

Social Studies Teachers' Instructional Techniques Knowledge and Its Impact on Learners' Attitudes, Values and Skills in Senior High Schools in the North East Region of Ghana

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Abstract

This study set out to examine how Social Studies teachers knowledge of instructional techniques in Senior High Schools impact on the attitudes, values, and skills of learners. To achieve this, interview guides and questionnaires were designed and employed to elicit the views of respondents. For this research, 54 Social Studies teachers were involved. The simple random, cluster, and convenient sampling techniques were employed to select the respondents for the research. Frequency counts and percentages were employed as statistical tools for analyzing the questionnaire data gathered, and the data from the interview guide was transcribed, categorized, analyzed, and discussed based on themes and research questions. The findings revealed that most teachers of Social Studies in Senior High Schools in Ghana are not teaching to develop attitudes, values, and skills of learners. Majority of Social Studies teachers in Senior High Schools are not familiar with instructional techniques such as project work, simulations and games, problem-solving, demonstrations, among others. Based on the findings, it was recommended that there should be courses on Social Studies instructional pedagogy to develop teachers' knowledge about instructional techniques of the subject to enhance effective teaching.

Keywords: Social Studies, Instructional Techniques Knowledge, Instructional Techniques Knowledge Impact, Senior High Schools.

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1. Introduction

Acquiring relevant skills, attitudes, and values by learners is the main objective of education in Ghana. These skills, attitudes, and values acquired should be able to make learners functional and be able to promote the rapid socio-economic growth of Ghana. Training learners in the 21st century needs Social Studies education. Social Studies education is pivotal to the development of competitive and functional citizenry for any nation. But, achieving responsible citizenry needs teachers who are well trained and effective to enhance their effectiveness in the classrooms. Attaining citizenship education also demands the employment of appropriate instructional techniques of Social Studies that are embedded with the attitudes, values, knowledge, and skills learners need to be critical thinkers, reasoned individuals, problem-solvers, collaborators, and among others. Learners also need research and investigative skills to make connections in new and innovative ways as they progress through life and democratic society in an interdependent world (NCSS, 2008). Effective teaching of Social Studies calls for teachers' knowledge of instructional techniques in the subject and pedagogy. Social Studies teachers' should be well versed not only in the subject matter but instructional techniques that they can use both inside and outside the classroom to attain the goals and general objectives of the subject. A teacher with deep knowledge of instructional techniques in Social Studies comprehends the appropriate learner-centered activities for teaching to affect attitudes, values, and skills of learners (Boadu, Anthony, Isaac, Thoeophilus, Catherine, 2014).

Teaching and learning of Social Studies in the classroom involves learners' use of the senses; thus, the eyes, ears, hands, muscles, and the whole body in the learning process (Tamakloe, 2008). This suggests that teaching and learning of Social Studies should not only be in the classroom but should be planned and taken outside the classroom. A Social Studies teacher whose instructions are full of lectures, reading, and writing of notes cannot inspire learners to be critical and curious to enquire outside the four corners of the classroom. Learners have more interest in the topic when a variety of instructional techniques are used (Chiodo & Byford, 2006; Byford & Russel, 2006). But, the issue is, are Senior High School Social Studies teachers in the North East Region of Ghana have knowledge of these instructional techniques and can employ them to develop learners' attitudes, values and skills by encouraging learners to participate in activities that are embedded in these attributes. Hoagland (2000), also emphasized the significance of instructional techniques and said teachers need to link the content with the appropriate instructional techniques that will develop learners' interests. These views call for the use of varied instructional techniques that will help engage learners in the learning process. Instructional techniques that can engage learners actively both in the classroom and outside the classroom include cooperative learning, problem-solving, dramatization, simulation, games, field trips, and role-play (Driscoll, 2005).

Teacher effectiveness and practices is crucial in developing attitudes, values, skills, and knowledge of learners he or she teaches leading to the attainment of the general objectives and goals of Social Studies; however, in the

North East Region, there has been little study on teachers' effectiveness and practices in developing attitudes, values, and skills of learners in Senior High Schools. A lot of studies have been directed toward the teachers' content knowledge and evolution of the national curriculum of Social Studies. Others have been concerned with Social Studies textbooks, while yet others have researched learners' attitudes toward practicing of democratic values in the school setting (Kankam, Bordoh, Eshun, Bassaw & AndohMensah, 2014; Eshun & Mensah, 2013; Dynneson & Gross, 1999) but, very little study has been carried out on Social Studies teachers' knowledge of instructional techniques that can develop attitudes, values, and skills of learners and these instructional techniques knowledge impact on learners' attitudes, values, and skills in the North East Region of Ghana. The gap this research sought to fill.

