a group or groups, such as collaboration, interdependence, peaceful coexistence, tolerance, adaptation, and any

other customs, virtues, attitudes, or goals that are seen as socially acceptable. The way that man uses the environment in an effort to live and survive there, as well as the advantages that come from utilising the environment's resources, are all topics covered in social studies when studying the social environment.

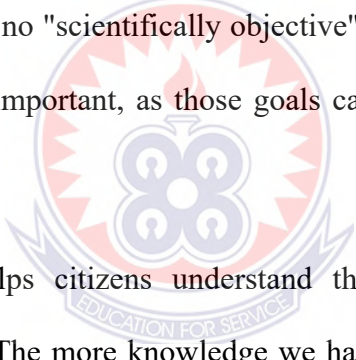
2.1.3 Goals and Objectives of Social Studies

The majority of authors who seek to define social studies also attempt to explain its goals and objectives. In place of objectives, which are more focused and have short-term expectations, the term aim, which is used interchangeably with the word purpose, refers to the long-term expectations of social studies. Similar to its focus, there have been heated discussions about Social Studies' objectives. According to Ross and Marker (2005), the hallmark of social studies is "the sheer lack of agreement over the goal of the field, possibly more than any other trait." "Educators of Social Studies have traditionally pitched a huge tent, with plenty of room for varied ideas, and the answer to conflicts over aims has most frequently been to look for ways we could all simply get along," they add. When Ravitch (2003) echoes that "through the years, the leaders of the field of Social Studies have frequently grappled with their goals and purposes, it lends validity to this point of view. The Social Studies field has easily reinvented its goals to fit whatever the socio-political demands of the time were, the author says.

The concerns brought up appear to point to a significant amount of disagreement and division among those who support the various "traditions" of social studies instruction. The statement made by Whelan (2001) that "the disagreement has become so combative as to threaten the field with factionalism, so eroding the pluralism from which Social Studies has frequently profited" is understandable given this situation.

Although it seems that social studies educators do not agree on the subject's objectives, it is generally acknowledged that the main educational objective of social studies is to assist students in developing an understanding of the world and a sense of civic urgency (Vinson & Ross, 2001).

Thus, promoting citizenship education is the primary objective of social studies. The status of citizenship education as the primary goal of social studies has, however, been contested by a number of academics. They contend that the definition of citizenship as it relates to social studies objectives is unclear (Leming, Ellington & Porter-Magee, 2003). The 'contrarians' viewpoint on social studies unmistakably highlights the main issue with establishing social studies' aims. But it must be remembered that there is no "scientifically objective" response to the question of why citizenship education is important, as those goals cannot be found (Ross & Marker, 2005):

- 
1. 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.
 2. Civic knowledge increases the ideological consistency of views across issues and time.
 3. Unless citizens possess a basic level of civic knowledge, it is difficult to understand political events or integrate new information into an existing framework.
 4. General knowledge can alter our view on specific public issues.
 5. The more knowledge of civic affairs, the likely they are to experience a generalized mistrust of, or alienation from civic life.

6. Civic knowledge promotes support for democratic values.

7. Civic knowledge promotes political participation

2.1.4 The Concept of Attitude

According to Ceneoglu (2011), attitude is an individual's predisposed state of mind toward a value, event, phenomena, or object. The emotive, cognitive, and behavioural components are the three main components of attitudes. A person's beliefs and knowledge about the attitude object are considered their cognitive component. Their emotions and feelings for the attitude object are considered their affective component. And their behaviour toward the object is considered their behavioural component. The elements of attitudes are interconnected (Ceneoglu, 2011).

Although there may be irregular links between them, there is a consistent relationship between the elements of the attitudes. For instance, despite the fact that they are unhappy about their smoking habit, many continue to smoke cigarettes out of habit (Demirtaş-Madran, 2012).

As people age, their attitudes alter as a result of the effect of various circumstances (family, friends, teachers, and environment). Children are greatly influenced by their family's attitudes during the adolescent stage, and they acquire those attitudes up until the age of 30, beyond which point they find it difficult to modify them (Tavsancı, 2010).

People typically show their attitudes and behaviours in parallel. We can predict someone's behaviour by understanding their opinions (Ceneoglu, 2011). However, attitudes must be accurately measured in order to demonstrate a consistent association between attitudes and behaviour (Tavsancı, 2010). Although there are numerous ways

to measure attitudes, attitude scales are the most popular. In attitude scales, expressions expressing the person's inner world are included, and they aid in determining the person's genuine emotions (Tavsancı, 2010).

Since attitudes are fundamental to human behaviour, they are not only the focus of sociology and psychology but have also attracted the attention of other social science disciplines (nceoglu, 2011, pp. 13–14). This is because attitudes are crucial to comprehending a variety of concepts (Demirtas-Madran, 2012).

2.1.5 The Concept of Perception

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin, & Maharani, 2018).

Otter (in Ghadirian, Ayub & Salehi (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Another definition from Nugroho (in Saifuddin, 2020) perception is a process that starts from the use of the five senses in receiving a stimulus, then it organized and interpreted so that it has an understanding of what is sensed.

According to Rahmat (in Arifin, Fuady & Kuswarno, 2017) perception is about objects, events, or relationships obtained by inferring information experience interpreting messages. Whereas, according to Sugihartono (in Arifin, Fuady & Kuswarno, 2017) perception is the ability of the senses to translate stimulus or the process to translate stimulus into human senses. In human perception, there is a

difference in sensing something that is good or positive perception and negative perception that will affect the human action. From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response owned by each individual through the process of sensing.

According to Irwanto in Shandi's thesis (2020), perception is divided into two, they are positive and negative perceptions. a) Positive perception is a perception that describes all knowledge and responses that continue with the effort to use it. This will be continued by activating or accepting and supporting the perceived object. b) Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object. Thus, it can be said that perception is both positive and the negative will always affect someone in doing something. Positive perception or negative perception all depends on how individuals describe all their knowledge about an object that is perceived.

Based on Walgito (in Arifin, Fuady & Kuswarno, 2017) the process of perception occurs in the following stages;

- a) The first stage, which is known as the natural process or physical process, is the process of capturing a stimulus by the human senses.
- b) The second stage, a stage known as a stimulus that is a physiological by receptors (sensory organs) through sensory nerves.
- c) The third stage, which is known as the psychological process, is a process of arising individual awareness about the stimulus that received by receptor.
- d) The fourth stage is the results obtained from the process of perception, which is in the form of responses and behaviour.

According to Toha (in Arifin, Fuady & Kuswarno, 2017), there are some factors that influence someone's perception as follows:

a) Internal Factors: feelings, attitudes, desires or hopes, attention (focus), learning process, physical state, psychiatric disorders, values and needs are also interests and motivation.

b) External Factors: family background, information obtained, knowledge, intensity, size, resistance, repetition and motion, new and familiar things, or alienation of an object. In addition, Davis (1989) stated that there are two external factors that influenced someone perception those are perceived usefulness and perceived ease of use. Perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance his or her job performance. Whereas perceived ease of use refers to the degree to which a person believes that using a particular system would be free of effort.

2.1.6 Attitude of Teachers Towards the Teaching and Learning of Social Studies

A teachers' attitude towards a school topic is a pointer of their effort, contribution and knowledge product linked to the theme subject (Standslause, 2013). This criterion for perception or a liking of a particular subject designates in what way the educator attaches their efforts towards different subjects in the school. Inceoglu (2004) points out that attitude is an individual's predisposition to respond to either an event, idea or object in his or her environment. Similarly, Shaighnessy (2015) stresses that attitude and behaviour change are common parameters within the school set-up; and cites case examples that include cognitive (events relating to the subject matter), affective (emotions attached to it) and psychomotor (tendency to respond towards the subject).

