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RESEARCH TITLE

**EFFECTIVE PEDAGOGY FOR TEACHING OF SOCIAL STUDIES AND
CIVIC EDUCATION IN JUNIOR SECONDARY SCHOOLS IN CROSS
RIVER STATE**

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Abstract

This paper sought to explore the appropriate pedagogy that can be employ for the teaching and learning of Social Studies and Civic Education by the Social Studies teachers. Although the two disciplines, Social Studies and Civic Education are newly introduced in Nigerian school curriculum in the early 19's and late 19's. The problem of poor performance of students in these disciplines had led to the out cry of the state ministry of education, policy makers in education and stakeholders. Most of the educators in the state attributed this to lack of qualified and well trained teachers, inexperienced teachers, unprofessionally trained teachers, lacks of instructional materials, declining instructional quality, teachers' characteristics and teachers ineffective adoption of appropriate teaching pedagogy. This research work therefore call for the need of Social Studies teacher to adopt the necessary teaching pedagogy for effective teaching and learning of the disciplines. It is against this background the work is beamed on the concept of Social Studies, concept of Civic Education, and the concept of pedagogy. The paper also focuses on teaching as inquiry pedagogy, which has to do with: focusing inquiry, teaching inquiry and learning inquiry. Factors to be considered by the Social Studies teacher in selecting pedagogy for teaching of Social Studies and Civic Education in Junior secondary school, Assessing the effectiveness of Social Studies and Civic Education teaching pedagogy in junior secondary schools and how we can achieve excellence in Social Studies and Civic Education using teaching as inquiry pedagogy in Junior secondary schools were also considered.

Introduction

Education has been identified as a dynamic instrument of change hence, developed countries and those aspiring to development have adopted it as an instrument for excellence for effecting national development. It is against this backdrop that the federal government of Nigeria is committed to the integration of the individual into sound and effective citizen, and in the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary level, both inside and outside the formal school system (Federal Republic of Nigeria, FRN, 2000).

Secondary education is occupying a vital position in Nigeria education policies programmes. This is based on the belief that secondary education is the earliest education and a foundation upon which other levels of education stand (Grant, 2003:12). Supporting this, Adler (2008:56) observed that secondary education is very essential for children growing up atmosphere of poverty in a democratic society like (Nigeria). In view of this, Ikwuazom (2005:5) opined that secondary education is the earliest education system given in a formal institution for children from the aged of 10 to 20years after primary school.

It was on this issues Social Studies education was introduce in the Nigeria schools curriculum in 1960s. With the philosophical nature of the discipline, which centred on man in the society and also it possesses a high degree of cultural emphasis. The various cultural backgrounds from where scholars and authorities in the subject area have emerged have also given rise to varying conception and definitions of it (Eloma, 2005:90).

The philosophy of Social Studies as reflected above, has influenced many minds as to assets what the subject possesses in terms of confronting and attempting to solve the problems of man in his different environmental setting of the world over. It has become an accepted fact in many quarters that Social Studies emerged in the schools' curricula with the aim of reforming education for the purpose of sensitizing humanity to the needs and resources of the world. It is regarded as a major tool for national development and is deemed as capable of presenting a total solution to education problems confronting many countries of the world - (Nigeria) (Britzman, 2003:14).

It is in this parameter Chant (2002:43) observed that considering the philosophical background of the discipline on man and the country as a whole, we cannot accomplish the philosophical nature of the discipline without employing the necessary teaching pedagogy for accomplishment of it goals in the country. Therefore, this paper is designed to focus at the necessary pedagogy to be use for effective teaching of Social Studies and civic education in Junior Secondary Schools (JSS).

Concept of Social Studies

Social Studies as a discipline is geared towards providing young people with opportunity for nurturing the virtues of self-realization, better human relationships, self and national unity, social and political advancement, scientific and technological development. Social Studies is concerned with the study of people in society, in space and in time, and how they relate to one another and to the group to which they belong (Osakwe, 2010:6).

Social Studies has as its major focus the promotion of civic competence, integration of knowledge skills and attitudes in resolving societal problems, issues and challenges. It is a discipline that ruminates and explores the dynamism of society and the changing nature of knowledge. Social Studies foster new and integrated approaches at resolving societal and environmental issues (Osakwe, 2009:14).

In this circumstance, the main goal of Social Studies education is designed to generate and develop intelligent, responsible and self-directing citizens who are expected to positively explore opportunities to develop their own potentialities and to contribute their maximum effort to the improvement of group living within the societal frame-work of the nation (Okam & Chukwu, 2005:67).