2. Statement of the Problem

Social Studies education has flamboyant intentions and mission; thus, Social Studies is a cornerstone for the acquisition of knowledge, skills, attitudes, and values that are needed for a more diverse, competitive workforce and functional citizenry (Bordoh et al., 2014). Social Studies education equips learners with critical thinking skills, problem-solving, collaboration, and investigative skills to make connections in new and innovative ways as they progress in life. Social Studies also equips learners' with the right attitudes, values, skills, and knowledge needed to make informed and reasoned decisions for themselves and society (NCSS, 2008). Several studies have come out with varied instructional techniques available to Social Studies teachers can use for the development of knowledge, values, attitudes, and skills of learners who pass through their hands in the classroom (Tamankloe, Amedahe & Atta, 2005, Ayaaba, & Odumah, 2013, Dynneson & Gross, 1999). Still, it is worrisome to observe that the positive efforts, intentions, and mission of various scholars in Social Studies education, it appears attitudes, values, and skills of the youth in the country are at variance with the goals and objectives of the subject; thus, countless numbers of learners who have been taught Social Studies are putting up negative behaviour in the country such as cyber fraud, mishandling of national asserts or property, sexual promiscuity, drug abuse, among others which tarnish the good image of the country. These affect security and development in the country. These revelations seem to suggest that there is a gap between Social Studies teachers' knowledge of the general instructional techniques of the subject and the specific instructional techniques of the subject that are noted for the development of attitudes, values, and skills of learners in the North East Region of Ghana. This identified gap has compelled the study to find out empirical evidence of Social Studies teachers' instructional techniques knowledge impact on learners' attitudes, values, and skills leading to the achievement of the general objectives of Social Studies.

3. Research Questions:

The study was guided by the following research questions:

1. What do Senior High School Social Studies teachers know about instructional techniques of the subject in the North East Region of Ghana?
2. What do Senior High School Social Studies teachers know about instructional techniques that develop attitudes, values, and skills of learners in the North-East Region of Ghana?
3. How do Social Studies teachers' instructional techniques knowledge impact on learners' attitudes, values, and skills in the North-East Region of Ghana?

4. Review of Literature

4.1 Social Studies teachers' knowledge of instructional techniques of the subject

A technique refers to any activity teachers ask their learners to do during a lesson delivery (Ayaaba & Odumah, 2013). They also see techniques as specific activities used by teachers and learners to attain instructional objectives. Vikoo (2003) categorized techniques under three main domains of learning namely cognitive, affective, and psychomotor development techniques. Cognitive (didactic) development instructional techniques have objectives that aim at developing the intellectual skills of the learner. The cognitive development techniques improve comprehension, analysis, synthesis, and evaluation of concepts or information. An example of a cognitive instructional technique is the lecture technique. The affective (phyletic) development technique emphasizes the development of interest, dispositions, attitudes, and values of learners. In trying to develop learner appreciation and skills of adequate adjustment, the affective or phyletic techniques are most valuable. Educational tours, group or cooperate learning, role play, dramatization are some of the good examples of affective techniques. Finally, the psychomotor (heuristic) development techniques are activity-based geared towards the development of learners' motor skills; thus, activities using their hands. Examples of instructional techniques that can be employed to achieve this domain are demonstration and games or simulations. The proper selection and right utilization of instructional techniques in lessons is capable of motivating learners to acquire and develop attitudes and values ideal for the advancement of societies (Mbakwern, 2005). The development of attitudes, values, and skills of learners depends on the types of technique (s) of Social Studies selected and used by teachers who are given the

mandate to directly implement the Social Studies curriculum (Abudulai, 2020). It is significant to note that certain factors and criteria are followed when selecting instructional techniques for use in Social Studies lessons:

1. The intended purpose or specific outcome of the topic: The specific objectives given in each unit are formulated out of the problem statement. The objectives intended to be attained dictates the kind of instructional techniques that should be selected for use in the classroom.
2. The content or subject matter: the content of the subject just like the objectives also determines what technique (s) should be selected to attain the objectives and the problem of the unit. Social Studies teaching and learning may not require one single technique as other subjects, but it will be based on the unit or topic.
3. The learner: The learner is the beneficiary of teaching and learning and therefore the Social Studies teacher (s) must get to comprehend everything about the learner that will help him or her select instructional techniques that will suit learners' interest and level.
4. The school or classroom environment: The teacher is supposed to consider if there is enough space in the classroom for the consideration of some of the instructional techniques to be used.
5. The time or lesson duration: Social Studies teachers have to be mindful of the time allotted to the subject on the school time-table to be guided in selecting the appropriate instructional techniques for lesson delivery. Instructional techniques such as role-play, simulation, dramatization cannot be done within a single period unless double or more periods.

