Evaluation of Attitudes and Factors Toward Practicing of Concepts in Social Studies Curriculum in Senior High Schools in Ghana

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Abstract
Social Studies is an integrated discipline which is full of concepts, requiring a resourceful teacher to handle it. Social Studies syllabus for Ghanaian Senior High Schools is replete with concepts that are taught and learnt. There is therefore the need to conduct a study into teachers’ attitudes and factors towards teaching and learning of Social Studies concepts in selected Senior High Schools in Ghana. Non-probability sampling method was used. Twenty-one (21) interview checklists were used as the main tool for data collection. Social Studies concepts are to prepare students to be concerned and participatory citizens who are willing to help in solving personal and societal problems. It is recommended that frequent seminars and periodic or regular in-service training should be organized by the Ghana Education Service to help Social Studies teachers to acquaint themselves with the teaching and learning of Social Studies concepts to achieve the desired goals and objectives of the subject.

Keywords: Evaluation, Attitudes, Factors Concepts, Social Studies, Curriculum, Senior High Schools, Ghana

1. Introduction
Social Studies in Ghana underwent a radical change, since its introduction in Ghana, in 1998, at the time that it was being introduced at the Senior Secondary School level of Ghana’s educational system. Not only did the change affect the scope and contents of the curriculum, but also the outcomes or objectives of emphasis in the curriculum. In this respect, the curriculum goals and objectives were broadened and emphasis placed on learners’ acquisition of the relevant knowledge, from any discipline; skills; attitudes and values that will enable them solve both their personal and societal problems [5]. In order to achieve these societal aspirations, education given to the learners should provide them with the relevant knowledge and skills to solve personal and societal problems.

Social Studies teachers should hold it a duty to help students have better, more realistic ideas about the multiple realities of what constitutes the subject in the real world since teachers influence what is taught [20]. It behooves on teachers to plan and tailor their teachings, that is, teachers should teach in such a way that learners maximize the benefit of what is taught in their lives as they encounter new issues that affect them. This could be realized if learners clearly understand the concepts that are taught in the classroom. This point to the fact that concepts in Social Studies assist the Social Studies teacher to define the subject matter of the curriculum and the institution of the subject. Also they are
useful tools for defining or discriminating the subject matter of investigation in Social Studies lessons. Recognizing that Social Studies curriculum objectives centre on concepts, teachers can then reach out into their toolbox of strategies for one that is tailored to a particular concept.

The role of the teacher is to help students widen their view points and improve their skills in interpretations of their learning environment [7]. Thus, all teachings aim at promoting understanding. However, learners sometimes do not grasp certain concepts that are learnt in the classroom very well. A number of reasons may account for learners’ inability to grasp concepts but the teacher’s strategy or method of presentation also plays a vital role. On conceptualization of the subject [2] was of the view that knowledge of the different types of concepts is important because different concepts require different teaching strategies. One of the aims of the implementations of 1974 Educational Reform Programme in Ghana in the 1987/88 academic year was to help the products from the school system to play a functional role in the society as informed, participatory citizens, economic producers and pursue self-determination particularly to improve the quality of their lives. A major component of the programme therefore, was to improve the quality of teaching and learning in schools. The best way to achieve this is to enable the learner to grasp the major concepts that they face in the subject.

Evaluation of the systematic impact of the Senior Secondary School Certificate Examination (SSSCE) on the Senior Secondary School, Social Studies Curriculum in Ghana a study by [5] postulates that Social Studies is being viewed as a creature of the society in which it is being implemented and therefore must be instituted in response to the needs, as defined by the society and have the flexibility to change as these needs also change. It is true that factual knowledge is crucial in assisting learners to learn, however, such factual knowledge becomes useful only within the broader context of a concept. The National Council for the Social Studies (NCSS) also advocates the organization of Social Studies teaching and learning around concepts not as isolated fact [3]. The Council is of the view that by organizing Social Studies teaching and learning around concepts, students will be able to give meaning to abstract ideas and begin the lifelong process of acquiring knowledge. Social Studies is one of the core subjects in Ghanaian Senior High Schools. The Social Studies curriculum for the Senior High Schools has been designed in such a way that learners are given the chance to acquire in-depth knowledge in the content which is full of concepts. Grasping of the concept is meant to enhance learners’ behavioural and attitudinal change.

