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Teachers' Attitudes Towards the Teaching of Social Studies in Prestea Huni - Valley Municipality: Taking stance from the Structural Functionalist Theory of Education

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Abstract. This study sought to examine the attitude of teachers towards the teaching and learning of the Social Studies in Junior High Schools in the Prestea Huni-Valley Municipality. This study sampled 70 participants for the study. Seventy (70) Junior High School social studies teachers were randomly sampled from the Prestea Huni-Valley Municipality. The research was qualitative and descriptive in nature and a self-developed and structured questionnaire was used to collect data for the study. The study was informed by the Structural functionalist theory of education by examining the dominant role of teachers in education. The findings of the study revealed teachers have low status attached to the subject, low morale, and low confidence level in teaching Social Studies among others. The study, therefore, recommends teachers should develop a positive attitude toward the teaching of social studies by exerting confidence in teaching the subject.

Keywords. Attitude, Functionalism, Junior High School, Social Studies, Teachers, Teaching and Learning

Introduction

Social Studies in Ghana has its roots in the Mombasa Conference of 1968. As an academic discipline, it was introduced into the national curriculum between 1940 and 1946 in the initial teacher training colleges but was short-lived due to a lack of coordination (Dwomoh, 2018). Due to both instructors' and students' unfavourable perceptions and attitudes about the Social Studies curriculum, the teaching of Social Studies was stifled (Mensah, 2019). After the Mombasa conference in 1968, there was an educational conference at Winneba in 1969 during which the subject was re-introduced into Ghanaian schools in 1972. This attempt also failed.

According to Agyeman-Fokuo (1994), the introduction of Social Studies into Ghanaian schools' system had to wait for the implementation of the educational reforms in 1986 which is now compulsory in all Primary, Junior, and Secondary as well as initial Teacher Training Colleges in the country. In teacher education colleges by the early 1950s, single subjects (studying history, economics, and geography separately) had supplanted integrated social studies (drawing concepts, ideas, knowledge, and perspectives from various subject areas such as history and geography to solve problems or explain issues). The return of the single-

subject method was justified by the fact that social sciences graduates who were to teach Social Studies in teacher education institutions could not deal with the integrated approach since they had specialized in single topics (Tamakloe, 2008). Students at teacher education institutions also embraced the single-subject method because they saw it as an opportunity to enhance their grades in single subjects like history, geography, and economics.

The University of Cape Coast took the initiative by mounting a Bachelor of Education degree in Social Studies in 1988. The advanced teacher training college at Winneba likewise started a course for a diploma the same year. The former is now offering degrees in Bachelor of Education, Master of Philosophy and Doctorate programmes in Social Studies. Presently Social Studies is studied at all levels of education, which is from the basic to the tertiary level.

Social studies are part of a school or college curriculum concerned with the study of social relationships, and the functioning of society and are usually made up of courses in history, government, economics, civics, sociology, geography and anthropology. Ghana Education Service (GES) (2007) defines Social Studies as “an integration body of knowledge, skills and attitudes that will help the pupils develop a broader perspective of Ghana and the world” (p. 20). National Council for Social Studies (NCSS) (1994) views Social Studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of Social Studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It has been used to designate a combination of two or more subjects dealing with human relationships and to designate a combination of Social Studies exclusive of history. Although the term Social Studies include primarily history, geography, civics, economics and sociology, it deals with materials from other subjects. Thus, some elements of ethics psychology, philosophy, anthropology, art, literature and other subject are included in various courses in Social Studies. Even if these subjects are not taught in the schools under their titles, they make their contributions to the Social Studies to indicate the field of subjects dealing with human relationships-dates from 1916.

The study of Social Studies helps to understand the development that is taking place in society and the world as well as their roles in shaping the future of the nation. Teachers’ beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers’ strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students’ learning environment and influence student motivation and achievement. MacDonald (2005) describes attitude as a predisposition to act positively or negatively person, object, and event. Attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations to which it is related. An attitude is a mindset that affects how a person thinks and acts. Several studies conducted on teacher’s activities (Kratz, 2009) have shown that teacher attitudes are important factors in the teaching and learning process that influence students’ academic performance. Teachers’ attitudes towards Social Studies have implications for the successful teaching of essential skills and values, which are central to social studies education.

