
**THE NEW WORLD: WHAT SHOULD THE PEDAGOGY OF
SOCIAL STUDIES ADVOCATE?
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Introduction: Emergence of Social Studies Around the World

Social Studies has always been in existence, therefore there is nothing like old or new Social Studies because the subject is useful at any point in time. Social Studies is utilitarian as it solves the problem of the now. Before the 2nd world war there was no Social Studies. Social Studies was taught through the Social Science subjects such as Philosophy, Political Science, Sociology, Geography, Economics, and so on at colleges. These subjects were seen to be inadequate in addressing practically social issues and problems. However, with the outbreak of two world wars, WWI 1914-1918 and WWII 1939-1945, it became clear that the leaders of the world had a big problem on their hands regarding the relationship of man with his fellow man. This led to European countries and the United States designing a Social Studies curricular programme to be taught as a school subject across elementary schools and colleges.

The foundation and building block of Social Studies began in the 1820s in Great Britain before it was adopted in the United States to promote social development (Mufalo, Muleya & Simui, 2001). In the United States, Social Studies was studied around History, Geography and Government throughout the 1900s. In 1912, the

Bureau of Education which later became the United States Department of Education completely restructured the American Education System by setting up a committee in 1916 known as the committee on Social Studies. The work of this committee climaxed in the submission of “The Committee on Social Studies Report” (Smith *et al.*, 1999). The report gave birth to the beginning of Social Studies in the United States.

So much controversy has trailed the emergence of Social Studies around the world, these controversies have also affected the way and manner the subject is defined, its objectives and Content (Castro & Knowles, 2015). This has constrained different countries to define Social Studies in line with their own educational philosophy. Saxe (1999) indicated that the origin of Social Studies can be traced to Great Britain as early as the 1820s but moved quickly to the United States. Other experts like Dwomoh (2018) and Hooper and Smith (1993) posited that Social Studies began in the United as evident in that time.

In Hong Kong, Morris McClelland and Wong (1997) claimed that Social Studies surfaced during the 20th century. Though before then Social Studies has been taught in Junior High School through subjects like History, Religious Studies and Geography. After the war that took place between Hong Kong and China, Social Studies was taught as Civics. This was to checkmate political propaganda after the war, and to use schools as a medium of adapting to the Hong Kong lifestyle. Therefore, Social Studies officially became a school subject in Hong Kong in 1975 (Ransook, 2016). As a result of these new development, the government of Hong Kong introduced the teaching of Social Studies in colleges of education. Following this, the Hong Kong Association of Social Studies was birthed in 1979, which organized seminars and workshops for Social teachers (Morris *et al.*, 1997).

In the Philippines, the government reviewed the educational curriculum in order to bring about a curriculum that can grow civic competence of its citizens through the revamping of secondary school Social Studies. The government of Japan established Social Studies as a school subject after the second world war in 1947 (Ikeno, 2012). The objective was to develop basic civic abilities as

these qualities were needed to build a peaceful and free country within the country. This is in tandem with Banks (1990) who posited that the greatest aim of Social Studies is to build civic competence and socialize citizens to become active in the civic life of their immediate community/environment and the nation as a whole.

Jho (2006) recounted that the emergence of Social Studies in South Korea can be traced back to the period of the American military regime between 1945 and 1948. This was the period when committees of education and Korean scholars overhauled the school subjects that were introduced by the colonial masters. The major purpose was to do away with the indoctrination that the colonial school curricular represented and to substitute them with new subjects considered harmonious with those of the Americans. This led to the emergence of Social Studies in 1957 in South Korea. The aim of Social Studies at this time was to equip citizens with democratic knowledge, attitudes and values to the advantage of the society as a whole (Zhao *et al.*, 2007). However, Hollistein (2018) noted that even though the subject was officially called Social Studies in South Korea educational curriculum in 1957, the subject was taught separately as Geography, Social Sciences and History in their Junior Secondary Schools (Korean Ministry of Education, Science and Technology, 2007; Sung, 2010).

Denmark Samfundsfag which means Social Studies in Denmark language was taught as a separate subject during the 1960s (Hansen, 2020). Political/civic education was the subject being taught as Social Studies during this time. Then History was incorporated as a compulsory subject in all Junior High schools. This was meant to prepare its citizens for civic education and good citizenship, requisite knowledge, skills, understanding and moral values (Magasu, Muleya & Mireemba, 2020). Tarman and Acun (2010) disclose that in Turkey, Social Studies officially emerged in their school system in 1996. The discipline was meant to equip Turkish citizens with essential knowledge, values, skills and attitudes of the Social Studies Turkish curriculum, to develop productive and effective citizens who can showcase democratic qualities and critical thinking abilities (Ciftci, 2013).

