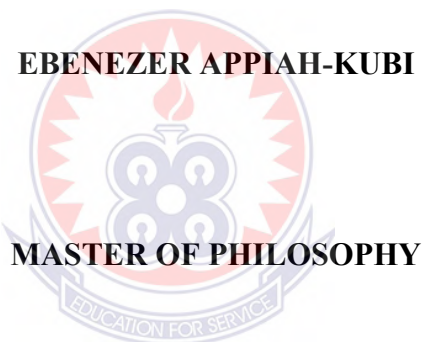


**UNIVERSITY OF EDUCATION, WINNEBA**

**EXPLORING TEACHERS' PERSPECTIVES AND USE OF ATTITUDINAL  
CHANGE INSTRUCTIONS IN SOCIAL STUDIES IN SENIOR HIGH  
SCHOOLS**



**2022**

# **UNIVERSITY OF EDUCATION, WINNEBA**

## **EXPLORING TEACHERS' PERSPECTIVES AND USE OF ATTITUDINAL CHANGE INSTRUCTIONS IN SOCIAL STUDIES IN SENIOR HIGH SCHOOLS**

**EBENEZER APPIAH-KUBI**

**202121309**



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

**NOVEMBER, 2022**

## DECLARATION

### STUDENT'S DECLARATION

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

SIGNATURE:.....signed.....

DATE:.....15/09/23.....



### SUPERVISOR'S DECLARATION

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

Supervisor's Name: **Mr Cletus Ngaaso**

Signature:.....15/09/23 15/0.....

Date:.....signed.....

## **DEDICATION**

I would like to dedicate this dissertation to my father, Mr. Philip Kojo Sam (Hello Sam), for his unending love, encouragement and confidence in me. May he continue to rest well.



## ACKNOWLEDGEMENTS

I wish to express my appreciation to all those who have assisted me in completing this dissertation. First of all, I wish to acknowledge Mr. Cletus Ngaaso, my supervisor, for his patience, encouragement and guidance in writing this dissertation. I am eternally grateful to my beloved mother, Abena Amoah and my brothers for their love, inspiration, encouragement, and invaluable support. I would like to thank my uncle, Mr. Ebenezer Asare Quaining for his constant support and advice and Rev. Yussif Nabenjon for his inspiration and guidance. Additionally, I would like to give special appreciation to Mr. Charlse Fordjour, my HOD at work, for his kindness and understanding. I must acknowledge my colleagues Mr. Seth Emmanuel Panwum, Mr. Akwesi Hemann Darkwah and Mr. Daniel Junior Welbeck for their prompt assistance and intervention. I appreciate God for the opportunity to meet these folks on campus.

Finally, I would want to express my gratitude to all head teachers who permitted me to conduct this research in their schools, as well as all Social Studies instructors (respondents) for their wonderful support and collaboration.

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## ABSTRACT

This study was conducted to explore how teachers understand and put into practice attitudinal change instruction within the context of Social Studies. The primary emphasis was on examining the congruence of teachers' instructional practices with the objective of nurturing positive attitudes among students. Employing a qualitative case study approach, this research identified challenges and obstacles hindering the effective use of attitudinal change instructions in Social Studies education. The study utilized purposive sampling to select 15 participants who had studied Social Studies as a major field at the university level, possessed a minimum of two years of teaching experience in the subject, and were actively teaching Social Studies in participating schools. Data collection involved conducting 40-minute semi-structured interviews with 15 participants, along with 90-minute classroom observations for 7 of them. Thematic analysis was applied to the data, with a focus on identifying commonalities and disparities in participants' opinions. The findings revealed that 12 out of 15 participants exhibited a limited understanding of attitudinal change instruction and attitudinal learning. They also lacked the necessary pedagogical knowledge and practices required to effectively plan and deliver attitudinal learning within the Social Studies context. Notably, 11 participants did not prioritize attitudinal learning outcomes in Social Studies, primarily due to the educational system's emphasis on cognitive assessments, overlooking the affective and behavioral dimensions of learning. The study revealed recurring themes that shed light on key barriers to the implementation of attitudinal instructions in classrooms, including inadequate pedagogical knowledge and skills in attitudinal learning, students' negative perceptions of the subject, teachers' irresponsible behavior, limited comprehension of subject matter and its objectives. In light of these findings, it is recommended that comprehensive training programs be organized for in-service teachers, with the active involvement of the Ministry of Education, the Curriculum Research and Development Division (CRDD), and the Ghana Education Service (GES). Furthermore, to better equip future educators for attitudinal learning instruction, it is advisable to integrate attitude change teaching into Social Studies education programs at universities and colleges of education. This study underscores the critical importance of aligning educational practices with the intended objectives of Social Studies. Placing attitude change at the core of instructional activities in the classroom is essential for the cultivation of responsible and engaged citizens who can contribute positively to society.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Every subject's relevance is established by how well it addresses the needs, desires, and concerns of the society in consideration. In the words of Adam, Odumah and Ngaaso (2018), all over the world, introducing social studies was usually triggered by the quest to use the subject to solve contemporary persistent societal or national problems. Thomas Jesse Jones, often recognized as the pioneer of Social Studies, laid a foundational premise for this field in his work titled 'Social Studies in the Hampton Curriculum.' In his book, he emphasized the vital importance of young African Americans and Native Americans acquiring the ability to comprehend society, comprehend the inner workings of social forces, and develop the skills to identify and react to sources of social influence. Jones argued that this knowledge and competence were essential for these groups to become fully integrated members of the broader society (Kankam, 2016). Likewise, the Mombasa Conference in 1968, which led to the introduction of Social Studies in Africa resolved that the subject be introduced as a tool for preparing African citizens in the new nations of the African continent for effective citizenship (Blege, 2001).

Likewise, Social Studies was introduced into the Ghanaian school curriculum to serve a society and curricular need. Adam, Odumah and Ngaaso (2018) clearly confirm that the philosophy of education and the philosophy of Social Studies in Ghana both acknowledge the fact that a number of problems hinder the country's development and survival and need urgent and amicable resolution to pave way for the nation's sustainable development.

Admittedly, Bekoe, Attom and Eshun (2017), assert that, the rationale for the teaching of Social Studies at the first and second cycle as well as the tertiary institutions in Ghana is to equip learners with problem solving skills. From the foregoing discussions, in the words of Kankam (2014) “Social Studies from its early beginning was intended to achieve nation building and the aspirations of the country, therefore, constitute the basis for teaching it” (p. 137). Aggarwal (2001) posits that Social Studies is that part of the general school curriculum which enables the learner to acquire an understanding and appreciation of human relationships, the environment, the society and a commitment to participate in the democratic process through which society is maintained and transformed. The major goal of Social Studies is to assist young people in developing the ability to make informed and reasoned decisions for the public benefit as members of a culturally varied, democratic society in a globalized world (NCSS, 2010). Martorella (1994) cited in Eshun, (2019) underscores the role of Social Studies in producing effective citizens and affirms that the subject seeks to develop these kinds of citizens in three ways: emphasis on rationality, skillful behaviour and social consciousness.

With insights drawn from Martorella's perspective, it's pertinent to recognize that achieving the objectives of Social Studies is intrinsically linked to fostering positive attitudes and driving behavioral transformations. As articulated by Bekoe et al. (2014), the evolution of social studies as a curricular necessity finds purpose in the meaningful growth and cultivation of young citizens who seamlessly align with an ideal societal construct. Notably, Social Studies emerges as the singular academic subject wholly dedicated to instilling favorable attitudes, values, skills, and pertinent knowledge required for effective civic engagement within the community.

Undoubtedly, the development of positive attitudes unequivocally serves as the pivotal core of Social Studies instruction. The role of attitude and behavioural change in Social Studies education cannot be understated. According to Gagné, Briggs, and Wager (1988) as cited in Jennings (2012), attitude is an internal state that affects an individual's choice of personal action toward some object, person, or event. Attitudes are latent and not directly observable in and of themselves, but they operate to organize or guide visible actions and behaviors. Scholars specializing in the realm of social psychology propose that these latent or concealed attitudes can be quantified and exert an influence on individuals' routine choices, thereby shaping their behaviors (Stepanikova, Triplett, & Simpson, 2011). Similarly, Buadi (2000) posits that an attitude will certainly lead to a preferential response. As a result, it is highly practical and important that significant attention be paid to the teaching and learning of the subject in Senior High Schools in order to achieve the subject's desired objective. It is expedient that, Social Studies instruction is directed towards building positive attitudes in learners that will predispose them to act accordingly. When right attitudes are developed, citizens become reflective, competent and concerned about the development needs of their Society. People with right attitudes become reflective individuals, critical thinkers, make decisions and solve problems on the basis of the best evidence available.

However, attitudes of learners are not changed automatically in the Social Studies class. Young learners do not become responsible, value-driven, conscious and participating citizens mechanically. A piecemeal approach to Social Studies education can result in a disconnected conglomeration of activities and teaching methods that lack focus, coherence, and comprehensiveness. According to NCSS (2010), the mode of instruction in most Social Studies classrooms does not provide purposeful and meaningful learning experiences that are challenging, of high quality and reflective of

contemporary social and diverse global realities. Larry Cuban's research into the actual conduct of Social Studies teachers within classrooms indicates a prevalence of emphasizing rote memorization and fact-based learning. Cuban's proposition highlights a significant paradox in Social Studies education: the persistence of teaching methodologies and practices that fail to encourage students to perceive Social Studies as fields conducive to investigation, open-ended exploration, and research-based inquiry (Cuban, 1991). Moreover, the work of Adam, Odumah, and Ngaaso (2018) corroborates that Social Studies instruction often centers on catering to exam demands, focusing on what is expected to appear in assessments.

In parallel, the National Council for the Social Studies (2018) acknowledges the need for Social Studies teaching and learning experiences to embody qualities of meaningfulness, integration, values, challenge, and active engagement. The primary thrust of Social Studies education is the enduring retention, transfer, and application of knowledge and information. Reflecting on the NCSS's statement, the aspiration is for students undergoing Social Studies education to emerge as ethically grounded Ghanaian citizens, possessing the capacity for responsible leadership, healthy lifestyles, and the assimilation of crucial knowledge and values. This preparation aims to nurture appropriate instincts and attitudes, cultivating a belief in the essential "truth" requisite for Ghana's survival.

Certainly, the Ghanaian society is undeniably grappling with a significant decline in its moral, social, and civic values. A prevailing contention among educators is that the surge in ethical degradation among the country's youth is becoming alarmingly visible through media platforms. This trend suggests a scenario where citizenship education is either "untaught" or "undertaught" at schools or colleges (Kankam, 2016).

Similarly, Pierre and Oughton (2007) as cited in Bekoe et al (2014) claim that although many college teachers outline and plan lessons with affective outcomes (values and attitudes), they fail to indicate how these will be taught and evaluated. An important area of human development is attitude and values which are mainly concerned with the affective domain.

In the Social Studies teaching syllabus, three profile dimensions have been identified for teaching, learning, and testing: Knowledge and Understanding, Use of Knowledge, and Attitudes and Values. Combining the three elements in the teaching and learning process will ensure that Social Studies is taught and studied not only cognitively, but also leads to the development of good attitudes and values, which may then be applied to solve personal and social problems (CRDD, 2010). This implies that teaching and assessment strategies must be carefully designed in order to reflect the Social Studies goal of instilling positive attitudes in students. Despite these provisions for teaching the subject in Ghanaian schools and colleges, it is commonly acknowledged that Social Studies educators, particularly those in Junior High and Senior High Schools where the subject is core, pay relatively little attention to the development of attitudes and values. The qualities and character traits that Social Studies tends to instill in learners can only result from attitudinal learning.

Notwithstanding, some studies have focused on strategies and models for attitudinal change (Simonson and Maushak, 2001; Mueller et al., 2017). From these studies, attitude is known to comprise of three components: cognitive, affective and behavioral. Clear distinctions between these three components can be challenging, particularly due to their strong connections and interrelationships; therefore, research recommends instruction that seeks to cause change in attitude to target all three components (Mueller

et al. 2017). Providing new information that targets the cognitive component of attitude (Bodenhausen & Gawronski, 2013) creates cognitive dissonance (Festinger, 1962) which results in a mind receptive to attitude change. However, contrary to the increasing interest in education for attitudinal change, many educational research has regarded attitude as a sub-learning objective, which supports achieving intellectual or psychomotor learning objectives rather than exploring attitudinal change itself as the main instructional subject. One possible barrier to the promotion of, and study on, attitudinal change or learning is the difficulty in evaluating the influence of education on attitudinal learning gains. According to Simonson and Maushak (2001), one explanation for the lack of attention devoted to attitudinal outcomes in the area is a lack of understanding about how to effectively investigate attitudes and how teaching affects them.

It is an undeniable fact that the Ghanaian society has fallen over in ethical and moral standards over the last few decades despite the inclusion of Social Studies in the school curriculum. Considering the kind of learners and citizens the country wants to create, acknowledging the fact that a number of problems impede the country's development and survival, coupled with the general aims and rationale of teaching the subject in various levels of education in the country, researches must focus on the subject and its teaching in the Senior High Schools to find out how the intended outcomes are met



## 1.2 Problem Statement

Deliberate attitudinal instruction is a requisite for effecting attitudinal transformation and value development in learners (Wozencroft, et. al., 2014; Galston, 2007). Achieving the objectives of Social Studies education necessitates the implementation of attitudinal instructions that foster attitudinal competence among learners. The primary aim of attitudinal instruction is to shape learners' attitudes and behaviors to align more closely with the desired outlook (Coleman, 2010; Mueller et al., 2017). Essentially, Social Studies lessons unarguably need to be designed and delivered in a way that will stimulate learners to the point of wanting to understand enough about an issue and to do something about it; questioning their thoughts, behaviour and beliefs and feel the urge to do something needful to correct their perceptions, beliefs and behaviour to create balance between their beliefs and actions. Having examined several peer-reviewed research papers and various study findings pertaining to this topic, I share the same viewpoint with Eshun et al. (2019: 210) who assert that “there is a vast gap between intended objectives and actual classroom practices in the teaching and learning of Social Studies in Ghana.”

Despite the extensive body of research conducted on related aspects, such as the impact of teaching on student satisfaction, motivation, and self-efficacy (Goddard, Hoy & Hoy, 2000), and explorations into Social Studies textbooks, as well as examinations of students' perspectives on practicing democratic norms in classrooms (Kankam, Bordoh, Eshun, Bassaw & AndohMensah, 2014; Eshun & Mensah, 2013; Dynneson & Gross, 1999), there remains a noticeable gap. While there has been a study examining Social Studies teachers' knowledge of instructional techniques and its influence on learners' attitudes, values, and skills (Abudulai, 2020), there is a relative scarcity of research

focusing on attitudinal instruction and its impact on attitude change as a learning outcome). In contrast to the growing emphasis on educational approaches for attitudinal change, prior research has predominantly treated attitude as a subsidiary learning objective. This perspective has typically supported the attainment of cognitive or psychomotor learning objectives, rather than prioritizing the exploration of attitudinal change as a central instructional focus. This identified gap has compelled the study to find out empirical evidence about the perspective of Social Studies teachers in Senior High Schools about attitudinal change instructions and how their perceptions influence their instructional practices in the classroom.

Given the distinctive nature of the objectives guiding the study, a qualitative research which offers comprehensive understandings of rich, contextual, and typically unstructured, non-numeric data (Mason, 2002) is required to explore Social Studies teachers' and students' perceptions of attitudinal instruction, by engaging in conversations with study participants in a natural setting (Creswell, 2014). This research calls for meticulous review of how teachers' instructional practices in the classroom align with Mueller's first principles for attitudinal change (Mueller et al., 2017). Mueller et al.'s framework is suitable for this study because it is based on cognitive dissonance theory (Festinger, 1962), which allows for application across disciplines and evaluates learning in all three attitudinal components, as well as social learning

### **1.3 Purpose of the Study**

The purpose of this research was to explore the perspectives of Social Studies teachers in Senior High Schools about attitudinal change instructions and how their opinions influence their instructional practices in the classroom.

In this sense, the study sought to better understand Social Studies teachers' knowledge and skills relating to attitude change instruction in Social Studies and the factors that obstruct their effort to incorporate attitudinal change principles in instructions to facilitate change attitude among students in the Senior High Schools.

#### **1.4 Objectives of the Research**

The study sought to;

1. ascertain teachers' perspectives about attitudinal instruction within the context of Social Studies
2. explore teachers' opinions of students' attitudinal learning outcomes in Social Studies
3. assess how Social Studies teachers' classroom instructional practices, align with the principles of attitudinal change instruction
4. ascertain the factors that hinder teachers' effort in the planning and delivery of attitudinal instruction in Social Studies

#### **1.5 Research Questions**

The following research questions guided the data collection and analysis.

1. What are teachers' perspectives of attitudinal instruction within the context of Social Studies?
2. What are teachers' opinions of students' attitudinal learning outcomes in Social Studies?
3. How do teachers' classroom instructional practices reflect principles of attitudinal change?
4. What are the factors that impede the delivery of attitudinal instruction in Social Studies?

### **1.6 Significance of the Study**

This study's significance lies in its exploration of an under-researched area: Social Studies teachers' perspectives on attitudinal change instruction. It enhances our understanding of how instructors grasp the complexities of attitudinal instruction in Social Studies education. Additionally, it contributes to the limited body of research on attitudinal instruction and its outcomes in Social Studies. Furthermore, this research empowers Social Studies educators to reflect on their own experiences with attitudinal learning, potentially leading to improvements in classroom practices and behaviors. The study's analysis enriches the discourse on effective teaching methods for instigating attitude and behavior changes in students, particularly in Senior High Schools.

Moreover, the results of this study hold promise for advancing Social Studies curriculum development and reform. They can guide adjustments in teacher education programs to equip future educators with the skills and knowledge needed for successful attitudinal change instruction. Lastly, this research serves as a valuable resource for other scholars in the field, enhancing their learning and understanding, while also paving the way for future research avenues in the realm of attitudinal change instruction

### **1.7 Delimitation of the Study**

The study greatly focused on Social Studies teachers in Senior High Schools in two selected districts of Ashanti Region given that schools here possessed the variables of interest for the study. Again, the study focused on teachers' perspectives on attitudinal instruction rather than involving students and other education stakeholders such as administrators, subject experts, curriculum designers, parents and among others. Furthermore, the study only addressed instructors' knowledge and instructional

practices in the classroom in connection to attitudinal learning, not the implementation of the Social Studies curriculum or how students' attitudes changed after instruction.

### **1.8 Definition of Terms**

The researcher recognizes the general meanings given to the following terms, hence they are explained in accordance with accepted definitions.

***Attitudes:** Attitude defined as “an overall evaluation of an object that is based on cognitive, affective, and behavioural information” (Maio et al., 2019, p. 4). To put it simply, attitude is an individual’s general predisposition toward something as being good or bad, right or wrong, or negative or positive.*

***Value:** A Value refers to an individual’s perception of the usefulness, importance, or worth of something (Schwartz & Sortheix 2018). That is, values influence how we feel towards specific objects or people, which in turn influences our actions*

***Belief:** A Belief is a proposition or position that an individual holds as true or false without positive knowledge or proof. Beliefs as strong convictions are based on core commitments to values, through which factual data is filtered to create a convincing argument (Haste, 2018)*

***Attitudinal change:** An attitude change is any modification in the strength or content of an attitude (Albarracin, D., & Shavitt, S. 2017). Thus, a change in the belief or behaviour toward someone or something.*

***Attitudinal instruction:** Attitudinal instruction is instruction that aims to modify learners' attitudes by positively or negatively influencing their existing attitudes to better match with the desired attitude, resulting in attitudinal learning Mueller et al. (2017)*

***Learning outcome:** Learning outcomes are any measurable skills, abilities, knowledge, or values demonstrated by a student as a consequence of completing a certain course (Cedefop, 2009).*

***Persuasion:** Persuasion is an attempt to get a person to behave in a manner, or embrace a point of view related to values, attitudes, and beliefs, that he or she would not have done otherwise (Frymier & Nadler, 2013).*

## **1.9 Dissertation Structure**

Following the School of Graduate Studies (SGS) thesis handbook, this dissertation has a total of five chapters. Chapter one is devoted primarily to justifying the study. It comprises of background to the study, statement of the problem, purpose of the study, objectives guiding the study, guiding questions, the significance of the study, delimitations, limitations, definition of terms and the general layout of the study. Chapter two focuses on critical examination of scholarly works relevant to the study as well as the establishment of the theoretical and conceptual framework for the research. While reviewing related literature, the researcher considered the historical overview of Social Studies, the goals of Social Studies, the concepts of Attitudes and Attitude Change, and Attitude Change theories. A critical review was made on the importance of attitude change in social studies education, the principles of instructional design for attitude change, and the concept of attitudinal learning. Chapter three presents the research method used by the researchers for the study, these includes research design, population sample and sampling technique, instruments, data collection procedure and presentation and data analysis procedure. Chapter four is concerned with results and discussion of data. Chapter five of the dissertation includes a discussion highlighting the major findings of the study, conclusions, and making recommendations to guide policy and practice as well as suggestions for further studies.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Overview

This section gives an overview, summary and critical analysis of scholarly works in connection to the study as well as the underlying theories on which the study is founded.

A critical exploration is made on the following areas:

- Theoretical Framework
- Historical Overview of Social Studies
- Goals of Social Studies
- The Concept Attitudes
- Attitude Change Concept
  - Functions of Attitude
  - Attitude-Behaviour Relation
- Attitude Change and Social Studies Education: the nexus
- Attitude Change Theories
- Perceptions about how attitude can be changed or formed
- Principles of Instructional design for Attitudinal Change
- The Attitudinal Learning Concept
- Conceptual Framework

#### 2.2 Theoretical framework

When describing the importance of the theoretical framework within the dissertation, Osanloo and Grant (2016) metaphorized the theoretical framework to be “the blueprint” that is necessary to build “the house” (this dissertation) (p. 12-13).

Keeping with this metaphor, Cognitive-Dissonance theory (Festinger, 1957) and Constructivism learning theory (Vygotsky, 1978; Piaget 1973; Glasersfeld, 1974) were utilized as the blueprint for the study within this dissertation.

### ***2.2.1 Cognitive-Dissonance Theory***

Cognitive dissonance theory (Festiner, 1962) is one of the most well-known and extensively investigated models for attitude change. The theory posits that individuals seek to maintain consistency among multiple cognitions (that is, thoughts, behaviours, attitudes, values or beliefs). Inconsistent cognitions produce unpleasant states that motivate individuals to change one or more cognitions to restore consistency with other cognitions (that is, consonance). The discomfort that arises when individuals behave in ways that are perceived to be inconsistent, such as failing to live up to their own standards, is known as cognitive dissonance (Cooper, 2007; Festinger, 1957; Harmon-Jones & Mills, 1999). Discomfort or psychological dissonance is triggered when new evidence does not align with previously held notions. According to Festinger (1957), people have a motivating urge to eliminate dissonance by changing their attitudes, beliefs, and behaviours, or by defending or rationalizing their attitudes, views, and behaviors, according to the theory. Conflict between beliefs, according to this view, causes attitude change.

Although Festinger's theory was originally applied to the inconsistency of different cognitions, it has also been extended to the unpleasant emotions people get when their attitudes and their actions are inconsistent, especially when the behaviour undermines their beliefs of themselves as good people (Aronson, 1969). For instance, if we fail to lose the weight we wanted to lose, we decide that we look good anyway.



If we cheat on an examination, we decide that cheating is okay or common. If we hurt other people's feelings, we may even decide that they are bad people who deserve our negative behaviour. In order to escape the discomfort of self-reproach, individuals are prone to engaging in significant rationalizations. This tendency to justify past actions ultimately serves as a positive buffer for our emotional state. But the desire to create positive self-esteem can lead to a succession of self-justifications that ultimately result in a chain of irrational actions. The irony is that to avoid thinking of ourselves as bad or immoral, we may set ourselves up for more immoral acts. Once a smoker has decided it is okay to smoke, she may just keep smoking. A variety of factors influence the degree of dissonance and, as a result, the amount of work necessary to change attitudes. The messages that we deliver may be processed either spontaneously (Petty & Wegener, 1999) or thoughtfully. Spontaneous processing is direct, quick, and often involves affective responses to the message. Thoughtful processing, on the other hand, is more controlled and involves a more careful cognitive elaboration of the meaning of the message.

Petty, Cacioppo, and Goldman (1981) showed how different motivations may lead to either spontaneous or thoughtful processing. The researchers manipulated three independent variables: Message strength. When the message contains either strong arguments or weak arguments (relying only on individual quotations and personal opinions); Source expertise. When the message is supposedly prepared either by an expert source or by a nonexpert source; Personal relevance. When the message is low personal relevance. Attitude change can be aided or impeded by changing these elements. Cases in which one's beliefs about one's actions contradict one's attitude are of particular importance.

Despite extensive evolution, early dissonance theory did not offer clearly defined terms, methods or operational rules. While Festinger highlighted changing attitudes or behaviours as a response, his theory does not specify in what direction or form these changes occur. There is also the likelihood that an attempt by a person to reduce cognitive dissonance is based on their own desire to make the thoughts more comparable. Nevertheless, Festinger's theory has challenged established behaviourist theories by suggesting that cognitive elements should be considered when studying learning and behaviour. Instructional activities that raise learners' curiosity or create any form of dissonance that lead to spontaneous or thoughtful processing of information is a necessary strategy for Social Studies education that aims at causing desired change in attitude and behaviour

In this study, the researcher as part of his classroom observation, sought to examine the facilitation of attitudinal dissonance within the topics taught. The mental discomfort experienced by a person who simultaneously holds two or more contradictory beliefs, ideals, or values - cognitive dissonance; should be of great concern to the Social Studies educator because this discomfort is essential to any deep transformation or change. Festinger's dissonance theory has proved to be resilient and useful in many contexts. It has gained a general acceptance through decades of experiments, which have largely confirmed its basic propositions hence very useful for this study

### ***2.2.2 Constructivism Learning Theory***

A significant limitation of education is that teachers cannot simply transfer information to students; rather, students must actively construct knowledge in their own minds. That is, they uncover and transform information, compare new and old information, and change rules when they no longer apply.

Constructivism stems mostly from the work of Swiss developmental psychologist Jean Piaget (1973) and Russian psychologist Lev Vygotsky (1978) as well as Ernst von Glasersfeld (1974). Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256). Constructivist teaching practice assumes the motivation to learn is internally generated by the child. Understanding that students construct meaning by themselves has led to increased attention to students’ interpretations of what they witness in class. Personal applications are of interest to constructivists. The learning process, according to McGriff (2001), must be concerned with the experiences and circumstances that make the learner motivated and competent to learn. Glasersfeld (1974) admit that all knowledge is constructed rather than perceived through senses. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students’ beliefs and attitudes.

The constructivist view of instructional design is learning by doing. In other words, active learning is the hearth of constructivists’ instructional design process. For this reason, constructivists are interested in active process during learning activities. The primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning. One of the key tenets of any constructivist learning is that it must be an active process (Tam, 2000); as a result, every constructivist learning system must allow for active learning. From this perspective, a teacher acts as a facilitator of learning rather than an instructor.

The teacher makes sure he or she understands the students’ preexisting conceptions, and guides the activity to address them and then build on them (Oliver, 2000). Given the nature of Social Studies program demands that the subject should provide students with

challenging content, activities, and assessments. The subject should engage the student directly and actively in the learning process. Learners will continually attempt to construct their own personal mental model of the real world based on their views of the reality. However, research reveals that not only do students perceive Social Studies to be dull and boring, but they also fail to see the relevance of Social Studies to their everyday lives (Schug, Todd & Beery, 1982; Shaughnessy & Haladyna, 1985). Why should it be? Shaughnessy and Haladyna (1985) concluded that Social Studies instruction tends to be dominated by the lecture, textbook or worksheets.... and Social Studies does not inspire students to learn” (p.694). Siler (1998) explained that teachers tend to use only one teaching style day after day, which denies students the opportunity of a variety of teaching techniques. However, research shows that students are more interested in a topic when a variety of teaching methods are implemented (Bonwell & Eisen, 1991; Chiodo & Byford, 2006; Byford & Russell, 2006; Mills & Durden, 1992; Slavin, 1994).

Given the inherent characteristics of Social Studies education, it becomes evident that constructivism stands out as the most efficacious approach for instructing Social Studies students. Embracing the constructivist theory as the optimal framework for understanding learning, it logically ensues that enhancing student learning necessitates the creation of learning environments that immerse learners directly in the subject matter. This is essential because true comprehension can only be derived from firsthand interaction with the world, enabling learners to derive significance from their experiences.

While critics contend that learning doesn't exclusively stem from active construction, the researcher aligns with some of these viewpoints, acknowledging the potential

absence of a rigid structure within this learning theory. It is undeniable that certain students thrive within meticulously structured learning settings, which enable them to realize their capabilities. Additionally, when students are engaged in constructing their individual knowledge frameworks, the outcomes may not always be predictable. Nonetheless, the educator holds the power to identify and address misconceptions that may surface during the instructional process, thereby checking and challenging any potential inaccuracies.

These two theories situate the study in a planned framework in which attitudes, values, and behavior can be influenced through successful instruction based on how learners create knowledge.