It is of the above views that Dynneson and Gross (1999) stated that “the difference between creative and uninspired teaching is determined by the techniques teachers select and use in teaching to change attitudes, values, knowledge, and skills of learners.” The responsibility of every Social Studies teacher is to select a particular technique that will provide for the active involvement of learners in the teaching and learning process. Teachers should use instructional techniques of Social Studies that can easily lead to the attainment of its objectives. Aggarwal (2006, p. 91) commented on the need for the right technique of teaching in these words, “Every teacher and educationist with experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right techniques and the right teachers.” The unique nature and purpose of Social Studies calls for careful selection of appropriate instructional techniques that must be very useful to direct the learners’ attention and focus (Abudulai, 2020). Social Studies teachers need to possess not only Social Studies content knowledge but the teaching pedagogy that best enhances learning (Bednarz, Stoltman & Lee, 2000). Teaching Social Studies in the classroom involves learners’ use of the senses; thus, the eyes, ears, hands, muscles, and the whole body in the learning process (Tamakloe, 2008). This suggests that the teaching and learning of Social Studies should be planned and taken outside the classroom. Learners must be taught to solve challenges but not to engage in rote learning and drill oriented methods. Learners have more interest in the topic when a variety of instructional techniques are used (Chiodo & Byford, 2006; Byford & Russel, 2006).

Stahl (1994) explains that cooperative learning provides an opportunity for learners to learn, practice, and live the attitudes and values that reflect the general objectives of Social Studies education. It is also important to note that the self-directed instructional method is effective in teaching and learning of Social Studies. Ley (2010) was of the view that proper application of self-directed instructional techniques in teaching and learning of Social Studies will encourage skills acquisition and development of attitudes and values relevant to shape the lives of learners. Byford and Russell (2006) concluded that using simulations heightened learners’ interest and increased their understanding. In teaching Social Studies for learners to acquire knowledge, skills, attitudes, and values, the engagement of learners is becoming increasingly important and securing more personalized approaches to learning. These views expressed above seem to suggest that if Social Studies is to succeed in equipping the learners with the knowledge, skills, attitudes, and values, then teachers should not only be well-versed in Social Studies content but knowledgeable in its instructional techniques.

4.2 Social Studies Teachers’ Knowledge of Instructional Techniques that Develop Attitudes, Values, and Skills of Learners’

The outline and units in the Senior High School Social Studies syllabus are done on the pattern of the revised taxonomy of affective learning which lends itself to the learning experience (Allen & Friedman, 2010). For instance, learners are first taught to identify their identities and supported to recognize values, beliefs, and attitudes already found in them and how uniquely they are made of. In the second level of the taxonomy which deals with clarification, learners are guided to clarify feelings and values and consider their sources and implication. The third level of the hierarchy is where learners from the varied cultural background are grouped into different kinds of people to carry out a task and this is the stage learners would identify the meaning, inconsistencies that opposing values, beliefs and attitudes may cause to them. The learners then look out for alternative remedies to overcome them; thus, leading to the fourth level of the hierarchy- modification. The ability of learners to adjust to new situations is what Neuman and Friedman (2010) refer to as assimilation and accommodation. These support the development or equipping a good citizen who is co-operative and tolerant. Taking learners through these levels

would see them distinct by identifying who they are and the knowledge acquired together with the modified attitudes, values, and beliefs would show in their ability to participative in the civic society- the tools of citizenship.

Teaching Social Studies does not involve only knowledge of the subject matter, objectives, and instructional materials of the subject but also, knowledgeable of the instructional techniques of the subject which develop attitudes, values, and skills expected of learners who are taught Social Studies. Instructional techniques derived from the content increase teacher's performance (Darling-Hammond, 2000). Tamakloe (1991) also says if the organization of Social Studies is to be effective, the teacher must be well versed in the use of a variety of instructional techniques and methods. There are some Social Studies instructional techniques when employed in lesson delivery cannot develop relevant knowledge, skills, attitudes, and values in learners Ghana is yearning for. Techniques such as lectures, questions, and answers, whole-class discussions when used in delivering Social Studies lessons cannot adequately equip learners with the desired attitudes, values, and skills. However, instructional techniques of Social Studies such as small group discussions, project work, simulation, role-play, field trip, problem-solving, cooperate learning, inquiry, and use of resource persons are embedded with the relevant attitudes, values, and skills which Social Studies teachers need to effect changes in their lessons.