From the above conceptualization, Barton, McCully and Marks (2004:16) opined that there is not much debate that Social Studies is a subject that deals with man's life. In other words, Social Studies focuses on:

- (a) Man – the individuals in society
- (b) His relationships or interactions with society (other men) and
- (c) His interactions with the environment

Civic Education

Civic education is a system of education that inculcate sound moral values in the youths. It is education system which aims to help people learn how to become active, informed and responsible citizens. Civic education, remain an important means of teaching the populace about individuals right and what duties and responsibilities the leader and the led have (Darling- Hammon & Bransford, 2005:32).

Supporting this view, Ritter, Powell & Hawley (2007:89) observed that the introduction of civic education is to teach citizens the virtues of good citizenships particularly the values of obedience, humility and submission to constituted authority. That civic education will deepen democratic culture and encourage qualitative participation of average Nigeria in the government process. McCully & Marks (2004:56) observed that civic education will provide a basis for understanding of the rights and responsibilities of citizens in Nigeria constitution and a framework for competent and responsible participation.

The Concept Pedagogy

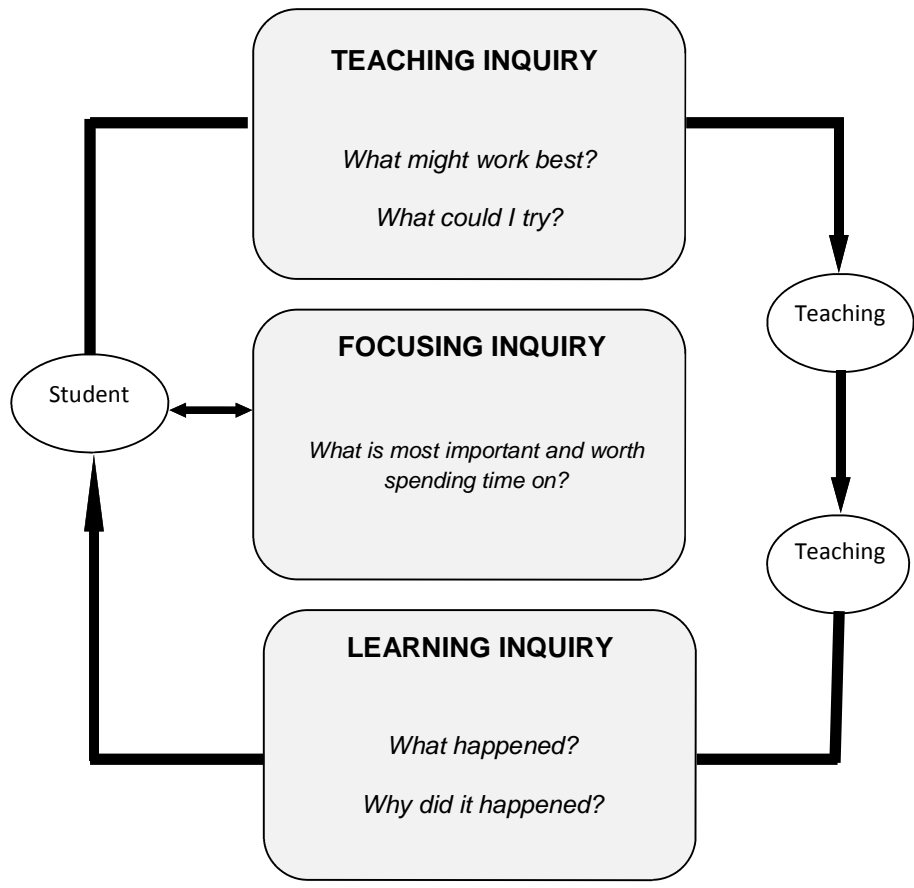
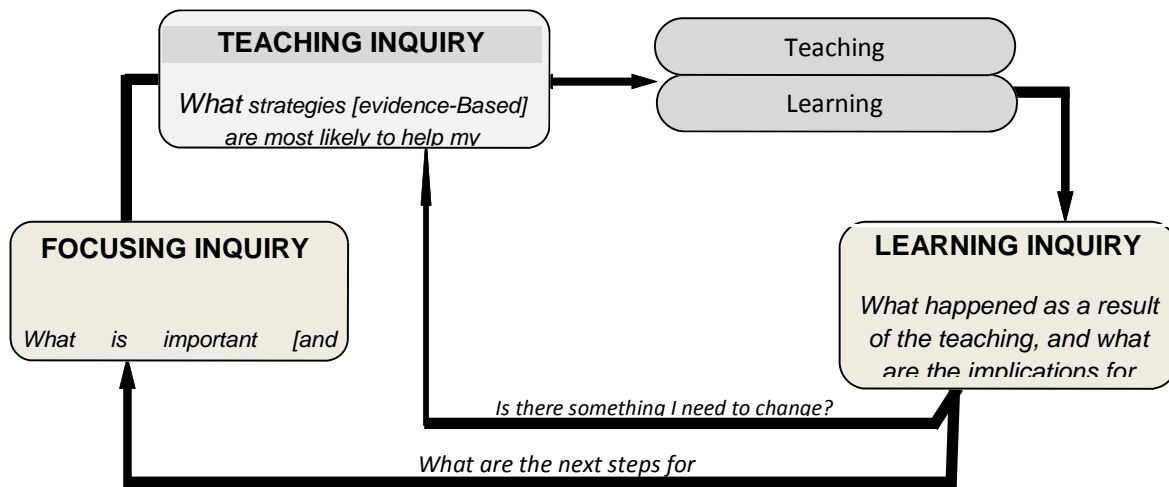
According to Mbang & Agba (2012:54) pedagogy is the study and theory of the methods and principles of teaching. Adler (2008:13) opined that ‘Pedagogy means teaching’ specifically teacher actions that promote students learning. Effective Social Studies teacher use a range of approaches to support students learning. That, effective pedagogy in Social Studies outlines the evidence of what teaching approaches enhance outcome for diverse learners in the Social Studies curriculum. Even though we have so many teaching pedagogy like; lecture method, questioning, dramatization, simulation, project, discussion, and inquiry pedagogy that can led us to achieve Social Studies goals. Dinkelman (2004:34) commented that there is no good or bad pedagogy in the teaching and learning of Social Studies, that the use of a particular pedagogy in teaching Social Studies depend on the expertise of the teacher in the subject area. Teachers’ competence, teacher characteristics, teachers’ comportsment, teachers’ specialization, how professional is the teacher in the subject area and teachers’ classroom management, should led the teacher to achieve his stated objectives in class. It is in view of this, this paper takes a critical focus on ‘teaching as inquiry pedagogy’ for effective teaching and learning of Social Studies and Civic Education in Junior Secondary Schools.