A teacher's positive attitude towards a subject demonstrates his or her interest and underscores the need to develop and monitor the curriculum (Hogg & Vaughan, 2015). According to Gurdogan (2016), case studies undertaken in the USA revealed mixed results, with differences at grade levels but a general trend of low interest across most schools cited. However, few studies have been done to explore the potential causes of this negative attitude toward Social Studies. In the developed economies, the comprehensive approaches to enhancing school support for Social Studies appear well implemented in USA. However, in Africa, it seems weak and disjointed.

2.1.7 Attitudes of Students Towards Social Studies

The attitude of pupils towards the concept of education and outcomes are linked to the classroom environment as well as teacher-related factors. Ideally, learner's attitude towards a school subject reflects their perception, anticipated gains and contribution to their academic achievement (Standslause, 2013). In addition, it also how the learner views one subject over the others. In support, Selikkaya and Filoglu (2014) note that attitude reflects the reaction to an event, object or idea of an individual. Similarly, Shaighnessy (2015) points out that attitude is a key aspect within academic circles, as it covers both the social and behavioural domains of both teachers and pupils, which ultimately may influence the ability to either like or dislike the subject.

A positive attitude of a learner towards a subject also shows the underlying management abilities that schools possess (Omolar & Adebukola, 2015). According to Sarkar (2015), evidence obtained from USA schools revealed Social Studies as one key area least cited based on ratings from learners across the grading system. Moreover, case studies showed across syllabus coverage and disciplines related to

Social Studies scored low as compared to other disciplines. However, few studies have been done to explore the potential causes of this negative attitude toward Social Studies. Consequently, learning environmental conditions can influence pupils' attitude towards a particular subject (Al-Haerthey & Jamalludin, 2013). In addition, Ahmet's (2015) found negative relationship between learners' attitude and performance, although there was strong correlation between final examination scores and enjoyment of Social Studies. Various aspects that influenced their perception on Social Studies included learners' abilities, teaching technique and school surrounding (Ahmet, 2015).

2.1.8 Development of Attitude Towards Social Studies

It is expected that a student who is active during the process of learning should have positive attitudes towards school and lessons in order to be involved in the process. Within this context, students' attitudes towards social studies course which they studied in the senior high school are expected to be positive. Students are influenced by various factors like content, classroom and school environment, books, peers, and teachers and thus determining their attitudes towards social studies course. Hence, while it is anticipated that individuals display positive behaviours to any object, it is essential that precautions must be taken to learn individuals' attitudes towards an object and to cause them to change their attitudes towards positive, if necessary.

Considering that there is a relationship between students' attitudes and achievements (Demir, 2010; Yilmazer ve Demir, 2014; Çepni, 2015), it is revealed that attitudes serve as a signal flare to bring success for students. In addition to cognitive entry characteristics as stated by Bloom, affective domain characteristics including attitude influence learning so entry characteristics must be measured well and evaluated more

elaborately. Thus, learning process will have been managed in a much more controlled manner (Fidan, 2012). Therefore, while planning the education process, it is important that students' attitudes towards social studies are considered as attitudes affect students' learning either positively or negatively.

2.1.9 Motivation to Teaching and Learning Processes

Motivation is derived from the Latin words “movere” and “motum” (Selen, 2016) and also from the English and French word “motive”; the Turkish equivalent of motivation is known as “incentive” or “starting to move”. Motivation is a general concept that includes the desires, wishes, needs, interests and impulses of individuals (Akman, 2011). In the literature, motivation is defined as (i) an inner drive and individual focus on a specific goal with a display of purposive behaviour (Çiçek, 2005); (ii) making an effort to act consistently in accordance with a specific purpose (Ergül, 2005; Karacelil, 2013); and also as (iii) the strength of individuals to overcome challenges (Tohidi & Jabbari, 2012). Therefore, motivation can be described as the strength, inner motive and drive to take action, and the energy that an individual has to satisfy their needs and achieve their goals.

Motivation is influenced by natural and logical motives. While hunger, sleep and social needs are natural motives, the logical motives include processes such as reasoning, knowledge, memory, judgment, decision-making and problem solving. As a result, the source of motivation can be analysed as being internal or external. Intrinsic, or internal motivation refers to the motives that an individual develops which are independent of external influences (Seker, 2015). Such motives can be regarded as the inner feelings of an individual (Stirling, 2013). Extrinsic, or external motivation arises from outside the individual, with either the expectancy of a reward

or the aim of avoiding punishment (Seker, 2015). Such motives encourage the individual to take actions that are perceived as inherently unpleasant but may help them in terms of avoiding potential consequences (Stirling, 2013).

Motivation occurs consciously or unconsciously by everyone in all fields of life. Within the family environment, parents motivate their children in order to teach new behaviours. Countries also motivate their citizens to live in accordance with the rules of law and to contribute to social life. In this context, motivation is the easiest and most important method to direct or influence human behaviour (Karacelil, 2013). Motivation ensures that individuals are willing, efficient and active without pressure and constraint (Vatansever-Bayraktar, 2015). The needs, desires and expectations of people differ, however, an ability to increase the motivation of individuals occurs by meeting their needs, wishes and expectations (Karakaya & Ay, 2007).

As in every aspect of life, motivation is the most important component of success and effective teaching in the field of education. Individuals with high levels of motivation are also often successful and self-confident in their social life. Such individuals experience success in their education. The level of motivation held by an individual is an important factor to consider in the design of effective education and training activities (Ergin & Karataş, 2018). Educators aim to maximize learning by motivating students. The motivation levels of students can be increased by enabling them to (i) develop their relationships with classmates; and (ii) participate in school and classroom activities. Motivation levels of students can also be increased through teacher-reinforcement of positive behaviours, and by meeting student learning needs. Aktaş (2016) together with Vero and Puko (2017) point out that motivation is important to improve student learning because motivation and learning processes are

interrelated. Without striving for a goal through motivation, it is not possible for students to achieve anything, not only in education but also in real life. In this sense, it can be said that motivation is an inner power which encourages students to face their challenges in the learning process (Gopala, Bakar, Zulkifli, Alwi & Mat, 2017).

During their school life, students are confronted with a lot of educational attainment activities, such as exams and assignments; and differences occur amongst students in the way they fulfil all these responsibilities. An understanding about the different motivation levels of students helps to explain such a phenomenon (Aktaş, 2016; Çolak & Cırık, 2015). Motivation is a source of power that determines the direction, severity, and stability of student behaviour, in addition to influencing the speed at which the desired goal is achieved. The origin of learning disabilities and disciplinary events in school and classroom settings are related to motivation. An increase in levels of motivation contributes to (i) students' enjoying the school experience; (ii) fostering their positive thinking and attitudes towards the school and its courses; and (iii) develops student awareness about their responsibilities (Arikıl & Yorgancı, 2012).