Role-play as a technique, Jacob, Honey, and Jordan (2002) explained that it is spontaneous acting out a situation to showcase the emotions and reactions of the people in a real situation. Role-playing a situation in the classroom is to develop learners in effective problem solving as learners choose social problems for study (Martorella, 2001). Also, Adu-Yeboah (2008) described simulation as closely related to role play. Giley (1991) explained simulation as a technique that assists learners to develop skills, competencies, knowledge, or behaviours by becoming involved in situations that are similar to those in a real situation. A simulation game is a mixture of simulation and game which directs learners to assume positions of other people and make decisions for them. It does permit learners to be less dependent on the teacher as they actively participate in the lesson rather than passive observers (Adu-Yeboah, 2008). As a result of participation in these activities, learners interact and collaborate with others and try to tolerate them by assimilating their values and attitudes.

Discussion technique in Arends (1998) views is an approach with three steps. First, both learners and teacher interaction is required; learners are expected to interact with instructional materials, and learners are expected to practice and openly exhibit their thoughts. As an instructional technique, it is one sure way of involving learners to take an active part in discussions and activities in the classroom especially group discussion. In this technique, the teacher poses several questions on a theme or topic to invite learner's ideas, views, or opinions on the topic or theme. Employing discussion techniques allows learners to develop their cognitive, affective, and psychomotor abilities which are manifestations of change of behaviour. Discussion techniques are employed in Social Studies because most of the topics are controversial and need varying views to clear doubts among learners. In Amoah's (1998) view, discussion technique is used in teaching Social Studies because it ensures democracy in the classroom and also leads towards the achievement of the goals and general objectives of the subject. This is because, learners are made to value others' views, be tolerant of one another, co-operate sometimes in debates, and accommodate and assimilate others' cultural diversity.

Adu-Yeboah (2008), is of the view that project technique is very crucial in teaching Social Studies. This is because it allows learners to investigate and observe issues both inside and outside school independently to gain practical experiences. Normally, the groups write and share findings they come across in their study. The project technique considers the abilities of learners and places learners of varied abilities in a group so that, the weaker ones would be helped by the stronger ones. It is a technique that develops in learners the value of sharing, cooperation, tolerance, and unity among them. In project work, learners also develop skills in analyzing and formulating hypotheses. These make learners have deep knowledge of issues to be addressed in society. Taking learners outside for fieldwork, for instance, provides learners with skills to solve challenges, have the ability to think critically able to work in groups by tolerating varying views, and working collaboratively with people from a diverse cultural background that is key in Social Studies education. The nature and objectives of Social Studies also call for the use of inquiry techniques in teaching the subject. The inquiry technique makes learners' familiarize themselves with their physical and social environment. Akintola (2001) described the inquiry technique as a teaching technique that encourages learners' active participation in the teaching and learning process. Kadeef (2000) puts it that through inquiry, learners become familiar with the needs and challenges in their environment. Learners, therefore, through the inquiry technique should be able to probe into challenges that affect the development of societies and try to address them.

Finally, resource persons are also useful in delivering lessons in Social Studies which are not familiar with the regular class teachers. Adu-Yeboah (2008) believes that within the community there are individuals who possess special skills that can be tapped for the benefit of learners. A resource person can be described as somebody well versed or knowledgeable in an area of learning or experience who may be called upon to facilitate teaching and learning. For instance, doctors, nurses, village heads, police officers, among others who can be called upon to handle some key topics such as sexually transmitted infections; festivals; child abuse, neglect, just to mention a few. The ability of these resource persons to deliver their topics well increases the respect learners have for people

in the community and even take some of them as their role-models which is part of the objectives of citizenship education.

4.3 Impact of Teacher's Knowledge of Instructional Techniques on Attitudes, Values and Skills

Education for citizenship should help learners acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues (NCSS, 2008). To teach learners based on today's standards, teachers need to have an understanding of instructional techniques of the subject so that they can assist learners create useful cognitive maps, relate one idea to another, and address misconceptions. This kind of understanding gives a foundation for pedagogical instructional knowledge that enables teachers to make ideas accessible to others.