Teaching as Inquiry Pedagogy

Effective Social Studies teachers inquire into the teaching-learning relationship; they think about how they are teaching and whether it is working. This can be moment by moment as teaching takes place, day to day, or over a longer term as occurs when using teaching as inquiry approach (Darling-Hammond and Bransford, 2005:105).

Social Studies curriculum offers generic information about effective pedagogy and described a process for teaching as inquiry pedagogy. See teaching as inquiry pedagogy diagram below:

Teaching as Inquiry



Source: Center for Advance Study of Teaching and Learning Charlottesville. Virginia.

Teaching as inquiry is a cyclic process and involves the teacher putting students at its heart while also reflecting on the effectiveness of their own approaches. It ensures that the learning remain student centred and is immediately responsive to the success of the approach taken and reveals the need to revisit or adapt the pedagogy being used (Dinkelman, 2004:17).

As teachers build their knowledge of both learner and learning, they model what it is like to be a life long learner. The cycle of inquiry is our best guarantee that we don't carry on doing what we're doing if it is no longer working or it is not working for particular students or groups of students (Ritter, Powell, and

Hawley, 2007:110). Gradwell (2006:15) found that for Social Studies teaching to be effective, the teacher should be focusing himself on the following: focusing inquiry, teaching inquiry and learning inquiry.

Focusing Inquiry

According to Feiman-Nemser (2001:11) observed that as a Social Studies teacher you need to consider the culture of your students, and their interests, goals and aspirations in order to plan appropriate activities that connect to their relevant contexts. Grant (2003:18) commented that a teacher should also consider the format to use in order to assess prior knowledge and framing of the questions. Example, through interview, conversation with learners, pre-and post tests, questionnaires or survey. Pre-testing might be undertaken using visual like photographs as a stimulus to get students to write what they know about a topic /event. Post test might repeat the pre-test process to track development or seek in-depth information revealing knowledge, skills, and understanding of the key learning disposition or competencies.

Teaching Inquiry

Grant, Gradwell, Lauricella, Derme-Itsinna & Tzetzso (2002:98) observed that teaching as inquiry involves asking students questions about how well current pedagogy are working and whether others might be more successful. Also, selecting pedagogy for the specific learning outcome such as, graphic organizers, co-operative strategies, writing and presenting, using visual and oral presentation and also encourage the use of digital media.