In the United States, Social Studies originated during the 19th and 20th century (Crocco, 2004; Karabulut, 2009; Ross *et al.*, 2014). Nelson (1994) said that during this period Social Studies assumed an integrated approach in which History, Geography and Civic Education was taught as one subject. The rationale for the introduction of Social Studies into the American school curriculum was for many reasons. First, it was to build citizen devotion to the country, develop good character and a healthy mind (Crocco, 2004). Furthermore, the subject emerged to develop good character among Americans and also to unite them for a better society. Social Studies was also introduced to see to it that people migrating from Europe to America are well integrated into the political environment of the American landscape (Broom, 2007 & Crocco, 2004). The Americans saw Social Studies as a vehicle to foster citizens' patriotism and eradicate cultural and racial differences among the citizenry. The main feature of Social Studies emergence in the United States was the emphasis it placed on using real life situations to teach Social Studies in the classroom in order to endear reflective and critical reasoning (Tarman & Acun, 2010).

Emergence of Social Studies in Africa

Before the emergence of modern Social Studies in Africa, Social Studies encompassed the different indigenous and community education which were taught in indigenous languages. This education was commonly called the traditional/indigenous African education. This was seen in the transit of knowledge, culture, skills, values and norms of a people from one generation to another generation (Mushi, 2009). The objective and Content of the African Social Studies across Africa was the same even though the methods were different. The organization was through tribes, Social groups, families, villages, clans or kingdoms (Adeyemi & Adeyimka, 2002). Omolewa (2007) submitted that this Social Studies prepared everyone for their societal role, this enabled people to acquire practical skills which assisted them to survive in the society. It is worthy to note that this type of education prepared people to have a peaceful and harmonious relationship within African communities (Okoro, 2010).

The African Social Studies school curriculum came into existence after the first conference on Social Studies which took place in Mombasa, Kenya in 1968. The Mombasa conferees had twenty-five (25) Africa educators, seven (7) Britons and Six (6) Americans. A major agreement reached at the conference was the integration of Geography, History and Civic Education into one subject to be known as Social Studies. This led to the introduction of Social Studies at the Junior Secondary School curriculum across Africa in 1976. The conference gave birth to the African Social Studies Programme (ASSP) which later changed to the African Social Studies and Environmental Studies Programme (ASESP). The major goals of the Mombasa conference were to: spread information concerning Social Studies across Africa and beyond; help African countries in organizing workshops and building the capacity of Social Studies teachers and pedagogies; and develop literature for teaching Social Studies at the primary and secondary school levels through the help of colleges and universities (Sawar, 2015).

In Boswana Social Studies emerged at the Primary and Junior Secondary School curriculum in 1982, to promote national values, values and self-reliance for the advancement of citizenship education (Boikhutso *et al.*, 2013). While Zambia introduced Social Studies in its Junior Secondary School curriculum as late as 2014 (Ministry of Education, Zambia 2013). Cobbold (1999) Ghana researched into the emergence of Social Studies in Ghana and traced its origin to the 1940s though it was temporary since the subject could not integrate subjects such as History and Geography into it. Hence Social Studies in Ghana collapsed in 1955 (Sawar, 2015). However, Social Studies was re-introduced in colleges of education in 1967 and reintroduced into the Junior Secondary School Programme in 1976 (Mensah, 2019).

Emergence of Social Studies in Nigeria

Olatunde (2006) stated that the rationale behind the emergence of Social Studies in Nigeria comprised of many factors. One of these factor is that the subject was viewed as being capable of discouraging the growing regional, ethnical and religious disharmony caused by

conflicts and wars after Nigeria gained independence in 1960. This conflicts led to the first coup d'état of 1966 which poses serious threat to the unity and security of Nigeria. Secondly, Social Studies was introduced to mitigate the influence that colonial education was having among the Nigerian citizens since learners were learning the History and Geography of the colonial masters (Olatunde, 2006). Hence it was considered wise by the government then to replace colonial education with local content education and Social Studies was seen as the solution (Amino *et al.*, 2014).