The attitude of a teacher, consciously or unconsciously, greatly affects students’ academic performance. It has been established that teachers’ attitudes highly influence

students' interest in learning. Moreover, the personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in the classroom. A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. In addition to that, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated. So, students find it difficult to ask such a teacher questions on the grey areas of the subject he/she teaches. This implies that teachers' attitude toward their students and teaching, in general, is very important for students' success. In the same vein, teachers need to be highly interested in the subjects and topics they teach.

Statement of the Problem

Attitude can influence a person's performance positively or negatively. Certain factors trigger a teacher's attitude towards teaching any subject including Social Studies. For instance, unavailability of teaching materials, lack of interest in learning on the side of students, lack of incentives for the teacher, and inadequate knowledge of teachers on technical concepts influence teachers' attitudes towards teaching in schools.

In an interaction with a cross-section of teachers from the Prestea Huni- Valley municipality, it appears teachers have the readiness to teach but teaching Social Studies is influenced by large class sizes, inadequate teaching and learning resources, and limited knowledge of controversial issues. These have led to several studies being carried out on teachers' attitudes and its impact on students' academic performance in Senior High Schools (Jibililu, 2021). However, it appears limited studies have been conducted on teachers' attitudes towards teaching and learning of Social Studies in basic schools, hence the need to conduct teachers' attitudes towards the teaching of Social Studies in Prestea Huni- Valley municipality. This research, therefore, seeks to focus on the following research objectives; examine teachers' attitudes toward the teaching of Social Studies, and identify factors affecting teachers' attitudes towards the teaching of Social Studies in the Prestea Huni-Valley Municipality. The study sought to answer the following questions; What are the attitudes of teachers toward the teaching of Social Studies in Prestea Huni-Valley Municipality? What are the factors that influence teachers' attitudes toward the teaching of Social Studies in Prestea Huni-Valley Municipality? The study would bring to the fore the attitude teachers put up in the teaching of Social Studies and how it influences performance, and identify factors that account for teachers' attitude towards the teaching of Social Studies in Basic Schools.

Literature Review

Social Studies scholars have given different meanings to the subject over the years as to what the term means. This has allowed other writers to define Social Studies based on their cultural background and understanding. Linguist (1995) defines Social Studies as "an integration of knowledge, skill and processes and goes on to say that "the subject provides powerful learning in the humanities and social science to help children learn to be good problem solvers and wise decision-makers" (p. 20). To Martorella (1994) "Social Studies are selected information and modes of investigation from the social sciences, selected information from any area that relates directly to an understanding of individuals, groups and societies, and application of the selected information to citizenship education". To these writers, Social Studies is taught to promote citizenship by using social science concepts.

According to the National Council for Social Studies, the subject is multidisciplinary and trans-disciplinary, drawing on geography, history, sociology, psychology, economics, and civic education, and it is taught in many countries' curricula (Westheimer, 2015). Researchers find that Social Studies is the most ideal subject for civic education based on the diverse content and child-centred teaching approaches (Kilinc, Tarman, & Aydin, 2018). From Linguist's (1995) and Martorella's (1994) definitions, one thing clearly emerges; this is the role of the social sciences which provide the base for Social Studies teaching, that is, the content or subject matter of Social Studies. To a large extent, the framework of Social Studies promotes history, geography and economics. These are the three major disciplines of Social Studies since they directly promote the development of temporal and spatial competencies and sustainable living. History gathers and evaluates relevant traces of past events and provides Social Studies with the key concepts of chronology, cause and effects and historical records. The key concepts of Geography in the Social Studies curriculum include landform, migration, climate, ecosystem and sustainable economic development. Economics is the study of how we use resources to satisfy wants and needs and this is given prominence in the Social Studies syllabus.

Other fields of study, such as political science, anthropology, sociology and social psychology contribute essential understanding and competencies to Social Studies. The social sciences are therefore constructs developed to aid in the scholarly pursuit of knowledge with the content and findings from the social sciences furnishing the raw materials on which the Social Studies programme is built (Welton & Mallan, 1999). To some extent, it may be true that the social sciences provide the foundational concept–matrix for Social Studies.

Teachers' Attitudes Towards Teaching of Social Studies

Social Studies teachers seem to argue the consensus about the nature and importance of the subject. From Uyoata's (1992) viewpoint, many teachers appear to exhibit a negative understanding of the subject. However, despite the general misunderstanding, Uyoata observes that 65 percent of the primary school teachers in his study expressed a positive attitude to Social Studies. In the said study, most of the teachers preferred social studies as a separate subject such as history, civics, moral instruction and geography. The teachers' positive attitude, therefore, might have been built on the preference for a multidisciplinary approach, which has now been discarded for the integrated approach. The integrated nature of the subject being taught by one person in JHS made some teachers feel uncomfortable in some areas of the subject and therefore could decide to skip them.