Learning Inquiry

According to Hartzler-Miller (2001:9) learning inquiry has to do with what happened as a result of the teaching, were the students engaged and interested, did they understand the essential learning intention to the required depth and do the students want to know more. Example, when teaching a unit on 'change in the Nigeria family', assess if students recognized different family structures and understand the consequences of changing family structures in the past, and the impact for the future development of Nigeria society. This could be group or peer- base feedback by mini- whiteboard, poster chart, or oral report on particular family structures. It is in this parameter, this work focus on the advantages and disadvantages of teaching as inquiry pedagogy.

Teaching as inquiry pedagogy according to Hammond and Bransford (2005:89) helps the students to think for themselves, It also help the students' to learn how to collect, organize and analyze information so that it can be retrieved later. Britzman (2003:45) mentioned that the relevance of teaching as inquiry pedagogy is that, it develops in the students the techniques of discovery and their use throughout life in a variety of situations. He infers that, it encouraged students to take rational decisions by seeing the two sides of the coin.

Mbang and Agba (2012:50) found that the disadvantages of teaching as inquiry stress mostly on the cognitive aspects of the students and almost ignores the affective or the emotional aspects of the learning. That, it requires a special classroom condition, a climate of freedom where students are to air their views not minding the views the teacher might be defending on. In support of this, Hartzler – Miller (2001:23) observed that the disadvantages of teaching as inquiry pedagogy, requires more stimulation than other pedagogy if its objectives are to be achieved. Also, it is time-consuming and if the problem is too difficult or too easy it might lead to lack of interest in the classroom. This pedagogy might lead to lack of co-operation from the students in class which may lead to frustration to students.

Factors to be Considered by the Social Studies Teacher in Selecting Pedagogy for Teaching of Social Studies and Civic Education in Junior Secondary Schools

In selecting pedagogy for teaching Social Studies and Civic Education in secondary schools, the teacher that wants to be effective in the use of his adopted strategy must be guided by the following factors:

1 Subject Matter: The topic a teacher is going to teach in the class determines the appropriateness of the pedagogy to be employed. For instance, if the teacher finds out that in the scheme of work he is going to teach “Living together”, it is the nature of the topic that will guide the teacher to determine the appropriate pedagogy to employ so that students will understand him very well.

2 Instructional Objectives Set by the Teacher: Gradwell (2006:78) emphasized that any pedagogy the teacher employed must be capable of aiding not only the achievement of the teacher’s stated objectives but also the enhancement of students’ understanding the topic. For instance, if the teacher wishes to teach students how to draw the map of Nigeria, the pedagogy he is going to employ must be capable of involving the students in practical exercise. This would go a long way in enabling the students to develop the desired skills; also it will enable the teacher to select appropriate and effective pedagogy to use. These characteristics include their age-range, level of intelligence, verbal ability, their interests, and level of motivation, previous knowledge and family background amongst others.

3 Time and Place Context: Every lesson takes place within a particular time of the day and at a specific place. Therefore the time and place within which the lesson is taught could considerably influence the effectiveness or otherwise of the lesson. For instance, it is a well known fact that students are more attentive in the morning than in the afternoon. If a teacher is to teach Social Studies to (JSS1) students in the period immediately after their long break, it can only be effective in the class than just relying on lecturing them. Attempting to lecture them for forty minutes will make most of them fall asleep (Gradwell, 2006:77).

4 Number of Students in the Class: In teaching Social Studies, large class is not encouraged. The problems associated with the management of large class do not allow for the full participation of the individual learners in the class. Unfortunately in developing societies like ours and particularly now that federal and most state governments had introduced free and compulsory education up to junior secondary school level, the existence of large classes become inevitable, the teacher has to select the pedagogy that would cater for the number of pupils in the class.

5 Teacher’s Own Ability, Interest and Mastery of the Subject Matter: In Social Studies and Civic Education teaching, teacher-guided inquiry is emphasized. This exposes the learners to the scientific method of problem solving at the formative stage of development. At this period, they can easily internalize knowledge, skills and attitudes and values. More importantly, those of them who would be teachers’ tomorrow would continue to experience this method through the various levels of education and be better equipped to perform their duties as teachers when the time comes. What is being emphasized here is that when selecting pedagogy, the teachers must think of themselves, their interest and how competent they are in handling the pedagogy. For effective teaching to take place, the teacher must think of the necessary pedagogy he can handle very well not just any one.

6 Instructional Materials Available: The availability of instructional materials is not only one of the factors that affect teaching but also one that must be considered by a Social Studies teacher before selecting any pedagogy (Dinkelman, 2004:86). As a result of the fluid nature of their discipline, Social Studies teachers must be flexible in the selection of pedagogy. Also they must be imaginative and resourceful in their handling of teaching pedagogy. It must be noted that the factors which we have enumerated above are not exhaustive. There are other factors which Social Studies teachers must consider before selecting pedagogy. However, the most important thing is that Social Studies teachers should endeavour to look out for these factors before selecting their pedagogy.