### **2.3 Historical Overview of Social Studies**

The foundations of Social Studies originated in Great Britain during the 1820s and quickly moved to the United States. Social Studies was nurtured by the works of John Dewey and promoted by such prominent educators such as George Counts, Edgar Wesley, Harold Rugg, and Earle Rugg (Barr, Barth, & Shermis, 1977). Social studies became part of the school curricula after several conferences held in the United States of America, Britain and Africa.

The first Social Studies course was taught in the United States (Görmez, 2018). Thomas Jesse Jones is credited for using the word "Social Studies" to refer to educational courses in an essay published in the *Southern Workman* in 1905 (Tabachnick 1991). Jones turned the article into a book, *Social Studies in the Hampton Curriculum*, in which he expressed his concern that young African Americans and Native Americans "would never be able to become integral members of the broader society unless they learned to understand society, the social forces that operated within it, and ways to

recognize and respond to social power" (Tabachnick 1991, p. 725). The 1916 Committee of the National Education Association revealed the traditional interpretation of the beginnings of the present Social Studies curriculum. Social Studies emerged as an attempt to use education as a vehicle to promote social welfare, and its subsequent development was influenced both by Americans and others (Saxe, 1991). The fundamental cause for the creation of this course was the growing social, cultural, and economic challenges in American society towards the end of the nineteenth century. The new social structure that arose in cities, particularly as a result of migration to the city, which began with industrialization brought numerous issues with it. The subject sought to educate children how to deal with challenges in the direction of active democratic participation in an increasingly complicated society, as well as how to coexist without conflict (Bar et al., 1977). According to Cremin (1980), the goal was nothing less than a new republican individual, of virtuous character, abiding patriotism, and prudent wisdom, fashioned by education into an independent yet loyal citizen.

According to Saxe (1991 p. 18), "the evolution of Social Studies to its present form can be traced from the early stages where it was rooted in the social sciences for the purpose of attending to social welfare and subsequently grounded in the social sciences for the purpose of directly educating future citizens". Social studies in the broadest sense, is about the preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in society. Social Studies emerged as an attempt to use education as a vehicle to promote social welfare, and its subsequent development was influenced both by Americans and others. Social Studies is one of the basic courses of primary education programs around the world (Ay-Selanik & Deveci, 2016); likewise, it is an essential part of the Ghanaian education system.

Social Studies as a school subject was embraced in Africa by the efforts of British social studies educators who lobbied for a conference in Mombasa, Kenya. The conference agreed that Social Studies should be introduced in Africa as a tool for preparing African citizens in rising African governments to be effective citizens (Blege, 2001). One of the reasons for the adoption of Social Studies by the Mombasa Conference in 1968 was to empower every school-aged child in Africa to fully comprehend interaction of people based on culture, social, and environmental factors, recognise one 's home and cultural history, cultivate attitudes and skills expected of community members, and learn to communicate ideas in a wide range of ways (Meryfied & Mutebi, 1991: 621). As several African nations gained independence in the late 1950s and early 1960s, they looked for methods to adapt existing educational institutions to meet the demands of new nations. "No courses in the curriculum were viewed as more closely tied to national aspirations than those dealing with the country, its people, and the responsibilities of citizenship" (Dondo, Krystall & Thomas, 1974: 6). According to Bekoe and Eshun (2013), the introduction of social studies in Ghana was as a product of the educational conference of Mombasa. It was put into the national curriculum as an academic field in the early teacher training institutes between 1940 and 1946, but it was short-lived due to a lack of coordination.

Following the meeting in Mombasa in 1968, an educational conference was held in Winneba in 1969, at which the subject was reintroduced into Ghanaian schools in 1972. This effort was also unsuccessful. The 1987 Education Reform Review Committee, which was formed as a consequence of the implementation of some of the recommendations of the 1972 Dzobo Committee, has had an impact on the stability of Social Studies in Ghana, with the goal of instilling citizenship among the youth.



The 1987 Review Committee Report proposed six years of elementary school, three years of Junior Secondary School, and three years of Senior Secondary School education. In 1987, the recommendation was adopted, and all middle schools were converted to Junior Secondary Schools. With this new educational reform, Social Studies, which was launched in 1948 (Tamakloe, 1991), was reintroduced in teacher training institutions in 1988 as one of the elective subjects to prepare students to teach Social Studies in Junior Secondary Schools the purposes of citizenship. The 1987 Education Reform Programme aimed to change the core content of education and assure its relevance to individual and community needs (Government of Ghana, 2006). Based on this, the New Education Reform Programme led to the introduction of Social Studies at the Basic Education level across the country.

The Junior Secondary School Social Studies programs represented all three dimensions of educational objectives: cognitive, emotional, and psychomotor. The cognitive domain is concerned with the acquisition of information, facts, and concepts; the emotional domain is concerned with the learner's behavioral change; and the psychomotor domain is concerned with the learning of skills (GES, 2010). The inclusion of Social Studies in basic education demanded the training of more instructors to have sound basis in the content for the courses at the Junior Secondary School level. As a result, after developing a new instructional program, Ghana's Teacher Training Colleges began teaching social studies in 1990. The goals and objectives of the teacher training college social studies syllabus are to provide teacher trainees with subject information, professional knowledge, and abilities that will enable them to successfully handle the social studies program at the elementary level of education. As a result, the purpose of teaching Social Studies in Teacher Training Colleges should be to assist students in acquiring information and influencing their attitudes and values in their



community and environment. It is also to provide them with the ability to train for changes in values and attitudes of pupils (GES, 2010). Social Studies was made a core subject in the Junior High School in 1987, later in 1998 the subject was introduced in the Senior High School as a core subject. Social Studies is a course of study at Ghana's two teacher preparation universities. These include the University of Cape Coast (UCC) and the University of Education, Winneba (UEW).

With the implementation of the 2007 education reform, sponsored by President J.K. Kufour, a new subject called citizenship education was introduced at the primary school level, beginning in class four and progressing to class six. This is meant to assist pupils understand the fundamental principles and ideals that underpin a democratic political society, as well as to instill citizenship and a feeling of national pride in them (Kankam, 2016). All of these emphasizes the necessity of Social Studies education in our schools. A brief examination of the historical development of Social Studies in Ghana reveals that the development of Social Studies in Ghana has been marked by a turbulent past. The subject has progressed from a collection of distinct history and geography themes that characterized the early Social Studies curriculum to an issue-centered (trans-disciplinary) subject.

In recent years, Social Studies has become a more prominent school subject, and the concept of learning has evolved from doing and knowing to experiencing and generating meaning. According to Bekoe and Eshun (2013), the implicit and fragmented curriculum that has traditionally defined Social Studies classes looks to be giving way to a more coherent and integrated set of objectives, standards, and performance indicators.

This style is goal-oriented, with an emphasis on learner outcomes: the knowledge, skills, attitudes, values, and disposition to act that instructors hope to inculcate in their students. However, according to Bekoe and Eshun (2013), the current situation in Ghana on the Social Studies front is that, while the UCC continues to run the course as an amalgam of Sociology, History, Economics, and Geography, the UEW's curriculum reflects the issue-centered and problem-solving curriculum that was introduced in Senior High Schools in 1998. Social Studies was aimed in Ghana at understanding the interrelationships between the social and physical environment and their impact on Ghana's development; appreciating the impact of history on the country's current and future development efforts; appreciating the various components of the environment and how these could be maintained to ensure sustainable development; Recognize the major challenges confronting Ghana and be able to develop basic knowledge and skills for dealing with such challenges; understand global development dynamics and their impact on Ghanaian development; develop the knowledge, skills, and attitudes required for personal growth, peaceful coexistence, and respect for peoples of other nations; and develop a sense of national consciousness and national identity (CRDD, 2010; Bekoe & Eshun, 2013).

It is necessary to study the history of a subject in order ensure better understanding on the part of teachers about subject matter content and as well aid in curriculum implementation and revision. Based on the subject's historical context, it may be deduced that effective realization of its mandate is strongly dependent on a significant change in learners' attitudes and values. As a result, I absolutely agree with Eshun et al (2019) that more focus should be placed on the teaching and learning of the subject in Senior High Schools to attain the subject's intended outcome.

## 2.4 Goals of Social Studies

The goals of Social Studies serve as the foundation for effective instruction of the subject. The most crucial step in establishing the goals of Social Studies in school education is to comprehend its description in terms of its definition and nature because it has many dimensions and disregarding some may result in misunderstanding the subject's original intent. That said, according to the National Council for the Social Studies (NCSS), Social Studies

*...is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 1994: 3)*

On one side of this definition is the subject matter that is studied. It includes the facts, ideas, skills, issues and methods of inquiry drawn from the seven social sciences: history, geography, civics and government (political science), economics, sociology, psychology, and anthropology. The humanities—philosophy, ethics, literature, religion, music, and the visual and performing arts are involved as well. While Social Studies is often regarded as a cohesive knowledge domain, the concern of achieving an appropriate degree of integration persists (Bekoe & Eshun, 2013). The National Council for the Social Studies (1994) defines Social Studies as encompassing subject matter that intricately pertains to the origination and advancement of human societies, as well as the role of individuals within social collectives. On the other side of the definition is the purpose, “civic competence” or democratic citizenship: “the ability to make informed and reasoned decisions for the public good as citizens of a culturally

diverse, democratic society in an interdependent world.” Civic competence is the readiness and willingness to assume citizenship responsibilities. Aggarwal (2001) holds a similar view when he stated that Social Studies is that part of the general school curriculum which enables the learner to acquire an understanding and appreciation of human relationships, the environment, the society and a commitment to participate in the democratic process through which society is maintained and transformed. This description, by inferences suggest that the subject encompasses the study of people's interrelationships as well as the link between individuals and their surroundings to enables students to have a better grasp of society and the human condition.

Although there exist differences in perceptions and approaches to the Social Studies curriculum, Ayaaba, Eshun and Bordoh (2014) admit that there is unanimity among educators that the primary purpose of the subject is citizenship education. The fact that the Social Studies field is comprised of several disciplines, as well as often disparately taught knowledge from each of these disciplines, adds to the challenge for the social studies educator to make the material usefully productive, interconnected, and intraconnected. Social Studies is responsible with educating the youth in citizenship education. Certainly, Social Studies education is one of the educational programs that can assist individuals acquire positive attitudes and hence contribute to the nation's socioeconomic growth (Eshun et al, 2019). Indeed, as affirmed by the National Council for the Social Studies, the fundamental objective of social studies education is to empower young individuals with the capability to arrive at informed and logical choices, serving as active citizens within democratic societies characterized by cultural diversity within an interconnected global framework (NCSS, 2018). According to the National Council for the Social Studies an excellent education in Social Studies is essential to civic competence and the maintenance and enhancement of a free and

democratic society. In this context, Social Studies are fundamental for raising knowledgeable citizens, who are a necessity for societies. The subject focuses on raising efficient citizens who can solve problems and make information-based decisions about the changing standards of their country and the world. According to Seefeldt et al., (2014), the social studies curriculum serves as a means of fostering good citizenship among students. It achieves this by merging character and personality development through values education with the acquisition of academic knowledge and skills.

Social Studies topics not only play an important role in helping students to acquire the characteristics needed to be successful in their civic lives, they also aim to endow students with reasoning and creativity skills, and to provide solutions to social and personal problems (Ay-Selanik & Deveci, 2016). One might wonder how is it even possible to develop thinking skills by studying Social Studies. The subject teaches learners how to think critically about societal challenges and how to solve them based on their grasp of social ideals. It helps students develop critical thinking abilities, prepares them to participate competently and productively as concerned citizens and teaches them to address societal and global concerns using literature, technology and other identifiable community resources.

This notwithstanding, at all levels of education, the goals of Social Studies have been characterised by Martorella as: (1) the transmission of the cultural heritage; (2) methods of inquiry; (3) reflective inquiry; (4) informed social criticism; and (5) personal development, have traditionally received the greatest emphasis at the elementary level; at the high school level, methods of inquiry have received more emphasis (Martorella 1985).

According to Ayaaba (2011), Social Studies is therefore context specific and society bound since problems differ from society to society. In Ghana, the purpose of Social Studies reflects the national goals of education and, more crucially, Ghana's educational philosophy. According to Adam, Odumah, and Ngaaso (2018), the philosophy of education in Ghana is based on the need to generate well-balanced persons with the necessary knowledge, skills, values, aptitudes, and attitudes to become functional and productive citizens. The expressed philosophy is completely aligned with the subject's goal. As a core subject in the Ghanaian school curriculum, it is expected that the subject contributes its quota to addressing Ghanaian society's needs, aspirations, and problems such as poverty alleviation, corruption, teenage pregnancy, drug abuse, unemployment, efficient exploration and use of resources wealth creation through legitimate means rather than human sacrifice and so on.

At the Senior High School level, Social Studies is concerned with providing the student with an integrated body of knowledge, skills, and attitudes that will assist the student in developing a larger view of Ghana and the world. The topic delves into the past and gives students with the information they need to comprehend their culture and address personal and social problems. The syllabus is divided into three sections, each of which focuses on: 1. The Environment, 2. Governance, Politics, and Stability 3. Social and Economic Development (CRDD, 2010). As a discipline, Social Studies supports students in better understanding their society; it assists them in investigating how their society operates and so assists them in developing that critical and developmental mind that alters societies. It is believed that when students get a better understanding of Ghanaian culture and are able to analyze the society's institutions and ways of life with a critical and constructive mind, the country would undoubtedly be on the route to greater and quicker socioeconomic progress (CRDD, 2010).

The Social Studies teaching syllabus for Senior High School (2007) in Ghana identified the following as the general aims of Social Studies:

- 1. To develop the ability to adapt to the developing and ever-changing Ghanaian society.*
- 2. To develop positive attitudes and values towards individual and societal issues.*
- 3. To develop critical and analytical skills in assessing issues for objective decision-making.*
- 4. To develop national consciousness and unity.*
- 5. To develop enquiry and problem-solving skills for solving personal and societal problems.*
- 6. To become responsible citizens capable and willing to contribute to societal advancement.*

It can be inferred from the foregoing discussion that the attainment of such goals resolves around a change in attitude. It is only when education targets students' attitudes toward the given attitude object that a desired shift in attitude may be achieved. Educating individuals to have these characteristics can reduce problems in society and resolve moral issues. The subject fosters an awareness of democratic society and the mechanisms that lead to national peace and harmony.

Without a doubt, Social Studies teaching that focuses on students' attitudes and behaviours fosters a school community of responsible students who are aware of their acts and inactions and how they influence their lives and society as a whole. It should be emphasized that Social Studies education provides the groundwork for moral underpinnings that allow democratic living to exist in societies where it has never been fostered. The subject fosters cohesiveness, which is critical for nation-building. Social Studies prepares individuals to be excellent and suitable citizens in order to establish a free and just society.



Knowing what is good, wanting what is good, and doing what is good is good character. According to Adam, Odumah, and Ngaaso (2018), good character traits such as respect for the rights of others, adherence to the rules of the land, and taking responsibility for one's acts, among others, are required for the nation's health. In order to make the teaching of Social Studies more focused and relevant to the attainment of its goal, teachers must grasp the purpose and basic objectives of the subject to act as a guide to lead their teaching. With such lofty goals, a study conducted by Poatob (2015) on Social Studies teachers' understanding of the goal of the subject and how it informs their teaching of the subject in senior high schools in Cape Coast Metropolis revealed that most Social Studies teachers teach the subject without knowing the general aims of the subject as stipulated in the Social Studies syllabus. He further, noted that some of them could not identify the goal of Social Studies holistically.

Eshun et al, (2019) reiterates that the teaching of the subject will lose its intrinsic value if it does not address the contemporary persistent issues of human survival in the nation which is the main focus of the subject. Therefore, one of the main objectives of Social Studies' educators is to relate issues taught in the classroom to real issues in the country and guide students to find practical and reasonable solutions to them. As countries strive for greater development and success, it is clear that citizenship education is critical and cannot be overlooked. It serves as a springboard for all learners to develop their capabilities as successful learners, confident individuals, responsible citizens, and effective contributors to society (Akhtar, 2008; Eshun et al, 2019)

Judging from the country's philosophy and more specifically the national goals of education (Adam, Odumah & Ngaaso, 2018), there is no doubt accepting that while these responsibilities are spread among all program areas, Social Studies in the words of Banks (1990) is the only subject with citizenship education as its core focus.



Our society has been a slow moving society and it is hoped that as students understand the Ghanaian society better, and are able to examine the society's institutions and ways of life with a critical and constructive mind, the country will surely be on the path to better and faster growth in development (CRDD, 2007; 2010).

## **2.5 The Concept Attitude**

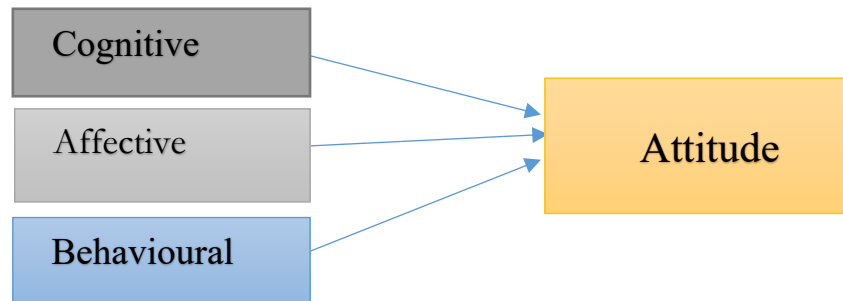
The concept of attitude is defined as “a mental and neural state of readiness, organized through experience, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related” (Allport, 1935, p. 810 cited in Maio, 2019). Fishbein and Ajzen (1975) defined attitude as an evaluative mediating response, predisposing the individual to display various overt behaviour. Similarly, Maio et al. (2019) defined the concept attitude as 'an overall evaluation of an object that is based on cognitive, affective, and behavioural information' (p. 4). Attitude inherently entails an evaluation, whether positive or negative, and varies according to individuals, influencing their behavior, beliefs, and feelings (affect) regarding the subject of the attitude.

Luthans (2002) defines an attitude through three fundamental components: (1) Informational—comprising an individual's beliefs, knowledge, and information concerning an object; (2) Emotional—representing a person's emotions and valuations (whether positive, neutral, or negative) toward an object or concept; and (3) Behavioral—encompassing a person's inclination to act in a specific manner toward an object or concept. Luthans' (2002) perspective resonates as particularly pertinent, as it encompasses a broader spectrum and establishes stronger connections between knowledge, values, and actions.

Consequently, attitude becomes intrinsically intertwined with an individual's values and notions, influencing or dissuading decisions across various domains, be they scholastic or informal. The term "attitude," as used by the researcher, pertains to an organized framework of beliefs, values, or inclinations that predispose an individual to behave in specific manners. Attitudes and beliefs are encompassed within a subset of constructs that encompass the nomenclature, definition, and depiction of the structure and content of mental states that are perceived to impel an individual's actions. In the context of this study, attitudes are understood to represent judgments that are either positive or negative regarding individuals, locations, or ideas. These assessments are manifested through one's actions and are stored as immediately accessible components that encompass the affective, cognitive, and psychomotor dimensions.

Historically, one of the most influential models of attitude has been the multicomponent model (Eagly & Chaiken, 2007). According to this perspective, as shown in (Figure 2.1), attitudes are summary evaluations of an object that have affective, cognitive and behavioural components. The components are not independent, but rather interconnected, and together they form an organizational framework or mental representation of the attitude construct. For example, if a person already loves a specific football player, he may agree to buy a ticket to see him play on the field (behavioral influence), may feel happy upon meeting the player (affective impact), and may selectively integrate the player's issues viewpoints (cognitive influence). The affective component of attitudes refers to feelings or emotions associated with an attitude object. Affective responses influence attitudes in a number of ways. A primary way in which feelings affect attitudes is due to affective reactions that are aroused in the individual after exposure to the attitude object.

For instance, many people indicate that spiders make them feel scared. These negative affective responses are likely to produce a negative attitude towards spiders



**Fig. 2.1. The multi-component model of attitude (Eagly & Chaiken (2007))**

The cognitive component of attitudes refers to beliefs, thoughts and attributes we associate with a particular object. In many cases, a person's attitude might be based primarily upon cognitions about the attitude object. Cognitions have an impact on many types of attitudes and are a key part of one approach to attitudes.

The first element of success required for an attitude change is an appeal to the individual's reasoning and belief. Attitudes have a cognitive function and individuals develop attitudes based on their experience, learned values and personal thoughts and ideas.

The behavioural component of attitudes refers to past behaviours with respect to an attitude object. Festinger (1954) proposed that people can change their attitudes in order to be consistent with behaviours that they have performed. Research has demonstrated that performing a behaviour that has evaluative implications or connotations influences the favourability of attitudes. Given the interconnectedness of the elements within attitude systems, a shift in liking (affect) could lead to corresponding alterations in behaviors (Fazio, 2000; Maio et al., 2019).

Attitudes can vary in terms of their valence, signifying whether they are positive or negative, their intensity, and their moral certainty, which pertains to the perception of

something being either moral or immoral (Eagly & Chaiken, 2007; Skitka et al., 2005). Attitudes wield a potent influence over how we streamline and interpret our surroundings (Fazio, 2000; Maio et al., 2019). Many social psychologists contend that attitudes encompass both explicit and implicit dimensions (Ewing, Allen, & Kardes, 2008). Explicit attitudes refer to an individual's conscious viewpoints about people, concepts, or objects, which individuals are usually aware of and openly express (Grinnell, 2009b; Wood, 2000). On the other hand, implicit attitudes are often subconscious or unrecognized attitudes of which an individual might not be conscious (Grinnell, 2009b). While explicit attitudes involve consciously held sentiments on specific subjects, like football, politics, or religion, implicit attitudes are typically not overtly visible yet can be measured (Stepanikova, Triplett, & Simpson, 2011).

An attitude is a theoretical construct or notion that is inferred. It describes a relationship between a person and their behaviour. This understanding of attitudes as predispositions that regularly affect actions has a significant impact on teaching and learning. The researcher considers the attitude construct to be crucial in Social Studies education because, according to Eshun et al (2019), it is one of the educational programs that can assist citizens acquire positive attitudes and so contribute to the nation's socioeconomic growth. Part of what makes each one of us unique is our combination of opinions and attitudes about the world around us. Every day, our attitudes about ideas, events, objects or people help determine the way we live and the choices we make.

### ***2.5.1 The Function of Attitude***

Attitudes serve multiple purposes for individuals. Influences from friends, family, and colleagues shape attitudes toward political parties, while views on topics like sexual promiscuity and abortion stem from valuing individual choice and human life (Maio et

al., 2018). Smith et al. (1956) cited in Maio et al (2019) highlight three key functions of attitudes: evaluating objects, adapting socially, and externalizing conflicts. Attitudes help us assess positive and negative aspects of our surroundings. They also guide us toward those we like and away from those we don't. Additionally, attitudes act as safeguards, allowing us to avoid internal conflicts by shunning certain discussions that might challenge our self-esteem (Maio et al., 2018).

Katz (1960) offered four attitude functions in his own study program, some of which are similar to those provided by Smith et al. (1956): knowledge, utility, ego defense, and value expression. Attitudes with the knowledge function can organize information about attitude objects, whereas attitudes with the utilitarian function can maximize rewards and reduce penalties gained from attitude objects. These functions are comparable to the object-appraisal function proposed by Smith et al. (1956). Katz's ego-defensive function, which is comparable to Smith et al (1956)'s externalization function, occurs in attitudes that help to defend an individual's self-esteem. Finally, Katz claimed that attitudes can have a value-expressive role, expressing an individual's self-concept and basic values. For example, a person may not smoke because he or she values health and seeks to live an exemplary life in the community. People defend their attitudes in part by assigning attitudes to people who appear to oppose them and arguing against these ascribed attitudes in order to defend their own views.

Kemdal and Montgomery (2001), for example, claimed that people form attributions about the attitudes of others based on internal and external sources. Attributions to internal causes are those that suggest persons are driven by dispositional variables such as personality or attitudes. External attributions are those in which persons are thought to be directed by circumstances and other variables outside of their control.

Kemdal and Montgomery (2001) described such attributions in terms of three types of motivation: accuracy motivation, defense motivation and impression motivation. The prominence of each of these incentives in each behavioral scenario is determined by how the individual considers the relative value of looking objective or conforming to peers or other reference groups. When someone displays a positive attitude towards objects fulfilling their needs and a negative attitude towards obstacles, it's an instrumental or utilitarian attitude. Attitudes help structure incoming information, framing reality interpretation. Attitudes are often connected, forming inter-attitudinal networks in the mind.

### **2.5.2 Relationship Between Attitudes and Behavior**

In numerous instances, changing people's attitudes becomes imperative to modify their behavior. While actions might not always mirror stated beliefs, altering attitudes can occasionally impact behavior (Nickerson, 2003). Despite the assumption that behavior aligns with attitudes, social psychologists reveal that attitudes and behavior aren't always perfectly congruent (Chaiklin, 2011). However, individuals sometimes adjust their attitudes to match their behavior and vice versa. Cognitive dissonance arises when conflicting thoughts or beliefs cause psychological distress. To alleviate this discomfort, people might change attitudes to harmonize with their other beliefs or actual behaviors. Based on existing literature, attitudes are predictive of behavior under the following conditions:

- When examining attitudes and behaviour, alignment between attitudinal and behavioral measurements is crucial. Ajzen and Fishbein (1977) emphasized the significance of correspondence between these measurements. They proposed that attitudes and behavior should align in four key dimensions: action, target,

context, and time. "Action" refers to the behavior itself (e.g., showing patriotism), "target" pertains to the subject of the behavior (e.g., a student with Down syndrome or a political candidate), "context" involves the situation of the behavior (e.g., alone or with others), and "time" refers to the timeframe of the behavior (e.g., immediate or in a year). When these dimensions coincide, attitude measures effectively predict behavior. This correspondence's importance was further supported by Davidson and Jaccard (1979), who aimed to predict women's use of birth control pills through this alignment.

- This relationship is contingent on the behaviour's domain. Research indicates that the connection between attitudes and behaviour varies based on the issue at hand. Kraus (1995) found that the extent to which attitudes predict behaviours differs across issues. For instance, the link between political party opinions and voting behavior is notably strong. Personal and specific intentions exert a greater influence on behavior. Actions are more likely to align with attitudes about one's own needs rather than others' or general environmental concerns. Similarly, specific behavioral intentions drive behavior change more effectively than general attitudes. For example, attitudes towards recycling significantly predict recycling behavior compared to attitudes towards environmentalism. Likewise, beliefs about car-related environmental impact predict the use of public transportation, while social value attitudes do not (Joireman et al., 2004).
- The correlation is linked to the strength of the attitude. Furthermore, it's worth noting that attitude-behaviour connections tend to be stronger for attitudes that are firmly held (such as those with high certainty, easy retrievability, and perceived importance). Attitude strength, along with other influencing factors, has been extensively studied in various investigations (Maio et al., 2019; Thorne



et al., 2020). These suggest that strong attitudes are more likely to predict behavior compared to weaker attitudes.

- Personal factors are influential. Disparities exist in people's inclination to align their actions with their intentions. Social psychologists examine how personality variations contribute to explaining behavior, along with investigating how external events influence actions. In relation to the attitude-behavior connection, several researchers have explored how distinct personality traits modify the impact of attitudes on behavior. An often overlooked but potent factor shaping our actions is habit (Dahlstrand and Biel, 1997; Webb and Sheeran, 2003 as cited in Arbutnott, 2009).

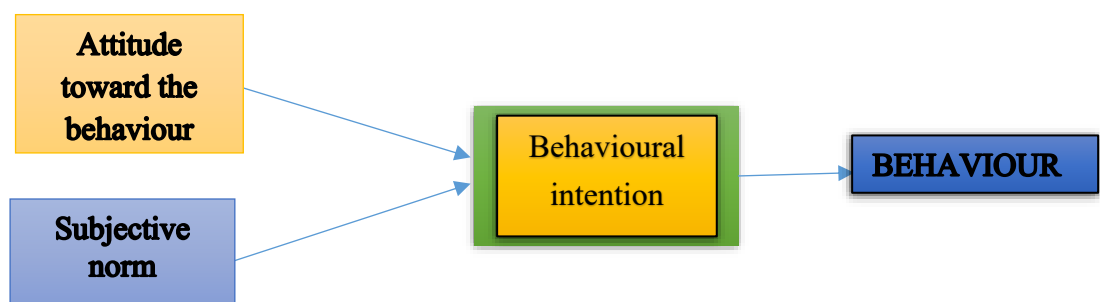
Overcoming well-established routines and ingrained habits requires more effort than engaging in new behaviors. This might explain the challenge of "teaching old dogs new tricks."

The significance of perceived control in influencing pro-environmental behavior is evident. Beliefs about an individual's capacity to reduce environmental harm through their actions have a profound impact (Stern, 2000). Perceived control serves a dual purpose in the process of behavior change. First, when we believe we lack control over a behavior, we are less likely to attempt it, regardless of our attitude. For example, individuals who believe they cannot influence their emotions may not engage in emotion regulation, even if they recognize the value of emotional restraint (e.g., Tice et al., 2001). Second, behaviour change becomes less likely when we perceive our efforts as futile, particularly for actions that are labour-intensive, costly, or inconvenient.