A number of teachers would agree perhaps that conveying information to learners can be very crucial but that teaching learners how to think might be even more vital. Concepts as indicated are the basic building blocks for thinking, particularly higher level thinking in any subject. Concepts, allow individuals to classify objects and ideas and provide the foundations for networking that guide the thinking of the individual [2]. The process of concept learning begins at an early age and continues throughout life as people develop more and more complex concepts, both in school and out of school. The learning of concepts in Social Studies is crucial in the real life situation. It therefore allows mutual understanding among learners, to provide basis for verbal interaction and to relate with the environment as well. The theory and practice of Social Studies in the views of [7]assert that “concepts shape the child’s
orientation to his environment. As these concepts stabilized, they become difficult to change and become an integral aspect of personality”. Personality here refers to the individual’s set of attitudes.

In the new Social Studies syllabus, teachers have been given a fair amount of guidance on the concepts they need to develop under each topic. In spite of the elaborate syllabus guidelines, there is more work left for teachers to do. Teachers have to engage in comprehensive progress of confronting multiple dilemmas, and encourage students to speculate, think critically and make personal and civic decisions based on information from multiple perspectives. In the domain of [7] advised that “children come to school with a system of concepts informally acquired. Therefore, the teacher must determine to present the stage of concept development of the child to re-orient his thought to form attitude necessary for group living”. Concepts in the Social Studies classroom serve as a means of giving fuller meaning to a topic or learning activity. Teaching–learning events do not meet the above-mentioned expectations. Teachers find it difficult to provide opportunities for their learners to gain experience with events represented by concepts. Learners on their part are not able to grasp concepts very well in the classroom. Chief Examiner’s Report on Social Studies by [25] clearly states that “Social Studies teachers do not teach to make their lessons practical for their students to grasp the concept and this affect students’ performance in expository questions.” S/he suggested that Social Studies teachers should teach concepts practically to help students to answer expository questions well. Inadequate grasp of concepts in the Social Studies classroom affects learners’ ability to apply what they learn to real life situation. A research conducted by [9] on evaluation of background knowledge of teachers using techniques and strategies in assessing Social Studies concepts in Ghana posits that Social Studies concepts taught in abstract do not help the learners to replicate the real life situation and deny them the benefits they can derived from Social Studies. This called for the need to find out teachers’ attitudes and factors toward practicing of concepts in Social Studies curriculum in senior high schools in Ghana. The study was guided by these research questions- (1) How do the different categories of teachers’ attitudes affect teaching and learning of concepts in Social Studies in Ghana? (2)How do the different categories of teachers handle factors affecting teaching and learning of concepts in Social Studies? The research covered all the ten (10) Social Studies teachers and three (3) Public Senior High Schools in the Sefwi Wiawso municipality in the Western Region of Ghana.

2. Review of the Literature
Attitudes are said to be affective or emotional responses of preferences, likes and dislikes, approach or avoidance tendencies. A study by [11] on assessment of teachers’ performance and its relationship to pupils’ academic achievement contends that attitude is learned and acquired through exposure to model which exhibit the attitudes, through persuasive communication or conditioning. Teachers may therefore adopt the prevailing societal or environmental attitude to influence student outcomes for better or for worse. Furthermore reports by [11] that, a school environment can influence the perceptions and performance of teachers and students who live and work in that environment. The teachers’ beliefs about their work, which includes their goals, purposes, conception of students, curriculum and the way they teach influence the classroom culture [10]. Thus they see teachers' attitudes in the class as a true reflection of their belief. Sharing a similar view a study conducted by [6] on Teacher-trainees’ sense of efficacy in students’ engagement, instructional practices and classroom
management in Social Studies lessons reveals that teachers are responsible to conduct curriculum-based teaching in the Ghanaian Basic Schools, the orientation about what they believe in rather impact on what and how they go about their classroom activities; instructs, engage their students, and manage their Social Studies lessons.

Teachers have the platform to supervise curriculum and to monitor performance as well as sharing information and solving problems[12]. To buttress what [12] asserted on teachers using curriculum to share information and solve societal problems with learners, [19] supported the assertion that, teachers hold beliefs about their work, their students, their subject matter and their roles and responsibilities. Commenting on how pre-service teachers’ form attitudes, [19] explained that students start developing beliefs and practices related to being a teacher early in elementary school by mimicking teachers they have been exposed to. They will hone these practices and strengthen these beliefs over the years so that by the time they enter pre-service educational programmes, these beliefs and attitudes become well developed. It can be inferred from the above explanation that attitude formation is developmental rather than spontaneous. Finding teachers beliefs and educational research by [19] concludes that these ideas which are developed at the early stages of schooling include what is taken to be an effective teacher and how a student ought to behave, and, “though usually unarticulated and simplified, they are brought into teacher preparation programmes” (p, 322). As the pre-service teachers form these attitudes, there is a greater probability that they will carry it to their classroom as they practice their teaching career in future.