For instance, if a person is full of energy and being proactive in taking action, they are said to be motivated. However, the person is said to be not motivated if they do not feel up to taking action on a particular task. Thus, motivation is the basic instinct for performing or not performing an action (Gömleksiz & Serhatlıoğlu, 2013). For this reason, motivation is directly influential in developing attitudes towards wanting to learn and also in the realization of what constitutes effective learning (Baykara-Özaydınlık & Aykaç, 2014). To meet the expectations of students will increase their motivation and also enhance their performance (Vatansever-Bayraktar, 2015). To

arouse the curiosity of students and ensure their willingness to engage with and complete the course will positively affect their motivation (Altun & Yazıcı, 2010). In this regard, academic motivation can be defined as the willingness to attain specific academic objectives by students (Wilkesman, Fischer & Virgilito, 2012). Students whose academic motivation levels are high are more open to learning and will have a stronger interest in the course. Academic motivation is also important for students to solve the problems they encounter as part of the learning process.

It is believed that an increase in an individuals' level of learning will occur when an appropriate learning environment is provided. However, this situation does not apply in the same way for each student. Students may not always be open and willing to learn. This shows that affective processes are also important in learning. To understand the importance of learning, and to want to learn and to study are all related to the attitude of the student (Akpınar, 2006). At this point, it will be appropriate to explain the term 'attitude' as a concept that effects student success.

2.1.10 Factors Influencing Teachers' and Students' Attitude Toward Social

Studies

Lack of teaching and learning resources was a challenge found by Britt and Howe (2014). The findings indicated lack of textbooks and teaching aids to facilitate learning and make it interesting. Most teachers used lecture methods, which made the lesson boring and thus resulted to a negative attitude toward Social Studies. Another study by Fitchett, Heafner and Lambert (2012), found out that teachers were faced by a number of problems, such as lack of references books and availability of other resources for both Geography and History:

2.1.10.1 Lack of Meaning of Concepts

The teaching elements presented during Social Studies lessons mean that teachers have to utilize various concepts with their meanings. Yet, Peetsma and van der Veen (2011) argue that ideal meanings of key aspects under-valued by teachers are likely to limit learners' experiences and thus influence behaviour change. On contrary, memorizing facts limit the ability to obtain key meaning of concepts. Seefeldt (2001) points out that teachers need to help learners grasp Social Studies concepts as opposed to reciting them.

2.1.10.2 Lack of Training in Process Skills

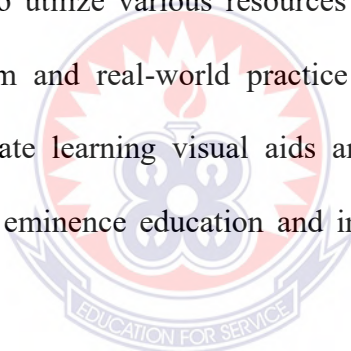
Most studies indicate that teachers rarely apply critical thinking, decision making, problem-solving or other course skills (Carl, 2012). Other studies by Wubbels and Wijsman (2014); Wijsman et al., (2014) highlight that pupils who complete school having acquired critical problem-solving skills end up developing strong intellectual capacities in real life situations.

2.1.10.3 Avoidance of Controversial Issues

It has been argued that majority of Social Studies teachers are not ready to tackle the controversies arising in the society due to fear of grievances from parents or individual preference (Van Driel & Berry, 2012). In addition, controversy over unfamiliar areas means that teachers have the ability and skill to remain flexible enough to ensure learners get the information needed. Yet, effective teaching cannot be generalized if key areas are not articulated. This could influence the nature of techniques utilized by teachers in conjunction with learners and hence have an effect on pupils' attitude towards Social Studies.

2.1.10.4 Shallow Content in the Textbook

Studies by Avery and Graves (2010) show that, most Social Studies textbooks are not well designed to enhance thoughtful and deliberate classroom engagement. In another study, McCoy (2017) established that limited resources such as reference books and other learning aids was a hindrance to achieving full participation and outcomes for learners during Social Studies lessons. Similar studies, such as Walker (2017), reveal that content is key and if learning materials such as textbooks are not well oriented, this could affect the perception and motivation dimension of teaching and learning, which could also attract attitude formation. In addition, Walker (2017) emphasizes the need to attain adequate resources to enable teachers undertake their duties effectively, while allowing learners to utilize various resources available to them to experience both a mix of classroom and real-world practice of the subject content. Robust suggestions show adequate learning visual aids and information kits can support tutors in contributing to eminence education and in endorsing meaningful teaching and learning attitudes.



2.1.11 Methods used in Teaching Social Studies

Despite the fact that teaching is as old as man, coupled with the fact that a variety of methods have been employed in teaching from the earliest times. Mezieobi (2008) imputes the mal-functioning of the social studies curriculum, among other factors, to the inappropriate utilization of methodologies germane to effective teaching and learning of social studies. Therefore, to ensure that social studies is effectively taught in schools, the way it should be, and in cognizance of the fact that social studies is a "skills" subject "skills" here, refers to process skills or rather problem solving skills, creative, analytical skills or reflective skills which involve the active participation of the learner in the teaching-learning process in fulfilment of the "Social character" of

social studies teaching learning activity which for effectiveness ensures a joint teacher class activity which focuses on those methods which make for effective and efficient teaching of social studies and ultimately the accomplishment of the defined objectives of social studies.

2.1.11.1 Inquiry Method

This is an activity oriented, thought provoking creative method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, and interpret relevant issues and problems with a view to providing solution through reflective thinking and rational decision-making which this method develops in the learners. In the utilization of the inquiry method, the teacher or student may introduce a problem which may be difficult, controversial and investigation oriented. In order to guide, inquiry through a clear definition of the problem, students are made to ask a number of questions related to the identified problem, Meziobi (2008).

Alternatively, the teacher should pose questions that would elicit answer or statements from the students and guide the inquiry. In the inquiry, method, the following may be inevitable:

- The students, perhaps, under the guidance of the teacher, provide possible cause or explanations of the problem as well as their tentative or alternative solutions to the problems;
- Students are made to collect relevant and available data; The collected data or information are presented to the class by the students for their analysis;
- The students are guided to draw tentative conclusions as the conclusion may be altered with time-depending on the availability of more information;
- Tentative generalization may be drawn from the tentative conclusions.

- As evident in this method, rather than the teacher becoming the knowledge encyclopaedia or the giver of knowledge to the students, the students, practically or particularly in a free-ranging inquiry, which is usually student initiated, strike out on their own, individual or in group, to seek solutions to problems while the teacher merely functions as a facilitator of learning or a collaborator in learning, rather than a dispenser of knowledge (Meziobi, (2008).

2.1.11.2 Problem-Solving Method

Social studies is problem solving oriented hence the name of this method. This is a teaching learning method in which students, either individually or collectively, or in a group activity, attempt to solve problems through the utilization of the trial and error approach. In this method, the students actively participate in the learning experiences. In the process of finding solutions to problems, the students, who learn through their mistakes or successes, become creative and develop reflective or critical thinking. Teaching by problem solving method entails that students should select problems that are relevant to their needs, the object of study and the priority or press needs of the society, to reflect the changing times and needs. In the problem solving method, the teacher may do the following:

- The teacher may introduce and clarify the problem in which case the teacher presents problematic situations, or (the social studies teacher) could introduce a discussion that would lead the students into identifying the problems.
- Students are then left on their own to provide tentative suggestions or solutions to the problems through their working individually, in pairs or groups.

- The students collect data (or information) and analyse the data in the light of expected results.

With the actual results conclusions and generations may be reached. The initial problem may be completely solved or partially solved in which case data would be sought to ensure that problems is considerably reduced. In the utilization of the problem solving teaching/learning method, the student is actively and directly involved in defining his own learning task, setting his goals, collecting, rearranging and evaluating the necessary data to help him solve the problem Mezieobi (2008).