The Federal Ministry of Education (FME), the Ford Foundation of America and the Nigerian Education Research Development Council (NERDC) developed the first primary school Social Studies curriculum in 1971. However, the project of writing the first textbook on Social Studies was undertaken by the Staff of Aiyetoro Comprehensive High School in 1965 assisted by the Ford Foundation. Later, the Comparative Education Study and Adaptation Centre (CESAC) of the University of Lagos became interested in the project, reviewed it in a workshop and the product became a book titled "Social Studies for Nigerian Schools" Books 1 & 2 in 1977. In addition, the Social Studies Association of Nigeria (SOSAN) was formed.

New Approaches for Rethinking Social Studies in a New World

This section presents an overview of pedagogical approaches and instructional methods, skills and techniques that can be used to improve the teaching and learning of Social Studies in a new world. The approaches include: information and communication technology, inquiry based approach, cooperative learning approach, different learning environment approach, online learning approach, community resources approach, field trip/excursion approach, geographical information system approach, dramatization approach, projected electronic approach, graphic resources approach, audio-visual approach, set induction approach, and questioning approach.

Information and Communication Technology Approach:

The ICT are the means and processes of collecting, storing, processing, retrieving and sharing data/information (Atubi, 2022). ICT Usage in Social Studies include the use of the following: internet browsing, video conferencing, social media, World Wide Web, computers, e-book/e-library, online learning etc. The fast development in the influence of ICT has made it to become an indispensable tool and approach in Social Studies. With this indispensability and increasing competition in educational conditions around the world, ICT has become a valid approach to Social Studies (Akpabio & Ogiriki, 2017). We live in a new world, a global age where information accumulates and spread quickly, this can be reflected in the teaching of Social Studies, therefore Social Studies should have its fair share in this technological advancement and opportunities provided by ICT.

Dania and Enakrire (2012) argued that even though the use of ICT for Social Studies can be complex in a country like Nigeria, it can also be a rewarding approach for Social Studies teachers who are lesson executives. Therefore, all possible means and techniques to create and use ICT in a constructive manner should be applied. Social Studies teachers need to be professionally trained in ICT/computer usage in order for them to have the required knowledge and skills to operate all ICT components and tools. The teacher training programme should integrate this training and a computer section should be provided in any Social Studies resource room or library. When all these suggestions are implemented, Social Studies can become very interesting and receptive at every level of education in Nigeria. They can also make Social Studies to become more meaningful by providing a holistic knowledge on any topic/concept taught (Atubi, 2022).

Inquiry Based Approach: The overall goal of education is to prepare students for a world that changes every day and their ability to change with it. For students to be able to cope with these changes, their ever changing environment and become world learners, they need inquiry skills to deal with their present and future problems. This can be provided through inquiry based learning, as this approach

requires Social Studies teachers to move from their traditional approach to a new pedagogical paradigm. A major advocate of inquiry based learning is John Dewey, his premise was based on personal inquiry through sustained reflection (Beshears, 2012). Just like Dewey, Vygotsky and Piaget are believers of inquiry learning. According to them, inquiry help learners to create their own understandings of new knowledge, mental development and meaningful learning (Derries, 2000).

Inquiry learning approach is when teachers motivate the learners to become interactive and active to solve problems by giving them tasks to do. When teachers use inquiry to teach Social Studies, they help connect students to the understanding their environments and carry out scientific investigations. Inquiry based approach is very important in studying, phenomenon, events and places, it presents Social Studies students the ability to ask questions about social occurrences and evaluate social situations. Inquiry learning boost critical thinking. This can only happen through carrying out inquiry. Inquiry based approach to the learning of Social Studies meet the critical analysis of past, present and future issues (Saye, 2005). Inquiry make students active participants in the learning process because they learn through personal experiences and reflection. The National Council for the Social Studies (2008) claimed that a strong Social Studies must have a combination of inquiry based learning to develop students' knowledge, skills, attitudes and habits.