In fact, for Social Studies instruction to be very effective, particularly with regard to concept teaching, then teachers’ beliefs and practices need to be well understood. One can infer from the information gathered that: teachers are influenced by their psychological states and for that matter, their expectations influence pupils’ attainment. Teachers’ attitude is learned and has psychological effect on pupils’ achievement. Positive relationship between educational background of Social Studies teachers and their academic performance ensures the successful implementation of the subject [17].

However a research conducted by [4] on achieving the Citizenship Education Goal of the Social Studies Curriculum in Ghanaian Senior High Schools: Challenges and the Way Forward, postulates that though Social Studies is not the only subject that imparts citizenship education to learners, its unique thrust and approach make it ideally appropriate to perform such a task. However, it acknowledges the fact that if Social Studies is to effectively deliver citizenship education, particularly at the Senior High School levels, certain fundamental changes need to be made in the way the subject is conceptualized, taught and examined. The main institutions that train Social Studies teachers for the Senior High Schools are the University of Cape Coast (UCC) and University of Education Winneba (UEW). These two major institutions have the academic mandate to train teachers of Social Studies for the second cycle institutions. But they seem to have different perceptions about the subject, particularly with respect to approach through which the goal of Citizenship Education can be achieved. The University of Cape Coast (UCC) placed Social Studies under the Social Sciences where the experts see the subject as multi-disciplinary integration. They therefore structure the content of Social Studies such that students gain knowledge in Geography, History, Economics, Political Science to mention but a few through which the goals of
Citizenship Education can be achieved. University of Education Winneba (UEW) also have its ultimate goal of the subject as preparation of the young to become good and effective members of the society, it holds a contrary view of how the learners can be trained for Citizenship Education. Hence the subject is seen as issued-centred. The survival of the subject in the assertion of [21] does not deal with problems per say but how to help the individual to combat problems here and now. Areas that should be considered most are those that threaten the survival of the individual and not only gaining of knowledge from Social Sciences but should include the development of positive attitude, values and skills to help solve personal and societal problems. These differences in perceptions in the Universities seem to have brought about differences in perceptions among teachers in Senior High Schools in Sefwi Wiawso Municipal.

Perception involves sensing the world around us, as well as the inside of the body. The information obtained may be used immediately or stored for later use [23]. In opinion of [23] perceptions are experiences of whole things and events through organization and interpretation of sensations. Literature reveals that people's perceptions lead them in what they do. Social Studies educators and practitioners give various aims and objectives of the subject according to their perceptions.

The dominant style observed in all the classrooms was that in which teachers placed emphasis on the whole class teaching so that much of the learning was teacher managed. In other words, students learning depended upon individual teachers' teaching behaviours in a formal or traditional teaching environment. On performance of teachers on the subject[11] states that:

> It takes a good teacher to produce good quality students. The need to produce quality teachers must be the paramount importance to the state. The training institutions should devise means of following up their graduates into their schools to monitor their performances and get an insight into their problems. After that the problems identified must be solved and the experience gained use to help other trainees.

This point to the fact that teachers are able to perform their tasks as teachers effectively through the skills they possess. On relationship between teachers' subject matter and knowledge, pedagogic beliefs and instructional decision making regard selection of content, material and activities the researchers [15], [18] [26] expressed disappointment over the inadequate preparation of teachers for teaching Social Studies concepts. In a study on Teaching about Constitution by [15], reports that teachers' knowledge of the constitution was very limited: their beliefs about teaching repressive; and their methods inadequate for giving students anything beyond the most superficial knowledge about the constitutional concepts. Similarly, [18] study was about seven pre-service teachers who were observed in their Social Studies classrooms and interviewed to learn about their teaching goals and strategies. The study revealed that respondents had a narrow range of pedagogical skills and kept to the "centrist" position, an approach characterized by passive learning and recitation of facts. The writers call for teacher preparation programmes to educate aspiring teachers in a broader range of content and a wider array of teaching skills. Since student teachers enter the training institutions with pre-conceived ideas about teaching, it behooves teacher educators imbue in them the pre-requisite pedagogical skills and competences in order to make them effective teachers in their chosen subject areas. The Social Studies
teachers who were the respondents in study by [15] were unable to provide adequate explanations on constitutional concepts and why the constitution was written. Similarly, the greater number of those in [26] study performed poorly on the test items on constitutional principle and concepts. Although, the studies were conducted in USA, they reflect the Ghanaian situation as [24] indicate that teachers need to be well-trained in the teaching and learning of Social Studies and its concepts if they are to teach Social Studies more effectively.