2.1.11.3 Discovery Method

This is an instructional method which allows the student the independence to use- his mental processes to contribute to knowledge, understand hitherto difficult concepts, generalization, principles or provide answers to problems suited to the attainment of instructional objectives, with minimal guidance from the teacher. This method involves students selecting problems related to the instructional objectives, the students asking questions, collecting, analysing and interpreting the data that would help them solve the problem or achieve the instructional objective as well as apply their findings or generalizations to novel situations. It provides the learner with the opportunity to find out things for themselves. It is also in accord with the adventurous nature of children and so provide them and adults alike with the ample opportunity to explore things on their own.

This method encourages active participation of the learner in the teaching-learning process, and enables the learner to acquire the skills of learning, remembering and retention as against rote memorization and forgetting, Mezieobi (2002).

2.1.11.4 Simulation Games

This is a type of contrived experience which schools must expose students to in the absence of concrete learning experience before abstract concepts can be internalized. Simulation game is a game like activity or situation in which more or less accurate aspects or real life situation is replicated or recreated. What is being simulated must prominently feature the elements of the real phenomena that are of particular interest to the simulators or the class. Simulation game is a teaching method and therefore, a part and parcel of an effective -social studies curriculum. It should be viewed more as an educative experience or a way of learning than as a game played for mere entertainment.

An indigenous social studies teacher can device simulation games built around definite problem situations in and outside the classroom and the local community. Teacher made simulation games are easier in terms of time saved in hunting for games that appropriate to instructional objectives, and more interesting as it is adapted to suit the needs and interest of the students. It inculcates in students that habit or skill of sorting out problems with a view to finding ways and means of solving the problems. It captivates the interest of the students and motivates them to learn, interest is a necessary ingredient of effective learning Uchegbu & Ikwuazom (2001).

2.1.11.5 Role Playing

Role playing, which is a dramatized experience, is an enactment or re-enactment of social problematic real life situations involving morals and values in which decisions are made. Role playing is not synonymous with a play though some similarities may exist between the two. A play, for example is organized around a definite pattern, for

example, the preparation of scripts ahead of enactment which will be memorized and recalled.

Unlike a play, role playing does not rely on any set out structure as there are no advances scripting for the players. Here a player simply accepts a role, interprets it the way he wants and feels and creates a role by translating his interpretation of the role into action while performing the role if there is any scripting in role playing, it is spontaneously created by the player himself in the process of role-playing, and there is no trial performance of the role (pre role-playing) in advance of the actual act or role-playing. If role playing is simply play-acting, then its educative role is defeated. Role-playing is no more than the provisional abandonment of one's life roles and behaviour patterns with a view to taking on the other person's real or fictitious roles now or in the past Mezieobi (2002).

Role playing helps to practicalize the subject matter of social studies through involving human elements in the study. Role playing makes for a better student appreciation of what social studies is all about as what role playing is a reflection of the problems of man and his relationships with his society. Role playing not only concretizes and adds meaning to social situations that would otherwise not have been so clear to students; it also makes them sensitive or aware of societal social problems which they are to contend with in adulthood. The projection of one's self into another's roles and situations in role playing makes one better understand the problems of others; others viewpoints or perspective, and possibly gain insight into why people behave the way they do. Such understanding is essential in today's society as it makes for improved interpersonal relationships.

2.1.11.6 The Discussion Method

Discussion method is viewed as an organized, pre-determined procedure of teaching, and not as part or element of another method that surfaces in the course of the utilization of other teaching methods. It is a consensus learning strategy in which participants put heads together and contribute worthwhile ideas or personal views that aid them arrive at a conclusion on the topic of discussion. In a discussion setting, the teacher should be an integral part of the discussion group placing himself somewhere in the discussion circle in such a way that the conventional teacher standing in front of the class and the students setting facing the teacher arrangement is erased. The picture of the discussion group is that of equals where a visitor would not at first sight identify of who the teacher is.

The physical setting of the discussion would be such that each of the discussants would easily see each other's face as the discussion progresses. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class is manageable. But where there is an explosion of student population in the classroom, such that the circle sitting arrangement becomes inoperative due to lack of space, the teacher should organize the students into manageable discussion groups; in a discussion in which only the teacher is knowledgeable or versed in the discussion. But where some members of the discussion group have developed discussion skills like the teacher through participation in previous discussions they should also be allowed to lead discussion Mezieobi (2008).

Bozimo and Ikwumelu (2000) in relating this method to social studies curriculum evaluation, when the students have different roles they played in role playing method, it will help them to retail such topics in the cognitive domain; it will also help them to

appreciate the importance of such topics in the affective domain and manipulate it in the psychomotor domain. It has been previously established that social studies is a problem solving subject and also helps the students to be creative. In problem solving method, when the three domains in education are brought into play in the classroom, some of the purposes and objectives of social studies are achieved.

2.2 Empirical Review

This section re-examines works done by other researchers which have a bearing on the current study. Specifically, the study thoroughly reviews the works of Hansberry and Moroz (2001), Alazzi (2004), Mensah (2019), Alazzi and Chiodo (2004) and Irmiya, Bitrus and Irmiya (2019).

A study conducted by Hansberry and Moroz (2001) aimed to obtain information about students' attitudes toward social studies and the factors that influence these attitudes, and more specifically, to determine whether student gender influences attitudes. The research design included both quantitative and qualitative techniques, incorporating a survey questionnaire and a focus group discussion. The findings from the study revealed that social studies has a low status among Year 9 students at the case-study school. The reasons for this poor image was attributed to the teacher-centred, didactic pedagogy and uninteresting content. There were significant differences in attitude toward social studies based on student gender. Female students had a more positive attitude towards school and social studies than did males in most aspects and were also more positive about most school subjects including social studies.

Another study by Alazzi (2004) explored, in depth, the attitudes of middle school and secondary school students about social studies in Jordan's Irbid Province, with teacher and learning variables. Using a qualitative research approach, two groups of eighth

and eleventh grade students was interviewed in the Irbid Province of Jordan regarding their perceptions of social studies. A total of forty-eight students were selected to participate in this qualitative study. The research revealed that the students in both middle school and secondary school valued social studies, while at the same time they did not rate social studies as their most favourite courses. Students indicated that many teachers continued to depend on textbooks and lectures as the main method for teaching. In addition, students put a high value on teacher enthusiasm and encouragements. Generally speaking, in 2004 Alazzi and Chiodo concluded that “social studies not favourite subject for male social studies students in Jordan. Some eight years later, the same can be said regarding female social studies students. The study recommended that to improve social studies education in Jordan, the Ministry of Education should abandon its role of selecting and controlling subjects included in the social studies curricula. Social studies curricula should be revised to include the most recent available information and to reflect contemporary research in social studies education in order to prepare young Jordanians for the new millennium.

Again, the study of Mensah (2019) sought to examine students’ attitude towards learning of Social Studies and their performance in the Accra Metropolitan Assembly in the Greater Accra Region of Ghana. It investigated the factors that affect students’ attitude towards Social Studies and assessed how students’ attitude towards Social Studies could be improved. A sample of 72 teachers was used. Methodologically, the study adopted the simple random sampling technique and purposive sampling technique. Questionnaire was used as the main data collection instrument. Kohler’s theory of insight learning served as the theoretical basis for this study. The quantitative data was analysed using Statistical Package for Social Sciences (SPSS) version 23.0. whereas the qualitative data was transcribed appropriately. It was found

that students in the Accra Metropolitan Assembly performed averagely in Social Studies. They also have positive attitudes towards studying Social Studies. Factors found to affect students' attitude towards Social Studies include; teachers not showing interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching methods in teaching Social Studies classes, inadequate teaching and learning materials and inability of Social Studies teachers to employ resource persons in times of difficulty. It was therefore recommended that Ghana Education Service should recruit professional teachers to teach Social Studies in Senior High schools. This would help the students to improve more with the right knowledge in Social Studies.