### *Theories of Reasoned Action and Planned Behavior*

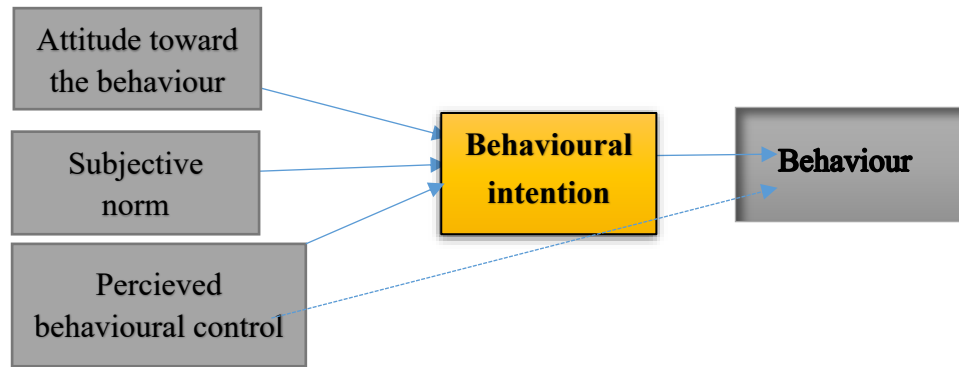
In addition to comprehending the circumstances under which attitudes forecast behavior, social psychologists have formulated several models to elucidate how attitudes predict behavior. The most frequently tested models concerning the connection between attitudes and behavior are the theories of reasoned action and the theory of planned behavior. According to the theory of reasoned action, if individuals assess a proposed activity positively (attitude) and believe that others expect them to partake in the behavior (subjective norm), their intention (motivation) to perform the behavior increases. Consequently, they become more inclined to engage in the behavior (Ajzen and Fishbein, 1980). According to the illustrated model (Figure 2.2), the primary precursor or influencing factor of an individual's behavior is their intention. Within the initial framework of this model, intentions were shaped by two key elements: attitudes and subjective norms. The attitude component pertains to an individual's perspective on the behavior, essentially encompassing whether the person perceives the act of performing the behavior as favorable or unfavorable. A person's attitude towards a behaviour (e.g., not dropping waste on the floor) is a function of the expectancy that the behaviour will produce a desired consequence (helping the environment) and the value attached to this consequence (it is good to help the environment).



*Fig. 2.2. The theory of reasoned action (Fazio 2007)*

Subjective norms refer to an individual's beliefs about how significant others view the relevant behaviour. Like the attitude component, subjective norms are perceived to be derived from two factors that are multiplied and then summed. Many researchers have found a strong relationship between attitudes and perceived norms and behavioral intention and behavior (Sheppard et al., 1998). However, the findings of several research point to a flaw in this theory. A counter-argument to the strong association between behavioural intention and actual action resulted in the development of the theory of planned behavior, a model that incorporates the effect of non-volitional elements on behaviour.

Consequently, the theory of reasoned action underwent revision to incorporate the idea that behavioural prediction is influenced by individuals' belief in their capacity to carry out the relevant behavior. Illustrated in Figure 2.3, this model emphasizes "perceived behavioral control," which encompasses individuals' assessments of their capability and opportunities to perform the behavior. Perceived behavioral control manifests in two ways when it comes to behavior. First, it is presumed to exert a direct influence on behavioral intentions. This means that a person's motivation to engage in a specific behavior is shaped by their perceived confidence in their ability to execute the task. Second, perceived behavioral control also has an immediate effect on behavior, contingent on actual control over the behavior's execution. In simpler terms, even though individuals may believe they can perform a particular behavior, their perception may not align with reality. This framework's predictions have received substantial empirical validation, shedding light on why classroom instruction driven by the intent to bring about positive change in students leads to corresponding behavioral changes.



*Fig. 2.3. The theory of planned behavior action (Fazio 2007)*

The MODE model underscores the interplay of motivation and opportunity in shaping spontaneous behavior and the predictive power of attitudes in such scenarios. The researcher aligns with "The MODE model," which contends that not all behavior is premeditated and planned, introducing the concepts of Motivation and Opportunity as Determinants of behavior (MODE). In situations of spontaneous behavior, the theory of planned behavior might not effectively predict behaviour. To address the influence of attitudes on spontaneous behavior, Fazio (1990) formulated the MODE model of attitude–behavior relations. At its core, the MODE model suggests that individuals, provided they possess adequate motivation and opportunity, may base their behavior on deliberate consideration of available information. However, when either motivation or the opportunity for reasoned decision-making is limited, only highly accessible attitudes will predict spontaneous behavior. Multiple studies by Fazio and colleagues have lent support to the MODE model (e.g., Sanbonmatsu & Fazio, 1990; Schuette & Fazio, 1995).

For instance, in a study by Sanbonmatsu and Fazio (1990), participants were presented information about two department stores, including their camera departments. The results indicated that participants were more likely to base their decisions on camera department descriptions when explicitly asked to form opinions about both the stores

and camera departments. When the evaluation was not solicited, the camera department information was used only when participants were motivated to make an accurate decision and had ample time for their choice. Moreover, the composite model presents several influencing factors on attitudes towards behaviors. These factors include habits (past relevant behavior), attitudes towards the target (the subject of the behavior), utilitarian outcomes (rewards and punishments linked to the behavior), normative outcomes (approval or disapproval from others stemming from the behavior), and self-identity outcomes (how the behavior might shape self-concept).

## **2.6 The Attitude Change Concept**

The capacity to generate meaningful evaluations of the external world, or attitudes, holds crucial significance for adaptive functioning. Yet, for optimal adaptability, these evaluations must possess the flexibility to evolve when circumstances demand. In this context, the concept of attitudinal change emerges as a pivotal objective, not only within educational contexts (Gagne et al., 1992) but also in commercial environments (Bizjak, Knezevic, & Cvtrenzik, 2010). This imperative highlights the dynamic nature of attitudes and the importance of their responsiveness to changing situations and new information. Certainly, the concept of attitude change encompasses the process by which individuals engage in information processing that leads to the formulation of an evaluation regarding an object of thought (Crano & Prislin 2006, Walther & Langer 2008). This intricate process involves a dynamic interplay of cognitive, emotional, and behavioral factors, resulting in shifts in individuals' perceptions, beliefs, and feelings toward a particular target. When attitudes are considered as transient factors, influenced by elements like the perceiver's mood at a given time (Schuldt et al., 2011), they are inherently dynamic and subject to change. Attitudes are likely a blend of stored memory and on-the-spot construction (Albarracin et al., 2005), aligning with the contemporary understanding of information processing as a neural network, shaped by both situational factors and persistent connection strengths (Calanchini & Sherman, 2013; van Bavel et al., 2012).

This hybrid perspective accommodates both attitude stability and change. Attitude change occurs whenever an attitude is altered. This modification could involve transitioning from positivity to negativity, from mild positivity to strong positivity, or even from having no attitude to forming one. Given their functional significance, mechanisms driving attitude modifications have been a central focus in social psychology's evolution. As per Crano & Prislin (2006) and Walther & Langer (2008), attitudes evolve through a sequence of concrete experiences, observations, reflections, and the construction of abstract notions. These notions are then evaluated in new contexts. This framework underscores that attitude change often occurs when new information challenges preexisting beliefs or ideas.

Hovland et al. (1953) defined attitude change as a response to a communication process. Specifically, the process of attitude change, according to Hovland et al., involves three factors, namely the characteristics of the target, the characteristics of the source of the communication, and the message itself. According to the Hovland et al theory, changes in opinions can result in attitude change depending upon the presence or absence of rewards. The acceptance of a new opinion (and hence attitude formation) is dependent upon the incentives that are offered in the communication. Bohner and Dickel (2011), on the other hand, used information processing theory to analyze attitude development and change, claiming that attitude change is generated by the process of retrieval of previously stored attitudes and input of new evaluations about an item. Fazio (2007) shared similarly view, claiming certain attitudes are more easily recovered from memory than others; such easily retrievable attitudes are said to be highly accessible

Luthan (2002) confirms this by stating that attitudes tend to endure until anything is done to modify them, can range from highly positive to very negative, and are directed toward some object about which a person has feelings and beliefs. While an attitude toward an item is stable when all three components are well-balanced with each other,

a change in balance renders the prior attitude unstable and weak. Attitude change can occur throughout this phase by resolving the dissonance of three components and achieving a balance between the components. When informational, emotional, and behavioral attitudes are compatible with one another, they are said to be congruent (Lozano, 2008), but when they are not, the knowledge attitude practice (KAP) gap arises. Because counter-attitude information is likely to generate cognitive dissonance owing to its logical conflict with one's current attitude, Festinger (1964) asserted that people will avoid it wherever feasible.

A number of evidence has demonstrated that people actively seek out information that is attitudinally favorable to them (e.g., Frey, 1986). People who continuously partake in such selective exposure, on the other hand, risk having very poorly calibrated views of the world. There is a contradiction between the urge to get an accurate understanding of the world and the need for emotions of relative comfort and personal validity, which can exist only when one's worldview is not challenged.

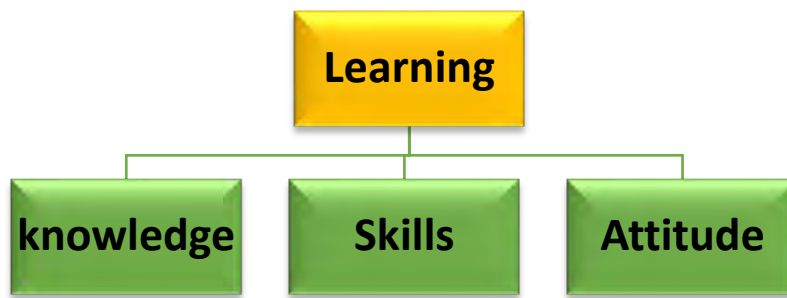
Drawing on Brecko's (2005) view, education in the early stages is fundamental, especially in primary school where students are still sensitive to learning and imitating as well as in the Senior High Schools where most learners are adolescents and are always confronted with choices to forming and shaping their informational attitudes that could then inform their future behaviour. When people choose to pay attention to counter-attitudinal information, or are compelled to do so by circumstance, a range of defensive mechanisms might be activated in the service of safeguarding their attitudes against change (Jacks & Cameron, 2003). These procedures, in various ways, include the recruitment of propositional knowledge that is meant to undermine the persuasive power of an appeal.

Hence, understanding the primary function of an attitude is crucial because attempts at attitude change are more likely to succeed when the persuasive appeal meets the function of the attitude. Some Social Studies topics are contentious, while others are sensitive to students' religion, culture, and gender. As a result, in order to facilitate attitudinal change in the classroom, educators must first comprehend the motivation underpinning students' held attitudes about the attitude object and find concrete ways of addressing these underlying function.

### **2.7 Attitude Change and Social Studies Education: The Nexus**

Learning is classified into three categories: knowledge, skills, and attitude as figure 2.4 illustrates. A significant body of research has illuminated the multidimensional nature of student learning, indicating that factors extending beyond core academic knowledge play crucial roles in both short-term and long-term success (Duckworth & Yeager, 2015; Farrington et al., 2012). In reality, attitudes and behaviors of this nature tend to be more potent predictors of certain long-term outcomes compared to standardized test scores (Chetty et al., 2011). Traditionally, Social Studies education and numerous other educational programs have prioritized the cultivation of knowledge and, to a lesser extent, skills, as they are more observable and quantifiable. Attitudes, however, have often been relegated to the background due to the perception that they are challenging to develop and difficult to measure accurately. It is virtually a cliché to state that education is concerned not only with the transmission of information, but also, and perhaps principally, with the development and modification of attitudes (Chetty et al., 2011).





*Fig. 2.4. Learning domains*

*Source: (Researcher's construct 2022)*

The underlying assumption is that learning new information (whether acquired vicariously or via new experiences with an attitude object) is the critical determinant of any observed change in evaluation (Maio et al., 2019; Foad et al. (2020). A critical analysis reveals that acceptable values and positive attitude change underpin the criteria and indicators used to evaluate all aspects of Ghana's educational goals, the nation's educational philosophy, and Social Studies aims and objectives, even if they are not explicitly stated. Social Studies, as a core subject in the school's curriculum, places great emphasis on development of values and positive attitudes. As far as instruction is concerned, a great deal of learning involves acquiring or changing attitudes (Haste, 2018). In situations where misinformation is prevalent, education serves as a critical avenue to disseminate accurate and relevant information (Grant, 2010). Nonetheless, it is undeniable that the goals and aspirations of Social Studies education are deeply rooted in fostering positive attitudes and values (Parker, 2008; Darling-Hammond, 2010).

Drawing on Levstik and Tyson's (2008) perspectives, the central objective of Social Studies education revolves around the cultivation of attitudes and values, with a distinct emphasis on emotion, feelings, and ethical considerations regarding notions of right and wrong, rather than being solely confined to cognitive comprehension. Attitudes also encompass an affective dimension, reflecting the emotional sentiments or feelings



linked to categories or objects such as people, concepts, places, and ideas (Brophy & Alleman, 2010). This emotional aspect of attitudes plays a pivotal role in influencing individuals' perceptions and actions. Certain attitudes (also known as dispositions, traits, and virtues) and values are required for democratic citizenship. I concur with Adam, Oduma and Ngaaso (2018) that effective teaching of the subject targets the development of positive attitudes, values and skills in learners to make them function as effective and responsible adult citizens in the society. There is a fundamental premise that Social Studies is citizenship education, that is, providing learners with positive attitudes, values, and skills to help them become productive citizens.

According to (Maio et al., 2018) attitude is an evaluative mediating reaction that predisposes an individual to exhibit certain overt behaviours. Moreover, attitude transformation impacts one's sensitivity to significant sensory and situational changes, while also motivating proactive behavior (Duckworth & Yeager, 2015). Consequently, instructional efforts should place a considerable emphasis on nurturing students' positive attitudes. Transformative teaching aimed at altering attitudes enables students to become more open to new experiences, actively participate in life, establish personal values, self-regulate, and achieve personal growth (Evans, 2010). Instructions that tend to focus on students' attitude reach students affect or emotion which causes for action. In this sense, Social Studies education is critical in the school curriculum in fostering good behavioral and attitudinal change in students.

Emphasizing the cultivation of positive attitudes and values in the context of Social Studies is of paramount importance. Proficient teaching of this subject plays a pivotal role in nurturing suitable values among students (Levstik & Tyson, 2008). Values, acting as guiding principles, are believed to shape our behavior (Roccas & Sagiv, 2017) through various factors, including attitudes.

In essence, values influence our emotional responses to specific objects or individuals, subsequently impacting our actions (Thorne et al., 2020). For instance, openness values are indicative of particular attitudes towards animal hunting, which, in turn, correlate with self-reported hunting frequency (Hrubes et al., 2001). To achieve the ideal of democratic citizenship, individuals must acquire pertinent information concerning democratic living, assimilate appropriate democratic values and attitudes, acquire the requisite skills for democratic participation, and foster the desired social engagement within the citizenry. These core democratic values serve as fundamental principles and constitutional pillars of Ghanaian society, uniting all Ghanaians (Adam, Odumah & Ngaaso, 2018). Integrating instruction on democratic principles within Social Studies classes fosters critical thinking and moral discernment, both of which are indispensable for nation-building.

Admittedly, Adam, Odumah and Ngaaso, (2018), stress that learning Social Studies allows students to re-examine and clarify their personal ideals as well as the values of society. It is vital to remember that values are not born with people; rather, they are learned through contact with their physical and social environments. As a result, the NCSS contends that the values and attitudes of the fundamental rights to life, liberty, dignity, equality, and freedom of expression are best taught by assisting students in weighing priorities in conflict situations in order to make informed and rational decisions for the public good. Social Studies attitudinal instruction ensures the efficient realization of this goal

Gross disrespect, greed, dishonesty, violence, crime, drug use and peddling, and other negative behaviours that characterizes many Ghanaian students demand attitudinal change with the study of Social Studies. According to Dike (2007), Greed, selfishness, dishonesty, immorality, and a lack of respect for society, are all the result of a lack of

internalization of democratic values, as is the involvement of some politicians in election rigging, assassinating political opponents, and a situation in which public schools and other government facilities are left to rot. Ghana is confronted with diverse socio-economic, social and political challenges that threaten its survival as a country. Most of these problems, with their related consequences, exist as a result of the wrong attitude people hold towards other people, objects or things. Attitude change is a panacea for most of these developmental challenges bedeviling the country.

Our attitude is an excellent focal point of our attention, this is because our attitude is what gives us direct insight into our thoughts, beliefs, and emotions in each moment. Specifically, our attitudes, determine our reality, and one of the most efficient way to reprogram our subconscious minds and thus change our lives is to make and maintain attitudinal shifts in each moment. Social Studies is an important aspect of the school curriculum because it covers morals and values and teaches students the ideals connected with becoming a good citizen (Ministry of Education, 2007). However, Social Studies is typically listed as one of the most disliked school subjects by learners. One possible cause for such a negative attitude toward the subject is a failure to understand the importance of Social Studies and why it should be taught throughout the whole process of obtaining a school education

Promoting a change in attitudes among learners yields significant benefits, as it encourages them to make decisions that positively impact their lives (Evans, 2010; Grant, 2010). Such attitudinal shifts contribute to an enhanced quality of life within society, as individuals engage in diverse ways to address societal challenges using the knowledge, values, and skills acquired through Social Studies education (Brophy, Jere, & Janet Alleman, 2010).

The role of Social Studies education is pivotal in shaping the character of future citizens, imparting ethical values, guiding them towards the right path, and instilling moral integrity (Darling-Hammond, 2010). The instructional focus on positive attitudes and values in Social Studies equips students to become law-abiding, ethically aware individuals who exhibit considerate behavior towards themselves, fellow students, and the broader society (Evans, 2010). Responsible citizenship demands the embrace of diversity and the rejection of unfavorable attitudes towards those who differ in terms of ethnicity, religion, politics, or age. This value of tolerance is inculcated through Social Studies education, where students learn to comprehend and accept the values and perspectives of others (Brophy et al., 2010). Tolerance serves to diminish crime by eliminating negative attitudes such as tribal animosity. Moreover, it contributes to a more equitable society where individuals interact with dignity and respect. Diverse workplaces, schools, and communities stand to benefit from the richness that diversity brings in terms of skills and resources (Evans, 2010). Given the increasing cultural and demographic diversity worldwide, fostering positive attitudes and behaviors is essential to maintaining harmony and equality.

The Social Studies curriculum offers students a multifaceted approach to understanding life's challenges, encompassing personal, local, national, and global perspectives, with a specific emphasis on attitudes (Grant, 2010). The subject aims to guide each student in cultivating a unique blend of personal, intellectual, pluralistic, and global viewpoints (Darling-Hammond, 2010). As students explore the implications of events and situations on themselves, their families, and their communities, they develop a personal standpoint. Simultaneously, through the study and application of Social Studies, they cultivate an academic standpoint. Embracing diverse identities, ideas, and behaviors leads students to embrace a pluralistic worldview and integrate multiple perspectives

into their understanding of various scenarios (Brophy, Jere, & Janet Alleman, 2010). This process culminates in the development of a global outlook, where students actively seek just, enduring, and peaceful solutions to the challenges faced by our culturally diverse society (Darling-Hammond, 2010).

Social Studies, as a subject that endeavors to address the challenges within our society (Ehsun, 2019), requires teachers to approach lesson delivery with a clear understanding of how each topic presents challenges at both individual and national levels. Take, for instance, the topic "*National Independence and Self-reliance*"; the effective acquisition of positive values and attitudes among students is crucial for achieving the overarching aims and objectives of the subject (Bordoh et al., 2018). Education's ultimate aim is to prepare students to become responsible, compassionate, and engaged citizens within their country and communities, underscoring the significance of Ghana's educational system for the nation's prosperity and stability. Bordoh, et al., (2018) emphasize that for Social Studies to effectively promote attitudinal change in Ghanaian society, it necessitates not only the availability of essential teaching-learning resources but also the cultivation of positive attitudes among trained teachers towards the concepts of Social Studies. Within the curriculum, Social Studies assumes a primary role in fostering attitude change, motivating students to take desired actions or responses. Even if an educational objective seems to be rooted in cognitive learning, there is inevitably an affective dimension at play.

As a result, the effective teaching of Social Studies goes beyond the mere imparting of information; it involves nurturing positive attitudes and values among students, with the intent of shaping their behavior and responses in ways that contribute to the betterment of the nation (Bordoh et al., 2018). This aligns with the broader goals of education, which extends beyond knowledge transfer to encompass the development of

individuals who contribute positively to society. Through Social Studies education, teachers play a pivotal role in not only equipping students with information but also instilling in them the attitudes that will propel Ghana towards prosperity and stability.

## **2.8 Attitude Change Theories**

According to Luthans (2008), a theory is a structured framework consisting of empirical observations gained from observation or experimentation, along with their interpretation. It serves as a method for organizing and systematizing the understanding of a specific phenomenon, such as attitude change.

The literature has presented various categorization systems for attitude change theories (Eagly & Chaiken, 1993; O'Keefe, 1990), many of which share similarities. Wrightsman (1985) proposed five distinct theories of attitude change, which encompass: Stimulus-response and reinforcement theories; Social-judgment theory; Consistency theory; Self-perception theory; and Functional theory. Additionally, there are other notable theories such as: Dissonance theory; Theory of individual differences; Persuasive theory; Conformity theory; Balance theory; Attribution theory; Personal space theory; Learning theory; Social perception theory; and Dual process theory. In the context of this study, the various attitude change theories have been categorized into five groupings due to their commonalities and relevance to the research subject. These include the following

- Consistency theories
- Learning theories
- Social judgment theories
- Functional theories
- Elaboration likelihood theory

### ***2.8.1 Consistency Theories of Attitude Change***

According to research, people desire consistency between their attitudes and between their attitudes and their behavior. This means that individuals try to reconcile opposing viewpoints and match their attitudes and behaviour so that they look logical and consistent. When there is inconsistency, pressures are triggered to bring the individual to an equilibrium state in which attitudes and behaviour are consistent once more.

This can be accomplished by either changing one's attitude or behaviour, or by devising a rationale for the disparity. Though diverse consistency theories differ in several ways, they all have one goal in common: to reduce inconsistency and bring the individual to an equilibrium state. Psychology has a family of consistency theories that helps explain attitude organisation and change and these include, Helder's (2001) balance theory, Osgood and Tanenbaum's (2000) congruity theory, Festingers (2000), cognitive dissonance theory and Brehm's (2001) reactance theory. Common to these theories is the assumption that people change their attitude in the direction of removing inconsistencies between conflicting attitudes and behaviours.

Affective-cognitive consistency theory examines the relationship between attitudes and beliefs (Rosenberg, 1956). An unstable state occurs when an individual's attitudes toward an object and knowledge about an object are inconsistent. Persuasive communications attempt to change the affective component of an attitude system by changing the cognitive component of attitude. Festinger's theory of cognitive dissonance is an alternative to Rosenberg's theory (Festinger, 1957). Of all the consistency approaches to attitude change and attitude formation, Cognitive-dissonance theory has stimulated the most research and controversy. Cognitive-dissonance is said to exist when a person possesses two cognitions, one of which is contradictory to the



other. According to Festinger, there are a number of dissonant beliefs and the value assigned to each belief both influence the degree of the dissonance. Dissonance may be eliminated in three ways: (1) reduce the relevance of the dissonant beliefs, (2) add more harmonious beliefs that outweigh the dissonant beliefs, or (3) change the dissonant beliefs so that they are no longer contradictory.

The initial findings from three paradigms offered early support for dissonance theory. Brehm (1956) uncovered that participants who had to make a difficult decision between two items exhibited a phenomenon known as the 'spreading of alternatives,' where their ratings of the chosen item increased while the ratings of the rejected item decreased. Festinger and Carlsmith (1959) employed an induced compliance paradigm, where participants who were paid \$20 to lie about finding a dull exercise interesting did not change their attitudes significantly, as the higher justification provided allowed them to rationalize the inconsistency between their behavior and attitude. In contrast, participants who were paid only \$1 to lie (low justification) displayed a more positive attitude toward the uninteresting task. Linder, Cooper, and Jones (1967) found that participants who were made to believe that they had freely chosen to write an essay supporting a campus speaker ban that they disagreed with ended up agreeing more with the advocated stance, compared to those who were coerced to write the essay.

Finally, Aronson and Mills (1959) and Gerard and Mathewson (1966) found that participants who had to go through a rigorous initiation to join (what turned out to be) a rather uninteresting group loved the group more than those who merely had a minor initiation. According to dissonance theory, attitude change happened in each of these examples because people were driven to rectify the unpleasant condition induced by the discrepancy between their attitude and their previous conduct.



To lessen the sense of dissonance, participants grew to appreciate the chosen object more, developed a more positive attitude toward a tedious work, and saw a dull group as more fascinating. One of the most common criticisms leveled towards consistency theories is that there are far too many of them. It has been claimed that the area would be stronger if the many sub-theories were merged because they all work from the same premise of an individual attempting to maintain consistency.

### ***2.8.2 Early Learning Theories***

Early learning theories, often categorized as behavioral theories of attitude change, were prominently explored by Hovland and his associates in the Yale Communication Research Program (Hovland, Janis & Kelley, 1953). Their focus was on learning processes as mechanisms for attitude change. They asserted that an individual's pre-existing ideas tend to persist until a new learning experience occurs. O'Keefe (1990) similarly suggests that environmental events trigger emotional responses in individuals, and when new stimuli become consistently associated with existing stimuli, the new stimuli gain the capacity to evoke emotional reactions. Hovland et al. (1953) emphasized that the mere exercise of adopting a new viewpoint doesn't inherently lead to acceptance; however, when combined with incentives and suggestions presented in a message, it becomes more likely for attitude change to occur. They also identified three types of factors that influenced the effectiveness of messages: (a) source characteristics, (b) contextual features, and (c) components of the communication content.

Classical conditioning, operant conditioning, and observational learning are theoretical frameworks that can facilitate attitude change.

Staat (1967) primarily focused on classical conditioning theories, concentrating on the establishment of attitudes. By linking positive emotions to a specific object, person, or event, classical conditioning can induce positive emotional responses. Operant conditioning, on the other hand, can reinforce desirable attitudes and weaken undesirable ones. Bem (1967) adopted a Skinnerian approach to studying attitude change, positing that attitudes are learned through prior interactions with the environment. Bem emphasized that external cues were essential to reward and penalize individuals, especially since those seeking to change attitudes might lack awareness of the learner's internal stimuli. Observational learning is another avenue for attitude change, where people modify their attitudes by observing others' behaviors. Changes in attitude arise from a combination of external stimuli and observed behaviors (Himmelfarb & Eagly, 1974; Kiesler et al., 1969; Insko, 1967).

Indeed, while some attitude change theorists may not directly attribute Hovland and his colleagues' early research to contemporary practices, it is acknowledged that the contributions of early-learning theorists have paved the way for the development of more modern process theories of attitude change (Eagly & Chaiken, 1993). The insights and foundations established by early-learning theories have contributed to shaping our understanding of how attitudes are formed and transformed in today's evolving psychological landscape

### ***2.8.3 Social Judgment Theory***

Sherif and Hoveland (1961) developed the social judgment theory originally. The social judgment theory is an effort to apply judgment concepts to the study of attitude change. This theory tries to explain how existing attitudes cause distortions in attitude-related objects and how these perceptions facilitate attitude change.

A person's existing attitude, according to Eagly and Chaiken (1993), serves as a judgemental anchor for new attitude positions. An individual's initial attitude, according to Sherif, Sherif, and Nebergall (1965), acts as an anchor for the evaluation of associated attitude communications. Opinions are weighed against this standard and assigned a position on an attitudinal continuum. Communication that fits within the acceptance latitude is digested, and if perceived to be fair and unbiased, results in a change in attitude.

According to Eagly and Chaiken (1993), the width of a message's latitude determines whether it will be assimilated or contrasted and a person's ego engagement broadens the scope for rejection while narrowing the latitude for non-commitment. Opinions that most closely resembled the individual's own viewpoint are in the latitude of acceptance. Those viewpoints deemed most undesirable are given the option of being rejected. Non-committal latitude refers to viewpoints that are neither accepted nor rejected. Most other approaches merely deal with prior attitudes in a little way but Social judgment theory is significant because it emphasizes the implication of people's prior attitudes.

It can be inferred from this theory that, one of the most important variables affecting information processing activity is the extent to which a person has an organized structure of knowledge (schema) concerning an issue. Although it is possible for prior knowledge to enable more objective information processing in some instances (Bobrow & Norman, 1975), since stored knowledge tends to be biased in favor of an initial opinion, more often than not this prior knowledge will enable biased scrutiny of externally provided communications (Craik, 1979; Taylor & Fiske, 1984). Specifically, schema-driven processing tends to be biased such that external information is processed in a manner that contributes to the perseverance of the guiding schema (e.g., Ross, Lepper & Hubbard, 1975).

Thus, the more issue-relevant knowledge people have, the more they tend to be able to counter-argue communications opposing their initial positions and to cognitively bolster (pro-argue) congruent messages (e.g., Lord, Ross, & Lepper, 1979). According to Wood (1982), in experimental designs, newer theories use social judgment concepts as covariates and control variables

#### ***2.8.4 Functional Theories***

The identification of the unique personality roles that attitudes provided for individuals was a prominent and significant feature of these early studies. According to functional theories, successful persuasion includes executing change methods that correspond to the functional foundation of the attitude being changed. Katz (1960) stated that each attitude a person has serves one or more of the four distinct personality roles. The more of these functions that contributed to an attitude system, the stronger the attitude was and the less probable it was that it could be modified. Katz (1960) classified attitudes into four personality functions: (a) utilitarian function, (b) knowledge function, (c) ego-defensive function, and (d) value-expressive function. To him, there must be a disparity between the need being addressed by the attitude and the attitude itself for attitude change to occur.