A study conducted by Osho (2006) observes, among others, that teachers with a positive attitude (who were exposed to the problem-solving strategy) had higher gains from the post-treatment scores on their performance in Social Studies than their colleagues who used other methods. Cruickshank, Jenkins and Metcalf (2003) write those effective teachers are generally positive minded individuals who believe in the success of their students as well as their ability to help students to achieve. Another attitude expressed by teachers towards the teaching of Social Studies is the low status attached to the subject. This confirms a study conducted by Okon (2007) which reported that many teachers regard Social Studies as a low-status subject that could be taught any-how hence making Social Studies hazy and distorted in the image.

Hobbs and Moroz (2001) found in their studies that students believed Social Studies was useful but did not believe that Social Studies would help them get a job. Among the social sciences, people seem to think of Social Studies, as a low-status subject (Hobbs & Moroz 2001). Teachers' attitudes toward Social Studies have implications for the successful teaching of

essential skills and values, which are central to social studies education. Generally, low morale among teachers has been a disincentive for the teaching of Social Studies in most African countries, including Ghana. While in the past, teachers enjoyed great status in the community and the profession was prestigious, today teachers are a beleaguered and dispirited force (Asimeng-Boahene, 2004). Those who cannot leave the profession often have to seek ways to supplement their incomes, adversely affecting the quality of their instruction. Asimeng-Boahene (2004) recounted, during a visit to one school in Ghana, I observed that almost everybody in the school, including the headteacher, was engaged in one form of trading or another to make ends meet.

Factors Affecting Teachers' Attitude Towards Teaching of Social Studies

The successes of education are greatly influenced by the learning environment. The school environment sets the tone for teaching and learning. Several studies support the view that the factor most likely to affect positively students' attitudes towards the teaching and learning of concepts is an open classroom climate - an environment whose signifying features are teacher respect for students' ideas and teacher use of democratic leadership behaviours (Angell, 1992; Ochoa, 1991). The learning environment of schools is to be friendly, well resourced, and devoid of obstacles or distractions such as pollution (air and noise) which distract or reduce the students' learning attention. For effective teaching and learning of Social Studies, schools must be sited in environments that stimulate learning for improved academic performance. In the case of Prestea Huni-Valley Municipality, there is noise pollution which mostly emanates from mining-related activities affecting teaching and learning in some schools.

Perceptibly, the nature of the learning environment has a direct impact on the attitude of teachers and students towards the teaching and learning of concepts. Harwood's (1991) view of research that investigated the relationship between climate measures in social studies classrooms and students' attitudes towards political concepts, open classroom environments featuring student participation and free expression have a positive impact on students' attitudes towards the learning of concepts. This is also confirmed by Blankenship (1990) that, there was a positive relationship between open classroom climates and several civic concepts and attitude measures. The teacher's role in creating such an open and democratic classroom environment cannot be over-emphasized. Interactions with Ghanaian teachers in the Western Region seem to confirm the findings of Nevenglosky, Cale and Aguilar (2019) where most teachers complained of a lack of curriculum materials which affects the implementation of the new curriculum as a result of the insufficiency of resources (teachers, materials, space). The participant teachers viewed the new requirements as irreconcilable and unachievable without allocating the necessary physical and human resources. If extraordinary resources are not levied in support of efforts to implement the new curriculum, the promise of deep reform is dim (Dangara, 2016).

Social Studies is a very challenging subject that requires only well trained and intellectual teachers for its handling. This makes it difficult for such teachers to give detailed explanations about the required concepts. Also, poor mastery of the subject by the teacher causes students to lose interest in learning the subject. An intelligent and sound teacher with good mastery of his subject matter always commands respect and gains students' attention during the teaching-learning process (Aggarwal, 2001). According to Agnes (2013), teachers with good professional competence and interpersonal skills are more effective in their classrooms in terms of students' behaviour, a better understanding of concepts by students and disposition of positive and mental alertness by learners.