Cooperative Learning Approach: Cooperative learning usage in Social Studies can help its learners to develop skills and knowledge while learning, more also it encourages active learning, boost student's confidence, freedom of expression and overall academic achievement. A new variant of cooperative learning approach is the Jigsaw method (Kpangban & Dania, 2021). Jigsaw teaching strategy is a cooperative learning approach where students are made to work in a group of between four to six students. It focuses on speaking, cooperation, speaking, reflecting and solving real problems by each member of a group. In this approach, every member of the group is made to specialize and master a unit of the topic. Each member specializes on a unit of the topic and teaches the other

members of the group under the guidance of the Social Studies teacher. Special features of the Jigsaw approach are: The entire class is arranged in small inclusive groups known as the “Home groups” and each group must have students of high, average and low mental capacity. For example, a class population of forty (40) students can be grouped into eight (8) home groups of five (5) member each; The Social Studies teacher gives the topic with several sub-topics; Each member of a home group is assigned a sub-topic; Each member of a home group work independently, after which all home groups will regroup as experienced on the sub-topics given to them; The selected members from each home group brainstorm and arrive at a position on the sub-topics; and finally, each expert from their home group return to the entire class and teach others members of the class.

Different Learning Environment (DLE) Approach: The host of all factors which affect learning is the learning environment, the learning environment is made up of the infrastructure, psycho-social factors, resources and time which form learning. This approach means taking the students to the environment of what they want to learn. For example, taking students to a physical environment to teach them geography, political environment to teach government, economic environment to teach economics, legal environment to teach law etc. In Social Studies, integrating social and human concepts for the purpose of good citizenship, socialization, value orientation and more through an interdisciplinary approach needs the different learning environment. To ensure efficient learning and acquisition of the desired knowledge, different learning environment approach must be utilized in the process (Thomas, 2010). It is worthy to note here that teacher’s proficiency, available resources and school structure are influential factors in adopting the Different Learning Environment approach. Dorman (2001) established that there is a strong relationship between high academic success and DLE also Graetz (2006) submitted that DLE are very effective in teaching Social Studies. For these reasons we can recommend the use of DLE in accordance with Social Studies pedagogy for a new world.

Blended Learning Approach: Blended learning is a multiple learning activity, a combination of virtual and physical learning environment used to incorporate a variety of experiences to reinforce learning. Blended learning has different names such as integrative, hybrid or mix learning. This is when e-learning is integrated with an aim of providing a better learning outcome for students. Blended learning can be used to involve different set of learners through information technology in different places and at different time. It affords the teacher, an opportunity to decide on using different means and methods they think will be effective and expose the Social Studies students to the world outside of their own. Blended learning is students centered and interactive, it is a method that should be advocated for a new Social Studies in a new world.

Online Learning Approach: The advancement in technology and globalization have led to the emergence of a new form of education known as online learning, this new form of learning has implications for the nature of Social Studies (Atubi & Obro, 2020). Online learning is a form of learning that takes place over the internet using different ICT tools. In Social Studies, it can be a workable and practical approach especially during a lockdown just like the recent COVID-19 lockdown or distant learning. Online learning gives opportunity of studying Social Studies around the learners' responsibilities. It is popular and novel, though mainly used for tertiary education in Nigeria but can still be harnessed for junior secondary school Social Studies. Instances of applying online learning occurs when the teacher and learners are engaged online, from different destinations. The teacher delivers the lesson through any ICT means such as mobile phones, a computer device or video conferencing. This approach has become very popular in a new world and very critical to long term sustainability of Social Studies.

Community Resources Approach: Community resources are events, objects, opportunities, places or people that can be used to enhance Social Studies. This can be achieved through community visits, it provides students physical and real life experiences, the teacher does not need to do too much explanations. This resources can be fixed or not fixed, confined or not confined to the school

environment, however the community can also be brought to the Social classroom in the form of a resource person or thing (Atubi, 2019). Community resources help students to reflect continuously on personal, social and environmental problems which exist. Community resources when properly used can change the learning encounter of the students by helping them connect with real life situations. For Instance, Dania and Atubi (2019) demonstrated how the use of community resources such as art galleries can be integrated into upper basic Social Studies pedagogy for sustainable Social Studies in a new world.

Field Trip/Excursion Approach: This is normally organized by the Social Studies teacher or school administrator for the students to visit, see and have first-hand experience of a place, event, object, process or people under study. It affords learners live opportunity to witness and feel phenomena that they must have or not heard about. During the visit, they can explore with all their five senses, such encounter affords them the opportunity to retain knowledge and remember it for a very long time. The best of it, is that places where Social Studies teachers can take their students to in order enrich Social Studies knowledge are numerous and uncountable; from factories to banks, markets, farms, town halls, police station, administrative offices, airports and the list is open ended, these places and many more all have a bearing in a new world Social Studies.