Teachers act to transmit knowledge, skills, attitudes, or values to learners through systematic and orderly strategies and techniques. A teacher is considered to be an effective teacher if he/she uses appropriate instructional techniques to develop attitudes, values, and skills of learners. These techniques include dramatization, discussion, role-play, debate, and simulation, concept mapping, and anticipated guides among others. Social Studies is a subject that tries to address challenges in our society (Quartey, 1984); therefore in lesson delivery, teachers should be very clear in their minds about how the topic poses a challenge to the individual and the nation as a whole. For instance, in teaching a topic such as "National Independence and Self-reliance", the teacher should realize that the topic is not calling on him or her to merely draw learner's attention to the challenges of national independence and self-reliance; but to let learners see the relationship between independence and increase in production in the nation. The teacher should not make learners believe that independence was an end in itself and was a time for leaders to amass wealth for themselves and Ghanaians to adopt a laissez-faire attitude to work in the nation. The focus of this topic should be on how attitudes, values, and skills can be developed in learners to enable them to work hard and to have foresight into our challenges as a nation and contribute their quota in solving them.

5. Methodology

The design for this research was a descriptive survey. Data collected were analyzed in the form of tables and words. Triangulation was used to test the consistency of data gathered through multiple instruments. The population for this research comprised all Social Studies teachers in Senior High Schools (SHS) in the North East Region of Ghana. According to Cohen, Manion, and Morrison (2007), a targeted population is a group of respondents from whom the researcher (s) is interested in gathering data and drawing conclusions. The target population in this research comprised all Social Studies teachers in the eight (8) selected Senior High Schools in West Mamprusi Municipality, East Mamprusi Municipality, and Moaduri District in the North East Region of Ghana. The sample size for the study was fifty-four (54) Social Studies teachers teaching the subject in the selected schools. Sampling methods such as simple random, cluster, and convenient sampling techniques were employed to select Municipalities, Districts, schools, and respondents for the research. No special considerations were taken for the selection of teachers for the interview, observation, and administering of questionnaires. It was based on teachers who were willing and ready to be interviewed, answer a questionnaire, and be observed. An interview guide, questionnaires, and observation guide for teachers were employed to gather data. Table 1 below shows the number of schools and teachers selected for the study:

Table 1: Names of Schools and Respondents

School	Number of Teacher Respondents
Walewale Senior High School	10
Wulugu Senior High School	10
Yagaba Senior High School	4
Nakpanduri Senior High School	6
Nalerigu Senior High School	8
Gambaga Girls Senior High School	8
Walewale Vocational Technical Institute	6
Bunkpurigu Senior High School	2
Total	54

Source: field data (2020)

6. FINDINGS AND DISCUSSIONS

6.1 Social Studies teachers' knowledge of instructional techniques of the subject

Dynneson and Gross (1999) are of the view that what distinguishes creative and uninspired teaching is indicated by the instructional techniques that teachers employ in teaching. According to Powell (1998, p 64) instructional techniques that allow learners to be active in the process of teaching and learning as well as exploring their

environment are preferred to those instructional techniques which are teacher-centered. It is based on this that this study sought to determine how familiar Social Studies teachers are with instructional techniques of the subject and those that assist in developing attitudes, skills, and values of learners'. The researcher adopted a questionnaire, unstructured interview as the tools for data collection for this study. Some items were placed in the questionnaire and the interview guide to seek teachers' views on the issues. The research question- What do Senior High School Social Studies teachers know about instructional techniques of the subject was discussed and respondents gave various responses to the item.

Table 2: Questionnaire responses on teachers' knowledge of instructional techniques in Social Studies

STATEMENT	RESPONSES		
	D	U	A
Social Studies is a citizenship education		4	50
As citizenship education, the Teacher's knowledge of its instructional techniques is crucial in achieving its general objectives.	1	—	53
Social Studies has its instructional techniques that can be used to achieve its general goals and objectives. E.g. lecture technique, questions, and answers, discussions, role play, projects, inquiry, simulations, and games, among others.	1	—	53
Developing attitudes, values, and skills of learners in Social Studies demands activity-based techniques.	13	1	40

Where A stands for Agreed, U = Undecided, D = Disagreed

Data in Table 2 above show that 50 (92.6%) of the respondents agreed that Social Studies is a citizenship education, 4 (7%) were undecided; no respondent disagreed with the statement. 53 (98%) respondents agreed that Social Studies as citizenship education, teachers' knowledge in its instructional techniques is crucial in achieving the general objectives of the subject; 1 (1.9%) disagreed with the statement; no respondent was undecided. From table 2, 53 (98%) of the respondents to a great extent agreed that Social Studies has its instructional techniques that can be used to achieve its general goals and objectives. E.g. lecture techniques, questions, and answers, discussions, role play, projects, inquiry, simulations, and games, among others; no respondent was undecided about the statement; 1 (1.9%) disagreed with the statement. Finally, 40 (74.1%) of the respondents agreed to a great extent that developing attitudes, values, and skills of learners in Social Studies demands activity-based techniques; 1 (1.9%) of the respondents were undecided about the statement and 13 (24.1%) respondents disagreed with the statement.