Tamakloe (1988) examined the status of Social Studies in Teacher Training Colleges in Ghana and found out that the subject was ranked in the lower third, just above Physical Education and Home Economics. He noted that the College Principals ascribed the situation to a lack of competent teachers. The need for well-trained teachers to teach Social Studies has been emphasized by Social Studies educators including Aggarwal (2001) who made it abundantly clear that Social Studies more than any other subject requires well-trained teachers.

One major significant impact of large class size on learners' academic achievement is the passive role play by students. Kwegyiriba, Mensah, Babah, and Bagidah (2021) found that larger classes lead to students playing a passive role. Monks and Schmidt (2010) state that "large classes may allow students to be more disruptive, allow them to 'hide' from participation, engagement, or even attendance. Students in large classes have been found to participate less, especially in-class discussion since the failure to do so does not make any significant impact on the progress of activities. Social Studies is quite different from what it was before. Nowadays, some students pay less attention during Social Studies lessons. Omolara and Adebukola (2015) in a study intimated that students' attitudes toward learning Social Studies were not encouraging. Nonchalant attitudes of the learners towards learning Social Studies in secondary school could result in poor teacher's attitudes towards teaching as well.

Theoretical Framework

As stated by Akintoye (2015) as in Mensah, Agyemang, Acquah, Babah, and Dontoh (2020) the purpose of a theoretical framework is to provide the organization for the study, to test theories, to make research findings meaningful and generalizable, to establish orderly connections between observations and facts, to guide the researcher in the interpretations of the results, to predict and control situations and to stimulate research. Therefore, applying the structural functionalism framework to this study is not different from this assertion.

Structural Functionalism

The social philosophy of functionalism has been applied to education. Within the functionalist paradigm, society is viewed as stable, with its various components in harmony with one another. Two notions lie at the heart of functionalism. For starters, the social world can be studied using scientific procedures similar to those employed in the sciences. An impartial investigation of social phenomena, according to a functionalist, should lead to an understanding of the laws of social behaviour. The second fundamental concept of functionalism is that society is made up of interconnected pieces that can be understood in terms of the role they play in the overall system. Education is one of the most essential social institutions in a society, according to functionalists. They argue that education provides two types of benefits or functions.

Manifest functions

Education serves a variety of important manifest roles. The first is the process of socialization. Students are taught to play numerous societal roles starting in preschool and kindergarten. Schools are "socialization agencies that teach children how to get along with others and prepare them for adult economic tasks," according to Émile Durkheim (1858–1917), the founder of the academic science of sociology (Durkheim 1898). Indeed, it appears that schools have fully assumed this role. Learning the laws and standards of society as a whole is also part of this socialization process. Students learned the dominant culture in the early days

of compulsory schooling. Because today's culture is becoming more varied, students can study a range of cultural norms, not just the dominant ones.



The teacher's authority in the classroom is a way in which education fulfils the manifest functions of social control (Photo courtesy of Tulane Public Relations/ Flickr)

Education is also one of the most common ways for people to move up the social ladder. Social placement is the term for this function. College and graduate institutions are seen as vehicles that help students get closer to occupations that would provide them with the financial freedom and stability they desire. As a result, college students are frequently more motivated to pursue subjects that they believe would help them advance in society. All these functions are either successfully or unsuccessfully performed by teachers. However, the functionalist theory stands in the positive direction for the role it plays in education.

Latent functions

Latent functions are also fulfilled by education. It is well known that much happens in a school that has nothing to do with formal instruction. You might notice a handsome fellow student in class, for example, when he gives a fascinating answer. Catching up with him and arranging a date points to the latent function of courtship that is fulfilled in the educational setting by exposure to a peer group. Students are introduced to social networks in the educational setting, which can persist for years and assist people to find jobs after they finish school. These networks are, of course, easier to maintain than ever before thanks to social media platforms like Facebook and LinkedIn. Another latent function is the ability to operate in small groups with others.

Table 1: Manifest and Latent Functions

Manifest Functions: Openly stated functions with intended goals	Latent Functions: Hidden, unstated functions with sometimes unintended consequences
Socialization	Courtship
Transmission of culture	Social networks
Social control	Group work
Social placement	Group work
Cultural innovation	Political and social integration

According to functionalist philosophy, schools also have the job of sorting or classifying students based on intellectual merit or potential. Early in school, the most capable pupils are identified through testing and classroom successes. In order to ensure that these pupils attend school regularly, they are placed in accelerated programs. School, according to functionalists, is increasingly taking over some of the responsibilities that were previously performed by the family, particularly in recent years. Schools are now used to teach about human sexuality as well as basic skills like budgeting and job applications, which were once handled by the family.