Geographical Information System Approach: The study of the physical environment determines social interaction and a major theme in Social Studies. GIS uses digital images to represent physical environment in a stored data form (Krogman, 2015). ESRI (2017) Posited that GIS will give Social Studies students the knowledge of places, environmental issues/problems, events around the world and better understanding of geographical phenomenon. Secondly, GIS is all about space/location and the study of space is crucial to human interactions with their environments (Goodchild, 2009).

Advance technological approaches such as those of Geographical Information System (GIS) for teaching and learning Social Studies can be a real innovation of rethinking Social Studies in a new world and to present Social Studies in a new way in Nigeria. This can be

explorative, since GIS is multidisciplinary in nature just like Social Studies (Atubi & Dania, 2022). GIS resources like aerial photographs, Google maps, satellite images, Google Earth and maps are likely resources fit for the study of Social Studies. This is because they are environmental based which Social Studies encompasses. For instance, google earth software application can be used in the study and location of social phenomenon and occurrences. While aerial photographs can be applied in depicting the culture and way of life of a people. Consequently, satellite images are veritable tools for social and criminal investigations which can be crucial to Social Studies.

Dramatization Approach: This is a constructive approach in learning Social Studies as it guides the individual to discover, learn and deduct meaning from making sense out of a drama. The teacher directs and guides the students. Dramatization involves acting, doing and making use of improvisation techniques. Using role play to interpret concept like conflict, peace values, patriotism, nationalism etc. taught in Social Studies. Dramatization is trying to make sense from an experience, concept, idea or event by acting them through proper organization and content creative drama. The approach makes students to become active and freely express themselves creatively, it integrates reality, fiction and knowledge into Social Studies. Dramatization is efficient in making learners to acquire cultural development, self-recognition, creative and problem solving skills. The use of drama in Social Studies contribute to the achievement of educational targets and creative skills of the students. With dramatization in Social Studies, students can get experience, knowledge and skills that they won't be able to acquire with the lecture teaching method (Ezer & Ulukaya, 2017). A critical look at Social Studies curriculum and content will show that most of the topics are suitable for class dramatization. Therefore, it will be of immense benefit to involve drama in rethinking Social Studies for a new world.

Projected Electronic Approach: This approach requires the projection of information through electronic devices such as slides, still pictures, film strips, motion pictures and overhead projectors.

This approach gives a better visual appreciation of information to students and befitting for a large class, it also has an added advantage of saving time. In consideration of giving a new approach to Social Studies in a new world, the use of projected materials should be given attention by Social Studies teachers and school administrators. This should be done, as there is no doubt that they enhance the teaching and learning of Social Studies (Odunta, 2011).

Graphic Resources Approach: This approach adopts the usage of things like graphs, charts, maps, and diagrams produced on wide posters or banners and presented to the class in abstract forms. They make significant contribution to Social Studies learning content because they make large and bulky information to become simplified. Although this approach has been practiced for ages, it can be modified with the use of computer graphic designs to make the resources more modern and novel to meet present day need of Social Studies in a new world.

Audio-Visual Approach: Audio-visual materials are devices mostly driven by electricity to elicit the senses of hearing and seeing. The use of these resources creates and leaves a lasting impression on the learner. Examples are radios, television, computer etc. Radios appeal to the sense of hearing and are affordable. The Federal Ministry of Education has a radio unit responsible for producing educational programmes developed by subject teachers and airing them on federal radio cooperation frequencies. Television excites the sense of sight Social Studies lesson can be taught using a video as a teaching medium while providing entertainment at the same time (Atubi, 2021). It is worthy to note here that most learning take place outside the classroom, especially on television as the reach and availability of television can now reach a wider audience. Gone are the days when only one man could own a television set in a whole street or community. Audio-visual usage has reduced the use of only textbooks as instructional resources for Social Studies. Gainful and engaging use of audio-visual resources for Social Studies lessons can be achieved through eliminating all forms of distractions during a viewing or listening session. Secondly programmes to be viewed should be related to the lesson and a

question section be introduced at the end each viewing session by the Social Studies teacher.

Set Induction Approach: This approach involves any skill, process or instructional material that can be used by the Social Studies teacher at the beginning of any lesson. The major objective of this approach is to arrest the attention of learners at the beginning of the lesson. Examples of how this approach can be implemented involves: holding an object related to the topic that the teacher wants to teach for the class to observe and pay attention to; asking questions that are related to the topic of the day at the beginning of the class; and asking questions that can provoke thinking relevant to the day's lesson.