Attitude modification is achieved by identifying the role of the attitude in the individual's life and devising ways to create a gap between the attitude and one or more of the attitude functions. The utilitarian function recognizes the behaviourist premise that people are driven to get rewards and avoid punishments from their environment. Children, for example, frequently develop a good attitude toward the month of December because they link it with holidays, presents, and vacations (Eagly & Chaiken, 1993).

The knowledge function-of-attitudes assumes a fundamental human desire to attain a meaningful, stable, and organized picture of the world. Katz's ego-defensive function highlights the psychoanalytic idea that humans utilize defense mechanisms like denial, repression, and projection to preserve their self-concepts from internal and external dangers.

The researcher agrees with attitude change researchers that functional theories are commonly used in attitude research because of their breadth and particular focus on the functional grounds of attitudes, and their theoretical approaches remain conceptually interesting to investigators. According to Eagly and Chaiken, (1993), functional theories, in contrast to other theoretical approaches created during this golden decade of attitude research, are still relevant and significant today. Functional theories connect the behavioural theories developed in the 1950s (consistency theories, early-learning theories, social judgment theories) to the processing and cognitive elements of more contemporary thinking.

Although several of the earlier attitude change theories lost momentum in recent decades, functional theories are still considered to be valuable today (Eagly & Chaiken, 1993; Newbill, 2005; Simonson & Maushak, 1996).

### ***2.8.5 Elaboration Likelihood Theory***

The elaboration likelihood model (ELM) of attitude change (Petty & Cacioppo 1986)) is thought to give a very generic framework for organizing, classifying, and comprehending the fundamental processes underpinning persuasive communication efficacy. Importantly, the ELM seeks to unify various seemingly contradictory research findings and academic approaches under a single conceptual framework. This model is still regarded as a valuable resource for contemporary attitude research activities.

Petty and Cacioppo concluded after analyzing the literature on attitude persistence that the many various empirical findings and theories in the area could be regarded profitably as highlighting one of just two substantially unique approaches to persuasion (Petty, 1977; Petty & Cacioppo, 1978). The first sort of persuasion was most likely the consequence of a person carefully and thoughtfully considering the genuine merits of the facts offered in favor of an advocate (central route). However, the second sort of persuasion happened more often as a result of a simple cue in the persuasive environment (e.g., an appealing source) that induced change without needing inspection of the genuine merits of the material offered (peripheral route). According to this persuasion theory, people can change their attitudes in two ways. First, they might be inspired to listen to and consider the message, resulting in an attitude shift. Alternatively, they may be impacted by the speaker's traits, resulting in a momentary or superficial shift in attitude. Messages that provoke thinking and appeal to logic are more likely to result in long-term changes in attitudes.

The first postulate, which is a major guiding concept in the ELM, accords with Festinger's (1950) assertion that: "People are driven to hold positive attitudes." In general, incorrect attitudes are dysfunctional and can have negative behavioral, emotional, and cognitive repercussions. When a person believes that particular products, people, or situations are "good" when they are not, a series of wrong behavioral judgments and subsequent disappointments may occur. According to Festinger (1954), the implication of such a drive is that "we would expect to observe behavior on the part of persons which enables them to ascertain whether or not their opinions are correct" (p. 118). In his influential theory of social comparison processes, Festinger (1954) focused on how people evaluated the correctness of their opinions by comparing them to the opinions of others

The second postulate states that: *Although people want to hold correct attitudes, the amount and nature of issue-relevant elaboration in which people are willing or able to engage to evaluate a message vary with individual and situational factors.* In a persuasive setting, elaboration refers to the amount to which a person considers the issue-relevant arguments contained in a communication. The "elaboration probability" is stated to be high when conditions promote people's motivation and aptitude to participate in issue-relevant thinking. This means that people are more likely to pay attention to the appeal, attempt to recall relevant associations, images, and experiences from memory, scrutinize and elaborate on the externally provided message arguments in light of the associations available from memory, draw inferences about the merits of the arguments for a recommendation based on their analyses, and derive an overall evaluation of, or attitude toward, the recommendation. This paradigm implies that when the chance of elaboration is high, there should be evidence for allocating significant cognitive resources to advocacy. The new arguments, or one's own interpretations of them, are often incorporated into the underlying belief system (schema) for the attitude object after issue-relevant elaboration (Cacioppo & Petty, 1984a)

I agree with McGuire's, (1969), "lazy organism", that people are not motivated nor are they able to scrutinize carefully every message that they receive and it would not be adaptive for them to do so. As Miller, Maruyama, Beaber, and Valone (1976) noted, "It may be irrational to scrutinize the plethora of counter-attitudinal messages received daily. To the extent that one possesses only a limited amount of information processing time and capacity, such scrutiny would disengage the thought processes from the exigencies of daily life" (p. 623).



Although these theories have been tested and used mostly in scenarios with no explicit "advocacy," they should also be relevant in instances when an issue perspective is supported but individuals have little capacity and/or incentive to evaluate it. Attitudes can still be changed in these instances if the attitude object is coupled with a reasonably strong positive or negative affective signal, or if a weaker cue is consistently paired with the attitude object. Other persuasion models give little weight to arguments in a message or issue-relevant reasoning. They instead concentrate on how basic affective processes influence attitudes or how people might use various rules or inferences to determine their own attitudes or the acceptability of an attitudinal position.

Each attitude change theory has its own set of assumptions regarding human nature in terms of behavioral change or modification. It is possible to infer that an individual's attitudes are compatible with his or her surroundings, culture, beliefs, emotion, feelings, perception, values, knowledge, information, and experience. The theories discussed here serve as a theoretical foundation for this research. These theories, particularly the cognitive dissonance and functional theories presented, influence the presentation of recommendations for the design of persuasive messages delivered by media or educator for effective attitude change.

## **2.9 Perceptions about How Attitude Can Be Changed or Formed**

Attitude studies have long been at the heart of social psychology. Attitude study addresses critical concerns such as how attitudes should be assessed, how they should be constructed, how they connect to one another and to real actions, how they vary between people and social groups, and how they might be changed. An important question for this study, focused on the cognitive side of social psychology, is how attitudes are learnt (formed or changed) in the first place.



Attitudes as has been noted in the preceding sections may be defined along a spectrum, ranging from simply memory-based summary evaluations that are easily recalled to evaluative judgements built from currently available information. An intriguing option within a memory-based conceptualization is that previous attitudes are retained in memory when new attitudes are created, resulting in dual (or many) attitude representations for the same object. Wilson et al. (2000), for example, proposed that there are two attitude systems that allow humans to maintain implicit and explicit judgments of opposite valence for a particular item. Contextual differences in evaluative judgements may thus be determined by which of the stored evaluations is more available in a given setting, as well as the individual's motivation and ability to reflect on his or her attitude.

Petty and colleagues developed a more generic model of multiple attitudes that was introduced in connection to attitude change processes as the "past attitudes are still there" (PAST) model (Petty et al. 2006). According to the approach, prior attitudes that the individual no longer considers acceptable or appropriate are "tagged" as untrue in memory. For example, a person who initially had a favorable opinion on the concept of smoking (before attitude change). This person may adopt a negative attitude after digesting persuasive message about the health risks of smoking (following attitude change); but, the previous positive attitude will be kept and classified as invalid. Thus, attitude change would be defined by the PAST model as attitude formation plus tagging stored attitudes as valid or invalid.

The Associative and propositional processing in evaluations (APE) model is a finer-grained method that can account for the intricate interaction of implicit and explicit attitude change (Gawronski & Bodenhausen 2006).

It is assumed that attitudes are based on two sorts of mental processes: associative evaluation and propositional thinking. Functionally, associative attitude learning is defined as the influence of pairing on behavior (De Houwer, 2007, 2009). This definition refers to a process in which an attitude object is coupled with a (positive or negative) stimulus that elicits an attitudinal response, and this pairing influences later evaluative reactions to the attitude object. Associative evaluations are thought to be the foundation of implicit attitudes. They are triggered automatically when they come into contact with a relevant stimulus. Various association patterns, and hence different automatic evaluations, may be observed depending on the context. Changes in implicit measurements are thought to be caused by changes in the activating stimulus set or the representational associative structure.

The propositional explanation (e.g., De Houwer, 2009, Mitchell et al., 2009) holds that attitudes are not learnt automatically. It is assumed that attitude formation is the product of the same memory and reasoning processes as other everyday cognitions and behaviors. Learning instances are viewed and remembered, and retrieval of memory contents provides as the foundation for reasoning processes that generate conscious, declarative, propositional knowledge about the relationships between occurrences. These propositions are qualified mental linkages that consider both the sort of relationship between events (stimuli or reactions) and their truth value. Explicit attitudes are founded on propositional reasoning. These evaluations are based on logical deductions concerning propositional information pertinent to a judgment. A proposition is considered valid if it is compatible with other propositions deemed significant to the judgment under consideration. The translation of associative evaluations into propositions that may or may not be explicitly accepted explains how an implicit attitude change may lead to an explicit attitude shift. However, influence can also flow

in the reverse direction, from propositions to associative reactions. According to Gawronski and Bodenhausen (2006), “merely entertaining a particular proposition increases the momentary activation level of corresponding associations in memory” (p. 694). In this approach, even if a cultural stereotype is not approved, sheer awareness of it may lead to instinctive unfavorable perceptions of minority populations (Devine 1989). Gawronski and Bodenhausen (2006) identify eight scenarios in which associative evaluation and propositional reasoning can produce impacts on implicit and explicit measures of attitude either individually or concurrently.

In most laboratory studies of attitude change subjects will have some motivation and/or ability to form at least a reasonable opinion either by scrutinizing arguments or making an inference about the acceptability of the recommendation based on cues in the context. Theories such as classical conditioning (Staats & Staats, 1958) and mere exposure (Zajonc, 1968, 1980), which describe evaluations of objects changing as a result of rather primitive affective and associational processes, are especially relevant under these circumstances. In addition to the relatively straightforward acceptance or rejection criteria suggested by the foregoing models, more complicated reasoning processes, such as those based on balance theory (Heider, 1946; Insko, 1984), or specific attributional principles, may influence attitude change (e.g., Kelley, 1967; Eagly, Wood, & Chaiken, 1978).

However, there are circumstances in which neither arguments nor acceptance cues are present. For example, when subjects are exposed to nonsense syllables (Staats & Staats, 1957) or polygons (Kunst-Wilson & Zajonc, 1980), no elaboration of arguments is possible because no arguments are presented, and validity cues may be irrelevant because there is no explicit “advocacy” to judge. If no strong affective cues are presented, it is still possible for people to form a “reasonable” attitude without relying

on scrutiny of the issue-relevant arguments presented by relying on various persuasion rules or inferences that may be either rather simple or relatively complex. For example, according to self-perception theory (Bem, 1972), people may come to like or dislike an object as a result of a simple inference based on their own behavior (e.g., if I bought it, I must like it). Sometimes an individual comes across a new attitude object which may be associated with an old attitude object. In such a case, the attitude towards the old attitude object may be transferred towards the new attitude object. According to the heuristic model of persuasion (Chaiken, 1980; Eagly & Chaiken, 1984), people may evaluate messages by employing various rules that they have learned on the basis of past experience (e.g., people agree with people they like or students often develop a liking for Social Studies because of the teacher).

People hold attitudes for a variety of reasons (Katz, 1960), hence they will necessarily differ in the kind of information they believe are critical to the merits of any perspective (Snyder & DeBono, 1985). In this scenario, motivating factors play a role in determining the likelihood of message elaboration. Perhaps the most essential consideration in this respect is the message's personal significance. Personal relevance is regarded as the extent to which an advocacy has “intrinsic importance” (Sherif & Hovland, 1961) or “personal meaning” (Sherif et al., 1973). Personal relevance is defined as the amount to which an appeal has "intrinsic importance" (Sherif & Hovland, 1961) or "personal meaning" (Sherif & Hovland, 1961). When individuals expect the problem to “to have significant consequences for their own lives” (Apsler & Sears, 1968). Most early studies on the personal relevance of an issue found that increased personal engagement was related with resistance to persuasion (Miller, 1965; Sherif & Hovland, 1961), with social judgment theory providing the most popular explanation for this finding (Sherif et al., 1965).

Vicarious reinforcement, introduced by Bandura (1977) as part of his social learning theory, refers to an individual's tendency to observe, interpret, and imitate others' behaviors without experiencing first-hand the actual punishments and rewards resulting from the behavior. Attitudes, like values, are learned via parents, teachers, and peers. Attitudes are similarly formed via peer groups in schools and organizations. For example, children form a respectful attitude towards elders by observing that their parents show respect for elders and are appreciated for it.

Also, if an individual is praised for showing a particular attitude, chances are high that she or he will develop that attitude further. In his first experiment, Bandura observed a group of nursery school-aged children reacting to an adult continuously striking, kicking, and sitting on an inflatable Bobo doll (Bandura, Ross, & Ross, 1961). Bandura separated the 72 children into five groups. Bandura et al. (1961) discovered that the 24 children who were exposed to violent exemplars demonstrated more physical violence than those who were not. He also discovered that individuals who were exposed to violent exemplars of the same gender had the highest level of physical violence.

The study's findings offered compelling evidence that attitudes and actions may be modeled. In 1965, Bandura conducted a similar research in which one group of children was penalized for violent behavior while the other group was rewarded for aggressive behavior. 24 Children who witnessed the children being punished for aggressive behavior were much less aggressive than children who observed the models being rewarded for aggression. Future research back up Bandura's original results about the use of models for attitude change (e.g. Friedrich & Stein's 1972; Dasgupta & Greenwald 2001). Fox and Bailenson (2009) have used Immersive Virtual Environment Technology (IVET) in a series of research to investigate the impact of Bandura's vicarious reinforcement on health and fitness behaviours.

Fox and Bailenson (2009) discovered that after being exposed to a trustworthy example, participants' health and exercise practices improved considerably in all three of their investigations. According to Zanna et al., (1981) a person's direct experience with the attitude object determines his attitude towards it. An individual's own experience, whether positive or negative, will profoundly influence his attitude. These personal experience-based attitudes are difficult to modify. For example, a person accepts a new job that was recommended to him by a colleague.

However, if he joins the job and finds his work to be repetitious, his bosses to be too difficult, and his coworkers to be uncooperative, he will acquire a negative attitude about his employment since the quality of his direct experience with the job is unfavorable. Interestingly, several of the proposed attitude change processes form an elaboration continuum, which likely corresponds to how attitude change processes evolve during maturity. In particular, the very young child is likely to have little desire and much less ability to consider the genuine qualities of people, items, and situations. As a result, attitudes may be influenced solely by what feels good or terrible. Children grow increasingly eager to voice proper ideas on specific topics as they mature, but their capacity to examine issue-relevant arguments may still be limited owing to a lack of information.

Children have been demonstrated to be more sensitive to arguments based on behavioral signals and self-perceptions than issue-relevant argumentation, which is consistent with this thinking (e.g., Miller, Brickman, & Bolen, 1975). Furthermore, as people grow older, their interests become more focused, and the repercussions of having right beliefs on specific problems become more severe. According to Ross (1981), as people's acquired knowledge and cognitive skills increase, they become more capable of critically analyzing issue-relevant material on specific themes and become

less reliant on certain rudimentary heuristics than children. Thus, simple inferences and emotive signals can still influence adults' attitudes. Many theorists have claimed that attitudes are changeable and may be influenced over time (Bandura, 1977; Dasgupta & Greenwald, 2001). As a result of this assumption, various strategies with an emphasis on attitude manipulation have arisen from the expanding conceptual basis. Furthermore, many of these strategies, such as Gagné's (1988) principles of instructional design, Bednar and Levie's (1993) 22 attitude change principles, Simonson and Maushak's (1996) guidelines for attitude change, and Kamradt and Kamradt's (1999) structured design for attitudinal instruction, as well as Mueller's first principles for attitudinal development (Mueller et al., 2017) were also designed for implementation within an instructional setting. These strategies are thoroughly discussed in the proceeding section.

## **2.10 Principles of Attitude Change**

Scholars have identified and proposed several instructional designs for developing instruction that promotes successful learning. Merrill's first principles framework is one of the most commonly acknowledged and often used frameworks in instructional design research (West & Borup, 2014), and it provides a valuable lens to analyze attitudinal change instruction. Despite its growing relevance, however, research on instructional design for attitudinal change instruction has been fragmented and lacks consistency. However, there has been little study on instructional design for attitudinal learning.

Several researchers have explored strategies and models for attitudinal change, such as those proposed by Bednar and Levie (1993), Gagne et al. (1972), Kamradt and Kamradt (1999), Simonson and Maushak (2001), and Mueller et al. (2017).



Anne Bednar and Howard Levie (1993) introduced a comprehensive set of 22 principles for attitude change, drawing from earlier research in communication, social learning, and cognitive dissonance theories. Their recommendations primarily focused on the source of the persuasive message. Bednar and Levie (1993) defined persuasive message design as involving a "source who transmits a message through a channel to a recipient" (p. 286). They suggested that a source who shares characteristics like firsthand experiences, gender, or occupation with the recipient can have a strong impact. Their credibility and attractiveness principles (Principles 1 and 2) were based on Singletary's study (1976), which identified six crucial source characteristics for delivering credible news and information: trustworthiness, articulation, stability, attraction, hostility, and knowledgeability. Among these, knowledgeability was deemed the most significant.

Moving forward, Bednar and Levie delved into the substance of persuasive messages. They highlighted that the quality and organization of arguments in a message were more crucial for credible sources than simply being attractive. These message principles were closely intertwined with the source-based principles. This was corroborated by Stone and Hoyt's study (1974), which indicated that attractiveness alone did not significantly impact recipients' attitudes. Additionally, Bednar and Levie's principles 1-3, drew from Norman's research (1976), which emphasized the necessity for expert sources to include compelling arguments within the persuasive message for it to be effective. In their work, Bednar and Levie (1993) introduced principles related to attitude change through communication strategies, citing McGuire's (1985) research. They emphasized two key principles. Firstly, they highlighted the importance of understanding different communication channels and sensory modes, noting that while various channels had similar persuasive effectiveness, face-to-face interactions were particularly successful in specific contexts.



Secondly, Bednar and Levie underscored the significance of tailoring persuasive messages to the individual characteristics of the receiver. They emphasized the need to customize attitude change lessons to each student as much as possible, recognizing the importance of personalization in effective communication strategies. The authors then presented five principles related to the use of modeling as an instructional strategy, focusing on the credibility of the model. These principles were rooted in Bandura's (1977) research on modeling and vicarious reinforcement, further developed by Gagné and Briggs (1979). They referenced a study by Janis and Mann (1965), which demonstrated that participants engaged in role-playing in a smoking scenario exhibited greater attitude change compared to a control group. Actively participating in the scenario led to more substantial attitude change, even persisting over time. Additionally, Bednar and Levie introduced six principles for generating and managing cognitive dissonance to achieve behavioral changes. These principles were built upon Festinger's (1957) cognitive dissonance theory and research by Calder and Ross (1976). They explained that cognitive dissonance serves as a rationalization theory.

Finally, Bednar and Levie discussed the Kamradt and Kamradt model, which aligned with principles 21 and 22. This model utilized successive approximations to address the affective, behavioral, and cognitive components of attitude change. The authors supported their principles with a review of existing literature. They concluded that these principles offer opportunities for student choice and control, success, and exposure to alternative perspectives. In essence, Bednar and Levie's principles provide practical guidance for designing compelling messages that foster attitude change, emphasizing tailored approaches, effective use of models, and strategies to induce cognitive dissonance for behavioral transformation.

Simonson and Maushak (1996) affirmed that the Bednar and Levie principles offer practicality and success, providing valuable guidance for creators of persuasive messages. Similarly, Simonson contributed to the field by developing six criteria in the 1980s for crafting instructional mediated communications capable of persuading or altering attitudes. Simonson and his team conducted numerous experiments grounded in theory to evaluate these criteria (Dimond & Simonson, 1988; Simonson et al., 1987; Simonson & Maushak, 1996 cited in Vaux 2001). Simonson validated his six guidelines by referencing Bednar and Levie's (1993) 22 principles for attitude change, noting that these principles can be mapped to his recommendations. Divided into two categories, the guidelines encompass message design (1-3) and learner participation (4-6). They emphasized that to effect attitude change, at least one guideline from each category should be applied, and the incorporation of more guidelines in a persuasive message increases the likelihood of attitude change development.

The six rules are as follows:

- 1. When mediated circumstances include the discovery of relevant new knowledge about a topic, learners are convinced and react favorably.*
- 2. Attitude change is probable as a result of, and learners respond favorably to, mediated scenarios including the employment of real, relevant, and technically engaging instructional technology.*
- 3. Persuasive messages have a beneficial impact on learners when they are presented in mediated circumstances that are as real and believable as feasible.*
- 4. Learners who are involved in a situation that necessitates their participation in the design, production, or delivery of media-based instruction are more likely to respond positively to the situation and the message provided by the media.*
- 5. Learners who experience intentional emotional engagement or arousal during media-rich educational settings are more likely to modify their views in the direction recommended in the circumstance.*

6. *Learners who participate in scenarios in which technology-based instructional situations are publicly criticised in an attitudinally acceptable manner are more likely to acquire positive attitudes about the settings and the message (pg. 1009)*

The effectiveness of attitude change in instructional contexts depends on various principles. Learners react positively when presented with relevant new information, often requiring prior knowledge for favorable attitude adoption (Knowlton & Hawes, 1962). Authentic instruction, grounded in engaging media such as the Vanderbilt Group's Jasper series, impacts attitudes positively by fostering real-world involvement and encouraging further learning (Vanderbilt, 1990).

Credibility gains from physical appearance and celebrity status enhance source trustworthiness, backed by research by Carter (1990) and Mehta (1990). Active learner engagement leads to more favorable views of instruction and material compared to passive learners (Vaux, 2001). Emotional engagement plays a significant role in attitude modification, with student participation as an essential strategy for desired behavioral outcomes (Vaux, 2001). Incorporating post-instruction activities aligned with persuasive message goals can lead to attitude changes, even when other recommendations are less fully implemented (Vaux, 2001). Simonson and Maushak's "cumulative effect model" highlights that instructional events incorporating these principles are more likely to lead to attitude changes. They emphasize that the medium's impact on persuasion is limited compared to the message itself and the instructional technique employed (Simonson & Maushak, 1996, p. 1009).

An exploration of the principle of attitudinal change aligns with Mueller's first principles for attitudinal development (Mueller et al., 2017), which forms the conceptual framework for this study.

This approach involves four techniques for attitudinal change instruction: a) activating all three components of learners' attitudes; b) demonstrating desired behavior through persuasive messaging; c) creating learning environments and activities for practicing new attitudes; and d) assessing learner adoption of the desired attitude. Activation of attitudes can occur while learners practice the targeted attitude within authentic situations, bridging activation and application. In terms of the psychomotor aspect, Kamradt and Kamradt (1999) propose that learners can be prompted to perform actions inconsistent with their existing attitude but in line with the desired one, either directly (e.g., role playing) or indirectly (e.g., imagining a situation). If learners comply without resistance, the action may be too similar to their current attitude; conversely, refusal suggests it's too distant from their attitude. In the affective realm, learners who experience deliberate emotional engagement during learning are more likely to shift attitudes as intended (Simonson, 1979; Simonson & Maushak, 2001).

Simonson and Maushak (2001) underline this affective activation as the most potent technique. Preparing and supporting multiple levels of structures for learners with differing attitudes is critical. Parallel to persuasive messaging, highly credible models are more persuasive than those models viewed as less credible (Bednar & Levie, 1993). Both of these tactics can provide the opportunity to present and guide learners to consider a new attitude. In addition, creating an active, rather than passive, learning environment for learners is also effective for demonstration (Bednar & Levie, 1993; Rogers, 1986; Simonson, 1979; Simonson & Maushak, 1996).

Specific techniques of the application principle include instructional scaffolding and providing appropriate feedback for learners (Merrill, 2009). Creating a supportive learning climate for learners is the most important key to make students apply the target activities.

Watson et al (2017) research supported the first principle of attitude change instruction (Mueller et al., 2017). In their study, they examined nine massive open online courses (MOOCs) created for attitudinal teaching to determine the extent to which they included first principles of instruction and first principles of attitudinal instruction. The analysis discovered that, while none of the MOOCs included all of the basic principles, they did include them more regularly than in the previous study (Watson et al., 2016). The review also revealed that all of the courses did, to some extent, embrace the first principles of attitudinal instruction. Their studies (Watson and Kim, 2016; Watson et al. 2016a; Watson et al. 2016b; Watson et al. 2017) offer researchers an approach for determining the instructional design quality of attitudinal instruction in general and guiding practitioners in understanding how others have addressed the design of attitudinal learning.

Attitudes are predispositions to respond, and media are essentially information bearers. There is no optimum means for changing one's attitude. However, there are definitely optimal situations involving media that will increase the chance of learners adopting good attitudes. Applying the broad rules given above critically will encourage students to identify attitudinal stances that are likely to contribute to healthy, pleasant learning settings. Certainly, learners' existing attitudinal changes and beliefs must be considered when designing instruction as they can impact learning outcomes (Dole and Sinatra, 1998), particularly regarding socio-scientific topics (Sinatra et al., 2012) such as Social Studies contents. It is widely understood in today's educational environment that instructors aim to persuade students of the importance of learning something, or to influence learners' attitudes.

As a result, I agree with Murphy (2001) when he suggests using persuasion as a metaphor for teaching. I also hold similar notion with Enger and Lajimodiere (2011) that there is still much about developing successful attitudinal change training that is unknown and needs to be learnt. Given the significance of these principles discussed and a critical examination of the goals of Social Studies, it is essential that educators incorporate some of these tried and tested procedures to deliver effective lessons in Social Studies to realize the intended aims of the subject. It is also critical that educators understand how to effectively create attitudinal change instruction for a variety of learning situations. The researcher holds that that a single-process learning approach to attitude acquisition may offer a parsimonious alternative to dual conceptualizations.

### **2.11 The Attitudinal Instruction Concept**

Attitudinal instruction aims to induce dissonance within learners, encouraging them to modify their attitudes to resolve the discord among the three components. Dissonance represents a conflict or tension among these components. A widely used approach involves generating cognitive dissonance through the introduction of new information, fostering a state of openness to change (Bodenhausen and Gawronski, 2013; Watson et al., 2016b). This instructional method endeavors to influence learners' preexisting attitudes, aligning them more closely with the desired attitude, ultimately facilitating attitudinal learning. The intent of attitudinal instruction is to influence a learner to make a decision in the desired direction. It may involve changing attitudes as well as associated feelings, values, motivations and beliefs. For example, for a student who has knowledge of a social problem (drug abuse) and is emotionally affected by concrete examples or narratives related to the problem, yet takes no action to solve or address the problem, dissonance may exist between the person's affect (feeling) and cognition

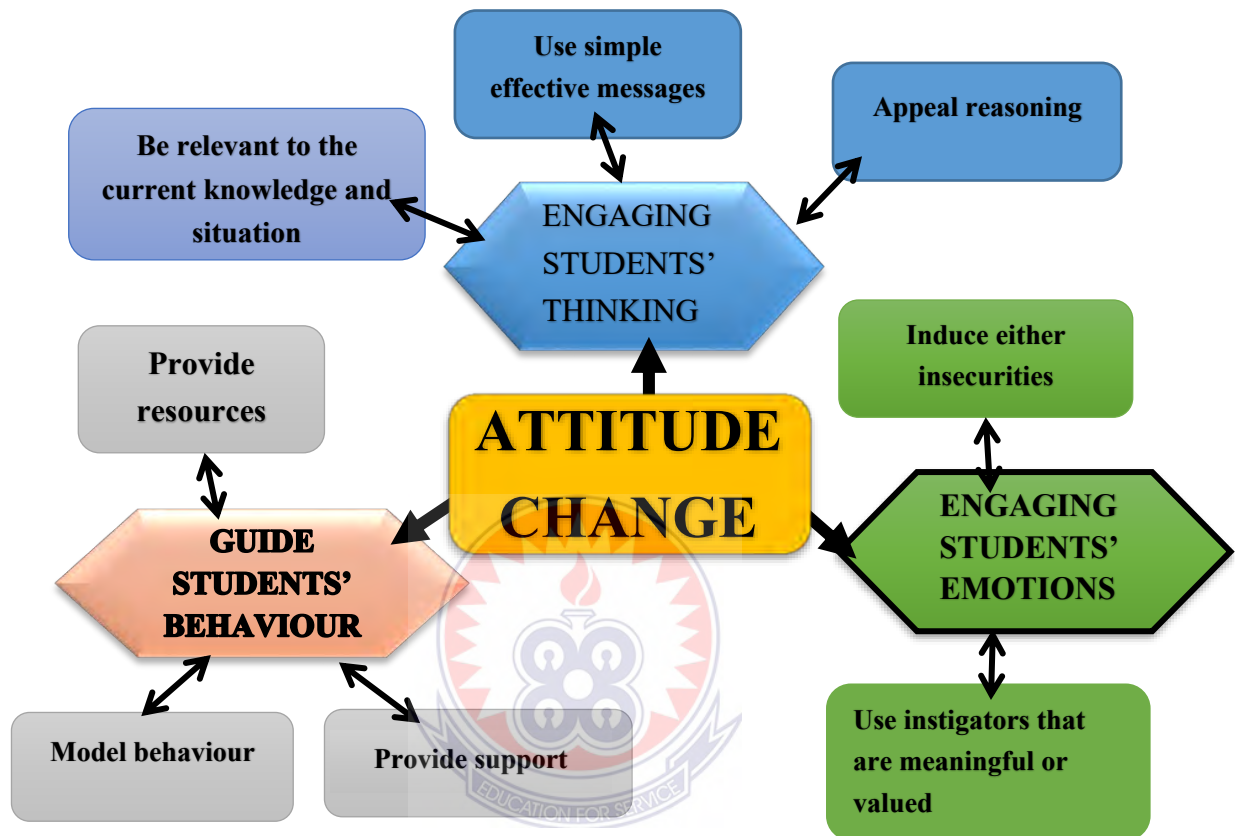
(knowledge) and her behavior (action or lack of action in this case). Instructional strategies targeting attitude may seek to stimulate this dissonance in order to move the student to better align the state of the three components comprising her attitude.