The status of Social Studies examined by [24] in teacher training colleges in Ghana found that the subject is ranked among the lower third, just above physical education and home economics. He noted that the principal of the training colleges ascribed the situation to lack of competent teachers. Social Studies more than any other subject requires well trained teachers. Out of the minimum of 100 credits for the Diploma programme in Basic Education, Environmental and Social Studies have 10 credits [21]. This woefully affects the development of teacher trainees’ competences in teaching concepts in Social Studies. All these studies point to the fact that teacher training should not end at the pre-service level. There is the need for regular in-service training to update the skills and competences

Reporting his research on civic concepts in secondary Social Studies lesson, [15] cites additional problems. In his view, selection of concepts was narrow in scope and lacked depth of treatment, and students were not involved in skills of rational analyses and decision making appropriate for participation in a democratic society. On the rational for textbook selection in Social Studies[22] includes the fact that:

(a) There is a consciously designed Social Studies curriculum for schools and the curriculum has specified objectives. Therefore the school will want to find a textbook with the objectives for Social Studies programme.

(b) Textbooks are often primary means of translating the curriculum into the local school teaching programme. Therefore the school should seek to select a book that is compatible with its ongoing teaching programme.

(c) Textbooks often present the major source of the content for the subject. The order in which the content is presented and the depth and the scope of its treatment in the classroom are essential things to note.

(d) Textbooks often serve as one of the students’ primary resources for learning.

It can be inferred from these statements that, it is evident that textbooks will continue to remain essential resources for learning. But care should be taken to consider the age, readability level and the relevance of the textbook to the students’ need and interests.

Textbooks are, of course, traditional instrument of instruction. In its most rigid form, a textbook represents a series of lessons which demands the teachers’ initiative. In almost every study, pupils are required to move from textbooks to specialized references for kinds of the data, such as encyclopedias, dictionaries, atlases, information almanacs, government bulletins, commercial publications and miscellaneous periodicals. Textbooks are among the most instructional materials readily available for the use in the classroom for the implementation of Social Studies curriculum, hence the heavy reliance on textbooks particularly in the developing countries. A study on the Social Studies and Scholastic
Journalism by [14] indicates that ninety percent of teachers relied on textbooks as their primary instructional tool. The limited subject matter and uninspired treatment affect the teaching of Social Studies concepts.

3. Methodology
This study adopted a case study research design. The population for this study consist of all ten (10) Social Studies teachers in three public Senior High Schools in Sefwi Wiawso municipality in the Western Region of Ghana. Nonprobability sampling method (purposive and convenience sampling techniques) was used to select the ten teachers and the three Senior High Schools in Sefwi Wiawso municipality for the study. The data collection was facilitated through the administration of interview. The data was analysed by the use of the interpretative method based on the themes arrived at during the data collection. The themes were related to the research questions and interpreted on the number of issues raised by respondents.

4. FINDINGS AND DISCUSSIONS
The main objectives of this study were to establish whether the different categories of teachers teaching concepts in Social Studies curriculum in Senior High Schools (SHS) level have great impacts on their students. Interview checklists of twenty one (21) items were used to ascertain from Social Studies teachers teaching the subject at the SHS level on two different occasions (eight (8) items based on Attitudes of teachers toward teaching and learning of Social Studies concepts and thirteen (13) Factors that affect teaching and learning of Social Studies concepts). The researchers recorded and wrote down salient points.

4.1 Attitudes of teachers toward teaching and learning of Social Studies concepts
Attitudes of teachers toward teaching and learning of Social Studies concepts are discussed here.