To authenticate the responses of respondents in the questionnaires, an unstructured interview was conducted based on two questions. First, respondents were asked to mention their preferred instructional techniques they employ in teaching the subject. This was a general question to ascertain the teachers' knowledge of instructional techniques in Social Studies. Twenty-two (22) respondents mentioned that they frequently employ whole class discussion as a technique in their teaching. This was the most popular technique employed in teaching and learning of Social Studies among the teachers interviewed. For instance, one of these teachers said: *For me using other techniques apart from the discussion is boring to final year learners who are preparing to write their West African Senior Secondary Certificate Examination (WASSCE). I just discuss past questions with my learners which I think will help them pass their WASSCE exams.* Discussion technique can generate high levels of interest among learners, but it is equally not suitable for all topics. Social Studies is considered by many learners as dull and boring if teachers glue to one instructional technique in lesson delivery all the time (Chiodo & Byford, 2006).

Five (5) teachers could mention role-playing as an instructional technique they use in teaching. This is what one of them said: *Sometimes I use role-play. I will give learners a topic to go to their community and find out and later bring their answers to class to role-play*" But, the occasional use of role-playing as a technique by teachers of Social Studies imply that learners are not constantly assisted to appreciate the challenges, ideas, opinions of their colleagues thereby denying them of developing a democratic lifestyle which is crucial in citizenship education. But, Martorella (2001) is of the view that using role-play in Social Studies classes will help learners to solve their personal and societal challenges and also assist learners to acquire the vital information of their environment, develop skills, and positive attitudinal change.

Twenty-five (25) respondents said they employ lectures as a technique in delivering their Social Studies lessons. One of these teachers confidently said *For me, I use lecture technique in teaching especially final year candidates who are preparing to write their WASSCE. Using other techniques will not make me cover all the units before learners write their WASSCE*" Lecture as a technique cannot develop in learners the ability to analyze issues properly and prepare learners with an insight into societal challenges (Tamakloe, Amedahe & Atta, 2005). The lecture technique may not help to attain the goals and general objectives of Social Studies. The study also revealed that one (1) teacher said he uses inquiry as a technique to teach his lessons in Social Studies. This teacher said:

"I use the inquiry technique in teaching. Inquiry, because of my orientation that Social Studies is to be a problem-solving subject; I sometimes ask learners to

identify issues of concern in society and I ask them to go and make cases for them and come back to the class for us to discuss their findings. This morning there was news about an accident in a suburb of Nalerigu- 'Nyingari' ; so I asked my learners to go and find out what might have been causing frequent accidents in that particular area”

When probed further to know whether he is aware of the benefits of using inquiry technique in Social Studies, this was his reply: *“When learners do things by themselves, they know better and they do not forget them.”* In addition to this view expressed by this respondent, learners might also become accustomed to the needs and challenges in society (Kadeef, 2000). For learners to be good citizens, they need to be taught how to investigate challenges that affect their development in society and try to address them.

Secondly, respondents were asked to mention their preferred instructional techniques of Social Studies based on their contributions in achieving the general goals and objectives of the subject. The data revealed that twenty-five (25) respondents mentioned discussion as a technique; twenty (20) respondents mentioned lecture as a technique; followed by three (3) respondents who said questions and answers, and Six (6) respondents did not know which of the instructional techniques of Social Studies seem most appropriate to be used to achieve the general objectives of the subject. The responses of these respondents indicate there are different views among Social Studies teachers as to which instructional techniques are appropriate to be used to achieve the objectives of the subject. This also seems to suggest that probably teachers did not have enough training exposure to instructional techniques in Social Studies that can be employed to achieve the general objectives of the subject. Ajala (2000) supports this view by mentioning that education for teachers seems to be inadequate and weak in the side of instructional techniques and the practice of teaching in education.

Responses from the interview suggest that majority of Social Studies teachers in Senior High Schools in Ghana do not employ instructional techniques such as field trip, role-play, games/simulations, project, inquiry and problem-solving, among others which appropriately engage learners in meaningful learning and interactions both in and outside the classroom. What might be the causes? In an attempt to answer this question, one of the respondents interviewed said: *“The time allotted for Social Studies on the time table is inadequate for meaningful delivery of lessons to be done as expected. It is not possible because of the content to be covered in the Social Studies syllabus vis-a-vis meeting WAEC syllabus for the examination.”* For this respondent, the development of learners' attitudes, values, and skills is not paramount to him but passing WAEC examination is paramount. This makes Social Studies teachers interested in covering a wide content area using techniques such as the lecture, questions, and answers rather than techniques that would involve learners in in-depth investigations of issues. These techniques are learner-centered techniques that are embedded with the attitudes, values, knowledge learners need to function as good and responsible citizens contributing positively to the development of the country.