Furthermore, Alazzi and Chiodo (2004) study used a phenomenological approach to interview two groups of eighth and 11th-grade students in the Zarqa Province of Jordan regarding their perceptions of social studies. A total of 48 students were selected to participate in this qualitative study. The research revealed that the students in both middle school and high school valued social studies, while at the same time they did not rate social studies as their favourite courses. Students indicated that many teachers continued to depend on textbooks and lectures as the main tool for teaching. In addition, students put a high value on teacher enthusiasm and interactive learning. Generally, students were not as negative toward social studies as indicated by previous research studies in the United States.

Finally, Irmiya, Bitrus and Irmiya (2019) investigated students' perception of Social Studies Education with bearings on effective citizenship in Federal College of Education Pankshin in Plateau State. The cross-sectional survey research design was adopted to answer the research questions and four (4) hypotheses raised in the study.

The stratified sampling technique was used to select a sample size of 253 students from the population of 265 students. 28 items were drawn in a questionnaire which was later subjected to descriptive and inferential statistics for data analysis. The mean and standard deviation were used for the research questions while the Pearson moment correlation was adopted in analysing hypothesis one and the remaining the T-test of independent samples is used. The results indicated that students positively perceived all the social studies traditions identified in the study at varying degree. The findings further established that, there is no significant difference between male and female students' perception of the content of social studies education. But there is a linear relationship between two students perceived the goals of the discipline and the extent of their implementation to promote effective citizenship it was thus, recommended among others the need for teachers to introduce students to the major traditions in social studies so as to enhance their perception of the subject.

In conclusion, the present study seeks to either compare or contradict the available empirical studies in order to draw a final conclusion on the attitudes of Bolgatanga Senior High School students towards the teaching and learning of Social Studies.

2.3 Summary of Literature Review

Chapter two reviewed theory, concepts and other studies related to attitudes of Bolgatanga Senior High School students towards the teaching and learning of Social Studies. Issues such as historical overview of social studies, meaning and scope of Social Studies, Goals and Objectives of Social Studies, the concept of attitude, the concept of perception, attitude of teachers towards teaching and learning of social studies, attitudes of students towards Social Studies, development of attitude towards Social Studies, motivation to teaching and learning processes, factors influencing

teachers and students' attitude towards social studies and methods used in teaching Social Studies discussed. Also, works done by Hansberry and Moroz (2001), Alazzi (2004), Mensah (2019), Alazzi and Chiodo (2004) and Irmiya, Bitrus and Irmiya (2019) were thoroughly examined.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three (3) of the study deals with the methods for data collection and discussion of procedures that was followed to conduct the research. It covers research design, study population, sample size, sampling procedure, data collection instruments and techniques, sampling techniques and procedure used in collecting data for the study.

3.1 Research Design

Jupp (2011) defines a research design as a strategy that justifies the methods employed in a study and how those methods relate to the research questions and objectives. Descriptive survey research design was employed in the study. According to Nworgu (2015), a descriptive survey research refers to those studies which aim at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. A descriptive research aims to accurately and systematically describe a population, situation or phenomenon (McCombes, 2019). Also, Davis (2021) stated that descriptive research involves identification of attributes of a particular phenomenon based on an observational basis or the exploration of correlation between two or more phenomena. The adoption of this design was deemed appropriate as the study aims at investigating the attitudes of Bolgatanga Senior High School students towards the teaching and learning of Social Studies in the Talensi

District of Ghana. Thus, the researcher will be able to describe students' attitude using simple descriptive statistics.

3.2 Study Population

The word population has been explained as 'the large group to which the researcher wants to generalise the sample results', the total group that one is interested in (Johnson & Christensen, 2012). Therefore, the study population consisted of all of the 2590 students who are studying social studies as a Core Subject in Bolgatanga Senior High School during the 2022 academic year. However, the accessible population was made up of 600 year-two Social Studies students. This population was chosen because they have had at least one year of studying Social Studies in Senior High School. As a result, they were in a better position to provide the researcher with the data needed to conduct the study.

3.3 Sample and Sampling Procedures

A sample represents the selected participants from the population who partake in the study (Creswell, 2014). The sample size was made up of 234 second-year students. The study also adopted the multi-stage sampling technique which included purposive and simple random sampling. At the initial stage, purposive sampling was used to sample all form two (2) students from the entire school population. Purposive sampling is 'used to select respondents that are most likely to yield appropriate and useful information' (Kelly, 2010) and is a way of identifying and selecting cases that will use limited research resources effectively (Palinkas et al., 2015).

However, at the final stage, simple random sampling technique involving the lottery method was used. Simple random sampling method is a method where all members or units of the population have an equal and independent chance of being included. This

technique was also used to sample 234 students from all the year two (2) students. Also, the simple random sampling technique involving the intuitive approach was adopted to ensure fair representation of each of the classes. The sample size was determined using the Krejcie and Morgan (1970) sample size determination formula.

3.4 Research Instrument

A self-created questionnaire was the main tool utilized to gather the study's data. A closed-ended structured question was utilized. Four categories make up the questionnaires. Respondents were needed to submit background information, including elements like age, form, sex and program of study, in Section A, which is made up of items (1–4). The purpose of Section B (5-10), which consists of six brief statements using a Likert scale, is to elicit feedback from students on how social studies is taught and learned. Also, another Six short statements made up Section C (11–16), which was created to get feedback from students on their opinions on the teaching and learning strategies employed by teachers in social studies. Finally, the purpose of Section D, which consists of questions from (17-23), is to gather information from students about how they feel about social studies in comparison to other core topics. Questionnaires were used to gather the data because it was important to have accurate information. Additionally, because respondents can respond in groups, questionnaires allow the researcher to collect a large number of responses in the least amount of time. Due to the nature of this type of method, participants can complete the surveys at their convenience and share their views and activities (Glasow, 2005).

3.5 Data Collection Procedure

First, the questionnaire was piloted in a school which has similar characteristics with the selected school to evaluate its efficacy in terms of validity and reliability. Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011). In other words, it is the degree to which a study tool measures what it purports to measure. The aim of validity is to ensure that there are no systematic sampling errors, which mainly occur when some populations' characteristics are under-represented or over-represented (Verhoeven, 2011). A research instrument is valid if its content is relevant and appropriate to research objectives. Reliability on the other hand is the extent to which measurements are repeatable when different people perform the measurement on different occasion, under different condition, supposedly with alternative instruments which measure the construct or skill (Drost,2011).

Also, on the day of arriving in the school under study, the researcher obtained permission from the administrative head of the school to administer the questionnaire in the school. Before the students started to fill the questionnaire, the researcher gave detailed instructions and the students were allowed to ask questions in the process in case they did not understand something. The respondents were assured that all the results of the study would be applied to research work only and their responses would have nothing to do with their midwives' evaluation of them. Respondents were given twenty (20) minutes to fill the questionnaires and the questionnaires were taken immediately after completion.