Assessing the Effectiveness of Social Studies and Civic Education Teaching Pedagogy in Junior Secondary School

As we have pointed out earlier, there is no method that is wrong or good, bad or good in Social Studies. This assertion should not be construed to mean that any method goes in the discipline or that you can talk of a particular method as being better than the other. The meaning is that it is the teacher who determines to a

great extent whether the selected method is good or bad through the way and manner he conducts his teaching, (Ikwuazom, 2005:4).

In spite of the number of teaching pedagogy which we have identified in Social Studies, teaching as inquiry methods has come to be adopted in this paper because of its effectiveness in teaching. This method has been defined as critical thinking, inductive thinking, problem-solving, analysis, reflective inquiry or reflective thinking. Teaching as inquiry methods process according to Hmmerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, and McDonald, (2005:125) has six different steps:

- Experience
- State of uncertainty
- Framing of the problem
- Formulating Hypothesis
- Exploration and evidencing
- Generalization

It can also be seen as “a teaching pedagogy where the teacher and the students are allowed to examine an idea, event, issues, problems and questions freely, with minimum guidance from the teacher and then seek information to answer or solve the problem (Darling-Hammond & Bransford, 2005:68). They went further to identify seven integrated steps which every Social Studies teacher has to follow in the course of his teaching. Teaching as inquiry method is not the discovery of an answer that is lifted from a book, but rather, the development of an answer by the students and teachers themselves, based on the result of their investigation (Britzman, 2003:32).

Briefly defined, teaching as inquiry pedagogy means students getting answer to issues, problems or questions through the collection and analysis of information or data. In other words, teaching as inquiry pedagogy is a teaching strategy where the learners are guided by the teacher to find solutions to the social problems or issues which they are exposed to (Ikaye, 2005:6).

Ezewu (2005:94) asserted that in this method of teaching, students are not spoon-fed but are made to be active in the-learning situation. Unlike other traditional methods of teaching where the learners are made to be passive, teaching as inquiry method is more effective because the learners participate fully in the teaching and learning. Even under the specialist teacher, the traditional methods make students to listen and not to forget so quickly whatever they remember, do and understand. Adler (2008:8) also observed that teaching as inquiry pedagogy enable students to look out for information which could be in the library, community, hospitals, cave, river, industries and so on, collate data by themselves, analyze the data, give report in the class, draw inference and make decisions. The whole thinking and learning is done by the teacher and learners on their own which will enable them to develop and concretize the skill of critical thinking.

This method is a scientific method of arriving at the truth. Social Studies used this scientific method of investigation to teach the students how to identify problems, formulate hypotheses, gather information about the problem, test the hypotheses, draw conclusion and make meaningful decisions. Ikwuazom (2005:3) mentioned that as learners start to use this method at the secondary school level, a solid foundation for understanding how to use more sophisticated scientific methods in the future must have been laid.

How we can Achieve Excellence in Social Studies and Civic Education Using Teaching as Inquiry Pedagogy in Junior Secondary Schools

To achieve the vision of Social Studies, we must ensure that students become intimately acquainted with scholarship, artisanship, leadership, and citizenship education. Excellence in Social Studies will be achieved by programmes in which students gain the knowledge, skills, and attitudes necessary to understand, respect, and practice the way of the scholar, the artisan, the leader, and the citizen in support of the common good (Grant, 2003:56).

Eloma (2005:2) observed that it is only when a teacher employed the appropriate teaching pedagogy to teach all the above properly to the understanding of the students, making sure that he or she uses this method to achieve his stated objective with the students, that is when this vision of excellence will be achieved by the teacher in Social studies.

Conclusion

Secondary education plays a very important role in the life of both the individual and the society. It is seen as a spring board to all other education system in Nigeria.

Teaching is not an easy task. It calls for dedication, sacrifice and hard work. It involves the transfer of worthwhile knowledge, skills, values and appreciation to a learner. These will serve as a survival tools through life endeavours. To actualize these, the teacher falls back on a number of pedagogy to achieve his stated objectives with the learners. The learner in turn is expected to show a sign of positive change in behaviours to testify for the teachers function.

Therefore, the paper beamed that a Social Studies teacher should employ the appropriate teaching pedagogy for the teaching and learning of Social Studies. He should also make sure that any particular method he employed will led him or her to achieve the stated objectives with his students in class.

In sundry, the teacher should be aware of those teaching pedagogy that can actually make his teaching effective.

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