Table 1: Attitudes of teachers toward teaching and learning of Social Studies concepts

<table>
<thead>
<tr>
<th>Item</th>
<th>Social Studies trained</th>
<th>Untrained in Social Studies</th>
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<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>I teach controversial issue</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Focus students attention on factual knowledge</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Focus students attention on attitudinal change</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Adopting effective teaching to enhance learning of concepts</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>
Making students know attributes that define a concept
Not involving students in cooperative learning
Not using appropriate techniques
Assisting students to grasp concepts as the basis of understanding
Exposure of students to variety of experiences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
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<tbody>
<tr>
<td>Making students know attributes that define a concept</td>
<td>30</td>
<td>2</td>
<td>20</td>
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<tr>
<td>Not involving students in cooperative learning</td>
<td>40</td>
<td>2</td>
<td>20</td>
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<tr>
<td>Not using appropriate techniques</td>
<td>20</td>
<td>3</td>
<td>30</td>
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<tr>
<td>Assisting students to grasp concepts as the basis of understanding</td>
<td>30</td>
<td>3</td>
<td>30</td>
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<tr>
<td>Exposure of students to variety of experiences</td>
<td>40</td>
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<td>10</td>
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</table>

Table 1 revealed that 40% trained Social Studies teachers mentioned that they teach controversial topics to promote students understanding while only 20% of the untrained Social Studies teachers agreed that they teach every topic in Social Studies. This means that most of the untrained Social Studies teachers do not teach certain concepts at all or not effectively. Probably they lack in-depth knowledge about how to handle the controversial issues so they avoid those topics. This may be due to their inadequate training and lack of the needed skills to handle the controversial topics such as Female Genital Mutilation, Trokosi system, and Widowhood rites among others which may generate heated argument. These practices prevent students from the benefits that go with the teaching and learning of controversial topics in Social Studies lesson.

On the issue of teaching to focus students’ attention on factual understanding of concepts, 60% of the participants composing of 20% Social Studies trained teachers said they focus student’s attention, while 40% of the untrained teachers also agreed that they teach to focus their students’ attention on factual understanding of concepts. But the rest of the teachers said they were not certain on teaching to focus students’ attention on factual understanding. This may be due to the fact that teachers are more conscious about the West Africa Examinations Council requirements and for that matter they have adopted teaching-to-test. It implies that still most of our Senior High School students are taught only on the understanding of concepts, without helping them to apply them.

As for the case of teaching Social Studies for attitudinal change 70% of the respondents consisting 40% trained teachers and 30% of the untrained Social Studies teachers agreed that they teach to focus students attention on the attitudinal change. It is apparent that majority of the Social Studies teachers promote attitudinal change which is the heart beat of Social Studies.
On the issue of adopting effective teaching to enhance concepts learning, 30% each of the two categories of the teachers mentioned that they teach to enhance concept learning. Perhaps the untrained Social Studies teachers do not understand what concept learning is all about and need to be taken through concept learning.

With regards to teaching to make students know the attributes that defines a concept, 50% of the sample size made up of 30% trained teachers and 20% untrained teachers mentioned that they teach to make students aware of the attributes that define a concept. But the rest of the respondents were on the contrary. These points to the fact that most teachers either due to lack of in-depth knowledge or inadequate time and space do not teach their students how to learn concepts by their defined attributes.

On the issues of not involving students in cooperative learning, the results indicate that whereas only 40% of the trained teachers indicate that they do not involve their students in cooperative learning 20% of the untrained teachers agreed that they do not encourage students' involvement in cooperative learning process like group assignment, debates, team achievement, and think-pair-share among others. This implies that either the said teachers do not have adequate knowledge or are inexperienced in using the techniques or they intentionally decided not to use them as a result of lack of in-depth knowledge about the benefits of cooperative learning.

With respect to not using the appropriate techniques the results of the interview confirmed that 30% of the untrained Social Studies teachers were not using the appropriate techniques and lack the skills of involving students at the various stages in the teaching and learning process. Whereas 20% of the trained teachers were using the appropriate techniques in the teaching and learning process assisting students to grasp concepts that are presented in the Social Studies lessons, 60% made up of 30% from each category of Social Studies teachers said they teach to help students grasp the understanding of Social Studies concepts

On the issue of exposing students to variation of experiences, 40% of the trained Social Studies teachers indicate that they teach to expose their students to varieties of experiences to help them to acquire in-depth knowledge about the various concepts that are presented in the Social Studies lessons. On the contrary, 10% of the untrained Social Studies teachers agreed that they were not able to expose their students to varieties of experiences in the teaching and learning of Social Studies concepts. Indeed, the concept attainment model suggested by [13] explains that when teachers attend to those attributes that are essential to the meaning of a concept, it facilitates the learning of that concept.