3.6 Data Analysis

Data analysis refers to the reduction and displaying of the data, verification and drawing of conclusions (Burns & Grove, 2011). The purpose of data analysis is to organize, provide structure to, and elicit meaning from research data. Therefore, the data collected were edited to check its completeness and accuracy of filling responses. SPSS (Statistical Package for Service Solution) version 22 was used to analyse the data. The data were transformed into descriptive statistics based on the objectives of the study. The descriptive statistics ensured comparison of frequencies and percentages of various responses. Finally, inferences were drawn from the frequency tables, percentages and the results.

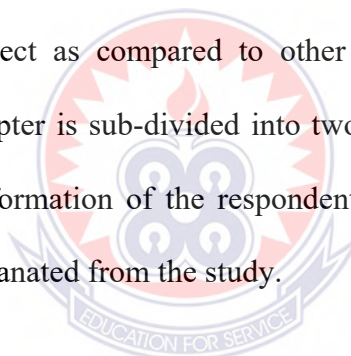


CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter comprises the presentation, analysis and the discussion of findings of the study. The analysis and presentation are based on students' background information and the main research questions stated in the study. Responses of students on their perception towards the teaching and learning of Social Studies, their attitudes towards the methods used in teaching and learning Social Studies and students' perception of social studies as a subject as compared to other core subjects are analysed and discussed. Thus, the chapter is sub-divided into two sections. The first section deals with the background information of the respondents whereas the second part deals with the findings that emanated from the study.



4.1 Background Information of the Respondents

This section presents information on the background of the respondents who are also students in Bolgatanga Senior High School in the Talensi District of Ghana. The characteristics of the respondents which are discussed in this section include gender, age and programme of study.

Table 1: Gender of Students

Gender	Frequency (N)	Percentage (%)
Male	123	52.6
Female	111	47.4
Total	234	100.0

Source: Field Data (2022)

Table 1 above shows the gender distribution of the respondents. The results showed that 123(52.6%) were males whilst 111(47.4%) were females. This implies that more male students were involved in the study as compared to their female counterparts.

Table 2: Age Distribution of Students

Age	Frequency (N)	Percentage (%)
13-15 years	26	11.0
16-18 years	119	50.9
19-21 years	50	21.4
22-24 years	32	13.9
25 years and above	7	3.00
Total	234	100.0

Source: Field Data (2022)

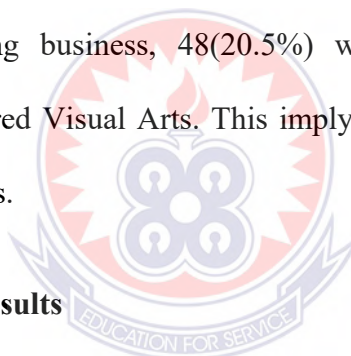
Results in table 2 also show that out of the 234 students who responded to the questionnaire, 26(11.0%) were between 13-15 years, 119(50.9%) were between the ages of 16-18 years, 50(21.4%) were between the ages of 19-21 years, 32(13.9%) were between 22-24 years and 7(3.0%) of them were from 25 years and above. These results clearly show that majority of the respondents who were also students of Bolgatanga Senior High School were between 16-18 years. From the results, it could be seen that some of the students were past the normal senior high school going age (i.e. 22-24 years, and 25 years and above). This could be explained as a result of the free senior high school policy enabling many to enrol in school.

Table 3: Programme of Study of Respondents

Programme of Study	Frequency (N)	Percentage (%)
General Science	33	14.1
General Arts	45	19.2
Agric Science	25	10.7
Business	31	13.2
Home Economics	48	20.5
Visual Arts	52	22.2
Total	234	100.0

Source: Field Data (2022)

In table 3 above, 33(14.1%) of the respondents were offering General Science, 45(19.2%) were offering General Arts, 25(10.7%) were offering Agric Science, 31(13.2%) were offering business, 48(20.5%) were offering Home Economics whereas 52(22.2%) offered Visual Arts. This imply that majority of the respondents were Visual Arts students.



4.2 Analysis of Main Results

This section deals with the presentation and discussion of the major findings that emanated from the study. The results are organized and discussed in accordance with each research question.

4.2.1 How do students in Bolgatanga Senior High Schools Perceive the Teaching and Learning of Social Studies?

Research question one sought to measure the perception of Bolgatanga Senior High School students towards the teaching and learning of Social Studies. The results are presented in Table 5 below:

Table 4: Bolgatanga Senior High School Students' Perception of the Teaching and Learning of Social Studies

Parameters	Strongly Agree N(%)	Agree N(%)	No Opinion N(%)	Disagree N(%)	Strongly Disagree N(%)
The only subject that builds responsible citizen is social studies.	25(10.7)	62(26.5)	43(18.4)	71(30.3%)	33(14.1)
Learning social studies is not relevant to my future career.	72(30.8)	64(27.4)	5(2.1)	49(20.9)	44(18.8)
Social studies is a subject I can pass without much work.	89(38.0)	75(32.1)	-	56(23.9)	14(6.0)
Social studies is only relevant because it will make my results look good.	97(41.5)	67(28.6)	-	45(19.2)	25(10.7)
Social studies should be studied by science students because they do less social science related subjects .	83(35.5)	81(34.6)	12(5.1)	30(12.8)	28(12.0)
Social studies should be given equal time like mathematics on the time-table.	34(14.5)	40(17.1)	23(9.8)	69(29.5)	68(29.1)

Source: Field Data (2022)

Table 4 presents results on the participants' perception of the teaching and learning of Social Studies in the Bolgatanga Senior High School. The results showed that 87(37.2%) agreed that the only subject that builds responsible citizen is social studies with 43(18.4%) not sharing their opinion whereas 104(44.4%) disagreed. This feedback from participants shows that majority of them do not support the idea that social studies is the only subject that builds responsible citizen.

Again, majority of the participants 136(58.1%) agreed that learning social studies is not relevant to their future career whilst 5(2.1%) failed to share their opinion with 93(39.7%) saying they disagree to the statement. Also, 164(70.1%) of the participants agreed that social studies is a subject they can pass without hard work with only few of them 70(29.9%) claiming they disagree. This results show that majority of the participants in the study area feel that social studies is a subject they can pass even when they do not put much effort into studying it. Additionally, 164(70.1%) of the participants agreed that social studies is only relevant because it will make their results look good whilst few of them 70(29.9%) disagreed. This implies that majority of the participants feel that social studies is only important for the sake of their exams. Furthermore, 164(70.1%) of the participants agreed that social studies should be studied by science students because they do less social science related subjects whilst 12(5.1%) failed to share their opinion with 58(24.7%) disagreeing. This shows that majority of the participants feel that science students should also be made to study social studies because they do less social science related subjects. Finally, 74(31.6%) of the participants should be given equal time like mathematics on the time-table, 23(9.8%) had no opinion whilst 137(58.5%) of them disagreed. This result points out that majority of the participants disagree that social studies should be given equal time like mathematics on the time-table. The reason may be attributed to the fact that students do not attach much relevance to social studies, hence, their opinion that it should not be given equal time like mathematics on the time-table.

From the results, it could be concluded that students perceive social studies as a subject that is not relevant to their future career. Also, they perceive social studies as a subject they can pass without much work. Again, students perceive social studies as only relevant because it will make their results look good. Finally, students think

science students should also be made to study social studies because they do less social science related subjects. Generally speaking, students' perception of social studies was very bad. The findings from this study confirm the findings of Hansberry and Moroz (2001) which also revealed that social studies had a low status among Year 9 students at the case-study school. However, the study disproves the findings by Alazzi (2004), Mensah (2019), Alazzi and Chiodo (2004), and Irmiya, Bitrus and Irmiya (2019) study which all found that students had positive perception about social studies in their study areas. The positive perception of students in these study areas as against this present study may be as a result of other factors such as teachers with good and varied pedagogical skills actively involve students in the teaching and learning of social studies. Also, it could be attributed to the fact that students in these study areas are well oriented on what social studies entails, the importance one derives from studying this subject and the possible career opportunities in social studies.