Questioning Approach: A question is a statement posed with the intention of getting a verbal response by the recipient, questioning is important in Social Studies as it evokes thinking and problem solving skills of the students. Questioning creates participation by students and makes the class lively as well as rewarding. In Social Studies lessons, questioning should be made a part of every segment from introduction to evaluation, this is to boost critical and reflective thinking of the learners. Questioning approach evokes curiosity, interest and motivation. It is also diagnostic in nature as it helps the teacher to identify areas of student learning that are difficult. More also questioning assist in recalling of facts, check understanding and knowledge of students. Finally questioning approach is a way of encouraging students to be expressive of their own ideas, emotions and knowledge.

Questioning approach makes use of lower order and higher order questions. Lower order questions are pose mainly to recall facts and test students' previous knowledge. They are mostly close ended, used alone and usually starts with "what", "who", "where" and "when". They promote remote learning of lower cognition. Higher order questions on the other hand are questions that are thought provoking and have the ability to generate more knowledge. Secondly unlike lower order questions, they are open ended with reasonable answers. This group of questions encourages critical thinking and creative initiative of students because they probe other new

approaches to Social Studies including case study approach, problem solving approach and many more.

Though the teacher determines the interaction that goes on in the classroom, he elicits the pupils' contribution to the interaction. The teacher's perception of his role guides the style with which he performs his role. He ensures that a deviation from this perception and style is corrected to fall in with the model he uses as his style. The various models used by teachers are as follow:

Socratic Model: Here the teacher reflectively probes the pupils with discourse to help them clarify values, concepts and to test comprehension after they are introduced to some facts.

The Town Meeting Model: Here the interaction is subjected to a cooperative and friendly rapport to determine how to carry out specific activities.

The Apprenticeship Model: In this situation, pupils imbibe many attitudes and social learning (imitation and modelling). The teacher on the other hand encourages the pupils to follow the models of his life.

The Army Model: The pupils in this interaction model are made to take directives in the classroom without complaining.

The Business Deal Model: This is an individualized pattern of interaction. The teacher agrees with the pupils as to the best way to carry out an assignment and makes himself available for consultation.

The Good Old Team Model: This model ensures that high level of performance is achieved. Persuasion, threats, incentives and punishment could be used to bring forth high level of performance. The teacher could also serve as a guide leading pupils through a field of study. What he does is giving information, calling their attention to areas of interest, guiding opinion formation and answering pupils' questions. For example, supervision. In conclusion, the teacher chooses the style which best suits his personality.

Decolonizing Social Studies in Nigeria

Social Studies was imported in to Nigeria in 1958 when the then Western state on Nigeria took part in the Ohio project. The student teachers in Western Nigeria were taught Social Studies in the regions Teachers training colleges. In the same vein, the Northern Nigeria Teacher Education project (NNTED) was instituted to develop a syllabus that contained teacher education materials that would also focus on theory and practice of Social Studies in Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto. The practical development of Social Studies curriculum started in 1963 in Aiyetoro Comprehensive High School. The actual take-off of Social Studies was in 1965 when materials for teaching Social Studies were developed in Aiyetoro Comprehensive High School for early classes of secondary education. The American Agency for international Development (USAID) in conjunction with the university of Washington and Western state ministry of Education sponsored this project. It was in 1969, the then Nigeria Educational Research Council (NERC) now Nigeria Educational Research and Development Council (NERDC) organized a national curriculum conference whose objective was to make education relevant in achieving the national goals.

The conference specifically recommended that Social Studies should be taught as a subject in both primary and post primary education to achieve the above national objective, hence making Social Studies Nigerianised. Consequently, Nigeria Educational Research Council (Now NERDC) developed specific objectives of Social Studies in 1971 and 1974 that will prepare Nigerian child to be well informed citizens who can contribute meaningfully to their communities. The African Social Studies programme gave birth to many association such as National Association of Social Studiesists (NASSE) and Social Studies Association of Nigeria (SOSAN).