6.2 Social Studies teachers' knowledge of instructional techniques that can develop learners' attitudes, values and skills

Table 3: Questionnaire responses on teachers' knowledge of instructional techniques that develop learners' attitudes, values and skills

STATEMENT	RESPONSES		
	D	U	A
Learners' attitudes are being developed by the teacher using appropriate instructional techniques.	1	3	50
Learners' values are being developed by the teacher using the right instructional techniques in Social Studies.	1	5	48
Learners' skills are being developed by the teacher using appropriate instructional techniques of Social Studies.	—	1	53
Project work, simulations and games, problem-solving, among others, are good examples of instructional techniques in Social Studies that can develop attitudes, values, and skills in learners	2	42	10
Giving learners' opportunity to interact with their environment outside the school help to develop their attitudes, values, and skills.	1	—	53

Data in Table 3 show 50 (92.6%) of the respondents agreed that Learners' attitudes are being developed by the teacher using appropriate instructional techniques like project work, simulations and games, problem-solving, role play, etc.; 3 (5.6%) of the respondents were undecided about the statement and 1 (1.9%) disagreed to the statement. 48 (88.9%) of the respondents agreed that learners' values are being developed by the teacher using the right instructional techniques in Social Studies like field trips, corporate learning, simulations, and games, etc.; 5 (9.3%) respondents were undecided about the statement; 1 (1.9%) respondent disagreed with the statement. Table 3 also revealed that 53 (98%) of the respondents agreed that learners' skills are being developed by the teacher

using instructional techniques in the subject; 1 (1.9%) respondent was undecided and no respondent disagreed with this statement. Table 3 results also show that 10 (19%) of the respondents agree to a great extent that Project work, simulations and games, problem-solving, among others, are good examples of instructional techniques in Social Studies that can develop attitudes, values, and skills of learners; 42 (77.8%) of them were undecided as to whether Project work, simulations, and games, problem-solving, etc. are good examples of instructional techniques that can develop attitudes, values, and skills of learners; 2 (3.7%) of the respondents completely disagreed with the statement. Finally, 53 (98%) of the respondents agreed that giving learners' opportunity to interact with their environment outside the school help to develop their attitudes, values, and skills; no respondent was undecided; 1 (1.9%) of the respondents disagreed with the statement.

6.3 Social Studies teachers' instructional techniques knowledge impact on learners' attitudes, values, and skills

To confirm that what respondents agreed on as their practices in developing their learners' attitudes, values, and skills, sixteen (16) teachers were observed from the selected schools; thus, two (2) teachers each from a school. The selection of these teachers was based on the willingness and readiness to be observed. First, a questionnaire was administered to the sixteen (16) teachers sampled for the observation. An observational checklist based on the theme or the research question was used.

Table 4: Observation of lessons

To what extent are the following true about the teacher in using instructional techniques in the lesson.	To a great extent	To a moderately extent	Not at all
Does the teacher show knowledge of the objectives of the lesson?	15	1	—
Is the teacher using the appropriate instructional technique (s) in the lesson? E.g. role play, problem-solving, project work, etc.	3	—	13
Does the teacher's instructional technique(s) appropriately address the stated problem (s) under consideration in class?	3	—	13
Does the teacher make repeated efforts in relating his teaching to current issues in society?	6	3	7
Does the teacher evaluate his lesson base on the specific objectives?	4	—	12

The data in Table 4 indicate that 15 (27.8%) of the teachers observed to a great extent that knowledge of the objectives of their lessons 1 (1.9%) of the teacher moderately show knowledge of the objectives of his lesson. The data also revealed that 3 (5.6%) of the teachers observed to a great extent the appropriate use of instructional technique in their lessons e.g. role-play, problem-solving to develop attitudes, values, and skills of their learners; 13 (24.1%) did not attempt to use appropriate instructional techniques of the subject to develop attitudes, values, and skills of their learners. This implies these teachers are in no way teaching to develop attitudes, values, and skills of learners. The data also revealed that 3 (5.6%) of the teachers to a great extent use instructional technique(s) appropriately to address the stated problem (s) under consideration in their classes; 13 (24.1%) of the teachers' instructional technique(s) did not appropriately address the stated problem (s) under consideration in their classes. The data in table 4 again show that 6 (11%) teachers observed to a great extent that they made repeated efforts in relating their teaching to current issues in society; 3 (5.6%) of them moderately made repeated efforts in relating his teaching to current issues in society, and 7 (13%) did not make repeated efforts in relating their teaching to current issues in society. Finally, 4 (7.4%) of the teachers observed to a great extent evaluated their lessons based on the specific objectives stated in their lessons; 12 (22%) of them did not evaluate their lessons completely to ascertain the achievement of the specific objectives of their lessons.