4.2.2 What are the attitudes of Bolgatanga senior high school students toward the methods used by teachers in the teaching and learning of Social Studies?

Research question two sought to investigate the attitudes of Bolgatanga senior high school students toward the methods used by teachers in the teaching and learning of Social Studies. The results are presented in the table 6 below:

Table 5: Attitudes of Bolgatanga Senior High School Students Toward the Methods used by Teachers in the Teaching and Learning of Social Studies.

Parameters	Strongly Agree	Agree	No Opinion	Disagreed	Strongly Disagree
Social studies teachers do all the talking during lessons without engaging learners.	79(33.8)	91(38.8)	9(3.8)	30(12.8)	25(10.7)
Group discussions and excursions as part lesson delivery make me more interested in social studies.	68(29.1)	87(37.2)	33(14.1)	35(15.0)	11(4.7)
Students participating more in class such as presentations and discussions are the best method of teaching social studies.	78(33.3)	89(38.0)	8(3.4)	39(16.6)	20(8.5)
Teacher-dominated method (teacher doing all the talking and explanation) makes social studies boring and uninteresting.	99(42.3)	67(28.7)	13(5.6)	45(19.2)	10(4.3)
Role play and dramatization (drama and acting as teaching methods make class noisy and not helpful for social studies.	77(32.9)	78(33.3)	15(6.4)	50(21.4)	14(6.0)
Students like it when outsiders (Resource persons) are invited to interact with the class during social studies lessons.	81(34.6)	65(27.8)	11(4.7)	40(17.1)	37(15.8)

Source: Field Data (2022)

Table 5 also presents participants responses on their attitude towards the methods used by teachers in the teaching and learning of Social Studies. The results show that 170(72.6%) of them agreed that social studies teachers do all the talking during

lessons without engaging learners, 9(3.8%) of them had no opinion whereas 55(23.5%) disagreed. This shows that majority of them think social studies teachers talk too much during lessons without engaging learners. The implication is that students become passive listeners instead of active participants which makes social studies too boring for students. Also, 155(66.3%) representing the majority of the participants agreed that group discussions and excursions as part of the lesson delivery make them more interested in social studies, whereas few of them 46(19.7%) disagreed. Meanwhile, 33(14.1%) of them had no opinion. This feedback points to the fact that students find social studies more interesting when they are allowed to interact and share ideas in a social studies class and vice versa.

In addition, 167(71.4%) of the participants agreed that students participating more in class such as presentations and discussions are the best method of teaching social studies whilst 8(3.4%) had no opinion and 59(25.2%) disagreed. This implies the students desire to be included in the teaching and learning process. Hence, a social studies teacher should adopt a teaching method that will ensure students take active part in the teaching and learning of social studies. Furthermore, from the results on table 6, majority of the students 166(70.9%) majority of the participants agreed that teacher-dominated method (teacher doing all the talking and explanation) makes social studies boring and uninteresting whilst few of them 13(5.6%) and 55(23.5%) had no opinion and disagreed respectively. This is a clear indication that teacher-centered method of teaching does not benefit students in the teaching and learning of social studies. Last but not least, majority of the participants 155(66.2%) were of the view that role play and dramatization (drama and acting as teaching methods make class noisy and not helpful for social studies whereas few of them 15(6.4%) had no opinion and 64(27.4%) disagreed. Finally, 146(62.4%) of the participants representing

the majority agreed that they like it when outsiders (resource persons) are invited to interact with them during social studies lessons whilst few of them 11(4.7%) and 40(17.1%) had no opinion and disagreed respectively. From this response, the researcher can opine that inviting resource persons to interact with students during social studies lessons reduce monotony on the part of teachers who can create an atmosphere of boredom.

Generally, it could be said that students have negative attitude towards lecture method and role play method of teaching social studies. However, they find discussion method and presentations which involves active students' participation in the teaching and learning helpful and interesting. This finding is in line with the findings of Mensah (2019) study, which indicated that among the factors found to affect students' attitude towards Social Studies include; teachers not showing interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching methods in teaching Social Studies classes, inadequate teaching and learning materials and inability of Social Studies teachers to employ resource persons in times of difficulty. Again, the present study finding confirms the study by Hansberry and Moroz (2001) which found that key among the reasons for the low status of social studies among Year 9 students were teacher-centred, didactic pedagogy and uninteresting content. Also, in the findings from the study conducted by Alazzi (2004), students indicated that teachers continued to depend on textbooks and lectures as the main method for teaching. Again, in Alazzi and Chiodo (2004) study, students place much value on teacher enthusiasm and interactive learning. All these findings show how the teacher influences students' attitude in the teaching and learning of social studies. If teachers select the appropriate teaching methods that involve active participation of students in the teaching learning

process, students will find the subject interesting, important and therefore attach much relevance to it.

4.2.3 How do students of Bolgatanga Senior High School Rate Social Studies as compared to other core subjects?

Research question three also sought to rate Bolgatanga Senior High School students' perception of social studies as a subject as compared to other core subjects. The results are presented in table 6 below:

Table 6: How Students of Bolgatanga Senior High School Rate Social Studies as Compared to Other Core Subjects

Parameters	Social Studies N(%)	Mathematics N(%)	Integrated science N(%)	English Language N(%)
Which subject is your most favourite?	55(23.5)	73(31.2)	54(23.1)	52(22.2)
Which subject did you score highest in last end of semester examination?	76(32.5)	59(25.2%)	69(29.5)	30(12.8)
Which subject is more important to you for your future?	45(19.2)	57(24.4)	71(30.3)	61(26.1)
Which subject did you spend much time learning in your last semester?	27(11.5)	89(38.0)	75(32.1)	43(18.4)
Which subject takes less of your personal time and attention?	97(41.5)	23(9.8)	67(28.6)	47(20.1)
Which subject is more interesting to you when learning both in classroom and out of classroom?	70(29.9)	67(28.6)	82(35.0)	15(6.4)

Source: Field Data (2022)

Results in table 6 above highlight participants' responses concerning how they rate social studies as compared to other core subjects like mathematics, integrated science and English language. The analysis show that majority of the participants 73(31.2%) rate mathematics ahead of social studies, integrated science and English language as their most favourite subject. Secondly, majority of the participants 76(32.5%) said they scored highest in social studies in their last semester examination followed by integrated science, mathematics and English language.

Thirdly, the results on table 6 show that majority of the participants 71(30.3%) also rate integrated science as more important than English 61(26.1%), mathematics 57(24.4%) and even social studies. Fourthly, majority of the participants 89(38.0%) rated mathematics followed by integrated science 75(32.1%), English language 43(18.4%) ahead of social studies as the subjects they spent too much time studying in their last semester. Last but not least, the participants confirmed that among the four core subjects, social studies take less of their time and attention as majority of them 97(41.5%) selected social studies, 67(28.6%) selected integrated science, and 47(20.1%) selected English Language. Finally, results from table 6 show that majority of the participants 82(35.0%) rate integrated science as the subject they find more interesting when learning both in classroom and out of classroom. However, 70(29.9%) of them chose social studies as their most interesting subject both in and out of classroom whereas 67(28.6%) and 15(6.4%) chose mathematics and English language respectively.