SOSAN in particular came out with the following objectives: to help the learners fit into the society to which he belongs; to create an understanding of environment social, and physical environment – its man-made, natural, cultural and spiritual and conservation of these resources for development; to develop awareness and appreciation for the interrelatedness of human knowledge and

humanities; to acquire skills essential to the formation of satisfactory professional life and further studies; to develop capacity for logical thinking and sound rational judgment; to develop in Nigerian pupils positive attitude to citizenship and desire to make personal positive contribution to creation of prosperous united Nigeria; and to make the students aware of the problems of his country and the world in general and a sympathetic appreciation of the diversity and interdependence of all members of the local community and of the wider national and international communities.

To further decolonize Social Studies in Nigeria, higher institutions also helped in the development and institutionalization of Social Studies in the Nigerian education system. The University of Ife (now Obafemi Awolowo University) embarked on six year Yoruba primary project (SYNPP) curriculum, one of its subjects being Social Studies, thus making Social Studies indigenous. There is no gain saying the fact that the laudable objectives scripted for Social Studies did not specifically and entirely focus on Nigerian educational system until when the Department of Social Studies of Aiyetoro Comprehensive High School formulated aims and objectives of Social Studies for Nigerian schools to include the followings: to make Nigerian students to understand their environments and their other human beings; to help the students know that all subjects are related and that these subjects are just like branches; to improve and broaden the basis of the Nigerian educational system that have been under criticism of a total import of Western education which was narrow and unimaginative; to help Nigerian pupils, students and teachers to discover what is good and unique in the physical social, political, economic and cultural traditions which have been hitherto neglected; and to develop, encourage and strengthen enquiry in mind of learners to discover what have been neglected in the Nigerian society for her development.

In decolonizing Social Studies in Nigeria, emphasis should be on how students learn about the nation, the content of the curriculum should address issues facing Nigerian citizens today such as racialised identities, economic and political inequities, other areas of the curriculum should be concerned with is insecurity, political instability and corruption in the country. Social Studies curriculum

content should mirror the Nigerian society by diagnosing the society needs and aspirations. Attention should be paid the needs of the society but also to changes observed in the society. Social Studies being problem solving social engineering should continually be addressing the dynamic nature of the Nigerian society. So also the curriculum process such as evaluation, revision and innovation should be Nigerian in nature and outlook. The Social Studies curriculum content, pedagogy must need be Nigerian focused. Education being a social engineering, and Social Studies being a social re-engineering, has been in existence before the appearance of western education by the Europeans. Social Studies have been preparing the Nigerian people to perform social roles. Fafunwa (1995) penned down the followings as the role of indigenous Social Studies. Development of character; inculcation of respect for elders and those in position of authority; development of intellectual skills; development of sense of belonging (unity); participate actively in family and community affairs; and understand, appreciate and promote the cultural heritage of the community at large.

Conclusion

It is my candid opinion that Social Studies has never been obsolete. It has never been an idle subject. Social Studies is always relevant in time and space. Social Studies addresses the past, present and the future. The pedagogical skills and strategies used are also in tandem with the content and subject matter of the time and space. Because of the dynamic nature of the society, Social Studies demands the adoption and use of variety of strategies which some scholars call innovative and progressive strategies and approaches. I am in the school of thought who holds that there is no single or numbers of methods that should be used in teaching Social Studies, so also for any subject. Any experienced scholar combine more than one method in conveying ideals in any instructional process or period. According to Akinlaye (2003) the value of instruction (teaching) depends on the quality of the professional training of teacher. A Social Studies teacher should be able to induce, stimulate, motivate and direct learning effectively in the classroom by combining a variety

of methods in the instructional process. The Social Studies teacher is left to choose and combine from these plethora of methods and approaches.

Way Forward

Social Studies educator should know that they should not price any teaching method above the other. He has to inter mix different methods in the course of his teaching. Even lecture method could be used and get learners to participate in the teaching and learning process. Learners should be made to be involved in any teaching learning process. This could be through cooperative, collaborative, inquiry and lecture approaches. The Social Studies educator must focus on culture transmission of the Nigerian society. At the early years of learners, the values, traditions, morals and desirable attitude in the society should be transmitted to learners. That is, the ethical dimension of Social Studies should be focused on or emphasized. Also, to be focused on the inculcation of unity of the different ethnic regions that make the Nigerian nation. This calls for teaching of values through value clarification method or approach. Social Studies teacher/educator should choose teaching methods that will appeal to the learner's visual and auditory senses. Above all, Social Studies educators should undergo refresher training that will make him to be abreast with new techniques of teaching.

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