As previously mentioned in this study, attitudes are commonly described as comprising three distinct yet closely interconnected components: affective, behavioral, and cognitive. Instructional methods designed to induce dissonance can be applied to all three components of an attitude. Effective attitude change strategies leverage these components to foster change. For the cognitive component, creating dissonance involves presenting new information to create a receptive learning environment. Research indicates that introducing novel information can significantly impact attitude change and encourage learners to take action aligned with the desired attitude (Bodenhausen and Gawronski, 2013; Sinatra et al., 2012).

Strategies targeting the affective component of an attitude generate dissonance by eliciting emotional engagement from students (Kamradt and Kamradt, 1999; Simonson, 1979). Incorporating emotionally evocative multimedia content, for example, can trigger emotional responses and arousal (Simonson and Maushak, 1996). Authentic scenarios that allow learners to empathize with objects or individuals connected to the attitude also enhance motivation for attitude change. Placing learners in genuine situations cultivates empathy, as observed in studies focusing on animal-related attitudes (Ascione, 1992; McGill and Beaty, 2001; Turner, 1992). Effective strategies targeting the affective component create dissonance by provoking an emotional involvement from the student (Kamradt and Kamradt 1999; Simonson 1979), such as the use of rich media to evoke an emotional response and arousal (Simonson and Maushak 1996).



Learners are also more motivated to change their attitudes when they are placed in authentic situations that allow them to cultivate a sense of empathy toward the objects or people related to the attitude (Ascione 1992; McGill and Beaty 2001; Turner 1992).



*Fig. 2.5. Creating dissonance for all three attitudinal components*

*Source: Researcher's construct, (2022)*

Strategies targeting the behavioural component often introduce dissonance to learners by asking them to perform the desired, target attitude. Learners will readily perform the target behavior if their attitude is already closely aligned with the desired attitude. However, they will refuse to perform the behaviour if their attitude is too far off from the target attitude, and will perform reluctantly if it is slightly inconsistent with their attitude. Kamradt and Kamradt (1999) explain, the “most reliable instructional strategy is to ask the learner to perform some action that is slightly inconsistent with their existing attitude and in the direction of being consistent with the target attitude” (p.



587). In addition, practicing the target behavior through a participatory activity such as role-playing has been shown to effectively help learners move toward the targeted attitude (Bednar and Levie 1993; Smith and Ragan 1999). Since activation of an attitude leads to an emotional reaction, one could understand a person's evaluative state by monitoring bodily responses. As shown in Figure 2.5 successful Social Studies attitudinal instruction should address the three aspects of attitude and attitude change for the realization of the subject's intended outcome. Social Studies lessons need to appeal to a student's thinking and reasoning. Educators must also present information that is concise and practical as well as appeal to students' current knowledge and experience. Social Studies lessons are required to have relevant information in order to be successful and effective. It should also address the emotional function of the attitude, whether it is through scare tactics or through inducing feelings of confidence and empowerment within the individual.

It is important that attitude change initiatives engage the individual in a context that they find meaningful and worthwhile. Attitude change instruction also need to equip an individual to effectuate their changed attitude in order to strengthen it. They must provide resources and support so that students can effectively express the behaviours associated with their new attitude. Attitude encompasses all pre-existing evaluative information a person has owing to prior learning, whether directly experienced or socially communicated. This suggest that existing knowledge and beliefs play a strong role in shaping what students learn and how they learn it. Beliefs are thought to have two functions in teaching and learning. The first relates to the constructivist theories of learning that suggest that students bring beliefs about a course or an issue to classroom. The second function relates to beliefs as the focus of change in the process of education.

## 2.12 Conceptual Framework

The core constructs of this study and their interrelationships are outlined in this section. The prevailing and well-established assumption is that attitude change is driven by learning (Albarracin & Shavitt, 2018). Learning often involves acquiring or altering attitudes. The key factor influencing any observed change in evaluation is the acquisition of new knowledge, whether obtained through direct experiences or vicariously (Albarracin & Shavitt, 2018). OECD (2009) suggests that teaching involves modifying and shaping belief systems. Therefore, effective attitudinal instruction should incorporate various activities that not only impart knowledge but also promote self-reflection and action.

Specifically, Merrill (2006, 2013) proposes that learning can be facilitated by (a) activating relevant prior knowledge; (b) observing demonstrations of knowledge or skills; (c) applying newly acquired knowledge in specific real-world contexts; (d) engaging in problem-solving of practical and authentic tasks; and finally, (e) integrating the newly acquired knowledge or skills into everyday life.

Notably, many subsequent scholars who adapted Merrill's instructional concepts to practical models or programs focused primarily on the cognitive and psychomotor domains, with limited attention to instructional strategies for attitudinal change. In contrast, Mueller et al. (2017) found direct links between previous instructional approaches for fostering attitudes and Merrill's classroom instruction principles (Merrill, 2006; Merrill, 2013). Mueller and his colleagues synthesized these elements into a cohesive framework, thereby presenting effective instructional principles for promoting attitudinal change (Mueller et al., 2017).

The techniques combine four concepts for developing attitudinal change instruction.

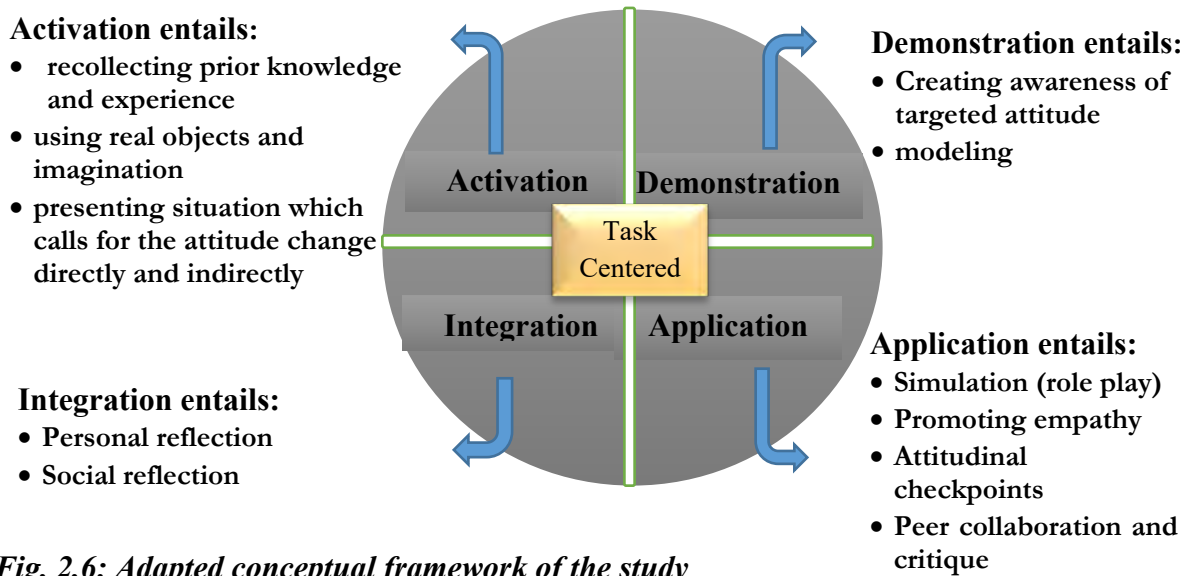
These include;

- a) activating all three components of learners' attitudinal changes*
- b) providing demonstrations that use persuasive messaging and model the desired behaviour*
- c) developing learning settings and instructional activities for learners to practice the new attitude shift.*
- d) determining whether or not the learner has embraced the desired attitude adjustment.*

In alignment with Mueller et al. (2017)'s framework, Social Studies instruction aimed at attitudinal change adheres to the activation, demonstration, integration, and application principles as outlined by Mueller et al. (2017). By following these principles, learners are exposed to essential knowledge and information that prompt the desired shifts in attitude and behavior, ultimately leading to the accomplishment of Social Studies objectives. Figure 2.6 illustrates the incorporation of instructional methods for fostering attitudinal change based on Mueller et al. (2017)'s primary attitude change principle. This conceptual framework forms the basis for the present study.

### ***Activation Principle***

According to Mueller et al. (2017), the activation of learners' current attitudes is the first instructional stage for attitudinal change. The activation principle improves learning by prompting learners to recall earlier knowledge and experience (Merrill, 2009, 2012). Research shows that instructors can activate attitude change by having learners confront their current and targeted attitudes and consider adopting a new attitude through the activation process (Jennings, 2012)



*Fig. 2.6: Adapted conceptual framework of the study*

*Source: Couched from Mueller et al. (2017) first principle of attitude change*

Strategies including role playing, using real objects, imagination in a vividly simulated situation can be effectively used for activation with key questions such as: (a) Why did you do what you did? (behavioral); (b) How did that situation make you feel? (affective); and (c) What were you thinking? (cognitive) (Kamradt and Kamradt, 1999). These key questions help learners reflect on their decisions for attitude change and these reflections are critical once learners reach the point of completing application activities.

### ***Demonstration Principle***

According to Merrill (2009, 2012), learning is effectively facilitated when learners are given a demonstration of the skill to be taught and then given the chance to use this skill in a number of different contexts. Creating awareness of the targeted attitude has been well-documented as an essential first step toward changing learners' attitudes. Kamradt and Kamradt (1999) suggest that at the outset of attitudinal change instruction, learners should recognize a need to move towards the targeted attitude and perceive these needs as their own problem.

The awareness can enhance interest and motivate learners to change their current attitudes. According to Mueller et al (2017), demonstration can be divided into two different types according to its purpose in attitudinal change: (a) to cause awareness about the importance or necessity of the targeted attitude; and (b) to provide exemplar models for the targeted attitude. More specifically, Simonson (1979) found learners “who participate in post-instruction discussions and critiques are likely to develop favorable attitudes towards delivery method and content”, which supports Merrill’s (2009) finding of using learner-to-learner discussions to enhance demonstrations. This particular strategy leads to the application phase of attitudinal change instruction.

### ***Application Principle***

Merrill defines application as the process of allowing students to apply their knowledge and abilities in a new and real environment. The application principle's key components include: (1) offering multiple chances for learners to use their new information or skill in new settings; (2) reduced scaffolding for learners as they improve and require less instructional support and (3) providing "corrective feedback" to students along the route (Merrill, 2009).

The literature has shown that these application strategies can be effective in changing learners’ attitudes. Specifically, for attitudinal change instruction, application can involve practicing a targeted attitude in a practical situation. Empathy is a crucial aspect in boosting the impact of application activities for attitudinal development. According to research, learners can modify their attitudes when they place themselves in a realistic and actual setting and experience empathy for the items or people associated with the attitude (Ascione, 1992; McGill & Beaty, 1995; Turner, 1992).

### ***Integration Principle***

Encourage learners to "reflect on, discuss, or defend" newly acquired information or skill, according to Merrill (2009), is crucial for integration (p. 53). Students get greater insights and critical abilities by reflecting on their experiences and judgments. In terms of attitudinal development, full integration signifies the learner's acceptance of a new attitude. According to Kamradt and Kamradt (1999), a learner has completely embraced a new attitude when he or she can (a) express the attitude without misunderstanding; (b) acknowledge the sensations that the attitude fulfills; and (c) accomplish the task without embarrassment or hesitation.

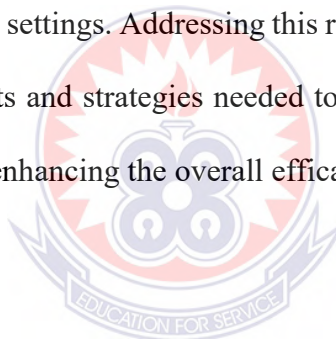
Social Studies instruction geared toward attitude change should assist students in developing knowledge, processing information, assessing and examining values and beliefs, and participating in the resolving of both personal and societal problems confronting the nation. Social Studies is primarily seen as an attitude change subject in the school's curriculum. According to the subject's rationale at the Senior High School level, its instruction should be planned to challenge and replace bad attitudes with good ones, therefore assisting students in forming critical and developmental kinds of minds that shape society (Adam Oduma & Ngaaso, 2018).

### **2.13 Summary of literature review and gap**

This extensive literature review thoroughly explores the theoretical foundations, historical background, and objectives of Social Studies education, establishing a solid foundation for a more profound investigation into the potential transformation of attitudes through proficient instruction within this subject. The review provides a comprehensive scrutiny of the attitude concept, its functions, and its relationship with behavior. Additionally, the concept of attitude change is meticulously examined.

The literature review systematically elucidates various attitude change theories and their relevance, emphasizing the imperative of incorporating these theories into the teaching of social studies. It is evident that while the literature review provides a solid theoretical foundation, the practical implementation and outcomes of the proposed attitudinal instruction framework require empirical validation. Consequently, research endeavors should be directed towards exploring the actual execution and effectiveness of this framework in educational environments.

Moreover, a conspicuous research gap comes to the forefront, underscoring the scarcity of studies aimed at discerning educators' grasp of attitude change instruction and learning. This void persists despite the escalating concern regarding attitude change's pivotal role in educational settings. Addressing this research gap is pivotal in equipping educators with the insights and strategies needed to effectively foster attitude change among students, thereby enhancing the overall efficacy of social studies education.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter centers on the methodology utilized in this study, delving into the approaches employed to gather data effectively. This chapter starts with the researcher's worldview. It then details the study design, the target population, sample selection, and sampling techniques. The chapter provides detailed descriptions of data collection methods and procedures, highlighting information gathering. It also explains the data analysis process for deriving insights. The study's trustworthiness, including reliability and validity, is addressed. Limitations are acknowledged, offering a comprehensive view of the research's methodological underpinnings.

#### 3.2 Researcher's Philosophy and Worldview

An essential aspect of this study involves the researcher's philosophical stance and worldview, which serves as the foundation shaping the research approach. In this regard, an interpretivist framework was adopted as the theoretical lens guiding this study. The core principle of the interpretivist paradigm is the understanding that reality is socially constructed. Drawing from scholars such as Kivunja and Kuyini (2017), the interpretivist paradigm aims to grasp the subjective realm of human experiences. Employing an interpretative approach, the researcher sought to generate knowledge that deepens the comprehension of how individuals engage in actions and the underlying reasons from their perspectives. The overarching goal of this research was to minimize the potential impact of the researcher's biases on the data analysis results. To achieve this, deliberate steps were taken to ensure that the findings stemmed primarily from participants' experiences and viewpoints rather than being influenced by the researcher's predispositions and inclinations.



### **3.3 Research Approach**

The Interpretivist paradigm is congruent with research methodologies and techniques that gather and analyze qualitative data. In line with this, the study adopted a qualitative approach, utilizing a multiple case study design. As described by Creswell (2017), qualitative research involves the systematic exploration and interpretation of data to extract meaning, enhance comprehension, and cultivate empirical knowledge. Qualitative research is well-suited for delving into the complexities of human experiences, perceptions, and behaviours, allowing for in-depth exploration and understanding of the phenomenon under investigation (Creswell, 2016). This approach is particularly appropriate for capturing the rich and nuanced perspectives of Social Studies teachers regarding attitudinal change instruction and its impact on their instructional practices. By utilizing qualitative methods, the study aims to uncover the depth and context of teachers' viewpoints and practices in the realm of attitudinal change instruction within the context of Social Studies education. The qualitative approach facilitates a holistic exploration that aligns with the study's objectives, offering insights into the lived experiences of educators and shedding light on factors influencing their instructional choices and attitudes.

### **3.4 Research Design**

In accordance with the objectives of this study, a multiple case study design was chosen to investigate the perspectives of Social Studies teachers in the Oforikrom Municipality and Sekyere South District of the Ashanti Region. This research design was selected based on its appropriateness for addressing questions related to "how," "why," "what," and "who," as outlined by Yin (2014). By conducting multiple case studies, the research aimed to gain in-depth insights into teachers' perceptions of attitudinal instruction and their classroom practices.

This design facilitated a comprehensive exploration of each Senior High School, treating them as individual units with similar characteristics. As suggested by Adzahlie-Mensah, Agordah, and Abrefa (2017), this approach ensured the organization of thoughts, established study boundaries, enhanced data dependability, and contributed to well-informed and thorough conclusions. By involving closely engaged participants, the research explored behavioural intricacies often missed by quantitative methods. This design aptly unraveled complex issues, delving deep and understanding behavior through participants' viewpoints. Their insights enriched the exploration of attitudinal instruction, with this flexible design accommodating diverse data collection techniques, ensuring a comprehensive investigation.

The utilization of a multiple-case design in this study enabled an extensive and in-depth investigation of attitudinal instruction. This approach went beyond the constraints of purely quantitative statistical outcomes often associated with other research methods. While utilizing this study design, it is important to note that all schools were treated as a collective entity. This approach was chosen because the selected study sites and schools were representative of common characteristics found in schools nationwide. Therefore, no direct comparisons between individual schools were conducted within this context.

### **3.5 Study Area**

This research took place in the Oforikrom Municipality and Sekyere South District of the Ashanti Region, encompassing nine Senior High Schools. The Oforikrom municipality is situated between Latitude 6.35°N and 6.40°S and Longitude 1.30°W and 1.35°E, with an elevation of 250 to 300 meters above sea level. It is bordered by Ejisu to the East, Bosomtwe DA to the South, Asokwa MA to the South West, Asokore Mampong to the North, and KMA to the West (Oforikrom Municipal Assembly, 2021).

Also, the Sekyere South District is situated in the northeastern part of the Ashanti Region and is located 37 kilometers from Kumasi along the Kumasi-Mampong trunk road. Covering a land area of 416.8 square kilometers, it constitutes approximately 1.7 percent of the total land size of the Region, which is 24,389 square kilometers. The District's geographical coordinates are between latitude  $6^{\circ}50'N$  and  $7^{\circ}10'N$  and longitude  $10^{\circ}40'W$  and  $10^{\circ}25'W$ . It shares borders with Ejura Sekyedumase Municipal to the north, Mampong Municipal and Sekyere East District to the east, Kwabre East Municipal to the south, and Offinso Municipality to the west (Sekyere-South District Assembly, 2021). As per the 2021 Population and Housing Census by the Sekyere South District Assembly, the population of the District is 120,076, comprising 58,065 males and 62,011 females (GSS, 2021).

The Oforikrom Municipality is home to three public Senior High Schools, whereas the Sekyere South District houses six public Senior High Schools. Given that Social Studies is a core subject in all senior high schools, this study area was selected as a sample to provide a reflective overview of prevailing practices. Some schools in this area have a track record of academic excellence and consistently rank among the top in the region. Additionally, these schools cater to students from diverse socioeconomic backgrounds and possess varying educational resources and facilities. The choice of two districts, Oforikrom Municipality and Sekyere South District, was made to provide diverse perspectives and enrich the research findings. This approach helps capture variations in attitudinal instruction practices and minimizes biases. Additionally, studying multiple districts enhances the generalizability of the insights to inform broader educational contexts.

### **3.6 Population**

#### ***3.6.1 General Population***

In accordance with Martínez-Mesa et al's (2014) definition, the population in this study refers to a group of individuals sharing common characteristics within a specific geographical region or institutions. Banerjee and Chaudhury (2010) further describe it as the largest group from which information is to be gathered. For this study, the population comprised all Social Studies teachers in public Senior High Schools within the Oforikrom Municipality and Sekyere South district in the Ashanti Region of Ghana. The total population included 98 Social Studies teachers from nine public Senior High/Technical and Vocational Schools in the study area, namely KNUST Senior High, St. Louis Senior High, Mancell Vocational Institute, Adu-Gyamfi SHS (ADGASS), Seventh Day Adventist SHS (AGASS), Agona Secondary/Technical (ASHTECH), Okomfo Anokye SHS and Konadu Yiadom SHS (KOYIS), and Agona Technical/Vocational Institute.

#### ***3.6.2 Target Population***

The concept of a target population, as defined by Alvi (2016), refers to all members who meet the specific criteria set for a research investigation. To ensure accuracy and representation, the target population should be distinct enough to avoid including participants who do not truly represent the study's focus, as emphasized by Cast eel and Bridier (2021). In line with this, the study exclusively targeted senior high schools, excluding technical and vocational schools within the study area. This strategic choice was made to ensure that the study remains focused on its objectives. Participants were required to fulfill certain criteria: (a) being a full-time professional teacher, (b) having Social Studies as a major subject area in their university studies, and (c) possessing a professional teaching experience of at least two years.

Consequently, the target population encompassed 27 teachers from five senior high schools, selected from the broader population of the study. This aligns with Casteel and Bridier's (2021) principle that the target population must represent a complete subset of the broader population of interest, characterized by the boundaries of the population of interest.

### ***3.6.3 Accessible Population***

Specifying the accessible population is a crucial preliminary step in the sampling process, as noted by Asiamah et al. (2017). The accessible population comprises a subset of the target population that is both geographically and temporally classified, encompassing individuals available for recruitment as study participants, as indicated by Capili (2021). This group consists of members from the target population who are not only willing to participate but will also be accessible during the study period. It is important to recognize that the accessible population is often smaller than the target population due to potential opt-outs or unavailability (Asiamah et al., 2017). In this research, the accessible population consisted of 15 teachers who fulfilled the study's selection criteria and expressed their willingness to take part in the study. This process ensures that the participants selected are representative of the accessible population and can provide valuable insights into the research objectives.

## **3.7 Sample and Sampling Technique**

### ***3.7.1 Sample Size***

The study's target population comprised Social Studies teachers from selected senior high schools within the Oforikrom Municipality and Sekyere South District. From this target population, a subset known as the accessible population was identified – those willing to participate and available during the study period.

This accessible population consisted of 15 teachers who met the study's specific criteria and expressed their willingness to take part. The study's sample consisted of 15 teachers from various schools, including 4 from ADGASS, 2 from KNUST SHS, 3 from AGASS SHS, 2 from ST. LOUIS SHS, and 4 from ASHTECH. All 15 participants actively participated in the interview session. Among these, 7 teachers were chosen for classroom observations to unearth the reality within the classroom regarding teachers' implementation of attitudinal instructions and to validate the insights gained from teachers' interviews. This selection process for the observed participants was determined by data and thematic saturation—an analytical stage in data collection where incoming information yields minimal or negligible new insights into the research question (Given, 2016; Bernard & Ryan, 2010). Specifically, 2 teachers each were observed from Agona SDA and KNUST SHS, while 1 participant was selected from each of the remaining schools. This sample was drawn from an overall target population of 27 teachers across all the schools. These teachers were selected to participate in the study based on their relevance to the research objectives and their alignment with the criteria set forth.

### ***3.7.1 Sampling Technique***

Within qualitative research, purposeful sampling stands as a commonly embraced method, utilized to identify and select cases that provide substantial and insightful information pertaining to the phenomenon under investigation (Creswell, 2016). For this research, a purposeful sampling technique was employed, specifically utilizing criterion and convenience methods. These purposive techniques allowed for the deliberate selection of participants who possessed the necessary attributes and viewpoints crucial to effectively address the research inquiries (Palinkas et al., 2015).

In this context, the deliberate selection of schools and Social Studies teachers was governed by well-defined criteria. These criteria encompassed the exclusion of technical and vocational schools from the sample, the requirement for participants to be full-time professionals with Social Studies as their major subject, and a minimum of two years of teaching experience. Furthermore, the selection process took into account participants' willingness to engage and their availability throughout the study's duration. This methodical approach guaranteed that the chosen participants not only fulfilled the essential prerequisites but also demonstrated accessibility and a genuine commitment to effectively contribute to the study's objectives.

### **3.8 Methods of Data Collection**

#### ***3.8.1 Interview***

Yin (2014) emphasizes the importance of employing multiple sources of evidence to support qualitative data in a robust case study. Following Creswell's (2014) guidance, this qualitative case study employed two distinct data collection methods: in-depth, semi-structured interviews and observations. Interviews serve as a cornerstone of case study research, enabling researchers to access individuals' subjective experiences and viewpoints that might otherwise remain inaccessible (Creswell, 2014). Interviewing serves as a dynamic tool, fostering an interactive exchange of ideas and information between researchers and participants (Prabnat & Meenu, 2015). Hamza (2014) suggests that interviews can amplify the depth of comprehension of investigated phenomena due to their naturalistic and less structured nature.

An interview guide, as emphasized by Jamshed (2014), directed the interview process, providing structure and guidance (see Appendix B). The semi-structured interview approach allowed participants the flexibility to discuss topics of personal significance,



enhancing the richness of the interview process. This method provided profound insights into participants' perspectives and experiences. Leveraging interviews to address case study issues directly enabled a thorough exploration of attitudes, values, and perceived challenges in the study (Creswell, 2014).

### **3.8.2 Observation**

The study also employed the qualitative technique of observation, which offers a comprehensive understanding of processes rather than just outcomes (Creswell, 2014). Classroom observations were used to gauge the extent to which attitudinal learning aspects were integrated into the teaching process. The combination of multiple methods was utilized to address the limitations inherent in each approach and to enhance data triangulation. Among the fifteen participants, seven were engaged in classroom observations. Howitt (2019) suggests the use of an observation checklist, a tool that outlines the elements an observer should assess in studying participants' behaviours. This aligns with Mueller et al.'s (2017) principle of attitudinal instruction, which directed areas of focus for the observations, thereby connecting to the study's purpose and research questions (see Appendix C). To aid in effective data analysis, Creswell (2014) underscores the importance of comprehensive field notes and the utilization of observational checklists, both of which contribute valuable details to the research process.

### **3.9 Collecting and Recording Data**

In order to collect data, introduction letters were written to school officials for approval. Following permission, I introduced myself to the heads of department for Social Studies and Social Studies teachers of the respective schools; I informed the respondents on the purpose for the study and requested their full cooperation during the data collecting period.



At this point, confidentiality and privacy were discussed in order to ensure participants that their private would be respected. This ensured that I and the participants had a good rapport. The processes comprised audiotaped 50-minute semi-structured interviews with seven questions. The researcher gathered information through observations and interviews using audio and where necessary video recording, journal and field notes. Interviews were recorded using a phone recording app. The interview process was considered a conversation with a specific purpose. The interview guide for teachers was designed to capture the context, content, and process with regard to the use of teaching and learning experiences geared towards attitude change (see Appendix B). There were two interviews with some of the participants: an initial interview and a follow-up interview after their classes were observed. During the sharing of information new concepts and information emerged relevant to the study. The interviewer was then able to ask the interviewee to clarify or expand on these aspects in more detail.

The observation approach served the purpose of triangulating data sources. Each of the seven selected instructors underwent a minimum of ninety (90) minutes of classroom observation, followed by 20-minute semi-structured interviews to provide insights into the observations made. This methodological combination aimed to enhance the robustness of the data analysis process. During classroom observations, extensive field notes were taken and each class was audiotaped and transcribed to facilitate analysis. This technique enabled the description of teaching and learning behaviour as it occurred in the real world (classroom). I observed instructors' classes in these schools to see if their classroom teaching practices match with the principles of attitude change instruction. (see Table 3.2 for observation schedule). Profiles for each teacher was developed in a summary narrative that described in detail teacher/student and student/student interactions and the degree, type, and frequency to which they

incorporated principles for effective attitudinal instruction (Mueller et al., 2017) (see appendix C). I informed the anxious instructors on the need of continuing with their regular classroom instruction. I assured them that the findings of the observation would be retained strictly for research reasons only. This gave them an opportunity to continue teaching as usual. The observation method allowed the researcher to directly see what people (teachers) do rather than relying on what they say they did.

All interviews in the form of audio recordings and field notes were organized in groups. Audio data was captured, and copies were carefully saved as audio files, uploaded onto a computer, and copied to pen drives for storage. The audio interviews were transcribed verbatim into a Microsoft Word (MSWord) document.

### **3.9 Trustworthiness of the Study**

Trustworthiness is a fundamental aspect of qualitative research that seeks to ensure the credibility, transferability, dependability, and confirmability of the findings (Adler, 2022). Guba and Lincoln's criterion of trustworthiness provides a gold standard for evaluating the quality and reliability of qualitative research studies (Ghafouri & Ofoghi, 2016). This criterion encompasses several key elements that contribute to the overall trustworthiness of a study.