Application of Theory to Practice

In the application of the structural functionalism theory, it is clear that teachers must exhibit a positive attitude towards teaching in general irrespective of the course being taught in order to fulfil several functions of the purpose of education in society. Teachers must exhibit a positive attitude towards students in teaching by performing the functions of socialization, the transmission of culture, social control, social placement and cultural innovation. When teachers perform these functions well and dynamically, it leads to social stability and progress in society. Once this role of education is attained in the society, these students who have been trained by these teachers grow up to be responsible citizens and occupy strategic positions in the society (Institutions). This in the end ensures development and progress in society.

Criticisms of the theory

Authors of this paper have realized that even though this theory of functionalism is good, it has a lot of ideological lapses which result from the way people think it can affect the delivery of teachers. Also, structural functionalism theory is likely dependent on working conditions. When working conditions of workers/teachers are good, they are motivated to bring out their best in teaching which will manifest in the attainment of educational goals. The theory has been criticized that it cannot adequately explain social change. Marxists argue that the education system is not meritocratic because private schools benefit the wealthy. It is also argued that today, the school focuses more on developing the individual rather than teaching duties and responsibilities that individuals should adopt towards society. **It is more about the individual and less about solidarity.** Functionalism reflects the views of the powerful. The

education system tends to work for them and they suggest there is nothing to criticize. In conclusion, it can be deduced that this theory can best work if certain environmental and institutional factors are looked at carefully.

Methodology

Descriptive design was used for this study. Descriptive research explains traits of phenomena, views, attitudes, preferences and perceptions of persons. Descriptive research was used because it focuses on highlighting present events or problems by collecting data that will help delineate the situation more completely (Fox & Bayat, 2007). Moreover, descriptive research gives a numeric description of how events unfold over a period, attitudes or views of a population by investigating the sample of that population (Orodho, 2009). It was chosen because judging from the study; it was the most appropriate design which led the research to draw meaningful conclusions from the study. The population for the study was made up of Social Studies teachers in Junior High Schools (JHS) in the Prestea Huni-Valley Municipality.

A random sampling technique was used to select 70 JHS Social Studies teachers as the sample for the study. The random sampling technique gave all the Social Studies teachers an equal chance of being selected as a subject of study. Social Studies teachers were selected purposively because they are the right respondents to solicit teachers' attitudes towards teachers' attitudes towards the teaching of Social Studies for the study. A close-ended structured questionnaire on a two-point Likert scale was employed to elicit information from the teachers.

For validity, the questionnaire was given to a peer in education for moderation, and comments, suggestions and observations were taken into consideration and effected. To ensure reliability, the instrument was piloted in Effia Kuma Methodist JHS because it has similar characteristics to the study area. The purpose of the pilot testing was to check the reliability of instruments before they were administered in the study area. Since the study is purely descriptive, descriptive statistics were used. The main statistical tool used for analyzing the data was simple percentages and frequencies.

Results and Discussion

Table 2: Attitudes of Teachers towards the Teaching of Social Studies.

Issues	Agree	Disagree
Teachers are dissatisfied with the nature and importance of the subject	48 (68.6%)	22 (31.4%)
Low status attached to the subject	42 (60%)	28 (40%)
Low morale among teachers due to stereotype	70 (100%)	-
Teachers' low confidence level	39 (55.7%)	31 (44.3%)
Disinterest in the teaching of the subject	49 (70%)	21 (30%)

Survey, 2021

Table 2, presents results on teachers' responses to teachers' attitudes towards teaching social studies. Regarding the attitudes of teachers towards the teaching of Social Studies; 48 (68.6%) of the respondents were of the view that teachers are dissatisfied with the nature and importance of the subject whilst 22 (31.4%) of the respondents disagreed. It was evident from the results that 60% of the respondents mentioned the low status attached to the subject by teachers as a problem in teaching it, while 40% of the respondent disagreed with the issue. All respondents 100% agreed to the issue that the low morale due to stereotypes exhibited by teachers affects the teaching of social studies. About 44.3% of respondents disagree with the issue that their low confidence affects their teaching of social studies whereas the remaining 55.7% blame it on the low confidence level of teachers.