4.2 Factors that affect the Teaching and Learning of Social Studies concepts

Factors that affect teaching and learning of Social Studies concepts are discussed here. The teaching and learning of any subject thrives largely on certain factors, these factors can influence the lesson either positively or negatively. For that matter the research question two (2) was formulated to look into factors that affect the teaching and learning of Social Studies concepts.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Trained Social Studies teacher</th>
<th>Untrained in Social Studies teachers</th>
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<tbody>
<tr>
<td>Embarking on fieldtrips to place of interest</td>
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<td>Cooperative learning</td>
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<td>Availability of textbooks for student and teachers guide</td>
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<td>4 40</td>
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<tr>
<td>Developing good attitude towards the teaching concepts</td>
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<td>3 30</td>
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<td>Use of TLMs</td>
<td>4 40</td>
<td>3 30</td>
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<tr>
<td>Availability of Social Studies laboratory and competence of teachers</td>
<td>3 30</td>
<td>3 30</td>
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<tr>
<td>Resourcefulness of the teacher</td>
<td>4 40</td>
<td>4 40</td>
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<tr>
<td>The use of resources</td>
<td>4 40</td>
<td>2 20</td>
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<tr>
<td>Lack of interest in organizing fieldtrips</td>
<td>4 40</td>
<td>4 40</td>
</tr>
<tr>
<td>Inadequate workshops and seminars for teachers</td>
<td>4 40</td>
<td>5 50</td>
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<tr>
<td>Lack of Social Studies laboratory</td>
<td>5 50</td>
<td>5 50</td>
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<tr>
<td>Lack of journals and newspapers</td>
<td>5 50</td>
<td>4 40</td>
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<tr>
<td>Lack of grouping skills,</td>
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3.0 Discussion and Lecturing Techniques

Inadequate social studies textbook at the libraries

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<td>40</td>
<td>5</td>
<td>50</td>
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</table>

Table 2 depicts that almost all the two categories of Social Studies teachers were in agreement, that availability of Social Studies textbooks for students and teachers guide, cooperative learning, development of positive attitude towards the teaching and learning of the subject and its concepts, the use of community and instructional resources help in exposing learners to positive attitude, knowledge and skills necessary for good Citizenship.

For resourcefulness of the teacher as a factor promoting teaching and learning, 80% consisting of 40% from each side agree to resourcefulness of the teachers to promote learning. On the use of fieldtrips 30% each of both trained and untrained Social Studies teachers making 60% agree that fieldtrip promote learning. On the issue of availability of Social Studies laboratory and competence of teachers 60% of each category of teachers agrees that availability of Social Studies laboratory and competence of teachers promote learning.

Both categories of the Social Studies teachers accept that varieties of factors such as students' poor attitude towards the subject negatively affect the teaching and learning of its concepts. Inadequate or lack of fieldtrip also affects the students’ affection for the subject. Absent or woefully inadequate workshops and seminars also hinder the teaching and learning of Social Studies concepts. Lack of Social Studies laboratories in the Senior High Schools level also affects the teaching of the subject. Lack of journal, magazines and newspaper affect teacher ability to impart current information on the concepts they confront in the subject. Then also, the teacher inability to vary the techniques of teaching to incorporate effective grouping techniques does affect the teaching and learning of the subject.

On the issue of how teachers were able to manage factors that hinder the teaching and learning of Social Studies concepts in their various classrooms, 40% of the teachers mentioned that they use resource persons, 20% too said they use team-teaching. The other thing they mention was that they bring some of the community resources that can be conveyed to the classroom to their classrooms. Majority of the teachers said that they make notes available to the student to solve the problem of inadequate textbooks.

5. CONCLUSIONS AND RECOMMENDATIONS

In spite of the fact that some of the Social Studies teachers have positive attitudes towards the teaching and learning of concepts, the other teachers should be helped to be abreast with the nature of concepts in the subject and the techniques and methodology that will promote effective teaching and learning of the subject. It is an undisputable fact, that if Social Studies is to help in promoting attitudinal change in
the Ghanaian society, then, it is not only the necessary teaching-learning resources that should be readily available but also there is the need for Social Studies trained teachers who have positive attitude towards the teaching and learning of the Social Studies concepts. For Social Studies to make impact at the Senior High School levels in Ghana teachers should not only be encouraged to develop positive attitudes towards the teaching and learning of the subject, they should also be trained to teach the subject well.

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