Credibility, the first component of trustworthiness, refers to the extent to which the study's findings accurately reflect the participants' experiences and perspectives. In this study, credibility was upheld through methods such as member checking, where participants were given the opportunity to review and validate the accuracy of the collected data. Additionally, the researcher maintained an open and honest approach, avoiding preconceived notions that could influence data interpretation. The primary strategy used in this study to improve transferability was to provide rich and detailed

descriptions of my participants as well as the research context so that interested readers can determine how their situations match my research situation and whether the findings can be applied to their own situations. The researcher described the study to the participants without biases, performed extensive interviews and conducted extensive classroom observations in accordance with the study's design. The researcher processed, analyzed and interpreted data in accordance with the study's design.

The comprehensive and detailed description of participant characteristics, educational settings, and the use of multiple methods of data collection and analysis, as well as extensive quotes from participants improved the study's credibility and dependability. The naturalistic environment and the use of respondent-relevant terminology were also used to seek and improve credibility and reliability. The goal of these quotes is to present facts to the reader that may be utilized to establish the relevance of these results to different scenarios. In this study, confirmability was enhanced through the use of peer debriefing, where colleagues reviewed the study's process and findings to identify potential biases or subjective interpretations. Additionally, the researcher's reflexive journaling allowed for self-awareness and acknowledgment of personal biases that could have influenced the analysis

The entire exercise of data collection was done within a 12-week period, from 16<sup>th</sup> May to 5<sup>th</sup> August, 2022

### **3.10 Ethical Consideration**

Ethical considerations were paramount in this study. Informed consent was obtained from participants before administering any instruments. Procedures were transparently explained to participants, granting them autonomy and the option to withdraw. Privacy and confidentiality were rigorously maintained in all interactions, with pseudonyms

used to protect identities. Both electronic and non-electronic data storage were securely managed to safeguard information. These ethical measures demonstrate a strong commitment to participant rights and the integrity of the research process. Recognizing the influence of an interpretivist perspective and acknowledging my own subjectivity, I diligently addressed potential research biases. I strived to remain impartial and neutral during data collection, interpretation, and presentation, aiming for what Ormston et al. (2014) refer to as 'empathetic neutrality'. Given the complexity of human behaviour in interpretive research, I based inferences on genuine findings derived from meticulously collected and analyzed data. Being an experienced Social Studies educator with expertise in instructional design for attitude change, I focused on gathering Social Studies educators' viewpoints on attitudinal instruction and its classroom implementation. As a non-participant observer, I maintained a distinct role in this study, further ensuring a balanced and rigorous approach to data exploration.

### **3.11 Methods of Data Analysis**

The selection of appropriate data analysis techniques for a qualitative study is critical to ensure rigor and reliability in the research process. The transcripts of the interviews were carefully reviewed and coded by the researcher to identify recurring patterns, themes, and concepts. This coding process involved labeling segments of text with descriptive codes that captured the essence of the participants' responses. The application of codes was not only a means of organizing the data but also a preliminary step towards identifying emerging themes. To ensure interrater reliability and reduce bias, a subset of the interview transcripts was independently coded by another researcher. The agreement between the two coders was assessed, and any discrepancies were discussed and resolved through consensus.

This process aimed to enhance the credibility and trustworthiness of the coding process, aligning with the principles emphasized by Belotto (2018). Thematic analysis was employed to further explore and synthesize the coded data. The codes were grouped into higher-level themes that reflected the underlying concepts and patterns in the participants' responses. These themes were iteratively refined, revised, and verified to ensure accurate representation of the data. Data was analyzed in terms of themes, with a focus on the convergence and divergence of opinions across participants. Through triangulation a more accurate, comprehensive and objective representation of the data was achieved.

Similarly, the observation results underwent a systematic analysis. The recorded observations were transcribed, and segments relevant to attitudinal instruction were identified. The observation data analysis mostly comprised listening to the audio-types and reviewing descriptions of my written field notes from the observed lessons. I reviewed my detailed field notes, used the criteria to evaluate teacher alignment, and highlighted the themes that emerged. I used evidence from the written field notes to describe and support these themes.

I finally identified Social Studies instructors' teaching methodologies by analyzing lessons from field notes and determining their degree of alignment to Mueller et al. (2017) principles for effective attitudinal instruction. These segments were coded and organized into themes that reflected the observed instructional practices and their alignment with attitudinal change principles.

### **3.12 Limitations of the Study**

While the current study contributes to an extensive understanding of teachers' perceptions of attitudinal change instruction in the classroom, it does have limitations.

Because of its qualitative, case study style, this study was confined to a small number of respondents, limiting its generalizability. Again, because of the data collecting procedures used, there is a possibility that participants will provide misleading responses to the interviews while still attempting to provide responses acceptable to the interviewer. Furthermore, participants were limited to Social Studies instructors, and no student perspectives on attitudinal learning were acquired. The study was time consuming, tedious and costly due to its qualitative approach. Also time and willingness on the part of the participants became a challenge.

### **3.13 Summary of Methodology**

The methodology employed in this study was guided by principles of qualitative research and aimed to comprehensively explore the perspectives and practices of Social Studies teachers regarding attitudinal change instruction. The research design adopted was a multiple-case study, focusing on two districts in the Ashanti Region of Ghana. The target population comprised Social Studies teachers from public Senior High Schools in these districts, who were purposefully selected based on specific criteria.

Data collection methods included in-depth, semi-structured interviews and classroom observations. The interviews allowed for a dynamic exchange of ideas between the researcher and participants, providing rich insights into the participants' viewpoints. Classroom observations offered a deeper understanding of instructional practices related to attitudinal instruction. Both methods were guided by established guidelines and best practices in qualitative research.

To ensure trustworthiness, ethical considerations were upheld by obtaining informed consent, maintaining participant autonomy, and ensuring confidentiality. Pseudonyms were used to protect participants' identities, and data storage was secured both

electronically and non-electronically. Data analysis followed systematic techniques inspired by Belotto (2018) to manage coding, interrater reliability, and thematic analysis. The analysis of interview data involved coding and categorizing responses, identifying emerging themes, and refining them iteratively. Observation results were transcribed, coded, and categorized into themes reflecting instructional practices.

The chosen methodology aimed to overcome potential biases and generate comprehensive insights by employing a triangulation of data sources. By adhering to rigorous qualitative research principles, the study aimed to contribute valuable insights into the alignment of Social Studies teachers' perspectives and practices with attitudinal change instruction, ultimately enriching the understanding of this educational context.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Overview of the Study

The purpose of this study was to explore the perceptions of Social Studies teachers and students in Senior High Schools about attitudinal change instructions and how teachers' perceptions about attitudinal change instructions influence their instructional practices in the classroom. In doing this, multiple case study design was employed, using interviews and observation, to gather in-depth, rich and "deep" information and understanding about the study. To increase consistency of the interview process, an interview protocol was devised. Participants were given interview questions ahead of time to help them feel more at ease (Creswell, 2014). An observation protocol guided observation areas that were aligned with the goal and research questions related to the planned research. The data obtained from this study is presented and analyzed in this chapter. To protect participants' identities, pseudonyms were employed, referring to them as Participant 1, Participant 2, and so on, up to Participant 15.

The findings are then examined in relation to the study's objectives. Data from interviews and field notes from observations were analyzed using a coding system to highlight and identify similarities and differences. Themes emerged from participant data regarding expressed concerns and observed instructional practices pertaining to attitudinal learning. Efforts were also made to relate results and discussions to the greatest extent feasible, to supportive perspectives as reviewed in the literature and other sources read or acknowledged.



## **4.2 Socio demographic Characteristics of Participants**

The study participants' socio-demographic characteristics offer insights into the composition of the sample. Among the 15 Social Studies instructors, 9 were male, and 6 were female. The age distribution showed that 4 participants were aged between 25 and 30, 6 participants were between 31 and 40, 3 participants were between 41 and 45, and 2 participants were between 46 and 50. Regarding their educational qualifications, 12 participants possessed a 1st Degree in Social Studies Education. Additionally, 2 participants had attained a postgraduate degree in Social Studies Education, and 1 participant was in the process of pursuing a Masters of Philosophy in Social Studies Education during the data collection phase in the study area. Teaching experience varied, with 4 participants having 2-3 years of experience, 6 participants having 4-5 years of experience, 3 participants having 6-8 years of experience, and 2 participants having 9-12 years of experience. Within the sample, 2 participants held the role of Head of Department (HOD), 6 participants were Examiners, 3 participants were Subject Coordinators, and 4 participants had no additional duties. This analysis of socio-demographic characteristics paints a comprehensive picture of the participants, reflecting diversity in terms of gender, age, educational background, teaching experience, and job roles within the educational setting.

## **4.3 Presentation of Results**

### **4.3.1 Teachers' Perspective of Attitude Change Instruction**

The first study objective sought to ascertain teachers' perspectives about attitudinal instruction within the context of Social Studies. Through in-depth interviews, participants were encouraged to express their thoughts on the significance of attitudinal change and the methods they employed to integrate it into their teaching.

The interviews began by asking participants about the relevance of Social Studies in the school curriculum and whether they associated it with attitude change. This initial question served as a starting point for the discussions and elicited a range of opinions from the participants

#### ***4.3.1.1 Social Studies for Responsible Citizenship***

Generally speaking, almost all the 15 teachers interviewed gave an assuasive justification for teaching the subject in the Senior High School. There was a general consensus among participants that the subject's purpose is to produce responsible citizens, thus citizenship education which is evident in the demonstration of desired and positive attitude and behavior in the society. They expressed that the subject is a unique and fertile field to inculcate attitudinal contents. Quite a number of the participants contended that the teaching of the Social Studies is highly necessary especially, in recent times in this information age. According to Participant 5 the teaching of the subject in SHS is highly indispensable because the subject is to ensure attitudinal change, by equipping students with critical thinking skills which will make them capable to solve their personal and societal problems. She explained:

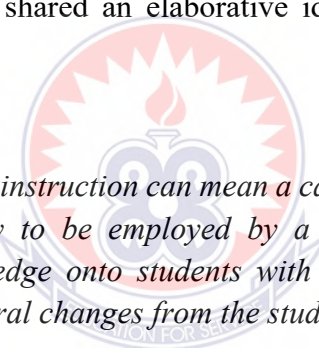
*“Social Studies education in secondary schools instils values and attitudes in students so that they may go out and be conscious members of society. So, if we do not teach the subject in the SHS, what subject will we teach? Our society will not develop appropriately in terms of morality, attitude, and critical thinking if the subject is not taught and taught well”*

When describing his views of teaching of the subject, Participant 7 shared a similar perspective:

*“I think it remains necessary to teach social studies since the subject has contents meant to bring about civic education and to ultimately produce responsible citizens”*

#### **4.3.1.2 Comprehending Attitude Change Instruction**

The study's first question requested participants to share their opinions on the concept of attitude change teaching. On this, a few participants (3) were able to provide a more detailed and elaborative explanation of the term. The rest of the participants (12), expressed their views in relation to the previous conversation that teachers ought to teach so that students acquire something meaningful for life. These participants were of the view that students who exhibit negative behaviour must be able to do away with them after going through Social Studies education. Some of these participants assumed that attitudinal instruction or learning was a new course introduced in Social Studies education and hence did not provide much information about it. Participants 2 and 7 on the other hand, shared an elaborative idea on the concept. According to Participant 7:



*“Attitude change instruction can mean a careful chosen and designed teaching strategy to be employed by a social studies teacher in imparting knowledge onto students with the chief aim of eliciting desired behavioural changes from the students.”*

Participant 2 added:

*“Attitude change instruction is a conscious act of teaching students where instruction is carefully designed to target and shape students’ attitude and behaviour. A lesson that trains people to think and analyse their thoughts before they act upon”.*

Participant 7 further demonstrated this notion with particular examples of how instruction can address students' attitudes:

*“It is an instruction designed with an initial thought of effecting a positive change in attitude and behaviour in students. For example, teaching a topic like irresponsible adolescent behavior, bearing in mind that a lot of your students indulge in some irresponsible acts, one way or the other, your purpose is to make sure your lessons have a positive effect on students’ thoughts and behavior once you are done*

*teaching. So it's about preparing your lessons in such a way that, if not all, some of your students, will change their negative behaviours and attitude at the end."*

#### **4.3.1.3 Efficacy of Social Studies Instruction in Attitude Change**

Participants were also asked if Social Studies classroom instruction could realistically effect the intended change in attitude and behaviour, given the recent evils and unethical lifestyles that defines the majority of SHS students. Participants expressed diverse opinions on this. Some participants emphasized that teaching Social Studies may help students change their attitudes and behaviours, but the others held different perspective.

#### **4.3.1.4 Positive Impact with Clear Demonstration**

Some participants (8) felt that if Social Studies teachers clearly demonstrate to students the necessity for such a behaviour and attitude change by highlighting both the negative and positive repercussions of such actions, there may be a beneficial outcome. One of these respondents made the following observation:

*"The subject is already attitude change subject the only thing is that teachers are not focused and are not driven by this goal in their instruction. If they are willing to use their lessons to change attitude, they can". (Participant 3)*

#### **4.3.1.5 Teaching with Purpose and Focus**

Some participants argued that Social Studies, if taught effectively, could indeed lead to changes in students' attitudes and behaviors. Two participants shared similar views, emphasizing the importance of teaching with a purpose beyond examinations. Participant 4 stressed the need for teachers to make students aware of how the subject aims to improve them as individuals.

He stressed:

*“A teacher can enter the class and start teaching the subject raw, without laying emphasis on what actually the students need to imbibe. We go to class and our focus is just about the exams. As a teacher you must be able to make your students aware of how the subject or the day’s lesson seeks to make them better person”*

Participant 1 held the same opinion as Participant 4. She contended that the topic involves moral and ethical ideals that should be instilled in students during lessons, but because many teachers are oblivious of this, they teach it nevertheless. She said:

*“If a teacher enters class and just start to teach just because he understands the English in the textbook and begin to read and explain points to students, nothing will happen, students barely learn, no change in attitude takes place”*

#### **4.3.1.6 Stressing the Behavioral and Affective Aspect**

Participant 2 and 5 made a striking point that teachers must stress on the behavioural and affective aspect of the subject to their students, so that after learning in the classroom, the lesson also becomes evident in their lives. Participant 5 shared:

*“The subject is about the student and his interactions with the environment, so when teachers make the teaching much of theory and abstract, the student is unable to grasp the concept. The student has no urge to do something or change something about his lifestyle. Knowledge acquired evaporates immediately the class ends.”*

Participant 2 expressed similar sentiment:

*“When the lesson is made practical, relatable and lively which can touch students’ affect and drives their curiosity, lessons live with students and they are able to change their attitude and behavior”.*

#### **4.3.1.7 Dependency on Enthusiasm, Competence, and Commitment**

Some participants (4) emphasized that achieving attitudinal change through Social Studies education is not automatic. Instead, it depends on several factors, including the teacher's enthusiasm and competence, as well as the commitment of students and other educators within a supportive school environment. They highlighted the essential role of these factors in realizing the subject's aim of attitude change.

Participant 7 elaborated:

*"In teaching Social Studies, it's not just about following a textbook and going through the motions. Attitudinal change requires more than that. The teacher must genuinely care, be enthusiastic about the subject, and be competent in delivering it effectively. But it's not just on the teacher; students need to be committed too. It's a two-way street. We, as educators, must create an environment that encourages students to engage, question, and reflect on their attitudes and behaviors. Without that commitment, it's challenging to achieve the kind of change we aim for. It's about inspiring them, sparking curiosity, and fostering a sense of responsibility towards society. It's not automatic; it's a collective effort."*

#### **4.3.1.8 Complex Outcomes**

Teaching attitudinal contents within the subjects according to most members interviewed (seven), the contents of the subjects do not specify teaching attitudinal contents. They indicated, results are complex. Some of the topics affect change and others do not; some instructions affect certain types of students and not others; and some beliefs are more difficult to change than others. They explored many issues that tend to inhibit the realization of the subject's aim (attitude change), which are detailed in research question 4 below.

### **4.3.2 Teachers perspective of Students' Attitudinal Learning Outcomes in Social Studies**

The study's second objective aimed to understand how teachers perceive the attitudinal learning outcomes of students in the context of Social Studies. This investigation delved into teachers' opinions and observations regarding the impact of their instructional efforts on students' attitudes and behaviours. To establish the conditions that drive educators' instructional practices in the classroom, participants were asked if they perceive any changes in thinking, behaviour, or attitude in their students as a result of their teaching. Participants were asked whether they consider students' attitudinal learning outcomes in their methods and approach to instructions in the classroom.

#### ***4.3.2.1 Assessment-Driven Instruction***

The majority of participants (eleven) stated that because attitudinal component of students' learning gains is not assessed as part of their assessments requirement at the end of their schooling, they do not pay much attention to noticing such changes in and out of the classroom. Participant 1 indicated:

*"Since our assessments rarely consider attitudinal changes, it's natural for us to focus more on delivering content. We need a shift in how we evaluate students to encourage us to pay more attention to their attitudes and behaviors in the classroom."*

Some participants (6) did agree, however, that some students had negative behaviours and attitudes that need to change, but they rarely tailor their instructions for the purposes of changing these attitudes of students. They admitted that it is not easy to motivate students to have interest in such lessons when they notice the educator seems to backlash them. Their focus tends to be on cognitive learning rather than assessing attitudinal outcomes.



Participant 6 shared:

*"The truth is; we often emphasize cognitive learning because that's what our assessments focus on. Changing attitudes is a complex task, and it's not always easy to tailor our teaching to address these issues, especially when it seems like students are not receptive. We need better tools to assess and encourage attitudinal change."*

Participant 8 emphasized:

*"If students can answer questions addressed to them in class, write and pass their internal and external exams, it is assumed that they have learned and comprehended the topic."*

#### **4.3.2.2 Teacher focus on Student Attitude towards the subject and motivation in class**

Some of the participants said they rather observe students' attitude towards to the subject and motivation for learning the subject. They described they were several times some students expressed great like for their teaching style. Participant 8 noted:

*"There has been improved class attendance in my subsequent lessons and students actually getting assignments and projects done even before deadlines elapse."*

Participant 10 explained how she effectively engaged her students by addressing the challenges facing today's youth and the role they play in nation-building. Her approach improved their perception of the subject. Upon her first engagement with her class, the teacher received compliments from five students (two males and three females) who had initially held a negative view of Social Studies. They praised her teaching style, which transformed their perception of the subject. She shared:

*"I taught them in a more emotive and practical manner, discussing the challenges today's youth face and the expected tasks related to 'The Youth and Nation Building' topic."*

#### **4.3.2.3 Teacher detachment due to perceived discipline issues**

Two participants appeared unconcerned about their students' attitudes learning outcomes. They believed that the school had failed to control students' negative



attitudes and behaviors as a result of lax discipline in schools today. As a result, they have little to do in the classroom to regulate their conducts with their lessons. This push them to focus on just honoring their lessons since they do not want to commit themselves. According to Participant 9:

*The most essential thing, is to cover the material before your students sit for any internal or external examinations and spare yourself from GES' 'wahala'.*

#### **4.3.2.4 Holistic Approach to Attitude Change**

However, a few participants (5) demonstrated that they do observe students' learning outcomes not just intellectually, but also affectively and behaviorally. They stated strongly that attitude change is the goal of their classroom instruction, and that every attempt is made to observe such behaviours both within and outside the classroom. They also shared instances students communicate these learning goals with them. Participant 7 illustrated:

*“Sometimes the students do not let it out in the classroom, perhaps, they are shy, but after class they sneakily come to us and make confessions and confirmations of whatever was discussed in class and we help them out.”*

They provided touching stories about the attitudinal gains made by their students as a result of classroom instructional practices. Participant 2 shared a heartwarming anecdote illustrating the positive attitudinal gains her students experienced due to her classroom instructional practices after one of her lessons. She recounted how three female students approached her, deeply troubled by the persistent harassment they faced from male teachers who were pressuring them to accept their inappropriate proposals. Despite this challenging situation, the knowledge and principles instilled in them through Social Studies empowered these young girls to firmly decline these

advances. Similarly, Participant 7 shared that one of his students came to him after class and confessed:

*“Sir I want you to help me, I have been indulging in drug use and I also masturbate. I want to stop because I do not like it”. That was when I have finished teaching adolescent irresponsible behaviours and stressed on the dangers of the use of illicit drugs. I provide the needed help and he was able to put an end to that. He completed school and made an excellent grade as well.”*

In the same way, Participant 11 recounted an incidence where one of her male students whose aunty has been sleeping (sexual affair) with, from class JHS 1 to SHS 2, opened up to her after one of her lessons with them on the sub-topic ‘*building positive self-esteem and self-image*’. She narrated:

*“After I showed them how to overcome low self-esteem, develop self-confidence, and have a positive mental image of oneself through personal experiences and real-life stories in a video show, this student felt confident enough to discuss this frightening circumstance with me. Hearing his situation, I was astonished yet heartened that the subject was working some of this magic. I fearlessly took the necessary actions to fix this dilemma. Today, the student is free of that tie and enjoying a satisfying life focusing on his studies. This is exactly what the subject does. It is now one of my favorite super story”*

#### **4.3.2.5 Education for Life Beyond the Classroom**

Some group of participants (5) were of the view that their instructions tend to educate students beyond the classroom hence they teach to impact lives even after school. Participant 12 explained that *“I have the passion to not only get my students ready for exams but importantly leave them with worthwhile values meant for living their lives before completing school”*.

Participant 11 highlighted a striking point about the plight of most of the students they teach:

*“Our students are going through a lot in the society we find ourselves today. They have a lot to share but sometime we the teachers fail to create that welcoming environment that will make them feel contented to share their problems with us after instructions in the classroom.”*

Participant 13 narrated how a student approached her and asked her to be her mentor. She said that, *“My student asked to take me as her role model, because she indicated the lessons do have a great influence on her lifestyle and also admire the way I conduct myself in the school”*

She described having mixed feelings about this request, as she felt it was a substantial responsibility to always set a positive example for someone looking up to her at school. However, she also felt a sense of happiness and pride in inspiring a student through her teaching style.

#### ***4.3.2.6 Lack of Expertise in Attitudinal Teaching Strategies***

Participants were asked whether they knew of any teaching strategies that may be used to increase attitudinal learning outcomes in students. Findings indicated that many participants lacked enough expertise on how to tailor teachings to change students' attitudes. Except for two participants who stated that the focus of their activity is on attitudinal contents, which was evident in their teaching practices throughout the observation session, majority of participants interviewed (8), the subject's curriculum does not identify methods of teaching attitudinal concepts. Participant 12 indicated:

*“A lot of us are not aware of how to purposely design instruction to target any attitude change in learners. I definitely know that the attitudes and behaviour of some of our students are very bad but some of us are not well abreast with the requisite strategies that can*

*be employed to change these bad attitude of students. So most of us are not just aware of how to go by.”*

#### **4.3.2.7 Unconscious Influence of Attitudinal Change Through Teaching**

Some few participants expressed optimism about how they are aware of how their instructions can result in a change in students' attitudes, but they were uncertain of the precise strategies that can help the change process. They felt that while some of their lessons caused students to change their ways of life, it was just coincidental. As put by

Participant 2:

*“Although students came to me to discuss personal concerns and other important information, I didn't realize it was the subject's lessons that were bringing these revelations. I taught it was because of how well I relate to them and how much they enjoy me. Perhaps I am a religious person who tries to handle myself nicely in school. It wasn't until I continued my studies and took a course on attitude change in Social Studies that I understood all that had been going on in my class was due to the subject's ability to influence changes in students' lives. I taught them with various tactics appealing to their affect, but I had no idea I was utilizing skills that encourage attitude change. Consider how long it took me to realize this, it was after completing a course in Social Studies education as part of an MPhil degree.”*

#### **4.3.2.8 Classroom Discussion as a Facilitator of Attitudinal Learning**

On the other hand, a few of the participants were able to share some strategies and attitude that can be adopted by Social Studies educators to facilitate attitudinal learning outcome. Three participant stressed that class discussion is key to attitudinal change. Participants shared that for learning to impact lives and attitude, teachers must be conscious of the environment teaching and learning take place. They stressed that when opportunity is given to students to also share their thoughts on issues in the classroom, they feel valued, respected and welcome to interact well with the teacher. Participant 1 shared positive insights from the use of discussion method as a strategy to target students' attitudinal learning outcome:

*“There are times I go to class and by the time I am done teaching, I realize I have really learned from these students. So I do not underrate my students at all. As a teacher, I encourage my students to share their views in class. They can share information and ask questions that triggers reflective inquiries and that can contribute to making certain attitudinal shifts. With discussion method, it provides a platform to correct students’ erroneous information.”*

A similar remark was made by Participant 7. He described how he benefits from views shared by his students during discussion:

*“Through discussions and observation, I get to learn and copy a lot of behaviours from my students just that I do not tell them, they have a lot to share if we engage them in the lessons”*

#### **4.3.2.9 Real-Life Experiences and Relevant Materials in Teaching**

Other participants (2) were of the view that teachers ought to teach with real life experiences and relevant materials they can lay their hands on. Participants shared that using real life experiences and some shared by other people in teaching help to make students develop special interest in the subject which goes a long way to help facilitate attitude change. Some participants stressed that the subject must be taught practically so that students can relate. Participant 1 condemned:

*“It is too wrong to enter class and start making students to read from textbooks and you will just be explaining the points to them. Students at the end of the lesson may not learn something worthwhile.”*

#### **4.3.2.10 Practical and Demonstrative Teaching Approaches**

Participant 11 discussed the use of instructional demonstrations, but it's worth noting that this particular teaching strategy was not observed during her lesson. She indicated, *“Through demonstration, either by teachers or students to practice a certain behaviour to the class makes students better relate and copy some values for themselves”*.

Overall, findings reveal that majority of participants focus primarily on cognitive gains and academic assessments, while a few recognize and actively seek to influence students' attitudes and behaviours, often through practical and interactive teaching methods. This diversity highlights the need for greater awareness and training regarding effective strategies for promoting attitudinal change in students

#### **4.3.3 Classroom instructional practices of instructors**

The third study objective was contingent on finding evidence that Social Studies teachers internalizes the principles of attitude change instruction, especially Merrill's First Principle of attitude change instruction. The techniques combined four concepts for developing attitudinal change instruction (Mueller, 2017) (see appendix D). For that purpose, the researcher collected data through observation to supplement the interview data. The researcher examined seven participants to see how prepared they felt to implement any attitudinal change principle into their lesson. The observation focused on whether;

- a) instruction activate all three components of learners' attitudinal change?*
- b) instructions provide demonstrations that use persuasive messaging and model the desired behavior;*
- c) instructional activities support learners in applying/practicing new attitudinal change(s)?*
- d) instructional activities support integration of new attitudinal change?*

##### ***4.3.3.1 Limited incorporation of First Principle of Attitudinal Change Instruction***

Findings obtained from this study demonstrated that there was a disconnect between instruction and attitude change. The presented findings, in general, show a gap in the instructors' methods of instruction and attitude change, because what was found was

inconsistent with effective principles of attitude change instructions. Majority of the participants demonstrated little competence, knowledge, and experience in handling attitudinal objects in their instructions.

#### ***4.3.3.1.1 Does the instruction activates learners' existing attitudinal change(s)?***

The researcher monitored how the observed classes implemented the first component of the first principle of attitudinal instruction, which entails stimulating all three aspects of learners' attitudinal change.

***Participants 6 and 11's Classes (Appendices E and G):*** During the observed sessions, Participant 6 and 11 focused primarily on the cognitive component of learning. Their lessons were centered around providing students with factual information and concepts related to the topics. For instance, Participant 6's lesson on "*the benefits and problems of cooperation*" primarily involved students memorizing the meaning and types of cooperation. Similarly, Participant 11's lesson on "*False Identity*" focused on getting students to understand the concept rather than activating attitudinal components. There was little to no emphasis on the affective or behavioural components of attitudinal change in these classes. The lessons did not engage students in reflective inquiries or discussions that could lead to attitudinal shifts.

***Participant 14's Class (Appendix J):*** In Participant 14's class, the topic of "*Environmental degradation*" was discussed, but the approach was predominantly cognitive. While students described various forms of degradation, the emphasis was on understanding and identifying degradation rather than engaging all three components of attitudinal change. There was limited effort to delve into students' affective or behavioural aspects regarding the topic. This class primarily activated the cognitive



component of attitudinal change but fell short in fully addressing the other two components.

***Participant 15's Class (Appendix F):*** Participant 15's class discussed the topic of "*Rapid population growth*", aiming to ensure that students understood related definitions and concepts. Similar to other observed classes, the primary focus was on activating the cognitive component of learning. Students were expected to grasp the meanings of terms like "population" and "population growth." However, there was minimal effort to activate the affective or behavioral components of attitudinal change. The lessons did not engage students in discussions or reflections that would lead to a comprehensive attitudinal shift.

***Participant 1's Class (Appendix K):*** In Ross's class, "*The importance of the family in the socialization process*" was discussed. While students participated by providing textbook-based answers, the class mainly activated the cognitive component of learning. The emphasis was on understanding concepts, and there was no substantial effort to engage the affective or behavioral components of attitudinal change. Students were not challenged to reflect on their attitudes or behaviors related to the topic.