The above outcome indicates that most Social Studies teachers in Senior High Schools in the North East Region of Ghana are not teaching to develop attitudes, values, and skills of the learners who passed through their hands in the classroom. Teaching and learning in Social Studies is supposed to be learner-centered; therefore, the inability of teachers to select and use a variety of instructional techniques that will engage learners in acquiring the needed attitudes, values, and skills is at variance with the earlier observation made by the National Council for Social Studies (2003) which emphasizes the use of a variety of instructional techniques in the teaching of Social Studies. It must be noted that one of the key purposes for the teaching of Social Studies is a positive change in the life of learners. However, most of the teachers in the selected schools were focused on their learners passing WASSCE which is a sign of teacher effectiveness in Senior High Schools in Ghana. Adedayo (2012) collaborated that effective teaching does not mean presenting only your activities to the learners but effective teaching must distinctly change a given situation.

7. Summary of Findings

1. Majority 50 (92.6%) of the respondents agreed that Social Studies is citizenship education as such it aims at training learners to be functional in societies where they are found. 53 (98%) of respondents, therefore,

agreed that the subject has its instructional techniques such as the lecture technique, discussion, projects, role play, questions, and answers, etc. which can be used to achieve its general goals and objectives of developing attitudes, values, and skills of learners.

2. Majority of Social Studies teachers 25 (46.3%) in Senior High Schools in the North East Region of Ghana preferred instructional techniques of the subject such as the lecture, whole-class discussion, questions, and answers which do not appropriately engage learners in meaningful learning and interactions both in and outside the classroom. These techniques only help teachers complete their units on time to enable learners to write their WASSCE.
3. Majority 42 (77.8%) of Social Studies teachers are not familiar with instructional techniques such as project work, simulations and games, problem-solving, which when employed can develop attitudes, values, and skills of learners. This implies teachers in Senior High Schools do not teach to impact on the affective and psychomotor domains of learners; but, rather the cognitive domain which has little impact on attitudes and values of learners.
4. Most Social Studies teachers in Senior High Schools in the study area are not teaching to develop attitudes, values, and skills of the learners who passed through their hands in the classroom. This is because 13 (24.1%) of the teachers observed did not use appropriate instructional technique (s) such as role-play, problem-solving, etc. in their lessons. After all, they were expected to complete their units to enable learners to write their WASSCE.

8. Conclusions

1. The majority of Social Studies teachers in Senior High Schools in Ghana are aware that Social Studies is citizenship education and therefore it inculcates positive attitudes, values, and skills in learners to enable them function as responsible members of their societies.
2. Instructional techniques of Social Studies such as project work, role-play, and problem-solving, corporate learning, simulations and games, inquiry, among others, are not commonly employed in Senior High Schools in Ghana; hence, fall short of the expectation of effective Social Studies teachers.
3. Social Studies teachers in Senior High Schools teaching now focus on learners passing their WASSCE. This might compel them to select and use instructional techniques such as the lecture, whole-class discussion, questions, and answers that would enable them to complete their units in the syllabus which to them is the mark of an effective teacher in Ghana.

9. Recommendations

1. Since 42 (77.8%) of the teachers were undecided and unfamiliar with instructional techniques such as project work, role-play, problem-solving, corporate learning, demonstrations, simulations and games, inquiry, among others, it is recommended that regular in-service training and seminars should be organized by Ministry of Education (MoE), Ghana Education Service (GES) and Non-governmental Organizations (NGO's) to enable teachers to update their knowledge on instructional techniques of Social Studies; especially those who have been outside the University for a longer period. This will enable them to be in tune with the appropriate instructional techniques they can use to develop attitudes, values, and skills of their learners.
2. Since there is a growing shift in the way the subject is taught nowadays in Senior High Schools in Ghana; that is, teaching to pass WASSCE, it is recommended that West African Examination Council (WAEC) style of setting questions should be such that learners will replicate what they have acquired in class to the wider society rather than reproducing what is taught them in books. The affective and psychomotor domains should be more assessed to determine the level of attitudinal changes among learners after their course of study.
3. It is also recommended that Universities and Colleges of Education should restructure their Social Studies programs such that a full course should be mounted on the instructional methodology of Social Studies to enhance teachers' knowledge on appropriate instructional techniques to be employed in the subject to develop attitudes, values, and skills and more importantly, effective teaching and learning of the subject.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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