Majority of respondents 70% intimated the disinterest behaviours by teachers in the teaching of the subject while the few 30% said no to the same issue. It is totally agreed that the low morale of teachers mostly affects the delivery of their roles or core mandate. From the functionalist perspective, teachers must perform their roles positively by focusing on the benefits of education and not the negative aspects which arise as a result of some conflicting factors in the workplace.

Table 3: Factors influencing Teachers' Attitudes Toward Teaching of Social Studies.

Issues	Agree	Disagree
The nature of school environment.	46 (65.7%)	24 (34.3%)
Limited textbook for social studies.	53 (75.7%)	17 (24.3%)
Limited teacher supervision and monitoring.	70 (100%)	-
Competence of teachers.	49 (70%)	21 (30%)
Lack of job satisfaction and motivation.	70 (100%)	-

Survey, 2021

Table 3 discusses factors influencing teachers' attitudes towards teaching social studies. Regarding the factors influencing teachers' attitudes towards teaching Social Studies; 46 (65.7%) of the respondents consider the nature of the school environment as a factor responsible for teachers' attitudes to the teaching of the subject, while 24 (34.3%) of the respondents disagreed with the issue. While 75.7% of the respondents insisted on inadequate textbooks as a cause, 24.3% said no to the issue. All the respondents representing 100% agreed on limited teacher supervision and monitoring. Out of the 70 respondents, 70% of the respondents channel their issues on teachers' competencies while the remaining 30% disagreed. Finally, all the 100% consider lack of job satisfaction and motivation as one of the factors influencing teachers' behaviours in the class. The functionalist perspective makes it clear that the teacher's authority in the classroom is a way in which education fulfils the manifest functions of social control. So irrespective of the several conflicting factors which affect teaching, the teacher must be able to ensure and enhance social control despite these conflicting factors in order to ensure stability, progress, unity and the attainment of educational goals in the society.

Summary of Findings

The study presents the following as the summary of findings.

1. Regarding the teacher's attitude towards teaching Social Studies, the results revealed that teachers show dissatisfaction with the nature and importance of the subject, low status attach to the subject, low morale among teachers due to stereotypes, disinterest in the teaching of the subject and teachers' low confidence level in teaching Social Studies.
2. Concerning the factors affecting teachers' attitude toward teaching Social Studies among the learners, the nature of school environment, limited textbooks for social studies, lack of job satisfaction and motivation, the competence of teachers, limited teacher supervision and monitoring were mentioned as causes.

Conclusion

The following conclusions were drawn based on the findings of the study:

The perception of low status attaches to the teaching of social studies, low morale among teachers due to stereotype and low confidence level in teaching Social Studies is eroding the confidence level of Social Studies teachers in Prestea Huni-Valley Municipality. These attitudes are a result of; students' lack of interest; some students perceive that the study of Social Studies is not a criterion for getting employed after completion thereby students put less effort into studying it, discouraging teaching of the subject from teaching the subject. This further creates a lack of job satisfaction and motivation due to the attitude displayed by students when the subject is being taught.

Recommendations

1. The Ghana Education Service (GES) should collaborate with the Ministry of Information through the National Commission on Civic Education to create a campaign highlighting the benefits of the study of Social Studies on an individual and the community in which he or she lives since the study of Social Studies forms the basis for appreciating the Judicial, Executive and Legislative instrument of a government.
2. The Ghana Education Service (GES) must provide in-service training for teachers of Social Studies on how to make the subject attractive to students to help reduce the stereotype attached to the subject. Social Studies teachers should not only teach the subject on a theoretical basis but make an effort to practicalize it to reflect in the daily lives of the students, as this could help improve the attitude of teachers toward teaching Social Studies.
3. Teachers should develop a positive attitude towards the teaching of social studies by exerting confidence in teaching the subject.
4. A study conducted by Mensah et al. (2020) made it clear that in order to overcome teacher-related problems in the field of their job and delivery, licensure examination for teachers may be institutionalized like the conduct of qualifying exams, pre-board exams and mock examinations. Also, refresher courses must be integrated into special topics which will be handled through team teaching.

Implications for further studies

Another study of similar nature can be looked at from the conflict or the Marxian perspective. Also, a different municipality can be looked at in areas where there are a lot of challenges confronting education. Mensah and Frimpong (2020) asserted that the attitudes of students towards the concept of teaching and learning are related to the kind of environment in which they find themselves. In the same way, the environment in which teachers find themselves teaching can affect them either positively or negatively. We believe that some interesting revelations will come out if these further studies into the subject matter are done.

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