***Participant 2 and 7's class (Appendices H and K):*** Participant 2 instructional approach effectively activated all three components of learners' attitudinal change on the topic "*Qualities of a Good Leader*". She began by stimulating the cognitive component, encouraging students to identify great leaders. Then, she transitioned to the affective component by prompting students to consider the beliefs, attitudes, skills, and behaviors that define great leaders. This approach encouraged personal reflection, activating the affective aspect of attitudinal change. Similarly, Participant 7's instructional approach successfully activated all three components of learners' attitudinal change on the topic:



**“Stereotypes and Prejudice”**. He initiated the lesson by stimulating the cognitive component, encouraging students to describe personal experiences related to stereotypes and prejudice.

This approach transitioned to the affective component as students shared emotive accounts, allowing for personal reflection and attitude activation.

#### ***4.3.3.1.2 Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?***

The researcher observed how the observed classes addressed the second component of the first principle of attitudinal instruction, which involves using demonstrations with persuasive messaging and modeling desired behavior. In the classes observed, Participants 6 and 11 primarily focused on delivering content in a didactic manner. Their lessons were more about imparting information and less about demonstrating or modeling desired behavior. The topic of cooperation was taught mechanically, with an emphasis on definitions and concepts. Persuasive messaging or behaviour modeling was absent from these lessons. In Participant 14’s class, while there was a discussion about various forms of degradation, it did not involve persuasive messaging or behavior modeling. The class focused on describing degradation rather than persuading students to change their attitudes or demonstrating the desired behaviour.

In Participant 15’s class, the topic of rapid population growth was taught primarily through reading from handouts and textbooks. The teacher aimed to ensure that students understood the definitions and concepts related to population growth. However, there was no clear demonstration of persuasive messaging or behaviour modeling to influence students' attitudes or behaviours. The lesson was more informative than transformative, missing the opportunity to effectively address the second principle of

attitudinal instruction. In Participant 1's class the instructional approach did not incorporate persuasive messaging or behavior modeling. Students were not persuaded to change their attitudes or behaviours, nor were they provided with practical demonstrations of the desired behavior. This class, like the others, missed the mark in effectively addressing the second principle of attitudinal instruction.

On the other hand, Participant 2's class employed persuasive messaging and modeling effectively. She used stories, scenarios, and motion pictures to illustrate how great leaders acted in various situations. By demonstrating real-life examples, she encouraged students to adopt the desired behaviors associated with good leadership. Participant 7 also employed persuasive messaging and modeling effectively. By sharing real-life experiences and connecting them to students' experiences, Participant 7 demonstrated how negative assumptions could lead to stereotypes and unjust judgments. Thought-provoking questions prompted students to communicate deeply held thoughts and opinions, reinforcing the desired behavior of combating stereotypes.

#### ***4.3.3.1.3 Do instructional activities support learners in applying/practicing new attitudinal change(s)?***

The researcher assessed how the observed classes put into practice the third principle of attitudinal instruction, which involves providing support for the application and practice of new attitudinal changes. In both participants 6 and 11's classes there was limited support provided to students for applying or practicing new attitudinal changes. The lessons were more centered on cognitive understanding, with minimal opportunity for students to actively engage with and practice attitudinal changes. Participant 14's class, which discussed the topic of degradation, similarly placed more emphasis on cognitive understanding. There was a missed opportunity to encourage students to

explore how they could address or prevent degradation in their own lives or communities.

Participant 15's class, which covered the topic of rapid population growth, followed a pattern similar to the other observed classes. Students were not encouraged to explore practical solutions or behavioural changes in response to the issue of population growth. In Participant 1's class, where the importance of the family in the socialization process was discussed, the activities primarily involved students providing textbook-based answers. As with the other classes, the focus was on cognitive understanding, and there was minimal support for applying or practicing new attitudinal changes. The instructional approach did not actively engage students in thinking about how they could apply the lessons learned to their own lives or communities.

On the other hand, Participant 7's instructional activities supported learners in applying and practicing new attitudinal changes. She asked critical questions that required students to thoroughly analyze their thoughts and opinions. Through peer collaboration and critiques, students engaged in dissonance and personal reflection, which encouraged them to reconsider their views on good leadership behaviors. Participant 2's approach created an environment where students actively practiced and applied new attitudes toward leadership. His instructional activities supported learners in applying and practicing new attitudinal changes. He encouraged students to share their thoughts and experiences, fostering a sense of personal reflection and dissonance. This approach motivated students to reevaluate their erroneous beliefs about others based on characteristics like tribe, gender, or complexion.

#### ***4.3.3.1.4 Do instructional activities support integration of new attitudinal change?***

The fourth element of the first principle in attitudinal change instruction, which concerns *Support for Integration of New Attitudinal Change*, was examined in the teachers' instruction. The findings indicated that the majority of teachers did not effectively address this component in their instruction.

In the observed classes of Participants 6 and 11, the lessons focused on delivering information and concepts related to the topics but did not effectively guide students on how to integrate these changes into their daily lives. As a result, there was a gap in facilitating the practical application of attitudinal changes beyond the classroom. Participant 14's class, which discussed the topic of degradation, followed a similar pattern. While students described different forms of degradation, the activities did not actively support the integration of new attitudinal changes into their lives. Participant 15's class, which covered the topic of rapid population growth, also lacked significant support for the integration of new attitudinal changes. The instructional activities mainly focused on cognitive learning and understanding of concepts, without clear guidance on how students could integrate this knowledge into their decision-making processes or behaviours.

In Participant 1's class, similar to the other classes, there was limited support for the integration of new attitudinal changes into students' lives. The instructional approach did not effectively guide students on how to apply the lessons learned to their own family dynamics or socialization experiences.

Participant 2's instructional approach effectively supported the integration of new attitudinal changes. She guided students not only to understand the concepts but also to recognize their practical utility. Students actively participated in discussions,

demonstrating that they not only comprehended the material but also identified its usefulness in real-life scenarios. This approach aligned with the fourth component of the first principle in attitudinal change instruction.

Participant 7's instructional approach effectively supported the integration of new attitudinal changes. Students actively engaged in discussions and expressed that they had gained in-depth information and understanding, causing them to abandon some erroneous beliefs they previously held. This demonstrated that students not only comprehended the material but also integrated the new attitudes into their perspectives, aligning with the fourth component of the first principle in attitudinal change instruction.

In general, the observed classes primarily activated the cognitive component of attitudinal change, concentrating on delivering factual information and concepts while neglecting the affective and behavioural components necessary for comprehensive attitude shifts. Demonstrations with persuasive messaging and behaviour modeling were notably absent from these classes, with instructors adopting didactic teaching methods. Furthermore, there was limited support for students to apply or practice new attitudinal changes, and the integration of these changes into daily life was inadequately addressed. However, positive examples were found in Participants 2 and 7's instructional practices, which effectively incorporated all components of attitudinal change, employed persuasive messaging and modeling, supported practical application, and facilitated integration of new attitudes. In conclusion, this study underscores the need for instructors to adopt more holistic approaches to attitudinal change instruction, aligning with established principles to foster comprehensive attitude transformations among learners.

#### **4.4 Factors that Hinder the Application of Attitudinal Instruction in the Classroom**

The final study objective aimed to identify the factors that hinder the effective application of attitudinal instruction in the classroom. To uncover these hindrances, data collection involved a combination of interviews and observations conducted among the participants. The study sought to pinpoint the challenges faced by educators when attempting to incorporate attitudinal change instruction into their teaching practices. The following key factors emerged as significant hindrances:

##### ***4.4.1 Limited understanding of the subject matter and its aims***

Majority of the participants (8) stressed that teachers do not have mastery over the subject. Some participants express concern that some educators lack appropriate understanding of the subject matter, have limited expertise, and are unable to provide meaningful and practical examples to enhance students' learning. They provide students with shallow facts while making little or no attempt to promote students' attitudinal learning outcomes. Participant 3 stressed:

*“Some Social Studies teachers have limited knowledge about the subject they teach. They go to class with the scanty texts they have read from the textbooks and when they are asked a question it becomes difficult for them to explain because all that they learn from the textbooks are straight forward. They do not have deeper understanding, no supporting examples nor better scenario to cite during instruction. This behavior does not encourage students to have a change in attitude.”*

In Participant 15's class, he cited a scenario which was counter-argued by a student and since he did not have much knowledge on the issue, he could not explain himself well. Though he had the intention of making students aware of dangers teenage pregnancy, but the way and manner he presented the information seemed to even entrench students'

wrong perception than to correct it. It rather goes to entrench students' held beliefs. To avoid such uncomfortable situation like this, Participant 7 emphasized that, "teachers need to *go all round to gather relevant information concerning the topic so that you can provide right and better knowledge to students when the need be*"

#### ***4.4.2 Irresponsible and apathetic lifestyle of teachers***

Majority of the teachers argued that the subject is not able to bring out the intended purpose among student because of the negative attitude and derailing behaviours of some of the teachers who teach the attitude change subject. Participant 2 recounted several times her students have come to her complaining of some teachers making advances on them. She lamented:

*"How can a Social Studies teacher who is supposed to help the student live right now draws students wayward by making advances to them, how do you expect your students to take you and the subject serious, what knowledge are you inculcating?"*

Participant 1 shared similar sentiment:

*I know of some male teachers here that consistently lure female students just to have an affair with them. Many of such issues have been reported to me and we have dealt with it. But who knows what happen to those students who due to fear are unable to report? How do you teach to correct negative attitude if you the teacher is irresponsible?*

The accounts shared by Participants 1 and 3 in this regard were not isolated incidents; rather, they were reflective of a broader issue. Five other participants echoed similar concerns, pointing to a troubling pattern among educators, particularly within the field of Social Studies. It suggests a prevalent problem where a significant number of teachers exhibit an irresponsible lifestyle that not only hinders effective learning but also undermines the intended goals of attitudinal instruction.



Again, 5 out of 15 participants talked about the apathetic lifestyle of most teachers. They agreed that a lot of teachers do not care about the students, they are not bothered about their students' negative behavior as long as they do not display it on them. Participant 3 stressed that such teachers' major focus is to enter class and teach whether students get engaged or not, give assessment so that he can get students' scores for continuous assessment record and get out of the class. Whatever happens afterwards are not their issues to bother of.

#### ***4.4.3 Limited pedagogical knowledge and skills in attitudinal learning***

Results indicated that participants were not able to notice growth in their students' attitudinal learning. They were much concerned about the cognitive gains in learning with little or no consideration for affective and behavioural gains. Data gathered suggest that attitudinal learning and assessment were of little value to teachers and students. Majority of participants (11) mentioned significant difficulties in teaching and evaluating attitudinal contents. Those difficulties are expressed in the lack of clarity about how to teach to effect attitude change, how to evaluate, lack of specific tools, little time spent with students, valuation of factual and procedural contents. Participant 12 touched on the neglect of attitudes and values in the assessment process in Social Studies:

*“It is evident that the syllabus spelt out how the three components of learning should be attended to in the Social Studies education. However, what I think the syllabus failed to spell out is the systematic procedures and processes involved in addressing attitudinal concepts, how to teach them and how to evaluate them. This sense, once procedures are not specified, attitudes not part of schools' assessment and teaching occurs through individual initiatives, only aspects of quantifiable attitudes are taught and evaluated.”*



Participant 14 also made a similar comment suggesting that majority of the participants have limited knowledge on how to effectively teach to target students attitude. He noted:

*There should be an established process that educators may use to ensure that instructions target attitude change. It is difficult for brief periods of class involvement using teacher-centered strategies employed in teaching to result in the desired attitude change. There must be a guiding concept. Teachers must accept it, and students must be willing to learn in that sequence.*

#### **4.4.4 Educators' Instructional Approach**

Like most participants in this study, Participant 3 believed that another barrier to successful delivery of attitudinal instruction is the fact that Social Studies education is mostly teacher-centered and textbook-based. They argue that, the majority of students' knowledge in Social Studies classes is communicated in the classroom environment and primarily through the "two-by-four" technique. This "two-by-four" pedagogy refers to the social studies teacher confining social studies teaching and learning to only the two ends of the textbook and the four walls of the classroom, with no opportunity for learners to explore their environment through field trips and the use of community resources. She shared:

*“There are so many textbooks in the system, a lot of them are not relevant. Teachers who stick to these textbooks are not able to bring to life the subject in students in the classroom resulting in lessons that are primarily targeted toward the memory of fragmented knowledge. As a result, the question that inevitably arises is how it is possible to expect students to read textbooks in a meaningful way in order to experience the issues and want to solve them.”*

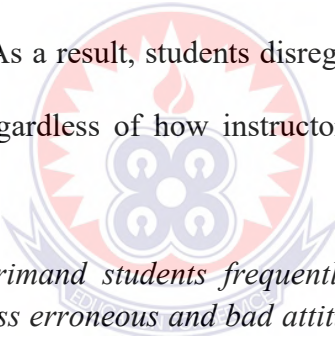
In addition, it was pointed out by Participant 7 that a significant number of teachers tend to prioritize lower-level activities, which can hinder students' engagement and the effectiveness of instruction in the Ghanaian Senior High School Social Studies

curriculum. *"Some teachers fail to better tie the material to the students' life,"* He stated.

#### ***4.4.5 Students negative attitude and poor perception about the subject***

The challenges related to students basically encompass their participation in the learning process, such as resistance to norms and rules, lack of commitment to learning, students' lack of time to reflect on their learning to mature their knowledge and inappropriate behaviour demonstrated in and outside the classroom. In general, the majority of participants (12 out of 15) reported that most students engage in irresponsible conduct both within and outside of the school community and that they become upset when an educator attempts to highlight some of this irresponsible behavior during lessons. As a result, students disregard pertinent information that are shared during lessons, regardless of how instructors tend to correct their attitudes.

Participant 6 bemoaned:



*"When you reprimand students frequently during teaching in an attempt to address erroneous and bad attitudes among them, most of the time such deviant students despise you and you become a prey for such students, and at the least confrontation you are likely to suffer at their hands."*

Participants believed that majority of students have poor perception about the subject and that influence how they learn the subject and consequently little or no effect on their attitudes and behaviours. Three participants agreed that some students believe the topic is simple to learn because it is a reading subject, thus they avoid studying it until exam time. David highlighted:

*"Due to the nature of the subject, as it relates more to the functioning of society, students think it is something they already know, they say it is about our normal lives, so they do not put in much effort to take the*

*learning seriously, and as a result, they cannot make any changes to their behavior or attitudes.”*

#### **4.4.6 Negative public perceptions and institutional barriers**

Some participants were of the opinion that the subject is less valued in comparison with the subjects studied in the school and that poses a threat to the subject's potency of effecting attitude change. Some highlighted instance where other subject educators speak ill about the subject even in the presence of the students which tend to make students look down upon the subject. Some bemoaned that parents and the general public do not encourage their children to take the subject serious, failing to acknowledge that the subject can help nurture students, raise them to be responsible citizens in the society and help them make informed decisions and choices for personal and public good. Three participants made the following comments:

*“We are where we are today with Social Studies education because the general public including leadership of the country have a poor perception about the subject. They see no gains for the subject's ability to reform students, inculcate sound and moral values and imbibe positive attitude and behaviours in the students. That's why there had been several calls for the removal of the subject from the school's curriculum.”* (Participant 2)

*“How do you expect students to behave, citizens to be responsible and society to function if the subject introduced in the school's curriculum to help members to live responsibly by imbibing positive attitudes and values is look at with disdain?”* (Participant 7)

*“This really affects the teachers when the society, the parents and students don't know the benefits of their subject. This kills the teachers' morals, interests and prevents them from showing enthusiasm towards teaching of the subject in secondary schools.”* (Participant 6)

Participants expressed deep concern about this issue and emphasized that the initial failure to instill positive attitudes in students should not be solely attributed to teachers. Instead, they argued that the broader society, particularly the country's leadership, has

faltered in its efforts to prepare responsible citizens. According to participants, students tend to emulate what they observe in their surroundings.

Additionally, some participants pointed out that the necessary teaching materials for effective Social Studies education are not readily available in many schools. They also noted that several topics could benefit from media assistance, but a significant number of schools lack access to electricity, and even those with access often lack the essential technological equipment required for instruction.

#### ***4.4.7 The Nature of Assessment in Social Studies***

A greater number of participants (8) indicated that, faced with national interests on standardization and constraints imposed by state and districts and school policies, teachers are crunched for time more than ever to thoroughly plan, implement, and deliver Social Studies units to target students' attitude. They believed planning and implementing such lessons require adequate time. Participants discussed the Social Studies curriculum as overwhelming. They found the topics and concepts in the curriculum to be quite substantial, which pressed them to be more "selective in their activities and exercise choices". Participant 6 expressed:

*"Due to insufficient time allocated for social studies lessons on the school timetable, so oftentimes the needed coherence of transmitting a certain value is interrupted by other subjects and school."*

Participant 14 echoed this concern:

*"Some of us feel pressed to complete the plan of work in order to complete the syllabus on time. Due to personal schedule, work commitments, as well as time constraints, we are unable to examine additional resources and activities that might reach students in both cognitive and emotional objectives."*

#### **4.4.8 The impact of social media and the lack of discipline**

Four participants described that, exposure to social media, laxity of discipline in schools and irresponsible conducts of the elderly in the society all tend to hinder the effective development of positive attitudes and values in students. Participant 8 noted:

*“The ever increase in students’ usage of mobile phones with constant exposure to unwholesome social media contents repeatedly tends to erode little gains made in imparting especially moral values and ethics.”*

Participant 11 added:

*“If teachers who ought to check and correct irresponsible acts among students are disarmed, what can we expect of our students nowadays? The recent unscrupulous act in schools are as a result of laxity of disciplinary measures in schools. Today, most students tend to do what they like in the school and in the classrooms. GES will continue to defend the students should a teacher try to correct and something untoward happen.”*

#### **4.4.9 Effective lesson planning and preparation are key recommendations for instilling attitudes, values, and skills in students.**

A few of the respondents (4 out of 15) indicated that effective planning of lessons enables the teacher to become aware of what he seeks to inculcate in learners. Participants 2 and 7 were of the same view that if a teacher purposed to inculcate any attitudinal or values, he/she will make efforts to address them in his lessons:

*“When you plan your lesson before going to class, you get to know that you are not going to class just to pass on knowledge to students, you also become aware of the need to instill in them other values, creative skills and other attitudes necessary for their adaptive functioning in society. When you are teaching and you are conscious of the very attitudinal position you want your student to imbibe, it drives your instruction.” (Participant 2)*

*“We must learn and prepare ourselves on the topic before we enter class to teach, except you do not meet those extrovert students in your class, they will ask you questions and embarrass you. We need to be open-minded and be able to give critical, varied and more suiting examples to our support our lessons to facilitate easy comprehension.” (Participant 7)*

Participant 7 further advised that teachers should strike a balance between being approachable mentors and maintaining professionalism. They need competence, content knowledge, and practical examples to support students' attitude development.

#### **4.5 Discussion of Findings**

The findings of this study illuminate several critical facets of attitudinal instruction within the context of Ghanaian Senior High School Social Studies classrooms. The following sections delve into a detailed discussion of the study's findings in the context of the specific objectives that guided this research.

##### ***4.5.1 Teachers' Perspective of Attitude Change Instruction***

Objective 1 of this study delves into the perspectives of Social Studies instructors regarding attitude change instruction within the Ghanaian Senior High School context. The unanimous consensus among teachers regarding the relevance and necessity of Social Studies for molding responsible citizens aligns with the existing literature that underscores the subject's role in citizenship education and the cultivation of positive attitudes and behaviors (Eshun et al., 2019). Their unwavering conviction that Social Studies serves as a distinctive platform for instilling attitudinal contents underscores its profound significance in preparing students for active and responsible roles within society. When examining the comprehension of attitude change instruction, the varied responses from the study's participants mirror the literature's assertion that there may be a gap in educators' understanding of this concept (Mueller et al., 2017). The study's

findings reveal that the idea of attitude change instruction remains somewhat vague and indistinct for the majority of the participants.

While only two participants provided comprehensive explanations, the prevailing perception among most participants was that attitude change instruction is a relatively new addition to Social Studies education, emphasizing potential disparities in knowledge and awareness. This lack of in-depth understanding may hinder instructors from effectively implementing strategies aimed at attitudinal change in their classrooms, aligning with literature that highlights how limited knowledge can impede effective implementation (Simonson & Maushak, 2001; Watson et al., 2017; Albarracin & Shavitt, 2017). The comprehensive definitions provided by Participants 2 and 7 align seamlessly with the principles of attitude change discussed in the literature. These definitions emphasize the deliberate design of teaching strategies to elicit desired behavioral changes (Mueller et al., 2017), highlighting the pivotal role of well-structured instruction in shaping students' attitudes and behaviors. Furthermore, the discussions surrounding the efficacy of Social Studies instruction in effecting attitudinal change resonate with the literature's emphasis on purposeful and focused teaching (Bordoh et al., 2018). While participants expressed lofty aspirations for Social Studies education in molding students' attitudes and behaviors towards responsible citizenship, the study illuminated a critical issue—their limited awareness of the pedagogical skills and methods necessary to achieve these goals. This disconnect between desired outcomes and instructional practices echoes the existing literature's concerns (Mueller et al., 2017). The few participants (3) who underscored the importance of clear demonstration and teaching beyond examinations echo the notion that educators must make students aware of how the subject aims to enhance them as individuals.



Their emphasis on the behavioral and affective facets of the subject corresponds harmoniously with the literature's emphasis on practical, relatable, and lively lessons that resonate with students on an emotional level, thereby sparking curiosity (Jennings, 2012; Mueller et al., 2017). Moreover, the participants who emphasized the pivotal roles of enthusiasm, competence, commitment, and a supportive school environment in achieving attitudinal change align seamlessly with the literature that underscores the multifaceted nature of attitude change instruction (Mueller et al., 2017). Participant 7's perspective, in particular, underscores the collaborative effort required between teachers and students to foster an environment conducive to attitude change, aligning with existing literature that highlights the importance of creating an environment that encourages student engagement, questioning, and reflection (Cedefop, 2009).

The study findings underscore the gap in teachers' comprehension and implementation of attitude change instruction. This aligns with the need for professional development to equip educators with pedagogical strategies for meaningful attitude change. These findings resonate with Cognitive-Dissonance Theory and Constructivism Learning Theory, emphasizing the importance of aligning teachers' beliefs and practices, active student engagement, and practical teaching methods in promoting attitudinal change, as guided by the theoretical and conceptual frameworks.

#### ***4.5.2 Teachers Perspective of Students' Attitudinal Learning Outcomes in Social Studies***

Objective 2 of this study delves into the perspectives of Social Studies instructors regarding students' attitudinal learning outcomes. One of the notable findings from this objective is the varied emphasis placed on attitudinal learning outcomes by the participating teachers. The majority of teachers expressed that they do not pay significant attention to noticing changes in students' attitudes and behaviours.



This tendency is attributed to the fact that attitudinal components of learning are not typically assessed as part of the formal evaluation process in their educational system. This finding aligns with the literature (Blazar & Kraft, 2017) and suggests that the lack of emphasis on assessing affective and behavioral aspects of learning may contribute to the limited attention given to these outcomes by educators. This confirms the assertion made by Passos (2009) that some teachers hide important information and beneficial discussions with the belief that the purpose of teaching is to transmit fixed knowledge to students. Furthermore, some teachers acknowledged that while they recognized the existence of negative behaviours and attitudes in some students, they rarely tailored their instructional methods to address these issues. Their primary focus remained on cognitive learning, driven by the assessment requirements that prioritize academic knowledge over attitudinal change. This observation resonates with the broader discussion in educational research about the influence of assessment on teaching practices (Cohen, 2011).

However, it is essential to highlight the presence of a minority of teachers who actively seek to influence students' attitudes and behaviors through their instructional practices. These educators emphasize that attitude change is a crucial goal of their teaching, and they make deliberate efforts to observe and encourage such changes both inside and outside the classroom. Their experiences align with research (Watson et al., 2016; 2017; Cheng et al., 2020; Janakiraman et al., 2021) showing that intentional instructional design can lead to significant positive outcomes in students' attitudes.

Moreover, these teachers shared heartwarming anecdotes illustrating the attitudinal gains made by their students due to their classroom instructional practices. These real-life examples underscore the potential impact of educators in fostering positive attitudes

and behaviors in students, extending the influence of education beyond academic knowledge.

In conclusion, the study reveals limited attention to assessing and fostering attitudinal change, reflecting the need for a comprehensive approach. It aligns with Constructivism Learning Theory and the Conceptual Framework, emphasizing active student engagement and practical, interactive teaching methods. Teachers actively aiming to influence attitudes align with Constructivist principles, highlighting the potential impact of education beyond academics. Additionally, the study's call for equipping teachers with these strategies aligns with empirical evidence supporting the effectiveness of purposeful instructional design for attitudinal change, as demonstrated in previous research (Watson et al., 2016; 2017)

#### ***4.5.3 Classroom Instructional Practices of Instructors***

The study's third objective was to assess the alignment between Social Studies teachers' classroom instructional practices and the principles of attitudinal change instruction. This objective was met through the examination of various aspects of instructional practices in the observed classes. According to Muller et al. (2017), the first principle of attitudinal change instruction emphasizes the need to activate all three components of attitudinal change: cognitive, affective, and behavioural. The study's findings reveal that the majority of observed classes primarily concentrated on the cognitive component. Instructors aimed to transmit factual information and concepts to students, often through traditional lecture-style methods. This resonates with the findings of Westwood (2008) and Blazar and Kraft (2017) that the lecture method may be less effective for changing attitudes. Lectures typically offer limited opportunities for active learner engagement and emotional connection.

The second principle of attitudinal change instruction calls for the use of demonstrations with persuasive messaging and modeling of desired behavior. However, the study's results suggest that many instructors favoured didactic teaching methods over persuasive communication and behavior modeling. This misalignment with the second principle highlights a critical area for improvement. Previous research by Jennings (2012) and Mueller et al. (2017) underscores the significance of presenting circumstances that require attitudinal adjustment and encouraging reflection. Such techniques not only enhance emotional engagement but also facilitate attitude change.

The third principle of attitudinal change instruction emphasizes the importance of supporting learners in applying and practicing new attitudinal changes. The findings of this study indicate that many instructional activities did not effectively support students in this regard. Instructors predominantly focused on cognitive understanding, providing limited opportunities for practical application. This misalignment resonates with existing literature (Jennings, 2012; Mueller et al., 2017), which emphasizes the need for activities that encourage students to actively engage with and practice attitudinal changes in real-life scenarios. Encouraging practical application and practice of new attitudes is essential for meaningful and lasting attitude change.

The fourth principle of attitudinal change instruction pertains to supporting the integration of new attitudinal changes into students' lives beyond the classroom. However, the study revealed that the majority of instructors did not effectively address this component in their instruction. Lessons primarily aimed at delivering information, with limited guidance on how students could integrate these changes into their daily lives. This misalignment emphasizes the importance of instructors facilitating the practical application of attitudinal changes beyond the classroom context.

Similar findings have been discussed by Mueller et al. (2017), stressing the need for students to experience empathy and connect personally with the topics studied, as empathy plays a crucial role in attitude change.

In contrast, a few instructors, notably Participant 2 and 7, incorporated attitudinal learning principles effectively into their lessons. They activated all components of attitudinal change: cognitive, affective, and behavioral. Their lessons encouraged students to comprehend the material, recognize its practical utility, and engage in personal reflection, aligning with research on attitudinal change (Mueller et al., 2017). Furthermore, they excelled in the use of persuasive messaging and behaviour modeling, effectively demonstrating desired behaviors. This aligns with research emphasizing the significance of persuasive messaging and modeling in attitude change (Frymier & Nadler, 2013). They also supported the application and practice of new attitudinal changes through critical questions and peer collaboration, which encourages students to reconsider their views. Moreover, their teaching practices facilitated the integration of new attitudinal changes into students' lives, fostering not only comprehension but also practical application. This approach aligned with the importance of empathy and personal connection in attitude change (Mueller et al., 2017).

In conclusion, findings indicate a misalignment between classroom practices and attitudinal change principles. This underscores the need for a shift towards interactive and persuasive teaching methods, practical application, and empathy, aligning with both the theoretical and conceptual frameworks' recommendations. Some instructors exemplify effective integration of attitudinal learning principles into their teaching practices, showcasing the potential for a more comprehensive approach to attitudinal learning.

Effective integration of attitudinal learning principles, as demonstrated by a few instructors, holds promise for a more comprehensive and effective approach to attitudinal learning in Social Studies education.

#### **4.5.4 Factors that Hinder the Application of Attitudinal Instruction in the Classroom**

Objective 4 of this study aimed to identify the factors hindering the effective application of attitudinal instruction in the classroom. This objective shed light on various challenges faced by educators when attempting to incorporate attitudinal change instruction into their teaching practices. The study highlighted a significant issue where many educators lack a deep understanding of the subject matter they teach. This shallow knowledge often results in ineffective attitudinal instruction. Participant's 3 testimony emphasized how some teachers struggle to provide meaningful and practical examples, hindering students' attitudinal learning outcomes. This aligns with previous research indicating that teachers' subject expertise significantly influences students' learning outcomes (Blazar & Kraft, 2017). The call for teachers to gather relevant information echoes the importance of continuous professional development (Cohen, 2011). Similarly, Kankam, et al., (2014) stress that, it is traditionally accepted that for any effective teaching and learning, the teacher should have both the content knowledge and the pedagogy.

The study's revelation of the negative influence of teachers' irresponsible and apathetic behavior on students' attitudinal learning outcomes resonates with existing literature on teacher-student relationships (Blazar & Kraft, 2017; West et al., 2016). It emphasizes the importance of teachers serving as role models and maintaining professionalism, not only within the classroom but also within society.