Based on students' responses, the researcher can settle that students rate mathematics ahead of social studies but rate social studies above integrated science and English Language as favourite subjects. They scored highest in social studies than the other

three core subjects in their last end of semester exams. Also, in terms of importance to their future, students rate integrated science ahead of English, mathematics and social studies. Again, students rate integrated science as being more interesting followed by social studies, mathematics and English Language.

The findings from the present study are in line with findings of Alazzi (2004) which revealed that the students in both middle school and secondary school did not rate social studies as their most favourite courses. The fact that students rate other subjects over social studies may also explain why they have developed cold attitude towards it. Perhaps, they don't get the motivation to study the subject.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the key findings of the study in relation to the attitudes of Bolgatanga Senior High School students towards the teaching and learning of Social Studies in the Talensi District of Ghana. Additionally, it draws conclusions and makes recommendations from the key findings. Lastly, it makes suggestions for further studies based on the key findings that stemmed from this study.

5.1 Summary of the Research Process

The primary purpose of this study was to investigate the attitudes of Bolgatanga Senior High School students towards the teaching and learning of Social Studies in the Talensi District of Ghana. The researcher used descriptive survey as the research design and questionnaires were used as the research instrument to collect data from the students. A sample size of 234 students were sampled through the multi-stage sampling technique involving purposive and Simple random sampling for the study. The methods adopted for analysing the results of the study were simple frequency and percentage tables which were generated from the Statistical Product and Service Solutions (SPSS) version 22.0.

Respondents provided answers to three research questions which are:

1. How do students in Bolgatanga Senior High Schools perceive the teaching and learning of Social Studies?

2. What are the attitudes of Bolgatanga senior high school students toward the methods used by teachers in the teaching and learning of Social Studies?
3. How do students of Bolgatanga Senior High School rate Social Studies as compared to other core subjects?

5.2 Findings

The following were the key findings that emanated from the study:

1. Students perceive social studies as a subject that is not relevant to their future career. Also, they perceive social studies as a subject they can pass without much work. Again, students perceive social studies as only relevant because it will make their results look good. Finally, students think science students should also be made to study social studies because they do less social science related subjects. Generally, students' perception of social studies was very bad.
2. Students have negative attitude towards lecture method and role play method of teaching social studies. However, they find discussion method and presentations which involves active students' participation in the teaching and learning helpful and interesting.
3. Students rate mathematics ahead of social studies but rate social studies above integrated science and English Language as favourite subjects. They scored highest in social studies than the other three core subjects in their last end of semester exams. Also, in terms of importance to their future, students rate integrated science ahead of English, mathematics and social studies. Again, students rate integrated science as being more interesting followed by social studies, mathematics and English Language.

2.3 Conclusions

From the findings of the study, the researcher can conclude that students of Bolgatanga Senior High School perceive social studies as a subject that is not relevant to their future career. They also perceive social studies as a subject they can pass without much work. Again, students perceive social studies as only relevant because it will make their results look good. Finally, students think science students should also be made to study social studies because they do less social science related subjects. Generally, students' have bad perception about social studies. It is note mentioning that students have negative attitude towards lecture method and role play method of teaching social studies. However, they find discussion method and presentations which involves active students' participation in the teaching and learning helpful and interesting. Finally, the researcher concludes that, students rate mathematics ahead of social studies but rate social studies above integrated science and English Language as favourite subjects. They scored highest in social studies than the other three core subjects in their last end of semester exams. Also, in terms of importance to their future, students rate integrated science ahead of English, mathematics and social studies. Again, students rate integrated science as being more interesting followed by social studies, mathematics and English Language. Generally, students rate the three other core subjects above social studies.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made;

1. Teachers should be encouraged to adopt a teaching methodologies that ensure active participation of students (i.e. discussion, demonstration, etc.).

2. Schools should be well-oriented on the importance of studying social studies as a subject in order to give it the serious attention it needs.
3. Schools classroom environment should be well prepared to ensure smooth teaching and learning of social studies concepts.
4. Period in-service training should be organized for teachers to sharpen their pedagogical skills.

5.5 Suggestions for Further Studies

The following suggestions were made for further studies:

1. In order to have a broader view of the attitudes of students towards the teaching and learning of Social Studies, the researcher recommends that further study should be conducted using other senior high schools in other districts or regions in Ghana.
2. Studies should be conducted on the impact of teaching aids on the teaching and learning of social studies.
3. Studies should be conducted on the influence of teacher personality on the teaching and learning of social studies.
4. Studies should be conducted on the effectiveness of teacher pedagogical skills on the teaching and learning of social studies.

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APPENDIX 1

Questionnaire For Students

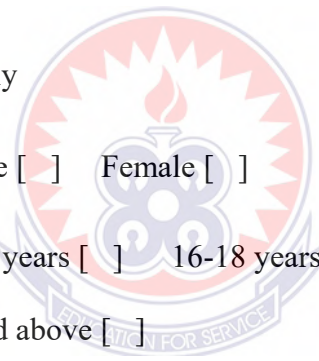
UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

The main purpose of this questionnaire is to investigate the attitudes of students of Bolgatanga Senior High School towards the teaching and learning of Social Studies. The study is purely for academic purposes; hence, any information you give will be treated as confidential as possible.

SECTION A: Background Information of Participants

Please tick [] appropriately

1. Gender: Male [] Female []
2. Age distribution: 13-15 years [] 16-18 years [] 19-21 years [] 22-24 years 25 years and above []
3. Programme of Study: General Science [] General Arts [] Agric Science [] Business [] Home Economics [] Visual Arts []
- 

SECTION B: Perception of Students of Bolgatanga Senior High School Towards the Teaching and Learning of Social Studies.

Please tick [] where applicable

Strongly Agree =5 Agree =4 No Opinion =3 Disagree=2 Strongly Disagree =1

Parameters	5	4	3	2	1
The only subject that builds responsible citizen is social studies.					
Learning social studies is not relevant to my future career. Social studies is a subject I can pass without much work.					
Social studies is only relevant because it will make my results look good.					
Social studies should be studied by science students because they do less social science related subjects .					
Social studies should be given equal time like mathematics on the time-table.					

SECTION C: Attitudes of Students of Bolgatanga Senior High Schools Towards the Methods Used in Teaching and Learning Social Studies.

Please tick [] where applicable

Strongly Agree =5 Agree =4 No Opinion =3 Disagree=2 Strongly Disagree =1

Parameters	5	4	3	2	1
Social studies teachers do all the talking during lessons without engaging learners.					
Group discussions and excursions as part lesson delivery make me more interested in social studies.					
Students participating more in class such as presentations and discussions are the best method of teaching social studies.					
Teacher-dominated method (teacher doing all the talking and explanation) makes social studies boring and uninteresting. Role play and dramatization (drama and acting as teaching methods make class noisy and not helpful for social studies.					
Students like it when outsiders (Resource persons) are invited to interact with the class during social studies lessons.					

SECTION D: Rate of Bolgatanga Senior High School Students' Perception of Social Studies as a Subject as Compared to Other Core Subjects.

Please tick [] where applicable

Parameters	Social studies	Mathematics	Integrated science	English Language
Which subject is your most favourite?				
Which subject did you score highest in last end of semester examination?				
Which subject is more important to you for your future?				
Which subject did you spend much time learning in your last semester?				
Which subject takes less of your personal time and attention?				
Which subject is more interesting to you when learning both in classroom and out of classroom?				