As succinctly put by Aggarwal (2001:228), "Social Studies demands well-prepared, conscientious individuals of sound knowledge and training," particularly when addressing attitude change in students. The study revealed a prevalent difficulty among educators in teaching and evaluating attitudinal contents. This aligns with previous research emphasizing the need for clear procedures and processes in addressing attitudinal concepts and the importance of systematic approaches to attitude change instruction (Mueller et al., 2017). This also underscores the necessity for teacher training and professional development in attitudinal instruction methods (Blazar & Kraft, 2017).

The study brought attention to the teacher-centered and textbook-based nature of Social Studies education. This aligns with previous research highlighting the limitations of traditional pedagogical approaches in fostering attitude change (Blazar & Kraft, 2017). Participant 3's reference to the "two-by-four" pedagogy emphasizes the need for more interactive and experiential learning methods to engage students and promote attitude change (Parker, 2010). Participants noted that students often have a poor perception of the subject, viewing it as simple and not worthy of serious study. This aligns with the literature on student motivation and engagement, emphasizing the importance of students perceiving the relevance and value of what they are learning (Parker, 2010).

The study highlighted the negative public perception of the subject, which can undermine its effectiveness. This aligns with broader issues in education where societal perceptions impact curriculum and policy decisions (Haste, 2018). This finding emphasize the need for advocacy to raise awareness about the subject's importance in nurturing responsible citizens.

Participants indicated that time constraints and a crowded curriculum can hinder effective attitudinal instruction. This aligns with concerns about standardized assessments and the need for a balanced curriculum (Cedefop, 2009). This highlights the importance of allocating sufficient time and resources for attitudinal instruction. Social media's influence on students' attitudes and behaviour is a growing concern. Participant 15's observation aligns with the broader societal impact of digital technology on attitudes and values (Albarracin & Shavitt, 2017). The lack of discipline in schools, as noted by Daniel, underscores the importance of maintaining a conducive learning environment.

In summary, this study's findings underscore the multifaceted challenges faced by educators in effectively implementing attitudinal instruction in the classroom. These challenges encompass teacher knowledge and behaviour, student perceptions, societal attitudes, and institutional factors. Addressing these hindrances requires a comprehensive approach involving teacher training, curriculum reform, and broader societal awareness campaigns about the importance of attitudinal learning in education.

#### **4.6 Summary of Chapter**

Chapter Four of this study explores the perspectives of Ghanaian Senior High School Social Studies teachers regarding attitude change instruction. It delves into their views on the subject's relevance, their understanding of attitude change instruction, their assessment of its effectiveness, and the practical implementation of these principles in the classroom. Additionally, the chapter uncovers the challenges that hinder effective attitude change instruction.

The findings from Objective 1 reveal that teachers generally view Social Studies as a subject that can foster responsible citizenship and address societal issues. However, it



becomes evident that many educators lack a deep understanding of what attitude change instruction entails and how to effectively implement it in the classroom. Objective 2 sheds light on how Social Studies instructors perceive students' attitudinal learning outcomes.

While some teachers actively aim to influence students' attitudes and behaviors, the majority have limited attention to assessing and fostering attitudinal change in students. Objective 3 investigates classroom instructional practices related to attitude change instruction. The study uncovers a misalignment between these practices and the principles of attitudinal change, with a predominant focus on cognitive understanding and traditional teaching methods. However, a minority of instructors demonstrate effective integration of attitudinal learning principles into their lessons.

Lastly, Objective 4 explores the factors hindering the effective application of attitudinal instruction in the classroom. The study reveals various challenges faced by educators when attempting to incorporate attitudinal change instruction into their teaching practices, including limited subject expertise, ineffective teaching methods, and curriculum constraints. These findings were underpinned by the selected theoretical frameworks, primarily Cognitive-Dissonance Theory and Constructivism Learning Theory, and were congruent with the Conceptual Framework's Activation, Demonstration, Application, and Integration Principles.

Overall, this chapter offers a comprehensive insight into the perceptions and practices of Ghanaian Social Studies teachers, highlighting the need for further professional development and a more intentional approach to attitudinal learning outcomes in the classroom.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Overview of the Study

This chapter summarizes the key findings, draws conclusions, and provides recommendations based on the research conducted. The study aimed to explore teachers' perspective and use of attitudinal change instructions in Social Studies. This research adopted a qualitative approach and utilized a case study design, involving 15 Social Studies instructors selected from five public Senior High Schools situated in the Oforikrom and Sekyere South districts. Data collection involved semi-structured interviews with all 15 participants and classroom observations with seven of them. The research employed Mueller et al.'s (2017) first principle of attitudinal instruction as a framework to assess instructors' classroom practices. Audio recordings of interviews and classroom observations were meticulously transcribed to facilitate analysis. In the following sections, the study presents the key findings, draws conclusions, and provides recommendations based on the study's outcomes.

#### 5.2 Key Findings

The study's findings reveal various insights into teachers' perspectives and practices related to attitude change instruction in Social Studies.

##### ***Objective 1: Social Studies Instructors' Attitude Towards Attitude Change Instruction***

- The study's findings indicate unanimous recognition among participants of the pivotal role of Social Studies in shaping responsible citizens, aligning with its established role in citizenship education. However, a notable gap exists in their comprehension of attitude change instruction. Specifically, the greater majority, 13 out of 15 participants, demonstrated a limited understanding of what

attitudinal change instruction entails and how it could be effectively integrated into classroom instruction to bring about attitude change.

- While participants expressed lofty aspirations for Social Studies' influence on students' attitudes and behaviors, the study unveils a critical challenge—a limited awareness of the pedagogical skills and methods required to translate these aspirations into practice. However, a few participants (2) stood out by providing effective teaching strategies that encompassed clear demonstration, real-world relevance, and emotional engagement.

### ***Objective 2: Social Studies Instructors' Perspectives on Students' Attitudinal Learning Outcomes***

- It became evident through the study that a greater majority of teachers (participants) do not prioritize students' attitudinal learning outcomes in Social Studies, largely due to the formal assessment system's neglect of these affective and behavioural dimensions of learning. Consequently, they tend to concentrate more on imparting academic knowledge, often overlooking the potential for attitudinal transformation in their students.
- The study revealed that a minority of dedicated teachers actively aim to influence students' attitudes and behaviours through purposeful instructional methods. These educators not only recognize the importance of attitude change but also have tangible examples of the positive attitudinal gains made by their students, demonstrating the profound impact of intentional teaching approaches.

### ***Objective 3: Assessment of Classroom Instructional Practices in Alignment with Attitudinal Change Instruction Principles***

- The study's assessment of Social Studies classroom instructional practices highlighted a prevalent concentration on the cognitive component of attitudinal

change, often through traditional lecture-style methods. This approach limited opportunities for active learner engagement and emotional connection, reflecting a misalignment with the principles of attitudinal change instruction.

- The study's findings strongly indicate that educators' instructional methods often fall short of stimulating learners' curiosity or generating cognitive dissonance that can drive them to engage in reflective and purposeful processing of information, ultimately aiming for the desired change in attitude and behavior.

***Objective 4: Identifying Factors Hindering the Application of Attitudinal Instruction in the Classroom***

- The study's findings highlight that educators encounter challenges when trying to address students' attitudes, values, and behaviors due to their limited understanding of attitude change instruction, inadequate subject matter expertise, less effective teaching methods, irresponsible and apathetic lifestyle of some Social Studies instructors, and negative societal perceptions of the subject.
- The study further revealed other challenges that include limited access to educational resources, difficulties in effectively teaching and assessing attitudinal content, and the constraints imposed by a crowded curriculum and limited time.

**5.3 Conclusions**

This study has provided valuable insights into the perspectives, knowledge, and practices of Social Studies educators concerning attitudinal change instruction, shedding light on elements that either enable or hinder attitudinal learning. The findings reveal a significant gap between educators' perception of the subject's impact and their

ability to effectively foster attitude and behavioural change in students due to a lack of pedagogical knowledge and skills. Equipping educators with the necessary tools for attitudinal learning is imperative.

Attitudinal instruction aims to influence learners' actions by modifying attitudes, feelings, values, motivations, and beliefs. A comprehensive approach to education, encompassing cognitive, affective, and behavioral aspects, values integration, and character development, is crucial for maintaining educational quality. Prioritizing attitudinal learning outcomes contributes to students' moral development and cultural preservation. Even if attitudes or behaviors don't change immediately in a single lesson, the groundwork for future attitude change can be laid, promoting further exploration of knowledge and constructive debate among students outside of formal instruction.

These findings align with established theories emphasizing the multifaceted nature of teaching and the necessity of enhancing teachers' comprehensive skill sets. By addressing these challenges, we can pave the way for a more effective Social Studies education system, ultimately nurturing responsible and engaged citizens.

#### **5.4 Recommendations**

Following the issues that emerged from the data, the following recommendations are made for policy and practice:

1. Based on the findings of the study, it is recommended that the Ministry of Education (MoE), Ghana Education Service (GES), and Non-Governmental Organizations (NGOs) organise workshops, seminars, and training on attitudinal learning for in-service Social Studies educators to update their skills

in effective planning and delivery of attitude change instructions to effect attitude change in learners.

2. The study recommends that curriculum developers in the tertiary schools introduce attitudinal change instruction as a separate course in Social Studies education at the undergraduate level in universities and colleges of education to assist practicing teachers in developing the necessary pedagogical skills and knowledge in creating attitudinal learning in the classroom.
  - It is recommended that the CRDD of the Ministry of Education in Ghana consider revising the Social Studies curriculum to incorporate more interactive and experiential learning methods. This will help engage students and promote attitude change effectively, moving away from traditional teacher-centered and textbook-based approaches.
3. It is critical that the external evaluating body, the West African Examinations Council (WAEC), reconsider how students are assessed. These authorities and instructors in the classroom should ensure that standardized assessments do not overshadow the importance of fostering attitudinal change.
4. The Ghana Education Service must take essential efforts to monitor the behaviour of teachers, particularly Social Studies educators are urged to serve as role models for the students they mentor. Social Studies instructors, in schools and take appropriate action to address any errors.
  - Efforts should be made by educational stakeholders to challenge and change negative societal perceptions of the Social Studies subject. This can be achieved through collaborative initiatives involving educators, media, and community engagement.

## 5.5 Areas for future studies

The following areas have been identified as potential research areas:

- A national study should be conducted to explore instructors' perceptions of attitudinal instruction. This will serve to enhance the sample size, allowing for a more comprehensive knowledge of the issue for curricular improvements
- Future study should explore students' perceptions of attitudinal learning outcomes to provide extensive data to help Social Studies educators to reconsider their methods of teaching in the classroom
- Further study should focus on using different attitude change framework as a guide besides Mueller et al.'s (2017) to find out instructors' preparedness of incorporating those principles in their instruction to effect attitude change.





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## APPENDICES

### APPENDIX A: Letter of Introduction to the School Heads.

I am a postgraduate student at the University of Education, Winneba. Pursing my Master of Philosophy program in Social Studies Education. I intend to do my dissertation research titled *Teachers' perceptions and Use of Attitudinal Instructions in Social Studies*. The goal of this research is to explore how social studies instructors consider about attitudinal learning and how they integrate it into their lessons. I am carrying out this research in some selected public Senior High Schools in the district/municipal. As part of this, I would like to interview your Social Studies teachers. I will also conduct classroom observation with some of these teachers who participate in the interview. Your school and participants' responses would be treated with confidentiality. There is no risk expected in this study. If you agree, please sign your name.

Thank you very much for your assistance.

Ebenezer Appiah-Kubi

I agree to let Ebenezer Appiah-Kubi

1) Interview Social Studies teachers at my school \_\_\_\_\_ (initial here)

2) Conduct classroom observation with Social Studies teachers \_\_\_\_\_ (initial here)

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Signature of Headmaster/Headmistress

Date:

Date:

Email address of Investigator: [ebenezerappiah49@gmail.com](mailto:ebenezerappiah49@gmail.com)

## APPENDIX B - Interview Guide for Teachers

### TEACHERS' PERCEPTION ON ATTITUDINAL INSTRUCTION

#### SECTION A

##### BACKGROUND INFORMATION OF TEACHERS

1. Name of school.....
2. Name of teacher.....
3. Sex M [ ] F [ ]
4. Highest academic qualification .....
5. Number of years in the teaching profession.....
6. Subject area of specification .....
6. Current role? An examiner / Mentor/ Head of Department.

#### SECTION B

1. *What role do attitudes and values play in Senior High School Social Studies education?*
2. *What ideas come to mind when you hear of the term "attitude change instructions" for Social Studies?*
3. *How do you think the teaching of the subject in schools can cause a change in students' attitudes, thoughts and behaviour?*
  - *Could you give me an example of a strategy you would use to change students' attitude/behaviour in Social Studies lesson?*
  - *What knowledge / information would you hope to teach your students if you use that strategy?*
4. *Do you take notice of any observed change in attitude/opinion/belief in your students as a result of your instruction? Have you been told of any by your students?*
5. *Do you think teachers take into consideration this very purpose of the subject when planning, designing and teaching the subject?*
6. *What drives your instructions in the classroom?*
7. *What factors do you think, either facilitate or impede attitude change instructions for Social Studies?*



## APPENDIX C - Observation Guide

### TEACHERS' APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION

#### SECTION A

Teacher \_\_\_\_\_ Dates of Observations \_\_\_ / \_\_\_ / \_\_\_  
 Session: \_\_\_\_\_ School: \_\_\_\_\_  
 Form: \_\_\_\_\_ No. on Roll: \_\_\_\_\_ Period: \_\_\_\_\_  
 Duration: \_\_\_\_\_ Topic treated in lesson: \_\_\_\_\_

#### SECTION B

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices. The incorporation of these principles into instructors' lessons was noted with Yes or No Signal description.

**Table 1.** First principles of attitudinal instruction

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**First principles of attitudinal instruction**

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**Does the instruction activate learners' existing attitudinal change(s)?**

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Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?

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Does the subject present a situation which calls for the attitudinal change?

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**Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?**

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Does the instruction model the targeted attitudinal change?

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Does the instruction promote awareness of the targeted attitudinal change?

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**Table 1.** First principles of attitudinal instruction (continued)

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**Do instructional activities support learners in applying/practicing new attitudinal change(s)?**

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Does the instruction promote empathy regarding the targeted attitudinal change?

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Does the instruction incorporate simulation of the application of the targeted attitudinal change?

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Does the instruction provide learners attitudinal checkpoints?

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**Do instructional activities support integration of new attitudinal change?**

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Does the instruction support peer collaboration and critique related to the targeted attitudinal change?

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Does the instruction require personal reflection related to the targeted attitudinal change?

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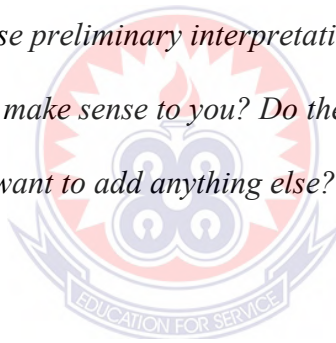
Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?

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## APPENDIX D - Follow-up Interview

After doing classroom observations and sharing interview transcripts and initial interpretations with my participants, I did this follow-up interview. The goal was for participants to clarify or elaborate on certain topics raised during their first interviews and classroom teaching activities. It was also used to assess the credibility of the initial conclusions drawn from the data.

- *In our initial interview, you said "... "; could you perhaps clarify on this?*
- *You mentioned "... "; could you elaborate on that?*
- *What did you seek to convey to students by using the "....." teaching strategy?*
- *How do you believe your lesson will affect attitude change?*
- *Read/ listen to these preliminary interpretations based on our initial interview; do they make sense to you? Do they interpret your meaning suitably? Do you want to add anything else?*



**APPENDIX E – Participant 6’s Observational Data**

## LEVEL OF APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION

**SECTION A**Name of Teacher: Participant 6 School Code: B Form: 3 No. on Roll: 35Period: 3 Duration: 2 hrs Date of observation: 06/07/2022 Time: 10:00am-12:00pmTopic treated in lesson: Benefits and Problems of Cooperation**SECTION B**

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices.

**Table 1.** First principles of attitudinal instruction

<b>First principles of attitudinal instruction</b>	
<b>Does the instruction activate learners’ existing attitudinal change(s)?</b>	
Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?	YES
Does the topic present a situation which calls for the attitudinal change?	YES - The teacher used Ghana's support for Haiti to explain the need to help other countries even though Ghana was also in need
<b>Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?</b>	
Does the instruction model the targeted attitudinal change?	YES
Does the instruction promote awareness of the targeted attitudinal change?	YES - students asked critical questions as to why Ghana cooperates with other nation but still suffers.

**Table 1.** First principles of attitudinal instruction (continued)

<b>Do instructional activities support learners in applying/practicing new attitudinal change(s)?</b>	
Does the instruction promote empathy regarding the targeted attitudinal change?	YES - emotional stories shared
Does the instruction incorporate simulation of the application of the targeted attitudinal change?	No signal --
Does the instruction provide learners attitudinal checkpoints?	No signal --
<b>Do instructional activities support integration of new attitudinal change?</b>	
Does the instruction support peer collaboration and critique related to the targeted attitudinal change?	Rarely, Students sat quietly and attentively to listen to the lecture of the teacher
Does the instruction require personal reflection related to the targeted attitudinal change?	Rarely, most of the points shared by students were explained by the teacher himself
Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?	Rarely, the lesson was teacher-centered. The teacher rarely asked questions for reflection

**APPENDIX F – Participant 15’s Observational Data**

## LEVEL OF APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION

**SECTION A**

**Name of Teacher:** Participant 15 **School Code:** E **Form:** 3 **No. on Roll:** 48

**Period:** 4 **Duration:** 2hrs **Date of observation:** 08/06/2022 **Time:** 11:00am-1:00pm

**Topic treated in lesson:** Causes and Effects of Rapid Population growth

**SECTION B**

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices.

**Table 1.** First principles of attitudinal instruction

<b>First principles of attitudinal instruction</b>	
<b>Does the instruction activate learners’ existing attitudinal change(s)?</b>	
Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?	Rarely -- He asked for the meaning of population, pop growth, just simply asking for the definition of terms. The students had handout so telling the definitions were not a major challenge for them
Does the course present a situation which calls for the attitudinal change?	No signal
<b>Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?</b>	
Does the instruction model the targeted attitudinal change?	No signal --
Does the instruction promote awareness of the targeted attitudinal change?	No signal --

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**Do instructional activities support learners in applying/practicing new attitudinal change(s)?**

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Does the instruction promote empathy regarding the targeted attitudinal change?	No signal --
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**Table 1.** First principles of attitudinal instruction (continued)

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Does the instruction incorporate simulation of the application of the targeted attitudinal change?	No signal --
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Does the instruction provide learners attitudinal checkpoints?	No signal --. Teacher was more concern about students putting the concepts into memory.
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**Do instructional activities support integration of new attitudinal change?**

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Does the instruction support peer collaboration and critique related to the targeted attitudinal change?	No signal --. In an attempt to explain why can is seen to be overpopulated. The students just started chorusing the points from their handout which he allowed for that
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Does the instruction require personal reflection related to the targeted attitudinal change?	No-signal --
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Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?	Rarely—Some student made reference to their colleague's opinions and shared more insights on them. It was rather asking for the meaning of the keywords
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**APPENDIX G – Participant 11’s Observational Data****LEVEL OF APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION****SECTION A****Name of Teacher:** Participant 11 **School Code:** C **Form:** 1 **No. on Roll:** 50**Period:** 1 **Duration:** 1hr. 30mins **Date of observation:** 12/07/2022 **Time:** 7:30am- 8:30am **Topic treated in lesson:** False Identity**SECTION B**

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices.

**Table 1.** First principles of attitudinal instruction

<b>First principles of attitudinal instruction</b>	
<b>Does the instruction activate learners’ existing attitudinal change(s)?</b>	
Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?	YES -- He asked what makes u different from other people, when he wants the students to explain identity
Does the instruction present a situation which calls for the attitudinal change?	YES -- Practical instances where students live under false pretense, she shared a true life story to tell how a lady ended up in a grave disrespect and shame. This moved the students to relate well with the topic
<b>Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?</b>	
Does the instruction model the targeted attitudinal change?	YES -- Practical instances, and the stories shared were emotional and educative.



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Does the instruction promote awareness of the targeted attitudinal change?	YES -- Asked for feedback
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**Do instructional activities support learners in applying/practicing new attitudinal change(s)?**

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Does the instruction promote empathy regarding the targeted attitudinal change?	YES -- emotional stories shared
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Does the instruction incorporate simulation of the application of the targeted attitudinal change?	No signal
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Does the instruction provide learners attitudinal checkpoints?	No signal.
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**Do instructional activities support integration of new attitudinal change?**

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Does the instruction support peer collaboration and critique related to the targeted attitudinal change?	Rarely -- Students sat quietly and attentively to listen to the lecture of the students
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Does the instruction require personal reflection related to the targeted attitudinal change?	Rarely
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Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?	Rarely, the lesson was teacher-centered. The teacher rarely asked questions for reflection
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**APPENDIX H – Participant 7’s Observational Data**

## LEVEL OF APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION

**SECTION A**

**Name of Teacher:** Participant 7 **School Code:** A **Form:** 2 **No. on Roll:** 47

**Period:** 2 **Duration:** 2 hrs **Date of observation:** 21/07/2022 **Time:** 8:40am-10:40am

**Topic treated in lesson:** Promoting National Integration

**SECTION B**

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices.

**Table 1.** First principles of attitudinal instruction

<b>First principles of attitudinal instruction</b>	
<b>Does the instruction activate learners’ existing attitudinal change(s)?</b>	
Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?	YES – He asked when, how students have been discriminated against or ever been called with a name they do not like
Does the instruction present a situation which calls for the attitudinal change?	YES – He asked students how they feel about being discriminated against and being labelled negatively due to stereotype
<b>Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?</b>	
Does the instruction model the targeted attitudinal change?	YES – Teacher cited practical instances, and the stories shared were emotional and educative.

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<p>Does the instruction promote awareness of the targeted attitudinal change?</p>	<p>YES – teacher asked how students felt in situations of people holding negative beliefs about them.</p>
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**Do instructional activities support learners in applying/practicing new attitudinal change(s)?**

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<p>Does the instruction promote empathy regarding the targeted attitudinal change?</p>	<p>YES -- personal stories shared by teacher and students. Some of the information given by teacher created dissonance in students' thought</p>
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<p>Does the instruction incorporate simulation of the application of the targeted attitudinal change?</p>	<p>YES – He asked students to act out having prejudice about someone and how they relate with such person</p>
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<p>Does the instruction provide learners attitudinal checkpoints?</p>	<p>YES – He frequently asked for learners' reactions on issues</p>
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**Do instructional activities support integration of new attitudinal change?**

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<p>Does the instruction support peer collaboration and critique related to the targeted attitudinal change?</p>	<p>YES – students shared experiences, they also sought for clarification on information shared by their colleagues</p>
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<p>Does the instruction require personal reflection related to the targeted attitudinal change?</p>	<p>YES – through thought-provoking questions asked by teacher</p>
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<p>Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?</p>	<p>YES - the lesson was student-centered. The teacher consistently asked questions that encouraged personal reflection and group discussion</p>
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**APPENDIX I – Participant 14’s Observational Data**

LEVEL OF APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION

**SECTION A**

**Name of Teacher:** Participant 14 **School Code:** D **Form:** 2 **No. on Roll:** 42

**Period:** 4 **Duration:** 1hr. 30mins **Date of observation:** 28/06/2022 **Time:** 11:00pm- 12:00pm

**Topic treated in lesson:** Environmental Challenges: Factors affecting degradation in Ghana

**SECTION B**

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices.

**Table 1.** First principles of attitudinal instruction

<b>First principles of attitudinal instruction</b>	
<b>Does the instruction activate learners’ existing attitudinal change(s)?</b>	
Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?	Sometimes -- she asked students to describe any form of degradation in their vicinity
Does the instruction present a situation which calls for the attitudinal change?	No signal --
<b>Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?</b>	
Does the instruction model the targeted attitudinal change?	No signal --

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Does the instruction promote awareness of the targeted attitudinal change?	Sometimes – She asked students to describe how they see such degradations in their communit
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**Do instructional activities support learners in applying/practicing new attitudinal change(s)?**

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Does the instruction promote empathy regarding the targeted attitudinal change?	Rarely – nothing inducing emotional response was shared with students
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Does the instruction incorporate simulation of the application of the targeted attitudinal change?	Rarely
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Does the instruction provide learners attitudinal checkpoints?	Sometimes --. Teacher asks students how they feel about such degradation in their vicinity, asked who caused such problems
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**Do instructional activities support integration of new attitudinal change?**

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Does the instruction support peer collaboration and critique related to the targeted attitudinal change?	Rarely – there was peer collaboration when she asked them to discuss the causes of such problems in their community
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Does the instruction require personal reflection related to the targeted attitudinal change?	Rarely—the teacher concentrated much on how students can memorize points rather than how they feel about the issue at hand
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Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?	Sometime -- the teacher controlled the class leaving little chance for group discussion
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**APPENDIX J – Participant 2’s Observational Data**

## LEVEL OF APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION

**SECTION A**

**Name of Teacher:** Participant 2 **School Code:** B **Form:** 2 **No. on Roll:** 35

**Period:** 6 **Duration:** 2 hrs **Date of observation:** 27/07/2022 **Time:** 11:40pm- 1:40pm

**Topic treated in lesson:** Leadership and Followership: Qualities of a good leader

**SECTION B**

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices.

**Table 1.** First principles of attitudinal instruction

<b>First principles of attitudinal instruction</b>	
<b>Does the instruction activate learners’ existing attitudinal change(s)?</b>	
Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?	YES – She asked students to identify for themselves from their own map of the world truly great leaders and consider what beliefs, attitudes, skills and behaviours made them truly great
Does the instruction present a situation which calls for the attitudinal change?	YES – she asked students to consider whether all those skills, beliefs and behaviours are useful to a great leader
<b>Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?</b>	
Does the instruction model the targeted attitudinal change?	YES – she asked them to consider whether the list would be useful for them to apply as individuals.

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Does the instruction promote awareness of the targeted attitudinal change?	YES – she asked them to consider how the list would apply to their working context, challenging and changing it to fit their environment
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**Do instructional activities support learners in applying/practicing new attitudinal change(s)?**

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Does the instruction promote empathy regarding the targeted attitudinal change?	YES – students were asked to share those list they feel good to
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Does the instruction incorporate simulation of the application of the targeted attitudinal change?	Sometimes -- Students discussed the negative traits of some great leaders and its effects on leadership
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Does the instruction provide learners attitudinal checkpoints?	YES – questions were directed at how students can make some attitudinal shift
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**Do instructional activities support integration of new attitudinal change?**

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Does the instruction support peer collaboration and critique related to the targeted attitudinal change?	YES – there was an effective class discussion on the topic
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Does the instruction require personal reflection related to the targeted attitudinal change?	Sometimes – students were made to reflect on the qualities they listed to tell those they can apply and those they cannot
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Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?	Sometimes, the lesson was more student-centered. The teacher facilitated lesson with intriguing questions for reflection
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**APPENDIX K – Participant 1’s Observational Data****LEVEL OF APPLICATION OF EFFECTIVE ATTITUDINAL INSTRUCTION****SECTION A**

**Name of Teacher:** Participant 1 **School Code:** C **Form:** 3 **No. on Roll:** 35

**Period:** 3 **Duration:** 1 hr. 30mins **Date of observation:** 07/07/2022 **Time:**  
10:00am- 11:30am

**Topic treated in lesson:** The Role of the Family in the Socialization Process

**SECTION B**

Mueller et al. (2017) principles for effective attitudinal instruction served as a reference for assessing each instructor's instructional practices.

**Table 1.** First principles of attitudinal instruction

<b>First principles of attitudinal instruction</b>	
<b>Does the instruction activate learners’ existing attitudinal change(s)?</b>	
Are students asked to recollect prior knowledge and experience related to the targeted attitudinal change?	YES
Does the topic present a situation which calls for the attitudinal change?	YES, The teacher used Ghana's support for Haiti to explain the need to help other countries even though Ghana was also in need
<b>Do course demonstrations focus on persuasive messaging and modelling of targeted behaviour?</b>	
Does the instruction model the targeted attitudinal change?	No signal -
Does the instruction promote awareness of the targeted attitudinal change?	Rarely – Teacher asked of members in their family who bears the responsibility of socializing them

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**Do instructional activities support learners in applying/practicing new attitudinal change(s)?**

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Does the instruction promote empathy regarding the targeted attitudinal change?	No signal --
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Does the instruction incorporate simulation of the application of the targeted attitudinal change?	No signal --
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Does the instruction provide learners attitudinal checkpoints?	Rarely – Teacher was more concern about students ability to recall definitions
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**Do instructional activities support integration of new attitudinal change?**

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Does the instruction support peer collaboration and critique related to the targeted attitudinal change?	Rarely -- students sat calmly and attentively to listen the teachers' lecture.
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Does the instruction require personal reflection related to the targeted attitudinal change?	Rarely -- the teacher explained the majority of the points raised by students.
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Does the instruction require social reflection (group discussion) related to the targeted attitudinal change?	Rarely -- the teacher dominated the lesson. The teacher seldom asked reflective questions.
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